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Knowing how to retrieve information and having the knowledge and skills necessary to evaluate that information are essential to today’s researcher. Teaching future teachers how to properly retrieve information is a very important task. Information retrieval has grown from a discipline in Information and Library Science, to an everyday experience for billions of people. For the most part, The World Wide Web has been the driving force behind this change.

Current information retrieval systems tend to be distributed, have huge storage needs, and complex functional requirements. With the increase in recent years in the number of text databases available on-line, and the consequent need for better techniques to access this information, there has been a strong resurgence of interest in the research done in the area of information retrieval. Today, retrieval techniques have found their way into major information services and the World Wide Web. The emergence of new applications such as "digital libraries" is both an opportunity and a challenge. We now feel that too much information is around, and retrieval techniques and skills become very necessary.

Information retrieval can promote active student engagement. Students move from passive recipients of information, to active participants in the construction of knowledge. Instead of passively absorbing knowledge disseminated by their professors and textbooks, students are actually being involved in the creation of that knowledge

themselves. It also helps them relate classroom-gained knowledge to the real world.

Retrieval technology is expanding our ability to express, understand, and use ideas in other symbol systems. It helps progress from coverage to mastery. It helps from

isolation to interconnection. Retrieval technology has helped us move from a view of

learning as an individual act done in isolation toward learning as a collaborative activity.

We have also moved from the consideration of ideas in isolation to an examination of

their meaning in the context of other ideas and events. Finally, it helps from products to

processes. With retrieval technology, we are moving past a concern with the products of

academic work to the processes that create knowledge. Students learn how to use tools

that facilitate the process of scholarship.

Information retrieval technology has many other advantages in terms of repetition, transportability, and increased equity of access. In addition, although the research evidence is sparse, the cost-effectiveness of technology may be of great benefit under certain conditions.