

Libraries and learning environments: points of contact

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Structure of presentation

- Look at traditional points of contact
- VLEs and lack of integration
- Organisational implications
- Technical implications
- angel in the architecture: an Information Environment solution?
- Conclusions

Traditional points of contact

- Reading lists
- Exam papers
- Reserve collection (core for undergraduates)
- Surrounding collections
- Information skills teaching

Digital libraries and online learners

- How relevant are digital library services to undergraduates?
- Are abstract and index databases peripheral to the needs of most undergraduates?
- 'e-reserve' is growing ...

VLEs are here ...

- Off-the-shelf packages (e.g. WebCT, Blackboard)
- Open source packages (e.g. IVLE)
- Bespoke packages (e.g. EEMeC)
- Hand-crafted course web-sites

But integration may not be

- Readings copied by tutors directly into VLEs
- No connection between VLE and Library e-reserve ... (see the following example)
- Let alone anything else!
- Danger that liaison may even be weakened by arrival of VLEs

Management Consultancy

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Additional Reading

Because a lot of the material we use is contemporary publications, some materials will be distributed prior to and during the course, in a course pack

The following will also be helpful reading.

Schuyt, Theo NM and Schuijt, John JM: "Rituals and Rules: About Magic in Consultancy"
(available via course materials)

Block, Peter, *Flawless Consulting* (Jossey-Bass Pfeiffer, 2000)
(available via Amazon)

Pinault, Lewis, *Consulting Demons*. (Wiley, 2000)
(available via Amazon)

Mats Alvesson "Knowledge Work and Organisational Forms" *Journal of Management Studies*, 1993.

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Rituals and rules: about magic in consultancy

Theo N.M. Schuyt

Vrije Universiteit, Amsterdam, The Netherlands, and

John J.M. Schuijt

KPMG Management Consultancy, The Hague, The Netherlands

Rituals and
rules: magic in
consultancy

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Introduction

Consultants advise on processes of change within or between organizations, the consultant operating as a direct “change agent” (Armenakis and Field, 1993; Beckhard and Pritchard, 1992; Buchanan and Boddy, 1992; Conner, 1993). When the consultant arrives on the scene, the people directly concerned are often in a state of confusion: they are

Catalogue

Database Search Headings Titles User Login Request History Remote Help Exit

Database Name: Edinburgh University Library

Simple Search Search Builder Course Reserve

Instructor: Any

Department: Any

Course: IERM:Ecology & Resource Management

Inf:Informatics

Section: L:Law

L:Linguistics

M:Management School

25 records

M:Mathematics

M:Mathematics and Statistics

M:Meteorology

N:Neuroscience

N:New College

N:Nursing Studies

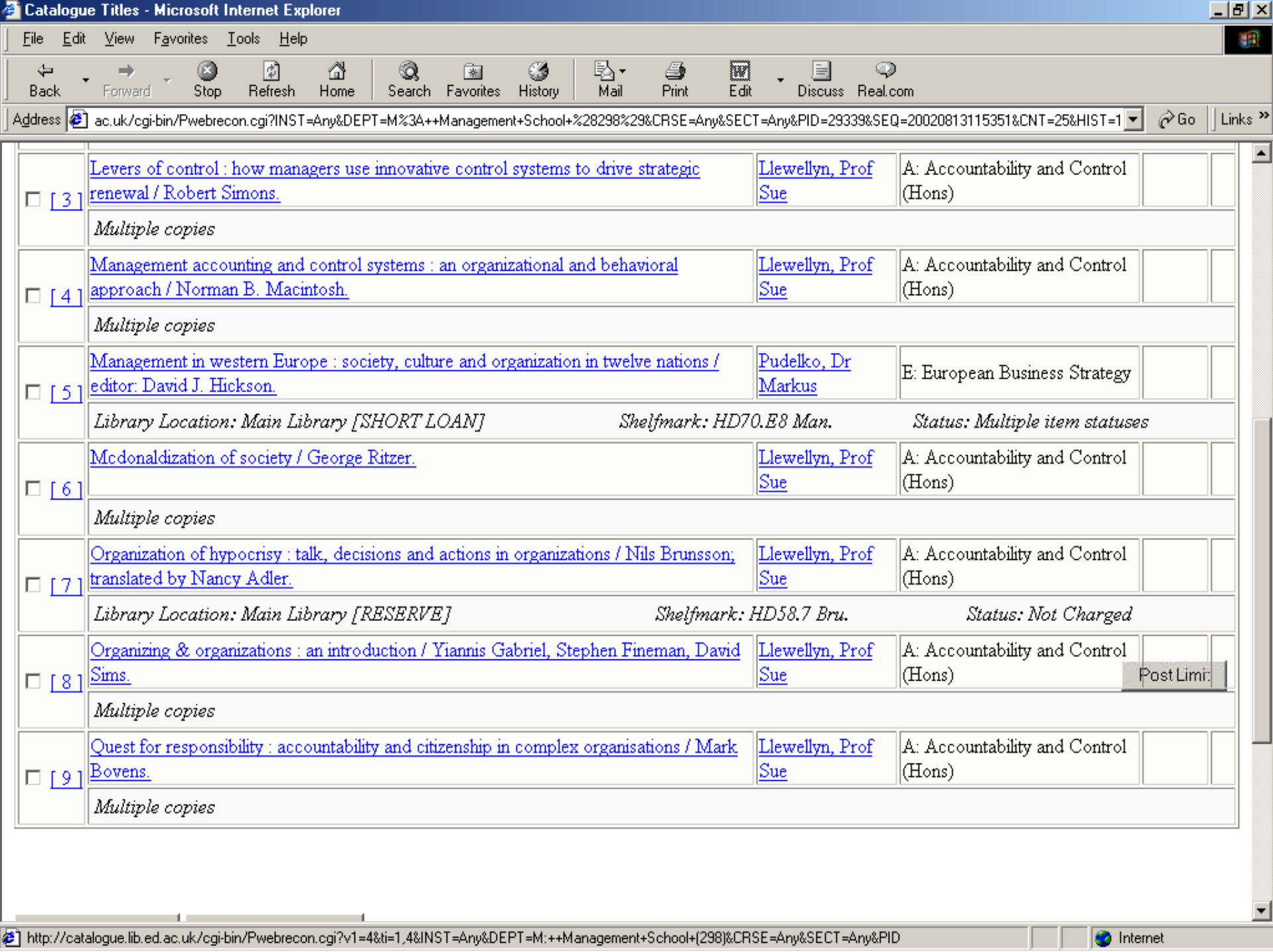
Search

Reset

Course Reserve

- Select the instructor, department, course, or section which you wish to search for items

[Search](#) [Headings](#) [Titles](#) [User](#) [Login](#) [Requests](#) [History](#) [Remote](#) [Help](#) [Exit](#)



<input type="checkbox"/> [3]	Levers of control : how managers use innovative control systems to drive strategic renewal / Robert Simons.	Llewellyn, Prof Sue	A: Accountability and Control (Hons)		
	<i>Multiple copies</i>				
<input type="checkbox"/> [4]	Management accounting and control systems : an organizational and behavioral approach / Norman B. Macintosh.	Llewellyn, Prof Sue	A: Accountability and Control (Hons)		
	<i>Multiple copies</i>				
<input type="checkbox"/> [5]	Management in western Europe : society, culture and organization in twelve nations / editor: David J. Hickson.	Pudelko, Dr Markus	E: European Business Strategy		
	<i>Library Location: Main Library [SHORT LOAN]</i>	<i>Shelfmark: HD70.E8 Man.</i>	<i>Status: Multiple item statuses</i>		
<input type="checkbox"/> [6]	Mcdonaldization of society / George Ritzer.	Llewellyn, Prof Sue	A: Accountability and Control (Hons)		
	<i>Multiple copies</i>				
<input type="checkbox"/> [7]	Organization of hypocrisy : talk, decisions and actions in organizations / Nils Brunsson; translated by Nancy Adler.	Llewellyn, Prof Sue	A: Accountability and Control (Hons)		
	<i>Library Location: Main Library [RESERVE]</i>	<i>Shelfmark: HD58.7 Bru.</i>	<i>Status: Not Charged</i>		
<input type="checkbox"/> [8]	Organizing & organizations : an introduction / Yiannis Gabriel, Stephen Fineman, David Sims.	Llewellyn, Prof Sue	A: Accountability and Control (Hons)		Post Limit
	<i>Multiple copies</i>				
<input type="checkbox"/> [9]	Quest for responsibility : accountability and citizenship in complex organisations / Mark Bovens.	Llewellyn, Prof Sue	A: Accountability and Control (Hons)		
	<i>Multiple copies</i>				



#	Title	Instructor	Course	Section
<input type="checkbox"/> [1]	Academics and a culture of caring : the relationship between school achievement and prosocial and antisocial behaviour / Mary Shann. School effectiveness and school improvement, vol.10 (4) (1999), pp.390-413.	Murphy, Mr Daniel	EO194: Educational Leadership and Management	
	<i>Library Location: Electronic access only</i>	<i>Shelfmark:</i>	<i>Status: No item data available</i>	
<input type="checkbox"/> [2]	Broadening the basis of assessment to prevent the narrowing of learning / Mary James, C. Gipps. Curriculum journal, vol.9, No.3 (1998), pp.285-97.	Murphy, Mr Daniel	EO194: Educational Leadership and Management	
	<i>Library Location: Electronic access only</i>	<i>Shelfmark:</i>	<i>Status: No item data available</i>	
<input type="checkbox"/> [3]	Bullying in 25 secondary schools: incidence, impact and intervention / Derek Glover et al. Educational research, vol. 42, no.2 (2000), pp.141-156	Murphy, Mr Daniel	EO194: Educational Leadership and Management	
	<i>Library Location: Electronic access only</i>	<i>Shelfmark:</i>	<i>Status: No item data available</i>	
<input type="checkbox"/> [4]	But is it fair?: an exploratory study of student perceptions of the consequential validity of assessment / Kay Sambell et al. Studies in educational evaluation, vol.23, No.4 (1997), pp.348-371.	Murphy, Mr Daniel	EO194: Educational Leadership and Management	
	<i>Library Location: Electronic access only</i>	<i>Shelfmark:</i>	<i>Status: No item data available</i>	
<input type="checkbox"/> [5]	Can they walk on water?: professional isolation and the secondary headteacher / David Mercer. School leadership and management, vol.16, No.2 (1996), pp.165-178.	Murphy, Mr Daniel	EO194: Educational Leadership and Management	
	<i>Library Location: Electronic access only</i>	<i>Shelfmark:</i>	<i>Status: No item data available</i>	
<input type="checkbox"/> [6]	Capital theory of school effectiveness and improvement / David H. Hargreaves. British educational research journal, vol.27 (2001), pp.487-503	Murphy, Mr Daniel	EO194: Educational Leadership and Management	
	<i>Library Location: Electronic access only</i>	<i>Shelfmark:</i>	<i>Status: No item data available</i>	

Academics and a Culture of Caring: The Relationship Between School Achievement and Prosocial and Antisocial Behaviors in Four Urban Middle Schools*

Mary H. Shann
Boston University

ABSTRACT

Researchers and practitioners attest to the importance of school culture for school effectiveness, however, critics contest that school culture is neither measurable, nor manipulable. Results from the present study suggest otherwise. The frequency of prosocial and antisocial student behaviors were rated by 1503 students and 92 teachers in four urban middle schools rank ordered by achievement. The highest achieving school combined an emphasis on academics with a culture of caring that was reflected in higher rates of prosocial behaviors and lower rates of antisocial behaviors among students. The second ranked school had a law and order environment but lacked the synergy that a culture of caring achieved. The lower achieving schools had significantly lower rates of prosocial behaviors and higher rates of antisocial behaviors among students. Both student and teacher perceptions supported these findings.

INTRODUCTION

This study investigated school culture as an aspect of school climate and explored its relationship to academic achievement. Critics have argued that school climate is neither measurable (McPartland & Epstein, 1975; Rutter, Maughan, Mortimore, & Ouston, 1979) nor manipulable (Haller & Strike, 1979), but a growing body of literature suggests otherwise. In some studies, school culture has emerged as an aspect of school climate that is manipulable and especially important to the performance of students at

risk. Here, school culture encompasses variables that reflect the values, attitudes, and norms reflected in the behavior of persons within the school. School culture is operationally defined to include student perceptions of teachers' and students' caring for one another, as well as student and teacher perceptions of students' prosocial and antisocial behaviors. These perceptions, measured by questionnaire responses, are viewed as indicators of the cultural norms for permissible and expected behaviors in the school. All of these measures are examined in relation to academic achievement.

CONCEPTIONS OF SCHOOL CLIMATE

Ellis observed: "School climate is a popular metaphor for a complex phenomenon that is easy to perceive but formidably difficult to define, measure, or manipulate." (1988, p. 1). Halpin and Croft (1962) were among the first to define and study school climate, but Hoy and Clover (1986) later criticized their instrument because it failed to provide meaningful gradations in the climate ratings of schools. The later team defined climate as "a set of measurable properties of the work environment of teachers and administrators based on their collective perceptions".

Brookover, Beady, Flood, & Schweitzer (1979) conceptualized school climate as the "composite of norms, expectations, and beliefs which characterize the school social system as perceived by members of the social system". West (1985) used Brookover's School Climate Questionnaire to relate elementary school teachers' perceptions of school climate and the academic achievement of students in urban schools with a majority of low-income and minority students, yet widely varying achievement levels. She found higher achievement scores in schools with strong instructional leadership, high expectations, and a schoolwide emphasis on basic skills.

The importance of school climate for school effectiveness cannot be underestimated, according to the findings of other studies as well (Anderson, 1982; Brookover et al., 1979; Ellet & Walberg, 1979; Epstein & McPartland, 1976; Goodlad, 1984; Heck, 1996; Lippmann et al., 1996;

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How can contact be made?

- Through close liaison and involvement of library staff in VLE development
 - Metadata creation and agreement is the output
- Through integration of library systems at the back end via 'middleware'
 - Metadata is the point of contact for the software

Organisational separateness

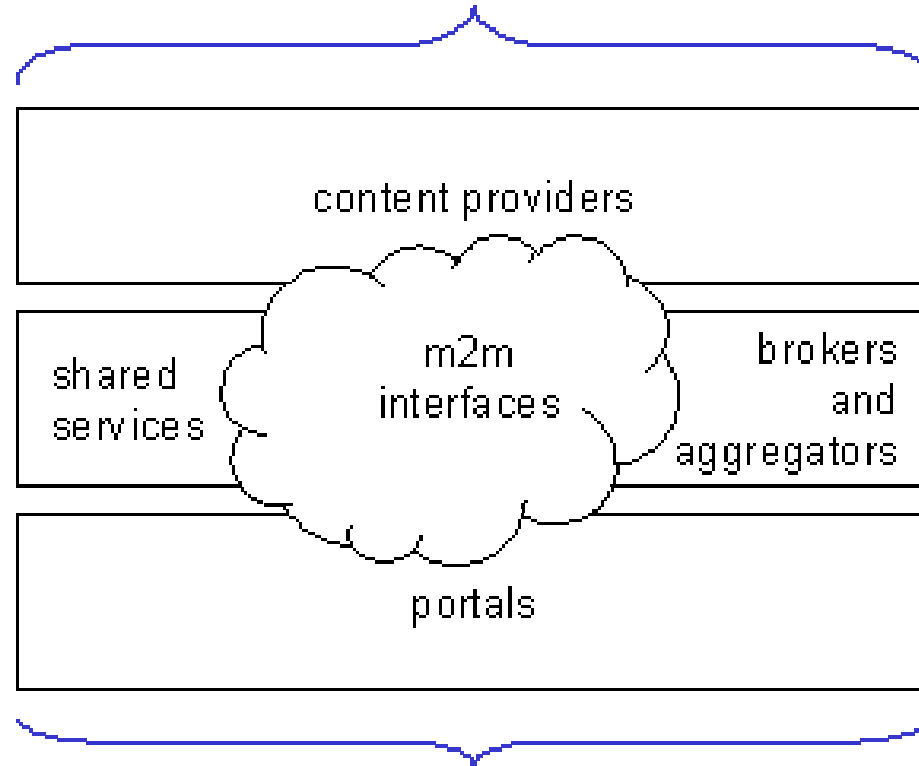
- VLEs primarily viewed as means of administrative normalisation
- Used as repositories
- Digital library developments are regarded as being irrelevant to undergraduate learning
- ‘The Library is over-bureaucratic and does not understand the time-pressures on tutors’
- There is no effective partnership
- There is no appreciation of the *long term* value of working with the Library
- There is a confusion of roles
- The Library’s role as *sharer* is in jeopardy

Technical separateness

- The tools are lacking
- Partial solutions involve stretching the functionality of thin portals, rather than thickening them with integration
- Proprietary solutions are now beginning to appear (Endeavor working with Blackboard and WebCT)
- New generations of library systems and VLEs will accommodate each other
- But standards-based middleware offers another approach

Information Environment service categories

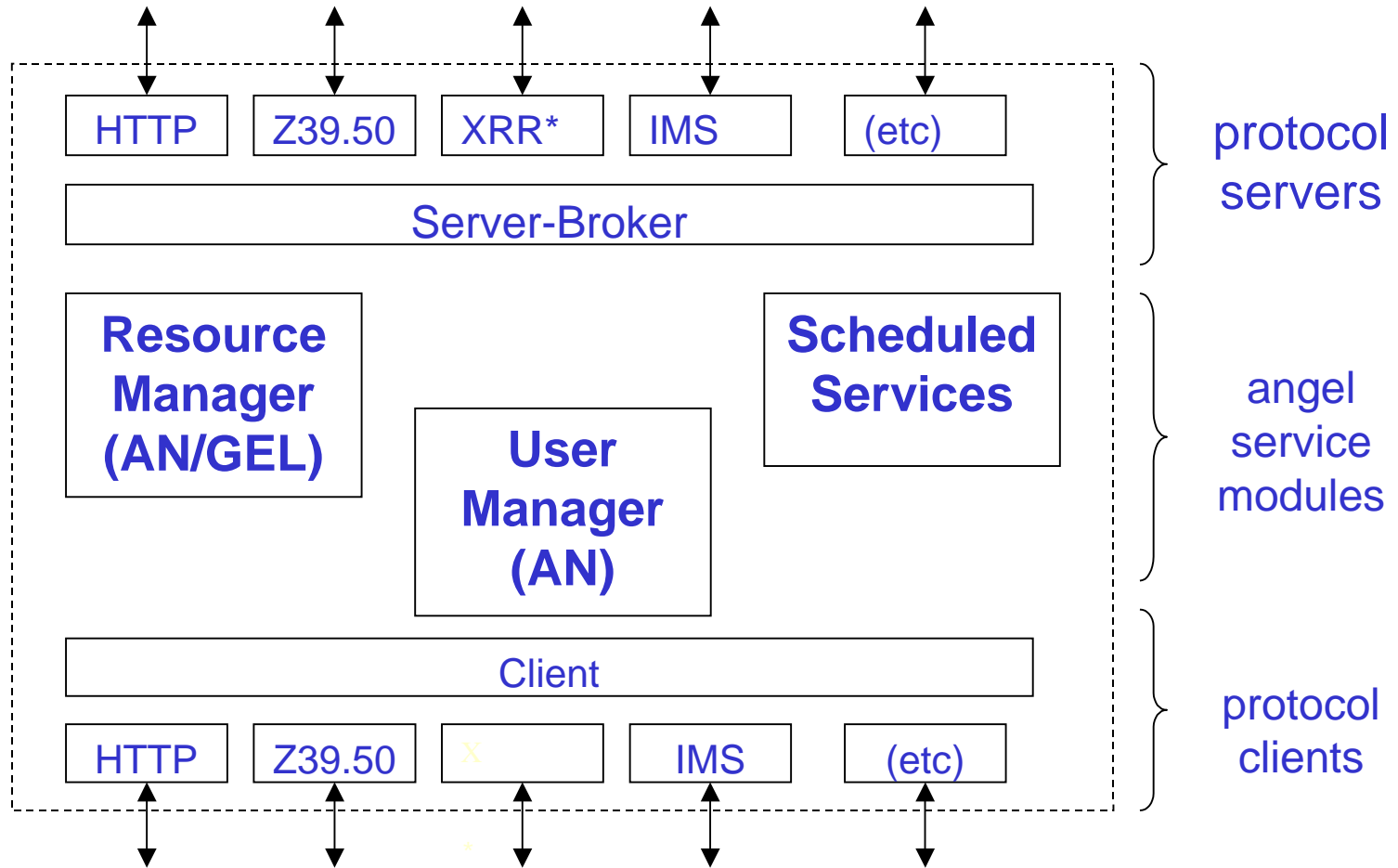
provision



fusion

presentation

angel three-layer model



Metadata-based middleware components

- Resource Manager
 - Provides resource descriptions
 - Holds licence information
- User Manager
 - Holds information on ‘rights groups’
 - Ensures authentication and authorisation
- Scheduled Services Module
 - ‘Push’ functions, e.g.
 - Alerting
 - Link-checking
 - Licence expiry warnings

angel inside?

- VLEs are potential portals
- ‘Creeping portalisation’ is a consequence of increasing user sophistication
- angel converts existing VLEs into ‘thick portals’
- Interoperates with a range of commercial and open-source VLEs (via IMS initially, but ultimately using Information Environment ‘service collection service’)
- Prototypes new Sparta system for access management (PAPI; Shibboleth; Athens; Akenti; others)

With an angel inside WebCT as a tutor I can ...

- Embed dynamic links from the library catalogue or e-reserve system
- Embed a search which is run afresh each time the student clicks on it
- Refresh a resource or database description with current metadata
- Use patron data from existing databases

With an angel inside WebCT as a learner I can ...

- Click to see descriptions of resources and databases directly in the VLE
- See the library status of items on reading lists without going into the library catalogue
- Connect to third-party databases and full-text services without inputting my ID and password

Conclusions

- VLEs are changing the way learning and teaching are delivered, and will soon be ubiquitous
- Libraries must reclaim their traditional role as resource managers through a new emphasis on collaboration
- Technical solutions will stimulate organisational solutions
- Virtual learning environments must also be virtuous learning environments



Thank you!

