ITHAKA S+R

DISMANTLING THE STUMBLING BLOCKS
THAT IMPEDE RESEARCHERS' ACCESS TO E-RESOURCES

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October 13, 2015

ITHAKA S+R

Educational Transformation

Broaden access to higher education, improve student outcomes, and control costs

Libraries & Scholarly Communication

Effective and sustainable systems for the creation, discovery, dissemination, and preservation of scholarship

LIBRARIES & SCHOLARLY COMMUNICATION

Effective and sustainable systems for the creation, discovery, dissemination, and preservation of scholarship

Strengthening Services & Spaces

- The Ithaka S+R Faculty Survey and The Ithaka S+R Library Survey
- Surveys of student and faculty member practices and needs at individual universities
- Collaborative examinations of research practices and support needs by field
- Anthropological consulting to improve support for research, teaching, and learning

Research Agenda

- Discovery & Access
- Organizational structures
- The changing monograph

STUMBLING BLOCKS

OVERVIEW

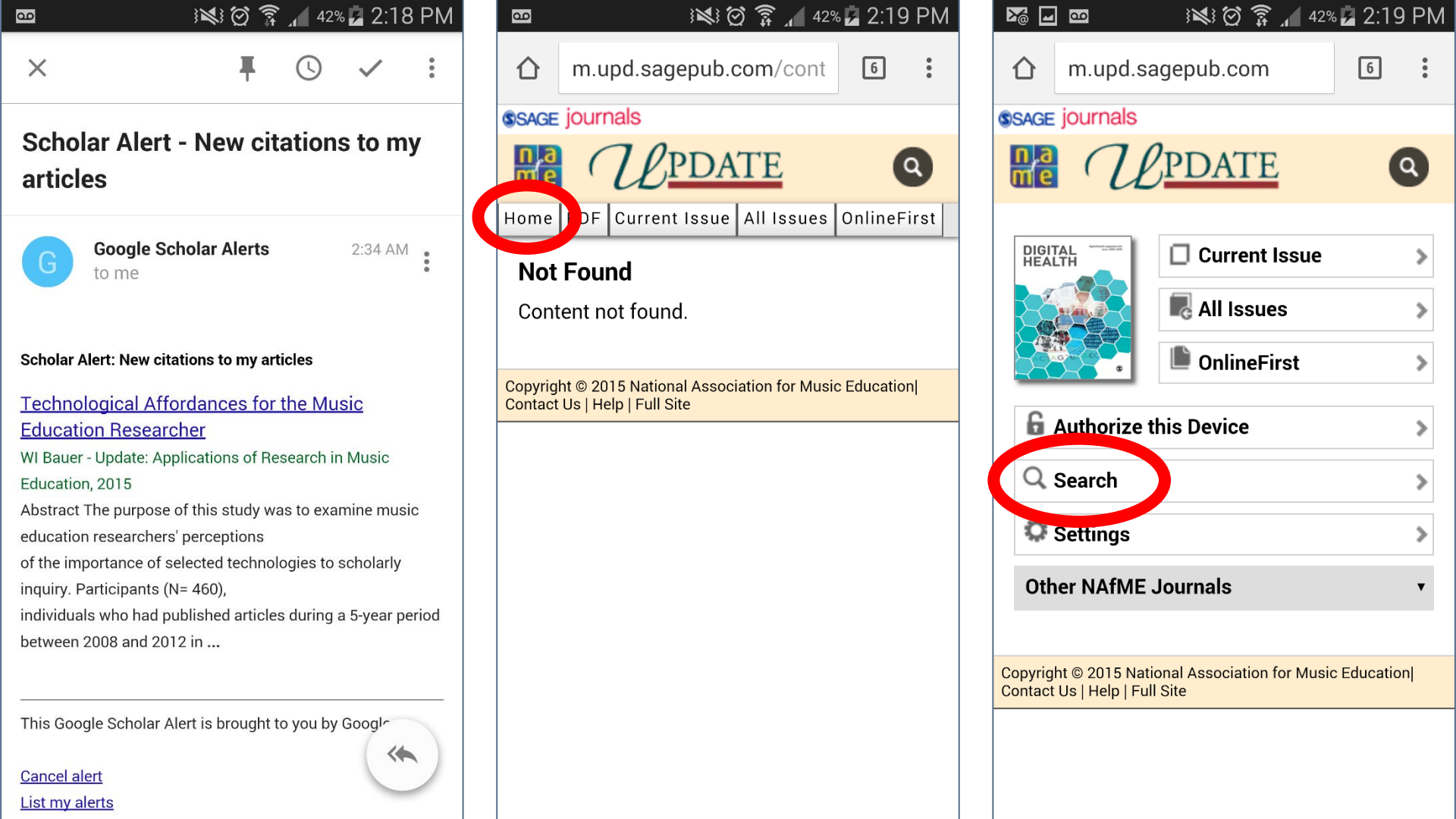
» The library is not the starting point
» The campus is not the work location
» The proxy is not the answer
» The index is not complete
» The aggregator is not current
» The link resolver is not omniscient
» The PC is not the device
» User accounts are not well implemented

http://j.mp/Ithaka-Streamlining-Access

WHY YOU SHOULD CARE

- Research practices are changing
- Your product is used inside the library's systems environment
- Researchers and students face challenges accessing the materials libraries license
- Traffic is lost to open web sources – and perceived value of publisher resources suffers
- Open doesn't solve all problems, but it addresses several effectively

ONE ILLUSTRATIVE CASE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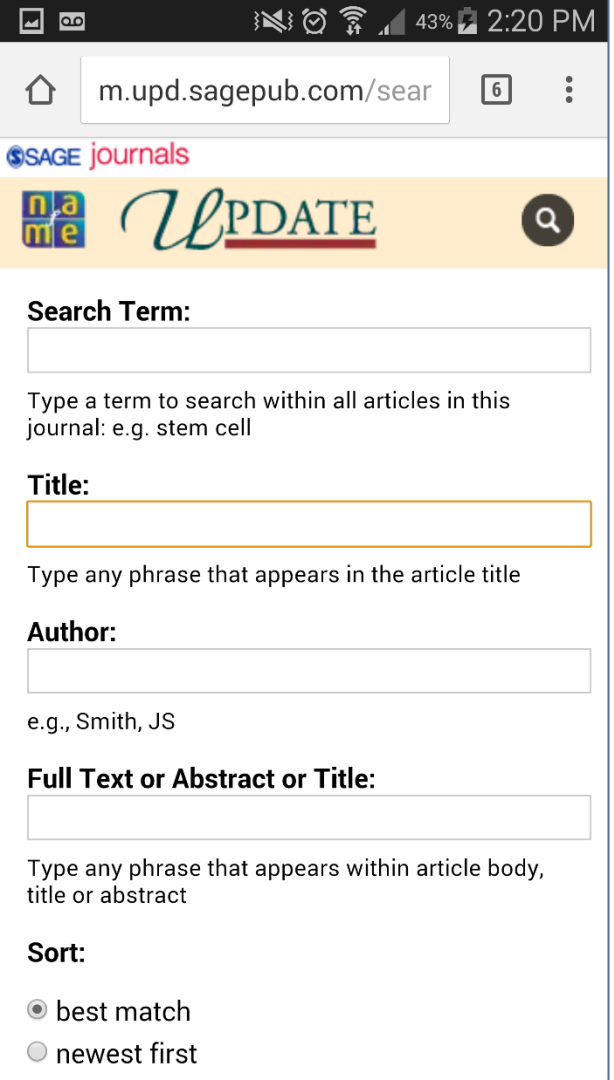
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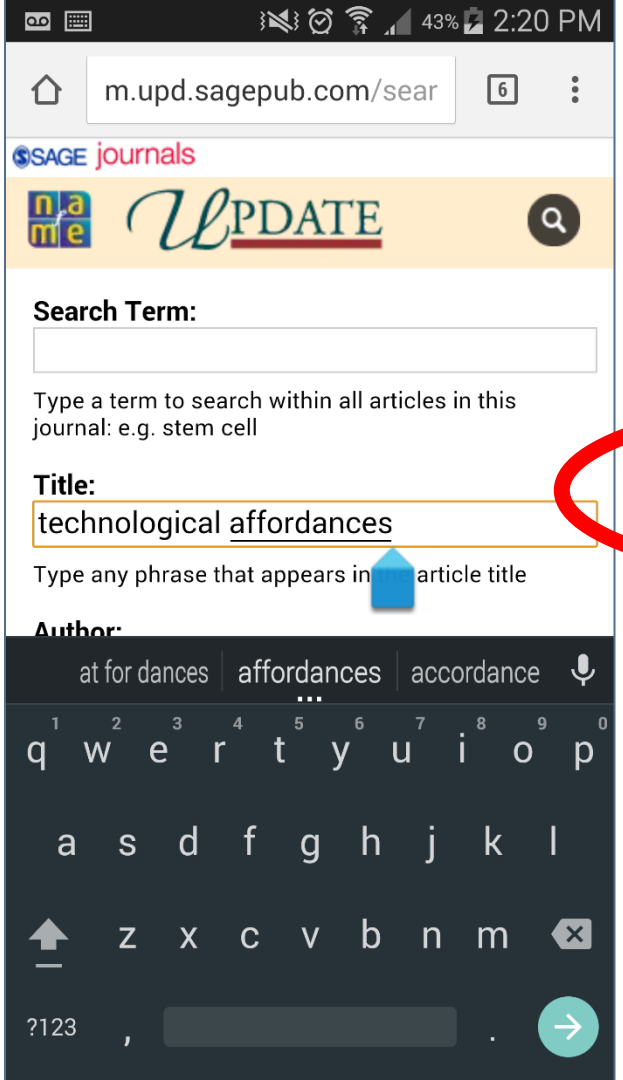
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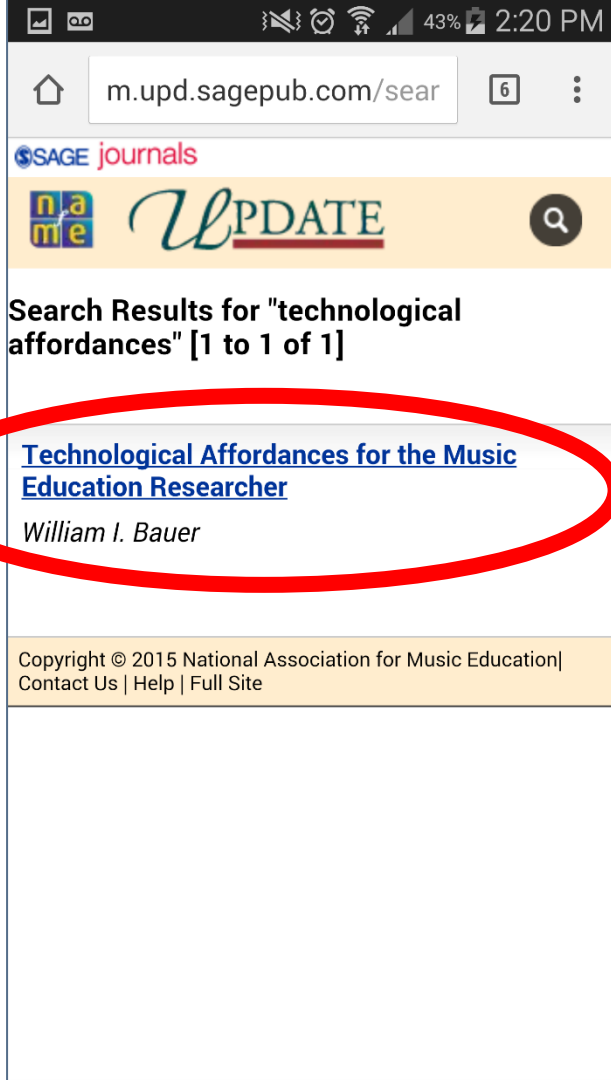
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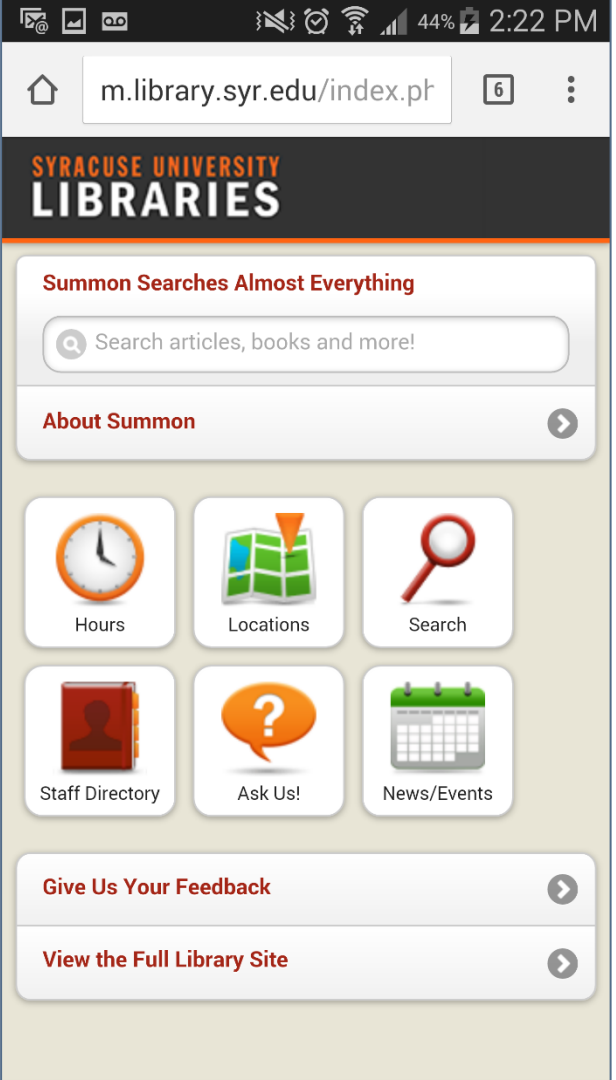
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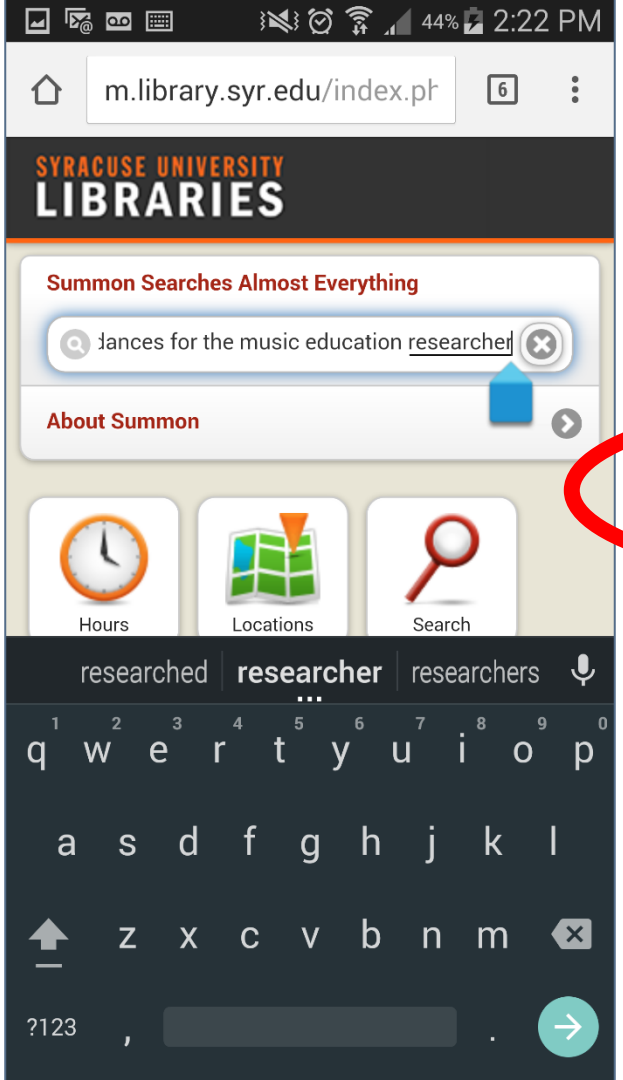
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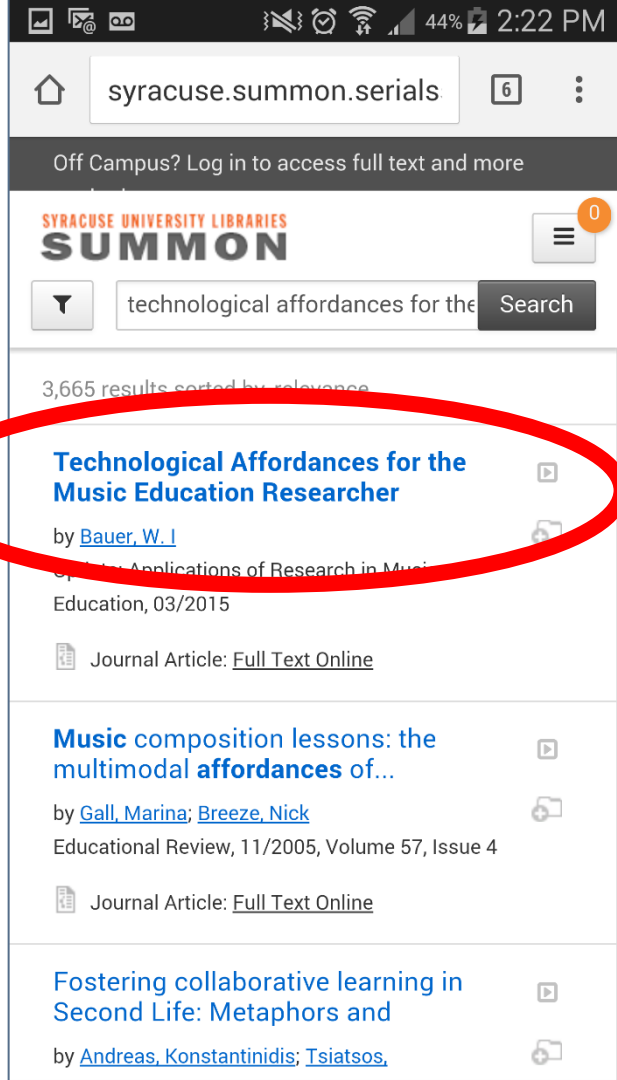
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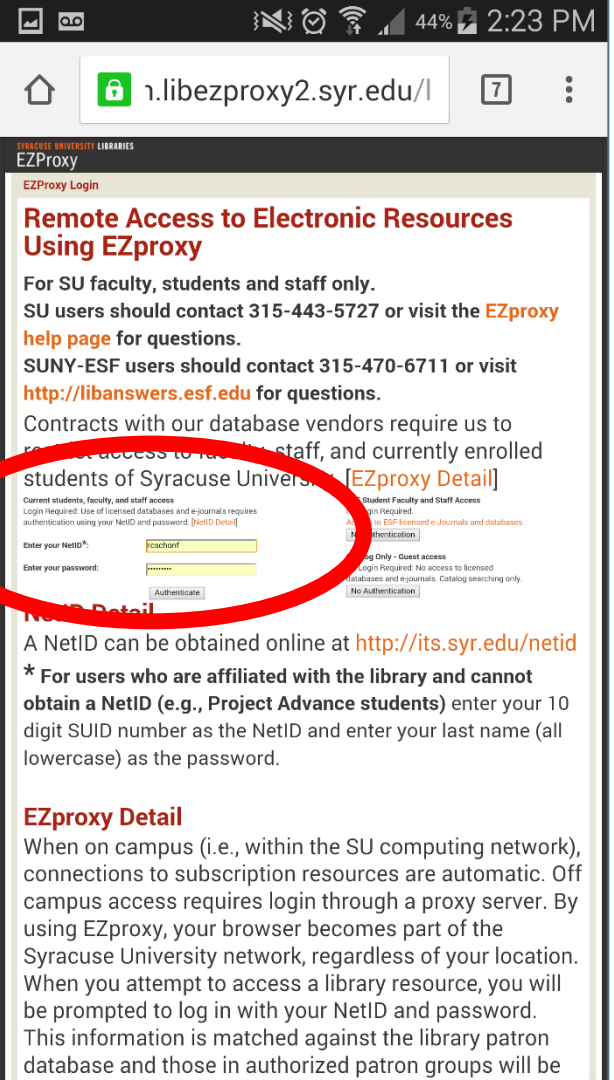
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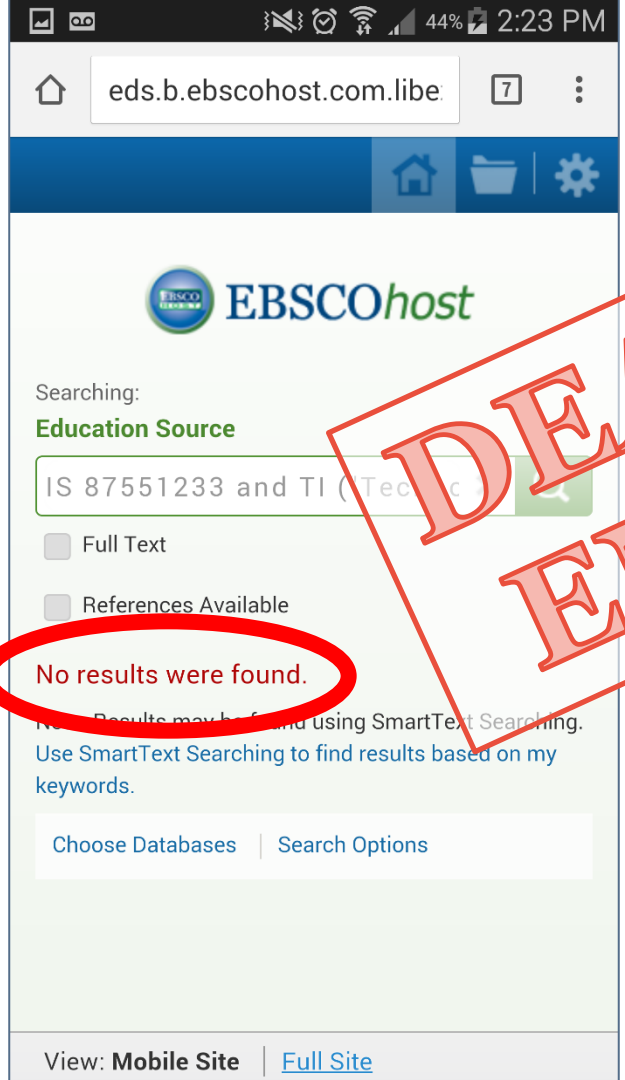
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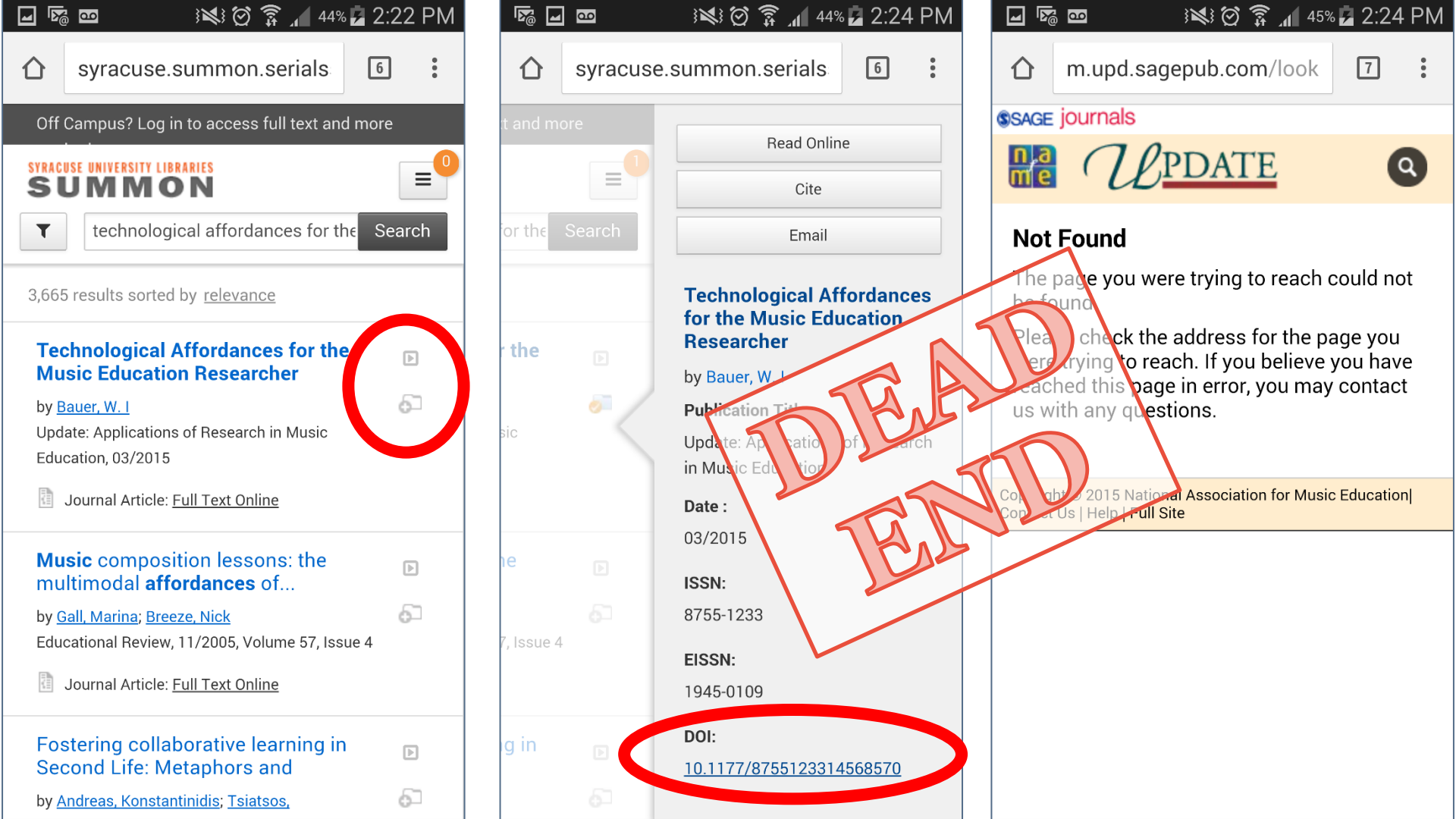
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Technological Affordances for the Music Education Researcher

William I. Bauer[1]

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Abstract

The purpose of this study was to examine music education researchers' perceptions of the importance of selected technologies to scholarly inquiry. Participants (N = 460), individuals who had published articles during a 5-year period between 2008 and 2012 in six prominent journals that disseminate music education research, were invited to complete an online questionnaire that asked them to rate the importance of various technological tools in relation to (a) their own scholarly inquiry and (b) graduate student music education researchers. A total of 250 responses were received, resulting in a 54% return rate. The participants indicated that a diverse set of technological tools is important to their personal research practice. They also suggested it was important for graduate student researchers to become acquainted with these tools. A potential model for conceptualizing the use of technology as an integrated part of the research process is proposed.

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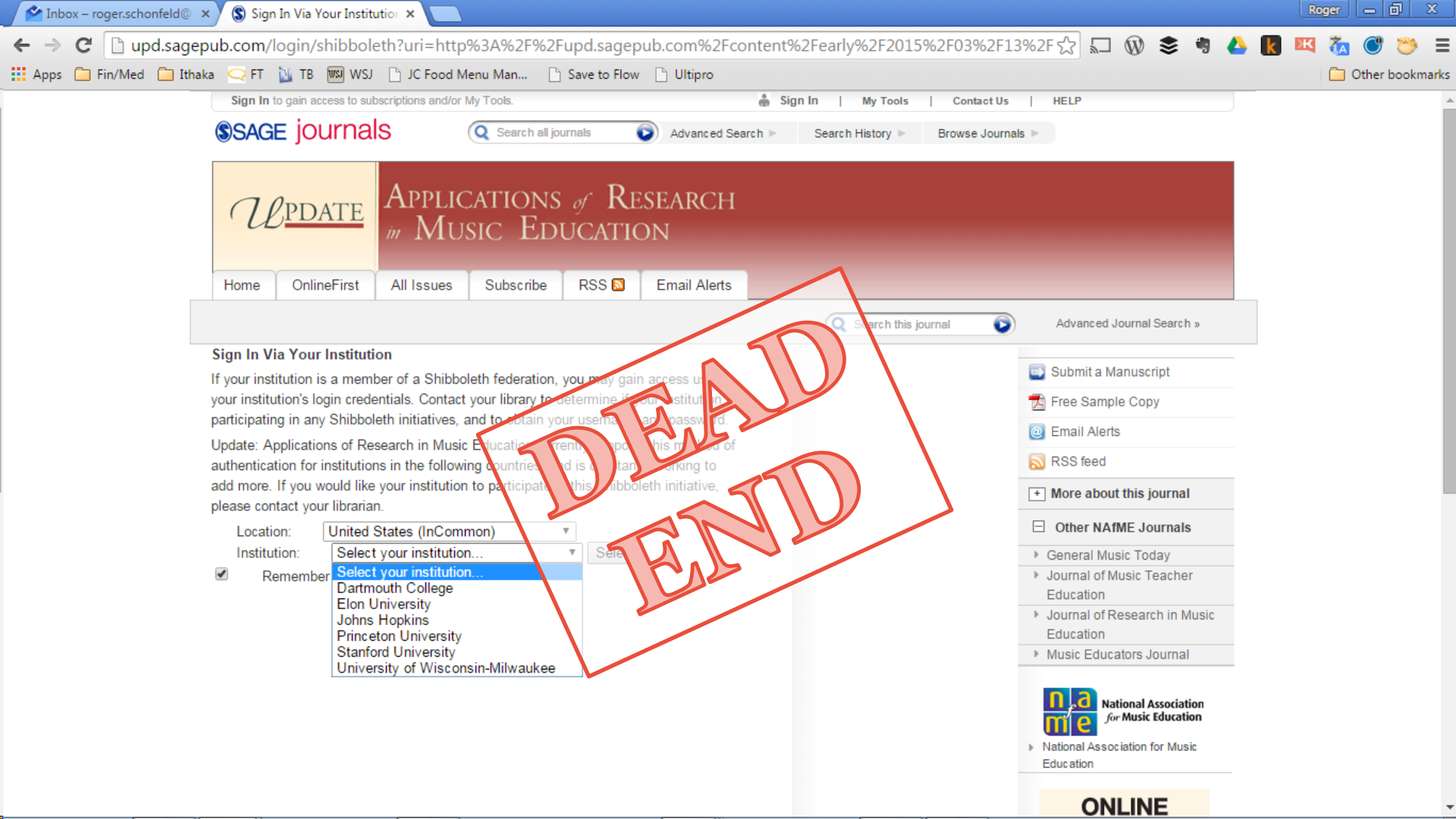

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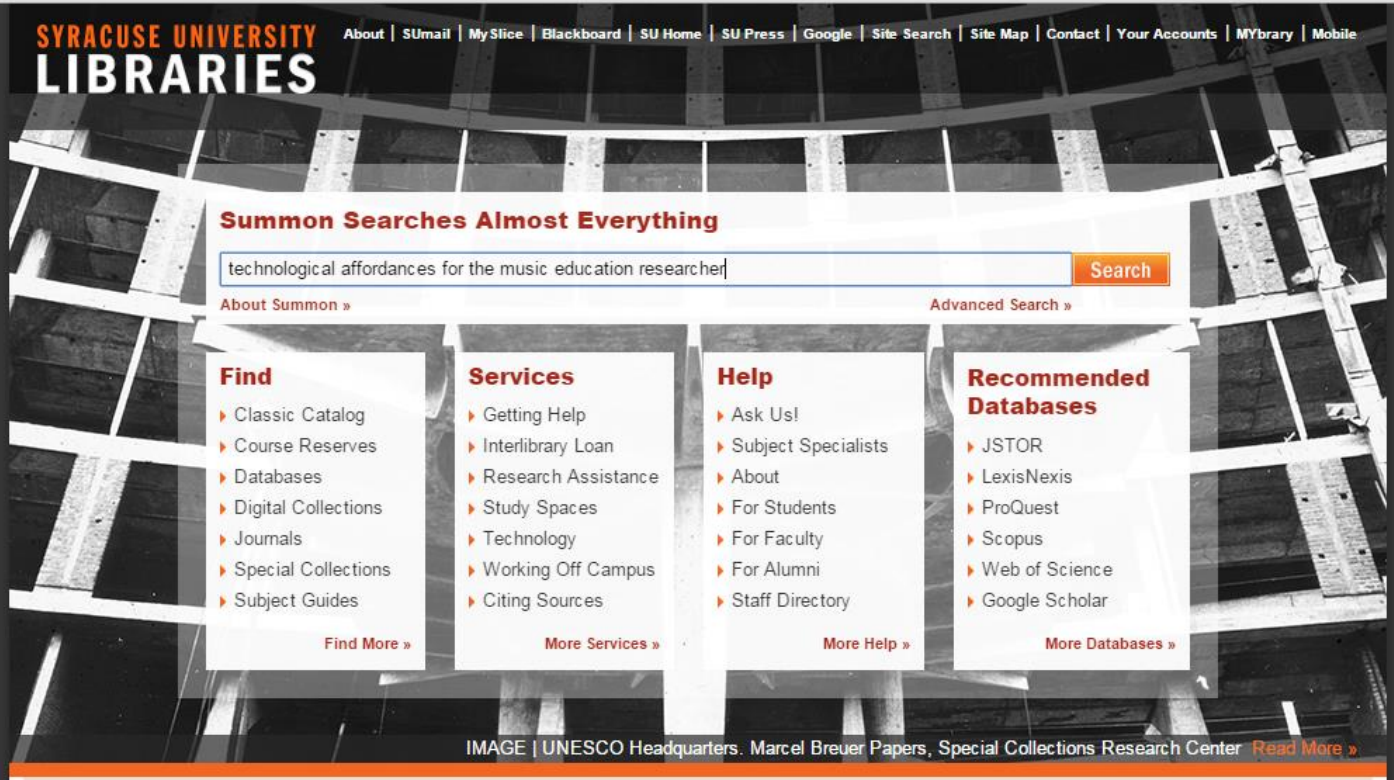

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* **For users who are affiliated with the library and cannot obtain a NetID (e.g., Project Advance students)** enter your 10 digit SUID number as the NetID and enter your last name (all lowercase) as the password.

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See: Policy on Access to Licensed Web Resources

See: Instructions for Remote Access to Electronic Resources Using EZproxy

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Author: Bauer, W. I.
Journal: Update : applications of research in music education
ISSN: 8755-1233
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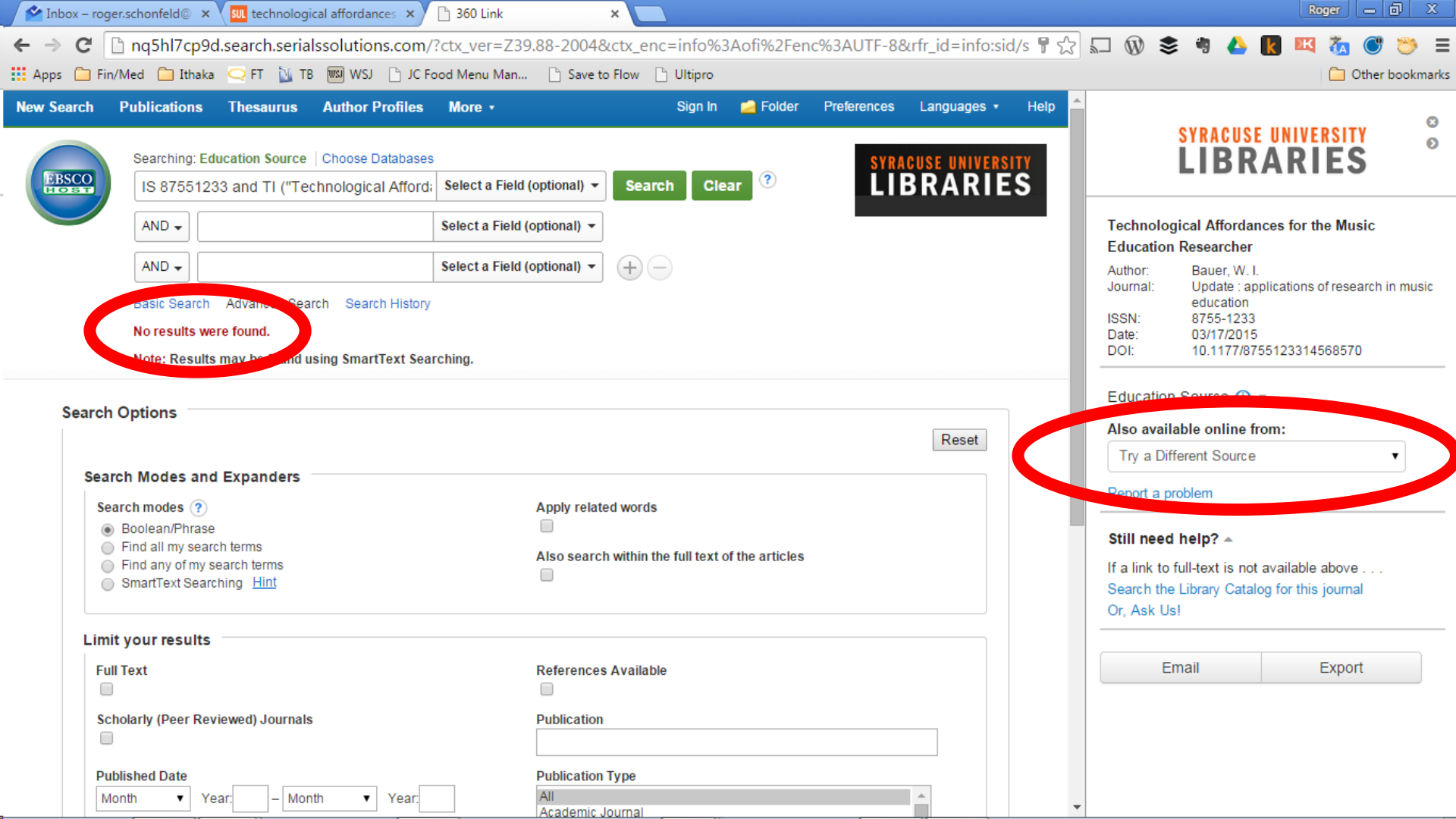
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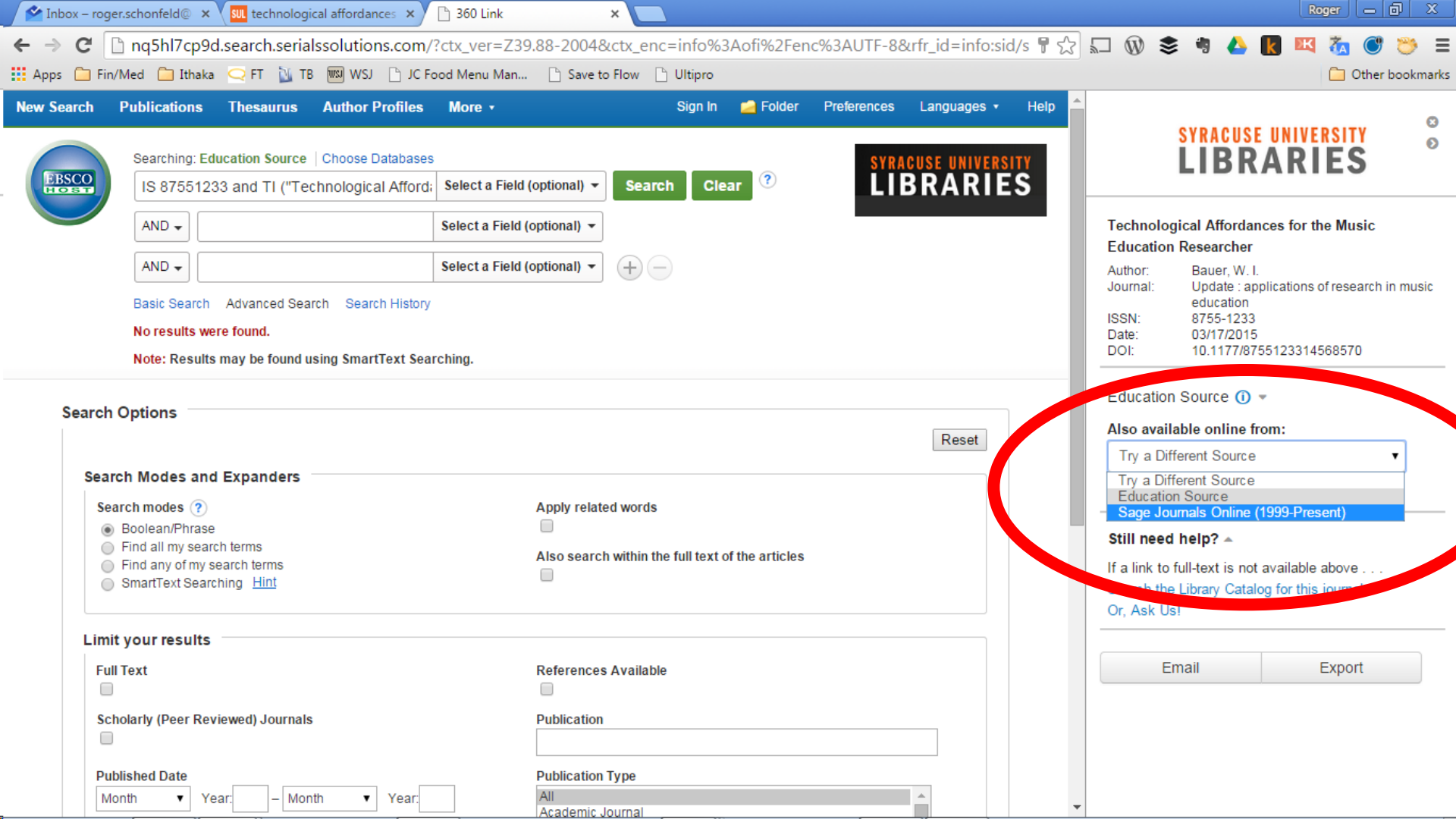
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Update: Applications of Research in Music Education

Technological Affordances for the Music Education Researcher

William I. Bauer[1]

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Abstract

The purpose of this study was to examine music education researchers' perceptions of the importance of selected technologies to scholarly inquiry. Participants (N = 460), individuals who had published articles during a 5-year period between 2008 and 2012 in six prominent journals that disseminate music education research, were invited to complete an online questionnaire that asked them to rate the importance of various technological tools in relation to (a) their own scholarly inquiry and (b) graduate student music education researchers. A total of 250 responses were received, resulting in a 54% return rate. The participants indicated that a diverse set of technological tools is important to their personal research practice. They also suggested it was important for graduate student researchers to become acquainted with these tools. A potential model for conceptualizing the use of technology as an integrated part of the research process is proposed.

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Keywords

graduate student, music education, research, researchers, technology, TPACK

When students enter graduate programs in music education, most have had limited exposure to formal research (Dorfman & Lipscomb, 2005). As novice researchers, they must develop both conceptual and procedural knowledge of the research process. This usually involves learning to read and understand research as well as becoming

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tion, most have had limited exposure to formal research (Dorfman & Lipscomb, 2005). As novice researchers, they must develop both conceptual and procedural knowledge of the research process. This usually involves learning to read and understand research as well as becoming acquainted with the fundamental philosophies, constructs, techniques, and materials used when conducting research. Recent advances in technology have provided an increasing array of tools that researchers are using in a variety of ways to facilitate all stages of the research process. Yet little is known about the importance music education researchers place on the technological tools currently available or what role these tools might have in the development of graduate music education researchers. Identifying technologies that may provide affordances to researchers, and sharing that information with the profession, including graduate students, would seem to be important.

The li… …general and virtually nonexistent in music education. A recent study that has some bearing on the subject is the *Ithaka S+R US Faculty Survey 2012* (Housewright, Schonfeld, & Wulfson, 2013). The Ithaka S+R organization is a nonprofit research and consulting group that also includes the … database, which allows scholars to … journal articles, monographs, and other educational materials, reading them in full text online; and Portico,[2] a

and other scholarly content. Ithaka S+R res… …ers have examined the attitudes and behaviors of sc… …ars at 4-year colleges and universities from across the Unite… …tes on a triennial basis since 2000. Several of the findings in their most recent study conducted in 2012 are applicable to the topic of technology and research. The following discussion is based on both the formal report (Housewright et al., 2013) and a presentation of the report (Marcum & Schonfeld, 2013).

The Ithaka S+R researchers asked the scholars how they located literature relevant to their research. Eighty-one percent of the participants strongly agreed with the statement "When I am looking for journal articles and monographs in the course of my research, I often use a variety of different sources, including the library, scholarly databases, and mainstream search engines" (Marcum & Schonfeld, 2013, p. 10). In addition, 26% of participants said they found it "very frustrating" (p. 14) to use a variety of different tools and databases to find and access the materials they need. So, while many different sources

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are used, using them may cause frustration. Perhaps this is due to the variety of interfaces employed by these tools and databases and may point to the need for classes and other forms of professional development on their use.

& Frierson-Campbell, 2013; Gall, Gall, & Borg, 2007; Gay, Mills, & Airasian, 2012; Johnson, & Christensen, 2012; Leedy & Ormrod, 2013). While several books have companion websites to be used by the instructor and stu-

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COMPLEX ENVIRONMENT

- Society publisher (NAME)
- Publisher partner (Sage)
- Platform provider (HighWire)
- Aggregator (EBSCO)
- Alerting service (Google Scholar)
- Discovery service (Summon)
- Link resolver (Serials Solutions 360 Link)
- Proxy (EZProxy)
- Shibboleth authentication (InCommon)
- Library configurations (Syracuse)
- IT configurations (Syracuse)

DIRECTIONS

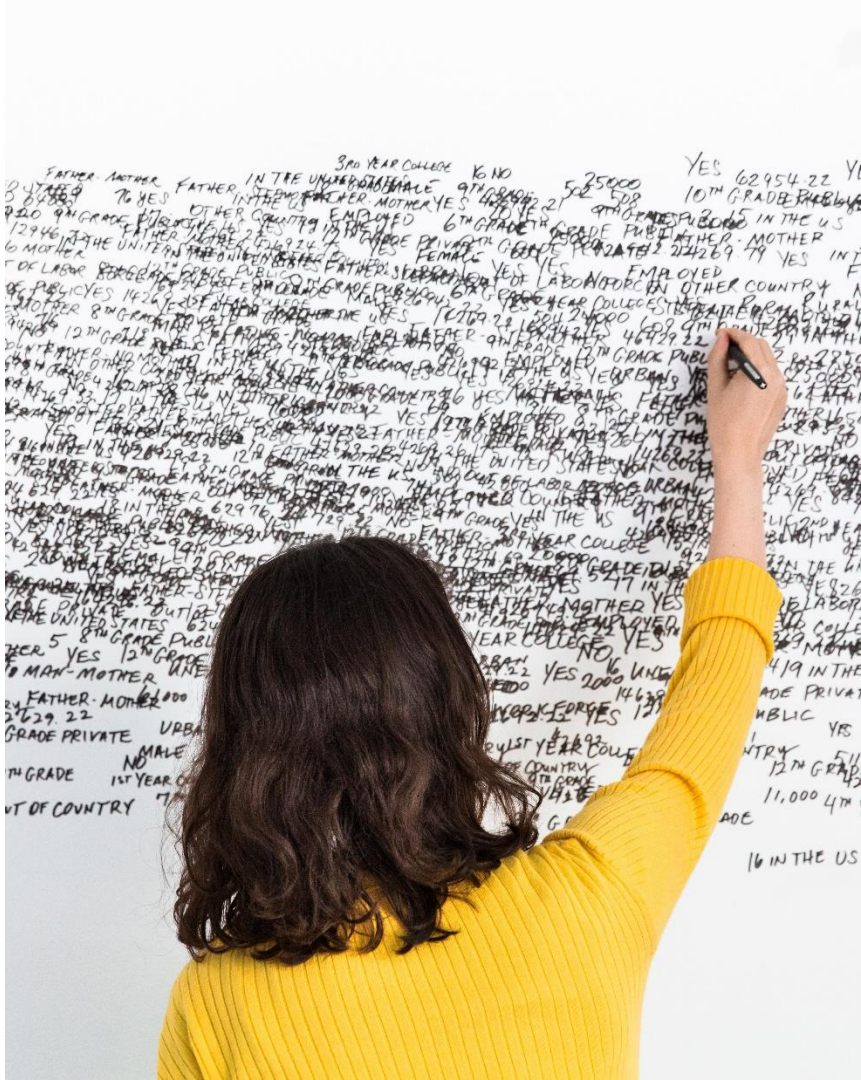
Off-campus and distance

Multiple institutional affiliations

Seamless use of mobile devices

FOUR TAKEAWAYS

- Understand use of your platforms and content in the academic library context
- Set expectations for how quickly content appears in discovery services and aggregators. Communicate this with link resolver knowledgebase partners
- Eliminate stand-alone mobile indices and interfaces
- Support a user account that allows you to better understand & serve researchers



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