OpenURL
What it is, how it works

Presented by:

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How are we searching?

- Even in the electronic age, our search methods are still largely based on the “paper paradigm”
- The searcher starts with some resource: an online index or catalog, for example, which leads them to a citation, which directs the searcher to the actual “target”
Search of Database A

Citation

OPAC?

Database B?

Database C?

Publisher’s site?

Interlibrary Loan!
Why should we change?

- Today, the same information might be available in more than one place.
- Libraries subscribe to a wide variety of online databases, journals, etc.
- Every library has a different set of resources.
How can we change?

- We can become familiar with the new OpenURL standard
- We can learn how to use OpenURL to direct our patrons to the “appropriate copy”
An overview of OpenURL

- OpenURL is a syntax for URLs
- OpenURL embeds metadata like ISSN, journal title, article title, etc.
- More and more vendors are using the OpenURL standard
What are the pieces that make up an OpenURL?

- The OpenURL includes a “base URL” plus a query, which contains the metadata for the item.
- The OpenURL may include DOI (digital object identifiers) or other unique identification numbers.
What does an OpenURL look like?

- The base URL indicates the original location of the citation: http://somedatabase.vendor.com/

- The remainder of the OpenURL includes the query: menu?genre=article&issn=12345678&volume=15&issue=6&date=20010908&spage=67&aufirst=Ivana&aulast=Reedabook

So what?

- Using the OpenURL standard means that article citations can be forwarded across databases to sources of full text, even if the full text is provided by a different vendor.
Sounds great!

- And it is, but, it’s out of our control
- The vendors are determining where these links are going
- The patron “sees” a link to the full text, but then gets led to a database that the library does not subscribe to
| Search Was: | (reading disabilities) <in> ALL | Search Summary Total: 7069 | Found In: Education Full Text |

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<tr>
<td>70% □ 4</td>
<td>Barton, K.E., et. al., Patterns of Errors Made by Students with Disabilities on a Reading Test with Oral Reading Administration. Educational and Psychological Measurement v. 63 no. 4 (August 2003) p. 602-14</td>
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<td>Joseph, L.M., et. al., Comparison of a Word Study Phonics Technique between Students with Moderate to Mild Mental Retardation and Struggling Readers without Disabilities. Education and Training in Developmental Disabilities v. 38 no. 2 (June 2003) p. 192-9</td>
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<td>Leach, J.M., et. al., Late-Emerging Reading Disabilities. Journal of Educational Psychology v. 95 no. 2 (June 2003) p. 211-24</td>
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Title  Patterns of Errors Made by Students with Disabilities on a Reading Test with Oral Reading Administration

- Full text available via Dow Jones Interactive
- Full text available via Ingenta
- Full text available via OCLC FirstSearch ECO
- Full text available via SWETSWISE
- Table of contents from EBSCO Academic Search Elite
- Table of contents from EBSCO Academic Search Premier
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Patterns of Errors Made by Students with Disabilities on a Reading Test with Oral Reading Administration


BARTON K.E.[1]; HUYNH H.[2]

[1] CTB/McGraw-Hill, Email: karen_barton@ctb.com [2] University of South Carolina

Abstract:
This study focused on differences in the types of errors made by students with disabilities on a multiple choice reading test administered under oral reading accommodations. The sample was composed of students with physical, emotional, learning, and mental disabilities, as well as students with no recorded disabilities. It was first found that, for the majority of items, students in various disability groups varied slightly in their choice for the distractors. Distractors were then classified in four major categories: Diversion, Misapplication, Delimiting, and Out of Bounds. No visible relationship was found between the chosen distractors and the category of errors. Some small group differences, however, were found in the number of errors in the categories of Misapplication and Delimiting. Taken together, the study indicates that when errors are used as an extra factor in exploring the nature of proficiency, the reading construct varies only slightly across disability groups. The results indicate that it is safe to adhere the same meaning to test scores for these groups even when the test is administered under different accommodations.

Keywords: error patterns; accommodations; oral reading

Document Type: Journal article ISSN: 0013-1644

DOI (article): 10.1177/0013164403256363
SICI (online): 0013-1644(20030801)63:4L.602;1-

Publisher: Sage Publications
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Title: Patterns of Errors Made by Students with Disabilities on a Reading Test with Oral Reading Administration
Source: Educational and psychological measurement [0013-1644]
year: 2003 volume: 63 issn: 4 page: 602

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The page cannot be displayed

The page you are looking for is currently unavailable. The Web site might be experiencing technical difficulties, or you may need to adjust your browser settings.

Please try the following:

- Click the Refresh button, or try again later.
- If you typed the page address in the Address bar, make sure that it is spelled correctly.
- To check your connection settings, click the **Tools** menu, and then click **Internet Options**. On the **Connections** tab, click **Settings**. The settings should match those provided by your local area network (LAN) administrator or Internet service provider (ISP).
- If your Network Administrator has enabled it, Microsoft Windows can examine your network and automatically discover network connection settings. If you would like Windows to try and discover them, click **Detect Network Settings**.
- Some sites require 128-bit connection security. Click the **Help** menu and then click **About Internet Explorer** to determine what strength security you have installed.
- If you are trying to reach a secure site, make sure your Security settings can support it. Click the **Tools** menu, and then click **Internet Options**. On the Advanced tab, scroll to the Security section and check settings for SSL 2.0, SSL 3.0, TLS 1.0, PCT 1.0.
- Click the **Back** button to try another link.

Cannot find server or DNS Error
Internet Explorer
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What can we do?

- We can employ a new technology – a link resolver
- Some examples include SIRSI Resolver, SFX by Ex-Libris, Endeavor’s Link Finder Plus, or EBSCO’s LinkSource
What does a link resolver do?

- Link resolvers allow us to control where the OpenURL ultimately “resolves”
- The OpenURL passes through the link resolver
- The link resolver returns a menu of choices, based on the resources that the library has defined, where the full text, or “appropriate copy” of the item may be found
So, is a link resolver like a search engine?

- No; a link resolver does not conduct a search across the other databases
- A link resolver compares the metadata from the OpenURL with what it “knows” are the library’s existing services
- The link resolver returns a menu of choices for where to forward the metadata
Examples of information contained in a resolver’s database

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<tr>
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<td>● 1980 – Date</td>
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<td>● 1960 – 1990</td>
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<td></td>
<td>● 1905 – Date</td>
<td>● Database C</td>
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<td>Better Research Quarterly</td>
<td>● 1980 – Date</td>
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<td>● 1990 – Date</td>
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<td>● 1990 – Date</td>
<td>● Database C (No full text)</td>
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<td></td>
<td>● 1995 – Date</td>
<td>● Database D</td>
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<td>Better Shopping Monthly</td>
<td>● 1975 – 1993</td>
<td>● Database A</td>
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<td>● 1984 – Date</td>
<td>● Database C</td>
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<tr>
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<th>Database B</th>
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<td>Full Text</td>
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<td>Full Text for 1995 – Date</td>
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</table>
Carla's Link Resolver

Click on any button below for full text retrieval options

Full Text from Database A

Full Text from Database B

Search my Online Catalog for this journal

Search the publisher's web site for this journal

Submit a request for Interlibrary Loan
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FIELD          SEARCH TEXT
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ISSN:          1049-7315
Source:        Research on Social Work Practice
Title:         The Validity of the Shortform Assessment for Children (SAC)
Author:        Hemmelgarn, Anthony L; Glisson, Charles; Sharp, Shannon R
Full Citation: Research on Social Work Practice, 2003, 13, 4, July, 510-530

Search
Objective: This study tests the validity of the Shortform Assessment for Children (SAC), a one-page, 48-item measure of a child's overall mental health. Designed as a rapid assessment instrument for child welfare & juvenile justice systems, the SAC measures the broadband constructs of internalizing & externalizing problems using either parents or teachers as respondents. Method: The convergent, divergent, & criterion validity of the SAC (completed by both parents & teachers) was assessed with data gathered on 188 children in two urban child welfare & juvenile justice systems. Results: The validity of the SAC was supported for both parent & teacher respondents. Conclusions: The SAC's brevity, validity, & utility (completed by a teacher or parent) provide an efficient & effective assessment tool for child welfare & juvenile justice systems. [Copyright 2003 Sage Publications, Inc.]
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<td>Newsweek, 9/8/2003, Vol. 142 Issue 10, p29, 2/3p, 2c</td>
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<td>Forney, Matthew; Macintyre, Donald</td>
<td>Time, 9/8/2003, Vol. 162 Issue 10, p11, 1/2p, 1c</td>
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<td>New Republic, 9/1/2003, Vol. 229 Issue 9, p14, 4p</td>
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Kang, David C

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