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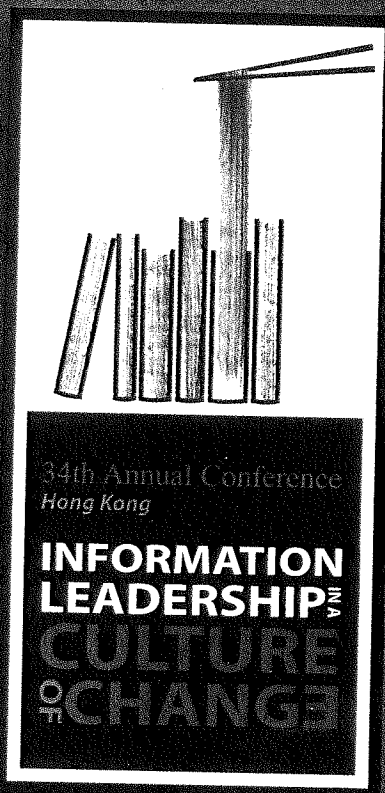
Presention Abstracts

34th Annual Conference of the
International Association of
School Librarianship
and the 9th International
Forum on Research in
School Librarianship

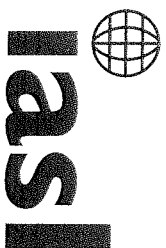
Incorporating IB PanAsia
Library Media Specialists
(IB PALMS)

Edited by
Sandra Lee, Peter Warning,
Diljit Singh, Eleanor Howe,
Lesley Farmer and
Sandra Hughes

HONG KONG, CHINA
July 8-12, 2005



Presentation Abstracts



34th Annual Conference of the International Association of School Librarianship and the 9th International Forum on Research in School Librarianship

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Edited by Sandra Lee, Peter Warring,
Diljit Singh, Eleanor Howe, Lesley Farmer
and Sandra Hughes

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International Association of School Librarianship
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Preface

Thanks to everyone who made this conference possible

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It is hoped that not long after the conclusion of this conference you will be able to use Google to search for the keywords "information leadership" and find library sites other than the IASL 2005 conference website because we are confident that the world will realize what we have known all along: Librarians are information leaders.

The conference program consists of a strong representation of practitioner presentations addressing all of the conference sub-themes: information literacy, information and communications technology in education, knowledge management, social responsibility, information policy and leadership.

The 9th research forum delivers an outstanding line up of work by international researchers. These papers are an indication that information literacy and the library's role in learning is on the research and public policy agenda. We are fortunate to have some cutting edge studies to enjoy at this conference.

There are nearly 100 presentations on the 2005 conference. Nineteen countries and professionals from around the world are represented.

While the abstracts have been edited for grammar and clarity, many of the papers in the proceedings were preserved close to their original form. The program committee made this decision as a conscious effort to include speakers from countries where English is not the native language. One of the conference sub-themes is social responsibility. It hardly made sense for selection and inclusion of papers to favor those of excellent English usage if we have gathered in Hong Kong to discuss,

among our many topics, the role of the school librarian as one of promoter of diversity. In our zeal to seek ways of making these proceedings more inclusive, we believe we have achieved a critical balance that reflects the real world. After all, many countries still struggle with issues of basic resources — discussions of portals and database subscriptions are not on their meeting agendas. As well, we hope the papers selected in this manner will encourage teacher librarians to share their experiences in more explicit ways — attending future IASL conferences, participating in the discourse, realizing that others have done so in less than perfect English.

The program committee wishes all delegates continued, rich and enjoyable opportunities to learn and to share in Hong Kong, Lisbon and beyond. A special thank you to the reviewers who selected papers and provided helpful feedback for authors.

Hong Kong is dedicated to quality education. On behalf of the conference committee, we extend kudos to the Education and Manpower Bureau, the Government of the Hong Kong Special Administrative Region for supporting this conference as a professional development tool for local teachers.

Thank you for taking part and for those traveling, wishing you a safe journey home.



Sandra Lee,
Chair, Program Committee

How School and Other Libraries Contribute to Communities and Society

Joshua A. Abolaji, *Chief Cataloguer*
 Hezekiah Oluwasanmi Library,
 Obafemi Awolowo University,
 Ife-Ife, Nigeria

The modern library contains information materials like books, reference materials, periodicals, newspapers, audiovisual materials, government publications and electronically stored and retrieval information. All these enable the library to play a crucial role in the success of life-long education. To perform its functions efficiently a library should provide materials in sufficient quantity. Provision of materials is a major function of the library. Another basic function is the provision of services. The paper highlights how school libraries, public, mobile, rural and university libraries should bring together the various sections of the communities in which they are located by extending their resources and services to other residents of their communities in addition to their primary clientele. Prominence is given to how libraries in general and Nigerian libraries in particular have achieved this objective.

Factors Hindering High School Library Success as Viewed by Librarians, Teachers and Principals in Israel

Dania Anzenberg, *Lecturer and Head Librarian*,
 David Yellin Teachers' College, Jerusalem, Israel
 Moshe Yitzhaki, *Senior Lecturer*,
 Department of Information Studies, Bar-Ilan University, Ramat-Gan, Israel

The paper presents findings of a wide-scale national study of which one objective was to identify main obstacles hindering high school librarians from successfully carrying out their tasks. Similar detailed questionnaires were mailed to librarians, teachers and principals in a cluster sample of 234 schools (one-third of target population), rendering 137 usable questionnaires (58.5%). The three groups rated quite similarly the obstacles. First and foremost were the scarcity of resources and manpower. Second was inadequate professional training, which was found to include: inadequate training in information technology and in librarianship, scarce skills in management, communication and public relations, as well as lack of training in instruction and lack of familiarity with curriculum and its development. Third was the principal's and teaching staff's lack of awareness and recognition of library importance, also acknowledged by principals and teachers. Additional obstacles mentioned were poor physical conditions, discipline problems and the character of the librarian and staff. Recommendations include: promoting understanding of school library and librarian roles by writing Israeli Information Power and by offering courses to principals and teachers on school library's roles, adding personnel positions in school libraries and emphasizing technological topics in library education programs.

Literacy in the Information Age: Examining the Convergence of Information Literacy Instruction and Assessment with Theory and Policy

Marlene Asselin, *Associate Professor, Faculty of Education, University of British Columbia, Canada*
 Margaret Early, *Associate Professor, Faculty of Education, University of British Columbia, Canada*
 Margot Filipenko, *Assistant Professor, Faculty of Education, University of British Columbia, Canada*
 Virginia Lam, *Masters in Teacher Librarianship student, University of British Columbia*

Competencies associated with information literacy are becoming increasingly embedded in literacy policy and curriculum; however, little is known about the extent to which instruction and assessment are aligned with current directives. This paper presents two studies designed to examine the state of instruction and assessment of information literacy in Canadian public education. Findings from these studies showed that although instruction of basic levels of information processes is taking place, there is significantly less emphasis on higher-level aspects of information literacy. In regards to assessment, items related to information literacy are not included on large-scale literacy tests thus potentially affecting how teachers allot their instructional time.

Information Literacy - An Assignment for the Library

Veit Gsson Berg, *Librarian, Östra Reals Gymnasium, Stockholm, Sweden*

How can we ensure that students have are sufficiently proficient in Information Literacy? In Östra Reals gymnasium, a Swedish upper secondary school with a theoretical profile (students age 16-19), the management has delegated the basic training to the library. For four full hours, in the beginning of the first year of three, we teach our students how to search for evaluate and choose information. This includes traditional library techniques, using the Internet and basic criticism of sources, with emphasis on the problems with net-based sources. Thus we establish that using the library and the librarians is natural when you start looking for information. During the years to come, taking advantage of the strong attachment we establish at the beginning of year one, we spend a lot of time and concern with the students, helping them in finding information and giving hands-on advice when they write their papers.

Tools for Integrating Information Skills

*Katharina B.L. Berg, Midiatech
Consultoria Ltd, Brazil*

In Brazil, where the professional teacher librarian does not exist and qualified school librarians are rare, the effort to introduce information literacy and skills into the classroom is an ongoing challenge. This paper addresses librarians, as well as teachers and administrators who are in a learning environment where information literacy must be promoted through alternative ways. It opens with a description of Brazilian school libraries and presents the efforts made by Colégio Sidarta, a private K12 school in Coitá, State of São Paulo to engage the school staff as an information literacy support staff. A graphic tool will be presented to help teachers plan and promote the teaching and learning of information skills by including them into their daily routine. The graph is easy to understand and use and is based on Karl Popper's theory of 'Three Worlds' as well as David Perkins' 'Knowledge Arts'.

Collaborative Planning and Team Teaching in a Large Lecture Hall: Modeling Leadership for Change

Jennifer Branch, Associate Professor, Department of Elementary Education, Leonora Macy, Sessional Instructor, Department of Elementary Education, Jill Mcclay, Associate Professor, Department of Elementary Education, Carol Leroy, Associate Professor, Department of Elementary Education, University of Alberta, Canada

This paper presents data from initial interviews of instructors collaboratively planning a new course in the Faculty of Education at the University of Alberta. There is a need to investigate the courses we offer in pre-service teacher education in order to understand the best ways to prepare pre-service teachers for teaching in today's ever changing environments. The interviews were the first part of an action research cycle that follows students and instructors through the initial implementation of the course. The paper discusses the collaborative process and highlights five themes that emerged from the data: fear and risk-taking, control, course content, process, and the possibilities for positive change. Recommendations for pre-service teacher educators and teacher librarians involved in collaboration are included. Through studying the implementation of this complex course, the research will provide us with information to improve the course and to offer our experiences as models for others involved in such a process.

Regional School Library Coordinators' Visions of Quality School Library Programs and Their Role in Helping to Achieve Them

Jeanne Buckley, Divisional Program Teacher Librarian, York Catholic District School Board

A school library coordinator is a position of central leadership for district school boards. The visions of six Canadian school library coordinators about aspects of strong school library programs, and how their role helps achieve them are investigated in this qualitative interview-based study. Results showed that coordinators felt their roles of providing professional development and advocating for school libraries help create school library programs that improve student achievement. For the future, they envisioned a greater role for school libraries in education, with greater collaboration between school library, technology, literacy, and public library circles. A need for greater provincial government support for school libraries was identified. This study explored the values and hopes of school library leaders in Canada, and indicated that a coordinator can do much to support districts' school libraries and media centers.

Information Literacy and CPT in a Hong Kong School

*Chan Fung Yee Fanny, PSM(CD),
Li Sing Primary School*

This article was written to introduce the concept of information literacy, new to both the author and many Hong Kong schools. Information literacy is a prerequisite of a knowledge economy. In the article, the author presents small-scale pilot research on school-based information literacy in her own school. Without information literacy, students are unable to strive in and information overloaded society. A part of her study, a review was completed of a local pre-service teacher program to look for elements of information literacy and whether it was embedded in its curriculum. It is concluded that a collaborative planning and teaching approach as adopted in Li Sing Primary School is an effective entry point for teachers and pupils alike to practice a teaching and learning culture. Read with information literacy, learn with information literacy and construct knowledge with information literacy will be the what, why and how of our education philosophy ahead.

Problem-Based Learning in the Field for Schools in Hong Kong: PBL Programs in Kowloon Technical School

*Chan Lung Sang, Associate Professor,
Department of Earth Sciences, University of
Hong Kong, HO Wing Tze, Teacher Librarian,
Kowloon Technical School, Hong Kong*

The future of Hong Kong needs a radical change in our current education curriculum. Modern views of learning argue that the conventional instruction mode of science curriculum should shift from a transmission approach to a constructivist approach through Problem-Based Learning (PBL). This is a radically different pedagogical strategy of posing significant, real world situations and providing resources, instruction to learners. The field is an ideal setting for conducting PBL because field problems are authentic but often referred to as ill-structured. They are innately challenging in part because there are no definitive or simple answers, thus requiring a full integration of knowledge across disciplines in the problem-solving process. It is believed that students working collaboratively as a PBL group will benefit through repeated goal-setting, planning, acting, sharing, reflecting, rethinking and refining. Kowloon Technical School has put into practice two PBL programs for S.6 and S.2 students with the support of the Department of Earth Sciences, the University of Hong Kong through her pioneering project, the "Problem-Based Learning in the Field."

The Evaluation of Community Use of a Vocational Senior High School Library

*Chen Hsiang-Yun, Manager of the
Yu-Lin Agriculture and Industrial
Vocational Senior High School*

Lifelong learning is a worthy endeavour that helps the individual and the community. The best place to do this is a library and the speaker presents a number of reasons for this. For example, vocational senior high school libraries are often located in the community where the subject of the school is related to the enterprise around. In addition, when the parents of the students who study in the school have professional problems, they can use the vocational library to find the answers. Librarians can also provide referrals to other agencies. This paper also explores ways to benefit the community through the collection.

Promotion of Creative Learning Exchange Philosophy

*Chen Tzong-Yue, Director of Library, National
Keelung Girls' Senior High School, Taiwan*

Traditional approaches to organizational management focus on the analysis of individual problems and incremental change. In a modern society full of rapidly evolving technology, what used to work is often not sufficient as schools continue to experience complex changes. It is becoming increasingly more difficult to see the consequences as a result of our decisions and to learn from experience. No longer can a person derive a sense of security and comfort from merely doing a day's work for a day's pay. Neither can an employee quietly pursue his or her job, while totally unconcerned about what other partners are doing. Unfortunately, some might argue that today's school curricula is not meeting the requirements of the workplace. It is suggested that the library serves an important role in putting together the school and community resources for the purpose of promoting readers' creative learning exchange; the concept of building in them a systematic thinking model and developing their capabilities in solving problems. The speaker discusses the process of promoting a creative learning exchange philosophy in his school. Improvements and problem resolution are presented.

The Road From School Library to Education Resource Center: A Case Study of Taipei Wantang High School

*Chen Yi-Ching, Director of Library,
Taipei Wantang High School*

Since 1960s, the school library has been promoted and well established in schools at all levels in the western world. However, the development of similar facilities has been slow and chaotic in Taiwan. In recent years, due to the implementation of a multi-channel school admission system, the resources and services that Taiwan's teachers and students need is getting more and more diverse. To provide a more thorough service to teachers and students, Wantang High School integrates all school resources and promotes the library's role as the "education resource center" or "learning resource center". The speaker presents the measures that Wantang high school has taken to successfully upgrade its status to an award-winning school in information technology.

The Design and Development of an Online Knowledge Base for Librarians

*Chiu Po Han, Teacher Librarian,
Lo-Tung Senior High School, Taiwan*

Librarians have skills that make them potential knowledge management (KM) experts. The speaker uses an example from Taiwan that involves the application of IT and virtual communities in order to design an environment called the "High School Library Council Website" to integrate and share knowledge. The website has the potential to link more than 500 libraries in Taiwan's high schools and vocational schools. The speaker introduces KM concepts and some of the tools commonly used to create virtual communities for knowledge sharing.

Pedagogically Sound Learning Objects: Towards a Useful Classification

Daniel Churchill, The University of Hong Kong

In spite of the numerous discussions in literature, the learning object remains an ill-defined concept. In this paper, rather than attempting to clearly define what a learning object is, various computer-based creations that might be recognized as learning objects by the community involved in design and use of technology-based educational resources are discussed. This discussion is supported by a small-scale inquiry into kinds of learning objects identified from a collection of resources developed by some teachers and instructional designers in Singapore. Six unique categories of potential learning objects were noted and defined through the inquiry: presentation object, practice object, information object, simulation object, conceptual model and contextual representation. These kinds of learning objects are discussed in this paper. The paper opens a possibility for the proposed categories to be challenged or for more categories of learning objects to emerge in further inquiries involving examination of larger repositories of learning objects.

Learning Object Design (two-hour workshop)

Daniel Churchill, The University of Hong Kong

This workshop examines the design of learning objects for effective communication, teaching and learning. A learning object is best described as an interactive visual representation. Design of a learning object requires a learning object architect to gather, organize, examine and represent data, information, ideas and our own cognitive resources in innovative and creative ways within the possibilities offered by contemporary technology. Attention in the workshop will be given to a learning object as a means of representing our own ideas and cognitive resources. Each new learning object is an innovation and the process of its design demands a learning object architect to deeply examine his or her own knowledge, visualize it in the mind and attempt to create interactive representation which can be used by others to learn and solve problems. The facilitator will demonstrate some simple techniques for creating interactive and visual representations. This workshop will be highly interactive and will involve participants in hands-on experience to conceptualize a learning object.

The A-team: innovative approaches to school and public library staffing

*Judy Cloyd, Edith Cowan University,
Perth, Western Australia*

Employment of educated library technicians has a positive impact on school library staffing and allows teacher librarians to focus upon their leadership role in information literacy development. A diverse range of non-teaching administrative tasks, previously undertaken by teacher librarians, may be allocated to library technicians. The possibilities for re-framing existing staffing models for Australian school and public libraries were considered by a group of teacher librarian and library technician interviewees and suggestions for change are discussed. In doing so, this paper builds upon an earlier survey. It revisits and re-evaluates the experiences of several Australian school and public library technicians. Graduates of Edith Cowan University in Perth, Western Australia, were surveyed soon after completion of their degrees and the results published in a study by the author in 2002. Several library technicians who responded to the earlier survey have been asked to reflect upon their more recent experience and to identify the ways in which their education has equipped them to undertake more proactive roles in the school and public libraries in which they are employed. Interviewees were asked specific questions about information literacy development strategies and the complementary roles of professionals and paraprofessionals. Their responses form a basis for this paper's speculation about staffing models for school libraries. In offering a case study of the Australian experiences of educated library technicians, this paper opens the way for further consideration of the roles of paraprofessional library staff in a wider, international context.

Supporting Information Leadership in a Culture of Change: Researchers in School Librarianship

Laurel A. Clyde, Professor, Library and Information Science Department, The University of Iceland

One aspect of the author's ongoing "Research and Researchers in School Librarianship" project is described here, a study of the researchers in this field. Data collection was based on a questionnaire survey of "current researchers" who have published research articles or papers in the field of school librarianship, in English, from 1999 to 2003 inclusive. Data collection and analysis was ongoing when this conference paper was prepared; this is a preliminary report based primarily on the returns of researchers who had published three or more research articles during the five-year period. Questions addressed include the following: Who writes research articles and papers in English in the field of school librarianship? How many researchers are there in our field? What are the characteristics of the researchers? What issues are of concern to the researchers and what do they perceive to be the barriers to doing research?

Computers, ICTs and Online Curriculum: A Role for the Teacher Librarian?

Barbara Combes, Lecturer, School of Computer and Information Science, Edith Cowan University, Western Australia

During the last 30 years the rapid development of technology has left many educators struggling to come to terms with the changes the integration of technology brings to the teaching-learning environment. Governments and education administrators around the world are currently diverting limited resources into the provision of infrastructure and computers in the belief that the use of technology as a means of education delivery has the potential to significantly enhance teaching strategies and resources currently available to schools. For schools and teachers, the push for the implementation of technology from the administrative levels has meant changes to the learning environment, the necessity to acquire new skills and issues of accountability. Thus the impact of technology in education and on learning has been the subject of much debate and an increasing body of research has endeavoured to assess the impact of various technologies on student learning, with mixed results. The purpose of this article is to briefly review the research on the impact of technology in education, determine some of the recurrent issues identified by the librarian and to examine the role of the teacher librarian as a possible facilitator for change and the effective integration of technology in the curriculum.

Student Access to the Information Landscape: A National Education Evaluation Review Office During 2004-05

Gillie Corlett, Senior Education Analyst, Education Review Office, New Zealand

The Education Review Office (ERO) undertakes reviews of schools and early childhood centres throughout New Zealand. ERO also undertakes national evaluations. The purpose of each review/evaluation is to help bring about improved educational achievement for young New Zealanders and to provide information to schools, parents, communities and the government to assist decision-making. During 2004-05, ERO conducted a national evaluation of student access to the information landscape in schools. The quality of policies, programs and practices associated with the school library was one focus in this evaluation. The quality of teaching practice (particularly in the areas of student information literacy and in developing positive attitudes towards reading) was also evaluated. This paper gives an outline of the role of ERO, the rationale and purpose of the national evaluation, and the methodology used. It provides some initial discussion of preliminary findings. It also reports on anecdotal feedback received on the process of the evaluation and its impact on participating schools.

Workshop: Reforming Teaching in Senior Maths & Science Workshop

Pauline Crawford, Australian Science & Maths School

ASMS is a state secondary school in Adelaide, South Australia built on the models of Yoram Harpaz and Adnan Leitsien's "Communities of Thinking." Developing a culture of inquiry in a community of thinking means recognising that learning is an active process. It is a multifaceted cognitive process with social, conceptual, linguistic, emotional, motivational and physical dimensions. Real learning can be demonstrated in authentic situations. Addressing metacognition results in improved learning. These are the principles that underpin the ASMS approach to developing an interdisciplinary curriculum for students in their penultimate years of school. At ASMS, the equivalent of year 10 and 11 students are combined. By negotiating aspects of a fertile question into a series of research questions, students are able to negotiate their learning into areas of interest. This leads to developing skills valuable for lifelong learning rather than "cramming" for examinations. This workshop will demonstrate how the curriculum is structured with practical hands-on learning from selected examples including the use of graphic organisers and WebQuests. Participants will explore developing their own focus questions.

Information Policy and Intellectual Freedom in American Libraries Before and After September 11, 2001: A Global Perspective

*Joseph A. Custer, Associate Director/
Lecturer, Faculty of Law Library, University
of Kansas, School of Law, USA*

This paper examines information policy in libraries before and after the destruction of the Twin Towers in New York. New York, on September 11, 2001. It carefully considers libraries' role in the history of intellectual freedom in the United States and internationally. It investigates the rocky road that citizens from almost all countries have traveled in attempting to gain open access to information throughout modern history. It appraises some of the advances certain areas of the world have made in regard to intellectual freedom. The paper also investigates some areas of the world that are still confronting censorship today. The paper then discusses the effect September 11 had on intellectual freedom and libraries. It scrutinizes the USA Patriot Act that was quickly passed in the United States in response to the terrorist attack. In addition, the paper explores other legislation from around the world that was enacted in direct reply to September 11.

Joint-Use Libraries: Co-Operation Between Public Libraries and School Libraries in Theory and Practice

*Lourense H. Das, Consultant Meles Meles
School Library Service, Baexem, Netherlands*

Exploitation of school libraries by public libraries is strongly promoted by (local) politicians and decision-makers. In the Netherlands this was influenced by reform of the educational system in the 1990s and the restructuring of public libraries locally. The school library has become a marketing target. Public libraries and school libraries have varying roles. These roles are not similar but complementary. Key factors for successful co-operation are the recognition of the role of the school library in the educational process and the competencies of the school librarian. As an example of a co-operation process, the establishment of a joint-use library in the brand new public library branch in the new district Ypenburg, will be described.

Libraries as Partners in Youth Development

*Louardes T. David, Director, and Michelle F. Pantli,
Librarian, Cataloguing Section, Rizal Library,
Ateneo de Manila University, Philippines*

A survey was conducted to determine the reading habits, leisure activities, and the sources of the reading materials of 15-16 year old students of schools in Quezon City, Philippines. In addition, they were asked about their willingness to work as volunteers in public libraries, and about their perceptions regarding effective youth programs and services in public libraries. Findings indicate that the students in this age group like to read, use school and public libraries, and are interested in becoming volunteer library staff in public libraries. Among the programs that they perceive as effective in public libraries are: reading programs, homework assistance, career development programs and services, job fairs, cultural programs, community service and leadership programs. They perceive the public library as a center for reading and homework assistance, career development and continuing education programs, and cultural development for young people.

Information Literacy and Children's Selection of Books for Recreational Reading

*Dana Dukic, Librarian, Kowloon
Junior School, Hong Kong*

In this study we focus on strategies used by primary school students when selecting books for recreational reading. The question is how aware are the students of different strategies for making a book selection, what strategies students actively employ for that purpose and what importance the students assign to alternative strategies. On the basis of existing research we concluded that primary school students do not have a broad repertoire of strategies to apply for book selection. Therefore, in this study we investigated different strategies that primary school students use when choosing books for recreational reading, depending on their reading level, gender and school grade. Targeted populations were grade four, five and six students in an international school in Hong Kong. The research method of data collection was a survey. Research results mainly confirmed the finding of other studies in this area. It turned out that students in primary school apply a limited number of strategies in choosing books for recreational reading and that indicators such as age, gender and reading level influence their behavior in book selection. The general conclusion is that including library and information skills in primary curriculum can help children develop a wide range of strategies for finding information about books that matches their reading interests and needs.

Paperless Classroom Using Tablet PCs

Dr. Rutledge Ellis-Behnke, Principle investigator in the Brain and Cognitive Sciences Department at Massachusetts Institute of Technology

The speaker will discuss a project that introduced tablet PCs to MIT in 2001 starting with two highly visual classes, Neuroanatomy and Mandarin. He then extended the use of tablets to include special projects in subjects such as Biomedical Engineering, Health Science and Technology and Business. Tablet computers have also been introduced to the HKU Medical Faculty, which is using the tablets to teach anatomy to medical students. We have also introduced the tablets to several other departments including architecture and medicine. The goal of this project is for tablets to replace paper for students and understand the limiting factors associated with the use of this technology on a daily basis. To this end, we are recording reliability, usability and the increase in learning derived from the use of tablets. We are also attempting to measure the fundamental shift required to eliminate paper and to create instantaneous access to the information for the students. This will serve to increase the speed of learning. Dr. Ellis-Behnke will present what they have learned, plus new ways to use tablets in education. In addition, he will provide the data to show that a dramatic increase in learning was achieved despite a large increase in course material delivered. Finally, he will address how the libraries of the world will need to change to meet the needs of this new type of information archiving and dissemination.

Accelerated Reader and Information Policy, Information Literacy, and Knowledge Management: U.S. and International Implications

Nancy Everhart, Associate Professor, Eliza T. Dresang, Eliza Atkins Gleason, Professor, Bowie Korla, Associate in and Director of Information, College of Information, Florida State University, USA

Qualitative and quantitative analyses of the relationship between the Accelerated Reader (AR), a computerized reading management program, and information policy, information literacy and knowledge management are drawn from data collected in the US, Scotland, and England. A study of 632 of the poorest US schools shows a strong relationship between national information policy regarding achievement in the No Child Left Behind Act of 2001 and local decisions to use AR, expectations for literacy, and library collection development. Investigation in UK schools finds that motivational style interacts with gender in relation to the competitive and social aspects of the AR program, the level of program implementation does not correlate with the breadth of reading and management aspects of the program are not utilized effectively. Results suggest that how the AR program relates to information policy, information literacy, and knowledge management has importance for school librarians and libraries.

The Culture of Political Change of Hong Kong and Education

Norbert C. Fan, Management Consultant, N C Fan China consultants Limited, Hong Kong

The principles for furthering information literacy in Hong Kong after 1997 must come in line with the education policy of the HKSAR, which shall encourage both the freedom of individuals and the growth of a sense of nationality. Growth in individual freedoms will increase creativity and the capability of independent thought. The growth of a sense of nationality is crucial since it will lead to the steady development of the local democratic political system. Although these two elements of education policy are fundamental in other countries, they were basically missing before 1997. Therefore, on the eve of political change, the author believes the principles for information literacy should be a combination of the "no-action" principle laid down by the famous Chinese philosopher Lao Tzu and the principles developed by the author entitled: the Theory of Legal and Moral Value Balance and Rules of Spontaneity.

WebGRRLS

Lesley Farmer, Professor, California State University Long Beach

Around the world, girls do not have equal access to technology both physically and intellectually. School library programs are uniquely positioned to address this issue by promoting Internet sites for girls to use technology. Providing relevant and attractive websites for girls has interested education, organizations, and business in recent years. Since thousands of Web sites target teenage girl audiences, the focus of this research was metaphors or directories of public websites that would link to sites on technology for teenage girls. These metaphors and other websites that support teenage girls' knowledge and involvement in technology are analyzed. The session concludes with suggestions for policies and practices in school libraries to incorporate these websites and other efforts.

Social-Emotional Behavior and Information Literacy

Dr. Lesley Farmer, California State University Long Beach

K-12 library media programs are trying to establish correlations between well-implemented library service and student achievement. In terms of curriculum, school teacher librarians (STL) tend to focus on information literacy. Research process and product rubric assessments tend to focus on cognitive skills, with little regard to student's social-emotional-motivational competence. The main seminal work in this area has been conducted by Carol Kuhlthau (1985), who tracked students' emotional status during their research process. The Collaborative to Advance Social and Emotional Learning has identified key social and emotional competencies, which include several that align with information literacy: problem identification and solving, communication skills, and social skills of cooperation and help-seeking (Zins, et al., 2004). Based on these premises, this research investigated the correlation of social-emotional behavior and information literacy competencies of a sample of high school students.

Information Leadership in a Culture of Change within the Schools of the International Education Agency of Papua New Guinea

Marlene J Filippi, Schools Adviser, International Education Agency, Papua New Guinea.

The beginning of change and the rebirth of libraries, within the schools of the International Education Agency of Papua New Guinea, has been achieved through the work and passion that is commensurate with the personnel, often untrained, who facilitate the services offered by these libraries. The problems faced by these schools and subsequently the libraries within, and the innovative steps being undertaken to provide manageable solutions are commensurate with my role as Schools Adviser and Teacher Librarian. The problems range from simple to complex – and some are truly beyond the imitations, through ingenuity and resourcefulness, are enabling the libraries to once again become the resource centres of the future. Never has the saying "Papua New Guinea, the Land of the Unexplored" been truer than when it comes to these fledgling librarians facing the challenges of re-establishing quality libraries in the schools of the International Education Agency.

Assignment Success: Designing Student Research Tasks to Foster Information Literacy

Lee Fitzgerald, Teacher Librarian, Loreto Kirribilli, Sydney, Australia.

There's more than one way to skin a cat! Underlying this workshop is the question: What is the best way teacher librarians can work towards the achievement of information literacy outcomes in their schools? The answers are as various as teacher librarians themselves. In this workshop, Lee will outline the ways in which she has worked at her school to foster critical thinking and independent learning. It is just one approach. The point of the workshop is to raise open discussion amongst participants of the strategies they themselves are using in their schools. Lee's approach has been to work with teachers to produce assignments which foster open intellectual enquiry, which scaffold students to achieve this enquiry, and which focus on active intervention at all stages of the information search process. What IS a successful assignment for students? To answer and demonstrate this, Lee will look at action research carried out at Loreto Kirribilli on the nature of a "good assignment", a variety of types of research tasks, the design process, and working examples of each type of assignment.

The Road to an Information Literate School: Hong Kong Academy

Benjamin L Frankel, Chairman, Board of Management, and Teresa Richman, Educational Director

Hong Kong Academy Primary School was launched in September 2000 with the goal of being a small school that would adopt, develop and disseminate progressive educational practices. Its overall mission was to build a community of learners committed to inquiry-based, concept driven teaching and learning. Over the years, that mission has realized itself by the increasing emphasis on integration in many forms – interdisciplinary curriculum, collaborative planning, use of varied resources, multilayered means of assessment, communication among stakeholders. By evolution rather than design, technology has come to play a pivotal role in this process. The co-founders of Hong Kong Academy will discuss aspects of the school's educational approaches, curriculum, professional development, resource management and intra-school communication, with the aim of illustrating how they ultimately may be merged seamlessly into a learning environment that is information literate.

City Curriculum @ Year 9: Engaging Learning, authentic learning, information literacy and ICT.

Penny Geoghegan, Resource Centre Manager, Sunbury College, Victoria, Australia

Curriculum reform in Victorian government schools has identified the "essential learnings" as incorporating three elements: core disciplines, generic skills and personal and social skills. Year 9 has been identified as the year level where students were most dissatisfied at school and lacked connectedness to school. Victorian schools have been responding to the need to engage year 9 students with authentic learning experiences. Sunbury College developed and implemented a city-based curriculum as a major element of curriculum reform at year 9. The program integrates information literacy and ICT, teaches the core disciplines and social and personal skills. Groups plan and conduct investigations and undertake subject related tasks in the city then make group presentations of their findings to student, teacher and parent audiences.

Hooked on Questioning: How the Teacher Librarians Can Change Questioning Practices in Their Schools.

Susan Glasson, Head Librarian, Canbrook School, Sydney Australia

Questions are an essential tool used in all teaching situations. This paper summarizes current research on the best ways to ask questions and suggests how teacher librarians can use this knowledge to guide their teaching practices towards more effective classroom practice. It provides a guide for planning questions to incorporate a range of thinking from the cognitive, creative and affective domains and gives practical examples of the ways this might be achieved. Essential questions are briefly discussed and the need to support and encourage student questioning is demonstrated. Determined to bring about change the teacher librarians used videos, Powerpoint, WebQuests, inspiration and the school internet in alerting their staff to the teaching and learning opportunities afforded by good questions. How this was done and the progress and pitfalls of their endeavours are outlined.

Powerful Learning in our School Libraries: Exploring the Tools and Scaffolding to Make it Happen

Jennifer Hall, Library and Learning Resources Coordinator, Bendigo Senior Secondary College, Victoria, Australia

Teachers as learners need to be provided with and supported by a range of resources and learning and teaching strategies to strengthen curriculum design and delivery. At Bendigo Senior Secondary College (BSSC), teachers and teacher librarians work in partnership to incorporate information literacy, thinking tools, ICT and inquiry based learning into successful units of work, which assist in developing critical thinking and offer students the intellectual tools to engage with information. As we collaborate, to develop student's skills and knowledge we also provide teachers with a wealth of practical tools to assist their learning and professional development. This session will focus on the "Researching Together: Engaging Minds" CD resource which we use to support our library and information literacy program at BSSC and outcomes of evidence based practice research being conducted by teachers and teacher librarians across Central Victoria in 2005.

Fiction for life

Monika Hallberg, Teacher of Swedish and English, and Malin Utter, School Librarian, Fenix Kunskapscentrum, Vaggeryd, Sweden

The ambition of the fiction project is to encourage students to read fiction for life. After the project, fiction reading will be a part of their everyday life. The project is a co-operation between the school librarian and the teacher of Swedish. The target group is the first year students of the vocational programs of the Electrical Program and the Industry Program at Fenix Kunskapscentrum in Vaggeryd, Sweden. The project consists of four different fiction themes: About the World, About Love, About Life and In the Limelight. Each theme, which is chosen by the student from interest, has a number of extracts from novels, lyrics and poems. The project is a part of the A-course of Swedish. As the school has an emphasis on information and Communication Technology, our students use computerised communication as a normal tool for their schoolwork. The written communication in the project will be conducted by the use of ICT.

A Journey with 'Cat and Fish' Linking an Inquiry Based Approach to Information Literacy in a Visual World.

Shena Hayden, Lecturer, University of Canberra, and Visual Arts Teacher, Canberra Girls' Grammar, Australian Capital Territory, Australia
Barbara M Selleck, Teacher Librarian, Canberra Girls' Grammar School, Australian Capital Territory, Australia

Join us as we unpack a suitcase of ideas for practical approaches that illustrate how teacher librarians can use images to develop information literacy. The strong link between seeing and knowing provides a pathway to enable students to move from the obvious to the analytical. This workshop will demonstrate pedagogical aspects such as collaborative planning, inquiry based learning, differentiation and an awareness of the impact of addressing multiple intelligences. The picture book "Cat and Fish" provides a springboard to embark on this journey, allowing students to look underneath the top layers, accept challenges and journey forward. The focus will be on "how to do it" and "what it looks like" in practice.

Information Policy and Hong Kong Schools: Rules of the Game

James Henri, Associate Professor, and Sandra Lee, Lecturer, University of Hong Kong

A review of the literature surrounding information policy suggests it is often discussed but it is not clear that it is understood. The policy governing the creation and dissemination of information has existed a long time, but policy development has changed because of the proliferation of resources via the Internet. The concepts of information and policy and the difficulty in defining them are presented. Typical school information policies are discussed in the context of policy development in Hong Kong. The implications of a lack of information policy for schools and school libraries are weighed considering that schools play an important part in the information cycle for students. Reference is made of the author's study to benchmark the existence of information policies in Hong Kong schools.

Quality Collaborative Planning

Ruth Higginbottom, Tomaree Education Centre, Salt Ash, NSW, Australia

Quality collaborative planning requires strategies that are easy to implement for all stakeholders. Ruth will explain the Ralph Prozzo model that can cater for all ability levels and all learning styles while promoting the development of higher order thinking skills. It incorporates Bloom's taxonomy of levels of thinking skills with Gardner's multiple intelligences learning styles. Participants in the workshop will examine a grid matrix that incorporates a range of tasks from which students can select according to their interests while at the same time addressing explicit teaching of core content. When teacher and librarian collaborate you can ensure that information literacy, resource-based learning and information and communication technologies are also incorporated.

**GENESIS – GENERATING E-learning Systems in Schools
 School-University E-learning Research Partnerships for Scaling up Innovation**

Cathy Hill, Head of Library & Information Science K-12, St Paul's Grammar School, Penrith, Australia

Despite optimism about new technologies for learning, e-learning innovation has been slow to scale up. This research set out to investigate whether an e-learning environment designed by students themselves would scale easily in schools. To do so, the GENESIS Project, a collaborative undertaking between three schools and a university, created the opportunity for students as researchers to conceive, prototype and test an e-learning environment in which they and other students could explore ideas of interest to them. Preliminary findings show that students are able to design e-learning environments that provide good contexts for learning. Furthermore such an approach appears to set in motion deep and lasting change in schools in ways that align with Coburn's (2003) four ways of thinking about scaling up. The Project demonstrates, in all its phases, a way in which students can take information leadership of curriculum in a culture of change.

Using Technological Aids to Help Students Learn English Better

Johnny Hou, Teacher, LoTung Senior High School

The author acknowledges the great strides Taiwan's economy is making in various high tech industries. Schools are also using technology in many ways in Taiwan, including word processing, e-mail and other communication tools. Students use the Internet to find information for learning. The author concludes that ICT can be used to integrate speaking, listening, reading and writing. It enhances interactive teaching and learning styles.

Creating an Information Exchange Platform for the Mandarin Library: The Management Strategy of E-paper of SLIS Program Leadership Team

Carol Huang W. D., Library Director, and Wang Jian-ming, Gilbert, Teacher of Lo-Tung Senior High School, Taiwan

Senior high school libraries in Taiwan are improving continuously. An important area for attention is to strengthen cooperation via digital networks. This presentation focuses on the use of e-papers. The SLIS Program Leadership Team has issued these e-papers and a homepage-based community knowledge database with the goal to build an exchange platform for Chinese-speaking library professionals. This presentation will also present solutions and strategies based on the experience at Lo-tung Senior School, and suggestions for further studies.

Shared Resources between the Senior High School and Vocational School and the community: Overcoming the Difficulties

Huang Chiu-Chin, Teacher Librarian, Feng-Hsin Senior High School

The Central Office in the Ministry of Education has mandated senior high schools and vocational schools to make library resources available to the wider community. This has created many challenges, particularly demands on limited library human resources. The arrangement also has implications for library management. As a result, the Central Office in the Ministry of Education invited scholars and high school librarians to form the School Library Program Consultative Team. In order to better understand how the school library service can be opened to the community, the speaker has begun a small survey to collect feedback to improve the arrangement in which the school library acts as a community library.

Making it Happen: Information Leadership in a New Zealand School

Heather Hyland, Kristin School, Auckland, New Zealand

Kristin School is an independent K-13 IB school in Auckland, New Zealand, with 1,626 students. Over the last six years the information landscape at Kristin School has changed dramatically. Changes have encompassed curriculum and pedagogy, integration of ICT and the building of an award-winning Library Information Centre. This presentation outlines the progress made, relates the story of the design of the building with photos and describes information leadership in that context. In a large and complex institution in a constantly changing environment, information leadership has been a shared role. Some specific strategies for effectively sharing leadership are offered for discussion.

Use of ICT in Education in Botswana

Jhivill Lynn L, Teacher Librarian Thamaga Junior Secondary School, Thamaga, Botswana

Many governments are increasingly using information communication technologies (ICT) to enhance education. The government of Botswana appreciates the importance of information communication technology in education and is responding positively to this by providing computers to all secondary schools at both junior and senior levels, introducing computer awareness subjects as well as aligning the syllabi to infuse information communication based subjects. In view of this the government revised national policy on education and vision 2016: a national strategy and pillar of the education system in Botswana also emphasizes an informed and educated nation through the use of modern technologies. This paper aims to discuss the impact of ICT on information literacy, the attitude of teachers towards the use of computers in schools as well as the electronic environment of secondary schools in Botswana.

Information Leadership in a Culture of Change: Creating New Opportunities for New Zealand School Libraries Through Nationwide Collaboration from Government to Grassroots.

Elizabeth Jones, Manager, School Services Northern Area, and Geraldine Howell, Director School Services, National Library of New Zealand

This paper will explore recent developments for schools and libraries in New Zealand and the changing role of the National Library in leading and facilitating a collaborative connected information landscape for teachers and learners. Increasingly, advancing the development of information literate school communities requires cross-sector/agency collaboration at every level from government to local communities. The paper will outline the National Library's path of collaborative development over the last two or three years and the opportunities that have been created along the way as connections are made and learning is shared across agencies and sectors. The presentation will draw on a wide range of examples to illustrate developments taking place in New Zealand. These include the development of national guidelines for library and information services in New Zealand schools, the recent Education Review Office national evaluation of the information landscape, projects to provide greater access to quality online services and resources for teachers and students and targeting initiatives to meet the specific needs of disadvantaged school communities especially in relation to literacy and information access. The paper will provide an overview of the way these and other developments are creating a more connected, dynamic environment while bringing into greater prominence the challenges and implications facing schools in developing their libraries and sustaining information literate communities. We will conclude with National Library's future priorities in working with others towards this goal.

Information Literacy Skills Among High School Students: An Exploratory Study of Six Schools in the South East Region of Botswana

Boemo Nkoyidzi Jorosi, and Gotsemang Gladness Isaac, Department of Library and Information Studies, University of Botswana, Gaborone

Over the past four decades or so, information literacy skills have quickly gained centre-stage status in the educational sector as a strategy of coping with the overload of information. This study reports the results of an exploratory investigation (N=279) into information literacy skills among final year high school students in six schools located in the south eastern Botswana. The objectives of the study were twofold: to determine the information literacy level among final year students and to gain a broader understanding of information literacy skills practices in Botswana high schools. Data were gathered via self-administered questionnaires and additional qualitative data were obtained from structured interviews with teacher librarians. Results indicate three main issues: first, poor information skills among the students; second, heavy reliance on the use of prescribed textbooks; and finally, the curriculum as a barrier towards the effective integration of information literacy skills into the educational system.

The Core Values of Information Literacy in the Ubiquitous Information Society

*Siu Cheung Kong, Department of Information and Applied Technology, Hong Kong Institute of Education
Fong Lok Lee, Department of Curriculum and Instruction, the Chinese University of Hong Kong
Siu Cheung Li, Department of Education Studies, Hong Kong Baptist University
Sandra Lee, Faculty of Education, the University of Hong Kong*

This research aims to study the perception of school practitioners on the core values of information literacy in the ubiquitous information society. An information literacy framework has been proposed that includes four dimensions and eleven derived standards. Seventeen focus group discussion sessions were conducted to gain an understanding of the views of school practitioners. The research findings show that information literacy education should be designed with the humanistic rationale of guiding learners to develop information processing skills, which requires both cognitive capability and the associated affective elements. Students should further develop in the meta-cognitive and socio-cultural domains.

Can the Information Search Process (ISP) Model be Transposed to the Hong Kong Context?

Carol Collier Kuhlthau, Professor of Library and Information Science, Rutgers, the State University of New Jersey, Director of the Center for International Scholarship in School Libraries (CISSL)

The model of the information search process (ISP) describes students' thoughts, actions and feelings in seven stages of an inquiry project and reveals critical zones of intervention for teachers and librarians in the learning process of their students. This presentation explains an innovative approach to learning in libraries called guided inquiry that is grounded in the ISP. Guided Inquiry is carefully planned, closely supervised, targeted intervention of an instructional team of librarians and teachers to guide students through curriculum based inquiry projects that foster connection, comprehension, engagement and achievement. Does the information age school with emphasis on a global information society have a common educational mission across countries and cultures? Can this approach be applied in Hong Kong and other parts of the world to help prepare students for participation in the information society?

Connecting and Making Coherent Teachers' Knowledge: Building a Knowledge-oriented Culture

Linda C. Langford, PhD Student, Charles Sturt University, Wagga Wagga, NSW, and Information Literacy Teacher, The King's School, Sydney, NSW, Australia

This paper is partly based on a doctoral thesis entitled Knowledge Creation, Knowledge Sharing and Knowledge Use: A Case Study. The paper challenges teacher librarians to view themselves as knowledge architects in the designing and sustaining of a teachers' learning community – one which values teachers' knowledge as core business in the school. This paper builds a case for teacher librarians to re-align their role by focusing on their colleagues' knowledge and asking: "How can teachers' knowledge be shared, and captured and disseminated to better enable a knowledge-oriented culture?" and "What are the structures and processes that bring teachers' knowledge out into the open to be shared?" Part A of this paper presents a synopsis of the study's purpose, rationale and key issues. It brings together the theories of learning community and knowledge management in establishing a discourse that is centred on valuing, connecting and making coherent teachers' knowledge as essential in enabling a knowledge-oriented culture to grow and to flourish. Part B presents an overview of the study with a focus on one of its three themes: knowledge sharing. Part C concludes with a brief discussion on how this research can contribute to the role of school libraries and teacher librarians in the emerging discourse on professional learning and knowledge sharing within and across work place units.

Improving the School Library for IB Students: A Case Study at The British International School, Jakarta

Hanna Latuputry, Senior Librarian, Secondary Resource Centre, The British International School, Tangerang, Indonesia

This research was commissioned to evaluate the services and facilities in the secondary library to help library staff make improvements in the context of a planned expansion. A second rationale for the research was to address the need for IB guidelines especially for those planning to commence the library for IB program. While it is not intended to be a set of guidelines, it is an opportunity to share work from a different perspective. A survey has been conducted using the qualitative method. A profile of the library is provided to help the audience understand the realities of the situation. This paper would be a valuable reference for school libraries running or planning a library for the IB Diploma program.

The Implementation of IT in a School Library in the Hong Kong Context

Leung, W. S., Raymond, MScITE graduate, So, K. K. Teddy, Tutor, The University of Hong Kong, Hong Kong

Following the School Improvement Program investment ten years ago, most Hong Kong primary schools had funding to develop their own libraries. Each school was provided with a teacher librarian to manage these central libraries. In July 2004 the second strategic plan, Empowering Learning and Teaching with Information Technology, was launched, focusing on promoting life-long learning, self-learning and e-learning in all schools. As a result, the traditional method of running a library could not fulfill students' needs any more. There is a need to promote the use of IT in libraries to cope with the changes. This paper aims to determine the tasks and priorities needed to computerize a primary school library, and to develop strategies for its effectiveness. The speakers used questionnaires and interviews in ten primary schools to study the use of IT. Findings indicate that not all primary schools were fully implementing the use of IT in their libraries due to limited funding. The speakers discuss recommendations for the use of IT in school libraries.

An Investigation of the Interaction Between the School Library Media Center and the Science Classroom: Impact on the Scientific Literacy of Students in the DeKalb County School System

Edward Lomax and Rudy F. Sirochman, Georgia State University, College of Education, Department of Middle Secondary Education and Instructional Technology, Atlanta, Georgia, USA

The objectives of this investigation are the following: characterize the role of the school library media center in the scientific literacy of the secondary student in the DeKalb County School System; and to determine ways that the school library media specialists and science teachers might enable and foster the scientific literacy of secondary school students. In meeting these two objectives, presenters ask the following questions: How are science teachers and students utilizing the media center to promote scientific literacy? In what ways does the school library media center support the scientific literacy of students? How might the school library media specialist and science teacher both enable and foster the increased scientific literacy of students? The research design supporting this investigation involves a mixed-method approach involving the use of both quantitative and qualitative data collection and analyses.

Ethical Information Use and How Information Technology Has Been Effectively Applied to Help Identify Issues

Robyne Lovelock, Managing Director, ALDIS Associates P/L, Australia, representing Paradigms LLC, (developers of Turnitin) in the Asia Pacific region

"My dad just copied Star Wars Episode III for me". This vendor paper discusses how ground rules are perceived by children and how can we educate students on the ethical use of information to ensure academic integrity? The growth of the Internet provides access to free information. However is its subsequent use always deemed to be ethical and aligned to the necessary learning objectives of our education system? Children model the behaviour of "leaders" so how do they learn what is acceptable? From primary, through secondary, and into higher education, the incidence of academic cheating in various forms is becoming more prevalent. The paper will look at information acquisition practices in our community that are widely spread and apparently deemed acceptable. The paper will explain how methods, like electronic cut-and-paste, are used to reproduce material as one's own original writing, and how such methods can now be tracked and identified. We have a new paradigm of information management in assessment practice. I.T. has been effectively applied to help identify issues, with such originality verification services as the Turnitin software. This program suite assists in the identification of plagiarism and provides an educative platform for the students to learn the value of knowledge, with the correct attribution methodology where appropriate.

A Collaborative Unit on Peace Conferencing

Sarah Lucy Head Librarian, and Kristen Druker, California Mentor Teacher, History Teacher, The Bishop's School

The authors present their unit on Peace Conferencing as a result of collaboration over the last three years. The presentation will show how teacher librarian teams can work together to provide students with the background necessary to better understand the immediacy of world conflict and be empowered to see world events through the eyes of a problem-solver, not as a passive spectator. The project is designed to prepare students to be better global citizens through the study of specific flash-points in the world arena, and at the same time, learn research skills which enable them to use information technology effectively and efficiently. The presenters discuss the power of teacher librarian teams in developing websites and curriculum, show the library web pages used to facilitate the project, and present a video of the Peace Conferencing Unit which includes the teacher librarian team strategizing, student interaction with the website, student team building, the peace conference simulation and student reflection.

Creating, Retaining and Sharing Knowledge: An Innovative Approach to Develop and Nurture a Knowledge Sharing Culture

Trevor Lui, Senior Consultant, Knowledge Management, Hong Kong Productivity Council

A good knowledge sharing culture is crucial for a KM-focused organization, yet nurturing a knowledge sharing culture is one of the most challenging tasks in KM implementation. Many organizations only emphasize providing briefing sessions or training programs to their staff, and expect that the buy-in will work naturally and smoothly. However, from our KM consulting experiences, we find that the key to have an active and successful knowledge-sharing culture is to incorporate the fusion of people, process and technology into the daily work activities of the staff. Thus, this presentation will focus on demonstrating how we apply the approach into our consulting projects. The presenter has extensive experience in management consulting with a focus in knowledge management. He is recognized by Knowledge Associates, UK, as a Certified KM Consultant and a Certified Master KM Education Trainer. In addition, Trevor is a Certified Trainer of "Who Moved My Cheese" from Linkage International Ltd, UK and a Certified Trainer of "Thinkertoys" from Learning Matrix International, HK.

Preparing a Global Selection Policy for School Libraries

Dr. Frances D. Luther, Assistant Professor, School Library Media Program, College of Education, Towson University, Towson, Maryland, USA

This presentation describes the various components of a school library collection development policy plus the global considerations to be employed when developing a collection development policy for underprivileged school libraries. The context of examples in this presentation is a project undertaken by a Towson University professor with her School Library Media Program graduate students in response to an expressed need on the IASL listserv for a global selection policy. Related to the conference theme of information policy, this presentation should help provide leadership to librarians in underprivileged schools who want to develop a collection policy to guide their collection development. Related to the conference themes of knowledge management and social responsibility, this presentation should assist in sharing information about policy development to institutions that may wish to be socially responsible and help build library collections in international locales.

A School Library Program Based on Information Literacy: A Case Study of a National Experimental High School at Hsinchu Science Park

*Ma Tsu-Jui, Director of Library, National Experimental High School at Hsinchu Science Park
Lin Meng-Ling, Lecturer, Department of Information and Library Science,
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Taiwan's Hsinchu Science Park, a center for IC design and other electronic innovations, recruits outstanding professionals, scholars and engineers involved in the high technology arena. The National Experimental High School at Hsinchu Science Park (NEHS) was established for their children. Students come from the greater Science Park Area and from overseas. The school, which is supported by the government, applies experimental teaching and conducts educational research. This article stresses the importance of information literacy and the Big6 model and introduces the school library program in information literacy at NEHS. Remodeling the school library program of NEHS with the Big6 model is discussed.

Library Essentials: Creating the Library Appropriate to the Needs of Students in the 21st Century

*Mary Manning, Executive Officer, School Library Association of Victoria, Australia
Sandy Phillips, Manager, Victorian Education Channel, Department of Education and Training, Victoria, Australia*

Teacher librarians have long dreamt of an accepted learning philosophy where interdisciplinary knowledge, skills and behaviors are articulated and valued. This presentation will discuss the role of, and opportunities for, the school library and the teacher librarian in terms of current curriculum reform directions as embodied in The Victorian Essential Learning Standards. Particular reference will be made to ICT and information literacy, curriculum leadership, and whole-school change. It will also illustrate online strategies, programs and initiatives that have been developed by Victorian educators that allow school libraries to be a learning environment appropriate to students in the 21st century.

Educational Digital Libraries and School Media Programs: Transformative Opportunities

*Marcia A. Mardis, M.L.L.S., Ed.D., University of Michigan, Ann Arbor, Michigan, USA
Ellen S. Hoffman, Ed.D., Eastern Michigan University, Ypsilanti, Michigan, USA*

Many school librarians, instructors and learners lack awareness and understanding of the enhanced learning possibilities through educational digital libraries. By knowing about these resources, school librarians can expand the range of their collections and offer their users innovative educational strategies that support evolving pedagogies. In this session, exemplary digital library projects will illustrate potential applications for teaching and learning. This session will present and examine the technological, social, economic, and educational dimensions of key digital libraries and will suggest ways in which school librarians can use technological innovation to transform and enhance their roles. Participants will have the opportunity to experience digital libraries for a range of grade levels and curriculum areas, share their educational resources needs, collaboratively brainstorm ideas for implementing the digital resources with teachers and students and contribute their comments about those digital libraries.

School Media Programs and Middle Grades Science Achievement: Results of a Study Performed in Michigan, USA

Marcia A. Mardis, M.L.S., Ed.D., Research Investigator, School of Information, University of Michigan, Ann Arbor, Michigan, USA

This paper will describe a research study completed in late 2004, in which the researcher examined the relationship between school media programs and science achievement in grade eight students in Michigan schools. This paper reports the results of a mixed method sequential explanatory study undertaken to uncover the connection between school media programs and science achievement as well as the factors present in the relationships between school library media specialists and science teachers that encourage student achievement on state-mandated standardized tests.

The Drive for 2005: How Do We Get All Teachers Helping Students With Real, Rich and Relevant Learning – This Year!

Tom March, online.com

2005 marks the 10th anniversary of many people's first experience of the World Wide Web. In that decade "WWW dot" has transformed the way we live, work and play. Yet research reveals that less than half of teachers who have Internet access in their classrooms use it for instructional purposes. An even smaller percentage use it to connect students to a more vibrant and authentic world of learning beyond classroom walls. By engaging students in meaningful, real world tasks, we help them develop an appreciation for authentic experiences that can become touchstones for using the digital abundance to achieve self-fulfilling lives. In this session, the speaker – known well for his role as co-developer of the WebQuest model – will present the "Drive for 2005" and guide participants to identify three strategies that all teachers could use immediately to engage students in a more real, rich and relevant learning experience. The session will be a virtual session, the speaker will be in Australia and participants in a computer lab in Hong Kong. The session will be conducted using Tapped-in: The online workplace of an international community of education professionals so participants will be expected to use the keyboard to share.

The Introduction of School Library Coordinators to Assist Teacher Librarians: A Grass-roots Challenge for Local Government in Japan

Kazuko Masuda, Institute of Library and Information Science, Graduate School, University of Tsukuba

This paper discusses the role of the School Library Coordinator, a post created by Kawasaki City, Japan local government, in accordance with the legislated introduction of teacher librarians into all Japanese schools. It is difficult for teacher librarians to play the roles of both teacher and librarian simultaneously. They are expected to play the central role in school libraries, to support pupils' spontaneous learning activities as well as to foster pupils' imaginative minds. Teacher librarians are also expected to coordinate schools, families and communities to promote pupils' reading activity by the Basic Plan to Promote Children's Reading Activity. Kawasaki City local government introduced School Library Coordinators to assist teacher librarians and to complement their onerous duties in schools and society. Although this paper's research and analysis indicates that Kawasaki City's innovation of School Library Coordinators has been successful, it is noted that there is potential for more efficient performance by library coordinators in collaboration with teacher librarians.

Catching Slippery Eels: Managing Websites as Resources

Dianne McKenzie, Teacher Librarian, Hong Kong

Websites are the most current form of resources that are being managed by information specialists. They offer a number of advantages: zero physical space requirements, currency, ease of accessibility, high interaction in some cases, international perspectives, varying opinions and bias, relevancy, high interest, and the most appealing factor – zero cost to the library. Unlike traditional resources that have a physical presence and hence a location and static form, websites are dynamic in nature. They change daily, disappear, are hijacked and expire. As a resource, websites are time consuming to manage and due to their nature, pose a number of issues for their management for collection and access. This workshop will explore the problems and benefits of different management methods and access points. Methods of collection development and management will be explored through group discussion and hands-on experience.

Learning Object Approach for Designing Information Literacy Instructional Materials

Mark Meng, *Loretto Memorial Library, St. John's University, Staten Island, NY, USA*

The learning object is a new concept in designing online instructional content. It values the creation of small Lego-like instructional components (objects) that can be readily assembled, delivered and reused in multiple instructional and learning contexts. Unlike conventional tutorials, learning objects are designed for building a collection of learning objects that are not bound by a particular context or situation. Information literacy instruction lends itself well to the learning objects approach. With this approach, the tagging of Lego-like objects allows matching objects with individual competency levels, hence provides greater flexibility and relevancy for end users. Other advantages of developing material to be reused as learning objects such as ease of update and search, customization, interoperability and increased value of content are discussed in relation to information literacy instruction.

E-PD: Online Professional Learning

Pru Mitchell, *Vice-President, Association Relations, Australian School Library Association, Mitcham, South Australia*

How do we develop our online learning environment to be creative, user friendly, meaningful and innovative? What is the impact of ICT on information literacy? Many teacher librarians have developed competencies in the use of ICT for information organisation and retrieval, production and publishing, and administrative email. There has been less use however of the communications capacity of ICTs to enhance professional learning. This paper examines two Australian projects that have sought to assist teacher librarians to develop skills in communicating online: the EdNA Online Teacher Librarian community and the School Library Association of South Australia's E-PD project. This session will provide a brief report on the SLASA e-pd project and an introduction to the online tools and services available through the EdNA Online Teacher Librarian community. It will present an outline of what has been learned about the types, advantages and disadvantages of online tools, and contribute to a greater understanding of cognitive and affective issues in the effectiveness of online professional development.

Standards of Professional Excellence for Teacher Librarians

Pru Mitchell, *Vice-President, Association Relations, Australian School Library Association, Mitcham, South Australia*

What attributes characterise teacher librarians leading the way forward for information literacy in schools? The Australian School Library Association (ASLA) and the Australian Library & Information Association (ALIA) articulate 12 key attributes in their new joint publication: Standards of Professional Excellence for Teacher Librarians. These standards, developed by the joint ALIA/ASLA ASLA/ALIA Standards for Teacher Librarians Taskforce in collaboration with the profession and stakeholder groups, describe the professional knowledge, professional skills and professional commitment demonstrated by teacher librarians working at a level of excellence. They represent the goals to which all teacher librarians should aspire, and provide inspiration for quality teaching and ongoing professional practice. Participants in this session will develop an understanding of the ALIA/ASLA Standards for Teacher Librarians project and through examination of these professional attributes evaluate their own professional practice. As the primary purpose of the standards document is to provide a framework for informing the ongoing professional learning of teacher librarians, participants in this workshop will consider the standards as a tool in the development of a professional learning plan for themselves or their professional association.

Educational Leaders As Change Agents Towards Information Literate School

Maria Noemi M. Moncada, *Secondary School Principal III, Juan Sumulong High School, Cubao, Quezon City, Philippines*

Over the last ten years, the development of new Information and Communication Technologies (ICTs) has provided opportunities for people all over the world. But still, a vast majority of society remains untouched by the digital revolution, creating real disparities between and within countries and socio-economic groups. Undoubtedly, ICT plays a vital role in the future of our societies especially in education. School heads, decision makers, local authorities and school librarians have a significant role to play in the information literacy in schools. School principals who are first trained in ICT's must initiate information literacy in schools and be responsible for support and funding. In the Philippine educational system, like many countries, there is a marked digital divide between urban and rural areas.

Reading Today: What's the Meaning?

*Maria Manuela Barreto Nunes,
Portuguese University, Portugal
Ana Bela Pereira Martins, School
Library Network Office, Portugal*

The authors discuss the meaning of reading in the broader global informational world. In this context, presenters discuss the Portuguese network of school libraries and discuss its role in the promotion of reading literacy as a basis to develop all kinds of other literacy abilities. This network intends to be a powerful tool to help create confident readers and to play a key role in the development of information skills and in the implementation of an information policy in schools. The role of fiction plays in the development of other literacy capacities is still a matter of discussion. Several sociological studies on reading habits indicate that students no longer read for leisure, or to satisfy curiosity, because they are occupied with obligatory school readings. Yet reading literature tends to be a way, not only to help develop a personal and social identity, but also to create more profound and grounded literacy capacities, namely the information literacy abilities that are so needed to go through life in today's world. The presenters examine many questions including: how can reading well be characterized? What is a good reader? What kinds of reading will more easily help a child develop information skills? The presenters conclude that literature collections are essential to enrich the capacities of understanding and acting within the world and to develop all kind of literacy skills, supported by experiences within the context of the Portuguese School Libraries Network.

Responding to the Literacy Challenge Amidst its Resource-hungry Realities: the Case of Southern Mindanao, Philippines

*Fraulin Agcambor Oclarit, Chief Librarian,
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Addressing the challenge of literacy is formidable for countries faced with chronic economic problems. In Southern Mindanao, one of the most culturally-diverse regions in the Philippines, scores of public school children have very limited access to libraries and other information infrastructures. Textbook ratio ranges between 1:3 to 1:7. Despite this resource-hungry reality, there are laudable moves by the local Department of Education to boldly initiate development intervention programs at the grassroots level to combat illiteracy. Initiatives such as Drop Everything And Read (DEAR) and the Reading – At Reader's Reach (REARER) programs, School and Home Advocacy Reading Program (SHARP), and the Education Summit showcase the "bayanihan" spirit wherein Filipinos collectively contribute towards narrowing the local-level divide that separates those with access to technology, information and information infrastructures in the mainstream from those in far-flung portions of Southern Mindanao.

An Evolving Model of Knowledge Management in Education and the South African Reality: How Knowledge Management, Information Literacy and Reading Skills are Informing Learning at a High School and a Primary School in Gauteng, South Africa

*Marilyn Osborn, Library Facilitator,
Gauteng Department of Education,
Johannesburg, South Africa*

Concepts of Knowledge Management struck three educators in Gauteng, South Africa, and inspired them to devise a Knowledge Management model for education and schools. The model is focused on how Knowledge Management is sandwiched between the country's educational policies and the bedrock of literacy and reading. It encompasses the constitution, common value systems, common leadership/management skills and professional values, inherited language skills and cultural knowledge and lifestyles, general knowledge, information/literacy/digital/IT skills, intellectual capital and collaboration between educational entities, school librarians and colleagues, communities and stakeholders. The model highlights the many challenges existing in South African education and further inspired the three educators to consider their own achievements as school librarians – one at a public/government high school and the other at a public/government primary school. The high school librarian has used IT to promote reading to great effect, while the primary school librarian has made important strides in helping her subject/learning area colleagues to teach information literacy.

The Book Loving Atmosphere from the Campus – from Class Study Group to Parent Study Group

*Pan Shu-man, Library Director, National
Feng Yuan Senior High School*

In order to build a book loving campus, National Feng Yuan Senior High School has organized many reading programs. In these programs, we divide teachers, students and their parents into several study groups. After numerous meetings it is found that with well-planned guidance, these reading programs help them not only to participate actively in group discussions but also to broaden their horizons and develop multiculturalism. This paper intends to share our experience and strategies in the implementation of the whole reading programs. The first section is a detailed introduction to the procedures of the reading programs, including how to organize study groups from the study group leaders, help students make reports and performances, hold contests and publish students' results. In the second section the actual operation of parent study group is described. At the end, we examine all the achievements from these activities, and make some recommendations. In addition, we are firmly convinced that schools, families, and the society are an undivided union. If we can incorporate community resources into reading programs, we can surely create a well-structured and comfortable reading environment.

Book Lovers Guide to Online Literature Communities

Patricia A. Pledger, Teacher Librarian, Willunga High School, South Australia

Participation as a member of online communities can be a wonderful way of enriching knowledge of literature as well as advancing understanding of the changing use of technology in communication. Best practices in online literature communities have the power to connect authors and readers, to inspire thought and debate and to provide practical information indispensable to a school library leader. Different types of online communities promote literature. Community forums including listservs, chat rooms, online children's literature discussion lists and reading groups bring a wealth of recommended reading material and student activities. Online methods such as book raps, literature circles, children's review sites, and weblogs engage student interest and foster understanding of books and methods of authorship. The effectiveness of online communities relies on a number of critical factors including time management, a willingness to participate and discussion list management.

Hong Kong School Library Automation 1985-2005

*C. Y. Poon, Teacher Librarian, TWHGS
Chen Zao Men College and member of the SLS Library Technology Group*

This poster session provides an historical overview on school library automation in Hong Kong. Schools in Hong Kong began their library automation with locally developed systems. This was due to the reality that in the mid 1980s, systems from overseas were very expensive did not handle Chinese characters. The history can be roughly divided into three periods: the early period between 1985-92 when a small number of school librarians with strong interest in automation were experimenting with the circulation functions; the SLS period between 1992-2000 when the first MARC-based not-for-profit system became available for schools; and the IT in Education period since 2000 when there were a wide range of systems for selection by users. It is anticipated that the digital library provides the context for the next era in Hong Kong school library automation, with focus shifted to the provision of access to electronic resources.

Learn to Read – Learn to Succeed: Positive practice with Accelerated Reader Technology

Kerry Pope, Junior School Teacher Librarian, The Hills Grammar School, Kenthurst, NSW, Australia

School libraries are involved in a process of fundamental change brought about by increasingly radical changes in technology. Teaching, learning and technology form the context for 21st century education in many parts of the world, challenging our school libraries to move beyond the physical bibliographic environment to an extended e-learning framework. Our challenge at the Hills Grammar School has been to promote reading as a core activity in itself. For two years we have worked with two computer-based programs from Renaissance Learning – STAR Reader and Accelerated Reader. The aim of the program is to develop active, involved and highly motivated readers. Our work has shown that the benefits of a well-managed program from Years 3 to 6, in the Junior Years of a K-12 school is having significant impact, particularly when the Teacher Librarian and classroom teacher are jointly involved in this literacy program. Student evaluation also shows the benefits of the program in motivation and personal enjoyment of the challenge of reading more regularly and more widely. In the words of our own young students, the program "encouraged me to read books by good authors"; "made me much more confident in my reading"; "inspired me to read books"; "helped my reading skills"; and "improved my vocabulary".

Using Portfolio Items to Assess Information Literacy

*Jenny Robins, Assistant Professor, Library Science and Information Services, Educational Leadership and Human Development, College of Education and Human Services, Central Missouri State University, USA
Juna Snow, PhD candidate, Department of Curriculum and Instruction, College of Education, University of Illinois at Urbana-Champaign, USA*

In 1998, the American Association of School Librarians (AASL) developed nine standards for information literacy skills. Students with these skills are equipped to recognize their learning objectives, identify their information needs, acquire information, evaluate information, and share the results of their effort. These skills are key to lifelong learning. Standard assessment tools, such as select response, closed-constructed response, and even open-ended-constructed response questions are not dynamic enough to align with the real-world experiences of learners exercising information literacy skills. In this study, an information structure was designed for students to use to describe learning activities. These written, student-generated items become part of a student's portfolio. It is proposed that this information structure can serve as an alternative, authentic tool to assess students' information literacy skills. Two student portfolio items are presented in this report along with a description of the process used to create assessments.

SAIL - Strategies for the Acquisition of Information Literacy: Report on a European Comenius project.

Werner Schögl, Teacher Librarian, Teacher Training Institution, Vienna, Austria

SAIL aims at producing a concept for the acquisition of information literacy for students and at defining the roles of the teacher and the school librarian in this process. There are several possible effects on both the teachers and the students. The teachers will be given strategies and methods for teaching information literacy and the students will acquire advanced search techniques and will generally be able to meet the needs for coping with the questions concerned with information literacy for school, career, spare time and daily life. The pedagogical and organisational changes that should take place at schools will be discussed with headmasters and representatives from school boards as well as with those responsible for the curricula in the participating countries. At this conference the outcomes and experiences after the first year of this project will be presented.

Students' and Teachers' Perceptions of the World Wide Web

Sunita Shankar, Research Associate, Centre for Research in Pedagogy and Practice, National Institute of Education, Nanyang Technological University, Singapore

Is the World Wide Web a valuable research resource that promotes learning? Students and teachers differ in their perceptions of the World Wide Web. This paper discusses the results of research done with surveys and interviews in an independent private school in Hong Kong. The World Wide Web was found to be the most popular source for research by the students. Most teachers felt it hinders students' learning processes and intellectual development. The author has concluded that this resource is a cognitive learning tool that promotes problem solving, decision making, critical and creative thinking. The students are engaged in exploratory, self regulated and self directed learning. The students thinking processes are more visible and mediation from the teacher will be much easier. When students are guided well with an information literacy program, the pedagogical results of learning from the web would increase tremendously.

Paper Document Archiving and Preservation in Applying latest Kodak technology

Robert Siu, Manager of Kodak Document Imaging, Kodak (Hong Kong) Limited

In the day-to-day operations in school and libraries, we are handling tremendous amounts of paper records for students and businesses. To ensure a smooth workflow for the operation, we like to digitize physical records. This improves efficiency and saves space. However, how can we ensure we have good image quality for later retrieval? We will provide document solutions for schools and libraries. With the digital world changing so fast, how can we keep our records for an extended period of time. An important question is which popular digital media will still exist in 100 years? What is the best media for librarians and record managers to record valuable historical records? The speaker will explain how microfilm can help to keep records intact in a simple way.

The Educational Aspect of School Libraries' Design and the Students' Territorial Behavior

*Dr. Snunith Shoham, Chair, Department of Information Science, Bar-Ilan University, Israel
Dr. Zehava Shemer-Shalman, Head, Librarianship & Information Science Department, Oranim Academic College of Education, Tivon, Israel*

In a study combining qualitative (observation and interviews) and quantitative (questionnaires) methods, the researchers examined the territorial behavior of students and the implications of the internal arrangement of the library space for the students. Territorial behavior in the libraries was observed in where students decided to sit and how they used library furniture (including chairs armchairs, computers and the librarian station). Most of the students preferred sitting in a central area in the library. However, for the most part, students chose to sit in places that enable them to maintain territorial control. While many students sat in groups for both social and study purposes, some of them (particularly the older students) had a need to protect against intrusiveness into their personal space. This was achieved by sitting at the tables with their backs to the entrance, by body language and, at times, even by using personal belongings to demarcate personal territory. Library planners and librarians must be aware of these "conflicting" needs in order to adapt the design to the behaviors typical of the groups that use the library.

Deep Throat, the Phone Book and Other Sources

*Diane Stormont, Writer and editor,
HongKongNow.com*

This session will focus on the mechanics of newsgathering. The speaker will talk about the gritty gritty of reporting general, political and economic news, what makes a story and how a journalist goes about digging out the information required. She will discuss the different ways the same story is presented by the various strands of the news media and will also address the roles of reporters, sub-editors, photographers and other members of the news processing chain of command. The speaker has spent 24 years in Asia as a journalist. A 10-year stint at Reuters, which culminated for her as Hong Kong Bureau Chief during the 1997 handover of the British colony to China, took her around the world covering stories as diverse as earthquakes and coup attempts, sporting events to financial liberalisation moves and central bank forums. She was President of the Hong Kong Foreign Correspondents' Club from 1998-99 and President of the Seoul FCC from 1991-92. Diane holds a BSc from University College London and a master's degree in journalism from the University of Hong Kong.

The Litany of Suffering is Still Heard but not Louder: A Case Study Of Clinical Supervision to School Libraries in Indonesia's Four Provinces

*L. Sulisty-Basuki, Professor, Department
of Library and Information Science,
Faculty of Humanities, Universitas
Indonesia, Jakarta, Indonesia*

From 2002 through 2004, the National Library of Indonesia distributed block grants to 550 school libraries in Central Java, West Nusa Tenggara, South Sumatra and Bangka Belitung. Grant money funded book budgets and was allocated for professional training for library staff conducted at the province capital, municipalities and supervised by the National Library. After a three-year implementation, the National Library set up two independent teams to evaluate the school library performance for block grant awardees. Teams consisted of five consultants in education and librarianship and another from an independent consultant bureau. Findings from the evaluation indicated a rise in book usage, rising initiatives among teacher librarians to link library activities with the class program and community activities. While the project has produced positive results, there is concern over the economic viability of these school libraries after the project concludes.

Using Large-Scale Assessments to Evaluate the Effectiveness of School Library Programs in California

*William W. Tarr, Jr., LAUSD/IEL Science Fellow,
Institute for Learning, University of Pittsburgh
and the Los Angeles Unified School District, USA
Stacy L. Sinclair-Tarr, Education
Consultant, K-12, USA*

This California study examined the relationship between the presence of school libraries, as defined by credentialled staffing and student achievement, as measured by both criterion-referenced and norm-referenced assessments in both English-language arts and mathematics. Using the California School Characteristics Index to compare 4,022 schools with similar demographics at Grades 4, 7, and 10, both positive and negative statistically significant relationships were found between the presence of a school library and student achievement at Grades 4 and 7. There were no statistically significant positive relationships found at Grade 10. These findings do not support previous studies that used different methods of comparing schools with similar demographics. Also unlike previous studies, the overall effect sizes of the positive relationships were small, the average being an increase in student achievement of 2%. Factors within the school library at Grades 4 and 7 were also examined, and both positive and negative statistically significant relationships to student achievement were found.

Knowledge Audit with a Focus on Teaching and Learning

*Stacey Taylor, Deputy Librarian & Knowledge
Manager, Monte Sant' Angelo Mercy
College, North Sydney NSW, Australia*

Monte Sant' Angelo Mercy College began planning in 2004 to develop information management strategies for the college, and engaged in a knowledge audit for the teaching and learning aspect of the college as part of this planning. The process involved guided interviews of selected stakeholders in the college and an analysis using standard knowledge management practice. The findings have been used to develop the new learning management system and our Intranet portal. This process initiated the use of knowledge management as a strategic tool.

The School Library and the IB Diploma Program – at the Core?

Anthony Tike, Director of Library and Information Services, Tok teacher at Yokohama International School, Japan

This professional paper will focus on the relevance of the school library to the International Baccalaureate Diploma (IBD) program, with particular reference to core aspects of the diploma: Theory of Knowledge and the Extended Essay. The focus of the presentation will be identifying possibilities for placing the school library at the core of the program. Themes to emerge will be information literacy, management of the process of extended essays and ways of contributing to the Theory of Knowledge element. Traditionally, libraries may have focused on liaising with subject teachers and support individual subjects but by focusing on the core, libraries make links with all students on the diploma program. Subject area developments (or use of the library by students for individual subject areas) may occur more fruitfully as a consequence. Contributions from those attending this session should also provide useful suggestions.

School Librarians and Educational Leadership: Productive Pedagogy for the Information Age School

Dr Ross J. Todd, Director of Research, Center for International Scholarship in School Libraries (CISSL), School of Communication, Information and Library Studies, Rutgers, The State University of New Jersey, USA

Against a backdrop of emerging paradigms of educational leadership, this research paper will explore and elaborate some of the fundamental dimensions of quality teaching and learning in information age schools based on the framework of Productive Pedagogy, and in the context of instructional interventions of school librarians in partnership with classroom teachers. This exploration is based on an analysis of extensive data collected during an extended school librarian-classroom teacher collaboration at Gill St Bernard's School Gladstone, N.J. in 2003-04. Underpinning productive pedagogy is the belief that high quality teaching and learning should be the focus of professional learning communities and all stakeholders in the school environment. This paper overviews the significant findings of this study, with particular emphasis on an elucidation of the dimensions of productive pedagogy that have enabled students to learn successfully in this collaborative inquiry learning program. This paper acknowledges the input of Dr Carol Kuhlthau and Randi Schmidt.

Information Technology Adoption in Botswana Secondary Schools and its Implications on Leadership and School Libraries in the Digital Era

Angelina Torolo, University Lecturer, Department of Library and Information Studies, University of Botswana, Botswana – Currently at Florida State University, College of Information for PhD. studies

The objectives of this paper are to examine the principals' transformational leadership qualities and to juxtapose this to Information Technology adoption in Botswana secondary schools. Using David et al. (1989) Technology Acceptance Model (TAM), Todd's (1999) transformational leadership constructs, and qualitative open-ended questions, a research tool was formulated to establish the perceptions of school heads in 10 urban and 14 rural schools, about computer technology acceptance, the role of the school library in the integration of computers in the school and transformational leadership. The findings point to a trend towards computer acceptance and transformational leadership, albeit some indications of computer anxiety, some feelings about the lack of computer usefulness and ease of use, as well as leadership issues, such as the lack of functional school libraries. One of the most relevant findings was the positive correlation between perceived ease of use of the computer to some leadership constructs.

How Librarians Can Leverage Advances in KM Technologies to Become Knowledge Centres

Professor Eric Tsui, Department of Industrial and Systems Engineering, The Hong Kong Polytechnic University, Hong Kong

The drive towards a knowledge-based society has meant that librarians and information professionals are increasingly transforming themselves from a service-oriented to a "knowledge-led" profession. To excel in their own field, above and beyond the needed research skills and classification knowledge, one also needs to overcome the information glut as well as leverage on the collaboration with their peers. While technologies rarely offer the total solution to KM, nevertheless, recent advances in certain information technologies are especially relevant for librarians to leverage. This talk will examine the evolution and impact of specific top-down and bottom-up technologies relevant to librarians. Such technologies include portals, collaboration, search and classification, online communities, Wiki, Blogs and RSS. Recent research in the private industry has indicated that staff who have in depth domain knowledge as well as effectively leverage on (both enterprise and personal) KM technologies are gradually becoming "knowledge centers" in their own organisation – a phenomenon that can be replicated by the information service professionals as they are much closer than most other professionals when it comes to the dissemination of new knowledge.

Info Seek, Info Find! Cybrary Support for Schools

Deborah Turnbull, Manager, Information Skills & Community Outreach, Liz Blumson, Librarian, UQL Cyberschool, and Noeleen Fleming, Librarian, UQL Cyberschool, The University of Queensland Library, Brisbane, Australia

How do teachers, teacher librarians and students cope with the plethora of information and resources available for learning in the 21st century electronic age? Generation X and Y students are increasingly IT competent and have different information needs and expectations. These changes in student learning and behaviour and the responses to them by baby boomer teachers have increasingly complex implications for learning and teaching. The implications for school libraries and teacher librarians are also enormous. The University of Queensland Library in Brisbane, Australia, formed the UQL Cyberschool to provide a unique service via the online electronic environment to address some of these issues for schools and teacher librarians, as well as enabling schools to access selected, quality online electronic resources. The program seeks to inspire and support school students to further develop their skills in information literacy while at school and to prepare them for learning at University and in life.

Scaffolding Student Learning Using Information Literacy Frameworks

Robyn K. Vine, Lecturer, Faculty of Education, The University of Auckland, New Zealand

Information literacy is emerging as one of the most critical literacies in education. With the increasing amount of information available through technological advances libraries and librarians must pay closer attention to their role in the learning process and adopt information literacy as a goal. Information literacy frameworks provide a scaffold for student learning. Research shows school wide professional development initiatives have proven to be a successful way of introducing such a model. This workshop will discuss a model that underpins current learning theory and will provide examples of some of the skills and strategies necessary for the successful implementation of an information literacy framework across the school.

MLC Libraries Intranet Website: a Collaborative Process

M. Jane Viner, Director MLC Libraries, Methodist Ladies' College Melbourne, Victoria, Australia

This paper examines the collaborative processes involved in developing the MLC Libraries intranet website and outlines helpful hints about website design, evaluation and promotion. The MLC Libraries intranet website has been designed to provide the MLC community with information resources that reflect the educational, cultural, literary and recreational needs of the college. Information resources include an online suggestion book, online teacher librarian research assistance, access to the catalogue, newspaper and magazine databases, reading lists, information literacy programs and internet search tips. MLC Libraries promote the development of information literacy and nurture an appreciation of literature in a supportive, creative and information-rich learning environment. This intranet website was created by a team of MLC teacher librarians and library staff, with technical support from a website designer and MLC computer staff. It was launched to the MLC community in March 2003. The workshop will demonstrate a virtual and visual tour of the MLC Libraries intranet website.

The Sophisticated Guide to Information Literacy

Brian J. Waddell, Lecturer, Centre for Professional Studies, Faculty of Education, The University of Auckland, New Zealand

Reading is still the key to accessing information from the information landscape. As Norman Beswick (1987) noted, "What good is access to the world's libraries if the child cannot access the information from one book?" So if we can establish the right conditions for reading, "the right book for the right child at the right time" (Saxby, 1997), we are well on the way to establishing the right conditions for learning. Information literacy is all about learning, so it could be that a sophisticated approach might be to incorporate sophisticated picture books as a key resource. The resulting learning programs would be supporting both information literacy development as well as sophisticated readers. This paper will look at the role sophisticated picture books can play in helping make strong connections between reading and information literacy. The discussion is also about the concept of 'information literacy' the ability to make meaning from a range of information sources.

Leading E-Learning With Critical Thinking*June Wall, St Ignatius College NSW, Australia*

E-learning has had a variable start in many schools. At St Ignatius College, Riverview the e-learning committee considered the following questions: What type of learning does the College want to use e-learning for? What elements of e-learning will work for the students? What strategy could be used to implement e-learning at the College? The answers to the above questions then became the framework for a pilot e-learning project. This seminar will outline the basic beliefs of e-learning of the College and describe the pilot project. The project was treated as action research and the results of that research will also be presented with corresponding recommendations for future e-learning initiatives at the College.

From Information Search to Read and Write: Two Five-year Plans for Cultivating Students' Consulting Ability

Wang Xuechun, Principal of Xinhua West Road Elementary School, Lu Nan district, Tangshan, Hebei

The speaker presents strategies for applying library skills. The first five-year plan will focus on library user education and how to use information in students' studies. In the second five-year plan, attention will be focused on writing new textbooks, collecting feedback from students as they progress into higher grades. Finally a report called "From Information Search to Read and Write." will be completed to help increase students consulting ability.

Best of Times, Worst of Times: School Libraries and the Library School Practicum

*Peter Warring, Teaching Consultant, the University of Hong Kong
Carolyn Sinclair, Teacher Librarian, The Canadian International School, Hong Kong*

Library practicum serves many functions. Most prominently it provides a link between theory and practice for library students who have not worked in a library. The authors have been involved as partners in library practicum in Hong Kong for the last three years. They explore the advantages and challenges to the academic institution sending the interns and the school library receiving them. They further discuss the leadership/mentoring role that staff from the receiving library plays, in the context of social responsibility to the library profession.

Introducing the Information Literacy Model 'Empowering Eight' in South Asia with special reference to India and Sri Lanka

*Pradepa Wijetunge, Director, National Institute of Library & Information Sciences, University of Colombo, Sri Lanka
Jagtar Singh, Head, Department of Library & Information Science, Punjab University, Patiala, India*

Empowering Eight (E8), an Information Literacy Model was developed at an international workshop organized jointly by IFLA-ALP and NILIS of Sri Lanka. E8 consists of eight steps – defining, exploring, selecting, organizing, creating, presenting, assessing and applying. Rather than being linear, it takes a cyclical form starting from defining to applying. The teacher, teacher-librarian and the student concerned will evaluate every step as far as the content and process are concerned. Introduction of E8 is considered urgent by India and Sri Lanka due to the conducive environment available to the authors from these countries. Later on efforts will be made to implement this model in other countries of the region. The full paper will discuss E8 in detail in the context of the shifting paradigms of teaching and learning in these two countries. It will also discuss the stages of introduction and implementation of the model to the education system. In conclusion, the paper will highlight the value of information skills for empowering school-going children to make them critical thinkers and independent learners.

The Big Picture – From IL to KM

Prof. P.C. Wong, Professor, Department of Information Engineering, the Chinese University of Hong Kong

We have an alphabet soup of acronyms and jargons for education – IT or ICT, 334, BCA, LC, IL, LS, SBA, KM, e-Portfolio, and e-Learning. Librarians are trapped with their confusing role – library keeper, information mediator, learning facilitator or knowledge manager. In this talk, we describe the big picture – the ecology of schools in the information age and discuss how librarians, teachers, and students should work together and learn together. Learning occurs only when a learner starts to learn, and we can facilitate the learning process by offering them the best learning environment and the best learning technologies, and let them find their own best learning strategies. Learners have to learn themselves and become their own knowledge managers.

Turkish Libraries from Past to Future with the Koc School Library as an Example

Sebnem Yalcin, Head Librarian, (Teacher Librarian) V.K.V. Koc Özel Lisesi, Istanbul

The existence of modern libraries is fairly new in Turkey. After the foundation of the republic in 1923, the modernization of libraries began in order to serve the information needs of the republic's new system. Progress was made but social and economical obstacles slowed the process until the importance of information literacy was understood. Koc School Library had always had a leading role amongst the modern school libraries in Turkey. It is the first one that included a Research Techniques class in its program, which is given by teacher librarians. The presentation will also include a video on the library.

Making Use of the School Library: Management Strategies of Tung-Hai Senior High School Library

Yang Li-Ching, Head Librarian, Tung-Hai Senior High School

When the stresses of entrance exams are upon students, they often have little time or desire to utilize the school library. In addition, shrinking school budgets reduce staffing and book budgets. The speaker presents how one Taiwan school has attempted to resolve these challenges, including professional development for teachers, more collaboration with the teacher librarian, extensive reading programs, streamlining book purchasing. The speaker will present an evaluation of this program, now in its fourth year.

A Study on the Benefits and Effects of the Library & Information Professional Education Program, National Sun Yat-sen University

Yen, Tsai-yun, Section Chief, National Sun Yat-sen University Library

Following a drive to require formal qualifications for teacher librarians, the NSYSU established an accredited library education program in July 2001. Since then, 260 students have completed the program. The speaker will evaluate the program using a questionnaire administered to students. The survey solicited feedback about individual understanding and practice. The presentation will present some analysis of students' background and their performance. Findings from the survey will be presented, indicating that students recognize the importance of the program for their careers. Improvements to the program are suggested, noting that there is strong interest in these programs for people wishing to make careers of teacher librarianship.

From School Librarian to Knowledge Manager: The New Role of School Librarian in a New Era

Yip Chee-tim, Principal of Pui Ching Middle School, Hong Kong

For decades, the main duties of librarians were to manage the library and promote reading culture. At present, the millennium schools focus on developing boundary-less learning organizations and atmospheres. The gathering of personal knowledge, the creation of knowledge repositories, and the encouragement of knowledge dissemination becomes the new concern in schools. Librarians have to face new challenges on tremendous changes of library culture. In this talk, we define the new roles of librarians, and provide pointers for them to cope with the changes. It is important that a librarian should become a successful knowledge manager. The transformation of school librarians helps not only the library users, but also every academic.

Censorship in Israeli High School Libraries: Analysis of Complaints and Librarians' Reactions

*Moshe Yitzhaki, Senior Lecturer, Department of Information Studies, Bar-Ilan University, Ramat-Gan, Israel
Yosef Sharabi, Neiman Library, Tel-Aviv University, Tel-Aviv, Israel*

The presenters discuss a study that sought to determine the extent of censorship in high school libraries in Israel, using a questionnaire mailed to 442 schools and yielding 187 usable replies. Significant differences were found regarding both complaints about book content and librarians' response, between both the religious and non-religious sectors, indicating a much lower rate in the latter. More complaints were received from teachers than principals, but the latter elicited a higher compliance, probably due to their special status in school. Very little parental involvement was reported, receiving the lowest compliance. Details of complaints will be presented as part of the study's findings.

Using Asynchronous Communication in Schools and Higher Education

*Mr. Wai-kee Yuen, Department of Economics, Hong Kong Shue Yan College, Braemar Hill, Hong Kong, China
Johnny Yuen, Project Manager, LCP at Secondary School Research Team, The Centre for Information Technology in Education, the University of Hong Kong*

Two asynchronous applications are presented as methods to motivate student discussion and to build knowledge in collaborative environments. One lecturer at a Hong Kong post-secondary college discusses his use of the Interactive Learning Network (ILN) Forum. Forum discussion is a key part of the subject learning and assessment. A researcher involved in a project using Knowledge Forum at the University of Hong Kong. The other speaker discusses theories of knowledge building and the use of Knowledge Forum (KF), a problem-based collaborative knowledge platform. KF has built-in sophisticated features to provide scaffolding supports for building idea networks and identifying knowledge gaps or advances, provides graphic functionalities for developing multiple perspectives, offers a variety of ways for collaborative concept maps, and supports the viewing and development of ideas that constitute the focus of a knowledge building community at work.

The Three Modes of Library Informatics Class In Middle Schools And Elementary Schools of Jiangsu Province

Zhang Zhenghe, Director of Committee in middle schools and elementary schools of Jiangsu Library Association

The speaker introduces three modes of a library informatics class. In the first mode, students learn by themselves but teachers give them fundamental instructions. The second mode mainly involves the use of library applications to coursework. This mode is mostly carried out by librarians and requires linking to the coursework list, careful planning and well written teaching material. The third mode is interactive with librarians engaging and consulting students.

Smart Information Use: the Evolution of a New Generation of Information Citizens

*Gayner Eyre, Department of Information Studies, University of Wales, Aberystwyth, UK
Lyn Hay, School of Information Studies,
Charles Sturt University, Australia*

This presentation reports on research that looks at the role that frontier technologies play in the information literacy agenda and in the wider context of school library provision. The aims of the study are to explore the concept of smart information use using frontier technologies, to investigate the meaning of smart information use within schools as learning organisations and to identify current practices in Australian schools that illustrate the existence and application of smart information use. To fulfil those aims, the researchers looked at individuals as smart information users and schools as smart information organisations. The examination of the impact and influence of frontier technologies was applied to both these cases. This presentation will discuss individuals as smart information users. The term Smart Information Use originated from Australian Government documentation as one of its priority areas for research funding. The term implies harnessing and exploiting 'frontier technologies' to enhance, ultimately, Australia's role in the global economy by encouraging creative applications for digital technologies. The impetus for the study was the perceived potential impact of recent developments in technology, particularly the convergence of mobile and computer technologies, in extending the possibilities for information users and providers. The study draws on three bodies of theory: information behaviour and information literacy; developments in technologies and their applications and potential; and the use of technology in a learning environment. Preliminary findings suggest that we will shortly be seeing the need for a super-literacy, which subsumes the multiple literacies. We are about to see the rise of a new generation of information citizens who are able not only to function effectively in the era of wireless and converged technologies, but to harness and manipulate these tools to derive maximum benefit from the multiplicity of information sources surrounding them.

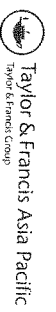
Information Leadership and the Teacher Librarian: What Does it Take?

*Lyn Hay, School of Information Studies,
Charles Sturt University, Australia*

This paper presents the results of a research project exploring the 'information leadership impacts' of teacher librarians. In previous works, the author explored a broader view of information leadership across schools. These solutions and strategies were not exclusively viewed as the teacher librarian's area of responsibility. The belief that the teacher librarian is well-placed to provide leadership in these areas is what led to this preliminary research study which explores the characteristics of teacher librarians as 'information leaders' in their school. Undertaken in Australia in 2003-2004, this study was designed to explore how teacher librarians conceptualise information leadership, specifically with regard to information literacy, ICT integration and learning outcomes, and how this conceptualisation translates in terms of leadership actions that contribute to innovative practice within schools. A purposive sample was used and a survey instrument using a series of open-ended questions was designed to collect evidence from practising teacher librarians about how they see themselves fulfilling the role of an information leader in their school. From an analysis of the responses about the way these teacher librarians played an information leadership role, three themes began to emerge – the 'impacts' of vision, strategy and position. Findings from this research will demonstrate how strategies employed by the teacher librarian can lead to a position of influence. Findings regarding the barriers to the success of these teacher librarians will also be explored in this paper. This study has indicated is that the degree of information leadership impacts that a teacher librarian has on their school community can transform practice and potentially re-engineer their position in leading the way forward to maximise information literacy and learning in the school.



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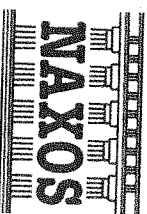
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