

Chapter 1 : Libraries and the Internet Toolkit | Advocacy, Legislation & Issues

Based on a 3-year case study of an open-access community college, this monograph examines the background, causes, and possible resolutions for the decline of literacy in open-access colleges. Chapter 1 presents a working definition of literacy, considers the nature of literacy in a community college.

Conclusion Review of the Seven Pillars At the beginning of this text, you learned about the Seven Pillars of Information Literacy and how each of these pillars represents a set of understandings and abilities that will help you become a better researcher and a more savvy citizen of the information world we live in. We have also covered Visual Literacy and Science Literacy to further enhance your knowledge. When you first started reading this book, you may have already been skilled in some of these areas while other concepts may have been totally new to you. Developing these skills is not necessarily a linear process that starts in one place and ends in another. You will continue to grow as a researcher as you take on more challenging research projects. These skills will serve you not only in your academic life, but also in your professional and everyday life. Here is a quick review of the main points from each of the chapters.

Identify Identifying your need for information is a crucial first step in your research process. Navigating the current information environment requires critical thinking, and the ability to investigate what is available and whether it is presented in a clear and straightforward manner. Properly identifying your information needs makes the search process more productive and improves the quality of your results. Defining your research question is a key step in the process and may require several topic revisions depending on your investigation. The Identify chapter contains useful exercises for you to practice.

Scope Determining the scope of your research entails not only knowing what you need to know about your topic, but also knowing what information is available and which forms of that information will be most relevant to you. Information exists in a variety of formats, including books, articles, and government documents, and it can be found using tools that are both basic and specialized. You can ensure success by closely following several steps. Self-reflection at the beginning stage of the planning process helps you reassess your own attitudes toward the research process and identify the areas unknown to you. The selection of appropriate research tools, whether library catalogs, databases, or authoritative web sources, will help to save time. Another time-saving trick is consulting an expert, such as a librarian. The final step in this process is determining the best search concepts and keywords for your research. Once you determine your search concepts and keywords you will soon begin to see results.

The Gather phase concentrates on the importance of understanding that there are different types of information and distinguishing between them. It also emphasizes the importance of critical evaluation. The Gather chapter includes tips on searching library catalogs and databases as well as advice on understanding the Library of Congress classification system. The chapter also reviews another important skill for a college student: Different types of sources play different roles in the research process and may need to be evaluated in different ways. Knowing when to stop searching for and evaluating sources in order to meet deadlines and avoid becoming overwhelmed is also an important part of this pillar.

Manage Managing information is concerned with being able to organize information both ethically and professionally. Citation helps to avoid plagiarism. You can also use a citation generator as a reference or ask for help from a librarian.

Present Presenting the results of your research is important as it sums up the long journey during your information quest. Your research can be presented in a wide variety of ways, including written, verbal, or visual formats. Examples include written materials such as research papers or blog posts, verbal modes such as presentations or songs, and visual methods such as photographs or flowcharts. It is important to keep your intended audience in mind.

Visual Literacy This chapter addresses the application of information literacy to visual materials. It begins with an historical overview and definition of visual literacy and then looks at each of the Seven Pillars in relation to this. Particular attention is given to the difficulty of finding and accessing images, evaluating these images for accuracy and resolution, and the citation of visual materials. The Present pillar is discussed at length, with multiple examples of tools and approaches given for creating and sharing your work. This chapter concludes with a series of relevant quotations and additional resources relating to visual literacy. There are

several types of science literacy: The chapter presents an overview of each of these types and provides an overview of other science-related concepts and movements that are all related to information. The chapter also addresses creating and disseminating scientific information, the open access movement, citizen science, and lifelong learning as an important component of science information literacy. Keeping up with the latest scientific discoveries after graduating from college will help you remain scientifically literate. Case studies and exercises emphasize a practical approach to science literacy. Further Reading As you continue to develop your research skills and knowledge, you may wish to do further reading on information literacy. These resources may not use the Seven Pillars of Information Literacy as a lens, but they will all help you become a more knowledgeable researcher. The following items can be purchased through online retailers or borrowed from your library.

Chapter 2 : Who we are - Open Access College

*Literacy in the Open-Access College (Jossey Bass Higher & Adult Education Series) [Richard C. Richardson, Elizabeth C. Fisk, Morris A. Okun] on calendrierdelascience.com *FREE* shipping on qualifying offers.*

Colby, Anita - Opp, Ron Source: This decline in student literacy has continued, dictating that developmental studies will be central to the community college curriculum and involve all college personnel. From the onset, criticisms have been raised about large-scale community college involvement in developmental education. Some of these criticisms seem valid, while others clearly are not. A discussion of some of the most commonly voiced concerns follows. They maintain that such education properly belongs in adult schools, the private sector, or on-the-job training programs. This argument is often advanced by college faculty who feel that their work environment would be improved if students were better prepared to handle course requirements Brawer and Friedlander, , p. State higher education policy makers intentionally concentrate the remedial function within two-year colleges in order to free the state colleges and universities of this function. Moreover developmental education programs are the logical outgrowth of the focus on access which has traditionally characterized the two-year college. For the open door community college, it is just as untenable and immoral to deny access to students because of inadequate reading, writing, and computations skills, as it is to bar students because of sex, race, or lack of resources. Community colleges are a place where students who are ineligible to enter four-year institutions of higher education can remediate basic skills deficiencies and obtain the college education that would be otherwise out of their reach. Roueche and Baker, , p. These objections are commonly raised in response to the relatively high per-student cost of remedial education. Some community college leaders counter this contention with the somewhat self-defeating argument that remedial education can be provided more cheaply by community colleges than by four-year colleges and universities. The image of the community college as a collegiate institution would be better served if administrators focused instead on ways to effect cost savings in developmental programs. One way of cutting costs is to utilize paraprofessional aides to provide the one-to-one instruction and monitoring needed by remedial students. Senior citizens, community members, and advanced students often find tutoring so personally rewarding that they are willing to work for relatively low wages. Furthermore, the use of such aides in the classroom or learning laboratory allows the professional instructor to better utilize his or her time. They contend that such a system merely provides students with the "right to fail," while burdening instructors with students who lack the skills to learn what is being taught. They argue that remedial instruction is best provided within a separate department of developmental studies by a cadre of experts in remedial instruction. Others support the practice of integrating remediation and literacy development throughout the curriculum. They maintain that an isolated one-shot approach to literacy development is not of lasting value, if the literacy skills are not reinforced through the curriculum. Richardson and others provide ample evidence that literacy among community college students is on the decline precisely because reading and writing assignments are kept to a minimum. If community colleges are to graduate literate students, then every program and every department should have its own developmental education component. To encourage and inform faculty involvement in remedial education, developmental educators need to take on the role of staff development specialists. Remedial instructors can be instrumental in making content-area faculty aware of 1 their own contributions to the literacy problem, 2 the availability of learning support services for students, and 3 feasible ways of implementing reading and writing instruction across the curriculum. As community college leaders have increasingly identified themselves and their institutions with higher education, their professional connections with high schools have been weakened considerably. The community colleges seem to be sending the message to the secondary schools that they will take students as they come, and that there is no need to worry about course articulation. Instructors were asked if they had ever gone into a secondary school to discuss their courses with their counterparts or to recruit students for their programs. Many see them as culturally biased instruments that are only relevant to English and mathematics. Others question the practice of mandating remedial courses for that small group of students who can overcome skill deficiencies on their own and succeed in college-level courses. Despite the criticism

of testing, it has proved an important tool in student literacy development. Miami-Dade Community College, for example, requires that any student who enrolls in more than three classes or in any English or mathematics course take placement examinations in English and Mathematics McCabe, On the basis of test results, the student is then counseled into the most appropriate course section. Since the State University does not admit freshmen with skills deficiencies in even one area, these students have accomplished what they could not have achieved otherwise--access to a four-year degree. Close examination of these criticisms reveals a lack of understanding of the nature and goals of development programs. Remediation is not only the most practical response to declines in student literacy, but it is also "at the very heart of an open-door college" Roueche and Baker, p. Steps to be taken to maximize assistance to students and maintain the integrity of the institution include 1 implementing developmental education throughout the curriculum; 2 mandating counseling, tutoring and other support services; 3 integrating tutorial and learning laboratory activities with classroom instruction; 4 requiring every instructor to give reading and writing assignments to students; and 5 using entry and exit tests to document basic skills gains as students progress through the curriculum. The American Community College. Miami-Dade Community College, ED Richardson, R. Literacy in the Open-Access College. Further, this site is using a privately owned and located server. This is NOT a government sponsored or government sanctioned site.

Chapter 3 : "Information Literacy in the First Year of Higher Education: Faculty E" by Meredith Esther Mich

Based on a 3-year case study of an open-access community college, this monograph examines the background to, causes of, and possible resolutions for the decline of literacy in open-access colleges. Chapter 1 presents a working definition of literacy; considers the nature of literacy in a community.

Share This Page Open Access Open access refers to the free and open availability of scholarly content on the Internet. Open-access materials are made available via digital repositories archives or scholarly journals. Though open access tends to be discussed in the context of scholarship and academic publishing, it is important to note that open access benefits everyone, not just academics. Information made available through open access is freely available to all users everywhere, with as short an embargo period as possible. Open access refers to both digital repositories and scholarly journals. Repositories are not limited to institutional repositories. They can be organized by topic, by discipline, and by collaboration as well. Although scholarly publication most often refers to text publication in the form of journal articles, open access is not necessarily limited to text media. Like traditional journal publications, open-access journals can and should be peer-reviewed. The open-access movement is a quickly advancing area of interest for librarians, and being informed means staying informed. Keeping up-to-date is important. Academics are not the only people who benefit from open-access scholarly communication. Everyone benefits, including libraries and the public. Federal taxes fund federal research, including research done by grant recipients. Librarians can support the open-access movement in many ways: Plan workshops for faculty about why open access is important to them and what they should know when publishing. Advocate for the inclusion of open-access journals in the pool of publications used when evaluating for tenure. Educate public library users on how open-access issues impact their ability to access pertinent information, particularly medical and other scientific information. Encourage the use of open-access repositories and journals by including them in our electronic resources, LibGuides and other local information sources. Promote the copyright rights of authors by educating faculty on negotiating with publishers regarding the deposit of published articles in digital repositories for access and preservation. Subscribe to discussion lists and use RSS feeds to remain abreast of changes and advancements in the open-access movement. Learn about the relationship between open access and copyright. Remind patrons that if they pay federal taxes, they have funded federal research, including research conducted by federal grant recipients. Its pragmatic focus is to stimulate the emergence of new scholarly communication models that expand the dissemination of scholarly research and reduce financial pressures on libraries. ALA offers an introduction to open access on this page, with particular attention paid to NIH-funded research findings. Helpful resources for more information are listed near the bottom of the page. A project meant to track open access developments in real time through social media tagging. An international index of peer-reviewed open-access journals that do not include embargo periods.

Note: Citations are based on reference standards. However, formatting rules can vary widely between applications and fields of interest or study. The specific requirements or preferences of your reviewing publisher, classroom teacher, institution or organization should be applied.

Information Literacy in the Sciences This chapter is devoted to the concept of science literacy. You have probably heard of specific types of literacy: Science literacy is yet another, and, as you can probably guess, it is related to the natural sciences. April 26, was the day of the worst accident in the history of nuclear energy. The explosions caused a fire that released radioactive fallout into the surrounding atmosphere. When this event took place, the author of this chapter was studying electrical engineering at Lvov Polytechnic Institute in Ukraine, which is about miles from Chernobyl. The news of the disaster was kept from the Soviet public for several days, so as not to cast a shadow over approaching May Day celebrations. However, we engineering students learned about the disaster almost immediately, as some of our fellow students returned from Chernobyl where they had been doing student internships. The stories they told were frightening, but at that time nobody knew exactly what to expect, as a disaster of this scale had never occurred. When the accident was finally officially announced, chaos ensued. No one knew how to react or what to do. What exactly was radiation? How dangerous was it? How far could radioactive clouds travel, and where was this cloud headed? A lack of accurate information and an overabundance of rumors did not help people cope with the situation. People shut their windows against the hot May weather for fear of letting in radiation. Air conditioners were practically non-existent at that time and still are nowadays in Ukraine, for that matter. Someone said that iodine helped fight radiation, so supplies of iodine quickly disappeared from pharmacies. Does it travel through the air? Does it help to close the windows to stay safe? Not reallyâ€” radiation can get through glass and brick. Only heavy metals like lead can stop it. Does it really counteract the effects of radiation? This answer is not easily determined without some investigation. Of course, physicists, especially those specializing in nuclear physics, would know, but what about members of the general public? Iodine Case Study Go to Google or any other search engine such as www. Usually search engines do not need the connector and nor that it necessarily be typed in upper case as it is assumed that you want both of the terms to be present. When you do your searches online you may use different connectors so-called Boolean operatorsâ€”check the explanation in Plan chapter. They are or, and, and not. However, Google makes an exception for orâ€”you should type it in upper case for it to be recognized as a connector. This strategy is useful when you expect to find limited information in a search on an unusual topic. The operator or can be very helpful to connect synonyms thus assuring better results. Examine the results carefully. You most likely will find articles from popular media such as newspapers and online news websites. Watch for sources that have the. If for some reason you do not have it in your results, just type in the URL or click on the link in this text. From this site we can learn some quick facts: The chemical name for iodine is potassium iodide KI. In the case of a radioactive event the radioactive iodine is released into the air and can be absorbed by the thyroid gland. To counteract the absorption, you can take potassium iodine not radioactive. The non-radioactive iodine will be absorbed first, thus preventing thyroid from absorbing more in this case radioactive iodine in the next 24 hours. It is important to take iodine only on recommendation of the doctor or public health official who is dealing with the consequences of the radioactive spill. Now back to the questionâ€”was it useful for people in Ukraine to take iodine after several days passed from the disaster? The answer is no, because it would only have been beneficial within first 24 hours after the exposure to radioactive iodine. Defining Science Literacy Now we are ready to discuss general science literacy, which means knowing enough about science to make good decisions in situations like the one just described. This ability is referred to as science literacy or scientific literacy. Science literacy can be measured thanks to Jon Miller, a political scientist who conducted research on how to measure this ability. Miller has published his findings in several books and articles, which are listed in the recommended readings on science literacy list at the end of this chapter. Unfortunately, his results were not encouraging: The number of adult Americans who are scientifically literate may be attributed

to the undergraduate general education requirements at colleges and universities in the U. Every college undergraduate has to take a certain number of science courses even if they are not majoring in the sciences. In fact, Miller found that the strongest predictor of science literacy in adults is completion of three to four science courses in college. The second strongest predictor of science literacy is having a college degree. Science literacy is being well versed in all matters pertaining to basic science and scientific laws, to the extent that one is able to make sound decisions concerning their wellbeing and the wellbeing of their families, communities, and society as a whole. This definition may look too broad; after all, it suggests that everything from our personal well-being to that of entire nations rests, at least in part, on science literacy. But proponents of science literacy make this very point by distinguishing five different types of science literacy: Civic Science Literacy This is regarded as one of the most important science literacies, as it speaks to people knowing enough science to relate scientific laws and discoveries to matters of government and legislation. Someone with civic science literacy understands enough about science to comprehend the likely consequences of legislation involving scientific matters. Nuclear energy is considered clean; there are no residual pollutants released into atmosphere through the production of energy using nuclear power. However, it is also common knowledge that nuclear energy can have disastrous effects on human health and the environment. Growing up in the former Soviet Union, we were shown images of Japanese children with leukemia making origami and told that this was something that should never happen again. And yet it did happen again, and right in Ukraine. The Chernobyl disaster released four hundred times more radioactive material into the atmosphere than the nuclear bomb that was dropped on Hiroshima. More recently, in , a tsunami caused a reactor meltdown at the Fukushima Nuclear Power Plant in Japan. The Fukushima Daiichi nuclear disaster was the worst since Chernobyl and received the same severity rating on the International Nuclear Event Scale. You may be thinking, OK, I get it. Nuclear power is potentially dangerous. But what do I do? Well, if you are a model of civic science literacy, you investigate the pros and cons of nuclear power to form an opinion as to whether we need this type of power generation. Once you form your own opinion, you can communicate with your congressmen and senators, and tell them what you think. You can exercise your power as a citizen by participating in decision-making that requires some knowledge of science. This is what civic science literacy is all about: Hydraulic fracturing also called fracking is another example of an issue that calls for civic science literacy. She learned that they had developed specific farming methods that make the best use of the local terrain and climate, such as irrigating the fields in spring with the melting snow that runs down from the adjacent mountains. These people are applying principles of permacultureâ€” adopting the most effective and sustainable agricultural methods for their particular ecosystemâ€” and, in so doing, demonstrating sound practical science literacy. Consumer Science Literacy Consumer science literacy is related to practical science literacy. For example, there are many recent publications in public media about genetically-modified organisms so-called GMOs and whether they are safe to consume. In order to make a decision about whether to buy genetically modified vegetables, one needs to understand basic processes that involve genetic engineering. Cultural Science Literacy This type of science literacy is the scientific knowledge that is generally assumed to be possessed by someone who is culturally literate, that is, someone familiar with the general knowledge and idioms that make up the dominant culture of his or her society. In other words, being culturally literate entails a mastery of certain scientific concepts and principles. And, of course, you do. How would you find out? Aesthetic Science Literacy Aesthetic science literacy refers to the ability to appreciate the beauty of scientific ideas. An avid proponent of science literacy, James Trefil provides an excellent explanation of this type of science literacy in his book, *Why Science?*. Trefil, a physics professor, writes that he finds it helpful to bring the attention of friends to certain natural phenomena that, if unexplained, might go unnoticed or would not be appreciated in full, such as the very rare sight of a triple rainbow or sun dogs, two spots of light that sometimes are seen next to the sun. His friends, he says, are usually very grateful for the experience of uniting science and natural beauty in one great story. Citizen scientists are science enthusiasts who help scientists in various disciplines conduct their research, primarily by collecting data. For example, there are citizen astronomers who watch the sky on a regular basis studying various celestial objects and phenomena, from stars and planets to galaxies. They take pictures of celestial objects and events, and post

them online so that professional astronomers can download them and use them in their research. In other words, researchers mine the visual data collected by citizen scientists and then develop scientific theories and discoveries based on them. Another example is amateur bird watching. Birdwatchers provide valuable data—for example, about where certain species are migrating—to professional ornithologists who might otherwise lack this data, as it takes many people to conduct this type of research. And not only do citizen scientists provide data to the professional scientific researchers; in the course of their data collection, they also increase their own knowledge and improve the overall science literacy of their community. Another way science literacy is increased is through museums. Have you ever been to a science and technology museum, a nature preserve, or a conservancy on a school trip? If you have, you may remember how much you learned about science during those trips. Creating and Disseminating Scientific Information Scientific publications come in many different forms such as books, conference proceedings, technical reports, and peer-reviewed, or refereed, articles. Primary research articles are especially important in the world of scientific information. Such articles, often referred to as primary sources, are written by the scientists who actually conducted the research being described or reported in the article.

Chapter 5 : Open access - Wikipedia

As noted previously, despite much scholarship within the field of reading and learning that supports emphasizing deeper learning (Holschuh, ;Nist & Simpson,), in practice, postsecondary.

An interview on paywalls and open access with NIH Director Francis Collins and inventor Jack Andraka The main reason authors make their articles openly accessible is to maximize their research impact. The result was a replication of the repeatedly reported open access citation advantage, with the advantage being equal in size and significance whether the open access was self-selected or mandated. In , the NIH Public Access Policy , an open access mandate was put into law, and required that research papers describing research funded by the National Institutes of Health must be available to the public free through PubMed Central within 12 months of publication. Universities[edit] A growing number of universities are providing institutional repositories in which their researchers can deposit their published articles. Some open access advocates believe that institutional repositories will play a very important role in responding to open access mandates from funders. The immediate and barrier-free online dissemination of scholarly research resulting in faster growth of new knowledge, increased impact of research, and improved return on public research investments Developing and implementing institutional open access policies Sharing experiences and best practices in the development and implementation of Open Access Policies with individuals at institutions interested in cultivating cultures of open access Fostering a more open scholarly communication system through cultural and legislative change at the local, national, and international levels [87] In , the Harvard Open Access Project released its guide to good practices for university open-access policies, [88] focusing on rights-retention policies that allow universities to distribute faculty research without seeking permission from publishers. The awareness raising activities of the AOASG include presentations, workshops, blogs, and a webinar series on open access issues. These librarians believe that open access promises to remove both the price barriers and the permission barriers that undermine library efforts to provide access to the scholarly record, [92] as well as helping to address the serials crisis. Many library associations have either signed major open access declarations, or created their own. The Canadian Association of Research Libraries has a program [97] to develop institutional repositories at all Canadian university libraries. An increasing number of libraries provide hosting services for open access journals. One of the arguments for public access to the scholarly literature is that most of the research is paid for by taxpayers through government grants , who therefore have a right to access the results of what they have funded. This is one of the primary reasons for the creation of advocacy groups such as The Alliance for Taxpayer Access in the US. Additionally, professionals in many fields may be interested in continuing education in the research literature of their field, and many businesses and academic institutions cannot afford to purchase articles from or subscriptions to much of the research literature that is published under a toll access model. Even those who do not read scholarly articles benefit indirectly from open access. As argued by open access advocates, open access speeds research progress, productivity, and knowledge translation. Faster discoveries benefit everyone. High school and junior college students can gain the information literacy skills critical for the knowledge age. Critics of the various open access initiatives claim that there is little evidence that a significant amount of scientific literature is currently unavailable to those who would benefit from it. Open access online, by contrast is faster, often immediate, making it more suitable than interlibrary loan for fast-paced research. Low-income countries[edit] In developing nations, open access archiving and publishing acquires a unique importance. Scientists, health care professionals, and institutions in developing nations often do not have the capital necessary to access scholarly literature, although schemes exist to give them access for little or no cost. For example, individual researchers may not register as users unless their institution has access, [] and several countries that one might expect to have access do not have access at all not even "low-cost" access e. Bioline International , a non-profit organization dedicated to helping publishers in developing countries is a collaboration of people in the UK, Canada, and Brazil; the Bioline International Software is used around the world. Research Papers in Economics RePEc , is a collaborative effort of over volunteers in 45 countries. The Public Knowledge Project in Canada developed the open source

publishing software Open Journal Systems OJS , which is now in use around the world, for example by the African Journals Online group, and one of the most active development groups is Portuguese. This international perspective has resulted in advocacy for the development of open-source appropriate technology and the necessary open access to relevant information for sustainable development. For example, in , a hoax paper generated by a computer program was accepted for publication by a major publisher under the author-pays-for-publication model. In addition, the faked paper was not published in subscription journals as a control. This effect has been diminishing though since , reflecting the emergence of high quality professional open access publishers such as PLOS and BioMed Central. Scholarly journal publishers that support pay-for-access claim that the "gatekeeper" role they play, maintaining a scholarly reputation, arranging for peer review, and editing and indexing articles, require economic resources that are not supplied under an open access model. Opponents claim that open access is not necessary to ensure fair access for developing nations; differential pricing or financial aid from developed countries or institutions can make access to proprietary journals affordable. Some critics also point out the lack of funding for author fees. May Extent[edit] Development of open access Further information: For an additional In medicine, biochemistry and chemistry gold publishing in open access journals was more common than author self-archiving. In all other fields self-archiving was more common. In , there were approximately 4, active open access journals, publishing around , articles.

Chapter 6 : Conclusion – The Information Literacy User’s Guide: An Open, Online Textbook

First, introductory information is presented about "Literacy in the Open-Access College," an analysis based on a 3-year ethnographic study of a typical college within a large, multi-campus community college system.

Search Colleges 99 Excellent Open Access Journals for Educators Just like physicians, the best educators stay informed with the latest developments in their field. The following open access journals provide top-notch scholarly information available at no cost. Most of these journals are published just once or a few times a year, so subscribe to several so you can keep up-to-date on the latest research coming out of the field of education. Education Research, Practices, and Approaches These journals focus on research, practices, and specific approaches to education on all levels including pre K, college students in bachelor degree programs , and graduate students. Journal of Curriculum and Instruction. The articles here focus on research and practice relevant to pre K education. The School Community Journal. The mission of this journal is to unite the entire community of teachers, parents, and students to work in the interest of successful education. This annual journal focuses on research-based articles, case studies, and innovation in teaching , learning, and assessment. Find reviews of books that discuss education scholarship and practice in this journal. Kindergarten through postgraduate teachers share research on classroom practices in an effort to improve effectiveness. Take a look at current educational practices and trends here. International Journal of Whole Schooling. Based on the eight principles of whole schooling, this journal publishes analysis, research and practices that work to improve learning. The Journal of Pedagogy, Pluralism, and Practice. Stay on top of cultural criticism and pluralistic approaches to teaching in a variety of settings with the information in this journal. Journal of Research Practice. Take a look at interdisciplinary research as a practice with the scholarly articles here. Find scholarly articles on the practice of teaching and learning in this journal. Qualitative research is the focus of the scholarly articles found here. Research in Middle Level Education Online. Read studies, cases, and research relevant to middle school education and young adolescents. The Open Education Journal. This open access journal offers information on contemporary education and learning. Education Policy and Issues Find out what is being researched and discussed when it comes to educational policies and issues when you read these journals. This evidence-based journal highlights current research in education policy and school reform. Education Policy Analysis Archives. Available in both English and Spanish, the articles here focus on current policy in American education. Find nonpartisan research, information, and policy on education issues here. Publishing peer-reviewed articles on education administration and policy, this journal invites readers from K and higher education settings. Current Issues in Comparative Education. With voices from teachers, students, policy-makers, and academics, this journal explores contemporary educational issues. Journal for Critical Education Policy Studies. Examining a variety of policy approaches to education, this journal is specifically an exploration of Marxist and Left analyses of education. Current Issues in Education. Read scholarly works exploring the issues and policies in education. The Future of Children. Find research and analysis promoting the development of programs and policies for children. Leadership Find out what it takes to become a strong leader both inside and out of the classroom with these journals that focus on leadership in education. International Journal of Education Policy and Leadership. This journal is dedicated to expanding the education policy and leadership knowledge base and promoting exploration of policy alternatives. Learn about cultivating leadership in both public school and higher education settings. Advancing Women in Leadership Online Journal. International Journal of Teacher Leadership. This peer-reviewed journal offers information on the practice and research of teacher leadership in their annual publications. International Journal of Urban Educational Leadership. Focusing on the specific issues that pertain to urban environments, this journal publishes both traditional and alternative scholarly items. Science and Math These journals provide the latest information on science and math education. This journal offers insight on teaching and learning in the life sciences. Learn about writing and language arts as a tool for teaching and learning science. Electronic Journal of Science Education. Explore varied aspects of teaching and learning science with the articles in this journal. International Journal of Environmental and Science Education. Read about all aspects of science,

environment, and technology in education with the articles here. Columbia Undergraduate Science Journal. Find peer-reviewed articles featuring the highest-quality scholarship performed by undergraduate students. The International Journal of Scientific History. Scientists and mathematicians write about scientific history and principle here. This journal serves as a source for information exchange between math education professionals. Journal of Statistics Education. Language Arts From teaching literature to teens to preventing plagiarism, these journals are all about language arts education. This journal provides information relevant to teaching literature to teens. This journal explores the language arts and rhetoric through the use of new media. Comparative Literature and Culture. This journal explores scholarship in comparative literature and cultural studies. Browse through these journal articles that focus on teaching reading. This journal is specifically for teachers of second and foreign language and how teaching and learning can be enhanced through the use of technology. Literacy Teaching and Learning. Non-members of the Reading Recovery Council of North America have full access to archived issues of this journal that seeks to promote literacy learning in young students. Explore issues of plagiarism and falsification in writing with the scholarly articles here. The Arts, Foreign Language, and Social Studies Learn about teaching music, creative arts, foreign languages, geography and culture, and more with these journals. International Journal of Community Music. Learn about music instruction in both traditional settings and atypical settings with the information here.

Chapter 7 : Controversies Surrounding Developmental Education in the Community College. ERIC Digest.

Based on a 3-year case study of an open-access community college, this monograph examines the background to, causes of, and possible resolutions for the decline of literacy in open-access colleges.