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

Roger C. Schonfeld
@rschon
rcs@ithaka.org

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
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
Not Found

Content not found.
Search Results for "technological affordances" [1 to 1 of 1]

Technological Affordances for the Music Education Researcher
William I. Bauer

Copyright © 2015 National Association for Music Education | Contact Us | Help | Full Site
Not Found

Content not found.
Technological Affordances for the Music Education Researcher

by Bauer, W. I.

Music composition lessons: the multimodal affordances of...

by Gall, Marina; Breeze, Nick

Fostering collaborative learning in Second Life: Metaphors and...

by Andreas, Konstantinidis; Tsatsos,
Remote Access to Electronic Resources Using EZproxy

For SU faculty, students and staff only. SU users should contact 315-443-5727 or visit the EZproxy help page for questions.

SUNY-ESF users should contact 315-470-6711 or visit http://libanswers.est.edu for questions.

Contracts with our database vendors require us to restrict access to faculty, staff, and currently enrolled students of Syracuse University.

EZproxy Detail

A NetID can be obtained online at http://its.syr.edu/netid

* 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.

EZproxy Detail

When on campus (i.e., within the SU computing network), connections to subscription resources are automatic. Off campus access requires login through a proxy server. By using EZproxy, your browser becomes part of the Syracuse University network, regardless of your location. When you attempt to access a library resource, you will be prompted to log in with your NetID and password. This information is matched against the library patron database and those in authorized patron groups will be allowed access.

No results were found.
Technological Affordances for the Music Education Researcher

Wil Bauer - Update. Applications of Research in Music Education, 2015

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...

This Google Scholar Alert is brought to you by Google.
Technological Affordances for the Music Education Researcher

William I. Bauer

University of Florida, Gainesville, FL, USA

William I. Bauer, School of Music, University of Florida, 358 MUB, Gainesville, FL 32611, USA. Email: wbauer@ufl.edu

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.
This item requires a subscription to Update: Applications of Research in Music Education.

To view this item, select one of the options below:

Sign In

Already an individual subscriber? If so, please sign in to Update: Applications of Research in Music Education with your User Name and Password.

Purchase Short-Term Access

• Pay per Article - You may purchase this article for US$30.00. You must download your purchase, which is yours to keep, within 24 hours.

• Regain Access - You can regain access to a recent Pay per Article purchase if your access period has not yet expired.
Sign In Via Your Institution

If your institution is a member of a Shibboleth federation, you may gain access using your institution's login credentials. Contact your library to determine if your institution is participating in any Shibboleth initiatives, and to obtain your username and password.

Update: Applications of Research in Music Education currently supports this method of authentication for institutions in the following countries, and is constantly working to add more. If you would like your institution to participate in this Shibboleth initiative, please contact your librarian.

Location:
- Select your institution location...
- Australia (AAF)
- Austria (ACOnet)
- Canada (CANARIE)
- France (RENATER)
- Germany (DFN-AAI)
- Ireland (Edugate)
- Italy (IDEM)
- Japan (GakuNin)
- UK Access Management Federation
- United States (InCommon)

Submit a Manuscript
Free Sample Copy
Email Alerts
RSS feed

More about this journal
- Other NAME Journals
  - General Music Today
  - Journal of Music Teacher Education
  - Journal of Research in Music Education
  - Music Educators Journal

National Association for Music Education
Technological Affordances for the Music Education Researcher

by Bauer, W. I.

Update: Applications of Research in Music Education, 03/2015

Music composition lessons: the multimodal affordances of technology

by Gall, Marina; Breeze, Nick


This article investigates the multimodal affordances presented by music software and how it can provide new opportunities for students to engage with composition work in the classroom...

Fostering collaborative learning in Second Life: Metaphors and affordances

by Andreas, Konstantinidis; Telatsos, Thrasyvoulos; Terbiau, Thiebaud, more...

Remote Access to Electronic Resources Using EZproxy

For SU faculty, students and staff only.

Enter your NetID*: [circled red]

Enter your password: [circled red]

Authenticate

NetID Detail

A NetID can be obtained online at http://its.syr.edu/netid

* 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.

EZproxy Detail

When on campus (i.e., within the SU computing network), connections to subscription resources are automatic. Off campus access requires login through a proxy server. By using EZproxy, your browser becomes part of the Syracuse University network, regardless of your location. When you attempt to access a library resource, you will be prompted to log in with your NetID and password. This information is matched against the library patron database and those in authorized patron groups will be connected.

See: Policy on Access to Licensed Web Resources
See: Instructions for Remote Access to Electronic Resources Using EZproxy
Technological Affordances for the Music Education Researcher

William I. Bauer

University of Florida, Gainesville, FL, USA

William I. Bauer, School of Music, University of Florida, 358 MUB, Gainesville, FL 32611, USA. Email: wbauer@ufl.edu

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.
Technological Affordances for the Music Education Researcher

William I. Bauer

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 3-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.

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 (Dorman & 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 company focused on digitally archiving books, journals, and other scholarly content. Ittaka SVR researchers have examined the attitudes and behaviors of scholars at 4-year colleges and universities from across the United States on a triennial basis since 2000. Several of the findings in their most recent study conducted in 2012 are applicable
Technological Affordances for the Music Education Researcher

William I. Bauer

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 3-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.

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 (Dortman & 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 company focused on digitally archiving books, journals, and other scholarly content. Itaska SVR researchers have examined the attitudes and behaviors of scholars at 4-year colleges and universities from across the United States on a triennial basis since 2000. Several of the findings in their most recent study conducted in 2012 are applicable
Ithaka S+R researchers have examined the attitudes and behaviors of scholars at 4-year colleges and universities from across the United States 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 the 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 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.
WHAT TO DO?
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
THANK YOU

Roger C. Schonfeld
rcs@ithaka.org
@rschon

Reports and issue briefs:
www.sr.ithaka.org