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ABSTRACT
        This report presents an overview of a two-day
workshop designed to introduce librarians, research assistants, and
other participants in the Tennessee State Department of Education's
Project Support to computer search applications and search
negotiation skills. Objectives included a demonstrable mastery of
search negotiation technique, a working knowledge of ERIC, and an
understanding of computer search principles. Appendices to the report
include a workshop agenda, relevant correspondence, workshop learning
materials and activities, and workshop evaluation materials. (FM)

Information Retrieval Workshop

for

Selected Tennessee Department of Education Personnel

Prepared

by

Sevilla Finley
Information Specialist

January 1981

Resource and Referral Center
Educational Services Office
Appalachia Educational Laboratory
Post Office Box 1348
Charleston, West Virginia   25325

2

TABLE OF CONTENTS

Overview

In helping to achieve the goals of the nationwide Research and Development Exchange (RDx), the Resource and Referral Center (RRC), a component of the Appalachia Educational Laboratory (AEL) Regional Exchange Program, provides supplementary information services and technical assistance to states within its contract region.

The Tennessee State Capacity Building Program is titled Project Support. It operates as part of the Research and Development Division of the Tennessee State Department of Education (TN SDE). Project Support provides information services to 148 school systems ranging from kindergarten to grade 14 throughout the state, as well as to the executive and other branches at the state department. Project Support is guided by an Advisory Committee which is composed of educators, legislators, and laypersons.

Prior to 1979, there was no formal linkage capability to the Tennessee Department of Education or to local schools. Project Support relied on AEL's RRC for assistance in providing supplementary information services to clients during the first year of operation before their computer retrieval system was installed. The RRC provided computer searches from DIALOG as well as information from other databank sources in the RDx nationwide network.

The information retrieval workshop reported here came about as a result of a request from Dr. Charles Moffett, Director of Project Support, for technical assistance in starting-up on the Texas Instruments Computer Terminal 700 Series. He suggested a "hands-on" workshop with their equipment. The workshop was designed to introduce the TN SDE participants to computer search applications and reinforce information search negotiation skills. Three objectives were agreed upon. They were:

(1) Participants will demonstrate mastery of the search negotiation technique.

(2) Participants will have a working knowledge of ERIC and be able to conduct a manual search.

(3) Participants will have an understanding of computer search principals. The workshop agenda was completed via telephone conversations and correspondence between the two agencies. See Appendix A. A copy of the final agenda appears in this overview. The participants in the workshop included the entire Project Support staff, two school librarians, and one person representing vocational education in the TN SDE. See Appendix B for a list of workshop participants.

Participants assembled at 9:00 a.m., November 20, 1980. Dr. Charles Moffett, Director, Project Support, gave a brief introduction, discussed the work of AEL and its Regional Exchange, and turned the workshop over to Sevilla Finley, AEL Information Specialist. She conducted the first exercise in search negotiation skills which was a group activity called the "T" Puzzle. This simulation game stressed the importance of good communications among individuals. The remainder of the first day of the workshop was spent on other group activities, role playing, and exercises in negotiating and conducting searches.

The second day of the workshop, November 21, 1980, was devoted to computer retrieval methods and applications. The workshop leader conducted activities for the full group. An introduction to computer searching, matrixes, reviewing files and databases, and computer commands took up the morning of the second day. Using the Texas Instruments 700 Series terminal and activities presented by the workshop leader, the participants took turns at several "hands-on" experiences and conducted a computer search. Copies of these learning activities appear in Appendix C.

Evaluation forms were distributed at the end of the workshop to ascertain participants' perceptions as to whether the workshop goals were met. Evaluation results can be found in Appendix D.

Information Retrieval Seminar
November 20-21, 1980

Wednesday, November 20

9:00 INTRODUCTION/SEMINAR OVERVIEW

9:15 INTRODUCTION & APPLICATION TO SEARCH NEGOTIATION SKILLS

       Communications Game/Role Playing (30 minutes)
       Negotiations Worksheet/Exercise (30 minutes)

10:15 BREAK

10:30 Search Negotiation Checklist (20 minutes)

       Search Exercises (40 minutes)

       Role Playing/Taking a Search (30 minutes)

12:00 LUNCH

1:00 RETRIEVAL - SOURCES OF INFORMATION

       Overview of ERIC, CIJE, Ed Index, RDx, Special Collections (60 minutes)
       Thesaurus Overview (30 minutes)
       Search Strategy Matrix (30 minutes)

3:00 BREAK

3:15 Manually Searching the Resources/Group Activity (45 minutes)

4:00 Reporting Back to Client (30 minutes)

4:30 Inhouse policies, forms, files (15 minutes)

Thursday, November 21

9:00 COMPUTER SEARCHING

       Introduction to Computer Searching (1 hour, 15 minutes)

10:15 BREAK

10:30 Commands and Applications (90 minutes)

12:00 LUNCH

1:00 Computer Search Strategy

2:00 Hands-On Experience (60 minutes)

3:00 Questions/Evaluation

4:00 Adjourn

Appendix A

Correspondence
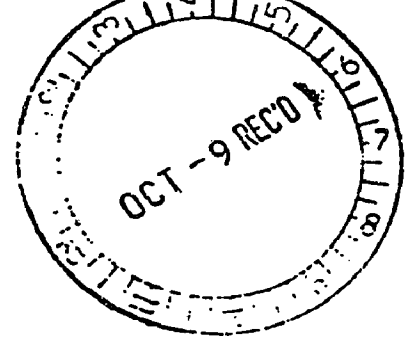
October 6, 1980

Ms. Sevila Finley
Appalachia Educational Lab., Inc.,
1031 Quarrier Street
P. O. Box 1348
Charleston, W. Va. 25325

Dear Sevila:

At last we have received our equipment and an approval to subscribe
to DIALOG.

Our staff would profit greatly if we could utilize your expertise
and your technical assistance for computer terminal retrieval,
strategies for information retrieval, and on-line negotiation.

The project would pay travel, housing, and meals. We would be
interested in November 20-21, 1980. There will be approximately
ten SDE personnel involved.

Please discuss this with your management and see if it would be
possible.

If you need further information, please let me know.

Sincerely,

Charles R. Moffett
Director, Project Support

10

MEMORANDUM   October 20, 1980

To: Jack Sanders, Sandy Orletsky, Merrill Meehan

From: Sevilla Finley

Subject: Tennessee Request for Technical Assistance on Information
           Retrieval

Regarding Dr. Moffett's letter of October 6, 1980, requesting that I
provide an Information Retrieval Workshop in Tennesee during the dates of
November 20-21, the following   plans are taking shape:

The workshop will be two full days, beginning at 8:30 A.M. and going to
4:00 P.M. with an hour lunch.   The following people will be present:
Research and Development Staff, Title IV Program personnel, and personnel
from Vocational Education - Dale Aiken, Dee Wilder, Susan Hudson, George
Malo, Anna Blackburn, Ben Groce, Susan Walker, Carol Carter, Charlie
Moffett, Bobbie Woodruff, and Jim Cannon.

As soon as I work up a tentative agenda, I will get it approved by Sandy
and will forward a copy to Dr. Moffett.   In the meantime, Dr. Moffett
will be sending me the multi-media presentation on How to Use ERIC which
I will review for the possible use in my presentation.

From our discussion this morning on the type of information needed to be
covered in the workshop, these are some ideas: Need to cover ERIC
(audience has a familiarity, not an indept knowledge), cover computer
searching techniques from the very beginning (audience level of knowledge
is zero), cover negotiation strategies (using team approach of client and
researcher to role play using exercises, can also use communication game
to begin session with), actual   hands on experience on computer
termminal and in using ERIC indices, Thesaurus preparation on
descriptors, identifiers, rotating lists, and latest on new thesaurus
from the Online Conference in S.F., cover the development of search
strategies, office forms and quality control and policies between AEL
and Tenn will be covered between 4:00 and 5:00 with Carol Carter as
inhouse policies.

If anyone has any suggestions, comments, I would be happy to hear them.

I am very pleased to have the opportunity to offer technical assistance
to Tennessee.   I feel that I will be able to make a contribution in their
operating procedures.

11
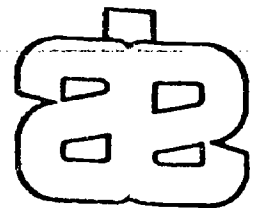
Appalachia
Educational
Laboratory

October 30, 1980

Dr. Charles Moffett
Department of Education
Cordell Hull Building
Nashville, Tennessee   37219

Subject: Tennessee Department of Education Information Retrieval Workshop
           November 20-21, 1980

Dear. Dr. Moffett:

Enclosed please find a tentative workshop agenda for the November workshop.

I thought we could devote the first day to the mechanics of searching (i.e.
negotiation, resource bases, search strategies, etc.). The second day would
be spent using the computer as a retrieval tool, finishing up with a letter
of transmittal. The final hour segment would be covering office forms and
policies, and building resource files.

Your suggestions and comments are solicited.

Sincerely,

Sevilla Finley
Information Specialist
Resource and Referral Center

SF:MM:alw

cc: Sandy Orletsky
     Jack Sanders
     Merrill Meehan

Enclosure

A-3   12

TENNESSEE DEPARTMENT OF EDUCATION

Information Retrieval Workshop
November 20-21, 1980
Tentative Agenda

Wednesday, November 20

9:00 a.m.   INTRODUCTION/SEMINAR OVERVIEW

9:15 a.m.   INTRODUCTION & APPLICATION TO SEARCH NEGOTIATION SKILLS

Communications Game/Role Playing (30 minutes)
Negotiations Worksheet/Exercise   (30 minutes)

10:15 a.m.   BREAK

10:30 a.m.   Search Negotiation Checklist   (20 minutes)
Role Playing/Taking a Search   (40 minutes)

12:00   LUNCH

1:00 p.m.   RETRIEVAL - SOURCES OF INFORMATION

Overview of ERIC, CIJE, Ed. Index, RDx, Special
   Collections   (1 hour)
Thesaurus Overview and Exercises   (30 minutes)
Search Strategies Matrix/Exercises   (30 minutes)

3:00 p.m.   BREAK

3:15 p.m.   Manually Searching the Resources/Group Activity   (45 minutes)

4:15 p.m.   Inhouse Policies, Forms, Files   (1 hour)

Thursday, November 21

9:00 a.m.   COMPUTER SEARCHING

Introduction to Computer Searching   (30 minutes)
Files and Databases   (15 minutes)
Computer Search Matrix/Exercises   (30 minutes)

10:15 a.m.   BREAK

10:30 a.m.   Commands and Applications   (1½ hours)

12:00   LUNCH

1:00 p.m.   Hands on Experience   (1 hour)

2:00 p.m.   Reporting Back to Client/Group Activity   (1 hour)

3:00 p.m.   Questions/Evaluation

4:00 p.m.   ADJOURN   13

Appalachia Educational Laboratory
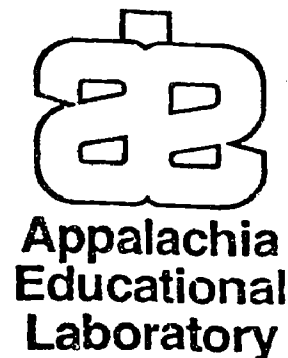
November 7, 1980

Dr. Charles Moffett
Project Support
Tennessee Department of Education
Cordell Hull Building
Nashville, Tennessee 37219

Dear Dr. Charlie:
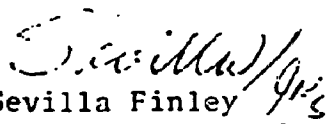
Subject: Tennessee Retrieval Workshop, November 20-21

Confirming our telephone conversation of November 6, I would like to stress the importance of staying with the original number (10) of participants we initially planned to have. The materials I plan to use are geared for small group instruction, specifically for linking agents who are intimately involved in the information retrieval process. To deviate from our original plan of a small attendance would require more time than I have available in order to adapt my workshop materials. As you know, this would be impossible, as I will be out of town until November 18, and I leave for your office on November 19. Ten workshop packets have been prepared which will cover a great deal of material in two days. If you later find you need technical assistance for a larger audience of linking agents, let me know.

I am pleased that you approve the workshop agenda. If any questions arise, please contact Marilyn Slack and leave a message. I will be calling my office regularly. Marilyn will also be conducting the searches in my absence.

Looking forward to seeing you and your staff in a few weeks, I am

Sincerely,

Sevilla Finley
Information Specialist
Resource and Referral Center

SF:JS:sk

cc: Jack Sanders
    Sandra Orletsky
    Merrill Meehan
    George Malo

14

A-5
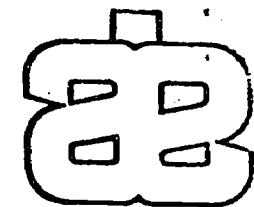
December 22, 1980

Dr. Charles Moffett
Tennessee Department of Education
Project Support
Cordell Hull Building
Nashville, TN   37219

Dear Dr. Moffett:

I wish to express my sincere appreciation to you and your staff for
your hospitality during the Information Retrieval Workshop November 20-21.
Having had the opportunity to work closely with Tennessee Project Support
staff has been a rewarding experience. I hope we will have a long
association in the future.

Best wishes for the Holidays.

Sincerely,

Sevilla Finley
Information Specialist
Resource & Referral Center

cc: George Malo
      Jim Cannon
      Merrill Meehan

15

Appendix B

Participant List

Tennesee Information Retrieval Workshop
November 20-21, 1980
Participants List

Carolyn Daniel, Librarian
McGavock High School
3150 McGavock Pike
Nashville, Tennesee   37214

Pam Parman, Librarian
East Tennessee Development District
State Department of Tennessee
813 Broadway
Knoxville, Tennessee   37917

Carol Carter, Secretary
Department of Education
Cordell Hull Building
Nashville, Tennessee   37219

Dr. Charles Moffett, Specialist
Project Support
Department of Education
Cordell Hull Building
Nashville, Tennessee   37219

Susan Walker, Research Assistant
Research & Development
Project Support
Cordell Hull Building
Nashville, Tennessee   37219

Anna Blackmon, Statistician
Research & Development
Department of Education
Cordell Hull Building
Nashville, Tennessee   37219

Bill Aiken, Director
Information Utilization
Vocational Education
205 Cordell Hull Building
Nashville, Tennessee   37219

Ben Groce, Specialist
Project Support
Department of Education
Cordell Hull Building
Nashville, Tennessee   37219

Dr. Bobby Woodruff, Specialist
Department of Education
Cordell Hull Building
Nashville, Tennessee   37219

Jim Cannon, Director
Research, Planning & Evaluation
Department of Education
Cordell Hull Building
Nashville, Tennessee   37219

Dr. George Malo, Director
Research & Development
Department of Education
132 Cordell Hull Building
Nashville, Tennessee   37219

Appendix C

Workshop Learning Materials and Activities

RESOURCE
& REFERRAL CENTER

SEARCH REQUEST FORM

[ ]

Name_____ Date_____

Affiliation_____ Date Needed_____

Address_____

_____(City)_____(State)_____(Zip)_____ Phone_(_____)_____

Type of Search Requested: [ ] Quick Identification   [ ] Other_____

[ ] Computer Printout   _____

Concise Statement of Problem:_____

_____

_____

_____

_____

_____

How Material is to be Used (to Assist in Search):_____

_____

_____

Grade Level Restrictions:_____

Search Strategy/Descriptors

Materials Disseminated

Postings and/or Comments:_____

Computer Costs:_____

Completed_____ HC_____ PC_____ MF_____

SEARCH NEGOTIATION CHECKLIST

STEP 1. <u>Describe the Client</u>: Note his/her position, school, address, etc. for records and future correspondence. This data may contain some clues about his/her status and background, the context of the problem, and questions to ask.

STEP 2. <u>Define the Problem Area</u>: Ask the client to describe the problem and what solution he/she is seeking. For example, is he/she developing a curriculum guide, does he/she want materials to meet a specific instructional need, etc? Help the client to expand, narrow, or qualify the specific subject, appropriate age or grade levels, research or practical materials, and any other restrictions. <u>Restate the problem to make sure client understood what he/she said and to allow client to clarify the problem further</u>. It may help to ask client to describe what his/her situation will look like when the problem is solved.

STEP 3. <u>Define How the Information Will Be Used</u>: Ask the client how he/she plans to use the information--for example, will it be used for planning a workshop, to distribute at a board meeting, for his/her superintendent or district supervisor, etc. Why does he/she need the information? What is his/her purpose or goal? A response from the client will further define and clarify the problem (or may even alter the inquiry) and also help to specify the quantity and depth of information needed.

STEP 4. <u>Describe the Type of Information Required</u>: What does the client expect to get back from you and when is it needed? Does the client want descriptive, quantitative, or review information? What should be the form of the response, i.e. a bibliography, a review of the literature in computer format, the complete document in hardcopy or microfiche, a list of names of contacts, etc.? The time he/she can spend reviewing the information, the depth of his/her knowledge in the problem area, and the importance of the information to solution of his/her problem may provide clues about the type of search and the amount, depth and format of the information you should provide.

STEP 5. <u>Get Additional Information</u>: If appropriate, elicit any stray bits of information from the client's own specialized knowledge--for example, names of authorities on the subject, relevant journal articles or books, how far back in time does the client want to search, etc. Ask if client has already consulted any resources.

STEP 6. <u>List Descriptors</u>: When you finish interviewing, list between 5 and 10 <u>key terms</u> which can be used to plan and define your search for information-- for example, "social studies, secondary," "curriculum materials," "student teacher ratio","class size", etc. These descriptors are important--they translate the client's problem into terms to guide and conduct a search of subject indexes, card catalogs, ERIC documents, and other resources. If you are not the person actually conducting the search, it may help the searcher to include related terms that the client may be interested in.

NEGOTIATION EXERCISE

MAIN STATEMENT OF PROBLEM:

     I need information on parent involvement.

ADDITIONAL INFORMATON: (Do <u>not</u> volunteer this information until you are specifically asked for it.)

What relationship does parent involvement have on student achievement on the K-8 level? Does parent involvement in secondary school effect achievement? Would like research based information, not "how to" materials on getting parents involved.

Will be used as a research study before we decide to plan a program.

Would like any book material as well as a search of ERIC resources.

Needed by next week.

Can go back to 1965 in literature. Also, doesn't know of any authorities in field.

MAIN STATEMENT OF THE PROBLEM:

I want to start an elementary vocational awareness program.

ADDITIONAL INFORMATION: (Do not volunteer this information until you are
                          specifically asked for it.)

For K-5. Programs in existence, techniques to use, resources to use,
pre and post tests.

22

MAIN STATEMENT OF THE PROBLEM:

I need information on school vandalism.

ADDITIONAL INFORMATION: (Do not volunteer this information until you are
                           specifically asked for it.)

Successful programs which have curbed school vandalism? All available
information – elementary – high school. The kids are tearing the school
down and I desperately need some ideas!

MAIN STATEMENT OF THE PROBLEM:

I need samples of different types of evaluation forms.

ADDITIONAL INFORMATION: (Do not volunteer this information until you are
                            specifically asked for it.)

For evaluation of teachers by parents, students and principals, and
evaluation of principals by teachers. Sometimes client-centered
evaluation. Any level used to construct evaluation forms.

24

MAIN STATEMENT OF THE PROBLEM:

I need information on the use of paraprofessionals.

ADDITIONAL INFORMATION: (Do not volunteer this information until you are specifically asked for it.)

In the teaching of reading. K-6. To be used to implement the ideas into my program.

25

MAIN STATEMENT OF THE PROBLEM:

    I need data on merit pay programs.

ADDITIONAL INFORMATION: (Do not volunteer this information until you are
                                   specifically asked for it.)

    Those that are currently in operation in California or other states.
Oregon is reported to have developed a system for teachers. To be used
for committee study for district level school board.

26

MAIN STATEMENT OF THE PROBLEM:

I need models, guides, simulation games, etc. to use in educating
students for cross cultural awareness, sensitivity, and understanding.

ADDITIONAL INFORMATION: (Do not volunteer this information until you are
specifically asked for it.)

To be used in working with minority and non-minority students in
education courses.

MAIN STATEMENT OF THE PROBLEM:

  I would like information on cinema in high school English program.

ADDITIONAL INFORMATION: (Do not volunteer this information until you are
             specifically asked for it.)

  This would include film history, film electives, film inhumanities,
  film as art, and film making in high school. Cinematography.
  Grades 11-12, after 1969.

28

<u>MAIN STATEMENT OF THE PROBLEM</u>:

    I will be teaching the Bible as a literature course. I need methods and references.

<u>ADDITIONAL INFORMATION</u>:   (Do <u>not</u> volunteer this information until you are
                                        specifically asked for it.)

    New and Old Testament. Chkd. Gr. 10-12, all sources, research, methods, reference.

29

1. Identify those questions which should not be research center inquiries
    and mark with an *. In the space provided below the question, indicate
    why you feel this inquiry should not be submitted to an information
    center.

2. Identify those questions which should be positively handled by an
    information center.

3. Some of the listed questions are excellent examples of the kinds of
    questions information centers can best answer. When you spot one of
    these questions, use your Thesaurus of ERIC descriptors, and, in the
    space provided, list descriptors necessary to search for the informa-
    tion. CAUTION: Some of the questions may be excellent examples for
    an information center, but the question was NOT clearly defined or
    negotiated properly. If you have problems finding descriptors, indicate
    what seems to be wrong with the questions asked.

*   *   *   *   *   *   *   *   *   *   *   *   *   *   *   *   *   *   *   *

QUESTIONS

1. I would like a list of addresses that can be used by students to write
    for information about the countries in Europe, Asia and Africa. They
    could be addresses of embassies, tourist bureaus, air lines or any other
    source. The students would then write for information about the country
    of their choice.

    _____

    _____

    _____

    _____

    _____

2. Needs maps and descriptions of roads and ferries across the Ohio River between
    Penn & Ohio through W. Virginia. 11-12 grade U.S. History. Research, methods,
    reference.

    _____

    _____

    _____

    _____

    _____

.3. I would like identification of the most successful reading programs.

_____

_____

_____

_____

_____

4. Has any school district ever published their rehiring list of recently
   tenured teachers in a newspaper. Needs verbal answer by this Wed.

_____

_____

_____

_____

_____

5. Need information on a group administrable standardized reading test - for
   high school remedial reading. Criteria: 1) reading level range of 3rd-10th
   grade, 2) low frustration factor, 3) short text sections/15 min. max.,
   4) test devised or revised within last 5 years.

_____

_____

_____

_____

_____

6. Would like all information available on cross age teaching.

_____

_____

_____

_____

_____

31

7. Wants info on when a district or county office can go to private attorney for legal assistance. Wants court cases where this has been done, etc. What are the procedures, and when is it allowed?

_____

_____

_____

_____

_____

8. I need information regarding the possibility of making a cross-country ride on horseback from San Francisco to Tucson, Ariz. via Nevada and Utah.

_____

_____

_____

_____

9. Would like materials and ideas to teach creative writing in the classroom. Grades 3-6.

_____

_____

_____

_____

10. We are going to develop a comprehensive language arts program with emphasis on creativity using poetry. I would like information on the teaching of poetry; current programs, teacher's guides, bibliographies, handbooks, manuals, etc. Checked all levels, all sources. Gr. 4, 5, 6.

_____

_____

_____

_____

32

11. 1) Wants the different ki..'s of specific teaching models used in art
education, conceptual frameworks, teaching models, simulation. 2) New
methods or knowledge in the area of educational research-synthesis,
sequential approach, systems approach, classroom research, curriculum
research, experimental teaching, relevance (education) creative art, art
education, existentialism, naturalism, art education, art products. 3) Info
on affects of humanistic/third form/field philosophy & psychology on current
teaching methods & learning styles. 9-12 grade ART after 1969. By May 20.
Research, concepts, methods.

_____

_____

_____

_____

_____

12. The five most significant trends in education for the last three to
five years.

_____

_____

_____

_____

_____

13. Anything on psychology or Spanish curriculum guides for high school.

_____

_____

_____

_____

_____

14. Would like information on diagnostic and prescriptive teaching; the inquiry
method of teaching; the discovery method of teaching. Would also like any
reports from schools and teachers implementing above. Grades K-5, chkd. all
levels, all sources.

_____

_____

_____

_____

Example 1

Question: Effects of television violence

Databases: ERIC; _____; _____; _____; _____

Concept A   Concept B

Example 2

Question: Effects of discrimination against women in management positions

Databases: ERIC; _____; _____; _____; _____; _____

Concept A   Concept B   Concept C

34

TYPES OF SEARCHES

DOCUMENT ORDERS/QUICK IDENTIFICATION

Clients who supply the EJ or ED numbers from computer printouts or other sources.

COMPUTER PRINTOUT ONLY

A computer printout of ERIC, or other database citations is available for clients who wish to have an overview of an educational topic or who want to analyze the computer search results themselves and select their own documents. The turnaround time is generally around 10 days plus mailing time.

INDEPTH SEARCH REQUESTS

This type of search includes a review of the literature by the searcher, and a product of a complete package of journal articles and ERIC microfiche which completely answer the search problem.

Searching DIALOG in 7 Steps

1. Enter password and logon

2. Begin (file #) DIALOG automatically begins in file 1 by default

3. ? expand or select subject descriptors

4. Combine sets (using parenthesis if necessary) OR = plus or string command
   within a set: and = divide or intersect

5. ? type or display sample sets

6. Print set #/format #/# of citations – offline automatically prints up to 50

7. Logoff

36

C-18

DIALOG SuperSELECT

Examples:

Use with Boolean OR operator

```
? SELECT CALCULUS OR TIGONOMETRY
          425 CALCULUS
          238 TRIGONOMETRY
    1     623   CALCULUS OR TRIGONOMETRY
```

Use with a set number as well as terms

```
? SELECT ARITHMETIC OR MATHEMATICS OR S1
         2120 ARITHMETIC
        13478 MATHEMATICS
    2 14517 ARITHMETIC OR MATHEMATICS OR
```

Use with Descriptor phrases and set numbers

```
? SELECT HIGH SCHOOLS AND S2
         1491 HIGH SCHOOLS
    3      69 HIGH SCHOOLS AND S2
```

Nested Boolean logic

```
? SELECT (BIOLOGY OR CHEMISTRY) AND JUNIOR HIGH SCHOOLS
         4040 BIOLOGY
         4781 CHEMISTRY
         2277 JUNIOR HIGH SCHOOLS   (PROVID
    4      38 (BIOLOGY OR CHEMISTRY) AND JU
```

A multifaceted search in one SELECT

```
? SELECT CHILDREN AND TELEVISION AND VIOLENCE
        40713 CHILDREN
         8331 TELEVISION
         1102 VIOLENCE
    5     143 CHILDREN AND TELEVISION AND V
```

SuperSELECT Examples:

Use with truncated terms

```
? SELECT CHILD? AND NUTRITION? AND INTELLIGENCE
        58484 CHILD?
         2004 NUTRITION?
         5794 INTELLIGENCE
  6       36 CHILD? AND NUTRITION? AND INT
```

Nested Boolean logic and set numbers

```
? SELECT (GEOMETRY OR S2) AND JUNIOR HIGH SCHOOLS
         1304 GEOMETRY
         2277 JUNIOR HIGH SCHOOLS   (PROVID
  7       239 (GEOMETRY OR S2) AND JUNIOR H
```

Combinations of nested expressions

```
? SELECT (RADIOACTIVE OR NUCLEAR) AND (WASTE? OR DISPOSAL)
        10471 RADIOACTIVE
        50459 NUCLEAR
        16351 WASTE?
         7328 DISPOSAL
  8      5073 (RADIOACTIVE OR NUCLEAR) AND
```

Use of suffix-coded field limiters

```
? SELECT (DIET/TI,DE OR NUTRITION/TI,DE) AND BEHAVIOR?
          18 DIET/TI,DE
        1416 NUTRITION/TI,DE
       38906 BEHAVIOR?
  9      181 (DIET/TI,DE OR NUTRITION/TI,D
```

Use of full-text phrases

```
? SELECT STRONIUM(W)90 OR CESIUM(W)137 OR PLUTONIUM(W)239
          568 STRONIUM(W)90
          644 CESIUM(W)137
          572 PLUTONIUM(W)239
  10     1351 STRONIUM(W)90 OR CESIUM(W)13
```

SuperSELECT Examples:

Using prefix-coded fields and terms

```
        ? SELECT AU=PAULING, L?·AND VITAMIN?
                    9 AU=PAULING, L?
                5679 VITAMIN?
        11      6   AU=PAULING, L? AND VITAMIN?



        ? SELECT RN=50-81-7 AND ABSORPTION
                2060 RN=50-81-7
               14688 ABSORPTION
        12     44   RN=50-81-7 AND ABSORPTION



        ? SELECT BN=LICHENES AND CALIFORNIA
                2316 BN=LICHENES   BC=19202
                5142 CALIFORNIA
        13      12  BN=LICHENES AND CALIFORNIA



        ? SELECT INFORMATION AND 'DT=REV OR BIB'
                8699 INFORMATION
                6871 DT=REV OR BIB
        14     110   INFORMATION AND DT=REV OR BIB
```

Use of range searching and term(s)

```
        ? SELECT MILK(F)PRODUCTION AND PY=1978:PY=1979
                2741 MILK(F)PRODUCTION
               52598 PY=1978:PY=1979
        15      94  MILK(F)PRODUCTION AND PY=1978:P
```

39

SuperSELECT Examples:

Use of EXPAND numbers and terms

```
? EXPAND AU=CONANT
                                   TYPE ITEMS RT
REF   INDEX-TERM
E1    AU=COMTOIS, RICHARD J.--          1
E2    AU=COMUNALE, ANTHONY
          SABATO----------------        1
E3    AU=CONABLE, CHARLOTTE
          WILLIAMS--------------        1
E4    AU=CONABLE, DANIEL B.---          1
E5    AU=CONACHER, D. G.------          1
E6    -AU=CONANT--------------
E7    AU=CONANT, EATON H.-----          3
E8    AU=CONANT, HOWARD-------          3
E9    AU=CONANT, HOWARD S.----          2
E10   AU=CONANT, JAMES B.-----          3
E11   AU=CONANT, JAMES BRYANT-          2
E12   AU=CONANT, JONATHAN B.--          1
E13   AU=CONANT, MARGARET M.--          1
E14   AU=CONANT, RALPH W.-----          1
E15   AU=CONARD, ALFRED F.----          1
E16   AU=CONARD, C. J.-------           1
E17   AU=CONARD, DAVID--------          2
E18
```

```
? SELECT E10-E11 AND REFORM
             5 E10-E11
                   E6: AU=CONANT
          2564 REFORM
     16    1   E10-E11 AND REFORM
```

40

Appendix D

Workshop Evaluation Form
and Tally Sheets

41

Tennessee Department of Education
Workshop: Information Retrieval Seminar

Date: November 20-21, 1980

I would be willing to discuss further impressions of this workshop with AEL staff or with the Rx evaluator.

Name: _____

Business telephone: _____

A. Background (check one)

1. Professional affiliation

___ State Department of Education
(specify state): _____

___ Intermediate Service Agency

___ Local Education Agency

___ College or University

___ Other (specify): _____

2. Professional role

___ Instructional Supervisor

___ Curriculum Specialist

___ Dissemination Specialist

___ Evaluation and/or Research Specialist

___ Teacher or Administrator

___ Other (specify): _____

3. Check the number of previous Rx-sponsored workshops attended:

___ none ___ 1-3 ___ 4-6 ___ more than 6

4. Rate each of the following possible reasons that you attended the Rx workshop: 3 = very important; 2 = somewhat important; 1 = not important

___ Topic of high personal interest

___ Information presented will be useful back home

___ Opportunity to interact with professional peers

___ Opportunity to interact with presenters/consultants

___ Topics of direct relevance to my job

___ Other (specify): _____

___ Other (specify): _____

B. Workshop Objectives

Workshop objectives are attached. Refer to them in answering questions B1 and 2.

1. Rate the degree to which each stated workshop objective was met: 3 = fully; 2 = somewhat; 1 = not met

Objective A	Objective B	Objective C

2. Rate the degree to which each objective is relevant to your work: 3 = fully, 2 = somewhat; 1 = not met

Objective A	Objective B	Objective C

Comments: _____

_____

_____

C. Workshop Implementation

Indicate for each statement below the response most appropriate from your perspective: 4 = absolutely, yes; 3 = mostly, yes; 2 = mostly, no; 1 = absolutely, no

1. Consultants and presenters were well prepared. 4 3 2 1

2. Rx staff and presenters were open to my suggestions and input. 4 3 2 1

3. Presentations were clear. 4 3 2 1

4. Presentations were practical. 4 3 2 1

5. Presentations were relevant. 4 3 2 1

D-1

40

43

C. Workshop Implementation (Continued)

6. Sessions provided adequate time for
   questions and discussion.   4 3 2 1

7. Written workshop materials were
   useful.   4 3 2 1

8. Written workshop materials were
   comprehensive.   4 3 2 1

9. Written workshop materials were
   relevant.   4 3 2 1

10. The sessions acquainted me with
    new human and material resources. 4 3 2 1

11. On balance, this was an excellent
    inservice activity.   4 3 2 1

Comments: _____

_____

_____

D. Workshop Outcomes

Circle one of the following for each of your responses
about the outcomes or other benefits of the workshop:
4 = absolutely, yes; 3 = mostly, yes; 2 = mostly, no;
1 = absolutely, no

1. Workshop provided me with new
   information about the topic.   4 3 2 1

2. Workshop reinforced information
   I already knew about the topic.   4 3 2 1

3. Materials and resources provided
   can be used back home.   4 3 2 1

Comments: _____

_____

_____

E. Workshop Applications

Circle the most appropriate response category for each of
the following statements: 4 = definitely will; 3 = maybe
will; 2 = will not; 1 = need more assistance before acting

1. Will distribute workshop materials
   to organizational colleagues.   4 3 2 1

2. Will distribute workshop materials
   to organizational clients.   4 3 2 1

3. Will conduct a similar workshop for
   clients.   4 3 2 1

4. Will use workshop materials to conduct
   inservice for staff and/or clients. 4 3 2 1

5. Will use consultants from the workshop. 4 3 2 1

6. Will write articles or training mater-
   ials based on learnings from this
   workshop.   4 3 2 1

7. Will contact the Rx for more informa-
   tion or assistance regarding the
   discussion topic.   4 3 2 1

Comments: _____

_____

_____

TENNESSEE DEPARTMENT OF EDUCATION INFORMATION
RETRIEVAL SEMINAR OBJECTIVES

Nashville, Tennessee

November 20-21, 1980

OBJECTIVE A

Participants will demonstrate mastery of the search negotiation
technique.

OBJECTIVE B

Participants will have a working knowledge of ERIC and be able
to conduct a manual search.

OBJECTIVE C

Participants will have an understanding of computer search
principles.

AEL-Rx Workshop Evaluation

Tennessee State Department of Education
November 20-21, 1980

	Total
1. Professional Affiliation	
State Department of Education	9
Intermediate Service Agency	0
Local Education Agency	0
College or University	0
Other (specify)	
High School Librarian	1
2. Professional Role	
Instructional Supervisor	0
Curriculum Specialist	0
Dissemination Specialist	2
Evaluation and/or Research Specialist	3
Teacher or Administrator	1
Other (specify)	
Secretary; Library Media Specialist; High School Librarian; Research Assistant.	4
3. Check the number of previous Rx-Sponsored Workshops attended:	
None	5
1 - 3	3
4 - 6	2
More than 6	0

47

4. Rate each of the following possible reasons that you attended the Rx workshop: 3 = very important; 2 = somewhat important; 1 = not important

Topic of high personal
interest

1	2	3	AVG
	1	7	2.88

Information presented
will be useful back
home

1	2	3	AVG
		8	3.00

Opportunity to interact
with professional peers

1	2	3	AVG
2	5	1	1.88

Opportunity to interact
with presenters/consultants

1	2	3	AVG
2	2	4	2.25

Topics of direct
relevance to my job

1	2	3	AVG
		8	3.00

Other (specify):

1	2	3	AVG

Other (specify):

1	2	3	AVG

D-5

49

B. <u>Workshop Objectives</u>

1. Rate the degree to which each stated workshop objective was met: 3=fully; 2=somewhat; 1=not met

<u>Objective A</u>   <u>Objective B</u>   <u>Objective C</u>

1	2	3		AVG
	3	.7		2.70

1	2	3		AVG
	3	7		2.70

1	2	3		AVG
	6	4		2.40

2. Rate the degree to which each objective is relevant to your work: 3=fully; 2=somewhat; 1=not met

<u>Objective A</u>   <u>Objective B</u>   <u>Objective C</u>

1	2	3		AVG
	3	7		2.70

1	2	3		AVG
	5	5		2.50

1	2	3		AVG
	3	7		2.70

C. <u>Workshop Implementation</u>: Indicate for each statement below the response most appropriate from your perspective: 4 = absolutely, yes; 3 = mostly, yes; 2 = mostly, no; 1 = absolutely, no

1. Consultants and presenters were well prepared.

1	2	3	4	AVG
		1	9	3.90

2. Rx staff and presenters were open to my suggestions and input.

1	2	3	4	AVG
			10	4.00

D-6

51

3. Presentations were clear.

1	2	3	4		AVG
		3	7		3.70

4. Presentations were practical.

1	2	3	4		AVG
			10		4.00

5. Presentations were relevant.

1	2	3	4		AVG
			10		4.00

6. Sessions provided adequate time for questions and discussion.

1	2	3	4		AVG
	1	3	6		3.50

7. Written workshop materials were useful.

1	2	3	4		AVG
		3	7		3.70

52

8. Written workshop materials were comprehensive.

1	2	3	4		AVG
		3	.7		3.70

9. Written workshop materials were relevant.

1	2	3	4		AVG
			10		4.00

10. The sessions acquainted me with new human and material resources.

1	2	3	4		AVG
	•	4	6		3.60

11. On balance, this was an excellent inservice activity.

1	2	3	4		AVG
			10		4.00

D. __Workshop Outcomes__: Circle one of the following for each of your responses about the outcomes or other benefits of the workshop: 4 = absolutely, yes; 3 = mostly, yes; 2 = mostly, no; 1 = absolutely, no

1. Workshop provided me with new information about the topic.

1	2	3	4	AVG
		2	8	3.80

2. Workshop reinforced information I already knew about the topic.

1	2	3	4	AVG
		3	7	3.70

3. Materials and resources provided can be used back home.

1	2	3	4	AVG
	2		8	3.60

54

55

E. **Workshop Applications:** Circle the most appropriate response category for each of the following statements:
4 = definitely will; 3 = maybe will; 2 = will not; 1 = need more assistance before acting.
1. Will distribute workshop materials to organizational colleagues.

1	2	3	4	AVG
1	1	1	3	3.00

2. Will distribute workshop materials to organizational clients.

1	2	3	4	AVG
1	1	4		2.50

3. Will conduct a similar workshop for clients.

1	2	3	4	AVG
1	2	2	1	2.50

4. Will use workshop materials to conduct inservice for staff and/or clients

1	2	3	4	AVG
1	1	1	3	3.00

57

5. Will use consultants from the workshop.

56

1	2	3	4	AVG
		4	1	2.83

6. Will write articles or training materials based on learnings from this workshop.

1	2	3	4		AVG
	3	2	1		2.67

7. Will contact the Rx for more information or assistance regarding the discussion topic

1	2	3	4		AVG
	1	2	4		3.43