Want Electronic Reserves? Use Your Moodle!

by Elizabeth Schau

Reserves are integral part of any academic library. In the past decade, however, many libraries have expanded to include electronic reserves (or E-reserves for short). E-reserves allow students to find and print many of their reserve readings in an online environment.

Moodle, Cornell's course management software, can be effectively used as an environment for E-reserves in your class. For example, you can provide links to full-text articles in the library's databases. To do this, you will need to use what is called a persistent URL (a.k.a. stable URL, persistent link, etc.). In JSTOR, for example, the stable URL information is available underneath the citation. In EBSCO-Host, the persistent URL can be found in the details of the citation. Ask your librarian for more information about how to create links to full-text articles.

Moodle's password protected environment may allow you to post scanned sections of books or articles. Remember, however, that not all items are candidates for E-reserves, as copyright rules apply to both paper and E-reserves. Consult your librarian regarding fair use and copyright. Information about what is and is not acceptable for reserves can also be found on the library’s web site.

For help with Moodle, contact Annette Beck in the Instructional Media Studio.

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New! Conversations About Teaching (CAT)

Friday, May 12: Teaching & Academic Advising Facilitators: Susan Minger, Director of Advising; Christina McOmber, Associate Professor of Art, and Chris Carlson, Professor of Sociology.

CAT Call

We are now accepting topics for Conversations About Teaching (CAT) for 2006-2007. Contact Jean Donham if you are interested.

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EBSCO-Host Goes Visual

by Greg Cotton

EBSCO-Host recently introduced a new feature called visual searching. Go to EBSCO-Host and select one or more databases as usual. At the search screen, click the Visual Search tab near the top of the screen. And, as usual, type your search term(s) in the boxes provided.

This is where the usual ends. Instead of a list of articles in reverse chronological order, you'll see a visual representation of your results, grouped either with circles or squares. Circles indicate categories of results, some of which may contain subcategories. Squares represent an article; when you click on a square, you will see the article citation in the right-side pane of the screen. If you want to limit results, click the Show Filters button—that will allow you to restrict the results to title keywords, years, or full-text availability.

For help with visual searching or anything related to EBSCO-Host, be sure to ask your librarian.

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Iber's Indications: Scholarly Reform

It's time to transform scholarly communication. Unsustainable price increases for serials subscriptions, the instability of many university presses, full-text databases, open access journals, institutional repositories, copyrights and wrongs, consortial buying arrangements, licensing agreements - all of these are pieces of the reform picture. How can we help influence the directions being taken?

1) Stay informed. Scan the issues on the informational and advocacy web sites linked from the library's web site.

2) Participate in decision-making. Journal prices have risen 215% over the last 15 years. Budgets have remained relatively flat. Each year the library re-evaluates our print and electronic purchases. We consider relevance to the curriculum, usage, cost, alternate forms of availability and more. Continue working with us and understanding our dilemmas.

3) Collaborate with your librarian when creating assignments to ensure that students will find quality resources.

4) Consider publishing in and supporting competitive non-profit or open access peer-reviewed journals.

5) Retain certain copyrights on articles you publish by including an addendum to agreements. Even previously inflexible publishers now allow these.

6) Support free access to results from research funded by tax payer dollars.

Sharing knowledge through academic publications is an important tradition. Help keep scholarly channels of communication open through awareness and advocacy.
The Consultant
A Newsletter for Faculty

Technology Tip—Use Moodle to Get to Know Your Class

By Annette Beck

Moodle, Cornell’s course management software, can serve a variety of functions. Some instructors use Moodle to see the students enrolled in their classes and to communicate with these students as a group (without typing 25 email addresses).

In Moodle, photos from students’ ID cards are associated with their names. To see your class, follow these directions:

1. Log in to Moodle using your Cornell username and password. The classes you teach will appear on the left side of the screen. Click on a class.
2. Click on Participants at the top of the left panel. You may have to click Show All or Page 2 at the bottom of the page to see everyone.
3. Instructors oftentimes need to email the entire class with an important message. You can do this in Moodle without any set up. To send an email to your class, follow these directions:
   - After you log in to Moodle, click Turn Editing On at the top right of your screen (or under Administration on the left).
   - Click the Add an Activity drop-down menu and choose Email.
   - Type a subject for your message, then type your message in the space provided.
   - When you are satisfied with your message, click Save changes. The message will be sent to each person listed in the Participants (including you).

Quantitative Reasoning Studio: Looking Ahead

By Jessica Johanningmeier

During the 2005-2006 academic year, the Quantitative Reasoning Studio (QRS) provided Cornell with one professional consultant and two peer consultants. The QRS is excited to announce that for the 2006-2007 academic year, we will be increasing the number of peer tutors from two to five. This includes the current two peer consultant positions, two positions being transferred from the math department, and one new position.

The additional positions will allow for an increase in peer tutor hours in the QRS. Increasing the number of students will also increase the breadth of subject matter coverage, as there will be multiple tutors qualified in statistics and calculus, instead of just one in each area. The new tutors will also have backgrounds in the natural sciences and social sciences and be able to connect with students in many disciplines.

As you start thinking about your classes for next year, consider ways in which you or your students can benefit from using the QRS.

New! Conversations on Writing (COW)

Friday, April 28: Where Does Good Writing Come From Anyway?
Helping Students Define the Essential Question
Facilitators: Writing Consultants Jennifer Rouse and Mariah Steele and College Librarian Jean Donham

Friday, May 19: Ways of Seeing Your Discipline: Getting Students on the Right Writing Track
Facilitators: Jennifer Rouse and Mariah Steele