# GSE&IS

# FORUM

## Antonia Villaraigosa Joins GSE&IS Faculty with New Class

*by Shaena Engle*

**A**ntonio Villaraigosa, former Speaker of the California Assembly and Los Angeles mayoral candidate, joined UCLA's faculty as a visiting professor of education for the past fall quarter. Villaraigosa served as co-teacher in a new undergraduate course examining policies and policy-making for K-12 education in California. The course began in October and was the first of a series of classes incorporating visiting policy makers offered by UCLA's Graduate School of Education and Information Studies.

"One of the things the Education Department tries to do is have faculty members involved in education policy," said co-teacher of the course Education Professor James Catterall. "Having Antonio work with us enabled us to be more connected with things going on in the Legislature and offered students better exposure to the law-making process."

Since his election to the California State Assembly, Villaraigosa has been a champion of educational opportunity and an advocate for public education. He calls himself "the poster boy for affirmative action." During the course, Villaraigosa shared his own experiences of growing up as the oldest son of Mexican immigrants, being raised by a single mother, and attending school in East Los Angeles and at UCLA. He recalls, "I wouldn't have reached

the goals I dreamed of attaining if I hadn't gone to UCLA in an era when the state and the university were taking a chance with kids like me."

Villaraigosa and Catterall tackled current subjects in the course as well, including issues of student assessment. Working as a team, they discussed both theoretical issues and also the realities of legislation and implementation processes. They provided a political history of California which sets a context for today's education issues. Villaraigosa's presentations continuously placed a high value on the role of education and its importance for future generations.

"Students rarely have the opportunity to be exposed to insights to the legislative process from someone who is directly involved," said adjunct Education Professor

and former superintendent of the Los Angeles Unified School District Harry Handler, after sitting in on one of the classes. He added, "One of GSE&IS' strongest assets is that we are a school which combines theory and practice. The course provides an excellent example of this approach."

"Antonio is a very dynamic person, energetic, and passionate - all things that contribute to excellent teaching," said GSE&IS Dean Aimée Dorr. She added, "Our students greatly benefited from Villaraigosa's vast knowledge and experience, distinguished record of activism, commitment to creating a difference in Los Angeles communities, and dedication to improving public education."〰



Villaraigosa lectures to students in the Education 162 course.

## Message from the Dean

**G**SE&IS is a professional school in a first-class research university. What does that mean for us? That we have the unparalleled opportunity to bring scholarship and practice together in relationships that are mutually enriching and that ultimately enhance success in the professions to which GSE&IS is dedicated? Or that we face an onerous, and perhaps unachievable, double burden of excelling in two arenas, that of scholarship and that of practice?

The latter view is certainly one we periodically entertain. A UCLA colleague in a "purely" scholarly department finds our research "too practical" or lacking sufficient rigor because it cannot control the "messiness" of the real-life environments we study. Another urges GSE&IS faculty to place publications in journals for scholars not practitioners. A professional in an education or information studies field finds our research and teaching "too ivory tower," lacking a realistic understanding of the circumstances in which he or she actually works. Another urges that we learn how to speak and write in plain English. Experiences such as these lead us to think that research and practice may be separate arenas and that succeeding in both is mighty hard.

Scholarship is a *sine qua non* for success at UCLA. GSE&IS faculty are scholars who are also deeply committed to the education and information studies professions. They are chosen for that commitment and their success in demonstrating it in high quality scholarship. How do they do that?

Some explore how things work right now and use that knowledge to recommend improvements. For example, in this issue of *The Forum* you can read about Marcia

Caption: Aimée Dorr, Dean

Bates' studies of the information seeking practices of different users and their implications for the design of future systems. In a future issue perhaps you'll read about Kris Gutierrez's studies of literacy practices in elementary classrooms serving low-income, English-learning children.

Another approach GSE&IS faculty use is one that starts with theory. It has been said there is nothing so practical as a good theory. Sandra Graham's work, featured in the last issue of *The Forum*, illustrates this approach as she uses attribution theory to understand and change students' school achievement and social behavior.

Yet another approach is essentially an experiment in the field. Drawing on existing theory and research, faculty design "treatments" and assess how they work. For example, Megan Franke set up differing mathematics inquiry groups and studied changes in teacher content knowledge and pedagogy and student learning. Christine Borgman designed an

online catalog of science books in our Seeds University Elementary School library and studied how the catalog features affected children's ability to find books they needed.

At GSE&IS we believe we do indeed have the unparalleled opportunity to bring scholarship and practice together in mutually enriching relationships. We strive for that in our research, as I've illustrated here. We also strive for that in our pre-professional and professional programs. But that's a topic for another day. Society needs enlightened, effective professionals in education and information/library services - teachers, principals, policy makers, librarians, archivists, information specialists, and more - and GSE&IS's work is to help meet that need through a varied and complex set of relationships between scholarship and practice.

*Aimée Dorr*

Dean ∼

# In Brief

## FACULTY HONORS AND ACHIEVEMENTS

Education Professor **Burton R. Clark** participated in a panel discussion of developments in the sociology of higher education during the last 20 years at a meeting of the Association for the Study of Higher Education in Richmond, Virginia on November 14-18, 2001.

Education Professor **Marilyn Kourilsky** received a $1.1 million grant from the Ewing Marion Kauffman Foundation. The grant will be used for the establishment of the Institute for the Study of Educational Entrepreneurship (ISEE), where Kourilsky will serve as the founding director. ISEE is a collaborative effort between GSE&IS and UCLA's Anderson School of management in the areas of public education and entrepeneurship.

Information Studies Professor **John Richardson** was selected as a Presidential Scholar of Virtual Reference Services at Library Systems & Services L.L.C. in Germantown, Maryland during his sabbatical leave from January to September 2002.

## FACULTY PUBLICATIONS

Education Professor **Burton R. Clark's** book, *Creating Entrepreneurial Universities: Organizational Pathways of Transformation* (Oxford: Pergamon-Elsevier Science, 1998) was reprinted for the third time in fall 2001. The book has been translated into Spanish, Chinese, and Japanese.

**Carol Jago**, Co-Director of the California Reading and Literature Project at Center X, authored *Sandra Cisneros in the Classroom* (National Council of Teachers of English, 2002), the third volume in the NCTE high school literature series offering teachers practical ideas for teaching Sandra Cisneros' poetry and prose. Additionally, she authored *Cohesive Writing: Why Concept is Not Enough* (Heinemann, 2002), providing teachers with guidelines for teaching narrative, persuasive, and expository essays.

Education Associate Professor **Robert Rhoads** will publish "Traversing the Great Divide: Writing the Self into Qualitative Research and Narrative" in *Studies in Symbolic Interaction : A Research Annual* in spring 2002.

Information Studies Professor J**ohn Richardson** published "Edith Guerrier: 'A Little (Warrior) Woman of New England', 1870-1958" with **Kellie D. Clark** in the *Journal of Government Information 28.*

Education Assistant Professor **Yeow Meng Thum** and former UCLA Biostatistics student Suman Kumar Bhattacharya co-authored "Detecting Change in School Performance: A Bayesian Analysis for a

# Dean's Scholars Dinner

*by Christine Coelho*

The 12th Annual Dean's Scholars Dinner, held on November 1, 2001, provided a memorable evening for GSE&IS students, benefactors, friends, and faculty. Established in 1990, the Dean's Scholars Program has provided financial support for hundreds of students pursuing their studies in the education and library and information studies fields. A particular emphasis is placed on students in the Teacher Education Program.

The annual dinner brings students together with those who have provided the funding for their scholarships. Each student is introduced, providing a glimpse of his or her passion, dreams, and background. It is an inspiring evening. Eighty-seven students were awarded Dean's Scholars fellowships and scholarships this academic year, and GSE&IS plans to continue to expand this very worthy program.

If you are interested in lending your support or if you have any other questions regarding named fellowships or scholarships, please contact Racheal M. Rodriguez, Associate Director of Development, at (310) 825-4299 or rrodriguez@gseis.ucla.edu.



Alan Carr, representing the Medical Library Group of Southern California and Arizona, and MLIS student Dominique Turnbow at the Dean's Scholars Dinner.

# Quality School Portfolio Helps Educators Use Test Data to Improve Learning

*by Ron Dietel*

**T**he recently passed Elementary and Secondary Education Act (ESEA) will require annual testing in grades 3-8. "The new act will force educators to better interpret and use information," said Eva Baker, co-director of the Center for Research on Evaluation, Standards, and Student Testing (CRESST). New software created by CRESST, Quality School Portfolio (QSP), will be a key tool in helping schools measure their progress in reaching important goals.

"QSP incorporates research-based principles of evaluation, data use, and display," said Baker, "to assist teachers, principals, and district officials in understanding and using data to improve student learning."

Baker is supported in her efforts by Secretary of Education Rod Paige who selected QSP for a national roll-out to assist the nation's educators in meeting the new ESEA requirements. QSP has been used extensively to support the evaluation requirements of the previous ESEA authorization as well as to support state, district, and school improvement plans. Comprehensive school reform programs such as Artful Learning and LA's BEST after-school program already are implementing QSP for program evaluations.

In development for seven years, approximately 80 school districts across 48 states now use QSP to measure school progress. CRESST senior researcher John Lee leads the QSP software development effort. He and Derek Mitchell (of the Oakland School District), both GSE&IS alumni, have been instrumental in its design.

"We've been providing QSP free to districts and schools," said Lee. He added, "Schools find the software user-friendly. They can measure progress on their own goals and graphically display the results, making them easily understood by educators and parents."

The Office of Educational Research and Improvement (OERI) at the U.S. Department of Education recently provided additional funding to support development of a web-based Quality School Portfolio. Expanding distribution to potentially every school in the nation, the QSP web version will include training on software use. New features will allow teachers to use the information for their own instructional improvement and for parent conferences. Teachers or schools will be able to add locally devised assessment results as well as examples of student work.

Further information can be found on the CRESST web site, www.cse.ucla.edu.
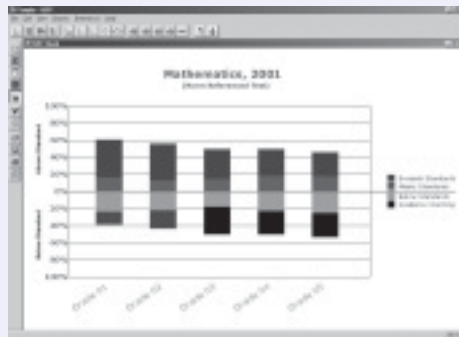


The Quality School Portfolio produces a variety of useful reports to help schools monitor achievement and goals.

# Center X, Combining Leadership, Teacher Education, and Outreach

*by Jody Priselac*

**C**enter X provides a unique setting where researchers and practitioners collaborate to design and conduct programs that prepare and support K-12 teachers in urban schools. Center X was founded in 1995 by its original director, Professor Jeannie Oakes, and is presently guided by its current director, Professor Megan Franke. The program carries out its work through the integration of three programs, the pre-service Teacher Education Program, School University Partnership Outreach programs, and professional development programs for practicing teachers.

Offered by the Department of Education in the Graduate School of Education and Information Studies and housed at Center X, the Teacher Education Program (TEP) is a two-year graduate program offering students a Master's of Education and preparation for the teacher credential. The program prepares teachers with the commitment, capacity, and resilience to promote instructional equity, caring, and social justice in schools serving low-income communities of color in Los Angeles. It is a research-based program designed to integrate a rigorous and vital academic approach with a strong, field-based experience. Since its inception in 1994, TEP has been highly successful in preparing and retaining its graduates. Currently, national statistics indicate that up to about half of all beginning teachers leave the profession within the first five years. A recent study of Teacher Education

Program graduates from 1996 on (the beginning of the new program) revealed that 86% were still teaching, most within urban schools.

Since the passage of SP1 (the UC Regents recently repealed 1995 declaration that race, ethnicity, and sex could not be used as a basis for admission to UC campuses) and Proposition 209 (an amendment to California law eliminating state and local government affirmative action programs in the areas of public employment, public education, and public contracting to the extent these programs involve preferential treatment based on race, sex, color, ethnicity, or national origin), UCLA has been engaged in a major effort to increase the scope and intensity of its outreach programs through School University Partnerships (SUP). The goal of the partnerships is to improve school-site opportunities, such as teacher quality and course offerings, for students from disadvantaged circumstances so that more of these students are UC eligible and apply to and enroll at UC campuses. Center X is the intellectual home for these outreach programs.

Five California Subject Matter Projects (Mathematics, Science, History, Reading, and Writing) are housed in Center X. These projects are committed to providing teachers in Los Angeles basin public schools, particularly those serving low-income communities of color, with professional development programs that strengthen and deepen their content knowledge, enhance and expand their teaching strategies, and develop their leadership capabilities. Achieving these goals with teachers will improve the quality of teaching in their schools and thereby increase the opportunities for students to succeed in their academic study. During the summer of 2001, nearly 6,000 teachers participated in programs provided by the Subject Matter Projects of Center X.

Center X has recently embarked on a new and innovative partnership with the Los Angeles Unified School District's local District I. Center X has made a long-term commitment to District I and created a district-wide plan that brings the resources of the District together with the resources of Center X to make schools productive places for the students of District I. District I is located in south central Los Angeles and has a high number of under-achieving students, a significant number of under-prepared teachers, but a new superintendent who is determined to change those numbers.

This partnership is unique for Center X in two fundamental ways. First, the Subject Matter Projects are working together with the District on a plan that involves a systematic set of opportunities to support teachers across the content areas within their area of specialization. Rather than working one content area at a time, we are working together to engage an entire school. Second, Center X has made a commitment to District I to focus and coordinate the multiple resources of the Center on the work with the District. District I will be the work of each of the Subject Matter Projects, the work of the School University Partnerships in UCLA Outreach, and the work of the Teacher Education Program. As the partnership begins, District I teachers are participating in professional development programs that focus on teaching literacy across the content areas and on developing strategies for incorporating reading comprehension into their teaching. Additionally, they are relieved from teaching twice a month to participate in inquiry groups facilitated by Center X directors and teacher leaders and addressing topics connected to literacy and student achievement.

This focusing of Center X resources into the one partnership with District I promises to be an exciting blend of action and inquiry. It exemplifies the collaboration of researchers and practitioners that has been a hallmark of Center X since its inception.

# Marcia Bates: A Career Improving Information Retrieval Systems and Educating Future Archivists, Designers, and Librarians

*by Shaena Engle*

It's called the "Information Age," and people talk incessantly about "information technology," but in practice a lot more attention is paid to the "technology" part of that phrase than to the "information" part—according to Marcia Bates, Information Studies Professor.

Her recent article, "The Cascade of Interactions in the Digital Library Interface," demonstrates how information system designers must take into account human information seeking behavior, information needs, and the character and structure of the information stored, as well as the computer and database structure, in order to produce effective information systems. Too often, these elements work at cross-purposes, rather than in harmony.

Failure to design effective information systems can have repercussions far beyond the technical. "Imagine a social service agency that needs to have a single integrated source to consult to determine the status of a child moving through the legal and social service systems. Information system design failures lead to service failures, which can sometimes lead to real harm to the people involved." There have been several instances in the state of California in recent years, in which multimillion dollar information systems were simply abandoned. There are no doubt many reasons for such failures, but ignoring the social structure of the organization and failing to understand the real information needs of the staff frequently play a role.

"'Information technology' is not a lamp we buy and plug into an organization, completely independently of that organization's needs and structure," says Bates. "To be effective, information technology has to be fully integrated into the social structure and information needs and flow characteristics of an organization. Otherwise, the dollars are wasted."

Professor Bates has dedicated her career to understanding all the elements that go into effective information acquisition and use. She teaches courses in information seeking behavior, in the organization of information, and in user-centered design of information retrieval systems.

She has enriched her academic research and teaching with consulting work, which has exposed her to a great variety of real-world information system conditions and problems. She has worked with government, foundations, and private industry, including "dot-coms." "Many of the recent dot.com failures can be attributed to poorly designed systems that are neither user-friendly nor functional," says Bates. "People had ideas for World Wide Web businesses and could obtain venture capital, but in many cases both the investors and the company founders were equally ignorant about information retrieval."

Exposure to this variety of information environments often engendered creative possibilities in Professor Bates' research and writing. Three of her articles are among the top ten most cited articles in information science. One article codified "Information Search Tactics," another described a recommended online library catalog design ("Subject Access in Online Catalogs: A Design Model"), and a third described "The Design of Browsing and Berrypicking Techniques for the Online Search Interface."

The last of these articles has had quite an influence on information retrieval research. Previously, most such research focused solely on the single search session


Information Studies Professor Marcia Bates

at a database. Bates argued that most real searching uses a "berrypicking" technique—that is, we draw on different types of resources and use a mixture of types of search techniques and information systems. Her article suggested a number of design features for information systems that would permit the use of more creative mixed search strategies and resources by users.

Over the years, Bates has carried out several projects with various branches of the Getty (Museum) Trust. These have included an extensive project on database searching by humanities scholars. The research demonstrated major differences between humanities scholars and scientists in their use of information resources. As a result, a number of changes in information retrieval system design were suggested to better meet the needs of scholars. This and other research projects led to Bates receiving the American Society for Information Science's Research Award. A recent Getty project of hers was a survey investigating the kinds of multimedia and advanced technical support provided by cultural institutions, such as museums and libraries, to their visiting scholar users. The study, which will be published shortly, was sponsored by the Getty Research Institute.

Dr. Bates is a Fellow of the American Association for the Advancement of Science, and has twice won the *Journal of the American Society for Information Science* "Best Paper of the Year Award." The *Journal* is the flagship journal of the principal information science professional association. Recently, Bates was also awarded the prestigious Frederick G. Kilgour Award for Research in Library and Information Technology. Various bibliographies and abstracts of her articles can be found at her UCLA Webpage at http://www.gseis.ucla.edu/faculty/bates/.

# Preserving Authentic Electronic Records: The InterPARES Project

*by Anne Gilliland-Swetland*

**W**e don't often pause to contemplate the role that records play in our everyday lives, not only as sources of information, but also as trustworthy evidence of our identities, properties, and rights. Records serve as a critical means of accountability for government, commerce, and indeed all institutions, large and small. Recent world events, both natural disasters and acts of war, however, provide us with stark examples of what our lives might be like if our business accounts, student or medical records, title deeds, or identification documents were suddenly to be destroyed or damaged, or their genuineness called into question.

Although we still use a lot of paper, today's official records are created and maintained predominantly in digital systems such as databases and electronic communications systems. Coming in every shape and size, these electronic records may contain 3-dimensional models, images, even sound as well as text and numbers. Before these records can be accessed by institutional and scholarly users, their physical and intellectual integrity must be secured and assured. Technological obsolescence, storage media fragility, and the manipulability of electronic systems challenge our capacity to guarantee the long-term preservation as well as the authenticity of electronic records, thus leaving them vulnerable to deliberate or accidental damage or alteration. And it is not only neglect that is dangerous for electronic records—inappropriate or inadequate preservation processes can rob them of characteristics essential to maintaining their trustworthiness as authentic documents. Who is responsible for deciding something needs to be preserved? Why and how should preservation take place? How will it be paid for? Such questions should be of concern to any institution or individual who uses databases, electronic mail, or even digital cameras in daily life, and are a major challenge facing archivists and preservation professionals who are responsible for preserving digital materials of long-term value.

Information Studies Professors Anne Gilliland-Swetland and Michèle Cloonan head the department's Studies of Archives and Preservation Management specialization, one of the top programs of its kind in North America. The challenges of long-term management of digital materials are integral to their teaching and research interests. Under two of the largest grants ever awarded by the National Historical Publications and Records Commission, Professors Gilliland-Swetland and Cloonan, in collaboration with the School of Information Management and Policy at the University at Albany, State University of New York, have been directing an American team of faculty and graduate students that has been engaged for the past three and a half years in InterPARES, (International Research on Permanent Authentic Records in Electronic Systems).

InterPARES is a pioneering international research initiative in which archival scholars, computer engineering scholars,

national archival institutions, and private industry representatives are collaborating to develop the theoretical and method-ological knowledge required for the permanent preservation of authentic records created in electronic systems. Major funding contributions have also come from Canada's Social Science and Humanities Research Council, the National Archives and Records Administration of the United States, and the Italian National Research Council. Participating countries include Canada, the United States, Italy, the Netherlands, Sweden, Finland, France, Portugal, England, Scotland, Ireland, Australia, China, and Hong Kong.

The American team has presented the results of their research around the world, including in China, Australia, Italy, the Netherlands, Korea, England, Ireland, and Canada. Plans for continuation of InterPARES are to move on to address increasingly complex records resulting from digital artistic, scientific, and government activities, and to bring in additional international participants drawn from twenty countries and five continents.~

Multilevel Join-Point Problem" to be published in the *Journal of Educational and Behavioral Statistics.*

**STUDENT ACHIEVEMENTS**
Higher Education and Organizational Change doctoral students **Shannon Gilmartin** and **Jennifer Keup**, along with **Lori Vogelgesang**, Director of the Center for Service Learning Research and Dissemination, authored the chapter "Learning and the Freshman Year Experience: Learning From the Research" for the book *Service-Learning and the First-Year Experience: Preparing Students for Personal Success and Civic Responsibility* (Colombia, SC: University of South Carolina, National Resource Center for the First-Year Experience and Students in Transition, 2002).

Information Studies Ph.D. student **Marisol Ramos-Lum** presented her paper "Gender and Rights: Elite and Slave Women Represented in Letters of Emancipation in 19th Century Puerto Rico" at the American Society of Ethnohistory's annual October 2001 meeting.~