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Theme:

Enhancing Students' Life Skills
through School Libraries

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ABSTRACTS

Research Papers

Andrea Paganelli and Cynthia Houston

School Library eBook Providers and Linguistic Equity: An Analysis of eBook Collections Available to School Libraries

If school library collections must meet the needs of the communities they serve, the native languages of the student population must be an important consideration when making purchasing decisions about eBooks. Many professionals in the library community believe that materials in electronic format have the potential to enrich library collections with linguistic diversity. To ensure that school library collections reflect the linguistic diversity of the community, as school library professionals we need to gain a better understanding of what resources are available for our students in digital format. Recent studies indicate that eBooks available from vendors to schools libraries do not meet the linguistic needs of children whose native language is not English. Several international organizations have recognized this issue and are developing initiatives to resolve the growing digital and linguistic divide.

Caroline da Rosa Ferreira Becker

The Social Role of Librarians of The Federal Institutes of Education, Science and Technology

The study was carried out through the theoretical foundation about the conceptions and objectives of the Federal Institute of Education, Science and Technology, and also on the social role of the librarians of this educational institute. These Federal Institutes were created in Brazil in 2009 and they offer basic and higher education. This study aims at investigating, analyzing, and understanding if the librarians of the Federal Institutes of Education, Science, and Technology recognize their social roles as professionals that can contribute to the development of cognitive skills with regards to the information in the library's users. A case study was carried out with all the librarians of the Federal Institutes and questionnaires were the method used for collecting data. It should be noted in the librarians' answers that they recognize their social roles, and they act according to what they recognize. In their everyday practices, these librarians try to minimize the difficulties that the library's users face in relation to the search, location, use, assessment, dissemination, and understanding of information.

Kasey Garrison, Sue K. Kimmel, and Danielle E. Forest

Reading Across the World: Developing Global Citizenship Through Translated Literature
21st Century learners live in a shrinking world with advances in technology and transportation with political, social and economic choices made in one corner of the globe affecting the opposite (Friedman, 2005; Zahabioun, Yousefi, Yarmohammadian, & Keshtiaray, 2013). To help navigate this changing landscape, global citizenship is an important life-skill for youths. UNICEF (2003) describes life-skills in three dimensions:

cognitive, personal, and interpersonal. These can be enhanced through the provision of high-quality international literature in the school library. Critical reading of translated literature provides an opportunity for youths to enhance their life-skills in reading the world and connecting their own experiences to others (Buck et al., 2011; Louie & Louie, 1999). Using the UN's Declaration of the Rights of a Child (1959) as an analytical lens, we identify powerful examples of youths enacting agency and managing profound difficulties related to their cultural memberships in a set of award-winning translated titles.

Kasey L. Garrison and Robin S. Spruce

Learning to be a learner": Teacher Librarians Striving to Teach Lifelong Skills

"Learning to be a learner" is how Tessa, a grades 6-12 teacher librarian, said she would describe the idea of self-regulated learning to her students. Teacher librarians are in a unique position within schools to truly serve as lifelong learning coaches for students, focused on process and skills instead of content. Further, their reach extends across levels in the school, touching every single student through their teaching and the development and maintenance of the library collection. This paper presents findings from a study investigating how US teacher librarians apply metacognitive strategies in their teaching. An unexpected theme emerged from the interviews as participants described lifelong learning skills they strive to impart to students. These skills included cognitive, personal, and interpersonal skills as defined by UNICEF (2003) and exemplified by the theme for the 2013 International Association of School Librarians' Conference.

Lesley Farmer

Cultural Arts in the Library: Students as Consumers and Creators

The UNESCO Manifesto on the School Library states that the mission of the school library is to offer learning services and resources that enable all members of the school community to become critical thinkers and effective users of information in all formats and media. Throughout the world school librarians have explored ways to help their colleagues record, organize and share cultural arts. The generated websites can foster student multi-literacy and cultural competence, including producing cultural arts.

Lesley Farmer

Issues in Teen Technology Use to Find Health Information

Teens need and want information about health issues. Even though teens tend to prefer asking people for help, increasingly they access digital resources because of the Internet's availability, affordability, and anonymity. Teen health information interests vary by age, gender, social situation, and motivation. This paper discusses several issues about how teens access and seek that information, how teens use technology for seeking health information, and offers recommendations to insure optimal library services to address health information needs of all teens.

Lissa P. Johnston
estimating an International Exchange of Best Practices: An Institutional Ethnography Approach

educators, it is the responsibility of teacher librarians to prepare students to become productive and responsible members of society. In this age of information, jobs require initiative, personal, and interpersonal skills such as "innovative thinking and solving problems, effective communication skills, teamwork, and the ability to manage information actively" (AASL, 2009, p. 7). In order to prepare students for living and working in today's world, traditional instructional practices and beliefs of teacher librarianship have change and adapt to meet the needs of the learners. This research investigates an international exchange of best practices between German and American teacher librarians as an effort to learn about changing practices of teacher librarians. The text of institutional ethnography offers a critical approach for understanding the situation that is teacher librarianship and the organization of professional practices of teacher librarians on an international level.

Tricia Montiel Overall

Not Teacher Librarians Need to Know about Science Information Literacy and Second Language Learners: What Quantitative Data Doesn't Tell Us

ence is considered a critical area within the curriculum and instruction by teachers he is not enough to ensure success for all students. School librarians must be considered in delivering science information to students, particularly those who are second language learners. This two-year study examined the effect of teacher and librarian collaboration (TLC) on inquiry-based science information literacy of Latino students in the United States. Although no significant gains were found between control and intervention classes, qualitative data indicated that TLC was successful in motivating students, improving inquiry and information literacy, and understanding of science concepts. The implication is that that test scores alone do not provide a complete assessment of student learning. Factors limiting student gains included science and library time, and state policies that removed second language learners from regular classroom instruction. Continued advocacy for TLC is recommended to provide students needed tools for long-term academic success.

Trick Lo, et al
Students and Self-Perceptions of School Librarians in Relations to their Professional Practices: a Comparative Study Between Hong Kong, Shanghai, Korea, pei, and Japan

school librarians are not only managers of the school libraries, they are also educators, administrators, teaching consultants, information specialists, and information literacy chers, etc. Unfortunately, in many countries, especially in Asia, there has always an lack of understanding on the parts of the classroom teachers and school administration about the role of the school librarians in the public school system. Meanwhile, many novice school librarians do not have a clear understanding of the essential contributions of the school library programmes to students' overall

development process and their achievement, as well as their contributions to students' overall enquiry-based learning as a whole. Furthermore, very little research is available on the attitudes and self-perceptions of the school librarians regarding their teaching role, in relation to enquiry-based learning for comparison. The study is designed to examine, explore and compare how school librarians in function between Hong Kong, Japan, Shanghai, South Korea, and Taipei, as well as how perceive their own status within the school community, by looking at their relationships with their principals and other classroom teachers.

Paulette Stewart

Jamaican School Libraries Empowering Students with Life Skills: A Survey

There are many school library activities that can be planned and implemented collaboratively with classroom teachers or be designed as library-only activities to build students' self-confidence, develop responsible citizens and improve students' interpersonal skills. A survey was conducted to determine which activities were planned and implemented by twenty school librarians to develop these life skills and to determine four hundred students' perception of the impact of these activities in the development of these life skills. The findings show that the activities implemented in these school libraries made a positive impact on the target life skills for the majority of students. However, it was discovered that certain important activities were not implemented by some school librarians and that a collaborative approach was not always used in the planning and implementation processes.

Peter Warning, et al

The Educational Roles of Primary and Secondary School Teacher-Librarians in Hong Kong

This study explores the professional development and current work situation of Teacher-librarians (TLs) in primary and secondary schools in Hong Kong, and investigate and compares the educational roles of primary and secondary schools TLs in teaching subject courses, developing stakeholders' information literacy, collaborating with teachers and cultivating students' reading habits. Key findings include: relatively more secondary school TLs have professional qualifications; secondary school TLs spend on average more than one-quarter of their time teaching subject (non-library related) courses, compared to primary school TLs (15%), which they see as restricting their ability to provide library services; primary school TLs spend more time on the preparation and delivery of library lessons than secondary school TLs; both primary and secondary TLs spend less than 5% of their time collaborating with teachers; and that primary school TLs appear to have a more holistic approach to information literacy acquisition.

Rama Weeragee Prasanna P.R.

The Role of the National Institute of Library and Information Sciences to Empower Teacher Librarians in Sri Lanka

The National Institute of Library and Information Sciences (NILIS), an institute affiliated to the University of Colombo, in Sri Lanka, was established in 1999, with the main

objective of training Sri Lankan school librarians and other library staff, under the World Bank project. Accordingly, in 2002, NILIS commenced Certificate, Diploma and Post-graduate courses for the teacher librarians. Concurrently the Ministry of Education selected and trained 4000 teacher librarians with the assistance of NILIS. The training consisted of short term and long term programs commencing at the certificate level and leading to the post graduate level. Teacher librarians were mainly trained to manage school libraries; while being empowered to teach the subjects in which they specialized in the university, or Information literacy, in order to give them the same status as the other teachers. To date NILIS has trained around 2000 teacher librarians under the different categories. In this study, the number of training sessions conducted, number of teachers trained and the outcome of the programs are elaborated and discussed. Finally, the performance of the teacher librarians, after the completion of the masters in teacher librarianship course conducted by NILIS, is critically discussed, using the data collected by the interview method with the random sampling technique. The results show that most of the teacher librarians trained at NILIS are performing school library organization activities at a more satisfactory level than prior to receiving their training. Nevertheless, the teaching of information literacy by the teacher librarians to the school children is not being fulfilled at a satisfactory level. Most of the teacher librarians who have obtained higher professional qualifications at NILIS are unsatisfied due to problems with regard to their promotional schemes. Since 2005, NILIS and other relevant bodies have been striving to resolve the problems of the teacher librarians, but so far their efforts have not been successful.

Ross J Todd

Collaborative Inquiry in Digital Information Environments: Cognitive, Personal and Interpersonal

This paper presents selected findings from current research being undertaken by the Center for International Scholarship in School Libraries (CISSL) at Rutgers University that examines the research and writing processes of high school students undertaking a group research task in a New Jersey High school library. The purpose of this task was for students to produce a co-constructed product that represents the group's understanding of their chosen curriculum topic. The study involved 42 grade 9 students undertaking an accelerated English Language Arts curriculum unit focusing on examining a wide range of challenging literature in the genres of short story, novel, drama, nonfiction, and poetry. The course includes independent reading assignments, and stresses critical thinking and speaking skills, study skills, and research strategies. The learning environment was supported by a wiki/Google documents digital environment that tracked the group dynamics, student-to-student interactions, resource use patterns, and knowledge building processes, as well as classroom teacher and school librarian interactions with the students, as groups and as individuals. This paper reports specifically on cognitive, personal and interpersonal dynamics reported by students as they worked in groups.

Yumiko Kasai

Core Interests of School Library Practitioner in Asia and Pacific Region: SLAP (School Library Initiatives for Asia & Pacific) Forum 2013 Report

Internationally, there are well-known school library models including the U.S. model, with its strong groups of professionals, the British model, dependent on school library services in the community, and the Australian model, which can be described as either successor to or a middle way between these two models. However, no independent school library model has been established in Asia. In Japan, the Library and Information Professions and Education Renewal (LIPER) project was established in 2003 to study reforms to and the reorganization of library and information science education, with members of the Japan Society of Library and Information Science. The School Library Initiatives for Asia & Pacific (SLAP) Forum, an international meeting for school library practitioners, was held in Tokyo in January 2013, and even before then an initiative was conducted as part of the studies spun off from the LIPER's third stage. This paper reports on these topics.