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Eastview High School Media Center web page : a graduate project

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Eastview High School Media Center web page : a graduate project

Abstract

This creative project was undertaken for the purpose of constructing a web site for Eastview High School Media Center that would meet the needs of users while adhering to the highest qualities of web design. As creator of the web site, I started from the beginning. I had not designed a web page before undertaking this project. I researched the tenets of good web design, especially those particular to the field of library science. I identified my audiences and their needs. I identified and selected the best and most relevant content. I familiarized myself with Microsoft FrontPage, Eastview's standard Web editing program. And I organized the web site as the part of a larger web site, as a gateway to the media center and as an independent module of its own.

Eastview High School Media Center Web Page

A Graduate Project

Submitted to the
Division of Educational Technology
Department of Curriculum and Instruction

in Partial Fulfillment
of the Requirements for the Degree
Master of Arts

UNIVERSITY OF NORTHERN IOWA

by
Connie J. O'Sullivan

April 18, 2000

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Overview

A. Description of Project

This creative project was undertaken for the purpose of constructing a web site for Eastview High School Media Center that would meet the needs of users while adhering to the highest qualities of web design. As creator of the web site, I started from the beginning. I had not designed a web page before undertaking this project. I researched the tenets of good web design, especially those particular to the field of library science. I identified my audiences and their needs. I identified and selected the best and most relevant content. I familiarized myself with Microsoft FrontPage, Eastview's standard Web editing program. And I organized the web site as the part of a larger web site, as a gateway to the media center and as an independent module of its own.

B. Terminology

Media Center - This term is synonymous with the term *library*. It refers primarily to the physical facility and physical collection commonly understood to be the library. However, in the appropriate context the term can encompass the virtual capabilities and resources of the media center as well as the physical..

Media Center Program - This term refers to the media center in a broader sense. It includes not just the resources, but all services and roles associated with the media center. Examples would be circulation of audio visual equipment, implementation of an

information literacy curriculum, and the instructional consultant role of the media specialist.

Home Page - The main page or front page of the media center web site is considered the home page. A link on the home page of the parent institution takes the user directly to this introductory page.

Web Site - The home page plus the accompanying pages linked directly to it compose the web site.

Information Specialist - Title of the professional position that manages the media center and media center program. Synonymous with Media Specialist and Librarian.

Literature Review

The design and content of Eastview Media Center's web site is determined first by the media program's mission and goals. They reflect the guidelines established in 1998 by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT) in Information Power: Building Partnerships for Learning:

The media center will function as a dynamic information center for the Eastview school community both within and outside the school building. The media center program and services will support and enrich the curriculum by providing students, teachers, staff, administrators and parents access to diverse resources that meet educational and personal needs. And the media center program will provide leadership in the collaborative teaching of information literacy skills in order to ensure students and teachers become effective users of information.

As Information Power (1998) points out, the school media center has "... moved far beyond a room with books to become an active, technology-rich learning environment with an array of information resources" (p. 1) . According to the guidelines promoted in Information Power, a specific goal that addresses the potential of the media center web site is:

To provide physical access to information through a systematic procedure for acquiring information and materials from outside the library media center and the school through such mechanisms as electronic networks, interlibrary loan and cooperative agreements with other information agencies and instruction in using a range of equipment for accessing local and remote information in any format. (p.7) .

A review of the professional literature affirms the role of the media center and its

its web site. As experts in the field discussed the role of the media center web site, they first identified key user characteristics. They then described the most important attributes of an effective home page, in particular, and web site in general.

The experts in the literature concur about the fast evolving role of the library or media center from a strictly physical collection to one users can access remotely. Charles Martell (2000), California State University Librarian, predicts, “Eventually, librarians will perform most of their responsibilities in this new virtual space—cyberspace” (p. 106) . He further maintains librarians “. . . are beginning to see the outlines of a cyberspace world” because they are “recognizing the opportunities for serving their users better” (p. 107) . As Barbara Moran (2000), Professor in the School of Information and Library Sciences at the University of North Carolina at Chapel Hill, observes, “If we want libraries to continue to exist and be relevant, librarians are going to have to take the lead in making the changes necessary. We cannot miss this opportunity” (p. 116) . High School Information Specialist Janet Murray (2000) calls upon her peers to model the lifelong learning skills they advocate when confronting the rapid pace of change in the information world. She challenges librarians to transform their library/media centers from “static repositories of print and audiovisual materials” into “dynamic and evolving information technology centers” (p. 27) . The core value of libraries/media centers, emphasizes Betsy Baker (2000) of Northwestern University Library, is service to users. She reiterates the standard reason for libraries/media centers existing—to empower users to find the information they need. But while this core value remains intact, she recognizes the demands of the new information technologies: “. . . we must reconsider what we need to do and what

initiatives we need to take” (p. 47) . She references the insight of Herb Kelleher, President and CEO of Southwest Airlines, who said service is not a value an organization can just pretend to have.

Another huge shift in the traditional physical paradigm of libraries, noted by the experts in the field, is the movement toward accessed information rather than material that is owned. Martell (2000) bluntly states libraries can no longer afford to build adequate physical collections. Laura Townsend Kane (1997), University of South Carolina Librarian, stated, “The successful library of the future will consist of a delicate balance between materials that are owned and those that are accessed. The quality of these future libraries will not be determined by size but, rather by how effectively they fulfill the needs of the patron” (p. 66) .

Being a presence on the Web is critical to creating a dynamic school media center program, but just having a web site is not enough. Effective service to high school age students has to be planned with a clear understanding of the age group’s behavior and attitudes. Much insight is added by John Lubans’ (1999) series of surveys done with 7th through 10th graders and college freshman regarding their Internet use and attitudes toward libraries and librarians. As expected, Lubans’ surveys confirmed students rely heavily on the Internet to do research and they expect that dependence to increase. They feel they are generally successful finding what they need and they “relish their newfound independence and want more of it” (p. 145) . However, at the same time, they value the expertise of librarians. Lubans’ respondents reported they want librarians’ assistance in terms of aids to web searching. They very much favor including live links in the library

web catalog, having best sites organized by subject and being provided information about search engines. In other words, Lubans concludes, “Students want freedom but they want guidance” (p.145) .

In his book Wise Up to Teens: Insights into Marketing and Advertising to Teenagers, Peter Zollo (Meyers, 1999) suggests that “for a teen product to be cool it must be associated with quality” (p .43) . His research also confirmed teens’ passion for the Internet. The Partners in Youth Development Initiative launched in 1998 asked this age group in ten urban areas what libraries needed to do to change their negative image with teens. Among other concerns, teens “described frustration at collections that did not allow them to complete school projects and research” (Meyers, 1999, p. 44) . Focus groups organized by the Initiative confirmed what matters to teens is having materials that are popular, contemporary and meet a specific need. In other words, as Lubans (1999) noted in his discussion, students in this age group do not distinguish between owned and accessed material.

Martell (2000) identified a teenage attitude and experience that runs counter to the experience of most librarians. He ventured that the immersion of teens in the virtual reality of multimedia has created a gulf between them and the traditional priorities of the library. He noted their shorter attention span, inadequate preparation, emphasis on grades as opposed to learning and superficial interest in topics and the world around them.

Martell predicts:

“People in the future will have less time to explore issues in depth and will tend to work on the surface of things. Results will be expected quickly and tolerance for traditional time lines for delivery of products and services will diminish.” (p. 109)

This observation confirms the challenge many librarians—school and public—deal with on a daily basis. Many of today’s teens want only the information they are seeking, in the most straightforward manner and without delay.

These age specific behaviors and attitudes have implications for the design, content and treatment of the media center home page and web site. As Lubans (1999) concludes, “The key is basing our help on what students really want and need. Instead of just doing what we’ve always done, let’s experiment with new ways to serve kids in the new world of the Internet” (p. 147). Advice gleaned by Tenopir from the 1998 Online World Conference is particularly useful when making decisions about a resource designed for a demanding audience like teens. Tenopir reported Mary McCarty, Research and Internet Services Director for Edelman PR in Washington D.C., challenged librarians to create web pages that genuinely help their users retrieve high quality information efficiently. Jeanie Welch, another presenter at the Online conference, advised librarians who created web pages to “. . . monitor access and link statistics to make sure their sites are being used and to see how they are being used” [On-line]. A corporate librarian, Leslie Wood, challenged librarians to become their users’ “champion of distributed resources” [On-line]. Tenopir, Professor at the School of Library and Information Science, University of Tennessee, maintains librarians have the opportunity to “. . . shape the web into more of a digital library . . . and less of a mere conglomeration of cool stuff” [On-line].

The literature offers specific advice about how to create effective media center home pages. David King (1998), Electronic Services Librarian at the University of Southern Mississippi, studied the home pages of 120 libraries in the Association of Research Libraries for the purpose of describing “. . . a typical library home page” [On-line] . Sara Ryan (2000), a youth librarian who has designed and maintained a variety of library teen Web sites, compiled the insights she has learned from the experience and her interactions with teens. Jim Cunningham (1999), Systems Development Librarian at Illinois State University, brought to the discussion the perspective of early and current involvement with library web page design. This group of experts offered common advice for creating a quality library web site.

All three emphasize the importance of updating the site and identifying authorship. Ryan (2000) expresses this priority when she observes, “A Web site is never done” (p. 141) . Cunningham (1999) puts it as succinctly when he states, “Little in life changes so quickly as the online world. For this reason, currency is essential” (p. 615) . King (1998) referenced currency when he looked at footers on web pages. He referred to them as “. . . extremely important in identifying the origin, authorship, author information, legal status and last revision date of the page. . . “ [On-line] .

The selection of links was an important common concern. Cunningham (1999) cautions librarians to practice “ ‘ collection development’ ” (p. 614) when it comes to links. King (1998) collected statistics on home page links. He reports the average number of hypertext links per library home page was about twenty-two and the median was nineteen. Ryan (2000) thinks in a “collection development” way when she

recommends “. . . put a local spin on them” (p. 140) . She explains, “Make it worth your teens’ while to use *your* site rather than a search engine by slanting your links toward local, lower-profile organizations that the teens may not ever otherwise encounter” (p. 140) . She warns against overwhelming a user with too many links on one page, but also advises against having too few—less than a dozen on a single page.

The hierarchy within the library site is a concern to all three experts. Ryan (2000) puts it most directly, “DON’T put too many levels of hierarchy in your site” (p. 141) . She warns teens are not going to click through several levels from the parent institution’s page to get to the main library page, and once there, navigate through several more. One aspect in particular that King (1998) examined in his study was how many steps there were to the library home page from the parent institution web site. He reports 45% of the library pages were within one step and 37.5% within two steps. Cunningham (1999) also cautions against too many intermediary pages and “. . . confronting the user with several pages of links” (p. 674) .

Cunningham and Ryan both emphasize the need to avoid library jargon when labeling links on the library home page. As Cunningham (1999) points out, “Remember: the library’s web site is for library patrons, not librarians” (p.615) . Ryan (2000) recommends using textual description, but keeping it brief.

The three advocated for a consistent and simple style. King (1998) described it as “uniformity with originality” [On-line] . Ryan (2000) admonished the page designer: “Don’t use the latest and greatest graphical and audio bells and whistles in an attempt to attract teens” (p. 141) . And as Cunningham (1999) says, avoid creating a web site that is

“ . . . an unforeseen mixture of parts that may not be congruous. . . “ (p. 614) .

The literature delivers a variety of other specific recommendations, but they all point toward keeping the end user in mind and improving the web site as part of an ongoing process. Cunningham (1999) noted how in the last few years the library web site has evolved from a site on a few workstations to the standard interface on all the workstations in the library. He challenges librarians to make their web site in general and their home page in particular “ . . . of paramount importance because they will literally be the gateway to the library” (p.628) .

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Production Planning Guide

Statement of Purpose

A. Message Concept

The purpose of the Eastview High School (EVHS) Media Center Web Page is to facilitate student and teacher access to quality, curriculum related resources from any computer at school or home with Internet access.

B. Behavioral Objectives

Students will be able to:

- 1.) Conveniently locate and access authoritative resources
- 2.) Select from a variety of resource formats
- 3.) Identify media center resources that best meet information need
- 4.) Link to curriculum related, reviewed web sites
- 5.) Link to leisure reading reviews/lists
- 6.) Stay updated on media center news & procedures

Teachers will be able to:

- 1.) Conveniently locate and access authoritative resources
- 2.) Select from a variety of resource formats
- 3.) Identify the media center resources that best meets information need
- 4.) Link to curriculum related, reviewed web sites
- 5.) Link to leisure reading reviews/lists
- 6.) Stay updated on media center news & procedures
- 7.) Expand & enhance professional resources
- 8.) Integrate media center resources into instructional units
- 9.) Collaborate with information specialist

Parents will be able to:

- 1.) Assist students with research assignments
- 2.) Promote student use of media center resources
- 3.) Promote student leisure reading
- 4.) Meet own information needs
- 5.) Stay updated on media center news & procedures

C. Audience

1. **Primary:** EVHS students, grades 9 - 12
EVHS faculty, administration and staff
2. **Secondary:** EVHS parents
Other ISD # 196 faculty, administration, staff, students & parents

D. Audience Assumptions

EVHS Students, grades 9 - 12

1.) Attitudes

Believe the Web is the best source of information
Expect relevant results immediately
Prefer surface researching to in-depth research
Choose to research independently
Seek information in visual & audio format
Respond to teacher recommendation of resources

2.) Knowledge Level

Assume most Web information is credible
Struggle with extracting relevant information
Equate surfing with researching
Comfortable with Word, Power Point and scanning
Use research databases intuitively

3.) Technology Access

Approximately 70% have home Internet access
Building ratio of 1 computer per 4 students
Computer access in classroom clusters, labs, media center
Wireless laptops for 9th grade students likely for next year

EVHS Faculty, Administration and Staff

1.) Attitudes

Believe the Web is an important source of information
Increasingly frustrated by inefficiency of web searching
Concerned about student time wasted surfing on the Web

Generally uninformed about media center resources
Frequently plan learning activities around specific web sites

2.) Knowledge Level

Assume web information should be evaluated, not sure how
Assume research databases take time to learn
Generally high level of technology expertise

3.) Technology Access

Each teacher and administrator has personal laptop
Staff members have ready access to building computers
E-mail accounts provided and supported
Discounted home Internet service available from district endorsed provider

EVHS Parents

1.) Attitudes

Promote technology in education
Think of web first when seeking information
Supportive of concept of shared resources

2.) Knowledge Level

High level of involvement in conferences and school activities

3.) Technology Access

Approximately 70% have computer & Internet access at home and/or work

Other ISD # 196 faculty, administration, staff, students & parents

1.) Attitudes

Supportive of concept of shared resources

2.) Knowledge Level

Familiar with Dakota County Library Web catalog
Received information about District catalog on district level

3.) Technology Access

70% have Web access at home and/or work

II. Content

A. Must Content

The selection of content for the EVHS Media Center web site is critical. In order to be a viable site, the content must genuinely meet users' needs. In other words, the web site must contain links to a wide range of resources in a variety of formats that support students' curriculum needs and teachers' professional goals. Meeting those needs is approached in four different ways: 1.) Proprietary information in extensive research databases is made available via in-house and home access links. For example, they include magazine, journal and newspaper articles, current and retrospective. They also include publishers' original material and print sources in digitized format. 2.) The media center web site must integrate the physical collection with the accessed resources. That is accomplished by means of the web catalogs—local and district—that provide current information about the print and video collections. The catalog links appear right alongside the research database links. 3.) The web site must be a source of well designed electronic pathfinders that guide students toward resources for specific classroom learning activities. 4.) The web site must present the best of the Web in terms of quality web sites. And those web sites must be concisely annotated, well organized, and easy-to-navigate.

B. Content Outline

Page 1: Eastview High School Welcome Page

Link: Media Center Resources

Page 2: Eastview High School Media Center Resources (Completed)

Online Catalogs

Links: Eastview Catalog (Book, Videos, CD-ROMs)

District #196 Catalog (District Wide Resources)

Media Center Research Databases

Links: Proquest Direct

Electric Library

Infoweb Newsfile

Bridges

Grolier Online

SIRS Knowledge Source

Student Resource Center

Twayne's Authors Series

Biography Resource Center

Main Menu

Links: EVHS Home Page

Media Center Information

Other Libraries

Class Resources

Internet Resources

Internet Search Engines

Citing Your Sources

More About Online Resources

Teacher Resources

Research Basics

Page Information

Links: Questions About Home Access? (E-Mail connection)

ISD #196 information bar

Authorship (E-Mail connection)

Page 3: Media Center Information (Under development)

Links: *Mission Statement*

Tour of the Media Center (photos w/ captions)

Hours

Services

Collections:

Research Databases

Print

Video

Careers

Policies:

Circulation

Selection

Acceptable Use

District InterLibrary Loan

Volunteer Opportunities

Page 4: Other Libraries (Near completion)

Local Public Libraries

Links: *Dakota County Library*

Telnet Catalog Web Catalog Web Site

Minneapolis Public Library

Telnet Catalog Web Catalog Web Site

Scott County Library

Telnet Catalog Web Catalog Web Site

St. Paul Public Library

Telnet Catalog Web Catalog Web Site

Local College & University Libraries

Links:

MNCAT Web (University of Minnesota)

CLICNET (Twin Cities Private Colleges)

Telnet Catalog Web Catalog

WebPALS (Minnesota State & Community Colleges)

Telnet Catalog Web Catalog Web Site

State-wide Library Catalog

Logo: MnLink

United States Libraries

Links: Library of Congress

New York City Public Library

Page 5: Class Resources (Under development)

Template will include:

Title of Learning Activity

Description of Learning Activity

Suggested background research or topic browsing

Link to Research Basics

Suggested keywords and subject headings

Links to recommended resources:

research databases

print and video

interlibrary

graphic/photo

Internet

Link to MAL citation page

Page 6: Internet Resources (Under development)

Links:

Internet Search Engines (Annotated Links)

General Reference

Ready reference

Dictionaries & Encyclopedias

Almanacs

Atlases & Maps

Biographical Sources

Speeches

News Sources

Newspaper

Magazines

Television

Government Information Sources

Federal Government

Executive
Legislative
Judicial
State Government
Executive
Legislative
Judicial
County Government
Local Government

Curriculum Connections
(by Academic Subject)

Primary Sources

Teen Links

Page 7: **Internet Search Engines** (completed)

Links:

ISD #196 annotated list of search engines

Page 8: **Citing Your Sources** (completed)

Links: *MLA and Write Source sites*

Posting of "MLA Bibliography Citation Style"

Examples tailored to current collection of research databases.

Page 9: **More About Online Resources** (completed)

Posting of annotated list of research databases

Page 10: **Teacher Resources** (to be developed)

Professional Libraries

Links:

District #196 Professional Library

Minnesota Department of Children, Families & Learning Library

Online Resources

Logos: PBS Video Database

Internet Resources

Curriculum Related Sites

Copyright Information

Reading Resources
Minnesota Center for the Book
Technology Resources

Educational Research

ERIC Full Text

Educational News & Organizations

Capitol Watch - Minnesota Legislative Update

Dakota County Educators Association

National Education Association

American Teacher Federation

Page 11: Research Basics

Links:

Big 6 (Information Problem Solving Process) Eisenberg & Berkowitz

Topic Selection:

Set criteria

Generate ideas

Read background information

Turn the topic into a question

Savvy Searching:

Know the difference between keywords & subject headings.

Try these search strategies.

Make an informed choice about resources.

Use online catalogs to search for books & videos.

Know what's in the research databases.

Start with credible Internet sites.

Know your search engine.

Know how to evaluate Internet sites.

Selection & Organization of Information

Try the question approach.

Electronic Note Taking

Citation

Link to Page 8: MLA Style

III. Treatment

The literature review accurately reflects the challenges presented by Eastview High School to the media center program and its web site. Eastview is a “high tech” school—only three years old with every workstation linked to the Internet via a T1 line. There are almost 600 machines in the building. About 150 of those are laptops for teachers. The school is currently looking at laptop options for students. A lab of 30 workstations is located in the media center as well as six high end multimedia scanning workstations. In addition, two other attached labs of 30 workstations each, which are scheduled through the media center, often have groups of students moving back and forth between the labs and the print/video collection in the media center. Each classroom cluster of six classrooms has access to 15 workstations. Approximately 70% of Eastview students have Internet access at home. The majority of these students fit the profile described by Lubans and Martell. They are frequent Internet users, fairly savvy searchers, and want the information needed right now, in its simplest form. With this kind of technology and user challenge, the *treatment* of the content at the web site is as important as the *selection* of the content.

Treatment of content is a consideration when the research databases are selected. Among the considerations are: a.) attractiveness of the interface b.) ease of use or intuitiveness of use c.) searching options d.) accuracy of the search engine e.) availability of imbedded web links and f.) clarity of information Teacher recommendations or requirements will steer students toward the research databases,

but to keep students coming back, the research databases must be as appealing as the Internet.

Eastview's print and video collection of about 6000 titles contains excellent and up-to-date information, but it is necessary to bring this collection to where the users are. This school year a huge step forward was taken with the coming online of the local web based catalog, followed by the district catalog. This means 24 hours a day, users at any place in the building or from home, can check on what titles are in the collections and whether they are on the shelf. The statistics indicate the success of the district catalog: it accesses almost 500,000 titles and averages 4100 hits a week.

Eastview media center, as a part of a new building, reflects the balance between owned materials and accessed materials. Building the physical collection to an average high school collection size of 20,000 titles would take more time and money than is currently feasible, so accessed resources offer an excellent option. As pointed out in the literature, Eastview's collection should be judged not by its size, but how its entire collection—physical and electronic—meets users' needs. The treatment of the content at the web site successfully integrates the physical and online collections.

Eastview's users fit the profile described in Lubans' article in terms of desiring more convenient web connections. Feedback indicates they would like to see more web links imbedded in the online resources they are already using. Next school year the media center program will be addressing that need with a new web service, Follett's 856Express Subscription Service. 856Express will link the MARC records in the web catalog to relevant, up-to-date, quality Internet sites. This means students will be able to

simultaneously search Eastview's physical collection and the Web—and find relevance and quality in both search results.

The visual treatment of the EVHS web pages reflect the guidelines promoted in the professional literature. The media center home page is linked directly to Eastview High School's main page in a prominent place. An effort is being made to keep the style of each page consistent, both within the media center site and in relation to the EVHS site. Simplicity is the rule for all key elements—hierarchy, quantity of web sites, use of text and description, and graphic choices.

III. Budget

The major cost associated with the media center web site is the cost of the research databases subscriptions. This year's subscriptions for a building of 2200 students, with unlimited use in-house and with home access, is approximately \$17,000. The annual support agreement for maintenance of the local web catalog is approximately \$500. The upgrade to Follett's 856Express will be approximately \$1000 and require an annual upgrade charge.

IV. Production Schedule

The Eastview media center "web site" was initiated last school year in a rudimentary way. The links to the research databases appeared as bookmarks on all in-house workstations. At the time, only one database offered home access. Toward the end of last school year, the web site became a single home page that was put together on the

fly. One by one all the vendors of the research databases added home access. The first half of this school year, the focus was on revising the selection of research databases and making revisions to the one page site as needed, and generally without an overall plan. Since that time, the planning and implementing of the web site has become a priority.

The question of how much time is involved in creating and maintaining a web site is an important one for me as Eastview's Information Specialist. Like most in my field, I am already overextended. And as a novice to the process, I underestimated how much time is required to create, revise and maintain the site. I have come to fully appreciate Ryan's observation; "A Web site is never done."

Determining the organization of the site requires a significant amount of time. Much research and thought must go into the planning because of all the variables to be considered. Variables include such factors as relevance of content, degree of accessibility, user behavior and consistency in organization.

The selection of specific content—from web links to graphics much time. The task of selecting something as seemingly simple as an online dictionary illustrates the research and analysis required. First, user needs have to be identified directly or indirectly. Then potential selections have to be identified and tested. For example, faculty feedback, verbal and e-mail, indicates they are seeking a dictionary that is easy to access and one that is user friendly when it comes to misspellings. Student requests have communicated they seek a dictionary that offers clear definitions of abstract concepts—like the difference between beliefs and attitudes—and is also easy to navigate. Since the "free" link to a dictionary that meets these needs is cluttered with commercials, or is sometimes

unreliable, investment in a subscription should be priced and tested. Whether the subscription should include other quick reference titles such as a thesaurus and almanac is a consideration. And then there's the question of accessibility. Should the dictionary be linked to each desktop in-house rather than just the web site or both? If so, what is involved in accomplishing and marketing that arrangement?

Just thinking out the use of text and description on the web site requires thoughtful consideration and revision. And as Ryan also says, the process never stops. Soon after a page is posted, the creator becomes aware of changes that should be made, especially after users interact with the content. In addition, the experts acknowledge the significant amount of time required to links. Perhaps investment in the fast evolving web link services is more cost efficient than spending limited professional time browsing sites and comparing reviews in scout reports. But that decision will require investigation.

Many links on the web site are "deceptive" in the sense that creating them on the web page is the least demanding part. What is most demanding is the time required behind the scenes to make the link meaningful. A good example of this situation is the district catalog. Linking to the district catalog did not require much time, but a great deal of group and individual time was required in order to decide the interlibrary loan policies and procedures. These basics had to be in place district wide and locally to facilitate the physical exchange of materials among the school media centers.

Creating a quality web site and keeping it credible through monitoring, revision and updating does require a significant investment of time. But in today's new information world, it is not a matter of choice for media center programs, it is a

requirement. Today's media center program must have a quality web site at the top of the priority list.

The Project

URL for EVHS Media Center Home Page

<http://www.isd196.k12.mn.us/Schools/evhs/Academics/Media%20Center/webdatabases.htm>

- Page 1:** **Eastview High School Welcome Page**
- Page 2:** **Eastview High School Media Center Resources** (completed)
- Page 3:** **Media Center Information** (under development)
- Page 4:** **Other Libraries** (near completion)
- Page 5:** **Class Resources** (under development)
- Page 6:** **Internet Resources** (under development)
- Page 7:** **Internet Search Engines** (completed)
- Page 8:** **Citing Your Sources** (completed)
- Page 9:** **More About Online Resources** (completed)
- Page 10:** **Teacher Resources** (to be developed)
- Page 11:** **Research Basics** (under development)





Academics
Activities
Events
People
Welcome

Eastview High School
 Apple Valley, Minnesota

ISD 196 EVHS Home Site Map Search Welcome

Eastview is one of 8 Minnesota Schools to make Newsweek's Top 500 high schools!

Help support EVHS when shopping online! Check out shopforschool.com

<u>Index of what we have now!</u>	<u>Daily Announcements</u>	<u>Media Center Resources</u>
<u>About EVHS</u>	<u>Welcome</u>	<u>People</u>
<u>Classroom Connections</u>	<u>Introductory Information</u> <u>Student Registration Guide</u> (1999-2000)	<u>About ISD 196</u>
<u>School Focus</u>	<u>Guiding Principles: The Puzzle Pieces</u>	<u>Academics</u>
<u>Student Activities</u>	<u>ActiView Activities Search</u> (Schedule information)	<u>Events</u>
 <u>EVTV</u>	<u>What's Happening</u>	 <u>The Flash</u>

PDF Files



January 2000 Connections

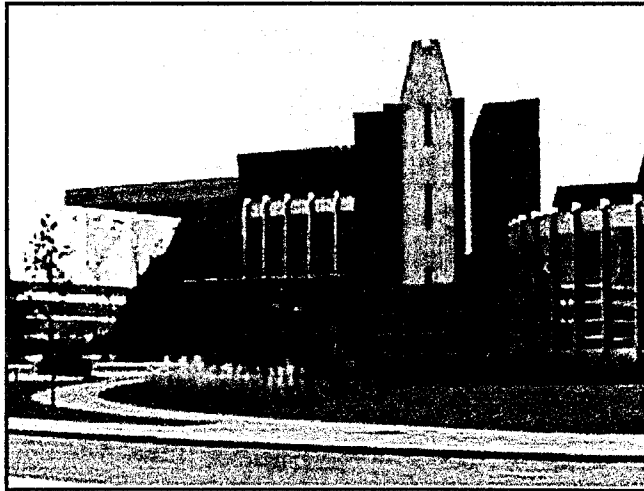
October 99 Connections

9th grade/New student
Orientation 99

August 99 Connections

Commencement 1999

We are now beginning year three! The home page continues to grow and develop as information is updated. We hope the site serves the needs of all the members of our community. Feel free to give us feedback as this process unfolds. Come back again soon!
The Web Team



For a 3D Tour of Eastview High School created by Jon Anderson in 3D Studio Max and converted to a Real Video file (.rm), [click here](#).

You must have Real Player to view this file. Download Real Player by [clicking here](#).









Eastview High School Media Center Resources

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- [Media Center Information](#)
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Eastview Catalog (Books, Videos, CD-ROMs)

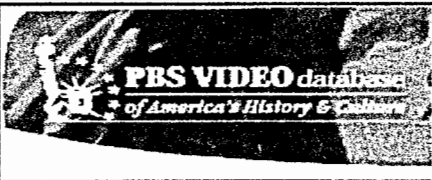
District #196 Catalog (District Wide Resources)

 <p><i>Magazines & Journals</i></p>	 <p><i>Books, Images, TV/ Radio & More</i></p>	 <p><i>& Maps</i></p>
 <p><i>Careers</i></p>	 <p><i>Encyclopedias</i></p> <p><i>Use this link for Home Access</i></p>	 <p><i>Social Issue</i></p>

Student Resource Center

History, Science, Health, Cultures, Multimedia, Primary Source Documents & More

<i>Twayne's Authors Series</i>	
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Questions about home access?

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C. O'Sullivan, Information Specialist **Eastview High School**

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Media Center Information

Tour	Services
Collections	Policies
InterLibrary Loan	Volunteers

Hours: Monday-Friday, 6:45 a.m. to 5:00 p.m.

Phone Numbers: Main Desk: 952-431-8985

Mission Statement

The Media Center will function as a dynamic information center for Eastview High School, both within and outside the school. The program and services will support and enrich the curriculum by providing students and teachers access to diverse resources that meet personal and educational needs. The Media Center will also provide leadership in the collaborative teaching of information literacy skills in order to ensure that students become effective users of information.

(Based on guidelines from *Information Power; Building Partnerships for Learning*)



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Other Libraries

Local Public Libraries

Dakota County:	<u>Telnet Catalog</u>	<u>Web Catalog</u>	<u>Web Site</u>
Minneapolis Public:	<u>Telnet Catalog</u>	<u>Web Catalog</u>	<u>Web Site</u>
St. Paul Public:		<u>Web Catalog</u>	<u>Web Site</u>
Scott County:	<u>Telnet Catalog</u>		<u>Web Site</u>

Local College and University Libraries

[MNCAT Web \(University of Minnesota\)](#)

[CLICNET \(Twin Cities Private Colleges\) Web Catalog](#)

[WebPALS \(Minnesota State & Community Colleges\)](#)

Statewide Libraries



[The Minnesota Library Information Network \(MnLINK\) is a statewide virtual library.](#)

United States Libraries

[Library of Congress Home Page](#)

[New York Public Library](#)

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Check out these links for specific EVHS classes!

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Classroom links

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Government Careers Assignment](#)

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Genetic Engineering Presentations

1. Look before you leap!
2. Use the best tools
3. Explore possibilities.
4. Sample these research databases.

Electric Library	SIRS Knowledge Source
Info Web Newsfile	Student Resource Center

5. Consider these search engines.

Northern Light	Google
--------------------------------	------------------------

6. Use this criteria for evaluating web information

1. Accuracy - Is Information reliable and free from error?
2. Authority - Who is the owner or author of the information?
3. Objectivity - What is the point of view of the author?
4. Currency - When was the information/site published?
5. Coverage - Is the topic coverage cursory or indepth?

Access Excellence	Bubl Link	Discovery Channel
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7. Give credit and create credibility.

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Look before you leap!

Take time to fill in your background information on the subject.

Why?

So you can . . .

- a.) avoid "looking for things in the dark"
- b.) learn or review the language of the topic
- c.) see how broad or narrow the topic is
- d.) make smart researching decisions

Encyclopedias are designed to "fill you in" on any and all subjects:

[Encyclopedia Americana](#)

[Britannica Encyclopedia](#)

[Student Resource Center](#)

[About Media Center](#)

[Teacher Resources](#)

[Class Resources](#)

[Other Libraries](#)

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Check out these links for specific EVHS classes!

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1. Use both keywords and subject headings.
2. Don't give up too soon: No hits = insight into ways to refine search.
3. Try boolean searching: *and, or, but not*
4. Use quotation marks around phrases.
5. Keep track of successful keywords and/or subject headings.
6. Try a truncated search

An asterisk (*) replaces any number of characters at the end of a word.

Example: A search on *teach** finds "teach," "teacher," "teaches," and "teaching."

specific classes!

Economics

[Background Notes](#)

[World Factbook 1999](#)

[Student Resource Center](#)

[Eastview Media Center](#)

Check out these links for specific EVHS classes!

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Explore possibilities!

1. Give yourself time to look around.
2. Make use of Subject Headings and Topic Browsers.
3. Take a look at headlines/titles in hit list

Monkeys cloned for medical research Restrictions placed on Bt corn. Genetic research may lead to longer lives. Japanese produce clone of cloned bull.

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specific classes!

American Citizenship and Government Careers Unit

BRIDGES
UNITED STATES OF AMERICA

(Careers)

1998-99 Occupational Outlook Handbook

Eastview Online Catalog (*Books, Videos, CD-ROMs*)

www.iseek.org Minnesota Education and Employment

Eastview Careers Center Eastview Media Center

Check out these great websites!

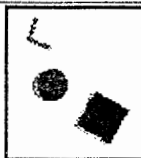
Media Center Resources

Great Web Sites

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[World Factbook 1999](#)

[Britannica](#)



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Search Engines

About.Com

This is an integrated network of hundreds of sites, covering thousands of topics, run by professional expert Guides. Every site has a consistent format and operates with the highest standards of editorial integrity. Previously known as the Mining Company.

AltaVista*

A **keyword** tool, AltaVista is considered to be the most powerful search engine. New features include a PhotoFinder and a FamilyFilter (which can reduce objectionable content in search results).

Ask Jeeves

A **natural language meta-search** tool which generates attempts to point users to the one site which best answers their questions. Jeeves and his crew only include URLs that have been evaluated by an actual living, breathing human being. So every link in the Ask Jeeves knowledgebase has been selected by an editor, not by some automated process. (Also available in a kid-friendly version at www.ajkids.com)

DogPile

A **meta-search** tool; DogPile submits your search to multiple search engines. Should be used only when you need to INCREASE the number of hits.

EdView: SmartZone

A comprehensive database of excellent educator-approved websites that have been categorized according to subject matter and appropriateness for elementary, middle or high school level students. Both a subject guide and a keyword tool are available.

Excite

A **keyword** tool with a subject guide. Search results are not limited to just Web pages: results can include relevant information including stock quotes, sports scores, weather reports, company information, and headline news. Excite also searches for ideas closely related to the words in your query. A search wizard helps narrow queries on the search-results pages.

Go.Com

An alternate location for [InfoSeek's](#) services. See InfoSeek below.

Go2Net.Com

Formerly known as MetaCrawler, this is a **metasearch** tool.

Google!*

A Stanford University project designed to find the most relevant pages by evaluating the number of links TO the sites in your search; the logic being, more people will create links to valuable sites than to poor ones. Results tend to be remarkably relevant.

HotBot*

Keyword searches with pop-ups to search by phrase, multiple words, domain and date. Easy and efficient!

Inference Find!

An interesting alternative to a standard **keyword** search engine, Inference Find! reports users' hits in a compact list with categorical headings.

InfoSeek

Indexes full text of web pages, including selected newsgroups and electronic journals. Just under one-half million pages indexed. Search by keyword or by subject; includes a KIDS topic area. The GOguardian feature filters out inappropriate adult content, so you can feel more comfortable about having young people explore the Web. GOguardian is an option that you can turn on or off for doing searches, except for one exception: all searches done in the Kids and Family Centers automatically use GOguardian, whether you turn it on or not.

Internet Public Library

Edited and maintained by librarians, this site seeks to provide logical structure and library-like tools for use on the Internet. Site includes reference materials, and a student-friendly subject guide.

KidsClick!

KidsClick! was created by a group of librarians at the Ramapo Catskill Library System, as a logical step in addressing concerns about the role of public libraries in guiding their young users to valuable and age appropriate web sites.

Lycos

Lycos indexes web pages (1.5 million +), web page titles, headings, subheadings, URLs, and significant text. Search results are returned in a ranked order.

Magellan

Magellan indexes over 80,000 web sites. Search results are ranked and annotated.

Metacrawler*

A fast **meta-search** tool that queries AltaVista, Excite, Infoseek, Lycos, Thunderstone, Webcrawler and Yahoo. Now known as Go2Net.

Mining Company

Old name for About.Com.

Northern Light*

Organizes search results into folders which categorize the sources.

Open Directory Project

As the web grows, automated search engines and directories with small editorial staffs will be unable to cope with the volume of sites. The Open Directory Project's goal is to produce the most comprehensive **directory of the web**, by relying on a vast army of volunteer editors.

SearchBug

Formerly Search-It-All.com, SearchBug is both a **directory** and a **metasearch** site. It will direct your search words to the keyword engine that is most likely to specialize in your topic.

Snap.com

A Yahoo-like topical **directory**.

T.H.E Journal Road Map

Links to more search engines: career searches, shareware, telephone directories and more.

WebCrawler

Maintained by America Online, WebCrawler indexes over 200,000 pages on approximately 75,000 web servers. URLs, titles, and document content are indexed.

Yahoo Guide

A **subject** guide, Yahoo has organized over 80,000 Web sites (including newsgroups) into 14 broad categories.

Yahooligans

A **web guide** for children. Yahoooligans! is a searchable, browsable index of the Internet designed for Web surfers ages 7 to 12.

*100 Best Sites, PC Magazine (February 9, 1999)
options.

Green indicates kid-safe

[ISD 196 | Classroom Connections]



Citing Your Sources

Citations in MLA Format for Media Center Online Resources

Because online resources are changing rapidly in terms of content, publisher and technical attributes, you may have questions that are not answered here. In the media center, you can ask for help at the desk, borrow the handbook *Eastview Lighting Style Guide to Writing and Using Resource Materials* or check out the book *Write Source*. On the web, you can visit the [Write Source](#) home site or the [Modern Language Association](#) site.

Book

Mabie, Margot C. *Bioethics & the New Medical Technology*. New York: Atheneum, 1993.

Research Databases

Biography Resource Center

"Leonardo da Vinci." *World of Invention*, 2nd ed. Gale Group, 1999. *Biography Resource Center*. Online. Gale Group, 18 January 2000.

Bridges

MacClement, Hazel. "Cryptographer." *Bridges*. Bridges.com.Inc., 10 April 2000.

Electric Library

O'Neill, Sean. "King Arthur Graffito Links Ancient Piece of Castle Slates to Legend." *The Daily Telegraph* 8 July 1998. Electric library. Online. Infonautics Corporation, 19 January 2000.

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- [EVHS Home Page](#)

Grolier's Encyclopedias

Pegues, Franklin J. "Joan of Arc." *Encyclopedia Americana*. Online. Grolier, Inc. 1 January 2000.

InfoWeb Newsfile

Wood, Daniel. "Largest Welfare to Work Program Called a Success." *Christian Science Monitor* 20 April 1993:B6.*InfoWeb Newsfile*. Online Newsbank, Inc. 26 September 1999.

SIRS (Identify source as SIRS Researcher, Renaissance or Government Reporter

Wright, Gary. "Armed and Dangerous." *Charlotte Observer* 12 December 1993:1A.
SIRS Researcher. Online. SIRS, Inc. 25 September 1999.

Student Resource Center

"Vasco da Gama." *DISCovering World History*, Gale Research, 1997. *Student Resource Center*. Online. Gale Group, 10 January 2000.

Twayne's Authors Series

Hendrick, George. "Katherine Anne Porter." *Twayne's United States Authors Series*. Online. Gale Group, 11 April 2000.

Media Center OnLine Resources

Revised, April 2000

Eastview students, both at school and from home, have access to a wealth of quality media center print and online resources! **All the connections can be made from Eastview's web page <http://www.isd196.k12.mn.us/schools/evhs/index.htm> At Eastview's page click on "Media Center Resources."**

Books, Videos and CD ROM'S:

Eastview Online Catalog: Web index to Eastview's books, videos and CD-ROM's.

ISD 196 Union Catalog: Index to materials within the district's media centers. (Students can submit requests for materials from other schools at the circulation desk in the Eastview media center. The requested titles will be sent to the Eastview media center to be picked up. The turnaround time averages two days.)

Research Databases:

Biography Resource Center

Offers thousands of narrative biographies and full-text articles about the lives and accomplishments of past and present noteworthy figures. "Spotlight On" features individuals currently in the news as well as interviews with current newsmakers.

Bridges: Comprehensive career development resource. Covers career awareness, exploration and planning. Hundreds of careers profiled and experts interviewed. Technology and Learning Magazine referred to Bridges as "the Swiss Army Knife of career development tools." Students call it "the MTV of career class." Student "News" page offers new employment and career information articles every day. If specific information can't be found, an e-mail request can be made.

Electric Library: Virtual library including magazines . . . newspapers . . . national and international newswires . . . book chapters . . . photos, illustrations and maps . . . radio & TV transcripts.

Groliers's Encyclopedias: Offers access to three interactive encyclopedias, including New Book of Knowledge, Groliers's Multi-Media, and Americana. Articles provide links to more than 140,000 regularly updated web sites. For access from home, click on "Home Access" link under the Gorilla's icon.



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InfoWeb NewsFile Collection: Comprehensive Newspaper index with over 70,000 full text articles from regional, national and international sources.

Proquest Direct: Proquest Direct contains over 1300 full text *magazines* and *professional journals* and 75 *newspapers*, including The New York Times, Wall Street Journal, and Chicago Tribune. Also includes World Book Encyclopedia.

If you have technical problems, you may call UMI toll free: **1-800-889-3358**. Technical Support is available Weekdays: 5:00 a.m. to 8:00 p.m. EST. Weekends: 9:00 a.m. to 8:00 p.m. EST.

SIRS Knowledge Source: Searches across three databases—*Researcher* covers social, scientific, historic, economic, political and global issues. *Government Reporter* includes current and historic government documents, information about federal agencies, departments and leaders as well as US Supreme Court decisions. *Renaissance* covers music, literature, film, performing and visual arts, architecture, philosophy and religion.

Student Resource Center

Extensive, high quality resource designed to support classroom homework and self-directed study. Magazines, newspapers, biographies, essays on places, cultures and events, timelines, glossaries, historical era overviews, photographs, maps and graphics, video and audio content, **primary source documents**—diaries, letters, recordings, etc, encyclopedias and almanacs and much more. Covers language arts, humanities, social studies, science, health, sports, math, business and multicultural studies.

Twayne's Authors Series

Premier literary reference/criticism resource covering U.S., English and world authors. Offers in-depth introductions to the lives and works of writers, to the history and influence of literary movements and to the development of literary genres.

The home access privilege is provided for EVHS students as part of the Media Center's paid subscription. Please remember it is your responsibility to honor the confidentiality of the User Name and Password. Information sheets with User Names and Passwords are available in the Media Center.

WWW Basic Format

Author's last name, first name. Homepage Title. Date (last update) Information

Supplier. (if given) Available: URL. Access date.

Big Six Guide to Information Problem-Solving TM Eisenberg/Berkowitz

1. Task Definition
 - a. Define the problem
 - b. Identify the information needed
2. Information Seeking Strategies:
 - a. Brainstorm all possible sources
 - b. Select the best sources
3. Location and Access:
 - a. Locate sources (intellectually/physically)
 - b. Find information within sources
4. Use of Information:
 - a. Engage (e.g. read, hear, view)
 - b. Extract relevant information
5. Synthesis:
 - a. Organize information from multiple sources
 - b. Present the result
6. Evaluation:
 - a. Judge the result (effectiveness)
 - b. Judge the process (efficiency)



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