Hubert Staudigel SCRIPS: putting teachers together with librarians and scientists

Membership should be long-term and institutions are best suited for that.

Long-term benefits should be education.

Institutions give us credibility.

Payment, membership requires a product.

Oceangraphic model: joint approaches to nsf for a ten-year plan.

Our products are difficult to value but are worth something that is difficult to convey and the institutional model can help convey that. Hard to value the benefits of collaboration. Strength of nsdl in bringing together library, science, and education.

Individual memberships give us credibility in the wide community but mean little financially at $20.

Council of chief state officers. Include the institutions from education and from libraries.

Carol Meyer,
foundation for earth science: ESOP Federation? Grappling with similar issues. Are we a professional society or a trade organization. Project based, but may be moving away from that.

Credibility and funding stability.

People like to collaborate. How do you turn that around and market that. Put people into unprogrammer collaboration situations. Track the bubbling up moments is hard to do. Give prizes for collaborations that come out.

Organizational competencies.

Shelly Olds from DELES:
Try to grow to be bigger than Blackboard, which is getting people to put resources inside of something that is not accessible.

Our product is more than the resources. It s the collaboration and the networks. Unless you get individuals involved at the grassroots letter, then you are missing something.

Susan Van Gundy

Individuals: developers collaborating versus subscriber.

Leave "transforming education" through the technology, through inquiry, etc. so that people can know what they are concretely buying into.

Themes in this conversation: democratization of knowledge, connecting educators with scientists and librarians, interdisciplinary.

Paul Workman:
Sustainability: functional nsdl requires clear obligations and responsibilities. NSDL can obligate people without this. Projects reap benefit that should also have clear responsibilities back to the NSDL.

NSDL as a brand that facilitates access to revenues and credibility In the other directions: creative production of valued resources.
What is the one thing that nsdl can become the best at will define the value.

Maybe 'transforming science education' is potentially a very compelling value around which to organize. I have passion about building a better world and "transforming education" fits that. A digital world changes everything, so education is being transformed and the challenge is to shape this in an effective and meaningful way. Interdisciplinary, commonwealth of humanity. UN summit on ?information. I am involved in transforming science education.

John Holmes: journal of chemical education digital library. American Chemical Society, Wisconsin-Madison
I am willing to further education because I believe in something and pay $20. Americans can't often become committed participants and don't necessarily need a tangible. I wouldn't join yet because there isn't a clear convincing statement of what there is to believe in. This could include foundations that share the values. With public television there is some evidence that it is of value.

Help libraries provide in a digital form what is on their shelves.

Yolanda:
Not just value for education system but for public awareness and continuing informal education.

How does this differ from library of congress or google?

AAAS has never had a student membership. Think it's a mistake to not have one.

Transforming pedagogy and teaching. Get back to the concept of how your learn and it is taught: inquiry. See biology taught in a different way.

Katherine Hansen, EDC:

For our audience, everything is field-based. Developing the public understanding of science to a wider community in a different way. Shift the culture of education. Parents talking to scientists.

Howard Burrows, not affiliated
New technologies transform education and even change the term 'education', what it means to be a citizen. Looking to get to a different form of institution. Value is the possibility of turning this new venture on, to real communication. Wants to support the minority scientist. For instance scoliosis, affecting women. Big problem. Why isn't there more information about this?

Get people to express passion without being rejected. Support curiousity. What we are for is "curiousity". Don't focus on what we are against.

Alan Wolf, UW, biology, Merlot.
Define institution carefully. Different institutions nested within each other. Merlot model. Opportunity to collaborate. Also across disciplines, including arts and humanities.

As a member of a discipline, I get value because of being valued for my contribution.

Educause: institutions pay to be members. People share joint research projects. And you can join subsections.

Studying faculty participation in the NSDL. Why do faculty not use the digital library? What is the impact of membership on participation? Maybe single sign-on will help to get access without giving up your identity.

Steve: responsiveness, inquiry, being valued as a learner/contributor.
Drexel: benefits are reputation and audience cultivation

Yen, University of Aruzone, GROW, library studies
DL is different in terms of source. Paper library gets funds for buying journals. DLs can't be bought. Students prefer online reference. DL has access problems that change as technology changes of the years that libraries don't face. DLs need some physical organization so that they are always available. This needs to be a shared development effort, not the responsibility of the individual.

Sarah Giersch:
What is NSDL (2002)? What is the product? (2003) what will be our question for 2004? - "What is the value?"

Ellen Hoffman:
Now at a public university, having been at a research institution. Current institution will never belong to Merlot.

Think about the institutions many of our participants will come from. Membership models that include critical education audiences. Don't just focus on membership that requires being able to afford it.

Institutions aren't really the members. There are core groups within the institution that convince the institution to purchase a membership. Who does NSDL attract? Who is valued?

Dave: if tranformation is our focus in a way that the institutions we are part of don't see themselves doing/intending, then we won't be sustainable. We need to finish the sentence ". . . . to transform education by _____"

Ellen, original NSFNet project went around talking about transforming education, it is tough for people to hear or buy into. Try using "empowering" or "informing". Also, "transforming has been heard a lot, and people may not believe it so easily at this point.

Paul, we need an actionable focus for NSDL.