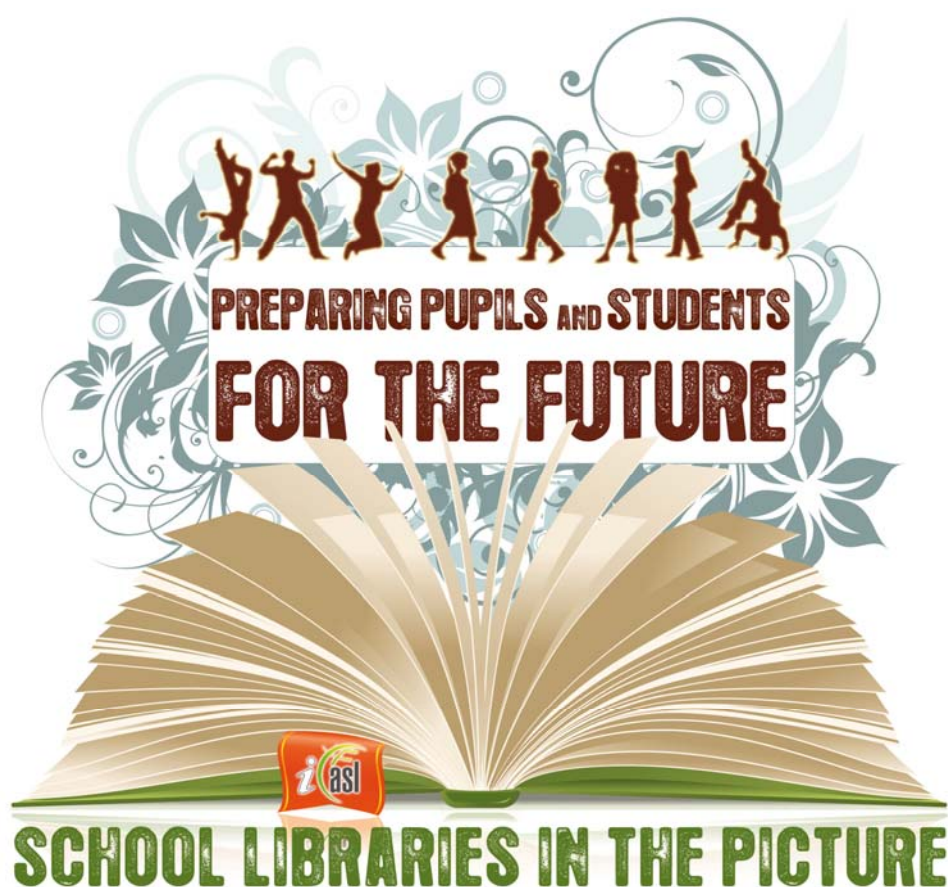


38th Annual Conference
of the **International Association of School Librarianship**
incorporating
the **13th International Forum on Research in School Librarianship**
2-4 September 2009
Abano Terme – Padova



Conference Booklet and Proceedings
edited by
Donatella Lombello and Luisa Marquardt
in collaboration with Cristina Uroni

IASL
International Association of School Librarianship
2009

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IASL Conference: <http://www.iasl-online.org/events/conf/2009>

Conference Venue: Hotel Alexander Palace, Abano Terme: http://www.alexanderpalace.it/italian/pages/booking_iasl.php.

2009 IASL Conference Logo by Fabio Iacoella, US IRC

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Contribution to the

38th Annual IASL Conference

SCHOOL LIBRARIES IN THE PICTURE: PREPARING PUPILS AND STUDENTS FOR THE FUTURE

Padova and Abano Terme

The Region of Veneto is honoured to welcome the 38th IASL Annual Conference, this year for the first time in Italy. This is a multidisciplinary event made possible by the organization of the University of Padua, which worked for the development and care of every aspect connected with the IASL Pre-Conference, the workshops, the guided tours of school and public libraries, of the Marciana national library of Venice museums, palaces, basilicas, and of the most significant cultural heritage, of which our regional territory is richly spread.

We have been preparing this Congress for a long time in the Schools of Veneto of every type and level. In effect, the General Directorate for Cultural Heritage – The Service for Books, Archives and Museum Heritage, in collaboration with the Veneto Regional Centre of the National Agency for the Development of School Autonomy and the Department for Education Science of the University of Padua, has started, since a year and a half, systematic activities on information literacy and information research in school libraries. Such activities are followed by a training course, proposed to those teachers who are more committed to and sensitive about the didactic-methodological innovation in the *curricula* and gave rise to the publication *Researching in the Library* (“Fare ricerca in biblioteca”, Venezia, 2008), which will be made available to the Conference participants in a limited number of copies.

The theme of the Congress is *Information Research in School Libraries*. We are very glad that also teachers and school principals of the Veneto territory, thanks also to the exemption conceded by the Ministry of the University and Research (MIUR) for this most important event of international interest, will be able to take part in the Conference. A concrete opportunity of multidisciplinary confrontation, which permits the comparison of the scientific requirements most suitable for critical debate with other teaching staff, with the school librarians and academic experts of the rest of the world.

Finally, greeting Prof. James Henry, President of the International Association of School Librarianship, the IASL Members and the numerous IASL Conference attendees, I wish you all the best outcomes and a confirmed success at this annual meeting. And I renew my compliments for the scientific commitment on such important a theme for the training of the new generation of our “knowledge society”.

Venice, July 23rd 2009.

Giancarlo Galan
The President of the Region of Veneto



UNIVERSITY OF PADUA

Dear IASL President, IASL Members and Attendees,

The University of Padua is proud and honoured for being chosen as the organizer of the 38th IASL Conference and the 13th Research Forum on School Librarianship, as well as for hosting the IASL-IFLA Joint Meeting on Sept. 1st and the Workshop Day on Aug. 31st. The IASL-IFLA Joint Meeting will take place in the historical buildings of our University, an institution with a long tradition of research and culture, dating back to 1222, the year of its foundation, and ranked as the second university in Italy and the seventh one from the Middle Ages.

The 38th IASL Conference will be held near Padua, in the little SPA town of Abano, in the area of the Euganean Hills, where Titus Livius was born and the poet Francesco Petrarca spent his adulthood and the last time of his life (after a short period in Padua, at the “Duomo”, i.e., the Dome, which is close to our University).

The relevance of the subject of this 38th IASL Conference — *Information Research in School Libraries* — was at once acknowledged by this University, as well as by the most important national and international institutions partners in the Conference, as the Goethe Institut Italien, the US Embassy, the MIUR, the USR Veneto, the national ANSAS (former INDIRE) and ANSAS Veneto, the Region of Veneto, the Municipalities, Libraries and Schools of Padua and Abano Terme.

The themes which will be developed in these days call to mind the connections between the pupils' learning process in the school and the academic students' learning outcomes, and are of great importance for educating and training the future generations. As a matter of fact, the whole program includes, on September 1st, *Reading in the Digital Age: Educating the Passionate and Competent Reader through the School Library*, and, during the current Conference, *School Libraries in the Picture: Preparing pupils and students for the Future. Information research in School Libraries*.

The motivation in reading and searching, the study skills, the critical comparison of texts, the autonomy of research etc., that pupils can acquire through a day-by-day usage of the school library services, affect — as field surveys have shown — their ability of getting their bearings through the complexities of the educational paths at the University, and in choosing critically between the plurality of information in a lifelong perspective.

The IASL annual appointment — this year for the first time in Italy — represents an extraordinary opportunity of analysis, in-depth examination, and critical debate among school librarians/information specialists, teachers and experts from a variety of world Countries.

The University of Padua, according to its long tradition of “Universa Universis Patavina Libertas” and of prestigious research centre, which host through the centuries eminent professors and students from the world of Culture and Science, is very proud to be a place of dialogue for the scientific community which is going to gather during these days of studies arranged by the IASL.

I renew my personal appreciation for choosing Italy and Padua. I am very glad to meet the President Prof. James Henri and this international audience in this University. I confirm the availability and collaboration of this University for further meetings and partnerships.

I wish you all a great success for the IASL-IFLA Joint Meeting and the 38th IASL Conference, incorporating the 13th Forum on School Librarianship!

Yours sincerely,

Padua, July 16th 2009.

The Rector of the University of Padua
Prof. Vincenzo Milanese



"Città di Abano"

It is a great honour for the City Council of Abano and for myself, too, to host the attendees of this important meeting that gathers so many experts from all over the world.

Libraries – and, in a particular way, the school library – are a vault which the most precious treasures comes from for our mind and for our intellectual and psychological wellness. As our territory, that sees water spring so richly from its depths, regenerates the body due to its qualities, bringing wellness and health.

Abano with its surroundings has always been a shelter and home for sharp minds, from Titus Livius in the ancient Rome, to Francesco Petrarca, to the philosopher and physician Pietro d'Abano, to Ugo Foscolo and to the many who came here in order to rejuvenate their body and spirit.

May the present stay, even so short, be an occasion to dive into the climate and the spirit of this hospital territory, rich of culture and nature, with a special greeting to our Australian friends whom Abano will pass the baton to for the next year's Conference.

Arch. Andrea Bronzato
The Mayor of Abano Terme

A handwritten signature in dark ink, appearing to read 'A. Bronzato'.



Dear Delegates,

as the President of the Italian Library Association (AIB, www.aib.it), I'm warmly welcoming you all in Italy for the 38th IASL Conference.

I'm very proud for the fact that Italy has been chosen for hosting two exceptional events: the 75th IFLA WLIC in Milan (for the forth time in Italy, with about 4,000 attendees!) and this important conference and the IFLA-IASL Joint Meeting for the first time in our country.

I'm sure that the variety of the conference programme, the related events and visits will satisfy you. This occasion is a good chance to know more about Italy and its libraries (if interested, see my article, in collaboration with Giovanna Frigimelica, in the last IFLA Journal (35(2): 94-116), "Libraries in Italy: a brief overview").

It's a big challenge for Italy as well to host the IASL Conference and the IFLA-IASL Joint Meeting, in consideration of the great work still to be done in this field towards a full recognition of the profession, the role and the value of the school library/media center in the learning and educational process, and in many other fields as the promotion of the joy of reading and the appreciation of the cultural heritage.

My best wishes for an enjoyable stay in Italy and a stimulating Conference!

Mauro Guerrini

President of the Italian Library Association

President of the Italian National Committee IFLA 2009 Milan



The 38th IASL Conference, which has an international relevance, focuses on a crucial issue: the school library's educational value, the role of the librarians who operate in the school and the urgent need to qualify and diversify the interventions according to diverse educational requirements. School libraries are indeed the seeds from which will grow the fruits of free reading, reading consciousness and affection towards books, the ability to orientate among the more and more complex knowledge of the present world.

The professional and constant intervention of an institutional figure related to the school library functioning is essential to help the school library overcome the problems of isolation and improvisation.

The Conference program, which welcomes scholars' competences and diverse professional experiences, makes this occasion a proper "bridge" between the world of research, of libraries and the one of school. Given the vastness of editorial suggestions and the diversity of the impulses offered by the world of books, the demand of information from the schools of every grade level is high and constantly increasing: the reality of the children and adolescents who read and learn through a multiplicity of sources and supports, which come also from outside of the school environment, is significant and widely documented. It is thus impossible not to acknowledge this state of things.

A lot of teachers, as a matter of fact, thanks to a significant increasing production and to the emergence of the "reader-child" with his/her reading tastes and favorite genres and his/her thirst for identity-shaping opportunities that a story can offer, feel that children literature is something that cannot be renounced in the teaching profession. Children literature, thanks to the valuable and essential function of the school library, represents an important pass key to the educational relationship between children and pupils, educators and adolescents, and it is open to a world of emotions, reflections and findings that help grow up and think. The fruitful synergies between school and extra school, achieved across time, have improved thanks to school libraries' activities, to the vitality of which the children contributed with an active and creative role – from the treasure hunt with books to reading tournaments and bibliography exhibitions.

Therefore, as President of the IbbY Italia, I wish this Conference, through the confrontation with different and more innovative international realities, will emphasize the virtuous fruits that our country has produced for the young readers, in order to multiply them.

Bologna, July 31, 2009.

Emy Beseghi



Dear Colleagues:

Welcome to the 2009 conference of the International Association of School Librarianship. I trust that this will be a very rewarding experience and that you will make new contacts and friends.

Our annual conference is especially valued as it affords the opportunity to meet with friends and colleagues and engage in face-to-face conversations about the possibilities and future of our profession. Practitioners and researchers come together for formal presentations, hands-on workshops, and discussions that challenge us into new ways of thinking. In presentation rooms or over a cup of coffee, people come together to discuss, share, and learn together.

IASL is pleased to return to Europe and even more is especially pleased to meet in Italy for the first time. If you have the time and opportunity to venture beyond the conference you will find plenty to engage your body, mind and spirit. My sincere thanks to Donatella Lombello and Luisa Marquardt, and to the Conference committees, for their excellent efforts in bringing this event to fruition.

The 2009 conference theme is *School Libraries in the Picture: Preparing pupils and Students for the Future*, and our conference program offers many possibilities about this theme and its very interesting sub-themes: Methodology of research: Searching for information through the school library; Learning outcomes and competent use of school libraries; Cooperation for successful learning; Web 2.0 as an educational tool; School library services, curriculum enhancement and learning outcomes: the principal's role; and, Health information and education.

Congratulations on your decision to participate. I hope you will take time during this conference to engage with new ideas, to reflect on your own current practice, to seek strategies for continual enhancement of your home program, and to share your thoughts and experiences with others. Take advantage of this rare opportunity to meet personally with colleagues you may have met only through our online experiences or by way of publications, and return to your schools and universities with a renewed vigor and excitement about the power and potential of 21st century school libraries.

With very best wishes for an exciting Italian experience,

James Henri
IASL President

IASL Board of Directors

President

James Henri (Australia)

Vice Presidents

Advocacy & Promotion

Barbara Combes (Australia)

Association Operations

Dr Diljit Singh (Malaysia)

Association Relations

Dr Lesley Farmer (USA)

Treasurer

Anne Lockwood (Australia)

Regional Directors

Africa Sub-Sahara

Busi Dlamini

Asia

Madhu Bhargava

Canada

Dr Marlene Asselin

East Asia

Angel Leung Yuet Ha

Europe

Lourense Das

Latin America/Caribbean

Katharina B.L. Berg

Oceania

June Wall

North Africa/Middle East

Michelle Fitzgerald

USA

Blanche Woolls

International Schools

Ingrid Skirrow

Executive Secretary

Karen Bonanno



Dear delegates,

On behalf of the European school library community I wholeheartedly welcome you to Abano in Italy.

I'm proud so many delegates have decided to take part in this international event in Europe and especially in Italy, one of the richest places of European culture.

Your presence is important for IASL, for your colleagues in and outside your own school and for yourself. School libraries are in the middle of important transformations due to revolutionary technological and educational changes. Professional development through participation in (international) conferences is one of the ways to keep up with this revolution, to learn and improve your competencies, strengthen your moral and last but not least make new friends. IASL conferences are well-known for their quality, professional organization and building relationships. Of course this is only possible through the hard work of the conference committee, the university of Padua and local authorities who have worked very hard to present you an attractive program with interesting speakers, presenters and papers, posters, information market and a wide range of social activities. Special thanks to our vendors and sponsors: they are like the cream on the cake.

I wish you all a very nice, interesting, fruitful and enjoyable conference. Participate, share and contribute and make the most of it.

This conference will be my last IASL-conference as Director Europe for IASL. I would like to take the opportunity to thank you for your support and friendship over the past six years. The IASL community has taught me a lot and it has improved my professional as well as my private life.

I look forward meeting you personally in Abano.

Ciao,

Lourense H. Das
Director Europe for IASL

A handwritten signature in dark ink, located at the bottom right of the page. The signature is stylized, with a large, sweeping 'L' and 'D' that cross each other, followed by a series of horizontal strokes.



Dear Colleagues,

We heartedly welcome you to Abano Terme and Padua and to the 2009 IASL Conference! We wish you a very interesting and exciting experience, both at professional and at personal level.

The University of Padua, established a long time ago, in 1222, has a long tradition of study and research. Since the late 1990s, it has been a leader in Italy in school librarian-information specialist's education and training and an active promoter of meetings, conferences, discussions, reflections, initiatives, publications.

We know that the school library is the privileged meeting place where the personal, internal, psychological truths, make themselves clear as they are compared and reflected in the literature (novels, poetry, etc.). At the meantime, the school library is the educational environment where the objective knowledge meets the truth of science, and activates a process of research, analysis, comparison of sources.

The research activities at the school library aim at providing the students with the opportunity of both benefiting as "users", "consumers" of knowledge (persisting the evident importance of the frontal lesson and of the text book in the process of achievement of the knowledge), and especially being or becoming active consumers and producers. They use a variety of sources, interact and communicate with their school mates, and become a part of the community of the historians, geographers, scientists, humanists according to the object of research that they investigate.

The student acquires not only cognitive skills (being able to draft, to compare, to speculate, to remove, to preserve, to resolve) and meta-cognitive skills (being able to reflect and continuously monitoring over his own mental process), but also, and first of all, of motivational-affective way.

The pedagogical climate within the school library exploits the educational and teaching methods focused on the student, on his own learning rhythms, according to his type and level of intelligence, among the seven (and now more) types detected by Howard Gardner, yet in 1983: logic-mathematical, linguistic-verbal, kinesthetical, visual-spatial, musical, intrapersonal, interpersonal.

The educational, teaching and learning style of a stimulating and motivating school library, at the end, allows the student to surpass the anxiety-indulging "perform objective" (i.e., to obtain a good mark) and instead aims at gaining "learning objective" (i.e., solving a problem), that facilitates conditions of obligation, self-esteem, self-discipline, methodological rigour, concentration.

A further important skill that the student achieves in the educational context of the school library is the relational one, propaedeutic for the maturation of the ethic responsibility of the individual (to respect the sources, not to plagiarize...; to consider other people's opinion...and to assert one's rights) in the spirit of democratic coexistence.

Since the very first moment, we had these issues very clear in our mind when we got

the opportunity to organize this Conference and we now wish this meeting may be a fruitful occasion for a meaningful professional development. The high number of positive feedback we got when we announced the Conference, its main theme and sub-themes related to the information research process at the school library, guided us in this challenging opportunity.

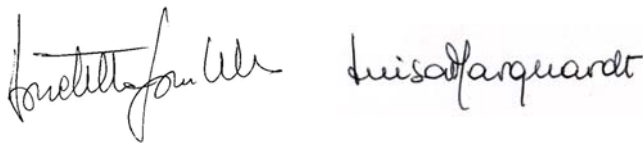
Our special thanks to all institutions, local, national, international, who trusted us and supported us so that today we can meet and discuss. We tried to develop, as Jean Lowrie, graciously noticed from the condensed program, and to cover "all the waterfronts! There is a nice balance between print and techmedia." We also put our energies in including a joint meeting with the IFLA School Libraries and Resources Center Section and hopefully with UNESCO. As Jean says, we think this is a "Good idea. We must continue to support each other and move forward together."

The list could be enormous, but we want to thank Karen Bonanno, IASL's Executive Secretary, who has always been so patient and supportive with us and our 2008 IASL Conference colleagues, in a special way Blanche Woolls and Kristin Fontichiaro: also this booklet wouldn't be ready on time without their help. We sincerely thank Lourense Das who has given us so many inspirations and so much support during her coordination of IASL Europe.

We appreciate very much the support and collegiality of the vendors in our Exhibit Hall and all members helping in that area. We welcome Chris Kahl, representing the IASL 2010 Conference Committee, and wish her team the best as they prepare for IASL 2010 in Brisbane, Australia.

Our grateful thoughts to all IASL members who gave time and expertise to this conference and make it real. They devoted a huge amount of their time and resources in several activities, since the reviewing process to the final program, chairing sessions, helping in the exhibit area, giving their contribution to the several groups.

Our warmest wishes for a successful conference!
The 2009 Conference Committee

Two handwritten signatures in black ink. The first signature on the left is 'Donatella Lombello' and the second signature on the right is 'Luisa Marquardt'.

Donatella Lombello, Conference Coordinator
Luisa Marquardt, Conference Co-Chair and Program Chair
Marisa Trigari, Research Forum Papers Chair
Lourense Das, Poster and Professional Papers Chair

Members:

Margaret Baffour-Awuah - Mahdu Baghva - Manuela Barreto Nuñez - Katarina Berg
- Françoise Chapron - Nancy Everhart - Beth Frieze - Luciano Galliani - Jami Jones -
Kathy Lemaire - Anne Perrault - Massimo Radiciotti - Barbara Schultz-Jones - Sheila
Webber - Blanche Woolls

General Information

Airport Information

Abano Terme is 50 Km far from Marco Polo Airport in Venice, 60 Km from Verona Airport, 80 Km from Bologna Airport, 45 Km from Treviso-Venice Airport.

The airport of Venice "Marco Polo" is connected to Abano Terme by:

- Bus
- Shuttle taxi Airservice (cost €28, reservation needed)
<http://www.taxipadova.it/pagina.asp?IDPagina=12>
- Shuttle taxi and other vehicles (cost € 28, reservation needed)
<http://www.landomas.it/>

How to get to Abano Terme:

- By car - Motorway, if coming from the north, exit "Padova Ovest" (10 Km from Abano); if coming from the south, exit "Terme Euganee" (5 Km from Abano).
- By train - Padova Railway Station (10 Km): then by taxi or by bus.
- By plane - Venice airport (45 Km.): then by taxi or by coach

Banking and Exchange

The Italian currency is the Euro (€). Foreign currency may be changed at banks during normal banking hours, at hotels, at airports and in exchange offices. All major credit cards are accepted by most hotels, restaurants and shops.

Climate

Information on the climate can be obtained at <http://www.eurometeo.com/english/home>

Check-In and Check-Out for Hotel Accommodation

Hotel staff will check in each guest and distribute room keys, meal cards and site information.

Copies and Faxes

Ask the IASL Conference desk.

Dining Services

If you purchased a meal plan or a half/full board accommodation at Alexander Palace Hotel, you will receive meal cards valid for all meals in the package, at check-in. All meals will be provided in the Restaurant.

Drinking Water

Water from faucets and drinking fountains in Italy is drinkable unless specifically noted. Water bottles are available at the Drink Machine and at the Conference Venue Bar.

Exhibits

The Hotel Alexander Lobby will host our vendor exhibits (10-18) on Wednesday, Thursday and Friday. IASL exhibits, including posters, the silent auction, the Children's Book and Locally Produced Materials Exhibits, the International School Library Month program, the Bookmark Galore, IASL 2010 Conference, ENSIL and IFLA info-points etc., will be on display for the duration of the conference, with a dedicated session 10:45 – 11:30am on Wednesday.

Internet Access

A PC with printer available at the IASL Conference Desk in the Lobby 8:00am to 11:00pm. Please give presenters priority

access to their presentation. There is no support staff to assist guests with software or e-mail problems.

Language

The official language of the Conference is English.

Liability and Insurance

The organizing Agency will NOT insure participants for injury or damage involving persons during the Conference. Therefore, participants are advised to take out their own personal travel and health insurance for their trip.

Locally Produced Materials

Please bring your locally produced materials to the exhibit in the Hotel Alexander Lobby. This exhibit will be open throughout the conference so you can browse the materials created by others to support their school library media program. This exhibit is chaired by Fran Luther (USA).

<http://www.iasl-online.org/events/conf/2009/lpm.htm>

Mail/Post

Stamped, outgoing mail may be given to the Reception Desk or placed in the mail slots. Handle other mailing needs at the Post Office ["Poste"].

Medical Care

Abano Hospital is located in front of the Hotel, in case you have a medical emergency. If you have non-urgent medical needs, the Conference Center's reception desk can provide medical information.

Official Letter of Invitation

Official letters of invitation were intended to help overcome administrative difficulties in certain countries and they were sent on request. It must be understood that such letters represent no commitment by the Organizing Committee to provide any financial assistance.

Recreation Activities

Two swimming pools - one inside at 4th floor, one "open air" at the 6th floor - are available at the Hotel Alexander Palace (Conference Venue) to conference guests at no charge. Please, ask the Reception Desk for information about sports and recreation facilities in Abano Terme and its surroundings.

Registration Desk

The onsite registration desk at the Alexander Palace Hotel will be open during the sessions. The bulletin board in the lobby is used to post messages.

Registration & Accommodation

All participants must submit a completed registration form. Hotel accommodation at special conference rates are offered to participants. Detailed information, as well as access to the registration and accommodation form, is available on this website at: www.sabiwork.it/pagina_congresso

Smoking

Smoking is prohibited everywhere inside the Hotel - Conference venue.

Taxis

Landomas – Abano Terme(+39) 049 8808505

Taxi Padova (+39) 049 651333
In Italy, tipping a taxi driver is customary.

Telephone Services

You may receive telephone messages at the Hotel Reception Desk. Messages you receive will be posted on the lobby message board. Please check the board frequently if you are expecting messages. Long distance calls must be charged to calling cards or major credit cards. Dialing instructions are in each room and are

available at the unit office.

Time Zone

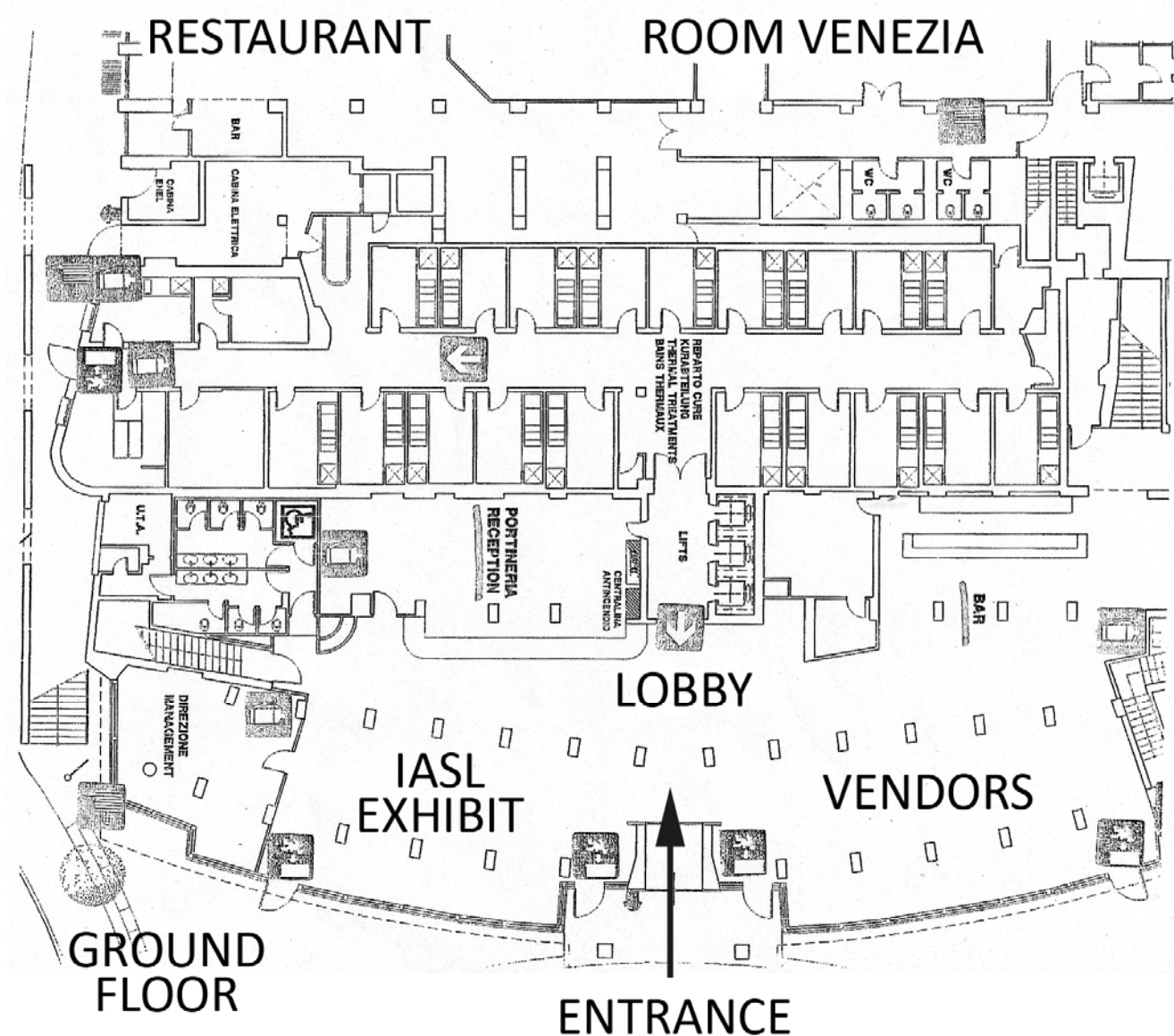
The time zone in Padua is the Central European Hour (Hour of Rome) .

Venue

Hotel Terme Alexander Palace – Veneto Congress Centre
Via Martiri d'Ungheria, 24 - 35031 Abano Terme (PD) Italy

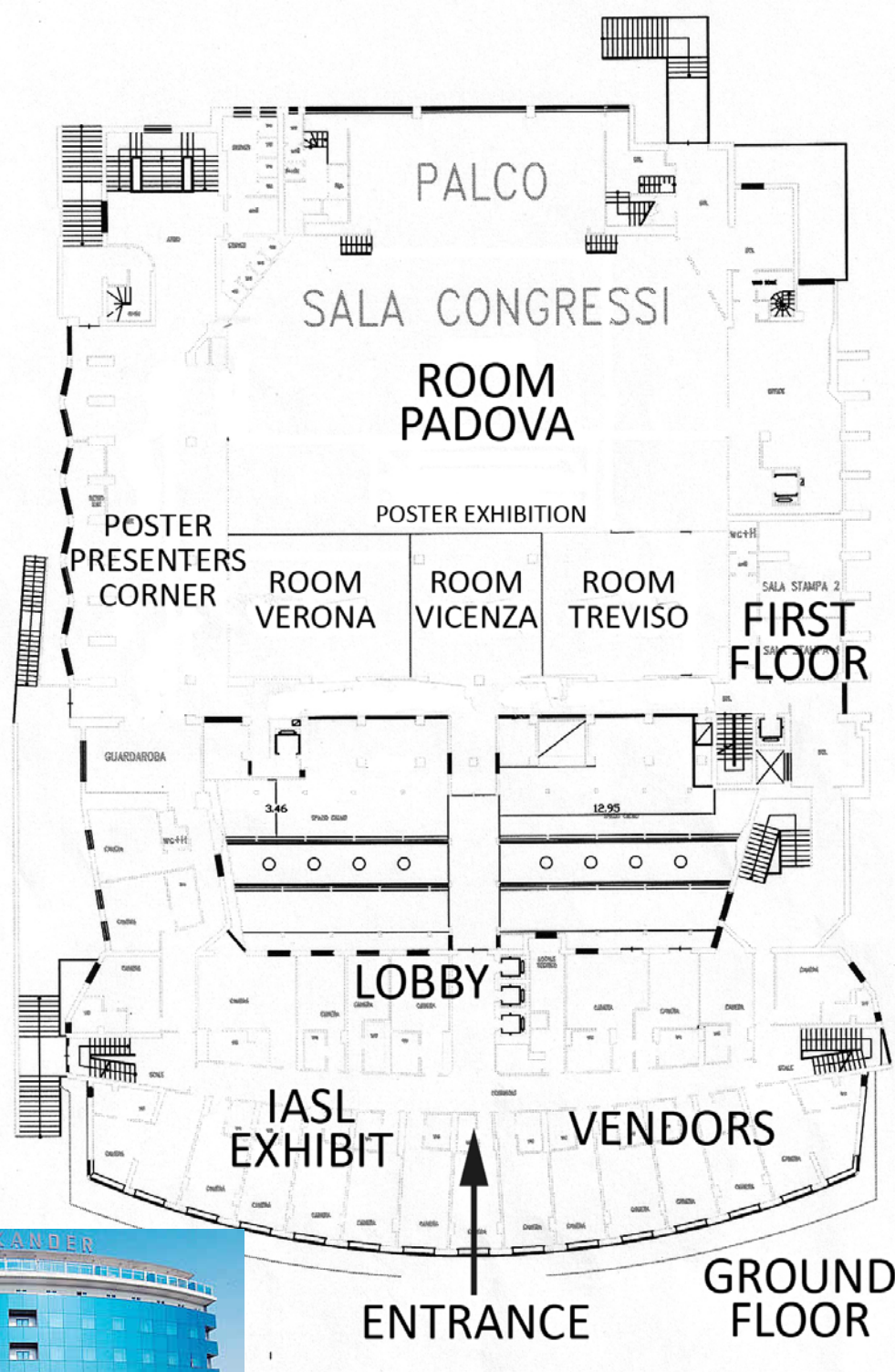
Hotel Alexander Palace

Ground Floor



Hotel Alexander Palace

Ground Floor and First Floor





(Main Entrance)

Schedule at a Glance

SATURDAY, AUGUST 29

9:00 - 19:00 Venice (optional)

SUNDAY, AUGUST 30

16:00	"Euganean Hills" Tour (optional) Departure for school library tour; Petrarca's House-Museum; typical dinner in a farmhouse
09:00 – 12:30	 Executive/Board Meeting
12:30 – 13:30	Lunch
13:30 – 16:00pm	 Continuing Executive/Board Meeting

MONDAY, AUGUST 31

09:00 – 13:00	Workshops
13:00 – 14:00	Lunch
14:00 – 18:00	Workshops
20:00 – 21:00	Dinner

TUESDAY, SEPTEMBER 1

8:00	Departure from Hotel Alexander Palace for Padua
9:00– 17:00	IASL – IFLA Meeting "Reading on the Digital Age"
9:00– 12:30	Morning Session
12:30 – 14:00	Buffet Lunch
14:00 – 17:30	Afternoon Session
17:30 – 19:00	School Library Visits (Liceo Scientifico "Cornaro" and "Arcobaleno" Primary School)
19:00	Departure for Abano Terme (Hotel Alexander Palace)
20:00 – 22:00pm	Welcome Buffet Dinner (kindly offered by Abano City Council) and IASL Awards Ceremony

WEDNESDAY, SEPTEMBER 2

09:00 – 11:00	Opening Session with Flag Ceremony (Plenary) with James Henri. Keynotes: Misako Ito and Carol Kuhlthau
11:00 – 18:00	Exhibits Open
11:00 – 11:30	Coffee Break
11:30 – 13:00	Poster Presenters Set Up
11:30 – 13:00	IASL Regional Meeting (IASL Europe includes ENSIL meeting)
13:00 – 14:00	Lunch
14:00 – 15:30	SLW editorial board Meeting

14:00 – 14.45	Five Concurrent Sessions
14:45 – 15.30	Five Concurrent Sessions
15.30 – 16:00	Tea / Coffee
15.30 – 17:30	Tea for long time members
16:00 – 16:45	Five Concurrent Sessions
16:45 – 17:30	Five Concurrent Sessions
19:30 – 20:30	Dinner

NOTICE:

For those who will be visiting Scrovegni Chapel and Padua by night, dinner is served at 19:00.

19:30	Departure from Hotel Alexander for Padua
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THURSDAY, SEPTEMBER 3

09:00 – 10:30	Plenary with Keynotes Laura Kaspari Hohmann and Gino Roncaglia (Chair: Ross Todd)
10:00 – 18:00	Exhibits Open
10:30 – 11:00	Coffee Break
11:00 – 12:00	Assembly of Associations (Chair: Lesley Farmer)
12.00 – 13:00	IASL SIG Groups Meetings (to be continued at lunch)
13:00 – 14:00	Lunch
13:00 – 14:00	Lunch
14:00 – 14:45	Five Concurrent Sessions
14:45 – 15.:30	Five Concurrent Sessions
15:30 – 16:00	Tea /Coffee
16:00 – 16:45	Five Concurrent Sessions
16:45 – 17:30	Five Concurrent Sessions
17:30 – 18:30	IASL SIG Groups Meetings
20:00 – 22:00pm	Gala Dinner and IASL Auction

FRIDAY, SEPTEMBER 4

9:00 – 10:30	Plenary with Keynotes Viola Hammer and James Henry (Chair: Marisa Trigari)
10:30 – 11:00	Coffee Break
11:00 – 13:00	IASL AGM - Association General Meeting
13:00 – 14:00	Lunch
14:00 – 14:45	Five Concurrent Sessions
14:45 – 15:30	Five Concurrent Sessions
15:30 – 16:00	Tea / Coffee
16:00 – 16:45	Five Concurrent Sessions
16:45 – 17:30	Five Concurrent Sessions
17:30 – 18:30	Closing Ceremony
19:30 – 20:30	Farewell Dinner "Ciao, Italia! G'day, Australia" kindly offered by Abano City Council
21:30 – 23:30pm	Guided walk in Abano Terme

SATURDAY, SEPTEMBER 5

9:00 – 12:30	IASL Executive/Board Meeting
12:30 – 13:30	Lunch
13:30 – 16:00pm	IASL Continuing Executive / Board Meeting

Conference Theme: School Libraries in the Picture: Preparing Pupils and Students for the Future

A track (i.e., type of paper: poster “P”, professional paper “PP”, research forum paper “RFP”) and a sub-theme are listed at the bottom of each presentation abstract.

The RF papers contribute to the 13th International Forum on Research in School Librarianship. This year’s sub-themes are six, as follows:

1) Methodology of research: searching for information through the school library

The school library/information and documentation center, when conceived as a learning environment, is a special place where pupils can acquire information seeking skills, both conceptual and practical tools for searching for information. School teachers can also take an enormous advantage using the school library where they can update their knowledge and expertise, getting in touch with new media, resources, strategies. These sessions may focus on information seeking behavior, seeking strategies, new models etc.

2) Learning outcomes and competent use of school libraries

Sound research show the tight relationship between a competent use of the school library media services and resources and the pupils/students learning outcomes. The academic attainment find its roots in the former school instruction: a stimulating, motivating, effective learning environment, as a up-to-date school library should be, fosters the learning process. Sessions may explore this relationship.

3) Cooperation for a successful learning: partnerships between school librarians and teachers, public librarians, parents

Sessions in this category may answer any of

the following questions: How can learning be facilitated and fostered by a cooperative team? How can the school library/librarian cooperate with other schools, libraries, agencies in the local community? Which partnerships (and which way) can be established and developed in order to foster a meaningful student’s learning process and an active participation?

4) Web 2.0 as an educational tool

Sessions with this sub-theme may explore how school libraries can provide resources for classroom teachers as well as staff support for literacy initiatives throughout the school, including collection development, literacy libraries, reader’s advisory, reading incentive programs, and more.

5) The Principal’s role

An increasing number of studies is devoted to the leadership, its effectiveness in developing (or putting obstacles to) the quality within an organization. The school leadership plays a crucial role in the way school library services are organized, exploited, linked (or not) to the school curriculum. Effective school library services contribute to the curriculum implementation and the pupils/students’ learning outcomes enhancement.

Session about this sub-theme may analyze this crucial relationship, report about good practices or effective school library programs, which are developed with the collaboration with the school principal and his/her inputs.

6) Health Information and Education Scarce, misleading or intentionally false information about health issues can affect in very negative way both the life of individuals or social groups, as the economy of a country. A good (even basic) competency in health issues is to be acquired since the early school years. The sessions about this sub-theme may relate to health projects which include the school library as an organized access point to reliable health information.

Saturday, Aug. 29

8:30-19:30 Venice Tour (including Library Visits)

This sold-out tour required advanced registration and an additional fee. (Min.30 participants)

The fee (50 € + IVA/VAT) includes:

8:30

Departure from the Hotel Alexander Palace and transfer by private coach from Abano Terme to Venice

9.30

Visit to the **Basilica di San Marco / St. Mark's Basilica**

<http://www.basilicasanmarco.it/WAI/eng/index.htm>), a superb example of the Romanesque-Byzantine style with five cupolas, was built (10 thC) to house the body of the St Mark the Evangelist. The facade features five portals decorated in splendid marbles and mosaics, and with a terrace dividing it into two halves. On the terrace stand Four Horses of gilded copper (copies - the originals are now preserved inside) that were sent from Constantinople to Doge Enrico Dandolo in 1204. Splendid mosaics in the atrium relate the stories of the Bible. The imposing interior in the form of a Greek cross contains a wealth of paintings and sculptures. Of particular interest are mosaics of Veneto-Byzantine origin, some of them reconstructed from drawings by Tiziano, Tintoretto and Veronese. The Bell Tower adjacent to the basilica was once a lighthouse for ships. At the foot of the tower is a 16th century loggia by J. Sansovino.

11.00

Visit to the **Marciana Library** (<http://marciana.venezia.sbn.it/>). Its outstanding collection began in 1468 when Cardinal Bessarione donated his collection of 750 codes. In 1537 Jacopo Sansovino designed the building to keep the library collection, mixing the Renaissance and the Venetian styles. The Hall, originally created for the University, was transformed in 1591 to 1595 by Vincenzo Scamozzi to host the Museo Statuario della Repubblica, with more than 200 marbles of the Grimani's and Contarini's collections, donated to Venice by the end of the 16th Century. The Marciana Library has now almost 1 million volumes,

including 13000 manuscripts, and a rich collection of books about Greek culture and Venice history.

A nice walk, passing by the historical "Fenice" Theater and the Academy bridge, will lead from the Marcian Library to the University.

13.00

Visit to the new Academic Library at **University "Ca' Foscari"** (<http://www.unive.it/>) with Lunch

15:00-18.00

Tour

18.30

Departure for Abano Terme by private coach (with a nice stop along the Brenta River).

19:30

Arrival in Abano Terme.

Please, kindly note that the city admission pass is included.

Contact: luciana@sabiwork.it for details and reservations

(http://www.sabiwork.it/show_details.php?id=74&ordine=4).

Sunday, Aug. 30

9:00 – 12:30

**IASL Executive/Board Meetings,
Executive Dining Room**

12:30 – 13:30 Lunch

**13:30 – 16:00 Continuing IASL
Executive/Board Meetings**

**16:00 – 22.30 Euganean Hills Tour
including Library Visits**

This sold-out tour (for min. 30 participants) required advanced registration and an additional fee. The fee of 35 € (+ IVA/VAT if needed) includes:

15:45 Check in: at the Hotel Alexander Palace at 15.45 o'clock.

16:00 Departure from Hotel Alexander Palace and transfer by private coach from Abano Terme

16.15 Stop in **Montegrotto Terme** and visit to the:
- Primary School Library
- "Antonio Vivaldi" Middle School Library

17.15 Transfer to Arquà Petrarca:

- Admission ticket
- Visit to **Petrarca's House – Museum** (http://musei.provincia.padova.it/portale/Scheda_Museo.aspx?cod_museo=5) The Carraresi were patrons of many artists and poets. Giacomo II linked Petrarca to Padua assigning to him in 1349 the canonry of San Giacomo near the Cathedral. Later, Francesco the Elder gave Petrarca a strip of land on the gentle hill at Arquà where the ageing poet built his little cottage. The view was so beautiful that the poet decided to spend the last years of his life in that house. After 1370 Arquà hosted Petrarca who spent there his last years. The presence and the fame of the poet triggered off a real interest that continued after his death (1373) and attracted many noble Paduan and Venetian families.

18.30 Tour

19.30 Typical dinner with local products and wines in a farmhouse ("agriturismo")

21.30 Transfer by private coach to Abano Terme

Please, contact: luciana@sabiwork.it for details and

reservations

(http://www.sabiwork.it/show_details.php?id=74&ordine=4).

Monday, Aug. 31

Workshop Day

09:00 – 18.00

Workshops require an additional registration and fee (see: <http://www.iasl-online.org/events/conf/2009/program.htm>).

Two concurrent workshops are organized - "Guided Inquiry" (GI) and "Crea(c)tivity @your school library" (CR) at the IASL Conference Venue (Hotel Alexander Palace, Abano Terme). Options:

- **1 workshop** (morning **OR** afternoon, including coffee break, materials and certificate of attendance).
- **2 workshops** (morning **AND** afternoon, including coffee break, lunch, materials and certificate of attendance)

a) **GUIDED INQUIRY** ("GI")

(Notice: up to 50 participants)

09.00-10.30 First part (morning)

10.30-11.00 Coffee Break

11.00-13.00 Second part (morning)

13.00-14.00 Lunch (for those attending for the whole day)

14.00-15.30 First part (afternoon)

15.30-16.00 Coffee/Tea

16.00-18.00 Second part (afternoon)

GI.1 (09.00-13.00)

Guided Inquiry: Strategies for Teaching the 21st Century Learner. With **Carol C. Kuhlthau**, Professor Emerita of Library and Information Science at Rutgers University, Brunswick (New Jersey - USA).

Description:

School libraries are vital learning centers in information age schools and school librarians are primary agents for reforming schools for 21st century learners. This half day workshop introduces Guided Inquiry to meet the challenges of the 21st century learner in the rapidly changing information environment. Participants learn the principles, objectives and components of Guided Inquiry; strategies to get started and sustain change in their schools; and develop a plan for implementing Guided Inquiry by building on what is already in place. School librarians are major players in the Guided Inquiry team that creates a dynamic, meaningful learning environment for all students in 21st century schools.

Objectives:

To learn the principles, objectives and components of Guided Inquiry;
To plan for implementing Guided Inquiry in my school based on what is already in place;
To understand strategies for getting started and sustaining change.

GI.2 (14.00-18.00)

Guided Inquiry meets Web 2.0 . With **Ross Todd**, Professor of School Library at Rutgers University, (New Jersey - USA).

This workshop builds on the morning's workshop and will explore the complex dynamics of engaging Web 2.0 initiatives within Guided Inquiry initiatives, and how diverse applications of Web 2.0 technologies and tools can support the collaborative learning experience. Workshop participants will gain:

- An understanding of current research in relation to integrating Web 2.0 into teaching and learning*
- Understand the diverse applications of Web 2.0 technologies and tools for supporting Guided Inquiry*
- Develop pedagogical skills of facilitating students' creation and production of ideas through Web 2.0*
- Strategies for engaging the school community in Guided Inquiry initiatives*

b) **CREA(c)TIVITY@YOUR SCHOOL LIBRARY** ("CR")
 in collaboration with **Goethe Institut Italien** and **University of Padua**
(Notice: up to 25 participants)

09.00-10.30 CR.1 First part (morning)

10.30-11.00 Coffee Break

11.00-13.00 CR.1 Second part (morning)

13.00-14.00 Lunch (for those attending for the whole day)

14.00-16.00 CR.1.1

OR

16.00-18.00 CR.1.2

CR.1 (09.00-13.00)

From A like Alphabet to Z like Zest (for Reading). With **Sabine Mähne**, Director of **LesArt Zentrum**, Berlin, Germany

The workshop presents an interaction between the head of LesArt and the head of the group of Berlin children's - and youth libraries. Here is to see, to hear, to taste, to touch and to smell what are the possibilities of literacy in the work of LesArt and the youth libraries of Berlin. The well done networking between both sides is the basic and the experiences from here is the centre of this workshop.

Afternoon: two options (14-16 **OR** 16-18).

CR.2.1 (14.00-16.00)

Stimulating Creativity and Reading Through Making Books According to Bruno Munari's Method. With **Roberto Pittarello**, Professor of Visual Arts Education at the Faculty of Education Sciences – University

CR.2.2 (16.00-18.00): Roberto Pittarello: see above.

Library Visit



Biblioteca Civica di Abano Terme

Abano Terme Public Library

Head of Library: Daniele Ronzoni

via Matteotti, 70

35031 Abano Terme

Tel. 049 8617975 - Fax 049 8617972

e-mail biblioteca@abanoterme.net

Abano Public Library opened in 1970, on April 25th, in a small place not far from the current location.

Almost 30 years later, the new location, 1982 sq. mt. designed in a post-modern style by Arch. Paolo Portoghesi, opened on Oct. 9th 1999.

Free admittance, while a library card (free of charge) is required for book and other media loans.

Guided Visits (free admittance, reservation needed) to Abano Public Library and the prestigious historical Villa Bassi Rathgeb are scheduled for IASL Attendees on Aug. 31, Sept. 1-2-4.

For info and reservations, ask IASL 2009 Conference Desk.

Tuesday, Sept. 1

08:15

Departure for Padua University from Hotel Alexander Palace, Abano Terme

09:00 – 17:30

IASL – IFLA Joint Meeting on Reading in the Digital Age:

**Educating the Passionate and Competent Reader
through the School Library"**

Padova, Università degli Studi, Palazzo del Bo

Morning

Chair: Luisa Marquardt

08.30: Registration (badge and bag delivery)

09.00: Welcome:

Vincenzo Milanese, University of Padua Rector

James Henri, IASL President

Karen Usher, IFLA, SLRC Section

Misako Ito, UNESCO

Flavia Cristiano, Books' Center, Ministry for Cultural Heritage

Mariastella Gelmini, Minister for Education, University and Research

The School Library and the Acquisition of the Pleasure of Reading and Researching

Donatella Lombello, University of Padua, Italy

The school library's mission is to foster pupils' pleasure of researching and reading. The significant ways for promoting the reading pleasure and the fruition/practice of literature at school are examined. Literary works have a high educational value: the several ways of a nowadays young reader - mono or plurimedial, intertextual and hypertextual, traditional, digital - are explored.

Reading and Psychological Development

Guido Petter, University of Padua, Italy

The contribution refers, in particular, to narrative texts reading, which can constitute, at any age – even under 6 years old, where it mainly consists in listening to reading-aloud made by an adult – an extraordinarily important experience for the variety of the personality aspects whose development can be encouraged by this particular kind of reading.

The following six possible contributions will be examined:

- a) Assuring a well-balanced development of the two fundamental components of the cognitive activity, rationality and imagination*
- b) Encouraging the linguistic development in its various forms*
- c) Encouraging the development of both general and*

specific knowledge

d) Promoting social and moral development

e) Contributing to building the "idea of self"

Such results, however, are not obvious, as they can only be achieved depending on some basic conditions. The author explores such conditions and then reflects on a further result achievable if those conditions are fully realized.

Reading and Books in a Digitalising Age

Aidan Chambers, Author and Critic

Chambers will discuss the effect of the new electronic means of communication - mobile phones, eBooks, email, Internet sites such as blogs and Fan Fiction - placing them in an historical context along with what we are learning about how our brains work, which, he suggests, help us to understand what is happening and how best to engage with the new developments.

Reading Promotion and the Involvement of Minorities

Xosé Antonio Neira Cruz, Università di Santiago de Compostela, Spain and IBBY 2010 Committee

The 21st century will undoubtedly be the one of posing the question of and the need for the minorities. Concepts like diversity, solidarity, pluralism and democracy are closely related to the assertion of the role that the minorities should cover in a complex and changing world. The emergence of the minorities clashes with the spread of the new media for reading, which permit a more universal access to culture, not only for the building of an exchange network on a planetary scale, but also because, now more than ever, documents are available to everyone who is connected to a computer. Therefore, all the cultural and social groups – even those who represent a minority for reasons of language, ethnic group, ideology, origins, religion, sexual orientation, etc – thanks to the new media for reading, can receive a higher consideration and have their voice heard. The processes of culture globalization have the effect of a double-edged weapon, which kills and saves. On the one hand, they menace the world's diversity and impose cultural customs which become more and more spread and universal thanks to the new communication technologies. On the other, they have provided useful and efficient tools that allow all cultures to exist, to be known and acknowledged. The promotion of minorities unfailingly uses reading. The development of innovative and coherent reading promotion strategies with every group and minority constitutes the right path towards the transcendence and survival of a culture, a group or individual persons.

12.00: Question time

12:30- 14:00 Buffet Lunch

Afternoon

Chair: Karen Usher (IFLA)

14.00: Opening

**Multilingualism/multiculturalism in Africa and its
impact on a reading culture: the Namibian experience**

Andree-Jeanne Töttemeyer, Namibian Children's Book Forum, Namibia

The multi-cultural and multi-lingual reality of Namibian society reflected in its fourteen languages, has been a challenge to the government installed at independence in March 1990. A new language and educational policy has impacted on the school library and has also influenced the production and content of Namibian children's literature. Educational and publishing programs have been influenced by the institution of English as the main or sole medium of instruction in Namibian schools. Namibian publishers are reluctant to publish in the indigenous languages, with the result that authors of children's literature feel inhibited to write in these languages. The publication of mainly school text books which are mostly in English, is posing a threat to the future publication of trade books for children in indigenous languages. Namibian independence has profoundly influenced the content of school libraries. The urge among decision-makers towards upward educational mobility of the deprived masses, has resulted in an exaggerated emphasis on text books and non-fiction in English and the marginalization of fiction in the school library. There is little understanding for the fact that a love of books and a reading culture is developed mainly through fiction in the mother tongue. The impact of the Under the Story Tree publishing project, hitherto published in thirteen languages spoken in Namibia, cannot be fully assessed yet, but reception has been very positive. The project promotes the reading habit among Namibian children and in a broader sense, multi-lingualism and an appreciation for the cultures of others, which is so important for an integrated, harmonious non-racial society.

**International Children's Digital Library (ICDL): Using Technology to Expand Library Collections Worldwide
Ann Weeks, University of Maryland, USA**

The International Children's Digital Library (ICDL) is a full text library of children's books from around the world that is freely available over the Internet. Developed by an interdisciplinary, intergenerational research team at the University of Maryland, the collection currently includes almost 4000 contemporary and historic children's books in 51 languages from 63 countries.

The interface is available in sixteen languages. Through partnerships with the Universities of Florida, Connecticut, and Minnesota, as well as the Boston Public Library, four special collections of historic children's materials, which may be of particular interest to researchers and children's literature scholars, are now available.

New features of the ICDL include the "Exhibitions" section, which is designed to assist classroom teachers and school and public librarians in using the unique collection, and a limited number of books with audio. This presentation will provide background about the project and offer suggestions about how it can be used to extend library collections and provide an "authentic

voice" in books from countries and cultures around the world.

Reading education through Picture Books

Silvia Blezza Picherle, University of Verona, Italy

In the actual context of Children's Literature, the "illustrated narrative", which is composed by picture books and illustrated books, is both an important field of production, and not less pregnant field of research. Particularly, they are an important part of Children's Literature because their special characteristics (like themes, artistic images and text-image interaction) are stimulating for children and teenagers from the point of view of aesthetic, emotional and cognitive development. Recently picture books are developed in a very complex way: the children they represent are very true and real, and the themes they talk about are very close to cognitive and emotional needs of children. In modern picture books, words and images interact in variety of textual forms extremely distinguishing. This complexity encourage a way of reading characterized by an active and interpretative process, because the reader connects constantly words to images as well as images to words. Picture books and illustrated books are precious tools for building a bridge between children and books, for encouraging a love of books in children and for acquiring narrative skills. But for doing this, adults must be facilitator and help children through a dialogical and facilitative approach.

Aesthetic Education as Reading Education through Workshops

Sabine Mähne, "LesArt", Berlin, Germany

LesArt develops creative models for literary-aesthetic education using the arts and media. These models are based on the experiences that young people have in their own lives and when reading or looking at pictures. Which aesthetic signals appeal to children? What space is provided by text or by pictures for encounters and transitions between aesthetic and real worlds? Which items, words, pictures, noises, smells, spaces or situations remind of stories or lead to them? LesArt - Berlin Centre for Children's and Youth Literature - is coordinator and partner for joint ventures for activities concerning children's and youth literature in Berlin, Germany and elsewhere.

**I See You / I Read You: How School Libraries Can Foster Reading Improvement through Visual Literacy
Lesley Farmer, California State University, USA**

This paper explores how visual literacy education impacts reading education, noting cultural and technology perspectives. Emphasis is placed on children's literature visuals, and technology-based art production. The presenter also suggests ways that school libraries can address this issue in terms of facilities, resources, instruction, and learning activities.

Artist Gek Tessaro's Performance

Question Time

17.30: Closing

This full day meeting required an additional fee of €30 per person (including bag with pre-conference meeting materials and lunch)

Info: <http://iasl2009.educazione.unipd.it/>

17.30-19.00 School Library Visits

17.30-18.15

“Franca Ruffatti” School Library

Liceo Scientifico “Alvise Cornaro” (“Cornaro” High School)

Via Riccoboni – Padova

<http://www.liceocornaro.it>

The Ruffatti School Library offers a wide range of school and after school services and activities. **Marina Bolletti** shows the school library program of information literacy education which has taken place for the last 8 years.

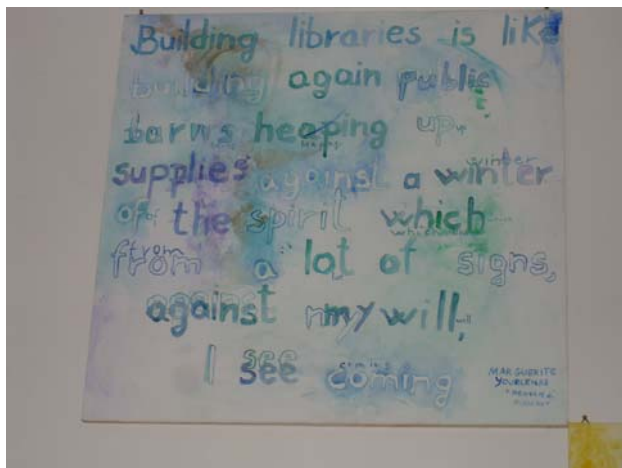
18.15-19.00

Biblioteca “Arcobaleno” (i.e., Rainbow School Library)

Scuola Arcobaleno - Padova

This primary school library is a voluntary based one. It is a small, but welcoming and encouraging place where pupils can find stimulating resources and the guidance of teacher librarians.

Marta Marchi explains the several reading projects and the way the collaboration with the High School of Arts takes place.



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Tuesday, Sept. 1, *continued*

20:00 – 22:00 Welcome Reception and Awards Ceremony

Chair: President IASL James Henri

Restaurant (Hotel Alexander Palace, Abano Terme)

A buffet dinner with local products and wines is offered by the “Comune di Abano Terme” (City Council of Abano)

Join us for conversation and our salute to this year’s IASL award winners:

LINKSPUS COMMENDATION AWARD:

Andrea Walker, Renaissance College, Hong Kong

BOOKS FOR CHILDREN PROGRAM:

Kipatagich Community Library, Kenya

Sacred Heart Primary School, Zimbabwe

GIGGLEIT PROJECT PRIZES:

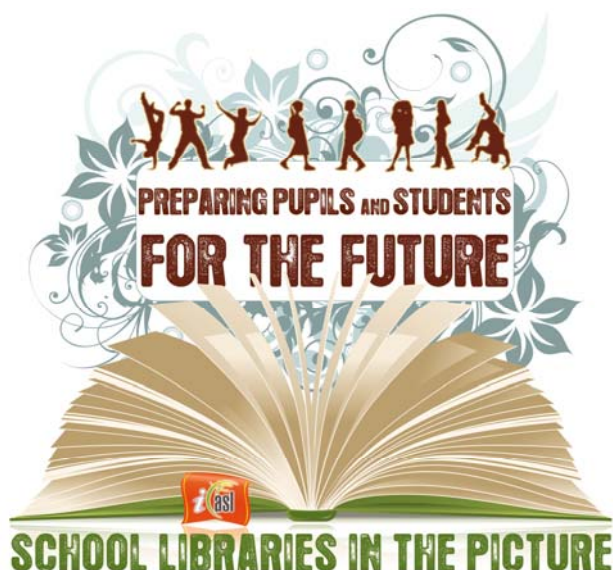


Pat Carmichael, Barbara Combes and Ann Carol Weeks announce the winning school which will receive a Giggiecritter Travel Mate and a GiggieIT Goodie Pack (containing •Giggiecritter Passport •Giggiecritter photo album •Giggiecritter travel diary •Giggiecritter back pack •Giggiecritter hats •Giggiecritter scarf •Secret Instructions).

Ten runners-up will also receive a Giggiecritter Travel Mate and passport.

38th IASL Conference

incorporating the 13th International Forum on
Research in School Librarianship



Wednesday, Sept. 2

8:30 - 10:30

Opening Session and Plenary in Theatre (Room "Padova")

Chair: Luisa Marquardt (Italy)

WELCOME

through Words:

Donatella Lombello, University of Padua, Department of Education, Italy - **Karen Usher**, IFLA - **Mariastella Gelmini**, Minister of Education, University and Research, Italy - **Giuseppe Micheli**, Dean of Faculty of Education, University of Padua, Italy - **Giuseppe Milan**, Director, Department of Education, University of Padua, Italy - **Luigi Filippo Donà Dalle Rose**, International Relations, University of Padua, Italy – **Andrea Bronzato**, Mayor of Abano Terme

and ... Music:

"Antonio Vivaldi" Middle School Music Group



Istituto Comprensivo Statale
MONTEGROTTO TERME



Flag Ceremony by Montegrotto Primary School

Opening: James Henri, IASL President

KEYNOTE

Opening Keynotes:

UNESCO and Information Literacy

Misako Ito, UNESCO

Room "Padova"

UNESCO is strongly advocating the building of knowledge societies where the power of information and communication helps people access the knowledge they need to improve their daily lives and achieve their full potential. Increasingly, the concept of information literacy is considered as crucially important to enable people to deal with the challenge of making good use of information and communication technology. Learning computer and media technologies are not enough if nations, institutions and individuals are to reap the full benefits of the global knowledge societies. In this context, information literacy concept is defined and described as the new paradigm in the information and communication landscape. In the digital age, what information literacy means is that understanding technologies is not enough. What everyone must also do is learn how to utilize those incredibly diverse and powerful technologies efficiently and effectively to search for, retrieve, organize, analyze, evaluate information and then use it for specific decision-making and problem-solving ends. A wide range of UNESCO activities to foster the development of information literate societies are here described.

KEYWORDS: INFORMATION LITERACY; UNESCO ACTIVITIES; LEARNING SOCIETIES

TRACK: KEYNOTE

Guided Inquiry: Learning in the 21st Century

Carol Collier Kuhlthau, Professor Emerita, Rutgers University, USA

Room "Padova"

Global interconnectedness created by information technology calls for new skills, knowledge and ways of learning to prepare students for living and working in the 21st century. Guided Inquiry equips students with abilities and competencies to address the challenges of an uncertain, changing world. School librarians are vital partners in creating schools that enable students to learn through vast resources and multiple communication channels. School libraries are dynamic learning centers in information age schools with school librarians as primary agents for designing schools for 21st century learners.

KEYWORDS: GUIDED INQUIRY; LEARNING PROCESS; LEARNING OUTCOMES; LEARNING ENVIRONMENT

TRACK: KEYNOTE

10:45 – 11:00 Discovering Abano

Terme. Videopresentation by “Comune di Abano” [Abano City Council] and “APT Padova” [Padua Tourist Agency]

11:00 – 18:00 Exhibits Open

11:00 - 11:30 Coffee Break

11:30 – 13:00 Poster Presenters Set up in Conference Room “Padova”

Meet 11:30 at the Conference Reception Desk to pick up supplies and get assistance

11:30 – 13:00 Regional Meetings

Check the list of assigned rooms in the whiteboard in the Lobby.

Region 1, Africa/Sub-Sahara

Region 2, Asia

Region 3, Canada

Region 4, Latin America/Caribbean

Region 5, East Asia

Region 6, Europe (includes ENSIL meeting)

Region 7, North Africa and Middle East

Region 8, Oceania

Region 9, USA

Region 10, International Schools

13:00 - 14:00 Lunch

14:00 - 14:45 Five concurrent sessions

PAPER

School library year plans - a way of implementing school strategy and meeting curriculum

Maria Eriksen Britt (Denmark)

Room “Treviso”

Denmark there is a growing trend of school libraries and school librarians taking the lead and making year plans for school library activities, which include all grades and takes into account the curriculum of the different grades. In Hillerødsholmskolen the school librarians issue a catalog of activities at the beginning of each school year. For the school year of 2008/2009 the catalog consisted of 29 pages and included 23 different activities. Some of the activities are carried out by the school library alone,

some by the school library and the class room teachers in cooperation and some by the class room teachers alone after instructions by the school librarians. In this presentation, we will look at examples from all three categories: School library activity (“Star race”) Cooperation activity (“Picture novels”) - Class room activity (a national competition of writing a newspaper is carried out).

KEYWORDS: SCHOOL LIBRARY, CURRICULUM, COOPERATION

TRACK: PROFESSIONAL PAPER - **SUBTHEME:** 2

PAPER

Students, concept maps and the issue of transfer

James E Herring (Australia)

Room “Padova”

This paper focuses on the use of concept maps by year 7 students in three rural schools in New South Wales, Australia. The study examined the views of students, teachers and teacher librarians on the use of concept maps and on the extent to which students would transfer concept mapping skills across time and across subjects. Grounded theory was used as the method for the study. Data was gathered via student diaries, questionnaires and interviews, and teacher and teacher librarian interviews. Data was analyzed and interpreted using grounded theory techniques. Findings indicated that transfer was a complex issue for students and school staff.

KEYWORDS: YEAR 7 STUDENTS; CONCEPT MAPPING; TRANSFER OF INFORMATION LITERACY SKILLS

TRACK: RESEARCH FORUM - **SUBTHEME:** 1

PAPER

Academic achievement and/or educational attainment – The role of teacher librarians in students’ future: Main findings of a research in Portugal

Ana Novo (Portugal)

José António Calixto (Portugal)

Room “Venezia”

This paper aims at analyzing 20 teacher librarians definitions’ of academic achievement and educational attainment targeting their students’ preparation for the future. Reflection is also done on how these teacher librarians see their roles and specific qualifications in relation with those concepts. This research work, belonging to a PhD program, is focused on School Libraries of Portuguese public elementary integrated schools, which were in the school libraries network till 2005. This research used a qualitative methodology both for data gathering and analysis techniques.

KEYWORDS: ACADEMIC ACHIEVEMENT; EDUCATIONAL ATTAINMENT; TEACHER LIBRARIANS; PORTUGAL

TRACK: RESEARCH FORUM – **SUBTHEME:** 2

PAPER

Information culture and web 2.0

New practices, new knowledge

Yolande Maury (France)

Room “Vicenza”

From the observation of school librarians’ usual practices in three secondary schools in Paris (2006-2009), with an ethnographic approach, the aim of this study is to better define the information culture, in particular which kinds of knowledge are necessary to learn, live and evolve in the information society context. Thus, the study points up that the web 2.0, in order to be an educational tool, needs an accompanied digital conduct. New training needs appear, characterized by the emergence of new knowledge (digital identity, traceability, informative survey...) and the reconfiguration of some others (information ethics, indexing, mediation, authority, intellectual property, relevance...).

KEYWORDS: INFORMATION CULTURE; INFORMATION EDUCATION; WEB 2.0

TRACK: RESEARCH FORUM – **SUBTHEME:** 4

PAPER

Reconnaissance and Reflection: Foundations for Collaborative International Research with Canada and Ethiopia

Marlene Asselin (Canada) – Ray Doiron (Canada)

Room “Verona”

In this paper, we describe the process of an often experienced, but rarely documented, process of shaping a new research focus. Specifically, we report our initial work in planning a collaborative research initiative between educational institutions and libraries in Canada and Ethiopia. Using multiple qualitative methods for collecting a variety of information from different sources, and employing hermeneutic perspectives to begin to understand the context and challenges of literacy education and libraries in Ethiopia, we conclude with a framework for research questions centered on expanding basic literacy to digital literacy and the role of libraries in that endeavour.

KEYWORDS: COLLABORATION; RESEARCH PROCESS; INTERNATIONAL RESEARCH

TRACK: RESEARCH FORUM – **SUBTHEME:** 3

14:45 - 15:30 Five concurrent sessions

PAPER

How school libraries promote student success? School libraries supporting reading and curriculum

Ana Bela Martins (Portugal)

Rosa Martins (Portugal)

Room “Treviso”

Education in Portugal is undergoing significant changes related to the government-led Technological Plan. This is a consequence of the major reconfiguration introduced by educational technologies now available to schools. Such a process presents challenges to schools libraries, which must respond adequately, change management and

information management practices and engage in collaborative work with teachers. School Libraries aim at developing reading and information literacies and at implementing creative problem solving-based approaches to learning, such as inquiry based learning. Since its establishment under inter-ministerial initiative in 1996, the School Libraries Network (SLN) has strived to incorporate critical success factors identified in international literature. SLN has moreover implemented the School Libraries Self-Evaluation Model, to reinforce school libraries' educational role and promote quality and accountability. This paper aims at confronting the realizations and shortcomings of SLN with internationally identified concepts, standards and critical success factors, whilst revealing aspects of the Portuguese reality.

KEYWORDS: SCHOOL LIBRARIES; READING AND CURRICULUM; CHANGE MANAGEMENT; STUDENT SUCCESS; SCHOOL LIBRARIES AND ICT

TRACK: PROFESSIONAL – **SUBTHEME:** 2

PAPER

Increasing Science Literacy through Collaboration between Teachers and School Library Media Specialists Barbara Schultz-Jones (USA) - Cynthia Ledbetter (USA) - Richard C. Jones (USA)

Room “Venezia”

This paper presents current research, and complementary perspectives on how and why interdisciplinary collaboration efforts contribute to positive outcomes for student science achievement. Undergraduate students, practicing science teachers, and school library media specialists are included in this discussion.

KEYWORDS: INTERDISCIPLINARY COLLABORATION; SCIENCE LITERACY; SCHOOL LIBRARIES

TRACK: PROFESSIONAL – **SUBTHEME:** 2

PAPER

Exploring the Experiences of Upper Elementary School Children Who are Intrinsically Motivated to Seek Information

Sherry R. Crow (USA)

Room “Padova”

This paper describes a naturalistic research study based on the following question, “what are the experiences in the lives of upper elementary school children that foster an intrinsic motivation to seek information?” Participants were ten-year-olds selected using a specially-created survey. Analysis, based on data collected through interviews and drawings, indicates that students came from various family and socio-economic backgrounds, exhibited an affinity for play, and tended to be creative and non-competitive. A point-of-passion experience occurred in the lives of all of the informants, as well as the presence of “anchor” relationships. Students specified components of intrinsically motivating information seeking episodes.

KEYWORDS: INTRINSIC MOTIVATION; YOUTH
INFORMATION SEEKING; SCHOOL LIBRARIES
TRACK: RESEARCH FORUM – **SUBTHEME:** 1

PAPER

School librarians coping with electronic environment
Jadranka Lasic-Lazic - Mihaela Banek Zorica - Sonja Spiranec (Croatia)
Room "Vicenza"

Paper focuses on abilities of librarians to adapt and respond to the constantly emerging changes influenced by the advancement of ICT. The authors emphasize the necessity of defining and promoting new concept and understanding of the school library in electronic environment. Traditional school library roles need to adapt and change to respond to the needs of new users growing up in the interactive and information overloaded environment. Many of the aspects of current school library tasks and roles originate from a print-based culture which is incongruent with the transient and hybrid nature of digital environments. These radically changing environments are posing different tasks on school librarians leading them to balance carefully between the traditional school environments, infrastructure, institutions hierarchy and with the various new needs of "Google generation" users. Taking into account all the changes in the information environment authors emphasize the necessary improvements in education of school librarians.

KEYWORDS: WEB 2.0; SCHOOL LIBRARY 2.0; CURRICULUM
TRACK: RESEARCH FORUM – **SUBTHEME:** 4

PAPER

School and Public Libraries partners in Student Learning
Blanche Woolls (USA)
Room "Verona"

Schools and public libraries in the U.S. have a long history of cooperation and collaboration. These relationships are described and the present status of such collaboration is detailed. Reasons why combined libraries may or may not be successful are discussed. New relationships are detailed, and suggestions for ways school and public librarians can work together to partner in student learning are suggested.

KEYWORDS: SCHOOL LIBRARIES; PUBLIC LIBRARIES;
COOPERATION
TRACK: PROFESSIONAL – **SUBTHEME:** 3

15:30 - 16:00 Coffee/Tea

15:30 – 17:00 In the Past:

Tea for Long-Time IASL Members

Host: Blanche Woolls
Lobby

Long-time members are invited to reminisce over tea. Carry your tea and let's meet in the "sofa area" in the Lobby.

16:00 - 16:45 Five parallel sessions

PAPER

School Library Self-Evaluation. A way to improve learning through collaboration
Isabel Mendinhos (Portugal)
Room "Treviso"

This paper describes the work that is being done in a school library of a Portuguese school, in the outskirts of Lisbon, concerning Information Literacy and its development through the collaboration with classroom teachers.

The experience we have been carrying out in the last four years is based on the perception that the school library, by itself, cannot significantly influence students' outcomes and make them lifelong learners. Classroom teachers must be engaged to fulfil this mission.

We will refer to the several ways we have experimented to achieve the best possible results in this area of school library work and to how self-evaluation has enlightened our way.

KEYWORDS: INFORMATION LITERACY; COLLABORATION;
SCHOOL LIBRARY SELF-EVALUATION
TRACK: PROFESSIONAL – **SUBTHEME:** 2

PAPER

How can we raise the level of competence among school librarians? 12 years of experience with net-based courses in Norway
Niels Damgaard (Norway)
Room "Vicenza"

Contents: School libraries in Norway - Basic course for school librarians, University of Agder - Courses for school librarians and teachers, Biblioteksentralen, 2004-2009 - The Web 2.0 School - Experiences from International Online course Your School Library. Spring 2009 - Conference for School Librarians in Norway, Biblioteksentralen, March 2009 - How to cooperate to get a common focus on raising the level of competence of school librarians in Europe? Discussion.

KEYWORDS: EDUCATION FOR TL; LT AND TEACHERS;
WEB 2.0; ONLINE -BLENDED- EDUCATION
TRACK: PROFESSIONAL – **SUBTHEME:** 4

PAPER

Digital natives or digital refugees? Why we have failed Gen Y?
Barbara Combes (Australia)
Room "Padova"

This research forum paper presents the conclusion of a

much broader PhD study which examines the information-seeking behavior of the Net Generation or Generation Y. The overarching premise of this study centers on the belief that a greater understanding of how young adults seek and interact with information and the online environment, is an important first step in developing strategies to prepare them for tertiary education, the workplace and a future that will be characterized by an increasingly complex and constantly evolving information landscape. This paper will present the final analysis of the PhD findings, discuss what this means for the current generation of students and examine where schools and particularly teacher librarians need to focus if we are to cater for future generations.

KEYWORDS: NET GENERATION; GENERATION Y; INFORMATION-SEEKING BEHAVIOUR

TRACK: RESEARCH FORUM – **SUBTHEME:** 1

PAPER

Elementary school students' perceptions of libraries and librarians

Elizabeth A. Lee (Canada) - Don A. Klinger (Canada)

Room "Venezia"

Elementary school students in Grades 3 to 8 in eight schools that had exemplary library programs were surveyed about their perceptions of the school library program and the teacher librarian. Students reported that the teacher librarian was knowledgeable and helpful and taught them key information literacy concepts. The library program supported them in reading for pleasure. The physical space of the library was significant to them and they perceived the library as a welcoming place used for multiple activities.

KEYWORDS: ELEMENTARY STUDENTS; EXEMPLARY LIBRARIES; TEACHER LIBRARIANS

TRACK: RESEARCH FORUM – **SUBTHEME:** 2

PAPER

Dual use school community libraries: expedient compromise or imaginative solution?

Genevieve Hart (South Africa)

Room "Verona"

The paper describes a case study of a group of six dual use school community libraries in one remote region of South Africa. The recent government sponsored LIS Transformation Charter has placed a spotlight on the backlogs in school library provision. The study, conducted in April 2009, investigates if shared libraries might help fill gaps and, if so, under what conditions. The background, research questions, methodology and site are described but only an outline of possible findings are provided here. A fuller picture will be ready for the IASL conference in September.

KEYWORDS: SOUTH AFRICA; DUAL USE LIBRARIES; CASE STUDY

TRACK: RESEARCH FORUM – **SUBTHEME:** 3

16:45 - 17:30 Five parallel sessions

PAPER

School creates its own library: A case study

Dimitri Germanos - Sofia Gavrilidis - Ioanna Arvaniti (Greece)

Room "Treviso"

The main objective of this paper is to present, through a case study, the specific conditions according to which a school library can be founded, developed and can operate in a Greek public elementary school and which ensued from the collaboration between parents and teachers belonging to different educational grades in an indifferent or negative educational and social environment.

KEYWORDS: CASE STUDY; SCHOOL LIBRARY DEVELOPMENT; SCHOOL CURRICULUM ENHANCEMENT; LIBRARY SPACES; COLLECTION BUILDING

TRACK: PROFESSIONAL – **SUBTHEME:** 2

PAPER

WorldReaders: Young readers reading the world.

Teacher-librarians using social networking to promote reading interests

Ray Doiron (Canada)

Room "Vicenza"

WorldReaders is an online social network site for exploring students' independent reading interests, while providing them with an opportunity for communicating with readers in other countries. The analysis presented draws from blog postings, member profiles, the use of various media tools and general reflections by the author and teacher-librarians who facilitated students' use of the site. This project provides librarians with a successful example of using social networking to achieve teaching/learning goals, and presents new knowledge on how learners use social networks for learning; how social networks can be a rich resource for studying reading interests; and how best to develop the use of social networking for library applications.

KEYWORDS: SOCIAL NETWORKING; READING PROMOTION; DIGITAL LITERACIES

TRACK: PROFESSIONAL – **SUBTHEME:** 4

PAPER

Sharing the passion for learning around the world: An international collaborative online pilot of the Independent Learning Center Program

Patricia Carmichael (Australia)

Donna Meyer (USA)

Room "Verona"

This paper reports the positive impact of international collaboration, utilization of technology and the Independent Learning Centre Program (ILCP) on student confidence and personal achievement. During 2008-2009, Concordia Lutheran College (CLC), an Australian K-12 school and Patrick County High School (PCHS), an

American secondary school worked together to deliver the Independent Learning Centre Program (ILCP) as developed by Carmichael (2008). This project utilized the Learning Activity Management System (LAMS) as a support system for delivery. The purpose of the online delivery was to make available to Patrick County High School, the teaching and learning strategies enhancing independent learning skills for information literacy and differentiated instruction (Tomlinson, 2003) via the Internet. The program gave students in both schools the opportunity to collaborate internationally and engage in a research topic of personal interest. It was anticipated this program would foster a sense of learner autonomy (Confessore & Confessore, 1994) enhancing students' faith in their ability to accomplish an individual project contributing to cognitive development and furthering their journey in learning for the duration of their formal schooling.

KEYWORDS: INTERNATIONAL COLLABORATION;
DIFFERENTIATED INSTRUCTION; SELF-REGULATED
LEARNING

TRACK: RESEARCH FORUM – **SUBTHEME:** 3

PAPER

**I-LEARN: A Model for Creating Knowledge in the
Information Age**

Delia Neuman (USA)

Room "Padova"

The I-LEARN model—Identify, Locate, Evaluate, Apply, Reflect, kNow—both describes the process of learning with information and provides a learning sequence that can be taught. Grounded in research and theory from information science and instructional design, it is also based on the author's own research and writing. The model reflects an inquiry approach built on the three-part information-literacy paradigm that underlies many instructional activities in library media centres: accessing, evaluating, and using information. It expands that paradigm to focus specifically on the use of information as a tool for learning. Plans to validate the model in a digital library and in face-to-face environments are currently underway.

KEYWORDS: INFORMATION AND LEARNING; INQUIRY
LEARNING; INFORMATION LITERACY; VALIDATION

TRACK: RESEARCH FORUM – **SUBTHEME:** 1

19:30 - 20:30 Dinner

19:30 – 23:30 Padua by night

This sold-out tour required advanced registration and an additional fee. Dinner is served 19:00 for full board guests attending this tour. (Minimum 25 participants required)
The fee includes:

19.30:

Departure from Hotel Alexander Palace in Abano Terme and transfer to Padua by private coach.

20.00:

Guided visit of Giotto's Chapel (the famous "Cappella degli

Scrovegni"

(http://www.cappelladegliscrovegni.it/eng/index_e.htm): it will be exceptionally open for the IASL Group for 30' (instead the usual 12'). The visit will be led by a specialized English speaking tour guide.

Enjoyable pause at the historical "Caffè Pedrocchi"

(<http://www.caffepedrocchi.it/>) with the typical "Spritz" drink.

22.00:

Padua by night: guided tour.

23.15

Transfer to Abano Terme by private coach.

Contact: luciana@sabiwork.it for details and reservations.

Thursday, Sept. 3

9:00 - 11:00 Plenary Session on “Web 2.0 as an educational tool”

Chair: Ross Todd (USA)

Using Games to Teach Information Literacy Skills

Laura Kaspari-Hohmann (United States Office of Public Affairs)

The presentation will discuss how schools in the United States are using games to teach information literacy skills to students.

KEYWORDS: INFORMATION LITERACY EDUCATION;
INFORMATION SKILLS; GAMING IN LIBRARIES

TRACK: KEYNOTE

School Libraries and Social Networks

Gino Roncaglia (Università della Tuscia, Viterbo, Italy)

The paper will discuss the possible uses of social networks and social network applications by school libraries. Social networks are widely used by students, and the range of tools available (or to be implemented) within social-networks is steadily growing. The paper will deal in some detail with some of the available 'social reading' tools, will take into account some among the best practices connected with their use in formal and informal learning environments (both on-line and off-line), and will suggest some possible improvement both in the tools themselves and in their use.

KEYWORDS: INFORMATION LITERACY; SOCIAL NETWORKS; SOCIAL READING; SCHOOL LIBRARIES

TRACK: KEYNOTE

10.45 Discussion

10:00 – 18:00 Exhibits Open

11:00 - 11:30 Coffee Break in Restaurant Room

11:30 – 12:30 Assembly of Associations

Chair: Lesley Farmer
Sala “Padova”

This annual conference forum is an opportunity for official representatives of member organizations concerned with professional development, education and promotion of school librarianship, to share

experiences and concerns. Participating organizations include School Library Associations and Institutional members of IASL, together with similar organizations new to IASL. Other conference delegates, particularly those trying to establish School Library Associations, are encouraged to attend the forum as observers.

12:30 – 14:00 Special Interest Groups (SIGs) Meeting (including lunch)

Please, check the room list on the whiteboard in the Lobby.

Advocacy

Children’s and Young Adult Literature

Information and Communication Technologies

Information Literacy

International Development

International Focus: Schools and Baccalaureate

School Library Education

School Library Research

13:00 – 14:00 Lunch

14:00 – 14:45 Five concurrent sessions

PAPER

Library E-Learning Spaces

Lesley Farmer (USA)

Room “Vicenza”

This paper analyzes the state of learning spaces as they impact library education. Specifically, it reviews the literature about current trends in designing learning environments that facilitate e-learning. The report also lists cited examples of good practice in contemporary school library e-learning spaces.

KEYWORDS: SPACE, LEARNING, ENVIRONMENT,
TECHNOLOGY, PLANNING, LIBRARIES, FACILITIES

TRACK: PROFESSIONAL - SUBTHEME: 4

PAPER

sba Frankfurt/Main: A Competence Center For School Libraries. Innovative and efficient support in close cooperation with librarians, teachers and volunteers

Eva von Jordan Bonin (Germany)

Room “Verona”

In Germany the cooperation between libraries and schools is becoming ever more important – also in the context of full-day school care. There are a growing number of cooperation agreements between libraries and schools. Due to Germany’s federal structures and because of the lack of a legal framework, this development is not standardized. Frankfurt/Main is one of the few German

cities which have professionally supported school library work for a long time. Professional school library work has been part of the Public Library Frankfurt/Main's portfolio for more than 30 years.

KEYWORDS: SCHOOL LIBRARY; SCHOOL LIBRARY NETWORK; GERMANY

TRACK: PROFESSIONAL - **SUBTHEME:** 3

PAPER

Librarians' perceptions of the greatest needs in school libraries

Yunfei Du - Barbara Stein Martin - Marije D. Loric
University of North Texas, Denton, Texas, U.S.A.
Room "Padova"

School library media specialists in the United States were surveyed to determine their perceptions of the most critical needs in their school libraries. The purpose of the survey was to develop information to be shared with grant-making agencies and foundations to provide suggestions in determining how money might be appropriated for spending. Results of the survey may also be used to compare the priorities of the general population of school library media specialists with those of specific subsets, such as those serving disadvantaged populations.

KEYWORDS: SCHOOL LIBRARY MEDIA SPECIALISTS; NEEDS ASSESSMENT; FUNDING PRIORITIES

TRACK: RESEARCH FORUM - **SUBTHEME:** 1

PAPER

School Libraries as Learning Environments: Examining Elementary School Students' Perceptions

Barbara Schultz-Jones (USA) - Cynthia Ledbetter (USA)
Room "Treviso"

This paper presents preliminary results from a 2008/2009 research study examining the application of a learning environment paradigm to the school library setting. With a focus on Grade 5 science classes, we examined the relationships among student perceptions of science programs and library programs. From a practical point of view, this study presents a new model for considering the contribution of school libraries to the field of education, specifically science education. From a research point of view, this study makes a unique contribution to the field of learning environments by evaluating school library programs and their relationship to classroom environments. The research will continue at other grade levels and be extended to assess the relationship between learning environments in the school library setting and student achievement.

KEYWORDS: LEARNING ENVIRONMENTS; SCHOOL LIBRARIES; SCIENCE EDUCATION

TRACK: RESEARCH FORUM - **SUBTHEME:** 2

PAPER

Espoused Theories and Theories-in- Use of Information Literacy: Reflecting for Effective Practice

Paulette A. Kerr (USA) - Ross J. Todd (USA)
Room "Venezia"

What values, beliefs and conceptions (espoused theories) underpin and shape professional practice (theories-in-use) in information literacy education? This study investigates relationships between espoused theories and theories-in-use of information literacy in academic libraries. The paper reports preliminary findings from an in-depth comparative analysis of one library's official policy documents and its instruction resources including an online research tutorial. The findings indicate varying patterns of congruence and incongruence between the library's espoused theories and theories-in-use with incidents of significant gaps. The process of examining espoused theories and theories-in-use provides an evaluative framework for critically analyzing practice with the view of aligning practice more closely with stated goals and rhetoric. The study is therefore presented as a practical method for evaluating tools of information literacy practice in the school library

KEYWORDS: INFORMATION LITERACY; ESPOUSED THEORIES; THEORIES-IN-USE; PRACTICE; MISSION; SCHOOL LIBRARY

TRACK: RESEARCH FORUM - **SUBTHEME:** 2

14:45 – 15:30 Five concurrent sessions

PAPER

What's in it for me?: Connecting the school librarian with the three International Baccalaureate Programmes

Ingrid Skirrow (Austria)
Room "Padova"

The International Baccalaureate organisation (IB), with headquarters based in Geneva, Switzerland continue a world-wide expansion of their three educational programmes. An understanding of, and involvement with, the programmes to support the school community is vital for the school librarian in those school which are considering adoption of any of the programmes. The three IB programmes encompassing teaching and learning from 3 years to 19 years are:- the Primary Years programme (PYP); Middle Years Programme (MYP); and the Diploma Programme (DP). The IB "Standards and Practices" guide the Authorisation process for IB World Schools and these in turn can effect and direct the way libraries and librarians are used. The IB mission statement, the IB Learner Profile and programme specific documentation guide a 'continuum of international education' being promoted by IB World Schools. Some

aspects of these areas will be explored in the context of possible changes for the school librarian. 'What is in it for me?' will be answered through challenging school librarians to become part of a whole school learning initiative based on International Baccalaureate principles of inquiry and internationalism, and to possibly rethink their role through developing collaborative practices in their educational institution.

KEYWORDS: INTERNATIONAL BACCALAUREATE; EDUCATIONAL PHILOSOPHY; COLLABORATION; 21ST CENTURY LITERACIES

TRACK: PROFESSIONAL - **SUBTHEME:** 3

PAPER

School Library. Keep Exploring. Selected reading promotion activities for grade 1 – 6, based on the “sba-Curriculum”

Helga Hofmann - Hanke Sühl (Germany)
Room “Venezia”

The „sba-Curriculum“ is a loose-leaf edition of educational library objectives for students grades 1 – 10 as well as a collection of full descriptions of activities matching the respective grades and objectives. Here – for the IASL 2009 conference in Abano Terme (Padua, Italy) – reading promotion activities for grades 1 – 6 take centre stage, following a holistic view of reading promotion and covering a multitude of different approaches.

KEYWORDS: READING PROMOTION ACTIVITIES; LIBRARY SKILLS; LIBRARY SPIRAL CURRICULUM

TRACK: PROFESSIONAL - **SUBTHEME:** 2

PAPER

Using Web 2.0 tools to teach reading biography

Rachmawati (Indonesia)
Room “Vicenza”

Education development in Indonesia has begun to show its progress. Apart from improvement in the opportunity of basic education, the progress is also shown in the school libraries and the utilization of ICT in teaching and learning. Web 2.0 is the newest technology that has its impact on teaching and learning. Based on the literature and best practice in the developed country, some schools in developing countries have tried to apply this technology. Al Kausar Boarding School has applied Web 2.0 tools in teaching reading biography in Bahasa Indonesia for its grade seven students.

KEYWORDS: WEB 2.0; READING BIOGRAPHY; LEADERSHIP

TRACK: PROFESSIONAL - **SUBTHEME:** 4

PAPER

Use of databases and eBooks in international secondary schools in Hong Kong: a small scale survey

Peter Warning - Ida Griffiths-Zee - Vanessa Poon - Rainie Wong - Becky Wu (Hong Kong) and Carolyn Sinclair (Australia)

Room “Treviso”

This usage of online databases and eBooks in three international secondary schools in Hong Kong is investigated from the student perspective. Major issues relating to e-Resources surfaced include: student preferences for e-Resources, WWW or print materials; volume of use, and reasons for use; students' perceived retrieval ability; and ease of use of e-Resources. The implications of library policies and information literacy training are explored. The results raise issues that can assist school librarians to make informed decisions about e-Resource acquisitions and related library activities, such as the need for user education and promotion of e-Resources.

KEYWORDS: DATABASES; EBOOKS; SECONDARY SCHOOLS

TRACK: RESEARCH FORUM - **SUBTHEME:** 2

PAPER

School libraries in Spain: A study on the current state of the issue

Mònica Baró Llambias - Teresa Mañà Terré - Inés Miret Bernal - Inmaculada Velloso González (Spain)
Room “Verona”

The paper will present the results of a field study accomplished during the course 2004-2005 at Spanish school libraries (2005), where the search main purpose was to gather and analyze data on seven dimensions: its role in the school; installations: equipment and technologies; collection; staff; management and operation; uses and users; evaluations. The study concludes that, since the last report, school libraries have improved in equipments and collection but this improvement does not match with a bigger and better employ. Another aspect to point out is the scarce use of non-printed material and, specially, Internet.

KEYWORDS: SCHOOL LIBRARIES; SPAIN

TRACK: RESEARCH FORUM - **SUBTHEME:** 3

15:30 – 16:00 Coffee/Tea

16:00 – 16:45 Five concurrent sessions

PAPER

Designing, implementing and evaluating training for school librarians in rural China: A case study

James Henri (Australia) and Peter Warning - Jacqueline Shek - Angel Leung (Hong Kong)

Room “Treviso”

This paper describes the development of a training program for primary and middle school librarians in rural

China. There are three full-day training sessions. Phase 1 focuses on the role of school librarian and librarian survival skills, including: creating a welcoming library, rudimentary library organisation, simple book repair etc. Phase 2 focuses on reading promotion and activities and an introduction to collection development and book selection. Phase 3: focuses on incorporating reading into curriculum and addresses the link between reading and academic achievement and interaction with teachers. To date phases 1 and 2 have been completed in three provinces.

KEYWORDS: LIBRARIAN TRAINING; DEVELOPING COUNTRIES; PRC CHINA
TRACK: PROFESSIONAL - **SUBTHEME:** 2

PAPER

Policy Challenges for Administrators and Teacher Librarians in International Schools: Albania. A Case Study
Artemida Kabashi (USA)
Room "Venezia"

Policy development stands at the heart of running a successful library and having a positive impact on student literacy and overall achievement. This paper reports on the policy challenges that face librarians, teachers and school administrators in international schools, and provides the results of a case study from the Quality International School in Tirana, Albania. More over it provides a synthesis of the literature review on policy standards in international schools and the United States, and their impact on third world culture student achievement and success. Most of the achievements of students in international schools have more recently been studied under the scope of "third culture." This paper, examines student access to policy and overall achievement within the context of "third culture" as a phenomenon. The paper also focuses on the importance of media selection, censorship, copyright and technology, as evidenced from interviews of school librarians, teachers and administrators at the Tirana International School. One of the central challenges in international schools remains the lack of centralized guidelines that support the institution's library mission and vision. In order for libraries to thrive in an international school setting, communication at the onset of policy development between staff, teachers, librarian(s) and administrators is key.

KEYWORDS: POLICY CHALLENGES; ALBANIA; INTERNATIONAL SCHOOLS
TRACK: PROFESSIONAL - **SUBTHEME:** 2

PAPER

School libraries serving disadvantaged populations in the U.S.A - Lessons learned from six years of grant funding

Yunfei Du - Barbara Stein Martin - Marjie D. Lorica (USA)
Room "Padova"

School librarians in schools serving disadvantaged populations were surveyed to determine their perceptions of the most pressing needs in their libraries and their priorities for the application of funding, providing insight into the librarian's perspective on the most important needs in their schools.

KEYWORDS: SCHOOL LIBRARIES SERVING DISADVANTAGED POPULATIONS; GRANTS; EVALUATION
TRACK: RESEARCH FORUM - **SUBTHEME:** 1

PAPER

Connect 2.0
A collaborative partnership for creative change
Sandy Phillips (Australia) - Mary Manning (Australia)
Room "Vicenza"

The use of Web 2.0 has fostered a major shift from the dominance of independent study to more collaborative and interactive learning. This is reflected in the curriculum expectations in Victoria, Australia where students develop as creative, active and inquiring learners. Web 2.0 technologies provide an ideal medium for this curriculum model to be realised.

This presentation illustrates the journey made possible through the ongoing partnership and shared objectives of the Victorian Department of Education and Early Childhood Development (DEECD) and the School Library Association of Victoria in identifying, sharing and exploring best possible online resources and tools for 21st Century learning.

KEYWORDS: WEB2.0; COLLABORATION; INTERDISCIPLINARY LEARNING
TRACK: PROFESSIONAL - **SUBTHEME:** 4

PAPER

Action research – creative partnerships in learning and teaching
Linda Gibson-Langford (Australia)
Room "Verona"

Teachers need to rigorously and systematically reflect on their practice and such reflection can be most effective within collaborative cultures. Within the context of action research, centred on how literature can enrich students' world views, this paper offers an observation on collaboration as intense professional enrichment. The action research gave clear evidence that literature can shape and enrich boys' understandings of masculinities. It also highlighted the power of collaboration in learning and teaching. As a consequence of this research, the teacher librarian and the Head of English developed trust and appreciation of each others' craft knowledge and engaged in significant risk-taking, through creating, sharing and using their knowledge.

KEYWORDS: COLLABORATION; ACTION RESEARCH;
KNOWLEDGE CREATION; KNOWLEDGE SHARING
TRACK: RESEARCH FORUM - **SUBTHEME:** 3

16:30 – 17:30 Five concurrent sessions

PAPER

A virtual journey through school libraries and information centres (school media centres) in 61 countries in a digital Europe

Helen Boelens (The Netherlands)
Room “Venezia”

Between 1997 and 2008, a successful educational matrix was developed at the Kalsbeek College in Woerden, the Netherlands. A sub-matrix, known as the KILM (Kalsbeek Information Literacy Matrix) was also designed and implemented into the school library and information centre of the school. In 2003 the ENSIL community asked the researcher to find out whether or not the KILM could be implemented into other school libraries throughout Europe, using the available facilities. This paper presents part of the study which took place in 61 countries throughout Europe.

KEYWORDS: EUROPEAN SCHOOL LIBRARY SURVEY; ENSIL, MEDIA AND INFORMATION LITERACY

TRACK: PROFESSIONAL - **SUBTHEME:** 2

PAPER

Gender equity and e-gaming: implications for teacher-librarians

Lesley Farmer (USA)
Room “Vicenza”

Increasingly, schools and libraries are incorporating e-gaming because of its attraction to youth and its potential benefit for instruction, developing information literacy skills, and facilitating academic success. Although e-games are played by most youth, e-gaming has gender-linked properties: extent of play, choice of games, social interaction in gaming, and novice gaming practice. School libraries are uniquely positioned to provide resources and services to insure gender-equitable gaming experiences: gaming periodicals, opportunities to select and review games, and single sex activities. Emerging trends of casual gaming, mobile e-gaming, and gaming design offer opportunities that can attract girls, which teacher librarians can leverage.

KEYWORDS: GAMING; GENDER; EQUITY; SOCIAL NETWORKING
TRACK: PROFESSIONAL - **SUBTHEME:** 4

PAPER

Learning experiences involving school librarians, teachers, public libraries and parents: a state of the art in Portugal

Artur Dagge (Portugal)
Room “Verona”

In Portugal, schools tend to be a kind of shell where nothing comes in or goes out. And because of that, teachers and school librarians <http://www.iasl-online.org/events/conf/2009/program.html> librarians are doing. So, it is important to give teachers, school and public librarians and the community in general the possibility of knowing learning experiences, namely successful learning initiatives, what has been achieved, what difficulties had to be faced, how it is possible to innovate.

In this research study, which involved 77 school libraries of a specific region in Portugal, I try to show what is being done in what concerns partnerships between school librarians and other teachers, public libraries and parents. It is fair to say that this concern with collaborative work is common to the great majority of school librarians in Portugal, namely since the National Reading Plan was approved in 2006, and some very interesting initiatives are taking place in our school libraries, whose effects upon students are obviously the most important thing in the whole process of establishing partnerships

KEYWORDS: LEARNING EXPERIENCES; PARTNERSHIPS; SCHOOL LIBRARIANS

TRACK: RESEARCH FORUM - **SUBTHEME:** 3

PAPER

Student Learning through Inquiry: A Case Study of one High School Class

Dianne Oberg (Canada)
Room “Treviso”

Case study research methods were used to examine high school students' experience of an inquiry project. Student inquiry is foundational to the school curriculum in Alberta, Canada. The teacher and teacher-librarian collaboratively planned and implemented an inquiry project to engage students in developing a deeper understanding of a topic that the teachers believed would be of interest and relevance to the students, the need for greater human understanding. The primary study data came from the students who completed three reflections on their experiences, using the SLIM Toolkit forms, developed by researchers at the Center for International Scholarship in School Libraries at Rutgers University, USA.

KEYWORDS: INQUIRY; STUDENT LEARNING OUTCOMES; SLIM TOOLKIT

TRACK: RESEARCH FORUM - **SUBTHEME:** 2

PAPER

Students as Storytellers: Effects of Storytelling Instruction on Retell Fluency

Savan Wilson (USA) - Mary Ann Robinson (USA)
Room “Padova”

Storytelling is used to promote reading and develop

literacy skills, but too often children's storytelling experiences are passive, with the storyteller delivering the content and the students listening and being entertained. To heighten participation, deepen language experiences, and make learning more meaningful, researchers and a media specialist collaborated to teach children to become the storytellers. This study was designed to explore the extent to which an experimental group of second and third grade students who were taught storytelling techniques would evidence more growth in retell fluency than a control group of second and third grade students who received no storytelling instruction.

KEYWORDS: COGNITIVE STRATEGIES; INTERACTIVE STORYTELLING; READING ACHIEVEMENT; COLLABORATION
TRACK: RESEARCH FORUM - **SUBTHEME:** 1

17:30 – 18:30 Special Interest Groups (SIGs) Meeting (continued)

Please, check the room list on the whiteboard in the Lobby.

Advocacy

Children's and Young Adult Literature

Information and Communication Technologies

Information Literacy

International Development

International Focus: Schools and Baccalaureate

School Library Education

School Library Research

20:00 – 22:00 Gala Dinner and Auction



Musical Welcome by
"Conservatorio di Musica F. Venezzani di
Rovigo" ["F.Venezze" Music School - Rovigo]

Auctioneer: Gerald Brown (Canada) with Pat Carmichael (Australia)

Join Auctioneers Gerald and Pat for an exciting auction of items donated from around the world! This is a traditional highlight of the IASL conference. Items will be on display in the Lobby of Alexander Palace Hotel beginning on Monday.

Friday, Sept. 4

9:00 - 11:00 Plenary Session on "Information Literacy between School and University"

Chair: Marisa Trigari (Italy)

Bridging the gap between school and university.
How Würzburg University Library supports Information Literacy in Secondary Schools
Viola Hämmer (Universität Würzburg, Germany)

For almost ten years now the University library of Würzburg is actively involved in the field of information literacy instruction. Along with students, secondary school pupils are the main target group. Last year 1487 pupils attended the courses. The courses are usually held by two librarians and last 90 minutes. They are designed for only up to 25 pupils to guarantee adequate assistance. The main purpose is to enable pupils to find their way through the library autonomous, using pupil-centered, active and collaborative learning methods. The courses begin with the „Cephalonian Method“, an active question and answer game, that is followed by the use of pupil-appropriate worksheets. A guided library-tour, containing several self-learning elements, concludes the session.

KEYWORDS: INFORMATION LITERACY EDUCATION;
 ACADEMIC LIBRARIES; HIGH SCHOOL PUPILS;
 CEPHALONIAN METHOD
TRACK: KEYNOTE

You want to change the world? Make sure the principal is fighting with you.
James Henri (IASL)

Great individuals can and do make a difference and certainly great school librarians can make a difference to a school culture. There are a number of factors that can assist school librarians in their quest to influence teaching and learning. These include: strong information policy framework at the system and local school level; funding for information services and collections; allocation of support staff; system support for education for school librarians and the allocation of school librarians on a per capita basis; clear and well publicized school librarian role statement; focus on teacher collegiality at the school level; and a focus on integrated enquiry learning. BUT, even with all these powerful supports in place a school librarian will be marginalized without the ongoing and vociferous support of the principal. Principals have a vast range of tools that can be used to enable the fulfilment of the school librarian's dream.

KEYWORDS: PRINCIPAL INFLUENCE; SCHOOL LIBRARIAN ROLE;
 INFORMATION LITERATE SCHOOL COMMUNITY;

TRACK: KEYNOTE

10.45 Discussion

10:00 – 18:00 Exhibits Open


AUCTION

Chair: Gerald Brown (Canada)

Didn't get everything you wanted at Thursday night's auction? The raffle and silent auctions continue today!

11:00 - 11:30

Coffee Break in Restaurant

11:30 – 12:30 

Annual General Meeting (AGM)

Chair: James Henri (Hong Kong)

Room "Venezia"

According to the IASL Constitution, the following business must be conducted at each annual general meeting: receiving the statement of income and expenditure, assets and liabilities, of the Association for the last financial year; receiving the auditor's report on the financial affairs of the Association for the last financial year; presenting the audited statement to the meeting for adoption; electing Executive Committee, Officers and Regional Directors of the Association; appointing an auditor confirming actions of the Executive Committee providing direction for the future activities of the Association. All IASL members are welcome.

11:30 – 12:30

Concurrent Session: Round Table with Italian School Principals on

"The Principal's Role in the School Library Services Development and Pupils' Learning Outcomes"

Chair: Donatella Lombello (Italy)

Room "Padova"

Introduction:

Massimo Radiciotti (Agenzia Nazionale per lo Sviluppo dell'Autonomia Scolastica – ANSAS, Florence, Italy)

Carmela Palumbo (Ufficio Scolastico Regionale per il

Veneto – USR Veneto, Venice, Italy)

Contributions:

Franco Venturella (Centro Servizi Amministrativi, Padova)
Edoardo Adorno (Liceo Scientifico "Quadri", Vicenza)
Regional President of Italian National Association of School Principals – Maddalena Carraro (Istituto Tecnico Industriale "Marconi", Padova) – Lucia Ottaviano (Istituto Comprensivo Statale Montegrotto Terme) – Daniela Benincasa (Liceo Scientifico "Labriola", Roma) – Antonio Fossa (ANSAS Veneto) will reflect and discuss about their role as school principals and their experience in fostering and developing effective and motivating school library services in the school of the "self-government".

12:30 – 14:00 Special Interest Groups (SIGs) Meeting (including lunch)

13:00 – 14:00 Lunch

14:00 – 14:45 Five concurrent sessions

PAPER

Diverse Roles and Challenges for Teacher Librarians: An Albania case study

Jan Reed (USA)

Room "Padova"

Central to creating lifelong learners, supporting curriculum, and implementing reliable information access, the library media center is the umbrella of the school's core subjects and the library media specialist is the connection between information and diffusion of that information to students. This paper examines school library media specialist roles in the United States and international schools, using the Quality Schools International (QSI) K-12 international school in Tirana, Albania, as a case study. Particular emphasis is placed on technology challenges, education requirements, and the impact of these elements on students, in particular the third culture students found in many international schools.

KEYWORDS: INTERNATIONAL SCHOOLS; LIBRARY MEDIA SPECIALISTS ROLE; FACULTY AND ADMINISTRATOR USE OF SCHOOL LIBRARY MEDIA CENTERS

TRACK: PROFESSIONAL - **SUBTHEME:** 3

PAPER

Portuguese School Libraries. The design and implementation of a Self-Evaluation Model

Glória Bastos (Portugal) - Rosa Martins (Portugal)

Room “Treviso”

In this paper we propose to present and analyse the School Libraries Self-Evaluation Model created for Portuguese Schools. We focus on its principles and steps leading to implementation. The self-evaluation model is based on four domains which represent essential areas to the accomplishment of school libraries’ teaching and learning objectives. Some of the features are characteristic of the Portuguese reality, but they are all directed towards critical teaching and learning dimensions of school libraries.

KEYWORDS: PORTUGUESE SCHOOL LIBRARIES; SELF-EVALUATION MODEL; QUALITY; IMPACT IN EDUCATIONAL SUCCESS; EVIDENCE BASED PRACTICE

TRACK: PROFESSIONAL - **SUBTHEME:** 2

PAPER

Post occupancy evaluating space utilization of elementary school libraries

Giann-Cherng Shieh (Taiwan) - Tan-Yi Wang (Taiwan)

Room “Venezia”

The elementary school libraries have the most appropriate reading environments for pupils and teachers. They are the primary users in elementary school libraries. For library management, it is much important to investigate the library space usage from users’ point of views. Adopting the post occupancy evaluation in this research, we record and analyze users’ activities in libraries by observation, interviews and painting. We clearly disclose what activities users do, what space usage experience users have and what roles elementary school libraries act. The research results give critical references for elementary school library management in space utilization and maintenance

KEYWORDS: POST OCCUPANCY EVALUATION; ELEMENTARY SCHOOL LIBRARY; LIBRARY SPACE

TRACK: PROFESSIONAL - **SUBTHEME:** 5

PAPER

Developing of a collaborative program for information skills teaching at Liceo Cornaro in Padua

Marina Bolletti (Italia) - Annamaria Matteucci (Italia)

Room “Vicenza”

For the last ten years, the teachers and the librarian of the Liceo “A. Cornaro” in Padua have been implementing a method for teaching information skills, that has been developed in order to enhance students’ learning strategies as a research process. The method follows a student-centered model, and consist of a set of learning units focused on the information searching process and the active use of school library. In accordance with a recent measure regarding school self-government, teachers of different school subjects spend a certain amount of the time available for their own subject on the

information skills’ teaching units, planned in cooperation with the school librarian and included in the normal school curriculum. The Liceo “A. Cornaro” is currently evaluating some strengths and weaknesses and an information skills’ certification process is under consideration, in order to testify students’ proficiency in performing the basic information skills at the end of compulsory education.

KEYWORDS: INFORMATION SKILLS TEACHING; INFORMATION SKILLS CERTIFICATION

TRACK: PROFESSIONAL - **SUBTHEME:** 1

PAPER

Information literacy practices in Brazilian school libraries: librarian collaboration with teachers

Bernadete Campello (Brazil)

Room “Verona”

Based on the assumption that collaboration of librarians with teachers is central to the concept of information literacy, this study aims to understand the vision of the librarian with regard to collaboration, if he/she realizes the difficulties in this collaboration and in what way he/she seeks to collaborate. A qualitative/interpretative methodology was used and data were collected through reports of experiences, interviews and group discussion. The sample was composed of 28 school librarians (14 from public schools and 14 from private institutions). Results show that librarians not only understand the need for collaboration with teachers for the success of their educational practice, but also engage themselves in concrete actions to achieve that collaboration, which reveals a pro-active attitude, different from the projected image of a professional isolated from school life. This attitude indicates that Brazilian school librarians are starting to build the foundations for their educational practice, which could pave the way for the establishment of information literacy programs in Brazilian schools.

KEYWORDS: TEACHER AND LIBRARIAN COLLABORATION; INFORMATION LITERACY; SCHOOL LIBRARY; COOPERATION; PARTNERSHIP

TRACK: RESEARCH FORUM - **SUBTHEME:** 3

14:45 – 15:30 Five concurrent sessions

PAPER

Negotiating the social organization of school library work

Jennifer Crispin (USA)

Room “Padova”

The Author presents her investigation of how a school librarian’s work is socially organized and how that

organization affects cooperation with teachers and others in the school. The research uses the institutional ethnography frame of inquiry, providing a way of looking at how the role and function of the school librarian is social organized and institutionally-oriented. This proposal is a follow-up to a previous IASL presentation proposing the research and gathering feedback from practitioners. A better understanding of how library work is socially organized will help working librarians understand how to negotiate their workplace more effectively. An understanding of how to examine the social organization of an institution can help inform research and teaching in school librarianship as well.

KEYWORDS: INSTITUTIONAL ETHNOGRAPHY, SOCIAL ORGANIZATION, MIDDLE SCHOOL

TRACK: RESEARCH FORUM - **SUBTHEME:** 3

PAPER

Teacher Librarian Preparation Programs' Curriculum: Is Universality Possible – or Beneficial?

Lesley J. Farmer (USA) - Jennifer L. Branch (Canada)

Room "Treviso"

This paper provides an introduction and a presentation that will explore the standards and academic preparation of teacher-librarians in North America and selected countries (e.g., Brazil, Denmark, Portugal, India) to ascertain both the core competencies required for 21st century work in school libraries and the factors that predict high-quality teacher-librarianship preparation programs. In the process, the presentation will discuss ways that professional school library associations can advocate for standards that insure high-quality school library programs. The presentation will also uncover possible universal and culturally-determined curriculum.

KEYWORDS: TEACHER-LIBRARIAN'S EDUCATION; TEACHER-LIBRARIANSHIP; STANDARDS

TRACK: PROFESSIONAL - **SUBTHEME:** 2

PAPER

Reaching for the Top: Passing the Literacy Key to Marginalized Adolescent Boys

Barbara Mc Neil (Canada)

Room "Venezia"

This paper draws attention to the important role school libraries, teacher-librarians, and principals can and need to play in the lives of marginalized adolescent boys in order to advance the goals of social justice and equity, and to make school libraries more relevant to citizens and communities. As an illustration of how teacher-librarians can intervene in the lives of such students, the author presents preliminary insights from a recent literacy research project that involved a school principal, a professor/school library specialist, and a professor in school leadership. Using a modified, contextually tailored

version of literature circles, the researchers explored ways of enhancing the critical literacy engagement of marginalized adolescent boys in an urban school in western Canada.

KEYWORDS: SOCIAL JUSTICE AND SCHOOL LIBRARIES; MARGINALIZED ADOLESCENT BOYS AND CRITICAL LITERACY; TEACHER LIBRARIANS AND PRINCIPALS

TRACK: PROFESSIONAL - **SUBTHEME:** 5

PAPER

School library 2.0 Towards school library 2.0

Carlos Pinheiro (Portugal)

Room "Vicenza"

Until the beginning of the 21st century, the web was mostly a place to retrieve information. Then, around 2004, the web 2.0 new tools allowed common people, with no programming skills, to add content to the web, full of interactivity. Schools started using web 2.0 in order to reach out and engage with generation Y. Today web 2.0 technologies are transforming the ways in which school libraries operate and deliver their services in this fast changing online social and collaborative world. We believe that web 2.0 tools will help us to provide authentic learning experiences for students, encouraging creativity, innovation, critical thinking and collaboration, promoting the information literacy skills that are required in the 21st century, in order to have a positive impact on student's achievement.

KEYWORDS: WEB 2.0 TOOLS; SCHOOL LIBRARY 2.0; SOCIAL NETWORK; SOCIAL BOOKMARKING; WIKIS

TRACK: PROFESSIONAL - **SUBTHEME:** 4

PAPER

The school library leading the way: Providing information literacy professional development for teachers

Elizabeth Probert (New Zealand)

Room "Verona"

In 2007 the principals of three schools in Auckland, New Zealand, formed a cluster with the aim of improving standards of information literacy in their schools over three years. Research, reported in a paper at the 2008 IASL conference, demonstrated that few teachers in the cluster were explicitly teaching their students the skills they needed when undertaking research or inquiry. In early 2008, a group of Lead Teachers, led by the teacher librarian in the largest school, and including trained library staff, designed a cluster model for teachers to use with their students when processing information. They also designed cluster-wide professional development which each school implemented in different ways. This paper reports on the findings of an evaluation carried out to measure the effectiveness of the first round of professional development.

KEYWORDS: INFORMATION LITERACY; PROFESSIONAL DEVELOPMENT; LIFELONG LEARNING

TRACK: RESEARCH FORUM - **SUBTHEME:** 3

15:30 – 16:00 Coffee/Tea

16:00 – 16:45 Five concurrent sessions

PAPER

The dispositions of exemplary school librarians. How professional dispositions relate to student learning in the 21st Century

Jami Jones (USA) -Gail Bush (USA)

Room “Padova”

As former students ourselves, we know instinctively the qualities of exemplary educators even if we have difficulty naming these ourselves. A review of the extensive body of dispositional literature indicates that educators struggle with the concept of dispositions, what these entail, and their assessment; however, little has been written about the dispositions of school librarians. Interest in this topic has increased since the development of dispositions in action as an essential component of the American Library Association’s American Association of School Librarians Standards for the 21st- Century Learner revealed in 2007. The authors provide foundational information about dispositions, provide justification of their importance to student learning, and present a self-assessment instrument which is the first step to understanding one’s dispositional strengths and weaknesses. Additionally, a theoretical framework for obtaining dispositions is presented.

KEYWORDS: DISPOSITIONS; BEHAVIORS; CHARACTERISTICS; AFFECTIVE DOMAIN; RELATIONAL

TRACK: PROFESSIONAL - **SUBTHEME:** 2

PAPER

School Libraries: Promoting Health Instruction throughout the Curriculum

W Bernard Bill Lukenbill (USA)

Room “Venezia”

Health education is a major social, educational and political issue in today’s world and it is fundamentally tied to teacher-librarians and their important roles in promoting information literacy. Although this may be considered a new responsibility for schools, history shows that since the 19th century, schools have played vital roles in the prevention of diseases and in encouraging better health behaviours. This presentation presents some of the major current developments in health information literacy including guidelines suggested by the U.S. Centers for Disease Control through its CHSP program (Coordinated Health School Program). This program

emphasizes the importance of schools serving all grades as important agents in promoting health information. UNESCO’s suggestions on how health information can be integrated in all curriculum areas are likewise highlighted in this discussion. Overall, the emphasis is practical and presents concrete suggestions about how teacher-librarians can and are assuming a leadership role in promoting health information literacy. Included are overviews of instructional strategies that have proven successful in promoting better health information in various communities. A major portion of the presentation highlights how health instruction can be integrated into curriculum areas that have not often been considered as venues for health information. These areas include literature, biography, art, music, and dance. For example, musicians, dancers, and artists, like athletes, have health issues that must be carefully considered in fulfilling their artistic goals. Likewise, biography offers examples of personalized models showing how a variety of persons have faced health crises. The presentation concludes with a review of how globalization is influencing health issues and how the teacher-librarian can better respond to those important developments now and in the future.

KEYWORDS: LITERACY; HEALTH; CURRICULUM AND INSTRUCTION

TRACK: PROFESSIONAL - **SUBTHEME:** 6

PAPER

Web 2.0: Knowledge and Use by a Select Group of Teacher-Librarians in Jamaica

Paulette Stewart (Jamaica)

Room “Vicenza”

The innovation of Web 2.0 tools such as blogs, wikis, podcast, and social networks has provided librarians with added instructional tools. The researcher set out to find out the knowledge and use of these tools by a select group of teacher librarians. The research objectives that guided the study were to: find out how knowledgeable a select group of Jamaican teacher librarians are about five Web 2.0 tools; establish the level of use of Web 2.0 tools by these librarians; and to find out the barriers and issues, if any, that have affected implementation of Web 2.0 as an educational tool. The findings show that all of these teacher librarians know about the Web 2.0 tool but not in-depth. Their lack of in-depth knowledge as well as lack of computers and Internet connections, and school policy that bans social networks in their schools among other things have prevented all of them from using these tools.

KEYWORDS: WEB 2.0 IN SCHOOL LIBRARIES; WEB 2.0 AS EDUCATIONAL TOOLS; SOCIAL LEARNING IN LIBRARIES

TRACK: RESEARCH FORUM - **SUBTHEME:** 4

PAPER

They are never too young to develop research skills: primary age students in the library following the IB Primary Years Programme
Ingrid Skirrow (Austria)
Room "Verona"

The International Baccalaureate's Primary Years Programme (PYP) described in the framework document "Making the PYP happen" (2007) promotes learning through guided inquiry. It is an educational programme spanning the years from ages 3 to 12.

This paper will introduce the audience to a very brief overview of the five essential elements of the PYP and demonstrate how Information Literacy skills, arguably one of the main charges for school librarians, are embedded within the programme. Mention is made of constructivism to place inquiry and information literacy within this context. Understanding the programme will help the school librarian in developing a programme of authentic learning in the library for the students through collaborative planning with the class teacher or grade level teams.

KEYWORDS: PRIMARY/ELEMENTARY, LIBRARY EDUCATION, 21ST CENTURY LITERACIES, LIFE-LONG LEARNING, IB PROGRAMMES, INQUIRY LEARNING
TRACK: PROFESSIONAL - **SUBTHEME:** 1

PAPER

The Future in Focus: Preparing Teacher-Librarians for the 21st Century
Jennifer L. Branch (Canada) - Joanne de Groot (Canada)
Room "Treviso"

This paper explores the experiences of recent graduates from a Master of Education program in Teacher-Librarianship at the University of Alberta in Edmonton, Canada. Recent graduates were asked to provide information about the educational needs of 21st-century teacher-librarians and to think about what topics in the current program were important and which were no longer relevant. Technology and leadership emerged as the most important issues and graduates indicated that the evolving nature of the profession required both formal and informal learning opportunities. These findings will help faculty and instructors to revision the program and the curriculum.

KEYWORDS: TEACHER-LIBRARIANSHIP EDUCATION; DISTANCE EDUCATION; GRADUATE STUDIES; CURRICULUM
TRACK: RESEARCH FORUM - **SUBTHEME:** 2

16:45 - 17:30 Five concurrent sessions

PAPER

Principals And SL Professionals – Learning Outcomes Need Our Common Action
Maria José Vitorino (Portugal)
Room "Venezia"

Even within many different school leaderships, it seems to be an evidence to many SL professionals that Principal's role is always a clue factor for SL services, curriculum enhancement and learning outcomes, valuing or/and giving hard times to professionals projects and SL teamwork, mainly in teachers-SL cooperation, the very heart of learning success. How could each professional and each professional team learn to act wisely in this field, improving communication and advocacy skills, managing strategies according to different principal's profiles and contexts? Who are principal's "valued" information sources on SL issues – official, professional, networking, public librarians? And which, and how, could be reinforced, local, national and internationally (IASL included)? Web 2.0 is making/could make/should make a difference for these purposes?

KEYWORDS: SCHOOL LIBRARIES, NETWORKING, PRINCIPALS, TEACHER LIBRARIANS, SCHOOL LIBRARIANS, TEAMWORK, SL WEB RESOURCES.
TRACK: POSTER - **SUBTHEME:** 5

PAPER

School libraries archive community images
Peng-Shun Peng (Taiwan) - Jiann-Cherng Shieh (Taiwan)
Room "Verona"

As multiculturalism is becoming a world value, the creation, culture, and common memory of the community nowadays should be the running water source of "The National Digital Archives Program." However, while we are making great efforts to improve the creation of the local cultural community and multicultural development, the connotations of the community culture, as well as the local anecdotes, which are closely related to our daily lives, are definitely worth recording and passing down. Thus, as a place of knowledge collecting and culture reservation, the school library should play a more positive role in the community changes which are related to the economic development, the urban style, the basic necessities of life, the languages, and the humanity characteristics. One of the important tendencies in the present education reform in Taiwan is the cooperation between the school and the community. The study attempts to archive the community images by promoting the creation of digital images. Through the conformity of school teaching activities, the promotion of the use of the library, and intervention the community cultural events, we encourage teachers, students and the residents to record the history, geography, customs and humanity of

the community by means of the creation of digital images, documentaries for example. As a result, we hope that the digital image of the common memory of the community would be created gradually and the library would be more multi-functional and become a place to keep the local data, to improve the understanding of the community, to offer the teaching materials and to raise the local consciousness.

KEYWORDS: DIGITAL ARCHIVES; TEAM TEACHING; COMMUNITY IMAGES

TRACK: PROFESSIONAL - **SUBTHEME:** 3

PAPER

Dual-language books: Adventures Through the Looking-Glass

Chiara Galletti (Finland)

Room "Treviso"

This article focuses on dual-language children's books and their role as multicultural documents which establish a fruitful dialogic relationship between the cultural identities they represent. By means of a theoretic framework based on Translation Studies, and of a descriptive approach, the analytical part of the article takes into account the main characteristics of a text corpus selected from three different collections by Sinnos, one of the most important Italian publishing houses specialising in multicultural books.

KEYWORDS: MULTICULTURAL CHILDREN'S LITERATURE; DUAL-LANGUAGE BOOKS; TRANSLATING FOR CHILDREN

TRACK: RESEARCH FORUM - **SUBTHEME:** 2

PAPER

Using the Internet to Encourage Reading

Snunith Shoham (Israel)

Zehava Shemer-Shalman (Israel)

Room "Vicenza"

We analyzed the websites of 125 elementary and high school libraries in Israel for content that promotes reading. We found that the websites promote reading in many ways and to different degrees, and that there is no consensus regarding the websites' role in promoting reading. The most common content found included: reports on a national project in which students ranked books, links to special websites that encourage reading, lists of new books purchased by the library, library forum on reading, book recommendations by librarians and students, and biographies of authors and poets.

KEYWORDS: READING; SCHOOL LIBRARIES; WEBSITES; READING ENCOURAGEMENT

TRACK: PROFESSIONAL - **SUBTHEME:** 2

PAPER

Mirroring Alice:

Using picturebooks to develop metacognitive skills

Marnie Campagnaro (Italy)

Room "Padova"

This paper explores the potential of picturebooks in an educational context. It presents the form and the function of postmodern picturebooks. It explains why and how teachers can use them with their children and it underlines some benefits: picturebooks enhance the level of visual literacy and develop pupil's metacognitive skills. Finally, it proposes a methodology to help pupils and students to become more articulate interpreters of the visual narrativity.

KEYWORDS: PICTUREBOOKS, ILLUSTRATIONS, VISUAL NARRATIVITY, METACOGNITIVE SKILLS, CHILDREN'S LITERATURE

TRACK: RESEARCH FORUM - **SUBTHEME:** 2

17:30 - 18:30 Plenary Session

Closing Ceremony – Towards IASL 2010

Chair: James Henri (IASL)

20.00 «Ciao, Italia! G'day, Australia!»

21.00 Abano by night

Farewell Dinner (fee required)

Guided walk tour offered by **Abano City Council**

Music by **"Vittorino da Feltre"** Comprehensive School, Abano

Saturday, Sept. 5

8:30-19:30 Vicenza Tour (including Library Visits)

This sold-out tour (min. 30 participants) required advanced registration and an additional fee which include:

8.30 Departure from Hotel Alexander Palace in Abano Terme and transfer to Vicenza (included in the UNESCO World Heritage List) by private coach.

9.15 Meeting with Prof. Loredana Perego (RBSV, i.e., Vicenza school libraries network, <http://www.rbsvicenza.org/>) and visit to the Primary School Library in Poggio and the Middle School Library in Camisano Vicentino

11.30 Meeting with Dr. Giorgio Lotto and visit to the **Bertoliana Library**. The Biblioteca Bertoliana (<http://www.bertoliana.it>) was named after its founder, the count Giovanni Maria Bertolo (1631-1707), from Vicenza. In 1696 he stated that he would donate his personal library to the city of Vicenza, as long as it would be a public library. In 1708 the Library opened to the public with an initial collection of about nine thousands volumes. Over the centuries other legacies and donations became part of the Library. Nowadays the collection of the Biblioteca Bertoliana includes about 450,000 items, with 3,500 manuscripts and 900 incunabula. Among the main collections there are the Gonzati Collection (with documents on the local history and the culture of the territory of Vicenza), several special legacies from many authors of Vicenza, as Antonio Fogazzaro, Giacomo Zanella, Fedele Lampertico and others. The Biblioteca Bertoliana has also important archives (of which the largest one is the "Archivio Torre", the historical archive of the Vicenza City Council), archives of ancient hospitals and many noble families of the city.

13.00 Lunch

15.00-17.30 City tour with Palladio's Theater and villas (<http://www.sitiunesco.it/index.phtml?id=569>)

17.30 Departure for Abano Terme by private coach.

18.00 Arrival in Abano Terme.

Contact: luciana@sabiwork.it for details and reservations (http://www.sabiwork.it/show_details.php?id=74&ordine=4).

9:30 - 13:30

Executive Committee/Board Meeting in Executive Room

Wednesday, Sept. 2 – Friday Sept. 4

Poster display in Room "Padova"

(In alphabetical order by author's name)

1) Cooperation for health science at school: the experience of a research institute

Maria Cristina Barbaro - Cecilia Bedetti - Cosimo Marino Curianò - Silvia Giannella (Italy)

The ingredients of good health information are the acquisition of a basic ground in science and a proper flow of information to the public from experts. The Istituto Superiore di Sanità (Italian National Institute of Health – ISS) plays a vital role as a major source of information in public health and biomedicine in Italy, mainly addressed to the National Health Service. During the last ten years, ISS has also gained a valuable experience in spreading cutting-edge medical science and basic research findings to high school science teachers and, through them, to students. Short courses on specific topics have been carried out with the aim of improving science learning at school by applying scientific concepts to real life scenarios and by using active and cooperative learning methods. The purpose is to foster young people's consciousness and attitudes for prevention and qualification of health care request, besides motivating gifted students to take up research, science and medicine-related careers. The poster shows some training activities developed by a team coordinated by the ISS Publishing Unit and composed of high school teachers, educational experts and ISS researchers. Following each training session, ISS publishes a set of educational materials, available online at its website (www.iss.it). Examples of course programmes, proposed teaching methodologies and consequent school experimentations will be illustrated.

KEYWORDS: SCHOOL LIBRARY SOFTWARE; CATALOGING MATERIAL; EDUCATIONAL PRACTICES

TRACK: POSTER - SUBTHEME: 2

2) Libraries as the Driving Force in School Improvement: SMiLE – Educational Opportunities for School Libraries

Helle Barrett (Sweden)

During more than two years, 12 schools in Malmö,

Sweden, have been engaged in SMiLE, a school improvement project, with focus on the impact of school libraries on the learning outcome in schools, with diverse situations. The project goals:

- support the headmasters in their responsibility for school improvement, including school libraries
- strengthen the partnership between teachers and school librarians
- increase the learning outcome

The poster will focus on possible changes in the role of the school libraries as well as teaching methods. What has happened to the pupils? Are the schools going to continue this school improvement?

KEYWORDS: SCHOOL IMPROVEMENT; PARTNERSHIP; LEARNING OUTCOME

TRACK: POSTER – **SUBTHEME:** 2

3) Mirroring Alice:

Using picturebooks to develop metacognitive skills

Marnie Campagnaro (Italy)

This poster shows the potential of picturebooks in an educational context. It presents the form and the function of postmodern picturebooks. It explains why and how teachers can use them with their children and it underlines some benefits: picturebooks enhance the level of visual literacy and develop pupil's metacognitive skills. Finally, it proposes a methodology to help pupils and students to become more articulate interpreters of the visual narrativity.

KEYWORDS: PICTUREBOOKS, ILLUSTRATIONS, VISUAL NARRATIVITY, METACOGNITIVE SKILLS, CHILDREN'S LITERATURE

TRACK: POSTER – **SUBTHEME:** 2

4) Beyond Google:

Improving learning outcomes through digital literacy

Brenda Carter (Australia)

The internet is often students' first choice when researching school assignments; however students' online search strategies typically consist of a basic Google search and Wikipedia. The creation of library intranet pages providing a range of search tools and the teaching of customised information literacy lessons aim to better utilise library resources and improve students' research skills and learning outcomes.

KEYWORDS: INFORMATION LITERACY; DIGITAL LITERACY; LIBRARIES AND LEARNING OUTCOMES

TRACK: POSTER – **SUBTHEME:** 2

5) Winiride - School library and documentation centre software

Alessandra Ferrarese (ANSAS, Italy)

Winiride is a software created by ANSAS to automate school libraries and school documentation centers. Distributed to all Italian school libraries designed with

librarians' needs in mind, Winiride offers a range of features to manage school libraries simply and efficiently. The Optional Tool "Winiride on-line" puts also the library on-line.

KEYWORDS: SCHOOL LIBRARY SOFTWARE; CATALOGING MATERIAL; EDUCATIONAL PRACTICES

TRACK: POSTER – **SUBTHEME:** 2

6) Nurturing the whale inside a school: collaborative partnerships in improving learning for indigenous students in Australia

Elizabeth Greef (Australia)

A brief consideration of the rich heritage of Australia's indigenous population and a reflection on current issues in Aboriginal education prefaces the story of the establishment by St Andrew's Cathedral School of an indigenous school called Gawura for 25 Aboriginal students. The role of the SACS school library in catering to the learning needs of Aboriginal and Torres Strait Islander students is demonstrated through text and images. The process of developing an indigenous collection of resources will be presented with a bibliography of excellent resources including information books, CD-ROMs, Aboriginal language resources, songs, picture books, family history books, Dreaming stories and fiction. This collection was developed through consultation with school library staff, indigenous experts, teachers of indigenous students, parents, collection development officers of the local public library and the State Library.

KEYWORDS: INDIGENOUS COLLECTION OF RESOURCES DEVELOPMENT; ABORIGINAL EDUCATION

TRACK: POSTER – **SUBTHEME:** 2

7) The Library Leadership Train: How to get Your Principal Onboard

Janet Hilbun (USA)

Even though principals are committed to student achievement, they often overlook the value of the school library (Hartzell, 2003). Hartzell (2007) argues that principals who understand what goes on in the library are more likely to support the library program; however, Hartzell admits that many principals have not had the training or the background to fully understand the library's complexity within their educational landscape. Principals are integral to campus management, scheduling, and decision making, so it is critical to create a strong working relationship between the principal and school librarian. This poster session will describe a school library program initiative to train teachers how to build relationships with their administrators. The University of Houston Clear Lake was awarded a \$906,000 grant (Institute of Museum and Library Services, 2008) to recruit teachers who want to become school librarians to be trained with special leadership and advocacy skills. Leadership in the library is inclusive. Librarians need

tools to help the forge strong working relationships with their administrators who can become strong library advocates. We need to listen to school librarians in the field to find out what training they need and work to provide those training opportunities.

KEYWORDS: PRINCIPAL, LEADERSHIP, CITE BASED EVIDENCE, LIBRARY PROGRAM, STUDENT ACHIEVEMENT
TRACK: POSTER – SUBTHEME: 5

8) Connectivity . Partnerships for Successful Learning Geri Judkins (New Zealand)

The poster shows the several ways school libraries in New Zealand are supported by several organizations and develop a relationship with public libraries in their communities sharing venues for events and supporting one another's programs.

This network of organizations - SLANZA (School Library Association of New Zealand Aotearoa), The National Library of New Zealand, The Ministry of Education (which funds EPIC), the New Zealand Book Council, the Storylines Children's Literature Trust etc. - works together, supports the school libraries and ensures successful learning.

KEYWORDS: DIGITAL RESOURCES; NETWORK; COLLABORATION
TRACK: POSTER – SUBTHEME: 3

9) Notice, Express, Change it Vanja Jurilj (Croatia)

The program has emerged through and out of work with pupils within the quality management of the Antun Mihanović School journalists working group engaged in creating the MIHIĆ publication. The initial idea was to bundle apparently different but connected activities within the school in order to engage pupils in promoting better information and freedom of speech, same as encouraging their more proactive attitude towards participation in the school social life.

In addition to attainment of journalistic skills and writing techniques - following suggestions by the pupils, teachers and other employees - a wide range of events has been conducted: workshops, panel discussions, encounters with writers, illustrators and other guests, theatre performances... The results of such approach reflect as a more open communication among pupils, higher quality of the school journal and in establishing a more dynamic public life in this school.

Our main goal is to stimulate development of a more proactive attitude in relations among individuals, on the one hand, and toward their social environment, on the other, in the context of the society as a whole.

This program has been implemented since the 2004/2005 school year and until now round 150 students were involved directly, and a much larger number of

them indirectly - approximately 700 a year - as those who benefit from the program product: the school journal Mihić.

We have so far received a lot of favorable response from our readers, some professional journalists and newspaper editors. Our program is financially supported by the City of Zagreb and several sponsors.

KEYWORDS: INFORMAL EDUCATION; INFORMATION SELECTION AND USE; SHAPING INFORMATION; WRITING TECHNIQUES; SOCIAL LIFE IN SCHOOL; PRODUCING SCHOOL JOURNAL; PROACTIVE INTERRELATION INDIVIDUAL-SOCIAL ENVIRONMENT-SOCIETY.
TRACK: POSTER – SUBTHEME: 2

10) LAG- Landesarbeitsgemeinschaft Schulbibliotheken in Hessen e. V. LAG (Germany)

"A School without a library is like a desert without oasis." In a more educational sense, this self-confident sentence means the following: The school library is the engine of school development, for cultural practice, for learning to read and reading promotion, to handle digital media, for independent studies and against ex-cathedra-teaching. The mission of LAG is to promote this understanding of a modern school library. The potential of the school library is still not exhausted. LAG is a regional association in the German state of Hesse. It is an independent association of 300 teachers, parent volunteers, librarians and - mainly - schools. It advises the Hessian Ministry of Education. Our ideas and project proposals found its way into Hessian schools, some of them are unique in the entire Federal Republic:

- Biannual "Schulbibliothekstage", further education conferences, each with several hundred participants
- Award "School Library of the Year"
- Reading promotion project "Library in a Box"
- Cataloguing software LITTERA for all schools
- Reading recommendations for students (before Christmas and summer vacation)

We are proud to contribute to and cooperate with colleagues and associations abroad.

E-mail: g.bree@schulbibliothek.info

Website: <http://www.schulbibliotheken.de>

Weblog: <http://basedow1764.wordpress.com>

KEYWORDS: SCHOOL LIBRARIANS' EDUCATION; PROFESSIONAL DEVELOPMENT; SOCIAL NETWORKING
TRACK: POSTER – SUBTHEME: 4

11) Collaborative Practices in Information Literacy Training through the Web for School-librarians in France Anne Lehmans (France)

Students in information and documentation at the IUFM of Bordeaux preparing to become school librarians,

despite the competitive environment, tend to use the web to mutualize their work, share their lectures, information seeking, findings and readings in a cooperative way which is a major source of their professional culture, aimed on information seeking and sharing. When compared to other students, their use of the web and information sharing tools is intensive. The web as a space of information sharing gives the opportunity to enhance creative criticism and new teaching and training practices which take into account the real social web practices among pupils.

KEYWORDS: SCHOOL LIBRARIANS' EDUCATION; INFORMATION LITERACY TEACHING; WEB 2.0; SOCIAL NETWORK; COLLABORATIVE INFORMATION SEEKING
TRACK: POSTER – **SUBTHEME:** 4

12) Built Around a Blog: Using Web Technology to Reach and Teach Students
Katherine Lynch (USA)

With the advent of online social networking and the freely available information movements of search engines and wikis, students are used to an immense amount of technology before even setting foot in a library. As such, school libraries are faced with the task of adapting traditional information delivery techniques and instructional interactions to this new media-literate generation, through the use of new Web technologies.

At Drexel University, we are reinventing classic tools for library education, such as librarian-authored research guides, information literacy teaching sessions, and even librarian-student interactions with the help of such tools as WordPress, Drupal, LibraryH3lp, and Flash applications. We are using widely available, often Open-Source, technologies with large peer-developer support bases in order to share ideas, obtain contrasting viewpoints, and contribute to this movement in school libraries the world over. We are building features into Wordpress to turn the blogging software into a dynamically-displaying research guide tool, using Flash Video to make library instruction engaging, and using social networking tools to establish sound lines of communication between students and subject librarians.

This poster details our findings from one-on-one usability testing with students and other users. The poster also illustrates the new dynamically-updateable research guides that we have built and are easy to set up for any school library to use. Other joined efforts detailed include our use of LibraryH3lp and other instant messenger services, Flash applications developed in-house, and our ongoing research and development of widgets and tools to help students gather sound information quickly and effectively. This poster details the successes of our goal of using new web technology to encourage and assist students in the learning process that begins in the library

KEYWORDS: SCHOOL LIBRARIANS' EDUCATION;

INFORMATION LITERACY TEACHING; WEB 2.0; SOCIAL NETWORK; COLLABORATIVE INFORMATION SEEKING; BLOG

TRACK: POSTER – **SUBTHEME:** 4

13) Portuguese School Libraries Network Programme: 13 Years Building a Net of Knowledge. 2009 News
Ana Bela Martins - Rosa Martins - João Afonso (Portugal)

School Libraries Network Programme reaches this year very important outcomes, related to 13 years of hard work and advocacy.

After 13 years building a school library network, some key issues remained as determinant to the success of school libraries in school. Staff training was one, as the conception of a school library self evaluation model, providing school libraries with a tool that became possible evaluate the success and impact of school library in students success. Evaluate the impact of School Libraries Network Programme, done by an external entity, was another issue. The positive results gave us new guidelines to work on. At last, the most significant issue, concerning the school library work and value, both in school and ministerial level was the legal recognition of teacher librarian position.

KEYWORDS: TEACHER LIBRARIAN POSITION, SCHOOL LIBRARY SELF EVALUATION, EXTERNAL EVALUATION, STAFF TRAINING

TRACK: POSTER – **SUBTHEME:** 3

14) Croatian Network of School Librarians
Josip Rihtarić - Ivana Vladilo (Croatia)

This poster shows incentives and preparation actions connected with starting repository of school-librarian works, criteria for selecting the contents management system, solutions for marking contents, that is the file and the article on the repository. This poster discusses problems that emerged while using program MediaWiki, portalization of network center and plans for future.

KEYWORDS: REPOSITORY, NETWORK, COLLABORATION
TRACK: POSTER – **SUBTHEME:** 3

15) The competent use of the school library: a Montessori approach
Monica Salassa (Italy)

In a Montessori school the library is entirely managed by children attending the 3rd, 4th and 5th grade. The library main purpose is to give children the essential instruments to help them experience a competent use of it playing an active role. At the same time, it is important, from a Montessori point of view, to provide children with a variety of books to be consulted, offering each child the possibility to construct independently his

own path to knowledge acquisition, at his own pace, through cultural means able to support its imagination ("Imagination is the great power of this age", M. Montessori, 1973). The school library, offering to children a wide range of books on different subjects, sets itself as a privileged learning environment in which the competent use of available resources allows children to come to contact with those "seeds of cultural interests" which, according to Montessori, will sprout later in their minds as they further develop (M. Montessori, 1948).

The purpose to put children into learning conditions able to facilitate the achievement of the library competent use as a learning outcome, highly stimulate teachers to reflect on their professional practice. According to the Montessori approach described, they are put in front of the need to change their attitude towards the way to conceive of school library and young learners. In fact, it is up to teachers to previously arrange a well prepared environment according to the child developmental and learning needs, to respect and facilitate the independent action of the child, to respect and facilitate a working method based on the child's free choice, to facilitate and support the child sense of responsibility and self-confidence pointed out by Dr. Montessori in her writings.

KEYWORDS: MONTESSORI METHOD; SCHOOL LIBRARY ENVIRONMENT; SCHOOL LIBRARY MANAGEMENT; ACTIVE LEARNING; STUDENTS COLLABORATION

TRACK: POSTER – **SUBTHEME:** 2

16) Using Picture Books to support children's understanding of the International Baccalaureate's Learner Profile in the primary school

Ingrid Skirrow (Austria)

One of the International Baccalaureate (IB) standards which provides a continuum of learning and expectations across all three programmes is the Learner Profile (LP). The LP describes what the International Baccalaureate believes to be the attributes of an internationally-minded person.

These attributes are: inquirers, knowledgeable, thinkers, communicators, principled, open-minded; caring; risk-takers, balanced and reflective.

But how can we help young children in the Primary Years Program (PYP) of the IB begin to understand such concepts and language? Many students in international schools, are learning in second, third or even fourth languages.

Around the world in many International School libraries, children's picture book literature is being collected and catalogued under the very headings of the Learner Profile. They are being used during story time and as part of units of inquiry in the classroom. Viewing and listening and talking about these books help support language development as well as conceptual understandings of the Learner Profile attributes.

KEYWORDS: INTERNATIONAL BACCALAUREATE; LEARNER PROFILE; CHILDREN'S PICTURE BOOKS

TRACK: POSTER – **SUBTHEME:** 3

17) School Libraries in Kwazulu-Natal (KNZ), South Africa: Policy and Intervention for successful school library services

Mariana du Toit (South Africa)

The Education Library Information and Technology Services Directorate (ELITs) propose to highlight, by means of a poster presentation, intervention programs that assisted in establishing and promoting school library services in the province of KwaZulu-Natal, South Africa.

KEYWORDS: SCHOOL IMPROVEMENT; PARTNERSHIP; LEARNING OUTCOME

TRACK: POSTER – **SUBTHEME:** 5

18) Principals and SL Professionals – Learning Outcomes Need Our Common Action

Maria José Vitorino (Portugal)

Even within many different school leaderships, it seems to be an evidence to many SL professionals that Principal's role is always a clue factor for SL services, curriculum enhancement and learning outcomes, valuing or/and giving hard times to professionals projects and SL teamwork, mainly in teachers-SL cooperation, the very heart of learning success. How could each professional and each professional team learn to act wisely in this field, improving communication and advocacy skills, managing strategies according to different principal's profiles and contexts? Who are principal's "valued" information sources on SL issues – official, professional, networking, public librarians? And which, and how, could be reinforced, local, national and internationally (IASL included)? Web 2.0 is making/could make/should make a difference for these purposes?

KEYWORDS: SCHOOL LIBRARIES, NETWORKING, PRINCIPALS, TEACHER LIBRARIANS, SCHOOL LIBRARIANS, TEAMWORK, SL WEB RESOURCES.

TRACK: POSTER – **SUBTHEME:** 5

19) Teacher/Librarian Collaboration in the Multigenre Classroom: Partnerships for the New Millennium

Nancy K. Votteler (USA) - Paula E. Griffith (USA)

This poster session will describe how a middle school teacher and librarian collaborated on a project that included research, reading, and writing. It will present the planning materials, sample schedules, examples of instructional lessons for both teacher and librarian, shared student assessment techniques, and project evaluation. Samples of student work will be available for attendees to view. Most importantly, attendees will receive a handout with information about how to begin their own collaboration, organizational tips, assessment strategies, and a bibliography of resources. This poster session will focus on true collaborative practices with the purpose of showing how this project was successfully implemented so that others can begin their own

collaborative projects.

KEYWORDS: COLLABORATION; INFORMATION LITERACY; TEACHER/LIBRARIAN; PARTNERSHIPS; CO-TEACHING
TRACK: POSTER – **SUBTHEME:** 3

20) Improving student outcomes through applying emerging technologies

Andrea Walker (Hong Kong)

The purpose of this paper is to describe and analyze (in four sections) an innovative library-based approach to promote reading for English as an Additional Language (EAL) students. The innovation sought to encourage and support language learning through providing portable audio devices (PADs) loaded with MP3 digital files. Audio titles were selected collaboratively with teaching staff to match curriculum needs and stimulate student motivation. The paper has four sections. The first section describes the newly established Year 1-13 IBO world school, which has grown from 850 to 1650 students in under 3 years. The second section details the innovation, including its rationale, structure, technical needs and implementation strategy. The third section of the paper details the implementation of the PADs, and data collected to monitor its progress and success. The final section analyses the findings and makes some recommendations for the role of the library and the teacher librarian. Among these is the importance of understanding users' needs and the importance of staying flexible and aware of these as they shift. Flexibility is important in terms of technological advances, student interest, and cultural appropriateness. Collaborating with teachers is important but not always easy. Libraries need to consciously and patiently invite teachers to engage in joint selection and planning. The visibility and influence of the library is best done through improving outcomes and actively collaborating.

KEYWORDS: AUDIOBOOKS, DIGITAL, MP3 PLAYERS, , EAL SUPPORT
TRACK: POSTER – **SUBTHEME:** 2

21) Extreme Make Over: School Media Services in a Technology-Rich Environment

Savan Wilson - Mary Ann Robinson

Library media specialists have a unique opportunity to offer continual, customized, relevant service and instruction to 21st Century learners. This presentation provides an overview of practical tips and real-life examples of how to develop a 21st Century library media program using interactive and collaborative communication tools and other electronic resources to meet the changing needs and interests of learners. Communicating updated 21st Century services to others will be emphasized. Many school media specialists use technology daily but do not view technology as a catalyst for change in how their program is viewed by others or as a way to implement a virtual library program that

meets the needs of teachers and students outside of the confines of the school day. In the literature, educational technology is touted as a change agent . The presentation will show why it is important to conduct an "Extreme Makeover" and create an Interactive Media Program, show interactive and collaborative technologies for 21st Century services with example from the field- (e.g., Wikis, Blogs, Podcasts, Google Docs, Digital Storytelling, Graphic Organizers, etc.) and other teacher and student resources - Virtual Libraries, ReadWriteThink, Thinkfinity, Streaming Video, with a question and answer period.

KEYWORDS: STANDARDS, WEB 2.0, ONLINE LEARNING, LIBRARY EDUCATION
TRACK: POSTER – **SUBTHEME:** 4

22) Transforming an Educational Technology Course for 21st Century Learners

Savan Wilson - Mary Ann Robinson

Most pre-service teachers and school media specialists only receive one course using instructional technology in the classroom. This presentation describes the University of South Alabama's technology course and the design process that the instructors went through to redesign the course in order to put greater emphasis on technology integration using Web 2.0 technologies.

KEYWORDS: DESIGN; STANDARDS; WEB 2.0; ONLINE LEARNING; TEACHER EDUCATION
TRACK: POSTER – **SUBTHEME:** 4

IASL Exhibits and UNESCO, IFLA, IBBY, ENSIL Displays in the Lobby

IASL AUCTION

Chair: Gerald Brown (Canada)

Didn't get everything you wanted at Thursday night's auction? The raffle and silent auctions continue today.

Auction – From Gerald Brown (Canada, browner1@mts.net) and Pat Carmichael (Australia), our auctioneers: The auction is a fund-raising event. It's a fun event for everyone. Delegates have brought treasures from their local community, school or region. You are invited to view these areas in the Garden Room throughout the conference.

1. The **SILENT AUCTION** gives everyone a chance to bid on his/her favourite item. Look for the number of the item, and then find the sheet of paper with the same number. Put down your name and your bid in whole Euros. Come back often to see that someone else hasn't bid more money than you did. If someone has, you can bid again, as many times as you like. The silent auction items are sold at various times during the conference at the discretion of the auctioneers. Check often to see if your item has a sold sticker or if your name appears on the notice board by the Auction Desk (Hotel lobby). Then come to the treasurer, pay your bill, and take your goods. You must pay before you can pick up your item!

2. The **LIVE AUCTION** is for specially designated items and will be held following Thursday evening's banquet. These items will be on display in Auction Room in advance. Have a look at these items on display, and decide which one you want to buy to take home. Come and bring your money! You'll soon discover how it works *and* how competitive librarians can become.

3. We will have a **RAFFLE** this year, too. Tickets are available from Auction Central in the Garden Room. Tickets will be drawn at least three times per day. If your number is drawn, you can come and select an item of your choice from the "Raffle Items" table. Some fine quality items can be had for a small sum. Of course, buying lots of tickets increases your chances!

All money exchange will be in Euros (€). All funds raised will be put towards the Leadership Development Fund and to the Support-a-Member and Support-an-Association Funds.

IASL SECRETARIAT

Chair: Karen Bonanno



The IASL Secretariat provides administration and management of the associations business affairs. Karen Bonanno is the Executive Secretary and her company, KB Enterprises (Aust)

Pty Ltd, is contracted to provide these professional services for IASL. At the conference you will be able to join IASL at a special conference discount rate. This is

available to those who are not currently members of IASL. Also you will be able to purchase some of the IASL Annual Conference Proceedings from previous conferences. By visiting the IASL desk you will have the opportunity to meet some of the members of the IASL Board.

IASL 2010 Conference: BRISBANE, AUSTRALIA

Chair: Chris Kahl

Chris, the Conference convenor representing the Australian Conference Committee, shares preliminary information regarding the 39th IASL Conference and 14th International Forum on Research in School Librarianship. Info: mail to: 2010 IASL Conference Secretariat sefraser@brisnet.org.au.

IASL INTERNATIONAL CHILDREN'S BOOK EXHIBIT

Chair: Pat Carmichael (Australia)

Offer a children's or young adult book for display throughout the conference in the Exhibit Area (Lobby Hotel Alexander Palace). Enjoy viewing the wide variety of offerings from around the world. At the end of the Conference, the books will be donated to some local school libraries and the Public Libraries of Abano-Montegrotto-Padova which are committed to supporting multilingual and multicultural projects. This is a unique exhibition that presents the international face of each country and participant of the IASL conference in text and visual. Hold a book in your hand and soak in the culture!



The
"GigggleIT
Project"
([http://www.iasl-online.org/](http://www.iasl-online.org/sla/gigggleIT)

[sla/gigggleIT](http://www.iasl-online.org/sla/gigggleIT)) information display is located in this area also as this project is a direct result of the international collaborative nature of the many nationalities of the IASL.. This project encourages international understanding between cultures and countries through humorous literature. The GigggleIT Project is a global collaborative publishing project hosted by the International Association of School Librarianship (IASL), working in partnership with the International Digital Children's Library (IDCL). This project is also registered as part of the International United Nations Year of Reconciliation 2009. Designed to help children around the world improve their English language literacy skills, the GigggleIT Project encourages students ages 10-14 to contribute their writings to an online book (eBook) celebrating stories and humour from their culture. Each school will have its own webpage to publish children's writing as well as information about the school and country. A range of competitions, and teaching and learning packages, will motivate and stimulate reading and writing skills whilst supporting the teaching and learning with examples and worksheets which can be downloaded into handouts for the class.

INTERNATIONAL SCHOOL LIBRARY MONTH

Chair: Andrea Walker and Gerri Judkins



Once again, the ISLM Committee is working on exciting projects for school libraries to celebrate International School Library Month 2009, School Libraries: The Big Picture. Some familiar projects are being organized such as the Bookmark Project (see below), theme translation (email: judkins4@actrix.co.nz) and a new 2009 poster. New projects being supported include Gigglet and World Readers. For more information watch the IASL-LINK as well as visit the ISLM website <http://www.iasl-online.org/events/isld/> or contact Rick Mulholland, ISLM coordinator (conri@shaw.ca). **BOOKMARK PROJECT:** The ISLM bookmark project involves matched schools making homemade bookmarks (any style, shape etc. - be creative) that reflects International School Library Month's theme of: School Libraries: The Big Picture. The bookmarks must be mailed to your matched school in October 2009. For more information or to add your name to the list of participating schools, contact: Rick Mulholland - Bookmark coordinator - conri@shaw.ca.

LOCALLY PRODUCED MATERIALS EXHIBIT

IASL Publication & Information Dissemination Committee

Chair: Fran Luther (USA)

This exhibit, hosted by Fran Luther, contains materials related to school libraries produced by local educational jurisdictions of IASL members that would be helpful to others trying to improve school libraries in various corners of the world. This exhibit, organized by the Publication and Information Dissemination Committee, invites items in various formats, including print monographs, brochures, posters, and electronic resources such as CD-ROM. This information will be compiled into a bibliography and posted on the IASL website as has been done for the past three conferences. IASL members, therefore, can view the materials at the conference Locally Produced Materials Exhibit, and also read about the materials online. After the conference, the Exhibit materials will be donated to a local library. Please, contact Fran Luther at fluther@towson.edu if you have any questions regarding this exhibit.

UNESCO

UNESCO's main strategy in the area of Information Literacy consists of awareness-raising about the importance

of information literacy at all levels of the education process – basic education, primary and secondary education, technical and vocational training and lifelong



education – and of establishing guidelines for integrating information literacy issues in curricula.

IFLA – School Libraries and Resource Centers Section

Chair: Karen Usher



The Section of School Libraries and Resource Centres (<http://www.ifla.org/en/school-libraries-resource-centres>) concerns itself with the improvement and development of school libraries and resource centres worldwide, especially advocacy for their qualified and adequate staffing. It provides an international forum for exchanging ideas, experiences, research results and advocacy



IBBY

The International Board on Books for Young People (IBBY, <http://www.ibby.org/>) is a non-profit organization which represents an international network of people from all over the world who are committed to bringing books and children together. Next year the 32nd IBBY International Meeting will be held in Spain, in Santiago de Compostela. For info, please, visit: <http://www.ibbycompostela2010.org/>

Stichting ENSIL (European Network for School Libraries and Information Literacy)

Chair: Lourense Das



This Foundation, based in the Netherlands advocates professional school librarianship, by encouraging professional development of school librarians/information specialists, exchange of information between school librarians/information specialists and stakeholders, promoting school libraries and best practices in this field throughout Europe.

BOOKMARKS GALORE

Chair: Helen Boelens (The Netherlands) – Angelina Pereira (Portugal)

"Bookmarks Galore" is a joint ENSIL-IASL project. Its desk will display "Bookmarks from around the world". Some special bookmarks, which have been made by students and teachers and others which are handmade or commercial bookmarks will be displayed during the conference. At a time appointed by the auctioneer, these special bookmarks will be offered for sale at a bargain rate. Many school librarians collect bookmarks and love to swap. During the conference, there will be a

bookmark swap. In order to take part in the “Swap”, you need to donate 1 special bookmark to the special display (mentioned above). Other bookmarks which are donated to the IASL will be available for sale at very reasonable prices so that everyone has a chance to take part in the swap. All funds raised from this activity will go to the “Support a Member fund” (contact: Gerald R. Brown <browner1@mts.net>). Opening times for the Bookmarks Galore activities are shown at the activity table. Also, if you would like to find a partner school for the ISLM bookmark activity, please come past the table for possible suggestions (someone from the ISLM activity will be available to help you).

IBBY ITALIA



The Italian Section of IBBY (www.ibbyitalia.it ; e-mail: ibby@ibbyitalia.it) is committed in the project “Pagine in gioco: le Biblioteche di Antonio in Abruzzo” [i.e., Playing Pages: Antonio’s Libraries in Abruzzo] which aims at helping children of Abruzzo, suffering for the consequences of the earthquake that occurred this year on April 6th. IBBY Italia is raising money in order to provide those children with stimulating books and games. Everybody can give a donation for “Pagine in gioco - Progetto Abruzzo” (account: IBBY Italia IBAN IT 46 Q 01030 02400 000004685403 - BIC PASCITMMBOL) or buying a book at the “Alma Mater” Bookshop during the IASL Conference.

College of Information

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These exhibitors are available on Wednesday, Thursday and Friday, 10.00 – 18.00 in the Lobby (Hotel Alexander Palace, Abano Terme).

Don't miss to visit them, share with them your needs and experience, and ask for information about their new projects, products and services in our field!

Biblos

(Table 5a)

via delle Pezze, 33
35013 Cittadella (PD)
Italy
Tel.: +39 049 5975236
Fax: +39 049 9402780
<http://www.biblos.it/>
info@biblos.it



FMG - Fratelli Gionchetti Matelica

F.LLI GIONCHETTI spa
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P.IVA 00082980434
<http://www.gionchetti.it/>



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(Table 4)
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Fax: 800.852.5458 or 815.759.9831
Customer Service:
customerservice@flr.follett.com

Libreria "Alma Mater"

(Table 7)

Piazza Moro Aldo,9
35030 Selvazzano Dentro
Tel.: (+39) 049720090
m.piasentini@libero.it
Silvia Del Francia



Meles Meles SMD

(Table 5b)
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6095 NC Baexem
Tel.: +31 475 45 24 00
Fax: +31 475 45 39 97
[http:// www.smd.meles.nl](http://www.smd.meles.nl)
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College of Information

The Information College of Texas

University of North Texas School of Information and Library Science

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Fax 940.565.3103
slis@unt.edu
Dr.Yunfei Du; Dr. Barbara Stein Martin

39th Annual IASL Conference, incorporating the 14th International Forum on Research in School Librarianship.

Including the School Library Association of Queensland (SLAQ) Biennial Conference

Brisbane, Queensland, Australia, September 2010

Pre-conference workshops:	Brisbane, Queensland - Monday, September 27, 2010 (hosted at school venues)	
Conference:	Brisbane, Queensland – September 27 – October 1, 2010	
Theme:	Diversity Challenge Resilience: SCHOOL LIBRARIES IN ACTION	
Subthemes:	(1) Developing curriculum; (2) Delivering excellence through standards; (3) Supporting the digital education agenda; (4) Building literate communities	
Other Activities:	Workshops, poster sessions, trade exhibition & presentations, conference dinner, library visits (school and public), bookshop visits, city & surrounds tours, author breakfast	
Location:	Brisbane Convention & Exhibition Centre (near Brisbane central business district) – can be reached through Brisbane airport international and domestic terminals by train (20 minutes from airport) and taxi, with the airport shuttle service to your accommodation.	
Important dates:	September 2009:	Call for abstracts opens
	Early 2010:	Notification of acceptance of abstracts
	February 2010:	Early bird registration opens
	(Other dates to be confirmed – please visit the web site)	
Organizers:	School Library Association of Queensland Inc. (SLAQ) Conference convenor, Chris Kahl	
Secretariat:	SLAQ Executive Officer, Sarah Fraser (sefraser@brisnet.org.au)	
Programme Committee:	Chairperson, Karen Bonanno (kbonanno@bigpond.net.au) with committee members from SLAQ and IASL.	
Sponsorship:	Sarah Fraser (sefraser@brisnet.org.au)	
Trade Exhibition:	Contact person, Liz Blumson (lblumson@bigpond.com)	

Conference web site: <http://www.iasl-online.org/events/conf/2010/>



INTERNATIONAL SCHOOL LIBRARY MONTH 2009

SCHOOL LIBRARIES: THE BIG PICTURE



<http://www.iasl-online.org/events/islm/>

International Bookmark Project

The ISLM Bookmark Project involves matched schools making homemade bookmarks (any style, shape, etc - be creative) that reflect the International School Library Month theme. The bookmarks must be mailed to your matched school in October.

<http://www.iasl-online.org/events/islm/islm-projects.htm>

Translations of International School Library Month Theme

This year's International School Library Month theme is ***School Libraries: The Big Picture***. We are requesting translations of the theme in other languages for the website - as many as possible. Some already received are Romanian, *Bibliotecile Scolare: Marele Tablou* and Swedish, *Skolbibliotek: hela bilden*. Please send additional translations to judkins4@actrix.co.nz.

Other Ways to Celebrate International School Library Month

Gigglet: The Gigglet Project is a global collaborative publishing project hosted by the International Association of School Librarianship (IASL), working in partnership with the International Children's Digital Library (ICDL). Humour is a wonderful "feel good" motivator.
<http://www.iasl-online.org/sla/gigglet/>

World Readers: World Readers is a global network of young people sharing their reading via a Ning. Members join using an alias as no real names or photos are accepted. Email Ray Doiron to request membership at raydoiron@upei.ca.

ISLM 2009 poster

This year's poster is designed by Vancouver, Canada Graphic Designer Peter Figasinski. This year the poster has an older student and a younger student versions. They are available for downloading from the ISLM site <http://www.iasl-online.org/events/islm/>



IASL Coordinator of International School Library Month
Rick Mulholland (Canada)
conri@shaw.ca
<http://www.iasl-online.org/events/islm/>

Association of School Librarianship (IASL) Inc.
<http://www.iasl-online.org>
Karen Bonanno (Australia)
iasl@kb.com.au or kbonanno@bigpond.net.au
Executive Secretary, PO Box 83, Zillmere,
Queensland 4034, Australia
Fax: 61 7 3633 0570

ANNEX



Cooperation for health science at school: the experience of a research institute

Cecilia Bedetti¹, Maria Cristina Barbaro¹, Cosimo Marino Curianò¹, Silvia Giannella²

¹Istituto Superiore di Sanità, Rome, Italy - ²Liceo Virgilio, Rome, Italy

ISS projects of science education

from 2001 with two main objectives: to disseminate cutting-edge biomedical findings to high school science teachers and, through them, to students; to help students develop critical thinking, teamwork and communication skills

The projects

New drugs: a reciprocal investigation between schools and scientific institutes.

Scientific and ethical aspects of biotechnology in medicine: a joint action between schools and scientific institutes.

The metabolism of learning in young adults: an interactive experiment between schools and research institutes.

Having a meal with microbes: an education program about microbes and food.

Chemicals, the environment and us: a joint action between schools and research institutes.

Animal use and abuse: hints for an educational action.

Training of high school teachers

A team coordinated by the Publishing Unit of ISS, composed of researchers, educational experts and high school teachers, has carried out short courses for teachers both on scientific topics and active learning methods.

Educational paths at school based on active learning methods

After the training sessions, the teachers engaged and challenged their pupils to explore biological concepts by means of real-world examples through the use of PBL and concept cartoons methods. The students played a leading role experimenting self-centered learning/teaching methods, while the teachers were converted into tutors.

The final meeting at the ISS

In front of a large audience of students coming from other schools and scientists, the pupils gain huge success in presenting, eagerly and passionately, the results of their works at school.

Educational materials

Educational supplements were published for each Project. These materials cover information not available in standard textbooks and can give teachers an useful support in training science education.

OUTCOME

About 200 schools were involved into the projects

Training activities:

- more than 400 participants
 - 44 researchers as teachers
 - 5 high school teachers as researchers
 - more than 8000 students involved
- (about 1000 experienced active learning methods)



www.iss.it

SM Libraries as the Driving Force in School Improvement

Helle Barrett



- Increase the learning outcome.

"The pupils have become aware of their own learning process."

"A method that stimulates the growth of knowledge."

"The school library has become everyone's concern."

The project goals:

- Support the headmasters in their responsibility for school improvement.

"SMiLE has been a great source of inspiration and knowledge."

- Strengthen the partnership between teachers and librarians.

"A method with very rewarding results - the partnership between teachers and librarians has been strengthened."

SMiLE - Educational Opportunities for School Libraries

Helle Barrett,
Department of Education.
The Pedagogical Centre Malmö Sweden.
Commissioned by The National Agency for School Improvement.



2009

helle.barrett@malmo.se

SMiLE

MIRRORING ALICE: Using picture books to develop meta-cognitive skills

Marnie Campagnaro

Department of Educational Sciences; University of Padua, Italy

Contact: marnie.campagnaro@unipd.it



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Introduction

Children live in a highly complex visual world and are bombed by visual stimuli. Although the image is now at least as powerful as the word, few teachers spend time in helping children recognize and understand the many forms of visual information they encounter. Learning how to look and developing visual skills help young learners to become more critical and discerning subjects (Roxburgh, 1983; Nodelman, 1988; Mitchell, 1994; Evans, 1998; Spitz, 1999; Nikolajeva and Scott, 2001; Kress and Van Leeuwen, 2006).

Postmodern picture books

"Thinking directly in terms of colours, tones, images, is a different operation technically from thinking in words" (Dewey, 1978).

Picture books are an extraordinary resource to approach the postmodern complexity because they lead young readers into a world of alternative meanings. The picture book "is thus not just a form of text, it is also a process" (Lewin, 2001): it arises questions which children have to deal with, it invites them to fill semantic gaps, it rouses their intellectual curiosity and aesthetic pleasure, it stimulates their imagination because of the appealing use of visual metaphors. The different possibilities of interpretation encourage children to play an active role: on the one hand they can give free play to their imagination, on the other they learn to discover how a pictorial symbolic system works. This achievement leads them to develop their own visual vocabulary too.

Exploiting visual literacy to develop meta-cognitive skills

Children have no difficulty in analysing most of the visual metaphors depicted in picture books (Arizpe and Styles, 2003). Visual image is, in fact, more effective than spoken or written language in evoking an affective response from the reader (Gombrich, 1965). Adopting a Vygotskian approach, a teacher can stimulate children to move their attention from a first level of response, more immediate and sensuous such as the emotional and aesthetic response, to a second one where the cognitive and symbolic meanings of the narrative are involved. Through the pictures, children can find a "fertile soil" to develop their meta-cognitive skills. External visual elements such as composition, line, form, dimension, pattern, color and texture are part of a visual syntax that helps children to find out and carefully reflect upon the different symbolic interpretations of a picture book. From the educational point of view, presenting many different picture books of the same story within the classroom and, then, starting a group discussion brings three meaningful advantages: the first one is the possibility for all children to have equal access to the discussion about pictures and the illustrator's intents, even for younger children, inexperienced readers or readers with learning difficulties, "pictures provide a landscape in which minds can meet for contemplation rather than competition" (Bromley in Arizpe and Styles, 2003). Secondly, while trying to unravel the intriguing visual sequences of a picture book, children reflect upon their past and learn to manipulate their memories. Past experience becomes a meaningful medium to search for similarity or to explore differences. Finally, encouraging young readers to talk about their "visual" ideas creates a good environment to work within each other's "zone of proximal development": children get pleasure in co-operating in the negotiation of the different meanings and become conscious of the process that leads them to elaborate their own personal interpretation of the narrative.

Conclusions

The re-visitation of a text through many different pictorial narratives has a high educational value, particularly for the purpose of developing meta-cognitive skills: it provides a meaningful context to reflect not only on one's ability to decode visual narratives but most significantly on how to become articulate interpreters of the visual.



Beyond Google: improving learning outcomes through digital literacy

Brenda Carter

Rationale

The Internet is often students' first choice when researching school assignments, however students' online search strategies typically consist of a basic Google search and Wikipedia. The creation of library intranet pages providing a range of search tools and the teaching of customised information literacy lessons aim to better utilise library resources and improve students' research skills and learning outcomes.

Library Intranet Resources

Catalogue

Online Resources

Subscription Databases

Delicious
www.delicious.com/sccclibrary

Subject Directories

Search Engines

Student Guides

Guides and templates including
Note-taking, Plagiarism
and Bibliographies

Reading

Library Blog, Book Review Wiki



Information Literacy lessons

Investigating Search Engines and Subject Directories

Students explore the differences between them and learn why and when to use them

Smart Searching

Students learn how to 'read' websites and use basic and advanced search features to develop effective search strategies

Making search decisions

Students learn to select the most suitable resource types for their research task

Evaluating a website

Students learn how to evaluate websites for authority, accuracy, relevance and currency.

Result

Improved:

- ❖ Use of library resources
- ❖ Information and digital literacy
- ❖ Learning outcomes



Conclusion

Despite ongoing communication of these resources, implementation has been slow and sporadic according to the willingness of teachers to involve the teacher librarian in collaborative planning and teaching. Use of subscription databases has increased by an average of 7880% since information literacy lessons have begun.

Feedback gained about students' knowledge and skills over the last twelve months will be used to design a whole school Information Literacy and ICT Skills Continuum. Once students become accustomed to using the library intranet as a starting point for their research and develop the skills they need to use those resources effectively, the library will have made a greater contribution toward the achievement of learning outcomes.



Winiride

www.winiride.it

SCHOOL LIBRARY AND DOCUMENTATION CENTRE SOFTWARE

**STANDARD CATALOGING RULES
DERIVED CATALOGING**

**CATALOGING
MATERIAL AND
EDUCATIONAL PRACTICES**

**SUBJECTS SEARCHES
OPAC CREATION**

**Conformity to
SBNMARC protocol**

Rel. 4.0

**INDEXING USING EET
AND YPL THESAURUS**

USER-FRIENDLY INTERFACE

AS
agenziascuola
agenzia nazionale per lo sviluppo del successo scolastico

Nurturing the whale inside a school: collaborative partnerships in improving learning for indigenous students in Australia

Elizabeth Greef
egreef@sacs.nsw.edu.au

It is my view that you need to look carefully at the way Aboriginal people are portrayed in libraries, and you need to reach out to Aboriginal people and show us that we are welcome to participate in an area which we were excluded from for a long time.

Mick Dodson, 2003 (ATSILIRN, 2005)



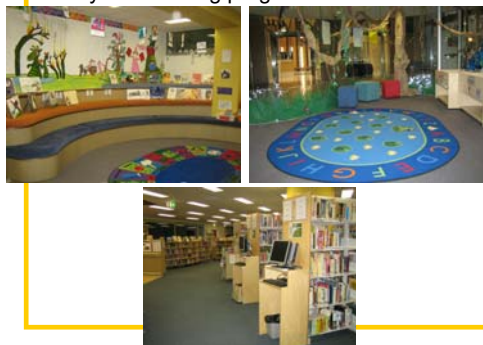
THE WHALE INSIDE A SCHOOL

Gawura is an indigenous primary school of 25 children. "Gawura" means whale in the language of the Eora tribe of the Sydney region. It commenced in 2007 as a response of St Andrew's Cathedral School to a matter of social conscience, the inequality of educational opportunity for indigenous children.



ST ANDREW'S CATHEDRAL SCHOOL LIBRARY

The school was founded in 1885 and our new library opened on 7 April 2008. It is an integral part of the school community of about 1500 students and staff and has strong information literacy and reading programs.



DEVELOPMENT OF A GAWURA COLLECTION

Generous donations in 2008 enabled the development of a special collection. It includes texts by Aboriginal authors, Aboriginal language resources, songs, and books on family history of particular tribes.

The process included:

- Consultation with parents and staff
- Joint evaluation of books on approval
- Mapping of tribal and language groups relevant to Gawura children
- Utilising collection development officers in public libraries with indigenous collections, including Ronald Briggs, Indigenous Services Librarian at the State Library of NSW
- Employing the expertise of specialist indigenous publishers
- Using relevant government protocols to develop awareness of areas of sensitivity
- Staff visiting Thursday Island and Uluru to purchase resources



The collection's launch on 18 November 2008 was attended by the Gawura ambassador Professor Larissa Behrendt and the well-known Aboriginal singer Deborah Cheetham.



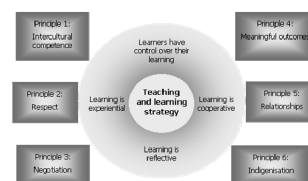
INDIGENOUS CELEBRATIONS

Hosting these demonstrates the value the school places on the culture and promotes reconciliation. It also supports the school's role in building values, understanding and good citizenship. Celebrations included: Indigenous Literacy Day National Sorry Day



INFORMATION LITERACY SKILLS

The library staff work regularly with Gawura students to improve research and reading skills through weekly story-times, browse and borrow sessions, Literature Circles and collaboratively developed resource-based units. In developing these units we rely on the principles of indigenous learning model.



(ANTA 2004)

Academic performance of Gawura students has risen dramatically in NAPLAN tests.

TABLE 8: YEAR 5 NAPLAN 2008 RESULTS: SACCS / GAWURRA / STATE COMPARISON

	SCORE	SCORE	SCORE	SCORE	SCORE
LITERACY					
SACCS	515.0	510.0	490.0	504.0	517.0
GAWURRA	490.0	510.0	490.0	510.0	490.0
STATE	490.0	490.0	490.0	504.0	497.0
STATE INDIGENOUS	410.0	410.0	410.0	410.0	410.0
NUMERACY					
SACCS	510.0	510.0	510.0	510.0	510.0
GAWURRA	490.0	490.0	490.0	490.0	490.0
STATE	490.0	490.0	490.0	490.0	490.0
STATE INDIGENOUS	410.0	410.0	410.0	410.0	410.0

(Heath 2008; MCEETYA 2008)

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Ministerial Council on Education, Employment, Training & Youth Affairs. (2008). *National Assessment Program Literacy and Numeracy (NAPLAN) 2008*. Retrieved February 25, 2008 from http://www.naplan.edu.au/naplan_2008_reporting/naplan_2008_reporting.html

Palmer, D. (2004). Talk - Secondary Assembly, St Andrew's Cathedral School, 9 March 2004.

Many of our young people are like pelicans, floating on the water, clumsy in flight, forever circling, but not able to reach the heights. Occasionally we see one that is an eagle, able to soar, to dip and weave and dive, to play with air currents. We want all our boys and girls to be eagles. Education can make them eagles.

(Yolngu elder, Yirrkala, Arnhem Land - Palmer 2004)

★
Arrival of Aboriginal people in Australia

White settlement
Guerilla warfare

Myall Creek massacre

Protection Policy

Assimilation Policy

Integration Policy

Land Rights and Reconciliation

Apology to the Stolen generations

58000BCE

1788

1820

1838

1860

1876

1936

1965

1967

1990s

2008

Timeline of Aboriginal history

Last Tasmanian Aboriginal dies

Stolen children

Right to vote granted

Teacher/Librarian Collaboration in the Multigenre Classroom: Partnerships for the New Millennium

LA Teacher Objectives	Librarian Objectives
Introduce multigenre unit with instructions and student contracts	Assist with topic selection and/or narrowing the topics
Demonstrate different writing models using real world examples	Teach research sources including print and electronic
Mini lessons to teach writing processes	Database searches to find information
Mini lessons for grammar/mechanics	How to evaluate a website
Mini lessons for writing style	Note taking and paraphrasing
Set up writing response groups and facilitate peer response	Bibliographic citations
Develop assessment rubrics for both the student and the teacher	Develop rubrics so that both librarian and student

Student learning objectives

- Choose a book club (Holocaust titles)
- Plan for project reading completion with group
- Work together as a group to read, think, discuss their book club title using Harvey Daniels roles/tasks
- Research Holocaust topics of their own interests, collaborating with the school librarian
- Plan for their multigenre writing pieces thematically connected as a whole
- Draft, revise, and edit with peers in writing response groups
- Present their writing portfolios during which they will deliver a first person narrative based on Holocaust research during a History Fair

Description.

Planning: Select titles for possible books clubs such as *Girl of Kosovo*, *The Breadwinner*, *Goodbye Vietnam*, *Number the Stars*.

Length of study: 9-12 weeks, depending on the depth and breadth of the content covered. We used this time to teach every major concept for reading and writing including grammar and mechanics in the form of "mini lessons."

Beginning Tasks:

Librarian will:

- Read aloud *Erika's Story* (Vander Zee, Ruth)
- Discuss the meaning of the word "Holocaust"
- Booktalk each of the pre-selected titles for book clubs

Language arts teacher will:

- Organize classes into book clubs
- Organize work folders including role sheets
- Introduce and model book club procedures
- Consider using short stories to teach roles
- Assist with questions rather than answers
- Arrange for research with the librarian

Students will...

- Read aloud or silently and take notes
- Discuss reading responses
- Each week, students will present their findings to the class
- Learn information literacy skills to answer their group and individual research questions related to their novel

Reading can take place individually (silently), with partners, or with the whole group. If the teacher has included nonfiction texts for each group, once a week group members will get to "research" areas about their topics that interest them. Pairing fiction and nonfiction will allow students to become aware of possible research topics on their own. As students begin getting close to the end of their readings, this is a perfect time to schedule another visit to the library for an introduction (or review) of techniques for finding information.



Resources needed:

Holocaust internet resources
Information books
Reference books
Graphic organizers
Pencils/pen
Art supplies
Collaboration and planning forms



Curriculum connections for 6th grade:

Social studies: World cultures, historical events and the impact on world societies

Language Arts: Basic Research skills using information texts, reading a variety of texts, writing to inform, persuade and entertain, grammar and mechanics, summarize and organize information, citation of sources

Library skills: using information books, use of table of contents and index, reading for information, using encyclopedia & other reference works, and critically evaluating information



Transitioning from reading to information literacy, research and writing:

The librarian will teach a series of lessons focusing on topics about the Holocaust (based on Big6™ at <http://www.big6.com/>):

- Task Definition
- Information Seeking strategies
- Location and Access
- Use of Information
- Synthesis—compiling the information into a writing piece.
- Evaluation—shared assessment with students and teacher.

The language arts teacher will:

- Begin introducing multigenre research and writing techniques
- Have instructions ready in a packet for writing requirements and rubrics
- Use real world literature as models
- Model his or her own writing process
- Teach mini lessons to improve common writing errors
- Set up writing response groups
- Demonstrate how to plan, draft, and revise
- Allow time for research and collaborate with the librarian

Schedule:

The schedule may look something like this:

Mrs. Tilton	Monday	IL 1: identify a topic
Ms. Mowry	Tuesday	IL 1: identify a topic
Mrs. Tilton	Thursday	IL 2: find information
Ms. Mowry	Friday	IL 2: find information
Mrs. Tilton	Tuesday	IL 3: Identify sources
Ms. Mowry	Wed.	IL 3: Identify sources

Teacher/Librarian Shared Student Assessment

Language Arts teacher

Do you have TTAPP?	1 point
How is this writing piece connected to theme?	2 points
Did you accomplish your writing purpose?	2 points
What does this piece add to your collection?	2 points
Do you have at least one bibliographic citation?	2 points
Have you checked mechanics?	1 point

Teacher/Librarian Shared Student Assessment

Librarian

Have you cited at least one information source?	1 point
Did you correctly cite a source within the text?	2 points
Do you have a Works Cited page?	2 points
Do the citations correct form?	2 points
Is the information relevant to the topic?	2 points
Did you use correct grammar and mechanics?	1 point

Evaluation of integrated unit on Holocaust:

Students will be evaluated by observation and assessment of their research products
Language arts teacher and librarian will meet to evaluate the unit. Were curricular objectives met? What went well? What would we change? Add? Take away? Would we do this again?

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"The Library Leadership Train: How to get Your Principal Onboard"

School Library Initiatives To Train Teachers How To Build Relationships With Their Administrators

Collaborative School Library Training II

IMLS Grant of \$904,104 awarded Summer 2008

University of Houston Clear Lake School Library faculty agreed that "leadership skills are embedded within each facet of school librarian education including research skills, technology, collection development, cataloging, and administration of a school library program. Both learning objectives and professional development opportunities were developed.

A-Plus Project

IMLS Grant of \$905,000 awarded Summer 2005.

The partnership was a joint project between Texas Woman's University (Denton, TX), Dallas (TX) Independent School District, and Universities Center, Dallas. The original grant was for 3 cohorts of 15 students but the grant was extended for a 4th cohort and was for alternative certification. Purpose to address need for urban, multi-language librarians.



Collaborative School Library Training II (CSLT II) Leadership Professional Development:

- *Developing a quality Spanish Language Collection
- *Web 2.0 Tools in the Classroom and Library
- *Developing a Collaborative Relationship with Your Principal
- *Understanding Administrators from Their Point of View
- *Collaborating with Teachers to Improve Student Achievement
- *Site Based Evidence: Collecting Data for Improving Practice

Leadership Development within Coursework:

- *Booktalk action research project
- *Guest speakers who address trends and issues in fieldwork
- *Specific focus on leadership skills within each course (e.g. school library administration, collection development, reference and bibliography)
- *Panel discussion of future trends during school library internship
- *Promoting connections to American Library Association and Texas Library Association
- *Surveys, interviews, and focus groups to gather data about leadership development

A-Plus Project

Course Work Leadership Component:

- *Design Inservice Program for their campuses
- *Modules on Advocacy and Leadership
- *Developing and teaching collaborative units
- *Modules on letting principal know what was happening in library—beyond circulation statistics
- *Modules on public relations

How it has "paid off"

Leadership roles of cohort librarians:

- *One has just been hired as "library coordinator" in a small but growing district
- *Several are "Library Program Leads" and "Automation Leads" for their sub-districts, doing training and information dissemination.
- *Several have been hired to do district level training
- *One has conducted statewide video conferences with the Educational Service Center.

Project Design

Collaborative School Library Training II

For each course, key assignments and assessments have been developed to evaluate students on their leadership skills. Leadership skills modules have been developed and added to course requirements.

A-Plus

Program component was a hybrid of university courses (9hrs) and district level courses. Students were placed in libraries after 2 courses and a one week "librarian boot camp." Each cohort member was assigned a mentor, selected from the best of the district librarians. Principals were required to allow 5 days the first year for job shadowing.

Advocacy and Leadership Examples

Collaborative School Library Training II

- *Teen Book Drop, 2009 and Texas Children's Hospital in Houston, TX
- *Texas Library Association presentation, 2005-2008
- *Student operated recruitment booth at Texas Library Association, 2009
- *Student presentations at the American Association of School Librarians, 2007
- *160 hours of fieldwork during Internship

A-Plus

- *Banding together to counteract proposed budget cuts such as in New York State: Website and "Sunflower Action Plan." <http://www.crbcls.org/slsa/>
- *"Strong Libraries, Strong Scores" annual mini-conference for school administrators and trustees during TLA annual conference. Texas Library Association, <http://www.tsla.org/conference/SLSS/index.html>
- *SIG (special interest group) for Advocacy for School Librarians. New Mexico Library Association, <http://nmla.org/committees-sigs/school-libraries/>
- *Advocacy Tool Kit (link on right side of page). Australian School Library Association, <http://www.asla.org.au/advocacy/index.htm>
- *"The Evidence-Based Practice Manifesto for School Librarians" by Ross Todd in *School Library Journal*, April 2008 <http://www.schoollibraryjournal.com/article/CA6545434.html>

Focus Skills

- *communication
- *personal relationships
- *creating a collaborative environment
- *technology and Web 2.0
- *differentiating curriculum
- *integrating library program with curriculum
- *information literacy
- *evidence based practice
- *program marketing
- *local, state, and national advocacy
- *leadership skills and roles

Bibliography

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- Advocacy Tool Kit (link on right side of page). Australian School Library Association. <http://www.asla.org.au/advocacy/index.htm>
- "The Evidence-Based Practice Manifesto for School Librarians" by Ross Todd in *School Library Journal*, April 2008. <http://www.schoollibraryjournal.com/article/CA6545434.html>

Connectivity

Partnerships for Successful Learning

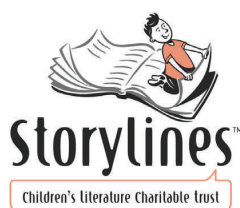
Gerri Judkins



SLANZA's 2009 Conference will encourage delegates to turn heads in the areas of advocacy, digital directions, literature and literacy in the libraries, schools and communities in which they work

www.slanza.org.nz/

Join Schoollib Listserv via SANZA



Supporting Children's Books and Literature in New Zealand

www.storylines.org.nz/



Margaret Mahy Day



Learners find accurate online information

- [Papers Past \(historical newspapers\)](#)
- [Matapihi \(multimedia resources\)](#)
- [Te Ao Hou \(Māori magazine\)](#)
- [INNZ \(index of NZ articles\)](#)
- [Te Puna Web Directory \(NZ sites\)](#)
- [Māori newspapers](#)
- [Living Heritage](#)
- [Te Ara \(online encyclopedia\)](#)
- [EPIC \(databases for schools\)](#)



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www.kidslitquiz.com/



Notice, EXPRESS, Change

INFORMAL EDUCATION PROGRAMME

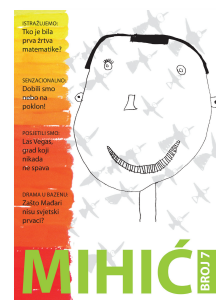


Vanja Jurilj, B.A. in Library Science and Comparative Literature
Antun Mihanović Primary School, Zagreb, Croatia

"I have **made** my own **world** and it is much **better** than anything I **saw** around me."
Louise Nevelson

Introduction

- Ten years ago, we formed a journalists working group and began editing the school magazine **Mihic**
- After the first few issues, we realised that our magazine was on the verge of becoming a **collection of school assignments** instead of a **framework for improving the school's social life**
- A research carried out by our magazine showed that 85% of students have a strong feeling that they cannot change anything either in their own lives or the school life "because they have no right of speech", "due to anxiety", "because it is a privilege of adults..."



Means and goals

The **Notice, Express, Change** programme was launched to change that situation. Its initial idea was to **gather seemingly separate but connected activities within the school in order to engage students in promoting information sharing and freedom of speech**, at the same time encouraging a more proactive attitude towards participating in the school's social life.

In addition to developing journalistic skills and writing techniques, we organised a wide range of events and activities:

- panel discussions, round tables** (on hot topics of our school life)
- workshops** (e.g. Finding, selecting and using information)
- encounters with writers, photographers, journalists, illustrators and other guests**
- theatre and film performances**

All of these activities were covered by the staff of our magazine!



Results

- higher level of self-expression
- better cooperation with teachers, parents and even with business partners
- improved quality of the school's magazine
- more interesting and dynamic school's social life
- improved image of the school library and school as a whole, the librarian profession seen from a new perspective
- long-term project The School We Want has been accepted by the teacher's council and will be implemented with resources available to our school and last but not least
- we are having more fun!

In this programme, which has been implemented since the 2004/2005 school year, some 150 students participated directly and a much larger number of them participated indirectly - approximately 700 a year - as those who benefit from our programme's final product, the school magazine **Mihic**.

Reception

We have received lots of favourable responses from our readers, professional journalists and newspaper editors. Our programme is financially supported by the City of Zagreb and several sponsors. And, finally, at the International round table on Young people and their right for access to the information our programme Notice, Express, Change received such attention that Mrs. Lourense H. Das suggested we present our experience at the IASL conference.



E-mail: vanja.jurilj@gmail.com

Landesarbeitsgemeinschaft Schulbibliotheken in Hessen e. V

GERMANY



LAG is a regional association in the German state of Hesse. It is an independent association of 300

teachers, parent volunteers, librarians and - mainly - schools. LAG is a counsellor to school administrators, teachers and the Hessian Ministry of Education. Our ideas and project proposals found their way into Hessian schools. Some of them are unique in the whole Federal Republic:

- Biannual "Schulbibliothekstage" (School Library Day), further education conferences, each with several hundred participants
- Award "School Library of the Year"
- Reading promotion project "Library in a Box"
- Cataloguing software LITTERA for all schools
- Reading recommendation for students (before Christmas and summer vacation)

We are proud to contribute to and cooperate with colleagues and associations abroad!

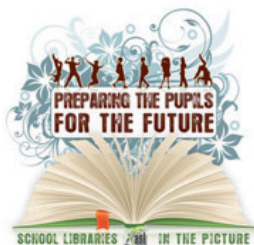
e-mail: g.bree@schulbibliothek.info
website: <http://www.schulbibliotheken.de>
weblog: <http://basedow1764.wordpress.com>

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Heidemarie Bächreiner-Vogt, member of the board
Hans Günther Brée, chairman



"A school without a library is like a desert without oasis"

In a more educational sense, this self-confident sentence means the following: The school library is the **engine of school development**, for cultural practice, for learning to read and reading promotion, to handle digital media, for independent learning and against ex-cathedra-teaching. The mission of LAG is to promote this understanding of a modern school library. The potential of the school library in the digital age is still not exhausted!



Collaborative Practices in Information Literacy Training through the Web for School Librarians in France

Université Montesquieu - Bordeaux IV
IUFM d'Aquitaine

Anne Lehmans

Anne.lehman@iufm.fr

Introduction

Information seeking as a root of professional culture for school librarians

Students in information and documentation at the IUFM of Bordeaux are preparing to become school librarians. Despite the competitive environment, they tend to use the web to mutualize their work, share their lectures, seek information and carry out research in a cooperative way which informs their professional culture. When compared to other students and trainees, their use of the web and information sharing tools is extensive. This shared learning process is a pillar of their conception of information literacy.

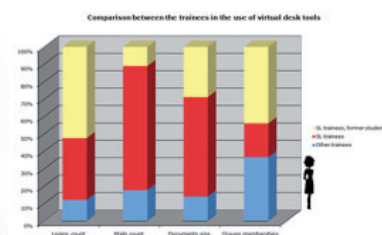
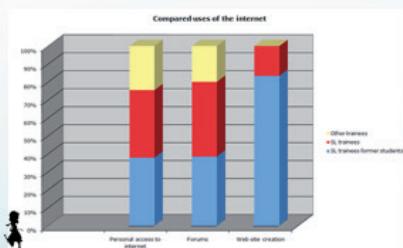


<http://saamarande.canalblog.com/>

Materials and methods

Comparison between trainees in school librarianship who were former students in information and documentation and other trainees at the IUFM of Bordeaux

Quantitative and qualitative analysis of collaborative uses of information seeking, sharing and management through questionnaires, observation and data analysis on the use of the virtual desk, e-portfolio and web 2.0 tools



Results

School librarian trainees have a more extensive use of information sharing tools in comparison with other trainees

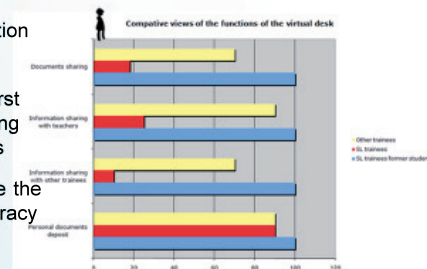
The practices of collaborative information seeking during the first year of university students are transformed into practices of sharing about the professional experiences among the school librarians

School librarian trainees tend to use the web 2.0 tools to recreate the conditions of information sharing with the pupils for information literacy

A web 2.0 tool to share information between school librarians, pupils and teachers



<http://www.netvibes.com/europefebus#Accueil>



Conclusion

Strategic and social information sharing tends to create the conditions of cultural sharing which is facilitated by specific conditions :

- Educational engineering tools such as didactic standards into the e-portfolio and technical standards into the virtual desk
- Ideological consensus on the belief of the usefulness of information sharing and communication into the knowledge building process at school

The social and ideological process of mutualization of information is complex. It carries the risk of restricting the imagination under group pressure, standardizing the practices through didactic formats.

The web as a space of information sharing gives the opportunity to enhance creative criticism, practices on information literacy which take into account real social web practices among pupils.



<http://cdi.lemirail.free.fr/>

A web 2.0 tool to create and share information between school librarians and pupils

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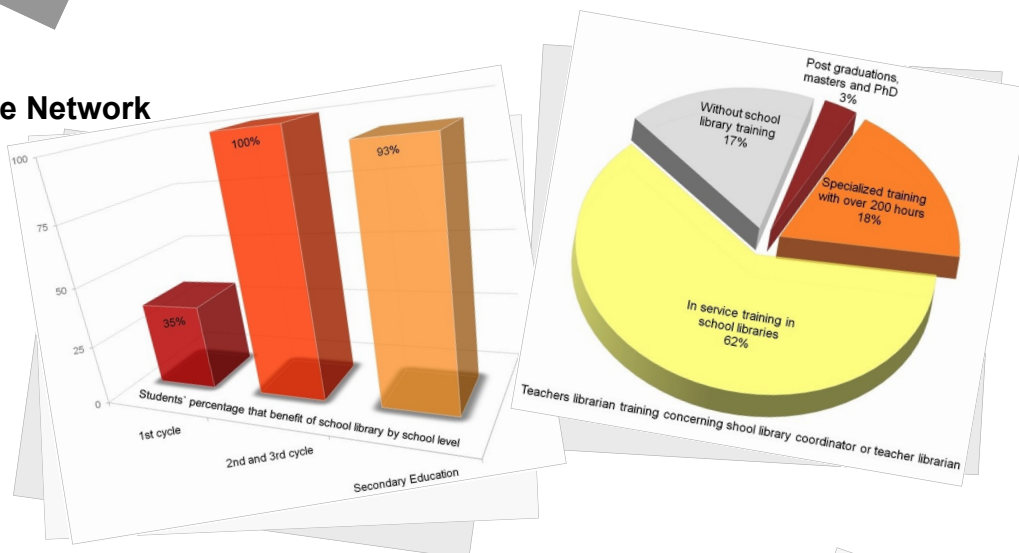
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<http://www.rbe.min-edu.pt/en> | rbe@rbe.min-edu.pt

Ana Bela Martins
Rosa Martins
João Afonso

Key outcomes:

1. Building the Network



2. School Libraries Self Evaluation Model.

Improving quality through a culture of evidence based practice and advocacy

- . Pilot testing the School Library Self Evaluation Model since 2008;
- . In-the-field training of teacher librarians;
- . Implementation of the model by all school libraries in 2010.



3. School Libraries Network Programme External Evaluation

Leadership;
Team motivation;
Quality and effectiveness of network development;
Regional coordinators supporting school libraries in the field;
School Libraries Self Evaluation Model;
Guidelines.



4. Legal recognition of the teacher librarian professional position

All clusters of schools have a school librarian.



CROATIAN NETWORK of SCHOOL LIBRARIANS

Josip Rihtarić (Primary School, Library, Varaždin, Croatia) info@josiprihtaric.iz.hr

IASL 2009 Annual Conference, Padua Italy

Sign in

udk



www.knjiznicari.hr

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- File list

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- Special page
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- Permanent link

article

discussion

edit

history

Croatian network of school librarians

Gathering works & Publishing articles

Made by

School librarians

Made for

Collaborating

Directly & Individually

Working in groups

First collaborators

Adela
Ana
Ana Sudarević
Andriana
Anita
Anita Cota
Antica
Antica 123
Antica Medak
Antonija
Antonijev
Biserka Ivek
Bkuzmic
Blossom
Boris Popinjac
Bucevic
DadaS
Dami
Danijela Studak
Danka jergovic
Darinka Mikulandra
Devilica666
Diana
Doroteja Kamber-Kontić
Dražena Ravić
Dražica Kekez
Edo
Fani
Gordan
Gordana Juhnović
Gordana Šutej
Hana
Ika
Inavuk
Ingrid
Ingrid 2
Ingrid poljanec
Irena
Irena Vukoja Božinović
Irene
Iva
Ivana
Ivana Vladilo
Ivanka M
Ivanka Majić
Jadranka Groza
Jasna
Jasna BEC
Jerko Barišić
Josip Rihtarić
Juraga
KARLO
Kani
Knjžnicarka
Knjžnicarka
Koralka
Korina Udina
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Ljovorka Perica
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Maden Zubiović
Marie
Marina
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Marina teta
Marja Culić
Marjal
Marjana
Marta
Martina kursar
Meri Hlilje
Mila
Milan Josić
Mileva
Mili
Mira Barberić
Mirjana
Mirjana dobrić
Mirna Luketin
Mloncar
Nada
Nada Loncar
Natasa-Bjadrionja
Nataša
Neda Galic
Nina Lesinger
Nina Vugrinec
None
None 1
Ornat
Orjana
Ovan
Pavica
Rea
Rena
Renko
Rusmirka
SLAVKO 1
Sandra
Sanja Nejašmić
Slobodanka
Sonja
Sonja Tolić-Grič
Svjetlana Jurin Livic
Tanja
Tatjana
Teika
Tina
Tona rupić
Vahida
Vanja
Višnja vujic
Vladimir
Vukovic
Vukojica
Sotara
ZULJ

Network space

Sharing ideas
and information

Libraries and
librarians

Lesson plans

Socializing

Literary reviews,
Exhibitions, Good
practice examples

Network content

County
Expert Council

Annuals

Laws

Associations

Equality



Everybody is welcomed!

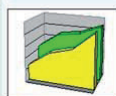
Everybody can add
or change anything.

Hierarchy



CEO
Editorial board
Admins
Librarians

Statistics



In the first 2 years:

- * Over 1000 registrated collaborators
- * Over 2000 uploaded files
- * Over 900 written articles
- * Home page has been accessed over 150.000 times
- * Over 1000 subject headings

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School Librarians



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Extreme Make Over: School Media Services in a Technology-Rich Environment

Savan Wilson, Ph.D.
Mary Ann Robinson, Ph.D.
University of South Alabama

Objective:

We must begin to change the stagnant library into a vibrant 21st Century learning commons that fosters individual and collaborative inquiry and flexible and equitable access to all resources through a 24/7 learning environment. This poster session will provide some practical models to follow when updating to a 2.0 media program.



"A Library should have two front doors, and one of them should be virtual." Joyce K. Valenza



We must shift from **traditional** research methods to **digital** approaches to better meet the needs of our students.

Steps for a Library Make Over: From Library to Learning Commons

Collaborate and Partner

- Plan with Teachers on Informational Needs
- Discuss Internet Safety and Copyright
- Create a Blog for the Research Process
- Begin Your Own Ning for Social Networking

Expand Your Learning Space

- Provide a 24/7 Anyplace, Anytime Virtual Library
- Physical Learning Spaces should be Active Environments for Creating, Experiencing, and Cooperative Learning
- Create Podcast Booktalks or Book Reviews or Wiki Pathfinders
- Attend an Online Workshop or Conference
- Set up an iGoogle Information Space (Google Docs)

Use High-Tech Learning Tools

- Explore and Learn New Resources and Technologies
- Promote Digital Citizenship and Copyright Guidelines
- Learn about Free Web-based Applications such as Google Docs, Audacity, Wikispaces, Podbean, ReadWriteThink, Mindomo, and Photostory.
- Use Video Streaming, Electronic White Boards, Databases, Audio, Animation, Pathfinders, WebQuests, Virtual Libraries, Blogs, Wikis, Podcasting, TeacherTube, Edublogs and others.
- Be a Lifelong Learner!



Savan Wilson, Ph.D.
Mary Ann Robinson, Ph.D.
University of South Alabama



EDM 510 Microcomp
Professor: Savan Wilson

Course **Author**

- Course Home
- Digital Story
- Safety, Legal
- Wikis
- Blogs**
 - Objectives
 - Lecture Notes
 - Readings
 - Sample Blogs
 - Blog Assignment
 - Discussion
 - Peer Help
- Podcasting
- AVL
- ALEX
- RWT&T (ReadW
- Graphic Organ
- Misc Tech (AC
- Microsoft Off
- Social Networ
- PDP (Professi



"It's interesting to note the variety of applications for the technology we've been studying... while the primary intention is to foster learning in the classroom and develop students' skills, they also encourage educators to come up with innovative ways to teach. The use of graphic organizers to break down and organize math concepts is an excellent example of creative technology integration."

Robert Butchka, Graduate Student, October 27, 2008

Transforming an Educational Technology On-Line Course for 21st Century Learners

The redesign of an instructional technology course for pre-service and graduate education students to include new Web 2.0 Technology that meets the needs of our students today.

Introduction:

Most pre-service teachers and school media specialists only receive one course in the use of instructional technology. The changing nature of available technologies in school today, and "savvy technology student users" showed a need to change from teaching general Microsoft Office applications to Web 2.0 content that integrate newer technological tools that meet the needs of our 21st Century learners.

Objective:

This poster session will provide course design information for an updated educational technology course that includes wikis, blogs, digital storytelling, and other Web 2.0 topics. This course was well-received by our students and provided unique opportunities for project collaboration.

Selected Unit Content

Unit 4: Blogs

This unit explores blogs as collaborative communication tools that can be used to enhance instruction and enrich learning opportunities.

- Identify a blog as a communication technology that enhances instruction and enriches learning opportunities.
- Identify a blog as a collaborative tool that can be used to develop and track a project.
- Create a blog account and a classroom or media center blog, and invite members to

Lecture Notes

What is a blog?

The word *blog* was formed by combining the terms *Web* and *log*, and was named by Jorn Barger in December of 1997. It is a Web site that typically is maintained by one person.

READINGS:

Print and read the following articles. The information will be used in the assignment, so you need to be able to make notes.

Mining the Internet: A Space for "Writing without Writing": Blogs in the Language Arts Classroom
http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/2a/66/05/270

Sample Blogs:

Watch this YouTube video for a very simple explanation of a blog (also appears in lecture notes):

Blogs in Plain English (2:58)
<http://www.youtube.com/watch?v=NN2>

Sample Blogs

These are all educational blogs. Some are go

Blog Assignment

In this assignment you will complete the following tasks, and in this order:

- Read and react to the lecture notes and readings.
- Create a blog account.
- Participate in a course blog.
- Create an individual blog, invite members to participate, work with the group in building content, and participate in peer blogs.

Blog Discussions

Blogs in Education - Your Thoughts

Now that you have created your own blog and blogged with your peers, share your thoughts on integrating this tool into your classroom or media center.

Read your peers' comments and respond to at least two.

Collapse All Show Options sort by: response author date read g			
Responses	Author	Date & Time	
Class, this seemed, to me, to be easier than the Wiki. Maybe because of doing the Wiki first! I could set it up to present projects to my students and have them give comments on their projects with the projects.	Paula Westmoreland	18 Jun 09 10:46 A	
I like that idea. It would cut down on a lot of managerial work in seeing if the students are progressing with their project at the rate they should progress.	Krista Coburn	19 Jun 09 9:29 A	

Lessons learned from this experience:

- Pre-service teachers are eager to learn new technology skills, especially when taught in depth.
- Teacher identified connections were made between course content and personal teaching practice.
- The use of collaborative inquiry groups was a positive practice for our students.
- Changing from a "skills level" course to a Web 2.0 technology course was well worth the course design time.
- Due to the changing nature of technology and the need to constantly update online course content, preparation, assessments, and grading take a significant amount of time each semester.

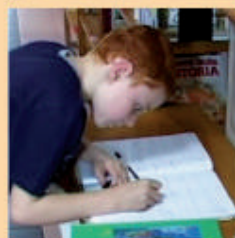
38th IASL Conference 2009

The competent use of the school library: *a Montessori approach*

Library Environment Preparation



Library Management and Use



Reading and Listening



Library License Exam



Monica Salassa (salassa@uniroma3.it)

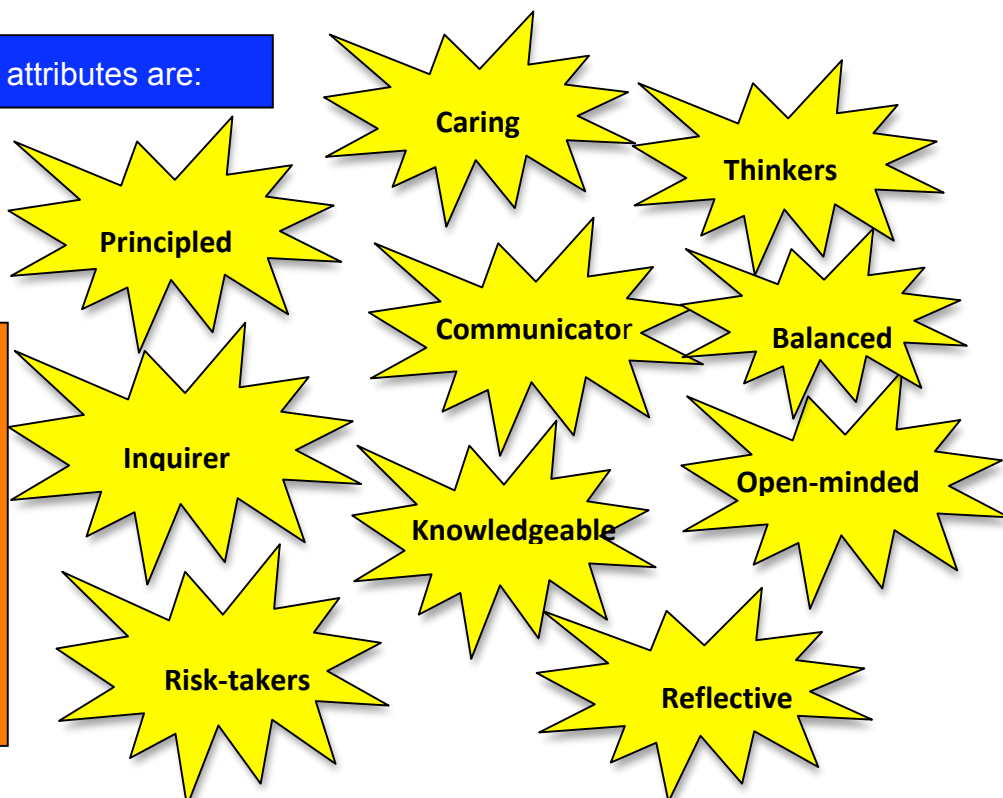
Centro di studi Montessoriani Università Roma Tre • www.montessori.uniroma3.it

Using Picture Books to support children's understanding of the IB Learner Profile

The International Baccalaureate Learner Profile describes the attributes of an internationally-minded person.

These attributes are:

But how can we help young children in the Primary Years Programme (PYP) of the IB begin to understand such concepts and language? Many students in international schools, are learning in second, third or even fourth languages.



Around the world in many International School libraries, children's picture book and fiction literature is being collected and catalogued under the very headings of the Learner Profile.

They are being used during story time and as part of units of inquiry in the classroom.

Viewing and listening and talking about these books help support language development as well as conceptual understandings of the Learner Profile attributes.

Below you will find some useful web-addresses to find on-line book list resources.

Please take a Learner Profile bookmark from the display for your reference.

Ingrid Skirrow: Vienna http://www.librarything.com/profile/PYP_Learner_Profile

Katie Day: Singapore http://www.librarything.com/profile/UWC_PYP

Peak School Library:- <http://peak-school-library.wikispaces.com/Books+that+support+PYP+Learner+Profiles+&+Attitudes>

Kate Shepherd, Austral Ed (Book supplies from Australia):- <http://www.australed.linnet.net.au>

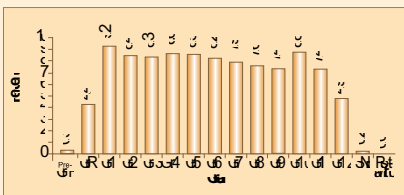
Hong Kong:- <http://pyplibrary.wikispaces.com>

CIS PYP Librarian's Toronto, Ontario, Canada:- **IB Learner Profile:** An Annotated Bibliography Compiled Available via the IBO - OCC resources: Learner Support Area: Learner Profile Forum <http://occ.ibo.org> (IB password required).

Demographic Overview

- 6 171 schools - 2 805 621 learners - 89 939 educators
- Small farm schools with one or two staff members and schools with 2 500 learners and 70 + staff
- Densely populated urban and deep rural areas; schools spread out or sometimes clustered
- Lack of services such as running water, sanitation, infrastructure, electricity, and transport in rural areas
- Educator qualifications need to be upgraded
- Backlog in construction of classrooms, 54% of schools without electricity and telephones
- Language of instruction seldom spoken outside the classroom
- Learner to educator ratio 34:1

Percentage distribution of learners in ordinary schools by grade



Policy Intervention

School library provision not supported by official policy becomes vulnerable to financial retrenchment and local educational politics

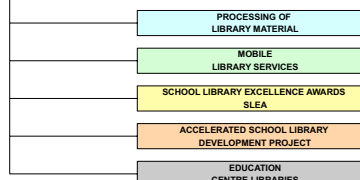
Formalised policy

- makes subsequent action more coherent and consistent
- provides a rallying point for development
- prevents scattered school library programmes and marginal development

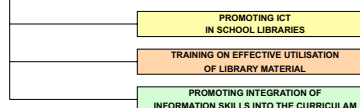


Programmes

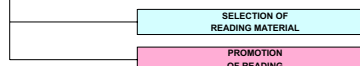
SCHOOL LIBRARY DEVELOPMENT PROGRAMME



INFORMATION SKILLS & ICT



READING PROGRAMME



Policies & Guidelines

- KwaZulu-Natal School Library Policy - 2004
- Reading Policy Guidelines - 2005
- Education Centre Guidelines - 2005
- Advisors' Manual - 2005
- School Visits Handbook - 2006
- Curriculum Directory - 2007
- Reading Handbook - 2008
- ICT Guidelines - 2008
- Information Skills guidelines - 2008
- Processing Centre Procedures - 2008
- ELITS School Library Strategy - 2009
- Principal's handbook



Progress

- 3 162 schools provided with starter collections
- 25 new school libraries established
- 60 best school libraries awarded
- 15 Education Centre libraries established and resourced
- 24 Education Centre libraries professionally supported
- 7 Mobile libraries deployed, 9 buses resourced
- 3 District School Library Forums established
- Creative writing: HIV/AIDS anthologies
- Compulsory reading hour in all schools
- 336 diplomates of Bursary programme: Advanced Certificate in Education (School Library Management)



Challenges

- National Guidelines for School Libraries
- Dedicated funding
- Posts of teacher-librarians
- Acknowledgement of the role of the school library as an educational tool

Principals, School Library, SL Professionals, Learning Outcomes, Partnerships, SL Web Advocacy

Maria José Vitorino (Portugal) mariajosevitorino@gmail.com

How could each SL professional and each SL professional team learn to act wisely?	<p>Professional networking, as in Communities of Practice, connecting professionals locally or globally, could be a powerful answer, mainly if Principals recognise it as a major helping factor.</p> <p>Present the "connected SL professional" as a stronger and wiser professional, as well as a reinforced value for Learning Resources, and the school role.</p>
<p>Which are School Principal's "valued" information sources on SL issues – official, professional, networking, public librarians sources?</p> <p>Which, and how, could be reinforced, locally, nationally and internationally (IASL included)?</p>	<p>SL approach during Principals professional training (when it occurs) including IFLA/Unesco and IASL guidelines and framework.</p> <p>SL cooperation with all classroom teachers, daily basis</p> <p>SL professionals - keep updated on SL research contents and trends.</p> <p>IASL and national Associations role:</p> <ul style="list-style-type: none"> ❑ social networking and local/national language contents on SL, from the SL professional point of view, but also from other points of view: principal's, classroom teacher's, families, community leaders, opinion makers (including local press) ❑ local training on SL global and national standards and guidelines, including projects for and with Principals ❑ support for research and web good information resources, significant content for web search tools ❑ lobbying for official measures supporting SL value on each School evaluation for public as well as private institutions
Web 2.0 is making/could make/should make a difference for these purposes?	<p>IASL makes the difference</p> <p>web resources translation</p> <p>project approach support networking strategies</p> <p>partnership connections: Associations and Institutions, specially IFLA, National School Librarians and Public Librarians Associations</p> <p>mainframe basis (IASL Statement)</p>

Full text: <http://www.slideshare.net/zevit/maria-jose-vitorino-iasl-2009-poster-fulltext-1887309>

Andrea Walker

Audio-Books/Supporting Learners

Renaissance College Hong Kong (RCHK)

- RCHK is a newly established Yr 1-13 IBO World School
- international community
- capacity for 2,100 students
- majority of students are EAL
- English the medium for teaching and learning
- teaches Chinese - Standard Chinese and Putonghua
- SEN students supported



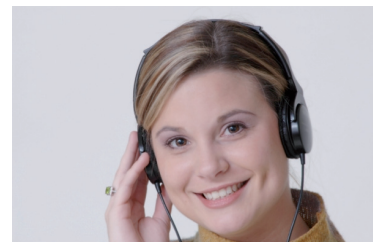
Audio-book Project



Rationale: to encourage and support language learning initially for EAL & SEN students by providing portable audio devices (iPod shuffle) loaded with MP3 files.

Action

- Purchase 20 iPod shuffles
- Write Policy for management of iPod loan to students
- Purchase MP3 files from Audible.com
- Collaborate with EAL, SEN & English Depts. re selection
- Purchase Playaways as additional MP3 format
- Catalogue files into Library system - visible to students via the OPAC
- Publicize audio-book titles and method of loaning.

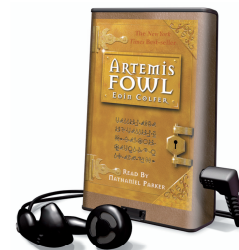


Why MP3 with iPod

- Popular format for students
- Compact and portable
- Files can't be scratched or damaged
- Able to listen on the go
- Able to purchase, store and load files on demand – total flexibility



Audioportvenience.



Findings

- Students excited about format
- Excellent support for SEN and EAL students
- Able to support English department set texts
- Other suppliers of MP3 format in a developing market
- Supports differentiation & auditory learners
- English Dept. thrilled students provided audio support
- Enables all students to access text and engage in Literature Circle discussions – draws in reluctant readers
- Great marketing opportunity for the Library - students and staff impressed with our ability to provide this emerging technology to meet their needs.

Challenges/Difficulties

- Deciding on type of MP3 player – iPod shuffle discontinued
- Sourcing MP3 format – <http://www.yetanotherbookreview.com/> & <http://www.audible.com>
- Audible.com restricts sale of content by geographical location – frustrating!
- Playaways expensive
- Copyright considerations



audioportvenience [ədeɪpɔːtəvɛniəns]
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gsm 1 the first pre-loaded digital audiobook of its kind, with a collection of over 6,500 titles from 87 respected publishing partners and a 99% library satisfaction rate

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LIFE-LONG LEARNING

Name	Title	Track	Sub-Th	Room	Date	Timeslot	Host
BARBARO Maria Cristina - BEDETTI Cecilia - CURIAN	Cooperation for health science at school: the experience	P	6	PPC			
BARRETT Helle	Libraries as the driving force in school improvement	P	2	PPC			
CAMPAGNARO Marnie	Mirroring Alice	P	2	PPC			
CARTER Brenda	Beyond Google: improving learning outcomes in digital	P	2	PPC			
FERRARESE Elisabetta	WinIRIDE	P	2	PPC			
GREEFF Elisabeth	Nurturing the whale inside a school: collaborative partne	P	3	PPC			
HILBUN Janet	"The Library Leadership Train: How to get Your Principa	P	5	PPC			
JUDKINS Gerri	Connectivity – Partnerships for Successful Learning	P	3	PPC			
JURILJ Vanja	Notice it, Express it, Change it	P	2	PPC			
LAG	Lag Schulbibliotheken	P	3	PPC			
LEHMANS Anne	Collaborative Practices in Information Literacy Training	P	4	PPC			
LYNCH Katherine	Built Around a Blog: Using Web Technology to Reach a	P	4	PPC			
MARTINS Rosa - MARTINS Ana Bela - AFONSO João	Portuguese School Libraries Network Programme: 13 y	P	3	PPC			
RIHTARIC Josip - VLADILLO Ivana	Croatian Network of School Librarians	P	3	PPC			
SALASSA Monica	The competent use of the school library: a Montessori a	P	2	PPC			
SKIRROW Ingrid	Children's books to support the IB Learner Profile	P	3	PPC			
du TOIT Mariana - DUBAZANA Khanyi	School Libraries in Kwazulu-Natal (KZN), South Africa: P	P	5	PPC			
VITORINO Maria José	Principals and SL Professionals – Learning Outcomes N	PP	5	PPC			
VOTTELER Nancy K. -GRIFFITH Paula	"Teacher/Librarian Collaboration in the Multigenre Class	P	3	PPC			
WALKER Andrea	Improving student outcomes through applying emergin	P	2	PPC			
WILSON Savan - ROBINSON Mary Ann	Transforming an Educational Technology Course for 21	P	4	PPC			
WILSON Savan - ROBINSON Mary Ann	Extreme Make Over: School Media Services in a Techn	P	4	PPC			
ASSELIN Marlene - DOIRON Ray	Reconnaissance and Reflection: Foundations for Collab	RF	3	VR	2	14:00-14.45	
BARó LLAMBIAS Mònica - Mañà TERRé Teresa - MIR	School libraries in Spain: A study on the current state of	RF	3	VR	3	14.45-15.30	
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DOIRON Ray	WorldReaders: Young readers reading the world. Teac	PP	4	VI	2	16-16.45	
DU Yunfei - MARTIN Barbara Stein - LORICA Marije D.	Librarians' perceptions of the greatest needs in school li	RF	1	RO	3	14:00-14.45	
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ERIKSEN BRITT Maria	School library year plans - a way of implementing scho	PP	2	TV	2	14:00-14.45	
FARMER L. - BRANCH J.L.	Teacher Librarian Preparation Programs' Curriculum: Is	PP	2	TV	4	14.45-15.30	
FARMER Lesley	Library E-Learning Spaces	PP	4	VI	3	14:00-14.45	
FARMER Lesley	Gender Equity and Earning: Implications for Teacher L	PP	4	VI	3	16.45-17.30	
GALLETTI Chiara	Dual language books: adventures through the looking-g	RF	2	TV	4	16.45-17.30	
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GIBSON-LANGFORD Linda	Action research – creative partnerships in learning and	RF	3	VR	3	16-16.45	
HART Genevieve	Dual use school community libraries: expedient compro	RF	3	VR	2	16-16.45	
HENRI James - WARNING Peter - SHEK Jacqueline -	Designing, implementing and evaluating training for sch	PP	2	TV	3	16-16.45	
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JONES Jamie - BUSH Gail	the Dispositions of Exemplary School Librarians	PP	2	PD	4	16-16.45	
JORDAN BONIN Eva von	sba Frankfurt/Main: A Competence Center For School Libraries...	PP	3	VR	3	14:00-14.45	
KABASHI Artemida	Policy Challenges for Administrators and Teacher Libra	PP	2	VE	3	16-16.45	
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LEE Elizabeth - KLINGER Don A.	Elementary school students' perceptions of libraries an	RF	2	VE	2	16-16.45	
LUKENBILL W. Bernard (Bill)	School Libraries: Promoting Health Instruction throug	PP	6	VE	4	16-16.45	
MANNING Mary - PHILLIPS Sandy	Connect 2.0: A collaborative partnership for creative cha	PP	4	VI	3	16-16.45	
MARTINS Rosa - MARTINS Ana	How school libraries promote student success? School	PP	2	TV	2	14.45-15.30	
MAURY Yolande	Information culture and web 2.0 : new practices, new kn	RF	4	VI	2	14:00-14.45	
McNEIL Barbara	Reaching for the Top: Passing the Literacy Key to Marg	PP	5	VE	4	14.45-15.30	
MENDINHOS Isabel	School Library self-evaluation: a way to improve learni	PP	2	TV	2	16-16.45	
NEUMAN Delia	I-LEARN: A Model for Creating Knowledge in the Inform	RF	1	RO	1	16.45-17.30	
NOVO Ana - CALIXTO José Antonio	Academic achievement and/or educational attainment –	RF	2	VE	2	14:00-14.45	
OBORG Dianne	Student Learning through Inquiry: A Case Study	RF	2	TV	3	16.45-17.30	
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REED Jan	Diverse Roles and Challenges for Teacher Librarians: A	PP	3	RO	4	14:00-14.45	
SCHULTZ-JONES Barbara - LEDBETTER Cynthia	School Libraries as Learning Environments: Examining	RF	2	TV	3	14:00-14.45	
SCHULTZ-JONES Barbara - LEDBETTER Cynthia - JC	Increasing Science Literacy through Collaboration Betw	PP	2	VE	2	14.45-15.30	
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SKIRROW Ingrid	"They are never too young: primary age students devel	PP	1	VR	4	16:00-16.45	
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WOOLLS Blanche	School and Public Libraries - Partners in Student Learn	RF	3	VR	2	14.45-15.30	

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PPC= Poster Presenter's Corner

Name	Title	Track	Sub-Theme	Room	Date (Sept.2009)	Timeslot
ERIKSEN BRITT Maria	School library year plans - a way of implementing school	PP	2	TV	2	14.00-14.45
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DU Yunfei - MARTIN Barbara Stein -LORICA M	School libraries serving disadvantaged populations in the U.S.A	RF	1	PD	3	16.00-16.45
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SKIRROW Ingrid	They are never too young to develop research skills : primary ag	PP	1	VR	4	16.00-16.45
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