

staff news

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E-Learning—the Next Frontier

Mark Your Training Calendars

June 3, 2002 - 2:30- 4:00PM

1916 Room



Many of us have heard the term “e-learning”, but how many really know what it is and why is it quickly becoming the main choice for training among organizations?

Electronic Learning or e-learning has many names and delivery mediums. It can

be presented via the Web, CD-ROM, or a network. E-learning can be *synchronous* (live, real time) training facilitated by an instructor. This type of e-learning requires that everyone logs in simultaneously and communicates with the instructor and with each other for a predetermined amount of time. Synchronous training can be through Internet Web sites, video/audio conferencing and even two-way (or more) live broadcasting. *Asynchronous* is prerecorded training which involves self-paced learning. It is presented via CD-ROM, the Intranet, Internet, or a network, but it is not in real-time. Access to an instructor or other learners is optional, but if such access is available, it is through online discussion groups, bulletin boards, and e-mail - it is not in real time. Asynchronous training may only have links to materials.

The benefits of e-learning are numerous, but this article highlights the most significant ones. Convenience is one of them. E-learning is available 24 hours a day, seven days a week. All you have to do is turn on a computer and log in. You have access to e-learning courses year-round, anytime.

Substantial savings are another benefit of e-learning. Cost effectiveness - due to the elimination of travel, lodging, and food expenses - is not measurable only in dollars, but in time. Electronic content delivery reduces the out-of-office time because courses are divided into shorter sessions (chunks of learning) and distributed over several different time spans.

And if you are apprehensive about the effectiveness of learning with this delivery medium - don't be. Consider this fact: Learning theories suggest that ideal learning must meet individual learner needs, such as different learning styles and learning rates. In the traditional classroom setting, the instructor-to-learner ratio is 1:15 - one instructor for 15 learners. The instructor is responsible for meeting all the learners' needs and completing training within a specified timeframe. Learners who cannot keep up simply fall behind. Unlike traditional classroom training, e-learning is focused on each learner because it is ideally paced for each learner, thus creating a personalized learning experience. Each learner takes the e-course at his/her pace, moving through the course content at a rate comfortable to each individual, reviewing content at their discretion and as often as each person needs.

Individual learner focus which is possible only through e-

learning also improves retention rates among learners and customizes training at each learner's proficiency level. E-learning's 24/7 accessibility, the accommodation of the different learning styles, and the ability to review content at their discretion, allows e-learners control over their learning, leading to better understanding of the material and mastery of concepts.

E-learning allows for a safer, and less intimidating environment than the traditional classroom training. Come on, admit it! How many times have you sat in a classroom wanting to ask a question or respond to the instructor's question, but were afraid of doing so? E-learning allows learners to take chances, ask questions without fear of being embarrassed in front of their classmates. Students who normally would not “speak up” in the classroom become more active participants. This is especially helpful for soft-skill courses, such as management and leadership training, which involve high level decision making and the responsibility that comes with it. A well-designed e-learning course shows the consequences of each learner's decisions, offers corrective feedback, and the opportunity to try again - all in a risk-free environment.

E-learning courses have the advantage of offering current, up-to-date information. It is a lot easier for on-line instructors to revise and update e-course materials and offer learners just-in-time (JIT) access to the most current information. This is especially important for technology courses that release new versions of their software and new updates.

On the administrative end, e-learning offers Learning Management Systems (LMS) which are assessments, testing and tracking tools that track learner progress and development, help with learner registration, and measure training effectiveness.

Will all these benefits of e-learning translate into the end of traditional classroom training as we know it? Not exactly. E-learning is not meant to replace traditional classroom training. Organizations need to examine and consider the benefits of both types of delivery mediums. Learners must also decide which of these delivery methods fit their schedules, learning styles and preferences. It does not have to be a choice of one over the other. Some people may find that a combination of e-learning and traditional classroom training works better for them. Others may use e-courses for follow up or supplemental training. Individual learners have different needs. E-learning is another way of meeting some of these learning needs.

The best way to find out if e-learning can meet your training needs is to learn more about it. So mark your calendars! Monday June 3, 2002 we will present Syracuse University's e-learning opportunities. This informational session will take place in the 1916 Room from 2:30 to 4:00 PM. Lisa Brennan and Mark Coldren will explain how we can become a Library of savvy e-learners, and how we can register for e-learning courses.

For a sneak preview, staff may access Syracuse University's e-

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In Brief

... news about our staff



Joined by family and friends from as far away as California and Arizona, Jenny Davis (Serials Department) and Bill Barnhill were married on February 2 (02/02/02!). The short ceremony was performed by a personal friend, followed by a reception at the Brae Loch Inn in Cazenovia. They honeymooned at Disney World in Florida.

Bill is a senior programmer at BAE Systems in Rome NY; Jenny continues the eternal struggle with publishers (i.e., still working in Serials). Her email address is now JBARHIL.

Colloquia Series Concludes

Elaine Westbrooks, Metadata Librarian from the Mann Library at Cornell University, gave a talk at Syracuse Library on Friday, April 19, concluding the successful Technical Services Colloquia series for this academic year.

Ms. Westbrooks provided an overview of metadata, its purpose, importance, and use in cutting edge technologies. She discussed emerging metadata standards and the relationship to established cataloging standards such as MARC. Finally, she speculated on what metadata may provide as an access tool five years from now, given national initiatives such as Open Archives Initiative, OpenURL and the like.

Roberta Gwilt, Bibliographic Services Division

SUL/MLS Reception

Mark your calendars for a reception to be held on Wednesday, July 10 from 3:30 to 5 p.m. in the 1916 Room. SUL, in partnership with the School of Information Studies, will host the second annual SUL/MLS Student Reception. All Library staff are invited and encouraged to attend this informal gathering to meet and greet future MLS graduates.

The organizers of this event hope it will be an opportunity for stimulating conversation and future collaboration between Library employees and MLS students. Snacks and drinks will be provided. For more information, contact Pamela McLaughlin at x 9788.

New Librarian in Monographs Department

SUL is very pleased to welcome Robert Cleary to the position of Acquisitions Librarian in the Monographs Department. Mr. Cleary began his appointment on May 16. Previously Mr. Cleary was the Serials Librarian at the University of Missouri- Kansas City in Kansas City, Missouri. While there, some of his accomplishments included the implementation of the Innovative Interfaces electronic invoicing and claiming modules, the coordination of major transfers of subscriptions to a new agent, the creation of electronic Table of Contents service for all Library staff, and a review of all continuation titles to establish a systematic claiming schedule.

Some of Mr. Cleary's publications are *Claiming on the Net*, co-published simultaneously in *The Serials Librarian* (31, no.1 – 2, 1997) and *Pioneering New Serials Frontiers*, Christiansen and Leathem, eds. (pg. 273-278, Haworth Press, 1997) and *Rap Music and its Political Connections: an annotated bibliography* in *RSR: Reference Services Review*, 21, no. 2, Summer 1993, pg. 77-90.

Mr. Cleary earned a bachelor of arts in Classics from Hunter College of the City of New York, with a major in Greek and Latin, an MLS from Rutgers University, School of Library and Information Studies, and a Masters in History from University of Missouri-KC.

Bobbi and Robert plan to tour Library departments and meet everyone (or as many as possible) over the next few weeks.

Bobbi Gwilt, Bibliographic Services Division



Robert Cleary, Acquisitions Librarian

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implementation of 360-degree assessment of Cabinet members' performance as a developmental tool; prescribed procedures for reporting system problems to the Information Systems Department; and planning for the May 17, 2002 Cabinet retreat.

Complete minutes of this Cabinet meeting are posted on the F-drive at *Committees/Standing Committees/Cabinet/Cabinet Minutes/02.05.14*.

Lydia Wayslenko, Bibliographic Services Division

FAQs on the Office 2000 Upgrade From The Information Systems Division

1. What applications are included in the Office 2000 upgrade?

The Library has purchased the professional version of the Office 2000 suite. It includes the same applications that Library staff members have been using in Office 97 – *Word*, *Excel*, *Powerpoint*, and *Access*. It also includes a new application called *Publisher*. *Publisher* can be used to produce simple newsletters, posters, or flyers. *Outlook* (an e-mail client) is also a part of the Office 2000 Professional suite, but it is not being installed on staff machines. *Outlook* has been a source of security issues in the past, and Library staff members do not use it for accessing e-mail.

2. I've been using *PhotoEditor* in Office 97. Is this available in Office 2000?

Yes. Some staff requested that *PhotoEditor*, an add-on application for Office 97, be installed. *PhotoEditor* was not part of the generic Office 97 install that all staff received, but it will be included as a standard part of the Office 2000 install. That way, staff won't have to specifically request it. *PhotoEditor* does very basic manipulations of photos and graphic images – it does not have the wide variety of features of a package such as *Photodraw* or *Photoshop*.

3. I've changed my default font and other settings in Office 97. Will these be lost when Office is upgraded?

The Information Systems Division is designing the upgrade to preserve as many existing settings in Office 97 as possible. However, we cannot guarantee that all settings will be preserved because of some differences between the two products. If you have a setting that is important to you, please write it down and let us know if it is lost during the upgrade. We will try to get you the same functionality from within Office 2000. One setting we are sure gets changed is the location of your templates files. This is changed to *H:\templates*. If you changed this location to a different location, please note the location so it can be modified after the upgrade.

4. Will the upgrade wipe out my data files and documents?

No. The upgrade leaves all documents and data files intact. It only removes Office 97 application files.

5. Can I share my documents with people who are still using Office 97?

By default, *Word*, *Excel*, and *Powerpoint* save documents in a format useable by both Office 2000 and Office 97. Only a very small percentage of documents that include "advanced features" not available in Office 97 will have problems being used in both - most documents are fine. *Access 2000* format, however, is incompatible with *Access 97* format. To fully use a database in *Access 2000*, you must convert it (the software will prompt you and do the conversion for you). People running *Access 97* will not be able to use it after it has been converted. If you want to use the same database in both *Access 97* and *Access 2000*, you must leave the database in *Access 97* format. People using *Access 2000* will then be able to modify data but not change the tables, forms, etc. It is best to time the installation of Office 2000 so that all the users of the database are upgraded at roughly the same time. If your *Access 97* database contains macros, you may need to make some modifications to it in order for the macros to work in *Access 2000*. If you have questions about databases in *Access 2000*, please contact the Information Systems Division at x4300 or help@library.syr.edu.

6. How do I get Office 2000 installed on my PC?

A few days before each Office 2000 training date, the list of people

signed up for the training will be configured to have an icon appear in their "Novell Delivered Applications Windows." That way, staff members will be able to install the software themselves around the time they go through the training. To install Office 2000, you'll just double-click on the icon and follow the prompts (more detailed instructions will be handed out at the training). If you have already used Office 2000 at home or don't plan to attend the Office 2000 training for some other reason, you can ask your Technology Associate to install Office 2000 for you or send a request to help@library.syr.edu.

7. Do I launch Office 2000 from the same location as Office 97?

If you've been using the icons in the "Novell-Delivered Applications" window to open *Word*, *Excel*, etc., the icons will still work for Office 2000. To open the applications using the Start Menu, go to the Start Menu, then Programs, and then select the icon for the Office application you want to use from the bottom of the Programs menu.

8. Are there any other changes made to my machine when Office 2000 is loaded?

Yes. If you do not already have Internet Explorer 5.5 sp2 installed on your machine, it is loaded as a first step to installing Office 2000. Some features of Office 2000 rely on some Internet Explorer application files, so you need to have it installed. However, you do not have to use Internet Explorer as your default browser. You can continue to use Netscape if you prefer. If you already have Internet Explorer 5.5 sp2, then some recent security patches from Microsoft will be applied to the installation.

9. Now that I have Internet Explorer 5.5 sp2, I've begun to use it at times. Can I use my Netscape bookmarks with Internet Explorer?

You can import your Netscape bookmarks into Internet Explorer to use them there. In Internet Explorer, saved links to web sites are referred to as "favorites" instead of bookmarks. You can create favorites from your bookmarks by doing the following:

- Launch Internet Explorer
- Go to the File Menu
- Select "Import and Export"
- Click on Next
- Select "Import Favorites"
- Select "Import from a file or address"
- In the white box, put "H:\netscape\bookmark.htm"
- Click on Next
- Use the default destination and click on Next
- Click on "Finish."

10. Can I use both Office 97 and Office 2000 on my PC?

Access 97 and *Access 2000* databases are incompatible, so you can run into problems trying to use both programs on the same PC. Technically, the other Office 97 programs can work on the same PC as the Office 2000 programs, but trying to use both can lead to a lot of confusion. Therefore, we have set the install for Office 2000 to automatically remove Office 97. In the Fall, the Library will begin moving to Windows XP. Office 97 is not supported by Microsoft to run on Windows XP, so Office 97 will not be available after the move. Now is the time for everyone to upgrade to Office 2000 and learn this new version of Office.

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learning Web page by logging on to Syracuse University's main site; and following the steps outlined below:

From Syracuse University's main site click on:

- **Faculty and staff** then
- **Human Resources**
- **Career development** and
- **E-learning opportunities**
- Or type the following URL in the address box:
www.syrts.com/elearner/index

Through this site you will be able to access information on the course program categories as well as the e-Learner Attributes Assessment. This assessment measures your e-learning motivation, beliefs and attitudes. Individuals new to the e-learning experience can also access a sample of an e-learning course that walks them through the process of selecting and beginning an on-line course. Go ahead, give it a try!

Roula Anninos-Creighton, Staff Development Specialist

June Peer to Peer Dialog Will Discuss Copyright

Please mark your calendar for this year's final Peer to Peer Library Dialog. On Wednesday, June 5, from 1:00-2:00 p.m. in the 1916 Room, we will discuss copyright as it affects libraries. George Abbott, Head of the Media Services Department, will lead the discussion. Tasha Cooper and Lydia Wasylenko will be co-facilitators.

To prepare for this discussion, you may wish to visit the following web sites:

- University of Maryland Copyright Primer: <http://www.umuc.edu/odell/cip/cprimer>
- Intellectual Property Web Resources: <http://libwww.syr.edu/information/isd/copyrightwork2.html>

Relevant articles are also available at the ES Bird Library Reserves Desk on the second floor, under "Library Discussion Group."

As always, no homework is necessary! Please join us for a stimulating discussion and light refreshments

Wendy Bousfield, Reference Department

Highlights of the May 14, 2002 Meeting of the University Librarian's Cabinet

The meeting began with a review of action items identified at the previous Cabinet meeting on April 23, 2002. Standing agenda items, namely the reports of the University Librarian and the Director of Administrative Services, followed. Among the topics covered in the reports were the Library's involvement in "One Year Later" (a series of events being coordinated by Hendricks Chapel and scheduled for September 10-15) and the 2002-2003 University Symposium on the theme "Journeys"; an NEH grant proposal focusing on "Utopian Communities" that is being jointly prepared by SUL and the Hamilton College Library; the University Librarian's participation in University-sponsored activities focusing on assurance of information integrity; the status of ongoing Library searches; and initiation of a fairly comprehensive review of Library staff members' parking concerns.

After the administrative reports, several topics were presented for group discussion. Included were the Library's roll-out of the University's Performance Partnership evaluation process;

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So Long, Farewell, Auf Wiedersehen, Adieu

Temporary librarian Lyndsie Heyduk Robinson bid farewell to the Reference Department on May 15. Soon Lyndsie and her new husband (they were married on October 6) will be taking off for the Adirondacks where he will be working on his Masters thesis for SUNY ESF. Sean's research is on alpine vegetation and if you're thinking, as I did, that alpine refers to the Alps, you're now wondering what that has to do with the Adirondacks. Lyndsie has a ready answer. Alpine vegetation, she explains, is the term used for plants that are specially adapted to living in the harsh conditions found on mountaintops. The things she's learned living with an ecologist.

At any rate, Lyndsie and Sean will be spending the summer in a tent trekking from mountaintop to mountaintop in the McIntyre range. Asked if the close quarters with no escape route might be intimidating even for newlyweds, Lyndsie answered, "No. Sean proposed last year after we had spent two months in a car together traveling cross-country. That was the acid test," she says. "We should be able to handle the Adirondacks." It's the computer withdrawal that really has her worried.

Lyndsie will be postponing her job hunt until they return in the fall, but what will happen is anybody's guess. Currently, her husband is investigating the possibility of going to Reykjavik University in Iceland to study alpine and arctic plants with an eye to conservation efforts. Although alpine plants are well adapted to the harsh climatic conditions on mountaintops, they, like so many plant and animal species, are threatened by human encroachment into their habitat. A careless backpacker can easily destroy these delicate plants by stepping on them. Lyndsie's not quite certain what she'll do in Iceland, but the National and University Library of Iceland is in Reykjavik. Lyndsie and Sean both like the idea of living overseas before ultimately settling down in the Adirondacks.

Final messages to the library? "I'm going to miss everybody. And I want to thank everyone. I learned a lot here." If you would like to stay in touch with Lyndsie, you can email her at lyndsierobinson@hotmail.com.

Darle Doran, Reference Department



Lyndsie Robinson at the farewell party hosted by the Reference Department.