

Get this from a library! Organization of multimedia resources: principles and practice of information retrieval. [Mary A Burke] -- If you want to convert a collection of images into a computer database, organize access to sound recordings through a Web browser or store a company's archives in one searchable computerized.

In the late s, the term referred to presentations consisting of multi-projector slide shows timed to an audio track. In the first edition of *Multimedia: Making It Work*, Tay Vaughan declared "Multimedia is any combination of text, graphic art, sound, animation, and video that is delivered by computer. When you allow the user to control the viewer of the project to control what and when these elements are delivered, it is interactive multimedia. When you provide a structure of linked elements through which the user can navigate, interactive multimedia becomes hypermedia. Much of the content on the web today falls within this definition as understood by millions. Some computers which were marketed in the s were called "multimedia" computers because they incorporated a CD-ROM drive, which allowed for the delivery of several hundred megabytes of video, picture, and audio data. The term "video", if not used exclusively to describe motion photography, is ambiguous in multimedia terminology. Video is often used to describe the file format, delivery format, or presentation format instead of " footage " which is used to distinguish motion photography from " animation " of rendered motion imagery. Multiple forms of information content are often not considered modern forms of presentation such as audio or video. Likewise, single forms of information content with single methods of information processing e. Performing arts may also be considered multimedia considering that performers and props are multiple forms of both content and media. Major characteristics[edit] Multimedia presentations may be viewed by person on stage , projected , transmitted , or played locally with a media player. A broadcast may be a live or recorded multimedia presentation. Broadcasts and recordings can be either analog or digital electronic media technology. Digital online multimedia may be downloaded or streamed. Streaming multimedia may be live or on-demand. Multimedia games and simulations may be used in a physical environment with special effects, with multiple users in an online network , or locally with an offline computer, game system , or simulator. Or in entertainment or art, to transcend everyday experience. A lasershow is a live multimedia performance. Enhanced levels of interactivity are made possible by combining multiple forms of media content. Online multimedia is increasingly becoming object-oriented and data-driven, enabling applications with collaborative end-user innovation and personalization on multiple forms of content over time. Examples of these range from multiple forms of content on Web sites like photo galleries with both images pictures and title text user-updated, to simulations whose co-efficients, events, illustrations, animations or videos are modifiable, allowing the multimedia "experience" to be altered without reprogramming. In addition to seeing and hearing, haptic technology enables virtual objects to be felt. Emerging technology involving illusions of taste and smell may also enhance the multimedia experience. Categorization[edit] Multimedia may be broadly divided into linear and non-linear categories: Linear active content progresses often without any navigational control for the viewer such as a cinema presentation ; Non-linear uses interactivity to control progress as with a video game or self-paced computer-based training. Hypermedia is an example of non-linear content. Multimedia presentations can be live or recorded: A recorded presentation may allow interactivity via a navigation system ; A live multimedia presentation may allow interactivity via an interaction with the presenter or performer. Corporate presentations may combine all forms of media content. Creative industries[edit] Creative industries use multimedia for a variety of purposes ranging from fine arts, to entertainment, to commercial art, to journalism , to media and software services provided for any of the industries listed below. An individual multimedia designer may cover the spectrum throughout their career. Request for their skills range from technical, to analytical, to creative. Commercial uses[edit] Much of the electronic old and new media used by commercial artists and graphic designers is multimedia. Exciting presentations are used to grab and keep attention in advertising. Business to business, and interoffice communications are often developed by creative services firms for advanced multimedia presentations beyond simple slide shows to sell ideas or liven up training. Commercial multimedia developers may be hired to

design for governmental services and nonprofit services applications as well. Entertainment and fine arts[edit] Multimedia is heavily used in the entertainment industry, especially to develop special effects in movies and animations VFX, 3D animation, etc. Multimedia games are a popular pastime and are software programs available either as CD-ROMs or online. Some video games also use multimedia features. Multimedia applications that allow users to actively participate instead of just sitting by as passive recipients of information are called interactive multimedia. In the arts there are multimedia artists , whose minds are able to blend techniques using different media that in some way incorporates interaction with the viewer. One of the most relevant could be Peter Greenaway who is melding cinema with opera and all sorts of digital media. Another approach entails the creation of multimedia that can be displayed in a traditional fine arts arena, such as an art gallery. Although multimedia display material may be volatile, the survivability of the content is as strong as any traditional media. Digital recording material may be just as durable and infinitely reproducible with perfect copies every time. Education[edit] In education , multimedia is used to produce computer-based training courses popularly called CBTs and reference books like encyclopedia and almanacs. A CBT lets the user go through a series of presentations, text about a particular topic, and associated illustrations in various information formats. Edutainment is the combination of education with entertainment, especially multimedia entertainment. Learning theory in the past decade has expanded dramatically because of the introduction of multimedia. Several lines of research have evolved, e. Defined as separate technologies such as voice and telephony features , data and productivity applications and video that now share resources and interact with each other, media convergence is rapidly changing the curriculum in universities all over the world. Educational technology[edit] Multimedia provides students with an alternate means of acquiring knowledge designed to enhance teaching and learning through various mediums and platforms. This technology allows students to learn at their own pace and gives teachers the ability to observe the individual needs of each student. The capacity for multimedia to be used in multi-disciplinary settings is structured around the idea of creating a hands-on learning environment through the use of technology [9]. Learning content can be managed through activities that utilize and take advantage of multimedia platforms [9]. This kind of learning encourages interactive communication between students and teachers and opens feedback channels, introducing an active learning process especially with the prevalence of new media and social media [10]. Technology has impacted multimedia as it is largely associated with the use of computers or other electronic devices and digital media due to its capabilities concerning research, communication, problem-solving through simulations and feedback opportunities. The five different multimedia which supports the education process are narrative media, interactive media , communicative media, adaptive media, and productive media. Contrary to long-standing belief, multimedia technology in social work education existed before the prevalence of the internet. It takes the form of images, audio, and video into the curriculum. In comparison with conventional teaching method, including face-to-face courses, multimedia education shortens transportation time, increases knowledge and confidence in a richer and more authentic context for learning, generates interaction between online users, and enhances understanding of conceptual materials for novice students. The results states that respondents show a substantial increase in academic knowledge, confidence, and attitude. Researchers suggest that when users establish dual channels while learning, they tend to understand and memorize better. Mixed literature of this theory are still present in the field of multimedia and social work. Language communication[edit] With the spread and development of the English language around the world, it has become an important way of communicating between different people and cultures. Multimedia Technology creates a platform where language can be taught. The traditional form of teaching English as a Second Language ESL in classrooms have drastically changed with the prevalence of technology, making easier for students to obtain language learning skills. Multimedia motivates students to learn more languages through audio, visual and animation support. It also helps create English contexts since an important aspect of learning a language is developing their grammar, vocabulary and knowledge of pragmatics and genres. In addition, cultural connections in terms of forms, contexts, meanings and ideologies have to be constructed. Journalism[edit] Newspaper companies all over are trying to embrace the new phenomenon by implementing its practices in their work. While some have been slow to come around, other major newspapers

like The New York Times , USA Today and The Washington Post are setting the precedent for the positioning of the newspaper industry in a globalized world. News reporting is not limited to traditional media outlets. Freelance journalists can make use of different new media to produce multimedia pieces for their news stories. It engages global audiences and tells stories with technology, which develops new communication techniques for both media producers and consumers. The Common Language Project, later renamed to The Seattle Globalist , is an example of this type of multimedia journalism production. Multimedia reporters who are mobile usually driving around a community with cameras, audio and video recorders, and laptop computers are often referred to as mojos , from mobile journalist. Engineering[edit] Software engineers may use multimedia in computer simulations for anything from entertainment to training such as military or industrial training. Multimedia for software interfaces are often done as a collaboration between creative professionals and software engineers. Mathematical and scientific research[edit] In mathematical and scientific research , multimedia is mainly used for modeling and simulation. For example, a scientist can look at a molecular model of a particular substance and manipulate it to arrive at a new substance. Representative research can be found in journals such as the Journal of Multimedia. Medicine[edit] In medicine , doctors can get trained by looking at a virtual surgery or they can simulate how the human body is affected by diseases spread by viruses and bacteria and then develop techniques to prevent it. Multimedia applications such as virtual surgeries also help doctors to get practical training. Scholarly conferences about multimedia include:

Chapter 2 : Top 5 Ways Social Media is Used by Healthcare Professionals

Organization of Multimedia Resources is exceptional in drawing together the complementary principles of information retrieval and multimedia database design. It is aimed at undergraduate and postgraduate students of information science, electronic publishing, records management and librarianshi.

American Press Institute The American Press Institute conducts research, training, convenes thought leaders and creates tools to help chart a path ahead for journalism in the 21st century. The Press Institute is an educational non-advocacy c 3 nonprofit organization affiliated with the Newspaper Association of America. It aims to help the news media, especially local publishers and newspaper media, advance in the digital age.

American Society of Business Publication Editors Founded in as the American Society of Business Press Editors, ASBPE is the professional association for full-time and freelance editors, writers, art directors, and designers employed in the business, trade, and specialty press. ASPBE is widely known for its annual Awards of Excellence competition, which recognizes the best in editorial, design, and online achievement. Regular educational seminars are held by local chapters. The society is operated in accordance with a set of bylaws drafted by the national board ratified through a member vote. Founded in as a nonprofit professional organization, ASNE promotes fair, principled journalism, defends and protects First Amendment rights, and fights for freedom of information and open government. Leadership, innovation, diversity and inclusion in coverage and the journalism work force, youth journalism, news literacy and the sharing of ideas are also key ASNE initiatives. A committee of the board of directors reviews applications for membership.

Asian American Journalists Association AAJA offers a variety of educational, skills training and professional development programs for its student and professional members, as well as guidance on coverage of AAPI issues for the journalism industry and resources on working with the media for AAPI communities. Professional development programs include the Executive Leadership Program, where AAPI journalists develop skills and strategies to become newsroom leaders and executives. AAJA also offers fellowships and mentor programs matching those just entering the profession with accomplished journalists. Student programs include JCamp, a national multicultural journalism program featuring a week-long training camp. College students can get hands-on training at Voices, the multiplatform student news project. AAJA also offers college scholarships, internships and internship grants.

APME works closely with The Associated Press to foster journalism excellence and to support a national network for the training and development of editors who run multimedia newsrooms. APME is focused on advancing the journalism profession, providing feedback to The Associated Press on its news and services, and is on the front line in setting ethical and journalistic standards for newspapers and broadcast outlets, and in the battle for freedom of information and the First Amendment.

Association for Women in Communications The Association for Women in Communications is the one organization that recognizes the complex relationships that exist across communications disciplines. Modern communicators must demonstrate competence in varied disciplines and be able to network and make career moves across the broad spectrum of communications fields. Disciplines represented within the association include print and broadcast journalism, television and radio production, film, advertising, public relations, marketing, graphic design, multi-media design, and photography. The list is continually growing as the profession expands into the newer media. We annually pay tribute to individuals who have paved the way for women in sports media with the Mary Garber Pioneer Award and we help those who encounter roadblocks on the trails yet to be blazed. Its mission is to improve the quality, accuracy and visibility of health care reporting, writing and editing. AHCJ is classified as a c 6 , a nonprofit professional trade association.

Capitol Correspondents Association of California The mission of the Capitol Correspondents Association of California is to make it easier for news professionals who cover the state Capitol to do their jobs. It also acts as an advocate for open meetings, news media access, freedom of information issues and the fair distribution of public information.

Chapter 3 : United States of America | International Organization for Migration

Multimedia Resources Share updated information and new research findings and products with members via social media, your Web site, e-newsletters, and email alerts to keep them updated on the latest evidence-based comparative research from AHRQ's Effective Health Care Program.

IPTSO Professional Organizations and Networking Being a member of a professional association and attending conferences can be a unique opportunity to learn from experts, collaborate with peers, and share ideas with a wider audience. The associations and conferences listed below represent some of the more popular choices for students in Instructional Psychology and Technology, though there may be other conferences of interest that can be discovered by consulting department faculty. Faculty, students, and colleagues at AECT From left to right: AECT members carry out a wide range of responsibilities in the study, planning, application, and production of communications media for instruction. The Association has become a major organization for those actively involved in the designing of instruction and a systematic approach to learning. Evaluation involves assessing the strengths and weaknesses of programs, policies, personnel, products, and organizations to improve their effectiveness. AEA has approximately 7, members representing all 50 states in the United States as well as over 60 foreign countries. ATD is the leading resource on workplace learning and performance issues, providing information, research, analysis and practical information derived from the knowledge and experience of its members, its conferences and publications, and the coalitions and partnerships it has built through research and policy work. Founded in to foster excellence in the use and application of statistics to the biological, physical, social and economic sciences, ASA is a leader in promoting statistical practice, applications, and research; publishing statistical journals; improving statistical education; and advancing the statistics profession. AAIM was created to support professionals who use and develop interactive multimedia. This diversified organization has an international membership with backgrounds in Kâ€™12 education, higher education, business, industry, medicine and government. The ACM is an international scientific and educational organization dedicated to advancing the arts, sciences, and applications of information technology. With a world-wide membership of 80,, ACM functions as a locus for computing professionals and students working in the various fields of Information Technology. The scope of SIGCHI includes the study of the human-computer interaction process and includes research and development efforts leading to the design and evaluation of user interfaces. The focus of the SIG is on how people communicate and interact with computer systems. SIGCHI serves as a forum for the exchange of ideas among computer scientists, human factors scientists, psychologists, social scientists, systems designers, and end users. ACUTA is a member-driven organization dedicated to the enhancement of teaching, learning, research, and public community service by providing leadership in the application of telecommunications technology for higher education. The mission of EDUCAUSE is to enable the transformational changes occurring in higher education through the introduction, use, access to, and management of information resources and technologies in teaching, learning, scholarship, research, and institutional management. Founded in , the International Society for Performance Improvement ISPI is the leading international association dedicated to improving productivity and performance in the workplace. ISTE promotes appropriate uses of technology to support and improve teaching and learning. Representing more than 40, educators, ISTE provides curriculum for learning about technology and integrating it into the classroom, research results and project reports, and leadership for policy affecting educational technology. NCME is a professional organization of about 2, members. Many members are involved in either the construction and uses of educational tests or the development and evaluation of measurement models and methods. NCME members are committed to the continual improvement of testing and measurement practiced in education. NRMERA is an educational organization with the purpose of encouraging quality educational research and promoting application of the results of such research in schools. It provides a responsive forum that promotes a trusting atmosphere in which graduate students and public school personnel have opportunities to conduct and disseminate research. The organization facilitates an effective communication network among the regional member states for the purpose of sharing

educational research. Founded in , the Society is oriented to professionals whose work requires knowledge and communication in the field of instructional technology. This professional group is designed for individual membership participation, with classes of membership keyed to the interests and experience of the individual. The Society provides a means for its members to enhance their knowledge and job performance by participating in Society-sponsored meetings and through receiving Society-sponsored publications. Membership enables one to achieve knowledge for work in the field of applied learning technology by associating with other professionals in Society conferences. The Society for Information Technology and Teacher Education is an international association of individual teacher educators and affiliated organizations of teacher educators in all disciplines who are interested in creating and disseminating knowledge concerning the use of information technology in teacher education. Its mission is to provide materials and services that motivate and enable institutions to improve teaching and learning with technology, while helping them cope with continual change.

Chapter 4 : Ghana | International Organization for Migration

PDF Organization of Multimedia Resources Principles and Practice of Information Retrieval EBook. Autoplay. On Off.

As these sites evolve and become a prevalent way of reaching out to consumers, healthcare professionals are finding new, effective ways to utilize social media. Social Media and Healthcare Many healthcare managers are working to effectively utilize social media to engage patients and consumers. Through effective marketing and communication tactics, organizations are able to move away from traditional advertising techniques, and use the internet to connect with consumers in the healthcare field. Consumers heavily rely on information found online and use the internet to gather healthcare information and connect with other patients to garner support and learn about similar conditions. Others utilize these resources for research or to share experiences with healthcare providers and other related organizations. Patients also have a tendency to seek information via social media that assists in the selection of doctors, specialists and hospitals to make informed decisions on the best practices to seek care. Individuals will use social media to post reviews or other comments that support or possibly deter others from choosing that type of healthcare in the future. It is essential for providers to be active on social media and provide accurate information, connect with readers and implement marketing techniques where applicable. HIPPA encompasses a variety of key points including: These guidelines have become somewhat of an issue in terms of social media. Healthcare professionals cannot directly address patients through these outlets as it violates the privacy and confidentiality regulations outlined by HIPPA. Other healthcare facilities are encouraged to implement strict policies and guidelines for what employees are allowed to post on social networking websites. Distribute clear social networking policies to employees Avoid any discussion of patients, even in general terms Speak generally about conditions and treatments Prominently post your policies and procedures on all social media platforms Do not practice medicine online by responding to patients offline Utilizing Social Media There is a variety of ways that healthcare managers are utilizing social media to enhance their services and provide patients with accurate medical information. Here are the top ways professionals in the field are using social media: Share Information Social media is intended to provide individuals the ability to access information quickly and communicate with others. Healthcare organizations utilize these tools and websites to share information with consumers in a variety of ways such as sharing general information about flu shots and tips to avoid a cold. Sharing news regarding outbreaks or health hazards is an effective way for healthcare facilities to provide accurate information to patients. It is important to note that all patient specific information requires permission along with a signed release. Other forms of sharing information through social media include: Provide updates on new technologies Introduce new doctors in a practice on social networks Answer questions on various topics e. Compare and Improve Quality Another effective way that healthcare managers utilize social media is by spending time evaluating their competitors to get an insight into the services they offer and overall patient satisfaction. By taking a look into different practices and their social media involvement, professionals have the ability to mimic these methods to enhance their own. Some organizations will do better through social media; providers can determine whether or not they need to take more appropriate action to quickly respond to patient requests and improve customer service. To gather feedback and improve quality, social media interaction can provide doctors and physicians with immediate responses from individuals to help understand common reactions to medications, as well as overall consensus from patients on new techniques in the industry. Using this information that is readily available on social media allows for healthcare organizations to learn from patient reactions and adjust accordingly. By following feedback on these sites, healthcare professionals also have the opportunity to evaluate the possibility of additional services in the industry. Train Medical Personnel Some healthcare organizations have begun to utilize social media channels as part of their training process. During presentations, trainees are encouraged to use certain hash tags on Twitter or join other groups to engage one another to make training processes more enjoyable and interactive. These training techniques provide trainees a central location to ask questions and quickly receive answers. Social media gives participants the power to provide presenters with immediate feedback on training sessions. Trainees are not the only people who benefit from this social media technique.

Organizations can use training videos and pictures from training sessions to engage audiences and enhance their social media channels by marketing their facilities and exemplifying their innovating training processes.

Live Updates during Procedures Although somewhat controversial, there has been an increase of doctors and surgeons providing updates from the operating room. Through Twitter and other social media outlets, healthcare professionals have the ability to deliver up-to-date information during procedures to fellow doctors, medical students or simply curious individuals. Some say these updates are a distraction in the operating room, while others argue that it is an innovation and provides educational value that should be embraced. The use of social media during operations also provides healthcare facilities the ability to gain attention from industry specific outlets as well as mainstream media. As a marketing approach, organizations create a buzz on social media with these updates, creating excitement and enhancing public awareness of an individual organization to attract patients and medical personnel.

Communicate in Times of Crisis In times of crisis, the use of social media has increased to provide minute-by-minute information to consumers. Through social media, hospitals and other organizations are able to deliver real-time updates on hospital capacity, operation status and emergency room access. Having an active social media presence allows healthcare professionals to pass along information shared by organizations such as the Red Cross, and the Centers for Disease Control or communicate with news outlets. As social media continues to become a valuable asset to healthcare organizations and new methods of use are implemented, the industry requires administrators to set guidelines and procedures for effectively managing these channels. To provide the best customer service and accurate information while adhering to HIPAA regulations, organizations need individuals versed in the healthcare administration. For those interested in pursuing an online Master of Health Administration , The University of Scranton provides the most effective tools and resources to advance a healthcare career.

Chapter 5 : Professional Organizations and Networking | BYU McKay School of Education

Information Organization in Multimedia Resources Rck Kazman John Kominek Department of Computer Science, University of Waterloo Waterloo, Ontario, Canada N2L3G1 Introduction The advent of multimedia documentation has witnessed the rise of video, line art, graphics, image, and sound libraries as natural calendrierdelascience.com for writing.

They have been revised and supersede the guidelines developed and published by the ACRL Media Resources Committee in , , and Foreword Evolving technology used in teaching, learning, research, and scholarship has created new challenges and opportunities for the stewardship of media collections and services in academic libraries at community college, college, and university libraries. Moving images, sound recordings, and still images are critically important in teaching, learning, research, and scholarship and academic librarians are working closely to establish cross-institution collaborations with other departments on campus to support faculty and student information needs. Within the current and likely future climate of shrinking budgets and increased focus on digital collections, collaborations will enable libraries to improve access and engage in mission-driven cooperative projects. In some institutions, librarians have become true partners in the delivery of instruction, working with faculty, technologists, and instructional developers to create new learning communities. Most academic libraries collect physical and streaming media, and these materials are as vital and diverse as any print or text-based academic collection. An academic library media operation may encompass a variety of activities, such as scheduling and managing the delivery of audiovisual equipment to classrooms, operating distance education television studios, offering instructional development and the production of audiovisual materials, and supporting multimedia production. However, this document will address only the core issues related to collecting, maintaining and making accessible media resources and their attendant services. The earlier versions of the guidelines could not have anticipated the rapid growth and the prevalence of digital media today. The previous versions , , were written in language that has admirably withstood the test of time, and much of the introductory information and many of the assumptions of the present document draw heavily from the original document. However, there are new areas and variations that need to be addressed. In recent years, rapid changes in scholarly communication have taken place. While electronic publications have increased in number, publications on paper and in other media formats have continued, making it a continuing necessity for librarians to store, provide, and interpret information in multiple formats. As different kinds of scholarly communication continue to increase on the web, libraries will be expected to discern the legitimacy of these innovative approaches and their impact in the greater research community. Media resources can now be delivered online, within social networks, through streaming media servers, digital satellite systems, and a host of rapidly developing technologies and platforms. Our users are accessing library materials through the most portable of handheld devices through a variety of enticing interfaces. In the past, media librarians were able to focus on a narrow array of formats. Today we must widen the scope of our collection development activities, considering all emerging and evolving digital formats and multimedia, along with analog formats, as they develop. The media marketplace is complex and evolving rapidly. Media librarians should be advocates for viable new media technologies, expanding their knowledge base to include copyright concerns, licensing issues, and a wide array of digital delivery formats and options. While supporting existing formats, media librarians must assess whether rapidly evolving new formats meet the present and future content and programmatic needs of their institution. We must move more quickly than in the past to incorporate new formats and platforms into our collections to meet new and emerging instructional and informational expectations and needs. Networked information is a reality, and many digital library initiatives are offering media resources. At the same time, we must be sensitive to the needs of our users and to the pace of institutional change. With resources increasingly being stored in the cloud rather than in a tangible format, librarians must employ acquisition strategies that improve both immediate and long-term access to users. We must also consider the implications contractual agreements have on our ability to use resources in research and scholarship currently and over time. This change can only be done within a context

of collaborative relationships involving media personnel, library administrators, computing service personnel, and the users of our media resource collections. We must also communicate effectively with media distributors, streaming media services and independent filmmakers to represent our institutional and user needs. The increasing availability of large-scale patron driven acquisition PDA and evidence-based acquisition streaming services constitutes a foundational shift as to how media resources are selected, cataloged and accessed. Few, if any, institutions have successfully identified a sustainable approach to funding PDA models, which would seem to boundlessly grow along with increasing content availability and user awareness and engagement. Institutions of all types need improved selection features, usage data, and controls within streaming platforms in order to provide for equitable and reliable access. Additionally, vendors should take steps to support institutions in preventing duplicate licensing across streaming platforms. Assumptions A set of assumptions first prefaced the guidelines in the edition. We agree that this is a good way to address the similarities between print and media collections. Rather than dwelling on the similarities between print and media collections, we have covered those points in the assumptions. In the guidelines themselves, we have focused on the differences. These needs are evolving and the guidelines reflect this knowledge. The recommended guidelines represent best practices for an academic library media program. Collectively, they describe a model media resources program. All academic libraries will collect media resources. Some academic libraries exclude some or all media formats from their collections. However, ACRL standards for academic libraries specify that the library shall provide collections that incorporate resources in a variety of formats. If only one media collection exists on a college or university campus, that collection and its attendant services should be part of the library. The library and its trained staff is uniquely qualified to provide the best access to that collection, both physical and bibliographic. The library is also the most qualified to build planned collections, responsive to both immediate and anticipated programmatic needs. If another administrative unit on campus also collects media, it is assumed that the library will coordinate its efforts with that unit. All media resources will be cataloged in accordance with current national standards and practices, including full subject access and classification. Some academic libraries exclude media resources from the online catalog or provide only minimal-level cataloging. Many academic libraries do not classify media resources. These practices could contribute to inadequate access to media collections, especially those in open stacks. Some media materials require more timely cataloging and, thus, should be eligible for rush cataloging and processing. ACRL standards provide evaluative measures for the adequacy of the budget. These measures should be applied to funding for media collections and services. The principles of collection management that apply to print and other library collections also apply to media resources. Media collections require policies and procedures for purchase, leasing, renting, deselection, resource sharing, conversion, accessibility for people with disabilities, and licensing. The principles of collection preservation that apply to print and other library collections also apply to media resources. The library program for conservation and preservation should encompass both archival and access media collections. Archival collections contain unique or rare materials and should be preserved, with required playback equipment, for as long as possible. Access collections including materials needed for immediate use will increasingly become web-based as the production of physical playback units continues to decrease, rendering physical collections increasingly archival in nature. Media formats and the supporting technology can be susceptible to obsolescence more rapidly than print and other library collections. The principles of library service that apply to other library services also apply to media services. Reference and instruction programs should include locating and using appropriate media resources for instruction, research. Media formats, delivery, and access mechanisms will continue to evolve and shift at a pace that exceeds print resources. Such shifts necessitate evolving material and equipment budgets, and may be best served by developing partnerships with other information technology units within libraries, across campuses and between institutions

Guidelines Given the stated assumptions, the specific guidelines for media resource collections and services will assist academic libraries in strengthening their media resources programs. Standards, Guidelines, and Frameworks states: Guidelines consist of procedures that will prove useful in meeting the standards. In order for a document to be classified as a guideline it must: Be specific to programs, service, or staffing. Identify a framework for developing policies

and procedures. Define qualitative criteria; generally exclude quantitative criteria. Identify factors contributing to effectiveness. Incorporate benchmarks by which programs, services and staffing may be assessed. A clear, unambiguous statement of the role of the media resources program is essential for planning and evaluation regardless of the organizational structure of the library. Whether or not there is a separate media department within the library, a mission statement is essential to an effective media program. This statement should apply to media resources regardless of source or platform of delivery whether physical, web-based or published on social networks. The statement should be periodically revised to reflect changing and emerging resources. The administration of the library should assign responsibility for the media resources program to librarians. To develop an effective media resources program, librarians should be responsible for planning collections and services, with sufficient additional staff to support the program. Librarians assigned these responsibilities should have adequate knowledge of physical and electronic media formats, licensing and copyright issues, accessibility issues, and other specialized issues prevalent in media collections. They should also be able to clearly articulate the unique and varied uses of media resources in instruction, learning, research and scholarship. Most colleges and universities have more than one unit delivering media services. Librarians working with media resources should demonstrate experience and knowledge of technology and expertise in media content and use. A comprehensive understanding of educational media licensing, copyright law, fair use, the Face-to-Face Teaching Exemption, the TEACH Act, and evolving developments regarding copyright and circumvention technology 17 U. The library should fund continuing education and conference attendance. Because of the issues inherent to collecting and delivering media resources, participation in professional organizations and professional development activities is essential. Participation in conferences affords important opportunities to share ideas with other media librarians, attend relevant meetings, and visit with media vendors to explore the latest products, technologies, and services and advocate for distribution models and features that meet our institutional needs. The necessary support staff and their expertise will vary according to the program at each library. However, the skills and responsibilities of the staff should be defined clearly and be updated regularly. Library support staff working with media should also be encouraged to participate in media-related professional associations and professional development activities. The total number of librarians and other staff will vary according to the program at each library. The media resources mission statement and annual objectives form the basis for the program budget. Stable and consistent funding for acquisitions based on an approved collection development policy is necessary for effective service. Basing the media resources materials budget on a percentage of the acquisitions budget assures that large academic libraries allocate a reasonable amount of funding to building media resources collections whether in physical or electronic format. Using classroom and individual circulation statistics to determine funding levels for the purchase of media resources assures that a high-use collection will be able to meet the demand for new titles, additional copies of popular titles, and replacement of worn materials. Vendor statistics will also need to be gathered to monitor electronic resources usage. Material and equipment budgets for media support may need to fluctuate more frequently than standard print budgets given the ever-evolving availability of formats and access mechanisms. The library should establish an ample and stable budget for the maintenance and purchase of media equipment. The addition and replacement of equipment should be formally planned and documented. Libraries cannot provide access to media resources without sufficient and well-maintained equipment.

Chapter 6 : Communication toolkit | Food and Agriculture Organization of the United Nations

Encuentra Organization of Multimedia Resources: Principles and Practice of Information Retrieval de Mary A. Burke (ISBN:) en Amazon. Env -os gratis a partir de 19 ,-.

Chapter 7 : Resources for Teachers - Multimedia

Agricultural drought is a climatic phenomenon that slowly develops and has an impact on the agricultural sector across the globe. Since it affects food production and access to resources, it endangers the livelihoods and lives of millions of

households.

Chapter 8 : Multimedia Items in Brazil | United Nations Educational, Scientific and Cultural Organization

Note: OCR errors may be found in this Reference List extracted from the full text article. ACM has opted to expose the complete List rather than only correct and linked references.

Chapter 9 : Multimedia | Climate Change | Food and Agriculture Organization of the United Nations

The first edition of the "Guidelines for Media Resources in Academic Libraries" was approved in , and revised in , , and . Since the ACRL Guidelines for Media Resources in Academic Libraries Task Force that produced the version was no longer in existence, a new task force was appointed in May