October 2005

# Connections
## Library News for Library Staff

## CPS—A new interactive learning tool

Imagine teaching a library class where the students are really eager to learn. Their whole focus is at the front of the classroom and they are having so much fun, they hate to leave. A pipe dream? Well, maybe not. When the DeSoto Middle School students visited Central Library on Sept. 27, this was the scene at the Banned Books Week event.

The students were using the new Classroom Performance System (CPS) by eInstruction to answer questions about banned and challenged books. The competition was fierce between the teams and students actually learned something at the end.

**What is CPS?**
According to the eInstruction web site, CPS is real-time, in-



Classroom Performance System by eInstruction interactive Challenge game screen

teractive wireless response pad technology. It uses infrared response pads (similar to remote controls) to communicate with a receiver attached to your computer through a USB port.

UTA Libraries bought 32 pads for the system, but the system can expand to over 500 pads if desired. If you buy additional pads, you should also get additional receivers to spread around the classroom space.

**How do you use CPS?**
To use CPS, you must install the software on the computer

you will use for the presentation (for example, a laptop). Other than your laptop and any projection equipment you would normally need for a presentation, you only need to bring the CPS pads and receiver. The current number of 32 pads and 1 receiver fits into a light carrying case that can easily be hand-carried to wherever you need it.

To set up, simply plug the receiver into your computer's USB port, start the CPS software, and distribute the pads.

**What do you do with CPS?**
CPS is designed to be used with true/false, yes/no, or multiple choice questions. It is not for questions that require writing.
When conducting instruction, you could use CPS for pre and

# Connections

## CPS—A new interactive learning tool (cont.)

post testing. For example, you could ask "Who has used Academic Search Premiere before?" or "How many of you think this information we learned today will help you with your research?" You



Questions screen in interactive Challenge game

could accomplish the same thing by asking for a show of hands, but the CPS has one advantage in that it compels people to answer. When asking for a show of hands, people may ignore the question. With CPS, you can see that only half have bothered to answer.

Another way to use CPS during instruction is by giving a quiz. For example, you could ask "Which set of search terms would give you the biggest number of results? A, B, C, or D?" At the end of the quiz, you'll know whether students have understood what you have said.

Even if you don't teach, you can use CPS in other ways. Would you like to get feedback on a program or service

you are offering? Form a focus group and let them take a survey. The results will be automatically tallied and stored for you. Are you trying to decide on a new library logo? Call a meeting and let the attendees take a vote.

Information Literacy used the gaming features of CPS to create a fun Banned Books challenge. Games are a great way to get the students involved and interested. How about a plagiarism game? Or a timed team challenge to find out who can find information from a database faster?

If you have video, you can stop the video and ask verbal questions that the students can respond to using CPS. Also, you can run PowerPoint pres-

entations within CPS and have students answer questions using the system.

**How do you create content for CPS?**
As mentioned above, CPS is for questions. You can import the questions from Word or create them within CPS. You can also use CPS when asking questions verbally. The chalkboard function allows you to draw or import images on the fly.

**How do I learn how to use CPS?**
eInstruction offers lots of free tools to help you get going. There is a manual in PDF form, live web-based training classes, downloadable training videos, and a community forum. If you have questions or need help getting started, contact Evelyn Barker in Information Literacy at ebarker@uta.edu.

**Downsides?**
Yes, every rose has its thorn and here are CPS's thorns.
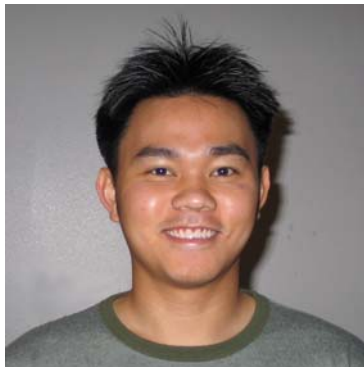
- CPS is not a word editing

## New Faces

**Christian D Clark**
**Exhibits Designer**
**Special Collections**

I received my Master of Fine Arts degree in studio art from the University of Dallas in 2003 and have had the pleasure of working as an artist, curator and teacher at several venues across the Metroplex. I enjoy music, cooking, film, and independent thinking.

**Scott Nguyen**
**Library Assistant II**
**Information Services**

Age 24, Business/Biology major. Love to work on cars. Spare time spent taking my two dogs to the park.

**Heather Perkins**
**Work Study Student**
**Information Literacy**

I'm a history sophomore with a minor in English and German. I'm originally from Houston, Texas, and have one dog and one cat. This is my 2nd job at the UTA Library, I worked the front desk in the SEL my first year here.

**Heather Scalf**
**Assistant Coordinator**
**Access Services**

I am a former military brat and military officer (translate that as gypsy!) who loves being settled in the metroplex. With four kids from 11 to 19, life is still quite busy!

## CPS—A new interactive learning tool (cont.)

tool and making formatting changes to questions is tedious and time consuming.

- The CPS games are not very flexible or customizable. You are stuck with their default look and their question limitations.

- You cannot have more than one correct answer to your questions.

- True and False (or Yes and No) are not labeled on the pads. You have to decide whether pad option A is Yes or No and communicate that to your students.

- Students can have difficulty making the receiver recognize the remote. There can be a lot of arm waving and moving about trying to send an answer to the receiver.

- The question display is not customizable. For example, you cannot resize the question display window.

**Conclusion**

Based on responses from the DeSoto students, CPS offers us an engaging way to reach students. They get to truly participate in the class, rather than be passive listeners.

We encourage anyone in the library to find new uses for CPS and try the system out.

—Evelyn Barker

# Connections

## C.D.'s Picks

**Science for Everyone**
Recommendations for the non-scientist who loves science

**Evolution vs. Creationism: An Introduction**
Eugenie Carol Scott
QH367 .S395 2004

Teaching creationism alongside evolution has once again become controversial with the advent of the intelligent design movement. This book, written by National Association of Science Educators president Eugenie Scott, provides a well-rounded approach to viewing each side of the issue.
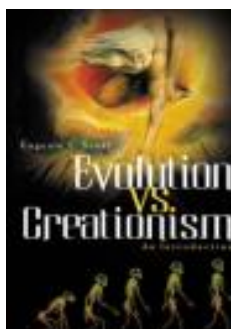
I recommend this book to people whose views fall on any side of the issue. It explains, calmly and concisely, with no inflammatory language, all or most of the facets of this controversy. The second half of the book consists of selections written by creationists or intelligent design advocates juxtaposed with selections from scientists. In each section, an

issue is raised, such as the Cambrian explosion or the second law of thermodynamics, and both sides weigh in. This method allows readers to compare and contrast these ideas while reading original arguments, rather than arguments as interpreted by the other side.

Different sections tackle a different aspect of the controversy. The book looks at issues from different branches of science, from a legal perspective, from an educational perspective, and from various religious perspectives. It also contains a wealth of references to complete works, by scientists and creationists, so that readers can investigate further on their own.

I think reasonable people on either side of this issue often respond to extremists on the other, and the arguments become increasingly shrill. We need calm, rational, respectful discussions like this for people to really hear the true points of view of others. And it's crucial for us to clearly understand the differences between science and religion and to not allow the boundaries to become blurred.

Note: This book does not provide a good overview of evolutionary theory, since it focuses solely on the controversy. For those wanting to dig a little deeper, I recommend Carl Zimmer's *Evolution : The Triumph of an Idea*. It is not available at UTA Libraries, but the collection contains two other books by him: *At the water's edge : macroevolution and the transformation of life* (SEL: QH 371.5 .Z55 1998) or *Soul made flesh : the discovery of the brain– and how it changed the world* (SEL: QP376 .Z555 2004).

**On the lighter side**
Non-scientific reading available from UTA Libraries

**Bel Canto**
Ann Patchett
Central: PS3566.A7756 B4 2001

Terrorists capture a room full of hostages in order to meet their political ends. But that's not what this story is about. The hostages, over a period of months, be-

## Fall Exhibits in UTA Libraries

- *Einstein's Miracle Year.* UTA Libraries celebrated the centennial of Einstein's extraordinary year of 1905 with three exhibits. The upright, glass display near Java City highlighted five articles that Einstein submitted for publication in 1905 and two flat showcases introduced a timeline of his life and related events in world history. The latter exhibit also has a mystery—what happened to the full- sized cutout of Einstein accompanying it?

  SEL's exhibit *Relative to Einstein* features a substantial number of books about Einstein and includes a online, printable bibliography for further research.

- *GIS Display.* The current UTA Libraries' UC exhibit is *Online Mapping Resources for Hurricane Katrina Refugees* (detail below).

  

  The display will be replaced mid-October with *What Your Librarian Can Do For You*.

- *Banned Books Week.* Information Services' *Banned* exhibit set the wall in Sam's Click Café ablaze and provided detailed information about selected books and authors (detail right).

- *Library Services.* Digital Media Studio's multimedia services are part of the menu in an exhibit that looks like a '50s diner in the display case near Java City.

- *Historic Maps.* Special Collections is displaying a selection of historic maps from their collection.



Banned Books Week display.

## C.D.'s Picks (cont.)

come increasingly close to one another, and to their captors. And they are all transfixed, if only momentarily, by the breath-taking beauty of a soprano's voice. But that's not what this story is about either.

This story is about how beauty and love can transform a disparate group of people—people from different countries, different walks of life, different castes, people who can't even communicate verbally with one another—into a community.

It's about how, for a brief time, a time doomed to death even as it takes its first hesitant breaths, a group of people can combine in complete symbiosis into a new organism—a new being.

In short, this book is about being. It's about what it means to be, to live, to lose track of time because the passing of time has lost its meaning. The present is all there is, and so each moment is pregnant with meaning, with loss, with pain, with beauty, with order, and with chaos. It's about humanity in the midst of brutality, and about the paradox of human endurance and human fragility.

This book is "bel canto," a beautiful song, an aria that resonates long after the notes have died away. You hear it echoing in your memory, long after the written words have faded from view.

—C.D. Walter

# Connections

## Keeping Up With Technology—Google & Libraries

If you've read any recent news about the Internet and research technology, you've likely heard of Google Scholar. You've probably also heard librarians say that libraries contain a breadth and depth of information that is not available on the web. Academic libraries have vast collections of journals, magazines, databases, books, theses and dissertations, CDs, videos, DVDs, and audio materials that you can't get from the Internet. Popular search engines are wonderful tools, and properly used can be an excellent step in the research process, but librarians and information professionals know 'not everything is in Google.'

**What is Google Scholar?**

In late 2004 Google introduced a beta service called Google Scholar that began the process of providing access to research quality resources. Google Scholar enables specific searches of scholarly literature previously available only via subscription.

Recently an institutional access feature was added to Google Scholar, which links its users to electronic and print versions of journals contained in library collections. By partnering with Google Scholar, libraries can have their materials included in the results of a Google search.  Students and faculty with library privileges can access these resources without having to pay fees to download search results.

Sounds like a great idea and looks good on paper! But before you fire up the Google search engine, it's important for you to know that Google Scholar is still in beta testing.

**What Google Scholar can not do**

 As the Google Scholar beta database grows, it is unclear when or how frequently it is updated.  The lag time between publishing and getting items into the database is unresolved.  And most importantly, the criteria used to decide what will or will not be included in the database has not been finalized. In fact, rather than an editorial department or a publisher making these decisions, it is the Google machine itself doing the resource selection.

Librarians testing Google Scholar have found that it rarely includes all the offerings from publishers. As a result, it frequently misses many of the quality resources that are accessible to researchers in solid library collections.

Although Google Scholar claims to cover broad areas of research, early evaluations reveal an emphasis on science and technology, with lighter coverage on the arts, humanities, and social sciences. Medical researchers and physicians in particular have been cautioned by medical associations not to rely on Google Scholar exclusively.

In his recent column On the Net (ONLINE magazine, July/August 2005), librarian and author Greg Notess had this to say in comparing Google Scholar to Scirus, another web-based research tool:

"For the unaffiliated scholar, these tools provide both opportunity and frustration. The opportunity? These scholars can use both tools to search for resources. The frustration comes when a specific document is found, but it is available online instantaneously only for those willing and able to

## Keeping Up With Technology—Google & Libraries (cont.)

pay. Strangely enough, both of these tools may work better for the affiliated scholar. With all the subscriptions available on campus based on IP access authentication, the campus-based researcher finds that the links in Google Scholar work seamlessly, providing direct access to the full-text articles."

**What it means to you**

The search engine technology and concept behind Google Scholar and its library partners hold great promise for everyone. As the service matures and processes are refined, locating information in any library anywhere anytime will become easier and more robust.

Until Google Scholar moves from its beta test phase into a refined service, here are a few tips to keep in mind:

Recognize that Google Scholar is another tool available to you as an information user. It is not the end all – be all.

Listen to your librarian. Ask if the resources you need are available through Google Scholar.

Never assume your research is complete if you use Google Scholar. Check other resources and compare results.

Value your library and its col-

lections. The fact that Google is bringing libraries into its circle of resources and working with librarians confirms there is more valuable information beyond what a popular search engine can find.

_____

## SPAM In Your Ear—Techno-Slang

- **Spam**—commonly used to refer to unwanted junk e-mails or unsolicited bulk messages. The word is commonly believed to be from a Monty Python sketch where the word "spam" was used repeatedly.

- **SPIT**—**SP**am over **I**nternet **T**elephony. This new acronym is similar to the much too-familiar spam. Internet telephony, sometimes called Voice Over Internet Protocol (VOIP),

is a combination of hardware and software that enables people to use the Internet for telephone calls. Users can make calls with a regular telephone with VOIP adaptor or a PC using a microphone. Internet telephony essentially allows free telephone calls anywhere in the world to users with Internet access and soft/hardware resources.

The promise of cheap telephone calls also at-

tracts advertisers because they can send out bulk voice messages for next to nothing. It is feared that they will adapt techniques developed for spam and fill voicemail in-boxes with unwanted messages. Security vendors are developing defense applications for this new threat to our peace of mind.

—Lea Worcester

# Connections

## Hats Off to Fall

Tuesday, October 25, 2005
2:00–4:00 p.m.
Central Library Atrium
You are invited to a fall celebration with snacks and fun!

– – – – – – – – – – – – – –

### Hats On Parade

**When:** 3:30 p.m.

**What:** Bring your decorated hat OR
Decorate it from 2 to 3 p.m. at the Hat-O-Matic (a patented, hat-decorating machine with glue guns and found items to apply to your hat)

**Categories:**
Macho
Tres Elegant Chapeau
Wacky
Most Creative
Most Intricate
Judge's Choice
Best Mixed Media
Best Character
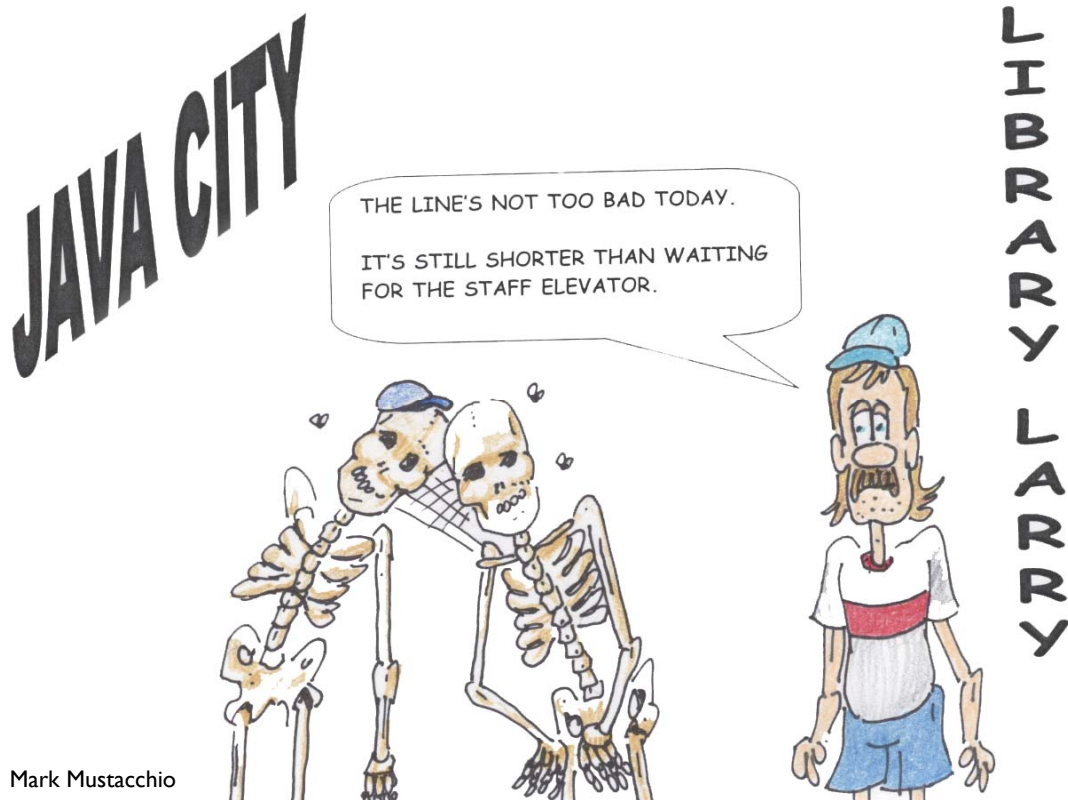Department Representative

**Rules:**
1. To win - hats must be worn in the parade
2. All decisions of the judges are well reasoned and subject to bribe (funds go to LSA)

## Contributors to October Issue

- Evelyn Barker
- Christian Clark
- Mark Mustacchio
- Scott Nguyen
- Heather Perkins
- Heather Scalf
- C.D. Walter
- Lea Worcester

## Library Larry



Mark Mustacchio

## Missing Book—A UTA Library Staff Puzzle

In October, Books-4-U Library staff entered the office decorating contest sponsored by the university's department of campus recreation. Being by nature researchers, several staff members checked out seasonal and themed books from the local public library and perused them for ideas. While they waited for the judges to arrive, someone commented that their public library books were due back that afternoon.

Searching frantically through her cluttered office for soon-to-be overdue books, Circula-tion Cindy gasped, "I remember that I have three books by *Safari Guide*'s author Robyn Brode: one titled *October*, one *November*, and one called what?"

She was surprised when her co-workers laughed at her question and commented that they knew the title of the book she had checked out without looking the author up in *Global Books in Print* or checking her library account. If you know the title of the third book, send your solution to Lea Worcester

([lworcester@uta.edu](mailto:lworcester@uta.edu)) with the word "Contest" in the subject line.

—Lea Worcester

*The winners of this and other contests in Connections will be determined by putting all of the correct answers in a "hat" and randomly drawing the winner. Winners will be announced in the next publication and treated to a lunch at the end of the year where they qualify for entry in the grand prize drawing.*

*Connections* is the library staff newsletter published the first week of each month.   The newsletter introduces new staff members, highlights departments, reports on library staff events, and is a forum for items of interest.

Suggestions and contributions are welcome. Please contact:

Lea Worcester, Editor

817.272.5747

lworcester@uta.edu

# October 2005

| Monday | Tuesday | Wednesday | Thursday | Friday | Sat/Sun |
|---|---|---|---|---|---|
| | | | | | 1 / 2 |
| 3 | 4 | 5 <br><br> Academic Integrity Week → | 6 | 7 | 8 / 9 |
| 10 <br> Columbus Day | 11 | 12 <br> 12:00-1:15 p.m.    Focus on Faculty—Parlor | 13 | 14 <br> midsemester | 15 / 16 <br><br> National Chemistry Week → |
| 17 | 18 <br> 2:00-4:00 p.m. Library Staff Meeting-Parlor | 19 <br><br> National Chemistry Week → | 20 | 21 | 22 / 23 |
| 24 | 25 <br> 2:00-4:00. Hats Off to Fall. Atrium | 26 | 27 | 28 | 29 / 30 |
| 31 <br> Registration begins for Winter Session 2005 & Spring Semester 2006 | | | | | |