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"Through humor, you can soften some of the worst blows that life delivers. And once you find laughter, no matter how painful your situation might be, you can survive it."

~William Henry "Bill" Cosby, Jr.

(Retrieved from [AJAlert](#), April 8, 2014, accessed on 5/22/14)

What's New in the Collection?

Since our last newsletter, I have added the following items to our shelves. Feel free to come by to browse or to borrow these and any other items in the collection.

Dying for the Job: Police Work Exposure and Health—John M. Violanti (**363.11 VIO**)

Three new DVDs have been acquired from the Southern Poverty Law Center Intelligence Project that would make great roll call trainings in corrections or in law enforcement. They are:

- Understanding the Threat: Aryan Prison Gangs (**DVD 365 UND**)
- Understanding the Threat: Racist Skinheads (**DVD 364.1 UND**)
- Understanding the Threat: "Sovereign Citizens" and Law Enforcement (**DVD 320.5 UND**)

Also, we are now receiving Money, the monthly magazine that talks to regular people about how to best handle their money. The May, June, and July issues are on the shelf and available for use in the library.

What Do You Recommend?

The library collection is always in a state of flux...that's a good thing because the collection must always be growing to reflect the needs of the staff and students for training and research.

In order for that growth to happen, I need the input of you trainers out there...you receive information and promotional material about soon-to-be or newly-published materials (whether they be book or DVD), and I can be the one to purchase those materials and make them available.

Let me hear from you!

Some Reasons Why Libraries are Still Important

There are those who believe that libraries are on their way out, that they are no longer relevant, and that everything one needs to know can be found on the Internet. Below are just three of many more reasons why this is not the case.*

- ***Not everything is available on the Internet...***

While there is much information that can be found on the Internet, it is by no

means true that *everything* can be found online.

Even Google knows this. While they have digitized millions of books, and even if they had the wherewithal to digitize all of human knowledge, it is unlikely that authors and publishers would allow their work to be accessible for free over the Internet. At the moment, it is illegal to make copyrighted books fully accessible through a Google Book search.

■ ***Standards for book and journal publication are far more rigorous than for website information.***

Checks for accuracy and for citation guidelines are applied to books and journals and they can then be incorporated into library collections. With websites, anything can be displayed in the search results, whether or not a citation is provided. That's not to say that the accuracy of a web resource cannot be determined. It can be but with great effort and time spent. That's how libraries make research much more efficient.

■ ***Digital libraries are not the Internet.***

Knowing what the Internet is and is not is important in clearly defining the role of the library and why libraries are still very important. Online library collections are different since they include material that has been published following rigorous editorial processes and that are replete with analysis rather than opinion. Such materials include books, journals, documents, newspapers, magazines, and reports which are first digitized, then stored and indexed through a database.

A user might use the Internet or a search engine to locate these databases but in-depth access requires a subscription. Only then can a user explore the vast array of indexed resources. At that point the searcher is online but no longer on the Internet; rather he is in a library.

**accessed on 5/28/14--College Online, LLC*

***stay tuned for more information on this topic in future library newsletters*

Public Safety: a State of Mind

As you all know, the online journal Public Safety: a State of Mind launched on April 11 and is available for your review at <http://mdle.net/journal.htm>

The second issue will be published in October and, like the first, it will contain lesson plans, problem review and analysis, research projects, and other types of written work generated by students taking training or by instructors involved in their own independent research. The deadline for submissions for Issue 2 is Wednesday, August 20. If, because of class schedules, there is a need to modify this date, that will be possible.

Please remind your students that this option to publish is a great professional opportunity for them and that their work could be the catalyst for further efforts down the road.

A ***Student Publication Fact Sheet*** will be sent via e-mail that I encourage instructors to distribute to students when discussing this publishing opportunity.

Thanks for your efforts to make the next issue a reality.

Que Quieres Hablar Espanol?

Since there are so many new staff members (and many veteran staff who may have forgotten), I wanted to mention that we have a Spanish language program on CD that is available for borrowing. This program is easy to follow and builds speaking, comprehension, and reading skills in Spanish.

There are a total of sixteen (16) discs that take the student through from the basics to being able to easily converse about daily life and activities. The discs offer the chance for review and repetition and are very easy to follow.

If you've always wanted to learn Spanish, or if you need a refresher to

brush up old skills that have been dormant for a while, consider borrowing the Pimsleur self-instruction discs. At home or in your car, you too can speak Spanish!

What's Happening in RDU?

There are lots of projects going on in the **Research and Development Unit** and here's the place for you to learn about them.

➤ **From our Grants planner, Terry Satterfield--**

PCTC has been awarded an \$18,000 grant from the Vehicle Theft Prevention Council. This one-year grant will begin on 7/1/14 and end on 6/30/15 and will support the Vehicle Theft Prevention Council in enhancing the safety and wellbeing of Maryland citizens by reducing and/or preventing vehicle thefts throughout our State. PCTC has been awarded this grant in previous years.

DPSCS, through PCTC, has applied for the Collaborative Reform Initiative for Technical Assistance (CRI-TA) Grant through the COPS Office. This initiative is in partnership with George Mason University. More information will be available as the process progresses.

➤ **From our Corrections Researcher, Richard Huberfeld—**

Evidence-Based Practices (EBP)

The EBP training has been vetted. The training will be used as a foundation for other trainings such as a joint EBP and Grant Writing training. It is also being considered as an enhancement for some of the other programs offered by MPCTC.

Correction Officer Bill of Rights (COBR)

A survey has been developed to gauge the knowledge that corrections personnel have about COBR. The survey will be distributed in July with analysis completed in August. The data collected from the survey will be instrumental in the development of future COBR trainings.

➤ **From our Curriculum Developer, Darla Rothman—**

What Does Generation Z (2020) Need to Engage in Learning?

Previously, I shared results from the instructors' survey on Instructional Strategies for Generation Z (2020) born between 1995 and 2010. One outgrowth of that research explores what Generation Z needs to engage in learning. Specifically, there are seven key ideas to consider when developing instructional materials for this generation.

1. Unlimited access to materials, anytime, from anywhere—Access must be quick, convenient, and easy and should provide instant gratification.
2. “Chunking” of instructional content-- Chunking allows instructors to break down large content blocks into smaller, bite-size pieces of between 3 and 15 minutes in length.
3. Generation Z is highly visual and kinesthetic—they learn best by using hands-on, active learning activities.
4. Generation Z learners focus on color images, sound, and video before reading text. They will read only 28% of words on a normal page of text. Reading online means an attention span of 8 seconds with the use of keyword spotting. Keyword spotting is a strategy to find just the information needed without reading the entire text.
5. Short attention=an inability to focus on critical thinking and problem solving—Gen Z uses trial and error to solve problems and find solutions. Recall of information requires the learner to make connections between previous and new information so that it is meaningful.
6. Generation Z must learn to “curate” information—to collect, analyze, and apply evidence-based data to a problem. Group projects are preferable for Gen Z since they like to collaborate and work in teams. The instructor serves as coach or facilitator, not teacher. Don't give them all of the answers.
7. Gen Z needs continuous grading, challenge, and positive reinforcement. When evaluating skills, feedback should be immediate. First, tell

the learner what he/she did right, then provide some suggestions for improvement, and (when possible) offer small rewards or incentives for task completion.

To learn more about teaching Generation Z, come to the Instructor's Conference on October 9, 2014. For questions in the meantime, please contact Dr. Darla Rothman at drothman@dpscs.state.md.us

*See you in a few months
with the next issue of
Library Links. Enjoy the
rest of the summer!!!*
