INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP 2013 CONFERENCE
AUGUST 26 - 30, BALI - INDONESIA

"ENHANCING STUDENTS' LIFE SKILLS THROUGH THE SCHOOL LIBRARY"

IASL
2013
CONFERENCE

Proceedings

The 42nd Annual International Conference Incorporating
17th International Forum on Research in School Librarianship
held at Sanur Paradise Plaza Hotel, Sanur Bali – Indonesia
26th – 30th August, 2013

ENHANCING STUDENTS' LIFE SKILLS THROUGH SCHOOL LIBRARIES

Proceedings 2nd Annual International Conference Incorporating The 17th International Forum On Research In School Librarianship
August 26 – 30, 2013 - Bali, Indonesia

Dear IASL delegates,

We are pleased to present the conference proceedings for the IASL 2013 conference. As usual, this year's programme is comprised of thoughtful, provocative, and timely professional work sure to inspire your research and practice well into the future.

Please feel free to enjoy the papers directly from this medium. The Programme listing page following this introductory document is linked directly to each paper. Just click on the paper title to access the paper. You may also browse the folders in which papers are grouped by paper and presentation type (Research Forum, Professional Papers, Workshops, and Posters). The papers are also indexed and the entire proceedings can be keyword searched from within any document.

Don't forget that you can enjoy this Proceedings on your iPad or Kindle, too. We have included instructions for transferring this file to your device.

Best regards,
Aaron Elkins, Ji Hei Kang, and Marcia A. Mardis, IASL 2013 Conference Proceedings editors

Reviewers
Reviews for this year's Research Forum were coordinated by:

Aree Cheunwattana	Thailand	Nancy Achebe	Nigeria
Barbara Combes	Australia	Ninis Damayani	Indonesia
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Bernadette Campello	Brazil	Paulette Kerr	Jamaica
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Melissa Johnston	USA		

We are grateful for their contribution.

Citation
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Errata
Despite our best efforts, these proceedings may contain errors. We regret any oversights that may have occurred.

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	CONCURRENT SESSION 1			
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2	Kasey Garrison and Robin S. Spruce (Australia)	Learning to be a learner: Teacher Librarians striving to teach lifelong skills (RF)	Amlapura Room	Personal Skills
3	Yooke Tjuparmah (Indonesia)	Standards Competency Profile of School or Teacher Librarian In Optimizing Use of ICT in School Libraries (RF)	Amlapura Room	Personal Skills
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5	Judy O'Connell (Australia)	Building a Vibrant Future for School Librarians through Online Conversations for Professional Development (PP)	Bangli Room	Interpersonal Skills
6	Susan La Marca (Australia)	Curriculum, Culture and Community: The School Library and the General Capabilities of the Australian Curriculum (PP)	Bangli Room	Cognitive Skills

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8		Nerellie Teese (Australia)	Creating Buzan Mind Maps with Existing Knowledge-Developing Cognitive Skills for Teachers and Students (W)	Singaraja Room	Cognitive Skills
9		Stacey Taylor (Australia)	Transliteracy: A whole school approach (W)	Mangapura Room	Cognitive Skills

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2	Yumiko Kasai, et al (Japan)	Core interests of school library practitioner in Asia and Pacific region SLAP (School Library Initiatives for Asia & Pacific) Forum 2013 Report (RF)	Tabanan Room	Interpersonal Skills
3	Caroline da Rosa Ferreira Becker (Brazil)	The Social Role of Librarians of The Federal Institutes of Education, Science and Technology (RF)	Amlapura Room	Cognitive Skills
4	Patrick Lo, et al (Hong Kong)	Attitudes and Self-Perceptions of School Librarians in Relations to their Professional Practices: a Comparative Study Between Hong Kong, Shanghai, Korea, Taipei, and Japan (RF)	Amlapura Room	Cognitive Skills Personal Skills Interpersonal Skills

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6	Arsidi (Indonesia)*	Instilling reading interests to helps students gain literacy and community through the Love Reading Club (PP)	Bangli Room	Cognitive Skills
7	Anna Nurhayati (Indonesia)*	The Impact of Youth Librarians on Library Services: Efforts to Create Positive Images of Librarians in An-Nafid Sd Muhammadiyah Sapen, Yogyakarta (PP)	Bangli Room	Personal Skills
8	Elizabeth Greef (Australia)	Eagles not pelicans: Equipping students with skills through school library programs to fly into their future lives (PP)	Singaraja Room	Cognitive Skills
9	Lesley Farmer (USA)	Issues in teen technology use to find health information (RF)	Mangapura Room	Cognitive Skills Personal Skills
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4	Kerry Pope (Australia)	You can't judge a book by its cover! Using Human Libraries in schools to engage, explore, discover and connect (PP)	Bangli Room	Personal Skills Interpersonal Skills
5	Elizabeth Koimett (Kenya)	The Impact of School Libraries on Students' Life skills: The Kenyan Perspective" (PP)	Bangli Room	Personal Skills Interpersonal Skills
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7	Leonie McIlvenny (Australia)	Inspired Learning in the Library (PP)	Singaraja Room	Cognitive Skills Personal Skills
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2	Nerelie Teese (Australia)	Helping Students Achieve: A teacher-librarian's perspective on supporting student goal setting programs (PP)	Tabanan Room	Personal Skills
3	L. Sulistyo-Basuki (Indonesia)*	The ghost of national final exams that (still) haunts the Indonesian school libraries information literacy activities and students' reading interests: A preliminary study (RF)	Amlapura Room	Cognitive Skills

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5	Melissa P. Johnston (USA)	Investigating an International Exchange of Best Practices: an Institutional Ethnography Approach (RF)	Amlapura Room	Cognitive Skills
6	Collence Chisita (Zimbabwe)	Zimbabwean School libraries as social spaces: Empowering students with life- wide skills in the new millennium (RF)	Amlapura Room	Inter-personal Skills
7	Marion Jude M. Gorospe (Philippines)	Creation and use of online gateway for school libraries from free web 2.0 tools (RF)	Bangli Room	Cognitive skills
8	Mohd Ismail Abidin, et al (Malaysia)	Empowering the Educational Magnificence of Students' Life Skills through Library Web 2.0 Services' (PP)	Bangli Room	Cognitive Skills Personal Skills Interpersonal Skills
9	Andrea Paganelli and Cynthia Houston (USA)	School Library eBook Providers and Linguistic Equity: An Analysis of eBook Collections Available to School Libraries (PP)	Bangli Room	Cognitive Skills
10	Karen W Gavigan and Kendra Albright (USA)	Enhancing Students HIV/AIDS Prevention Skills through a Graphic Novel (PP)	Singaraja Room	Personal Skills
11	Barbara Reid and Siobhan Roulston (Malaysia)	Supporting the Personal and Inter-Personal Skills of Global Citizens Through Fiction (PP)	Singaraja Room	Personal Skills Interpersonal Skills
12	Madhu Bhargava (India)	Cultivating 3Cs of students through the school library: Turning theory into practice. Ten projects at G.D.Goenka World School, India (W)	Gianyar Room	Cognitive Skills Personal Skills Interpersonal Skills
13	Katy Manck (USA); Patricia Carmichael & Barbara Combes (Australia)	What's luck got to do with it? Wishes and family stories spark student writing through Giggle IT (W)	Mangupura Room	Cognitive Skills Personal Skills Interpersonal Skills

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3	Arif Isnaini	Service Repair Book In Library SMAN 9 Bandar Lampung in Preservation of Library Materials (P)	Cognitive Skills
4	Evi Rosfiantika Herika Rainathami	The role of school librarians in increasing the reading interest of children through storytelling (P)	Cognitive Skills Personal Skills Interpersonal Skills
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Paper Type Key
RF: Research Forum
PP: Professsional Paper
W: Workshop
P: Poster

* The Proceedings does not contain a paper for this session.

Keynote and Plenary Speaker Summaries

Sinikka Sipila: *Strong Libraries, Strong Societies*

The development of equal and innovative societies needs students to have the necessary pre-requisite life skills. Libraries are essential for equal and innovative societies, enhancing democratic access to information and knowledge, promoting literacy and development etc.The theme of my presentation has many links with the conference theme, "Enhancing Students' Life Skills through the School Library."

Sinikka Sipilia is the President-Elect for International Federation of Library Associations and Institutions (IFLA), the parent body of libraries. She will take over as President at the IFLA conference in Singapore, just before the IASL conference.

So the IASL conference will in some way be her first official duty as President of IFLA.

This is indeed an honor for IASL, and for Indonesia!

Barbara Stripling: *School Libraries Change Lives*

I connect quite well with your conference theme. I have dedicated my professional career to empowering students and building their life skills through the school library. I look forward to our continued conversation.

Barbara Stripling is the President of the American Library Association (ALA).

Putu Laxman Pendit : *Information Literacy in*
Indonesia: The View From the Field

This presentation attempts to discuss the socio-
cultural context in which information literacy (IL)
program is currently being developed in Indonesia,
especially in the area of primary and secondary
education; an area in Indonesia school system which
have been considered to have achieved a universal
status since the late 1980s. We consider information
literacy as literacy (Lupton, 2008) and as well as "a social practice that facilitates knowing about
the information landscape within which a person is situated" (Lloyd, 2010, p.29). To put the
discussion within school context, a framework suggested by the 'three dimensions of literacy'
theory (Green & Bervis, 2012) is employed. As such, IL program in Indonesia's school program is
discussed not only as consisting of operational dimensions, but also of cultural and critical
dimensions. Within this framework, we are also looking at the role of school librarians and their
involvement in literacy in general and IL in particular. The issue of media literacy (ML) will be
touched upon as part of the newest development, especially because since its introduction by
UNESCO in 2010 several practices in Indonesia have been considering to expand IL into
Information and Media Literacy despite the fact that both IL and ML program in Indonesia is still in
their infancy. Both programs are also lacking acknowledgement and support from the general
public and education authorities in the country. Several cases from the field will also be discussed
to portray the dynamic surrounding efforts in IL and IML in Indonesia. It is hoped that although
this article can only briefly discuss the complex situation, the attempt will worth taken to
encourage more discussion about aspects of IL that lies beyond a mere instructional and technical
issues.

Putu Laxman Pendit has actively been involved in the development of librarianship and
information science in Indonesia since he graduated from Department of Library Science,
Loughborough University of Technology in 1988. He then worked as lecturer in Universitas
Indonesia for 16 years before continuing his education in Australia. Upon completion of his PhD at
RMIT University in Melbourne in 2000, he taught Business Computing and three topics in
librarianship at the same university for 3 years. He migrated to Australia in 2001 and continue as
sessional tutor at RMIT University. While living abroad, he regularly returns to Indonesia to do
both teaching and promoting research in librarianships in various campuses in Indonesia, such as
Universitas Padjadjaran in Bandung, Universitas Airlangga in Surabaya, and IAIN Sunan Kalijaga in
Yogyakarta. He is also involved in activities relating to media because he holds a bachelor degree
in Journalism and worked as a magazine editor for 4 years. Combining both his knowledge in
information management and media, he has been involved in various human resources
development programme for both journalists and information specialists in two biggest media
group; the Gramedia-Majalah and Femina Groups. He was also work in several knowledge
management projects, concentrating on the role of library and documentation centre, for several
institutions, including the Central Bank of Indonesia and the House of Parliament. To promote
professionalism in the area, he has been actively involved in the development of two associations,

namely Ikatan Sarjana Ilmu Perpustakaan dan Informasi Indonesia (The Association of Library and Information Scientist of Indonesia) and Asosiasi Pekerja Informasi Sekolah Indonesia-APISI (the Association of School Information Professionals of Indonesia). He has written several books in Bahasa Indonesia, including a book on research methodology and on digital librarianships.

Rachael Hodgson: *School Library at the Heart of Learning*

Learning is at the heart of all activities in school; education should be diverse and balanced facilitating achievement for students as unique individuals in a breadth of learning activities. A school library is at the heart of learning within a school; while love of books should still be an absolute priority we recognise that we live in an ever-changing world. The library must be central to facilitating learning through a range of resources and is thus in its own right the Learning Resource Centre of the School. Students should have the opportunity to access learning in the library in a diversity of ways and for a diversity of purposes: for example in lessons, private and group study, to research. All staff, regardless of their respective roles within the school, should therefore operate as a team in every respect to enable ultimate fulfilment of this   hopefully inspiring role for the library as the central learning area of the school.

Rachel Hodgson was educated at Yorebridge Grammar School and gained an Honours degree in History at Royal Holloway College, University of London. Post Graduate Certificate in Education from Cambridge University (Full Blue in hockey playing for the Cambridge and England University teams and reserve for Great Britain). Spent all of professional career in education teaching History, Politics and Government; Head of Humanities Faculty, Head of Sixth Form and Director of Studies. Deputy Head of Leighton Park School, Reading 2002-2006; Principal of Howell's School, Denbigh, North Wales 2006-2010; interim Headship of Herries School near Maidenhead; Head of Secondary, British International School, Jakarta 2011 . She is also Independent School Inspector and Estyn Inspector for the Welsh government.

Research Papers

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

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

Kasey Garrison, Sue K. Kimmel, and Danielle E. Forest
Reading Across the World: Developing Global Citizenship Through Translated Literature
21st Century learners live in a shrinking world with advances in technology and transportation with political, social and economic choices made in one corner of the globe affecting the opposite (Friedman, 2005; Zahabioun, Yousefy, Yarmohammadian, & Keshtiaray, 2013). To help navigate this changing landscape, global citizenship is an important life-skill for youths. UNICEF (2003) describes life-skills in three dimensions: cognitive, personal, and interpersonal. These can be enhanced through the provision of high-quality international literature in the school library. Critical reading of translated literature provides an opportunity for youths to enhance their life-skills in reading the

world and connecting their own experiences to others (Buck et al., 2011; Louie & Louie, 1999). Using the UN's Declaration of the Rights of a Child (1959) as an analytical lens, we identify powerful examples of youths enacting agency and managing profound difficulties related to their cultural memberships in a set of award-winning translated titles.

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

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

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

Melissa P. Johnston
Investigating an International Exchange of Best Practices: An Institutional Ethnography Approach

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

Patricia Montiel Overall
What Teacher Librarians Need to Know about Science Information Literacy and Second Language Learners: What Quantitative Data Doesn't Tell Us
Science is considered a critical area within the curriculum and instruction by teachers alone is not enough to ensure success for all students. School librarians must be considered in delivering science information to students, particularly those who are second language learners. This two-year study examined the effect of teacher and librarian collaboration (TLC) on inquiry-based science information literacy of Latino students in the United States. Although no significant gains were found between Control and Intervention classes, qualitative data indicated that TLC was successful in motivating students, improving inquiry and information literacy, and understanding of science concepts. The implication is that that test scores alone do not provide a complete assessment of student learning. Factors limiting student gains included reduced science and library time, and state policies that removed second language learners from regular classroom instruction. Continued advocacy for TLC is recommended to provide students needed tools for long-term academic success.

Patrick Lo, et al
Attitudes and Self-Perceptions of School Librarians in Relations to their Professional Practices: a Comparative Study Between Hong Kong, Shanghai, Korea, Taipei, and Japan
School librarians are not only managers of the school libraries, they are also educators, administrators, teaching consultants, information specialists, and information literacy teachers, etc. Unfortunately, in many countries, especially in Asia, there has always been a lack of understanding on the parts of the classroom teachers and school administration about the role of the school librarians in the public school system. Meanwhile, many novice school librarians do not have a clear understanding of the potential contributions of the school library programmes to students' overall development process and their achievement, as well as their contributions to students' overall enquiry-based learning as a whole. Furthermore, very little research is available on the attitudes and self-perceptions of the school librarians regarding their teaching

role, in relation to enquiry-based learning for comparison. The study is designed to examine, explore and compare how school librarians in function between Hong Kong, Japan, Shanghai, South Korea, and Taipei, as well as how perceive their own status within the school community, by looking at their relationships with their principals and other classroom teachers.

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

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

Ranaweeragei Prasanna P.R.
The Role of the National Institute of Library and Information Sciences to Empower Teacher Librarians in Sri Lanka
The National institute of Library and Information Sciences (NILIS), an Institute affiliated to the University of Colombo, in Sri Lanka, was established in 1999, with the main objective of training Sri Lankan school librarians and other library staff, under the World Bank project. Accordingly, in 2002, NILIS commenced Certificate, Diploma and Post-graduate courses for the teacher librarians. Con-currently the Ministry of Education

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

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

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

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

Professional Papers

Elizabeth Koimett
The Impact of School Libraries on Students' Life Skills: The Kenyan Perspective
The main aim of this paper is to examine the importance, implications, and opportunities of the school library in providing information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society. The school library equips students with life-long learning skills and develops their imagination, enabling them to live as responsible citizens. This paper will explore how school libraries enable all members of the school community to become critical thinkers and effective users of information in all formats and media. Further, it will stress the need to link school libraries to the wider library and information network in accordance with the principles in the UNESCO Public Library Manifesto. More specifically, this paper will examine the link between life skills and the school libraries in building cognitive, personal and interpersonal skills in the background of a developing country like Kenya. It will endeavour to corroborate Douglas (2000) statement that 'every child must become fully competent in reading so as to succeed in school and discharge responsibilities as a dependable citizen of a democratic society'. Students in every field must read in order to keep abreast of what is happening in every field around them. What better way can there be than having well equipped school libraries that are effortlessly accessible. This paper is based on the premise that life skills which represent the psycho-social skills that determine valued behaviours and include for example reflective skills such as problem-solving and critical thinking, personal skills such as self-awareness, and interpersonal skills can be developed through exposure to a variety of media. Reference will be made to a range of researches which suggest that practicing life skills leads to qualities such as self-esteem, critical thinking, decision making, sociability and tolerance among others. For purposes of this paper, it is worth noting that UNICEF defines life skills as "a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills". In Kenya today, the citizens are grappling with a myriad of problems including illiteracy, poverty, HIV/Aids, displacement and hunger, high inflation levels, domestic violence and terrorism. This paper will investigate how the school library can, by and large, be used to stem the challenges, and be employed to develop and grow the nation. Indeed, if the young people are empowered with life skills, they are able to make the right choices through situational analysis, critical thinking and informed decision making. In this they avoid risky behaviour, reduce their vulnerability to HIV/AIDS since life skills are essentially those abilities that help promote mental well-being and competence in young people as they face the realities of life.

Lesley Farmer
eGaming? Seriously! For Information Literacy
Schools and libraries are considering the incorporation of egaming because of its attraction to youth and its potential benefit for instruction, developing information literacy skills, and facilitating academic success. Although egames are played by most

youth, egaming has gender-linked properties, particularly in novice gaming practice. School libraries are uniquely positioned to provide resources and services to insure gender-equitable gaming experiences: gaming periodicals, opportunities to select and review games, collaboration with classroom teachers, and game development. The emerging trends of casual gaming, mobile egaming, and gaming design offer opportunities that attract an ever broader range of students, which teacher librarians can leverage in their services.

Susan La Marca
Curriculum, Culture and Community: The School Library and the General Capabilities of the Australian Curriculum
This paper will explore the ways one school library can be positioned to effectively support and extend the general capabilities section of the new Australian Curriculum. In particular, the general capabilities of: Literacy, ICT, Critical and creative thinking, Personal and social capability, Ethical behaviour and Intercultural understanding. These general capabilities are overarching and are intended to feature in all areas of learning across the Australian curriculum. In considering how a school library can work with each of these capabilities, this paper will explore concrete programs, activities and approaches that support and extend the various capabilities. This paper will also recognise aspects of the school library's role in community and culture that, though important, are often overlooked. This role is an important one for school libraries now and into the future as we rework our role in light of changing technologies and documents such as Australia's new curriculum.

Akhmad Syaikhu
Building Interest in Agricultural Research Trough User Education Activities
Agriculture is a very important sector in supporting the development of Indonesia. One effort to improve agricultural success is through research and development. Various innovations of technology in agriculture as the result of research and development produced by the Indonesian Agency for Agricultural Research and Development. Agricultural information generated needs to be introduced to the younger generation. For that, the Indonesian Centre for Agricultural Library and Technology Dissemination (ICALTD) sought to create collaborations with schools through user education for students. The materials were packaged in accordance with the level of student understanding in the form of audio-visual and printed materials. These activities are expected to provide an understanding of the importance of agriculture to the development of the nation as well as to foster a sense of interest in the world of research. This paper aims to provide an overview of collaboration between ICALTD and the school in library user education activities, particularly in the field of agriculture.

Ana Bela Pairera Martins, et al
Effective Learning in the School Library: The Portuguese School Libraries' Learning Standards: Framework Conception and Framing

The purpose of this paper is to present School Libraries Network Program (Ministry of Education) and its strategy concerning the creation and development of a national network, the elaboration of an Evaluation Model and the reference corpus of Learning Standards. This is the main goal of this presentation. Nowadays educational agents have a general concern regarding the tremendous transformation that technologies and social networks brought up to the present, placing on the agenda of educational institutions, policies, and new standards of reference about curricula and learning that today school and school library must ensure. The conviction that school libraries can play an undeniable role in the acquisition of a set of critical skills, turning them vital in the 21st century education, led us to the creation of learning standards for school libraries, associated with their mission and intervention in schools, called ""Effective Learning in the School Library: the Portuguese School Libraries' Learning Standards Framework

Ayse Yuksel -Durukan
Library Lovers Build Community Relations: Student-driven Outreach of Library Services
Community Involvement Projects in Turkey are volunteer work by students while a faculty member acts as an advisor. A group of Robert College students initiated a project that was to develop a library in another school. Working at RC library made them familiar with all the necessary fields of the profession. They arranged lists of activities for the primary school students like reading or creating stories from pictures. The exercises they tried in their own library, the planning and correspondence they used with other institutions made our students aware of the network around them, developing their social competencies. All learned to work in teams, collaborating with other schools. They became decision makers in selecting sources for a school library. They empathized with other students who had no libraries. Not everything went well, but when problems arose they were able to come to a resolution. It was learning, sharing and teaching with fun.

Barbara Immroth and W.Bernard (Bill) Lukenbill
Building Healthy and Sustainable Communities for Youth: Life Skills, School Libraries and Social Involvement
Healthy communities are based on social justice and mutual respect. Healthy communities for youth promote values such as fairness, equal treatment, accountability, opportunity, participation and opportunities to make choices. This paper is based on definitions and activities from the U.S. President's Council on Sustainable Development (1993-1999). School librarians serve communities when they develop venues ensuring development of social values and personal life skills for youth. Workable suggestions, including reading programs, for a variety of school situations are provided. Case reports are offered illustrating how school librarians can develop life skills for youth as active community social agents.

Barbara Reid and Siobhan Roulston
Supporting the Personal and Inter-Personal Skills of Global Citizens Through Fiction

How can Teacher-Librarians collaborate with teachers, school counselors and parents to support and teach values, coping skills and the management of interpersonal relationships? What tools can Teacher-Librarians use to inform the school community about the range of resources available? This practical presentation introduces a variety of texts that can be used with Primary and Middle school students and suggests how they might fit into a school setting. The selected texts will be predominantly picture books written in English and sourced from a range of countries and cultures. Teacher-Librarians are often approached to suggest books that will assist the school community to develop confident, empathetic global citizens. They must ensure that these books are easily accessible. They should promote them and suggest how and when they may be used with individuals and/or in a classroom setting. Participants will be invited to add their own suggestions to the list of books provided.

Cathy Spierenburg
My Book Buddy: A Special Children's Library at School
In 2010, the My Book Buddy foundation started the first children's library at a primary school in the slums of Nairobi in Kenya. Not a children's library in the traditional sense of the word, but an evidence based concept which is already embraced by 18 countries, and which has allowed 22,500 children to participate in active reading.
This paper gives an insight into the various aspects of the concept, the success factors in the different developing countries, and the necessity to realize more My Book Buddy children's libraries in co-operation with expert librarians who have knowledge of knowledge of children's literature and insight into the reading process of children.
 A window to the world has been opened for children who are usually deprived of books because they are too expensive or out of reach for them, not only figuratively speaking, but also in the literal meaning of the word."

Collence Takaingenhamo Chisita
Zimbabwean School Libraries As Social Spaces: Empowering Students With Life-Wide Skills In The New Millennium
The success of students in the future is dependent upon the foundation laid down during years spent at school. Libraries play a critical role in shaping the future of students by preparing them for life beyond the school. The school library is a key component of the school curriculum has great potential to shape students through providing opportunities for independent learning. The paper will explore the strategies that school libraries employ to develop student's interpersonal skills in the advent of ICTs. It will also examine the role of school libraries in promoting interpersonal skills development amongst students to promote responsible behaviour or citizenship. The paper will also explore the extent to which school libraries can utilize technology to enhance interpersonal communication thus enhancing social inclusion. The writer will use a phenomenological approach to highlight the challenges and opportunities facing school libraries in urban Harare to provide effective library services to students so that they can be adequately prepared for the dynamic technology driven life premised on such skills like information literacy.

Cynthia R. Houston
Makerspaces@your School Library: Consider the Possibilities!
Community centers called "Makerspaces," "Hackerspaces," and "Hubs" are materializing in schools, libraries, and industrial buildings across the globe. Educators believe that the Maker movement has the potential to stimulate interest in learning in the STEAM areas (science, technology, engineering, art, and mathematics) because hands-on inquiry learning is embedded in every Maker activity. School libraries have always been resource centers for student inquiry learning and many school librarians see Makerspaces as a means to attract students and faculty to the school library for instructional collaboration. This paper provides an overview of Makerspaces in school and community settings and offers advice for school librarians interested in becoming involved in the Maker movement.

Elizabeth Greef
Eagles Not Pelicans: Equipping Students With Skills Through School Library Programs to Fly Into Their Future Lives
Reading is a foundational skill for academic success. However, a wide range of other skills are also essential for equipping students for life in the 21st century. These skills are considered in relation to the school library and help inform teacher librarians of the qualities they are seeking to instil in their students. Two programs run through the school library at St Andrew's in collaboration with the English Faculty are explained: the Independent Research Project incorporating reading and guided inquiry, and Wide Reading Programs supported by well-designed activities to encourage reflection and development of information literacy skills; examples of the tasks and activities will be provided to attendees. Original research into students' reading is used to strengthen the program, and strategies to help reluctant students achieve and approaches incorporating Carol Dweck's Growth Mindset are employed to create a positive, supportive climate of high expectations in the classroom and to help the school library make a substantial difference within the school community.

Judy O'Connell
Building a Vibrant Future for School Librarians through Online Conversations for Professional Development
Technology and social media platforms are driving an unprecedented reorganization of the learning environment in and beyond schools around the world. Technology provides us leadership challenges, and at the same time offers opportunities for communication and learning through technology channels to support professional development. School librarians and teacher librarians are often working as the sole information practitioner in their school, and need to stay in touch with others beyond their own school to develop their personal professional capacity to lead within their school. The Australian Teacher Librarian Network aims to make a difference, and supports school library staff in Australia and around the world to build professional networks and personal learning connections, offering an open and free exchange of ideas, strategies and resources to build collegiality. This ongoing professional conversation through online and social

media channels is an important way to connect, communicate and collaborate in building a vibrant future for school librarians.

Karen Gavigan and Kendra Albright
Enhacing Students HIV/AIDS Prevention Skills through a Graphic Novel
South Carolina (SC) ranks 6th in the United States for new HIV cases (South Carolina Department of Health and Environmental Control, DHEC, 2011). To reduce this troubling trend, education and prevention efforts are needed to raise young adults' awareness of HIV/AIDS issues. Existing prevention information is rarely in a format that appeals to youth. Visuals in graphic novels can motivate students to read, and can aid in their understanding of text (see Carter, 2007, and Gavigan, 2011, for example). To meet this need, the researchers and a graphic illustrator, working with students in the SC Department of Juvenile Justice School District, developed an age-appropriate, culturally diverse graphic novel on HIV/AIDS, entitled, AIDS in the End Zone. It was tested with young adults in SC public libraries in 2013 using pre- and post- surveys to measure knowledge gains from reading the graphic novel. Preliminary results of the surveys will be discussed and focus group data will be presented. Ways in which the project could be replicated in other libraries and classrooms will also be discussed.

Kerry Pope
You Can't Judge a Book by its Cover! Using Human Libraries in Schools to Engage, Explore, Discover And Connect
Everyone has a 'story'. Many different events and experiences shape our lives. Just like a book, the stories inside people are fascinating! When people share these stories with others they become a 'living book'. We have used 'Human Libraries' at William Clarke College in a new, innovative way. They provide our K-6 students with a wonderful opportunity to connect with diverse members of our school community and beyond, listen to their personal stories, communicate with them, build relationships, explore and learn. By participating in a 'Human Library' they acquire life skills, widening their understanding of others and the world. Students are hungry for real life experiences and 'living books' inspire them!

Leonie McIlveny
Inspired Learning in the Library: Re-visioning the Library for the 21st century
The iCentre at Iona Presentation College has created a unique program that merges the traditional aspects of information literacy, study skills and critical and creative thinking into a holistic program. It traverses all year levels and embraces various learning groups and curriculum support programs. Using the library program as the foundation and technology as a key delivery platform, this initiative attempts to ensure that every student in the school not only receives ongoing opportunities to master skills and knowledge considered essential for 21st century learners, but also develops the cognitive and affective predispositions towards learning, personal development, self-efficacy and accountability.

Marion Jude M. Gorospe
Creation and Use of Online Gateway for School Libraries from Free Web 2.0 Tools
The school library is challenged to remain relevant in the 21st century learning environment. With young learners always consulting Google and other free search engines for subject assignment and other information needs and with the underwhelming quality of much web-based information, the school library must find an interesting and effective way to deliver authoritative and relevant information services through online tools. However, effective information services online are most often hosted from subscribed or paid Web 2.0 sites. These online services are capable of interactivity among learners and flexibility for individual schools' administrative concerns. However, the ability to afford these services is frequently beyond the financial capability of schools from developing countries. The researcher explored the possibility of creating a school library website that serves as a pathfinder to online resources and electronically delivers other library-based school services using free Web 2.0 tools.

Mohd Ismail Abidin
Empowering the Educational Magnificence of Students' Life Skills through Library Web 2.0 Services
Cognitive skills, personal skills, and inter-personal skills are the tripartite components that are vital in to the teaching process and system. Indeed, in order to empower students' competencies, it is undeniably true that school libraries have played a crucial role in materializing such magnificent achievement. This is due to the fact that as more schools add project-based learning to the curriculum, students need library skills to conduct research that is essential to completing their projects. Most importantly, students must master library skills in order to navigate problems that they might encounter in a real-life setting. In fact, some students, especially those in higher levels, do not receive direct instruction in regards to library skills, but learn them through activities that support the content areas instead. Thus, the main focus of this study is to explore an overall landscape of using Web 2.0 library services, as well as the awareness among students regarding the services offered by the library in developing their skills theoretically based on a practical approach. This study incorporates user survey to obtain the overall data use of library Web 2.0 services in general (public and academic libraries). A total of 657 people participated in this research. It is hoped that this study will increase the awareness of using library Web 2.0 services offered by the school libraries among students that could eventually enrich their life skills in facing their academic world holistically.

Rashmi T Kumbar
School Librarian's Role Redefined: An Amazing Experience of Life Skills Teaching
School librarian plays the role of a resource advisor, literature search expert, life coach, etc., Apart from maintaining an efficient collection and providing effective information services, the librarian contributes significantly to students' holistic development. This paper shares the experiences of a librarian who had the opportunity to teach life skills in her school. Simple strategies were employed using literature as a tool which helped in

building a bridge between students and resources. Success stories of a few students using library programs have been listed. The approach to deal with students emotional issues using the concept of bibliotherapy which has been justified on the lines of Ranganathan's laws of library science, has been discussed. Librarian's efforts to instill in them the essential life skills needed to traverse the journey called life are outlined.

Robert George
It Takes Courage to be an Independent Learner: Scaffolding and Unscaffolding the Enquiry Based Learning Process
In developing independent learners the complex associated information literacy skills needs to inculcated in our learners. In this process the information literacy skills are usually broken down into key components to facilitate their acquisition in manageable steps. As learners mature this scaffolding of information literacy skills needs to be removed to enable agile learners. To ensure that this unscaffolding of the process is supported, educators need to effectively build these information literacy skills into the planned assessment for learning to all relevant assignments. To provide the necessary time for one-to-one assessment the author this paper believes that educators need to move in the direction of the flipped classroom.

Stefana Evi Indrasari
Empowering Students' Abilities and Personalities through Student Librarians Programs
Learning Resource Centre will be a meaningful and engaging learning environment if there are interactions between librarians, students, teachers and all staff. Creating programs which involve students to be more active not only in the learning process but also in encouraging their abilities and talents will benefit them in the future. Having interesting and fun activities can be the best way to promote the library for all learners. Students as the main users of the library are introduced and welcomed to design programs that can make library more alive. This paper looks at the need of the students to develop and build up their confidence, creativity, commitment and enthusiasm as a part of the library and learning community.

Nerelie Teese
Helping Students Achieve: A Teacher-Librarian's Perspective on Supporting Student Goal Setting Programs
Setting personal learning goals is an important life skill that students are encouraged to develop from the middle years of schooling onwards. However, some students experience difficulty with the processes involved in setting and achieving their goals. This professional paper looks at the role teacher librarians have in collaboratively planning, resourcing, and extending and enriching goal setting activities. Providing resources with authentic examples of goal setting by people from the wider community is one way of developing and extending the motivation and commitment students need to become successful in goal setting tasks and activities. One such resource is recommended and details of it are out-lined with suggestions for extending and enriching it with a visit or virtual presentation from its author.

Workshops

Aprile Denise
Approaches to the Teaching of Literacy in the Primary Classroom
Literasi Anak Indonesia is an innovative project that was launched in 2011 to support Indonesian Literacy. The project provides a model for teaching and supporting literacy as a catalyst for change within the Indonesian education system, by introducing internationally recognized pedagogy on best teaching practices. This successful model of teaching literacy uses interactive children's literature and guided reading resources in Bahasa Indonesian to promote literacy development in Indonesian kindergarten and primary schools. Current methods of teaching literacy in government schools generally focus on more formalized practices which tend to use whole class approaches and text book learning. Our proposed workshop will focus on teaching methodology to support the development in children of the important life skills of critical thinking and problem solving through the use of quality literature. We will model some of the approaches to the teaching of literacy through interactive read‐alouds, guided reading, and shared reading, where there will be opportunities to reflect on the value of literature that connects to children's lives and supports the development of life skills. This approach is already operating successfully in the teaching of the Indonesian Literacy within the Dyatmika bilingual Primary School in Bali, where this project Literasi Anak Indonesia is based. We believe this project has enormous potential for the teaching of early literacy in kindergarten and primary schools in Indonesia, so we look forward to sharing the programme with interested schools, teachers, and librarians who are seeking to enrich their Indonesian literacy curriculum.

Carol Kuhlthau and Yumiko Kasai
Designing Guided Inquiry for Asian Context: "Waza for Learning" An Example in a Japanese K-12
Guided Inquiry is an innovative team approach to teaching and learning where teachers and school librarians, with other experts and specialists, join together to design and implement inquiry learning. It engages children in constructing personal knowledge while using a wide range of sources of information and creatively sharing their learning with their fellow students in an inquiry community. Guided Inquiry accomplishes five kinds of learning: curriculum content, information literacy, literacy competence, social skills, and learning how to learn that encompass cognitive, personal and interpersonal skills. The Guided Inquiry approach is based on Kuhlthau's highly regarded research on the Information Search Process (ISP) that describes students' process of learning from a variety of information sources in extensive research projects. The ISP research goes inside the inquiry process to reveal ways to guide learning that prepares students for learning, living and working in the information age. The Guided Inquiry Design Framework is built around the model of the ISP with specific direction for guiding students in eight phases of the inquiry process: Open, Immerse, Explore, Identify, Gather, Create, Share and Evaluate. This approach may be adapted to different contexts

and cultures for enhancing students' life skills for the 21st century through the school library.

An example of adapting the Guided Inquiry approach into a school culture will be drawn from the Tamagawa K-12 School in Japan that participated in a residential professional development institute on Guided Inquiry at the Center for International Scholarship in School Libraries at Rutgers University USA in 2012.   Participants in the workshop will consider enablers and inhibitors of the Guided Inquiry approach in the context of the culture of their schools and identify strategies for getting started. The workshop is timely and important for school librarians that are seeking new ways to prepare children for developing life skills that are not encompassed by traditional transmission teaching and rote learning.

David V. Loertscher and Blanche Woolls
The Virtual Learning Commons: A Facility Designed for Students to Experiment with Meeting the Challenges of Everyday Life and Learning
No abstract available

Diane Oberg, Barbara Schultz-Jones, and Lourense Das
School Libraries on the Agenda : An IFLA/IASL Project
School library advocacy is a concern worldwide. Getting school libraries on the agenda for consideration by a school staff, or a ministry of education, or a library association is often a challenge. This paper describes the process being undertaken by two international school library groups to develop school library advocacy training materials which will be freely shared through the Online Learning Platform of the International Association of Library Associations and Institutions (IFLA). The two-year project, entitled School Libraries on the Agenda, is funded by IFLA and is being managed by the Joint Committee of the International Association of School Librarianship (IASL) and the School Libraries Section of IFLA. The final project will include a variety of materials: a trainer's manual, workshop plans, case studies, and video clips.

Katy Manck, Patricia Carmichae and Barbara Combes
What's Luck Got to do With It? Wishes and Family Stories Spark Student Writing Through GiggleIt
Do you wish upon a falling star or a rainbow? Carry a rabbit's foot or a special coin? What's your favorite saying about luck? This workshop will immerse attendees in the 2013 GiggleIt Project where students interview their families for stories and proverbs about luck and good fortune, then direct this inspiration into their poetry and prose writing projects facilitated through the school library. During this hands-on workshop, participants will tap one another's cultural heritage for symbols and sayings about wishing, luck, and good fortune. Small group discussions will explore how teacher-librarians and teachers can help students see connections between these proverbial expressions and their personal choices to work hard toward success in school and in life. Based on this collected cultural wisdom, participants will write poetry and alternating-viewpoint tales together in pairs or small groups, as students do during their GiggleIT

Project writings. There will be time set aside during the workshop for volunteers to share their poems and stories aloud with the entire group.

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Ken Haycock
Becoming Your Own Best Advocate: Using Research of Persuasion and Influence
Advocates for school library programs have focused on messaging and evidence, yet the support for school libraries continues to decline, paradoxically in the era of information access and management. Working with a team of researchers, Ken Haycock has been investigating the principles by which some school districts and principals support school libraries and others do not. Through extensive examination of decisions taken in difficult financial times, and the behaviors of teacher-librarians and school administrators in determining financial, policy and administrative support, six principles have been validated and several conclusions drawn, not the least of which is that attitude does not necessarily translate to behavior, in other words, hearing words of support does not necessarily mean that action follows the words. Examples of what teacher-librarians and others do to become more effective become apparent to help inform future directions in education and training and workplace behaviors.

Mahdu Bhargava
Cultivating 3 Cs of Students through the School Library: Turning Theory into Practice Ten Projects at G.D. Goenka World School, India
Communication, creativity, and collaboration are life skills that if honed well make our students better scholars and successful citizens in their lives. The web and its tools have created tremendous opportunities for global outreach and multicultural understanding. It is now more desirable and essential to share human experiences of teaching and learning and integrate the contents in all subject areas. In today's education context, global collaboration requires being embedded in the curriculum content so that action learning in real world contexts is encouraged and attained. Year 2012-13 has been a year of extensive global collaboration and outreach for G.D.Goenka world School, India. Ten projects based on curriculum content were planned and launched during the year under British Council International School Award, involving whole school community. For each project connectivity was established with students from many countries and projects were jointly accomplished with evidence that school libraries develop student's life skills in a multi faceted mode. After each project evidence was collected by way of feedback forms from various stake holders such as students themselves, teachers, parents and visitors, pictures, e-mail exchange, newsletters, postings on web sites, wiki and blogs which prove in very many ways that School libraries can be that center of augmentation which not only build capacity of the students to connect effectively with global partners and learn collaboratively but also progressively develop life skills such as cognitive, personal, and inter-personal.

Nerelie Teese
Creating Buzan Mind Maps with Existing Knowledge – Developing Cognitive Skills for Teachers & Students

This workshop supports the 2013 IASL Conference sub-theme, "Cognitive Skills (analysing and using information)." This workshop introduces Buzan Mind Mapping techniques. Mind Maps are the highest form of graphic organisers and are used for a variety of purposes. This workshop demonstrates how Mind Maps can identify and record existing knowledge on any topic. When teacher librarians incorporate Mind Mapping activities in life skills' programs they are developing and extending students' cognitive skills and abilities. Mind Mapping enables students (and teachers) to draw upon existing knowledge and information in a way that allows them to identify what is not known about a subject or topic. This enables students to confidently strengthen self-directed learning skills and assists in supporting them to deal effectively with the demands and challenges of everyday life, in and away from formal schooling.

Stacey Taylor
Developing Transliteracy Skills Continuums Across the school, Led by the Library
Transliteracy skills are a set of 21st century skills necessary for all students to obtain before moving to tertiary education. These skills embody traditional information skills as well as digital and communication skills, ethical behaviours and online skills. The process of developing a school specific set of transliteracy skills requires whole school involvement from classroom teachers to heads of curriculum; the teacher librarian has the opportunity to lead the development of these skills. Kambala has taken a variety of documents that formed the basis for discussion across the school about what skills we thought were important for our students to have by the time they reached their senior studies.

Zarah C. Gagatiga
Bibilotherapy: Using Books and Stories for Growth and Healing
Bibliotherapy, akin to reading guidance, is one library service that can foster and enhance life skills. This workshop paper is designed to introduce the basic techniques of developmental bibliotherapy to school librarians servicing children and young adults. Sample bibliotherapy activities are included in the workshop paper as well as bibliotherapy programs and services being implemented in libraries in the Philippines and other countries like the UK.

Posters

Arif Isnaini
Service Repair Book In Library SMAN 9 Bandar Lampung in Preservation of Library Materials
When there is a library, like school, university, and public libraries, they are often not new to the community. Libraries of all types provide services of all types to their users. In addition to circulation services and library reference services, SMAN 9 Bandar Lampung provides a book repair service. This service repairs books that are damaged due to frequent use, whether they have minor or heavy damage. This service repairs old books if the cover is damaged or the binding is loose, but the book still has a lot to provide for both the students' and the teachers' needs. So the service is very helpful in sustaining the collections of old books to be retained by the user library. The book repair service of the library of SMAN9 Bandar Lampung requires only very simple tools such as adhesives (glue), carter, hammer, hacksaw, and gauze. Even with very simple tools, the results are created by the service are very neat and make old books almost good as new. This book service is a form of preservation of library materials, which are done in order to preserve the information content of library materials and library physical materials. "

Herika Rainathami
Information Literacy's Role in Supporting Sustainable Development for Scavenger Students
The period between 0-12 years is the most important time for children in absorbing the values of life that will shape their character. In other words, experiences that occurred in that period will have an influence on the child's future. From where do they get the values of life that will shape their character? These can be obtained among others, through the various information sources that surround them. Currently, information technology has developed rapidly. The child's skill to access the internet can cause negative consequences, such as most of them will be addicted to playing games, get lazy to study and have no interest in reading. Most fatal is that children can access information which are inappropriate for them and which could harm their mind and behavior. How can we implant good values of life in an enjoyable way to children? Here the school librarian plays an important role to prevent negative effects of the development of information technology by increasing the children's book collection, introducing the children's collection, selecting appropriate books, which will provide a positive effect to the child's development. In addition, the school librarian can also help the child to develop an interest in reading children's literature by organizing activities, such as storytelling. Storytelling is similar to talking to children: giving them certainty, entertainment, interweaving relationships, giving information or explanations, arousing curiosity, and giving them inspiration. When reading aloud, the librarian actually conditions the child's brain to associate reading with happiness, creating information which functions as a back-ground to increase the child's vocabulary, and giving role-models of reading interest (Trelease, 2008:23). Storytelling is a form of communication. Its aim is to convey values of life, developing literate abilities, transferring knowledge,

developing emotions and characters, strengthening family ties, entertaining and improving quality time

Rosa-Jane French
Pathways to Effective School Libraries in Samoa
This poster will document the training pathway available to school libraries in Samoa. It will highlight the importance of partnerships to develop the skills of library staff and the resources required for effective school libraries in Samoa. Experiences of basic library training in Vanuatu will be included.

Sachiko Adachi
The Role of School Library Support Centers in Enhancing Students' Collaboration Skills through Group Reading
The purpose of this poster presentation is to clarify the effect of the desirable relationship among classroom teachers, school librarians, and city librarians in Niigata City, Japan. When classroom teachers in Japan plan to introduce effective reading strategies using books and novels, they usually rely on the books in their school libraries. In order to provide enough materials and resources for elementary and secondary school classrooms, the Niigata City Library has the Niigata City School Library Support Centers. Niigata City Board of Education settled on "The Vision of Education in Niigata City" in 2005 and "Action Plan for the Promotion of Children's Reading Activities in Niigata City" in 2010, which include the establishment of the Niigata City School Library Support Centers. There are currently four School Library Support Centers in Niigata City. The author of the presentation provides classroom teachers and school librarians with opportunities for professional development in order to enhance students' collaboration skills through group reading activities, such as Literature Circles and La Animacion a la Lectura. Literature Circles is a fabulous reading activity in the U.S., developed by Harvey Daniels. La Animacion a la Lectura is a teaching method on reading in Spain, developed by Montserrat Sarto. Both activities use group discussion with inter-personal skills in order to share their reading. When a school teacher needs many books for group reading activities in his/her classroom, the Niigata City School Library Support Center gathers books which the teacher needs from all branches of Niigata City Library, and provides him/her with enough books and resources. In this presentation, the presenter will describe the effects of activities of Niigata City School Library Support Centers for incorporating La Animacion a la Lectura and Literature Circles into elementary and secondary schools in order to enhance students' collaboration skills.

Yoko Noborimoto and Yumiko Kasai
Waza for Learning - Practice of Guided Inqury Learning for Students
Tamagawa K-12 School has an inquiry based learning unit called "Manabi no Waza". "Manabi no Waza" is a Japanese translation from English words of "Learning Skill. The Japanese word "waza" broadly means from arts in general to great master's artistic skills. "Waza" is a sequence of actions, steps, procedure, and method of doing

something only if each process is skillful. We call this process "Waza for Learning" and detail it in this poster.

Collaborative Inquiry In Digital Information Environments: Cognitive, Personal And Interpersonal Dynamics

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

Keywords: Collaborative learning, cooperative learning, Social justice, digital learning environments

Introduction
This paper presents selected findings from current research that examines the research and writing processes of high school students undertaking a group research task in a New Jersey High school library to produce a co-constructed product that represents the group's understanding of their chosen curriculum topic. In particular, it examined the group dynamics in terms of cognitive, personal and interpersonal attributes, and provides insights into how collaborative learning of a research task can be supported through instructional interventions.

In many subject curriculums in US schools, students are required to produce some form of a research product through engaging with information sources, and to demonstrate capacity to critically examine a range of resources and construct their own deep knowledge of the topic. It is recognized that resource-based inquiry tasks may take different forms depending on the design of the task and specific objectives established by the classroom teacher and the collaborating school librarian. (Kuhlthau, Maniotes & Caspari, 2012; Loertscher, Koechlin, &. Zwann, 2005**)**. The focus of the research task was for students to search and use a range of print and digital information sources to construct a product or artefact that represented their knowledge of the topic. Research by Todd (2006) and Kuhlthau, Heinstrom & Todd (2008)

shows that the construction of knowledge through research tasks is a complex interaction of task design, instructional interventions, resource use, affective dimensions, and assessment expectations. However, little research to date has investigated how students working in teams or groups learn together through an assigned research task and produce knowledge together, and particularly in a digital learning environment. Understanding the group process is seen as an important part of this research, and this involves understanding the interactions of the cognitive, personal and interpersonal dimensions of student learning as they work together in a research task to build knowledge.

Literature Review

School libraries have played a central role in developing the research capacity of students for many decades now, both through both the provision of diverse curriculum sources to support student research tasks, and through information literacy instruction to enable students to connect with, interact with, and utilize information to build their topical knowledge. A recent study undertaken by Todd, Gordon & Lu (2010, 2011) based on data from 765 participants, predominantly certified school librarians in public schools across New Jersey, showed that the development of students' research capacity is core work for school librarians. This study identified six key learning outcomes of this core instructional role. These were: contribution to development of curriculum standards and contribution to test score achievement, mastery of a diverse range of information literacy competencies, development of research process and learning management competencies, development of thinking-based competencies in using information, development of positive and ethical values in relation to the use of information, and increased interest in reading increased participation in reading, the development of wider reading interests and becoming more discriminating readers.

Such outcomes are important, particularly in the context of emerging educational concerns about academic integrity, particularly in digital environments. According to McCabe (2005) of the Center for Academic Integrity, plagiarism is a substantial and pervasive problem, especially in high schools and colleges. McCabe cites 2005 research of 50,000 undergraduates at more than 60 colleges that showed that "on most campuses, 70% of students admit to some cheating". In addition, it reported that close to 25% of the participating students admitted to serious test cheating in the past year and half admitted to one or more instances of serious cheating on written assignments" (McCabe, 2005). Williamson & McGregor (2011) sought to identify teaching strategies that helped students learn to avoid plagiarism. Their review identified a range of teaching strategies as part of the research task process that centered on: "raising awareness of the problem of plagiarism and increasing students' ability to recognize it; teaching students to synthesize information, including through note taking and paraphrasing; and teaching attribution of sources of information (citation and referencing methods) in all contexts (for quotations, paraphrases, and acknowledgement of ideas) Williamson & McGregor (2011, p. 2).

Against this backdrop, there is increasing attention being given to team-based inquiry and project-based learning. In the USA, the Common Core State Standards, now adopted by 45 states, identify collaboration and teamwork as a 21st century skill to be taught. They give some attention to moving instruction to individual and group-based inquiry and identify the value of shared learning in terms of the integration of diverse expertise to create a richer whole, especially through the application of collaborative tools afforded through social media. Central to this discourse are discussions surrounding "collaborative learning" and "cooperative learning".

The terms "collaborative learning" and "cooperative learning" are often used interchangeably, and often mixed with similar terms such as "problem-based learning", "group learning", "peer-assisted learning", "team learning", and "learning circles". Cooperative and collaborative learning have been conceptualized in the literature in terms of the amount of

interdependence each approach provides. Where collaborative learning has been characterized as involving a higher level of interdependence between group members, cooperative learning has been shown to involve a more "divide and conquer" type of approach (Graham & Misanchuk, 2004, p.184). Dillenbourg (1999) makes a further distinction between cooperative and collaborative learning. In collaborative learning, the group works together from start to finish. In cooperative learning, the learning task is divided into a set of subtasks that are undertaken individually, sometimes based on negotiation of who will complete individual parts, and then the final product is assembled by bringing together the subparts.

For the purposes of this paper, Rockwood's conceptual distinction of these approaches is applied (Rockwood, 1995a, 1995b). Rockwood defines the differences between cooperative and collaborative learning in terms of knowledge and power. Cooperative learning is concerned with the outcome of learning as being either foundational or traditional knowledge. This approach is considered more directed, structured and controlled by the teacher with the group task focused on identifying specific answers and factual knowledge. Contrastingly, collaborative learning is conceptualized in terms of the social constructionist's perspective of knowledge as primarily a social construct. Groups are given more open-ended, complex tasks where knowledge is negotiated and constructed through collaboration by group members via engagement with the expertise, skills and insights of the group participants.

Research on collaborative learning is particularly important because of the numerous learning outcomes these approaches can offer. From a socializing standpoint, collaborative learning can improve teamwork and increase altruistic behaviors. Prichard, Bizo & Stratford (2006) examined the collaborative abilities of three cohorts of students (N=295) over the course of two semesters to see how previous team-building knowledge impacted performance in collaborative groups. The study found that students with previous teamwork training were more successful and that an important outcome of collaborative learning is that it supports student abilities for doing group work. In a different study, Solomon et al. (1988) created a five-year program to assess the pro-social development of a single cohort of students moving from kindergarten through 5th grade. One of the findings from this study was that a significant outcome of collaboration and group work was an increase in students' pro-social behaviors.

Collaborative/cooperative learning research has also identified some important outcomes related to student views on respect and diversity, particularly with regards to the social justice concept of equity. For example, Cohen (1994) and Cohen & Lotan (1997) analyze several pieces of research that explore how equity and access can be afforded through cooperative learning. The analysis of the previous research showed that through adjustments to the organization of the classroom, student-teacher roles and the nature of the curriculum, cooperative learning environments can help minimize social status differences between students. Similarly, Johnson & Johnson (1981) compared the effects of cooperative experiences on the interethnic attitudes of 4th grade boys/girls over the course of a 15 day instructional period. Cooperative learning experiences were found to cause more cross-ethnic interaction than more individualistic approaches. Thus, another outcome of collaboration and group work is the fostering of respectful interactions between students of different backgrounds. It is clear, then, that research in this area can have a significant impact on different qualities of student learning.

Though there is a considerable body of empirical research on collaborative group learning in the Education, LIS and other literatures, findings have been mixed (Johnson & Johnson, 1991; Mulryan, 1992; Todd & Kuhlthau, 2004). The early research of Daiute & Dalton (1993) and Johnson & Johnson (1991) found that students learn more when cognitive work is distributed amongst a group of individuals than they do alone. Further research showed that

students learn more in well-developed collaborative environments then they do individually (Barron, 2003; Slavin, 1996). However, these findings have received mixed support when explored empirically.   For example, Johnson, Johnson & Stanne (1989) concluded that even though there was considerable evidence that group collaborations encourage higher individual achievement and greater group productivity than individual situations, some group conditions may work against this, such as where team members are not working towards the same goal, or where teams members are not all determined to work for higher achievements. Tudge (1992) found that the benefits were greater to those whose partner was more competent, but also acknowledged that effective collaboration was fostered when pairs understood and worked according to the nature of the rules and the shared understandings that they developed during the process. Nystrand, Gamoran, & Heck (1993) further found that providing group time for ongoing dialog and negotiation was an important dynamic in building collaboration and a shared understanding of the group task. This was also important in terms of group dynamics when disagreements occurred. In a comparative quasi-experimental study of students working alone and in groups, Teasley (1995) and Stahl (2006) found that group dialog produced richer and more interpretive insights and supported interpretive cognitive processes than working alone.

Chin & Chia (2004), for example, identified a number of problems in group dynamics, including disagreements over the next steps, delegation of work responsibilities, tasks and strategies for working together as well as what information to include in the group presentation, and time to be made available to resolve these. This is supported by Lazonder's work (2005) in the context of students undertaking web searches. Lazonder found that peer-to-peer collaboration encourages students to articulate their thoughts, which in turn facilitates the regulation of the search process as well as search outcomes. He found that pairs of students working together located the target information more often and in less time than students working individually. Pairs also employed a richer repertoire of search strategies and were more proficient in monitoring and evaluating their search behaviour (Lazonder, 2006). In contrast, Meyers' work (2010) on the effect of student group work on information seeking and problem solving found that on average, individuals achieved better search results than groups.

Building on previous work, Manlove, Lazonder & Ton (2009) found that collaboration appeared to enhance students' abilities to give more detailed accounts of products and learning processes. They identified the need to structure collaborative learning to include aspects such as positive interdependence, individual accountability, encouraging interaction, appropriate use of social skills, and group processing "forced monitoring points within inquiry learning may be a solution to increase regulatory support use and thus regulatory activity of students during technology enhanced inquiry learning" (Manlove, Lazonder & Ton, 2009, p. 114). The need for structure to support collaborative learning was also identified by Kuiper, Volman & Terwel (2009), who found that explicit focus on the dynamics of collaborative inquiry by classroom teachers had a positive impact on the collaborative work undertaken by the group.
Some research is beginning to emerge in the context of the digital environment as the learning environment. Early work by Lakkala (2005) highlights the difficulty of moving from individualistic ways of working in a digital space, to achieving real collaborative knowledge building. Lakkala, Ilomäki & Palonen, (2007) and Johnson, Johnson & Roseth (2010) found that the web-based learning environment was used more as a coordination tool for organizing the collaborative work than as a space for negotiating, debating and creating knowledge. The digital environment was seen to support groups of students in learning to work together, developing personal relationships, social skills and positive interactions with one another, developing team work skills, managing the task and individual accountability. In addition, it enabled active exchange of ideas within small groups that increased interest among the students and promoted critical thinking. They were able to capitalize on one another's resources and skills (asking one another for information, evaluating one another's

ideas, monitoring one another's work). Collectively, the research to date also highlights the difficulty and complexity of promoting real collaborative knowledge building (Scardamalia & Bereiter, 2006).

Recent research from Finland sheds some light on this complexity. Sormunen et al (2013) examined the group work strategies of 17 groups of students in an upper secondary school in Finland studying Finnish literature and history who were engaged in authoring Wikipedia articles or Wikipedia-style articles to represent their knowledge of their chosen research topic. Student interviews were conducted and analyzed to identify the key activities that the students undertook, the ways the group work was conducted in these activities and how the students justified their choice of group work strategies. The study identified four group work strategies, which the students applied in the activities of their article projects.
The strategies, in the order of increasing collaboration, were: 1) delegation, 2) division, 3) pair collaboration, and 4) group collaboration. Overall, they found that division was the dominant strategy in searching, reading and writing. Division was where the activity was divided between group members into individually completed subtasks, and then brought together in the final work. The study also found that group collaboration, where students worked together to complete an activity, was commonly applied.

Research Goals

Against this backdrop, the present research seeks to understand the process and outcomes of an inquiry-based project involving teams of students collaborating together for the joint creation and production of knowledge of a curriculum topic. In particular it will:

(1) track the process of team work: to understand how student teams work together to build a shared representation of knowledge;

(2) examine the dynamics of the co-construction of knowledge by teams of students;

(3) track students' engagement with information sources and how the teams transform and co-construct text into their joint representation of knowledge;

(4) track both individual learning and group learning, and to understand the relationship between individual knowledge developed in the process and the team representation of the joint product created in the process;

As this research is currently under way, his paper reports on preliminary findings emerging in relation to the cognitive, personal and interpersonal dynamics of student team processes as they undertake their group-based research task (Goal 1).

Sample and methodology
The research involved 2 English Accelerated classes of Grade 9 students in a New Jersey public co-educational high school engaged in a collaborative inquiry-based task in a wiki environment in Fall 2013. 42 students were involved and these were organized into 13 groups. The school was selected because of the high level of classroom teacher - school librarian instructional collaboration; the quality information collection available in and through the school library; the expertise of the instructional team having experience with students learning and working in a collaborative digital environments (Wikis and Google documents); and the instructional team's expertise with working within an inquiry-based instructional framework. The selection process was based on data collected as part of the New Jersey school library study (Todd, Gordon & Lu, 2010, 2011).

Grade 9 English focuses on the five elements of the language arts: reading, writing, speaking, listening, and critical viewing. The accelerated course offers a wide range of challenging literature in the genres of short story, novel, drama, nonfiction, and poetry. The

course includes independent reading assignments, and stresses critical thinking and speaking skills, study skills, and research strategies. Instruction and practice in writing concentrate on a variety of writing modes. In the research task, students were assigned a novel, and given the following objective and prompt: *Objective*: Students will discover and develop ideas through research, prove a thesis and report on findings. *Prompt:* You must prove that your assigned novel is of respectable literary merit**.** To do so, you must also identify reasons for this merit and present to your classmates.

The assignment to the groups was random, rather than being based on student selected groups, topic selected groups or other means of assigning groups. This was undertaken by the English teacher. Students undertook their collaborative inquiry research task in a class wiki environment that was structured to meet the specific curriculum objectives, and which enabled the students to discuss their research topics, establish working relationships, plan and manage the tasks, collect information sources, and work together through the process of co-constructing their products, which included a class presentation, visual display, and annotated bibliography. The wiki environment was developed by the school librarian for the teaching enabled the researchers to capture and track their research and writing processes, their use of information sources, their interpersonal dynamics and decision-making processes, and how they went about collaboratively creating their products. In addition, the wiki space captured interactions and feedback from the instructional team. The digital space also enabled researchers to gather data to understand how the information environment and instructional interventions helped or hindered the knowledge construction process.

As part of the learning requirements, students were to make daily journal entries during the two weeks that the classes were scheduled in the library for a range of instructional interventions led by the school librarian. Students were informed that "Topics may include, but are not limited to, the research process and/or the material you find". To this end, students were required as homework to input a journal response after the conclusion of each class into a networked Google document (1 for each day of the classes in the library) for a total of approximately 336 journal entries. Students were then required to read each other's journal responses and comment on at least one other student's journal response in the same networked Google document for each week of the process (referred to as the commentary stream).

Students also completed a pre and post reflection task to provide further insights into the cognitive, affective and interpersonal aspects of the research and writing process. These were integrated into the sequence of instruction and research journey. This was based on the The SLIM "Reflection Tasks" (Student Learning Through Inquiry Measure developed by CISSL) to track both individual learning and group learning, with emphasis on the knowledge construction process, and the cognitive, affective and behavioral dimensions. The pre-survey was administered on the first day of the library classes and asked students to first identify, via open ended answers what their research topic was, what interested them about that topic, what they already knew about the topic and what terms they might use to search for information on the topic. Students were then asked to indicate on a 5 point scale how much they felt they knew about the given topic (1 = nothing at all; 5 = a great deal). The remaining questions on the pre-survey asked students to write open-ended responses indicating what they like and dislike about research, what they find easy and hard about research and finally how they feel about working in groups. The post-survey asked students to provide open-ended responses about what they now know about research, what they found easy or difficult about their research, how they feel about working in a digital environment and how they feel about group work by the end of the project. Additionally, two Likert Style (5 point scale) questions were asked pertaining to students' perceptions of the helpfulness of the reflection journal entries (1 = no help; 5 = most helpful) as well as how much they felt they learned about their topics (1 = nothing; 5 = a great deal). The journal responses, commentary stream and the more formal pre and post measures makeup the

dataset used in this study. Overall, The combination of data from the reflection tasks and the documentary record of interactions and developments recorded on the wiki site have enabled the researchers to compare changes in knowledge, resource use, the knowledge construction process, and personal and interpersonal dynamics in the production of a collaborate product. The findings presented here focus on the process of group work: to understand how student groups work together to build a shared representation of knowledge, and to identify some of the cognitive, personal and interpersonal dynamics at play during the research process.

Key findings

Each of the eight student groups was responsible for providing an analysis of the literary merit of a book of their choosing. When asked to describe in their own words what they were researching, students overwhelmingly indicated to be researching the "merit and authenticity" of their given novels. Although the assignment was the same for all students, some students translated the prompt into their own conceptions, such as whether their novel offered "an effective portrayal of society and human nature," or "different types of plot and conflict." This may be an indicator of the uncertainty that students feel when entering the information search process, or it may show students having strong conceptions of the direction they wanted the research to go, creating potentially some challenging dynamics for the group negotiation process.

The second question of the pre-survey asked students what they would like to research about their topic. Students seem to be either goal-directed with their responses, indicating that they wanted to research just what the assignment indicates ("the literary merit of my novel"), or they were more exploratory in their responses, citing personal interests ("I like x") and preferences ("I would prefer x") or previous knowledge ("I want to know more about x").

The pre-survey also measured students' self-reported levels of knowledge of their topic, as shown in Table 1.

Table 1: Pre-Survey: How Much Do You Know about Your Topic?

Response	Percentage
Nothing	7%
Not Much	78%
Some	0%
Quite a Bit	15%
A Great Deal	0%

As shown in Table 1, 85% of students knew little to nothing about their topics while 15% claimed to know quite a bit. Few students claimed to know nothing about their topic (7%) or a great deal (0%) but the majority (78%) felt that they did know something. As one of the goals of this study is to understand if students learned about their topic through the collaborative work, the fact that students mostly knew very little at the start of the study removes some of the ambiguity that previous experience of the students might have brought to the table. The same question in the post-survey showed that 92% of students felt that they knew quite a bit to a great deal about their topics and 8% of students felt they knew something. No students claimed to be on the lower end of the scale. Based on this measure, it would appear that students perceived themselves to be much better informed of their topics after going through the research exercise.

Table 2 shows students' self-reported levels of knowledge of their topic at the end of the research task:

Table 2: Post-Survey: How Much Do You Know about Your Topic?

Response	Percentage
Nothing	0%
Not Much	0%
Some	8%
Quite a Bit	42%
A Great Deal	50%

The finding that 92% of the students claimed that they knew "quite a bit" or "a great deal" comes into play when the students perceptions of working in groups is analysed. In this data analysis process, the researchers have used an emic, rather than etic approach. An emic approach is one where the categories emerge directly from how the students imagined and explained things: their observations, categories and interpretations. This is in contrast to an etic approach, where researchers have imposed a predetermined set of categories that they deep important to undertake the analysis.

The analysis of the students' perceptions in relation to engaging in group work at the commencement of the research task identifies four key dimensions that surround their participation and engagement. These are: (1) social justice, (2) knowledge, (3) interpersonal, and (4) project management. The majority of responses revolved around the social justice and knowledge dimensions.

Social Justice
Social justice, broadly defined, centres on the belief that all people deserve equal social, political and economic rights, treatment and opportunities (Zajda et al., 2006, p.6; Rawls, 1971, p.3). From the perspective of the students, this was seen in terms of equity of contribution, with intellectual input and workload to complete the group task shared equally and fairly across the group. Students valued the affordances of group work in terms of "the work is split up evenly" and "work spread out among the group", and when the workload was shared amongst the group members, they believed that "no one would be overloaded". However, while the group saw these positive aspects of group work, their perceptions at the outset of the research task were quite negative. They were concerned about equal effort and all team members contributing their fair share of work (as opposed to social loafing), as well as team members all receiving the same assessment credit when effort was not evenly distributed. As students said: "usually the entire group does not work together", "members tend to slack off", and this "leads to certain people in the group doing more work than others". Some students saw that it was easier to work alone: "it is easier to work by yourself so that you don't have to make sure the people that you are working with are doing their jobs", thus avoiding problems caused by "individuals in the group that are either too lazy or take complete control of the project" and thus adding "more variables that can lessen the grade" or create issues around work credit: to grade several students on one project is unfair"

Knowledge creation
The knowledge dimension of group work refers to the opportunities that group work provides in terms of the knowledge generation and production process, particularly in relation to quantity and diversity of viewpoints and perspectives, testing their own ideas in the group, extending their own understanding of the topic and learning together. Students largely viewed this positively. They welcomed the opportunity to "acquire new ideas I would not have thought of previously", acquire "so many more ideas" and "gather the input of many people, not just me", as one student expressed: two minds are better than one, but four minds are better than two". In particular, they saw value in the group in terms of opening up the diversity of viewpoints: "there is more than one person's opinion on each part of the project" and "I can say my ideas and see what they think of them"; 'their ideas could show me a different way of thinking and inspire ideas of my own". Students were able to articulate

some benefits in this shared knowledge building process. This was in relation to both the research task: "it adds to my insight to improve it" and "allows for many different influences and ideas on the topic that is being researched" and "you get help and opinions to make your project better". Students recognized that the knowledge building process involved multiple perspectives and viewpoints, and that engaging with this diversity through "bouncing my ideas off other people" added strength to the group process and overall outcome: "we can learn and improve from each other's input"; and "we become smarter together". At the same time, a small number of students saw the collaborative knowledge sharing and knowledge building process as a challenge, particularly in term of reaching a consensus: "making it hard to reach a compromise and it slows down the progress" and that it was "tedious due to the possibility of differing ideas and conflicts".

Interpersonal interaction
The interpersonal dimension of group tasks refers to the role of and nature of the interactions between group members to accomplish the tasks. At the outset of the research task, students predominately viewed this as a positive dimension. They appeared to recognize that the process of working together fostered both learning about one another as well as learning form one another. For example: "a chance for members to understand one another as the closeness allows the sharing of strengths and weaknesses that are not very apparent before" and enabling the project to "exude different personalities that make it better". Students also saw that the group task would enable the integration of multiple skills that would strengthen the project: "everyone has different skills that can contribute to the group" and "it could be helpful if I am weak in a certain part that someone in my group is strong in". They saw the outcome of this interpersonal process as "allows us to create a stronger project through discussion and collaboration. Some students also identified limitations: "I like working in groups when the people I am with are intelligent and hard workers". Two students particularly noted that the positive outcomes were relational "all depends on who is in the group" and that "communicating ideas is difficult".

Project management
The Project management dimension intersects with the social justice dimension described above. Students positively viewed group participation in the research task in terms of project management functions including distribution of workload, mapping out and monitoring the project progress. In relation to project scoping and monitoring, students saw value in group auditing with "more than one person checking the work; and "helpful to have several people giving input on what should be done. This enabled them to get "different perspectives on how you should approach the project"; "make the work go faster and keep things organized", as well as providing opportunities so that "group members can check your work", "constantly looking over each other's work". Students also value in terms of shared workload: "we can split tasks", "work can be divided". The outcome of this process was expressed in terms of affective aspects of stress and coping: "other people helping out, taking off the pressure", with the result that "the stress of working alone is relieved". As with the dimensions listed above, students at the outset of the research task were largely positive in relation to project management. However, several concerns were identified, centring on dealing with group issues arising during the task: "people procrastinate" and "too many variables to hold accountable if something is off, or not functioning". One student expressed the outcome of this in terms of "making it hard to reach a compromise and slow down progress", and preferred to work alone: "working solo gives you the control where you understand that everything is your fault and responsibility".

Table 3 summarises the core dimensions of pre-task perceptions of the group process, and their positive and negative attributes.

Table 3: Pre-task Perceptions of the Group Process

Dimension	Description	Positive	Negative

Social Justice	Refers to core ideas around: shared responsibility, equity of contribution, equity of treatment, division of labor and workload	Work is spread out; The work is split up evenly and workload shared; No one overloaded	Waste time in ensuring others are doing their fair share; Uneven distribution of workload; Uneven commitment and effort; Lack of group togetherness; Problem of equal assessment for unequal contribution; People procrastinate
Knowledge creation	Refers to the opportunities that group work provides in terms of the knowledge generation and production process, particularly in relation to quantity and diversity of viewpoints and perspectives, testing their own ideas in the group, extending their own understanding of the topic and learning together.	Acquisition of new ideas not thought of previously; Recognition of and engagement with multiple opinions, perspectives and viewpoints; Builds a wider range of ideas and thoughts; Learning and improving from each other's input; Opportunities to think differently about the topic that is being examined	Difficulty of consensus building; Complexity of compromise; Slowing down completion progress
Interpersonal interactions	Refers to the role of and nature of the interactions between group members to accomplish the tasks	Developing group interaction skills; Learning about and from group members; Integration of multiple skills that strengthen the project and create a stronger project;	Difficulty of communicating ideas Group characteristics
Project management	Refers to management functions including distribution of workload, mapping out and monitoring the project progress.	Project auditing and checking Planning perspectives Project timing and organization Managing workload Project monitoring for quality	Complexity of managing process problems: control, responsibility Implementing effective compromise

Following the completion of the research task, the 42 students reflected on their learning, both individually and as a group. Included in the reflection task was their commentary on the group process. Specifically, students were asked to reflect on how they felt about their participation in the group-learning task.   Utilizing an emic approach again to data analysis, three key themes emerged. These are: (1) knowledge creation and learning outcomes, (2) Division of workload and learning equity, and (3) Collegiality and cooperation.

Knowledge creation and learning outcomes
The most predominant post-task reflection theme centred on the process of creating the group representation and perception of its outcome. Students particularly valued the group process as providing opportunities for sharing of different perspectives and viewpoints, engaging with these in thoughtful and critical ways, and working with these to build a deeper representation of their knowledge, and at the same time, expanding their own repertoire of knowledge about the topic. They saw the outcome in terms of a better quality product: "I like working in a group. When working with others, I get so many other views and ideas that I had not previously thought of. This really adds depth to the final product"; "I really like working in groups. It gives different perspectives on the same big topic", and "With multiple people, there are more ideas flowing and often a better train of thought". One student reflected: "working in groups allows for different ideas to come in to play creating a sharper focus for the task". For example, "we would have all chosen different, poorer theses than the one we chose to use if we had not been together and conversed". The sharing of ideas also contributed to resolving confusions: "I like working in a group because you can bounce your ideas off of the other members, and if you are confused they can always help clarify". However, one student acknowledged that strongly held diverse views created some issues with the team meetings: "Having two group-members with such opposing views when it came to religious topics, while working on a novel so packed with allusions to the Bible, created an unstable mix of distrust and really, chaos during the real life meetings we had".

Division of workload and Learning equity
This theme refers to workload balances and resultant learning outcomes. The equitable division of workload, identified in the pre-survey as part of the social justice dimension was the second most recurring theme in the final reflections. One aspect of the cognitive – knowledge dimension was the perception that undertaking group-based research tasks was less individual work: "I liked working in a group because I could bounce ideas off of my group members and did not have to do all of the work myself" and "The best part about working in a group, which is why I prefer it over individual projects, is that the workload can be divided among the group members. For individual projects, one must do all the work by himself, but for group projects, each member needed only to do 1/3 of the actual work, making it a lot less stressful for us" and "there is less pressure on one person because the work can be divided". One student presented a counter voice: "However, I felt actually finishing the project was harder in a group then it would have been if the project was individual, since I had to constantly remind my group members to work it."

Students made reference to the division of workload both positively and negatively: "I prefer it because it splits the work into sections that everyone wants to do and what they are best at", and "I enjoyed having other people that I could rely on to gather information with me, and being able to designate separate jobs needed to complete the research process to different people. This allowed us to work more efficiently and effectively. More frequently stated were concerns about the uneven contribution of work by team members, and the flow-on of that to assessment: "I still dislike it. For our project, there was not totally participation by each person", and "I feel that working in a group project allows for a quicker completion of the project because if everyone works together, then the productivity can be great. However, there is always the chance of having group members that are not dependable which just increases the work for the people who are actually being productive. This took effort."
Concern was also expressed in terms of fairness of assessment: "I dislike the group project

because we all get the same grade despite the amount of work that is put in by each group member and the presentation of each group member".

Collegiality and cooperation
This theme refers to the role of group tasks in relationship formation and the benefits afforded through this. As stated earlier, students were randomly assigned to groups, and this did not emerge at all as a strong issue, apart from one pre-task reference by one student in relation to not being able to choose working partners.   Having completed the group task, students identified the mutuality of working to a common goal and the stronger relationships among them that it fostered: "I love working in group projects because you have friends who help you get to your goal".   Mutuality developed stronger collegial relationships amongst a number of the students, and taught important interpersonal skills: "The group project was a good experience. It helped me know some students more intimately; more importantly, it taught me how to compromise and work with others". The collegiality provided a context for supporting the learning process: "I like it because it gives you people to talk to. You can complain to them, help each other, and lean on each other throughout the process" and "I really really really liked working in a group project. I needed their help a lot and could not have done it on my own".

At the same time, there were some negative sentiments: "The group does not work well together, it caused some friction. This made the process long and forced as opposed to an easy and fun way to learn" and "I just think it would have been better if maybe we had gotten to choose more so that we were comfortable with whom we were working with". One student provided this insightful conclusion: "Sometimes it becomes difficult to work with others because of their personality/work ethic." Another student elaborated on this idea: "I normally like working with groups but this time I had a very difficult time. I frequently reached out to my group members but communication was an issue and I ended up doing the majority of the work, which was very stressful".

Overall, the students viewed the group task as a positive experience, both in terms of learning, and in terms of the affective dimensions of learning. As indicated in Table 2, and compared to table 1, students perceived that they had learned a considerable amount about their chosen topic, notwithstanding their views of the group experience. Embedded in 31 of the responses across the groups was the affective outcome of learning as an enjoyable experience, for example: "I felt that working in a group project was very fun. I enjoyed it a lot"; I've always liked working independently, but this project was very interesting and fun in some ways.

Table 4 summarises the core dimensions of post-task perceptions of the group process, and their positive and negative attributes.

Table 4: Post-task Perceptions of the Group Process

Dimension	Description	Positive	Negative
Knowledge creation and outcomes	refers to the opportunities that group work provides in terms of the knowledge generation and production process	sharing of different perspectives and viewpoints; depth of knowledge outcome Quality product; Resolution of confusion	Reluctance to compromise on strongly held views
Division of workload and Learning equity	refers to workload balances and resultant learning outcomes	Equitable division of workload and tasks; Reduction of stress;	Time involved in getting team to produce; Realization of shared responsibility;

		Strength of individual expertise; Efficiency and effectiveness	Inequity of group assessment not matched to individual input
Collegiality and cooperation	refers to the role of group tasks in relationship formation and the benefits afforded through this	Mutuality of working to common goal; Development of collegial relationships; Development of interpersonal skills; Learning support	Group tension; Interaction of personal attributes; Stress

Discussion

Students' perceptions of group work are shaped by cognitive, social and personal dimensions, in particular social justice, knowledge, and relationship dimensions. The pre- and post-survey reflections on group processes show some consistent patterns around these concepts. The social justice dimension, strongly stated in the pre-surveys, was reasserted in the post-survey reflections, particularly with reference to the division of workload and learning equity in relation to assessment. Students appeared to bring a sense of the importance of shared responsibility, shared effort and shared knowledge as key dynamics to learning in groups. The majority of the students reflected positively on their experience with the group research task. At the outset of the task, they were concerned about the potential for uneven distribution of work, and potential for uneven assessment, concerns that seem to be based on a view of group work as a process of dividing the work task evenly to distribute and even lessen the workload. The pre-survey reflections suggest that students bring with them a sense that social justice principles will be enacted in the learning environment, whether that be a classroom or a school library.

At the same time, students, both in their pre-research and post-research reflections saw the value of groups in terms on the opportunity to build richer knowledge about their chosen topic through the sharing of different perspectives, viewpoints and opinions as a basis for negotiating the knowledge to be constructed by the group. Overall this was a strongly stated positive dimension of group work, and one that appeared to be welcomed by the students at the start of their research and realised through the process, according to their post-research reflections. The conceptual framework for Guided Inquiry, as elaborated by Kuhlthau, Caspari & Maniotes (2007, 2012) centres on students constructing their understanding of a topic by building background knowledge, and establishing the focus and direction of their inquiry. At this background building stage, students explore their topic, find new information and consider different perspectives, and develop sufficient knowledge to move forward in the research process. Students acknowledged that this process enabled them to acquire new ideas not thought of previously, and afforded opportunities for them to think differently about their chosen topic, and to move forward with a wider range of ideas and thoughts. At the same time, they saw this as an opportunity to test their own ideas within the group, and to engage in a collaborative dialog of negotiation. Some students acknowledged that this was difficult particularly in finding a pathway through the diverse perspectives and reaching a compromise. It was difficulty of compromise that was reflected in both the pre- and post-reflections.

These findings also come back to core ideas in the literature surrounding cooperative and collaborative learning. As mentioned in the literature review, collaborative learning is characterized by interdependence, collaboration and co-construction in the learning process, and cooperative learning is characterized by a divide-conquer approach, where the learning

task is divided into a set of subtasks which are undertaken individually, sometimes based on negotiation, and then assembled by bringing together the subparts. (Graham & Misanchuk, 2004; Rockwood,1995a, 1995b). In this research task, the groups were given a more open-ended task where the focus of knowledge and its central thesis is negotiated and constructed through collaboration by group members though engaging with the expertise, skills and insights of the group participants. There was evidence to suggest that the interaction of social justice aspects and knowledge building process engaged the students in aspects of both cooperative and collaborative learning. While they engaged in the knowledge building process of sharing multiple perspectives and opinions and negotiating their thesis focus, and once this was negotiated and established, the remainder of the knowledge building process was one of splitting the task into individual tasks that were to be subsequently woven together. In the collaborative process, students, in a sense, formed their own norm of equity through collective reasoning and negotiation, even though they essentially found the process of negotiating their responsibilities, input and roles to be a challenging effort but important to reducing stress, increasing efficiency and realizing their collective goal. This finding supports Brufee's (1995) idea that collaborative learning leads to increased reasoning and questioning in students.

It was the cooperative process that seemed to generate the concerns with the equitable distribution of labor, time and contributions within their groups, which link back to the project management concerns identified in the pre-survey. They were concerned about each person doing their share of work so that at the outcome could be achieved, and viewed their learning somewhat negatively when this was not done. This raises implications for the design of group research tasks, as well as for determining appropriate interventions and training of students if a full collaborative approach to learning is to be realized, and one where the students engage in the co-construction of knowledge for the duration of the process. Implied in the findings is the expectation that the product would be generated by a divide-and conquer approach.

According to Brufee (1995), cooperative learning has historically been discussed in terms of its application to students in K-12 rather than at the college and university level due to the ability of this approach to foster the acculturation process, and that collaborative learning is more suitable to adolescents and adults than students in lower grades. The grade 9 students in this study show the transition between cooperative and collaborative learning. The introduction of technology into classrooms has the potential to providing enhanced collaborative learning opportunities that can help facilitate class discussion, increase interactions between students and teachers, foster co-construction and production of knowledge, and provide social rather than solitary learning opportunities (Looi et al., 2009; Goldberg et al., 2013; Subramaniam et al., 2012). In this study, the students' reflections on their group dynamics did not mention information technology, even though they were immersed in this, using technology to provide to search, communicate and provide input and feedback to one another as they negotiated their projects, and interacting with teacher and school librarian.

The research presented here showed that students often rely on cooperative, "divide and conquer" types of interactions in their groups than forming truly positive dependent relationships to one another, especially at the stage of co-constructing their group knowledge. This was made evident in the groups' comments about equitable divisions of workload and stress in which the students perceived their groups as more cooperative rather than collaborative (dividing work solely based on the structure of the assignment). This supports some of the findings presented by Sormunen et al. (2013) in which students were found to dominantly use a strategy of division, dividing tasks amongst each other, rather than collaboration. Both the pre and post surveys also showed that when asked what students found easy or difficult, the vast majority of the students had concerns which were individualized based on roles rather than collective. Similarly, Lakkala (2005) and Johnson,

Johnson & Roseth (2010) similarly found that students often used collaborative environments and tools in ways that reflected an individualistic rather than collectivistic thought process. It might be that the students may have understood the group work as a matter of dividing tasks up equitably and pursuing individual goals rather than truly collaborating, particularly in the knowledge construction process. Given this finding, learning environments ought to be defined as collaborative not only by virtue of their structure but also via the perceptions of those engaging in activities in that environment. Since collaborative environments are not monitored in the way cooperative environments are, educators may need to understand and adjust student perceptions of group work prior to engaging them in a collaborative environment.

Implications for Professional Practice
School educators can take several important ideas from this research. Firstly, when using a collaborative environment for learning, educators may need to understand what students' perceptions of collaboration are before engaging in such a project. This might mismatch or match educator expectations. Student perceptions of collaboration may overshadow the actions they take in working with their group, thereby furthering the "divide and conquer" mindset instead of nurturing a truer collaborative one including the co-construction of knowledge. Secondly, though the collaborative process involves students in intersubjectively constructing norms for their groups around less concrete concepts like an equitable division of labor, such projects may need to be designed in ways that are more longitudinal and that allow students to revisit and renegotiate such norms. Allowing students to experience a collaborative project over an extended period of time can provide the necessary space and opportunity for students to re-evaluate and iteratively form group norms based on shared experience. The experience of collaboration, in other words, might be better understood through a prolonged experience, allowing students enough time to be critical of their dynamic interactions and implement group changes that reflect deeper collaboration.

As part of the task design and project management process, it is worth considering building in explicit opportunities and time for talk, and where students actively and systematically record key ideas and decisions through journaling and other strategies. Students might be encouraged to develop and map out a writing plan, and time may be needed to scaffold students through these processes, and to develop teamwork skills and expected pro-social behaviours and cognitive actions that lead to the desired learning outcomes. The nature of the knowledge and the process of knowledge construction need to be made explicit, perhaps embedded in discussion of some social justice and work load equity issues and team processes that might emerge.

The findings also challenge educators to think about the assessment criteria to be used, and the place of collaborative teamwork and the co-construction of knowledge in the assessment measure. The whole arena of assigning group vs individual grades on group performances continues to be discussed in the literature (Chinn, 2011). While students might provide feedback that another student contributed very little to the process, especially the writing-up process, it may not be the fault of that student. For example, it could be possible that if the group is driven by a desire to get a high grade, members of the group might exclude someone from contributing out of fear that this might pull the grade down. In addition, research acknowledges that the most proficient students tend take over the task (Chinn, 2011). The more the group dynamics are understood by educators, and made visible through reflection, journaling and feedback loops to both educators and students, and made explicit in the assessment criteria, the greater likelihood that issues surrounding social justice, knowledge creation and project management may be reduced.

Other strategies might be used, such as public display of learning outcomes, peer review of contribution, use of information technology tools to develop collaborative writing and editing

strategies, the assignment of roles such as note-takers, documentalists, search strategists, summarizers, and editors; and the posting of notes of group meetings, discussions and decisions.

Conclusion
This research reported here, with particular emphasis on group processes, indicates that developing collaborative inquiry through group research tasks in a digital information environment is a complex interplay of cognitive, social and interpersonal dynamics. These centre on both the process and outcome of knowledge creation and representation, the interpersonal and personal dimensions that create the team dynamics, the functionality of the group, and the nature of the learning outcome. Embedded in these dynamics are core concepts such as social justice, division of labour and equity of contribution, and effective monitoring of learning processes, By identifying these dynamics, and through modelling, training and encouraging key processes such as positive interdependence, balanced participation, and group skills development, the potential for deep learning and understanding can be realised. This is particularly critical in the context of information technology, as information technology moves from being a tool to support learning, to being the socially constructed learning environment.

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Acknowledgement

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

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Abstract

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

Keywords: Lifelong Learning, Life Skills, Metacognition, Self-regulated Learning

Introduction

"Learning to be a learner" is how Tessa, a grades 6-12 teacher librarian, said she would describe the idea of self-regulated learning (SRL) to her students. Teacher librarians are in a unique position within schools to serve as lifelong learning coaches for students, focused on process and skills instead of content. Further, they have the ability to touch every student in the school through their teaching and the development and maintenance of the library collection. This paper presents findings from a study investigating how teacher librarians apply metacognitive and SRL strategies in their teaching. An unexpected (and unsolicited) theme emerged from the interviews as the teacher librarians described the "life-skills" and lessons about learning they strive to impart to students. These lifelong learning skills included cognitive, personal, and interpersonal skills as defined by UNICEF (2003) and exemplified by the theme for the 2013 International Association of School Librarians' Conference. This paper first presents literature from the field of school libraries relating to the teaching of life-skills and the connection to information literacy skills, then connects this to the literature surrounding metacognition and SRL, and finally presents the interview findings from our study.

Literature Review

Lifelong learning skills encompass a broad range of librarian dispositions and student abilities and are of documented importance in statements from school library associations

and curricula across the globe in countries like Australia (ASLA, 2004), Canada (ATLC & CSLA, 1997), Japan (Kim, 2011), South Africa (Moll, 2009), and the United States (AASL, 2007). Life-skills are also noted by other groups representing school libraries. In a Delphi study enlisting members of the editorial boards of top international journals in the school library field, this panel of experts identified "lifelong learning" as an important disposition school librarians should possess (Bush & Jones, 2010). Practicing US librarians in a focus group study by Kimmel, Dickinson, and Doll (2012) stressed how critical the disposition of professional continued learning and growth was for those in the field. Professional organizations, educators, and others in the school library field note the importance of lifelong learning for teacher librarians as professionals.

At the same time, lifelong learning is at the heart of skills and abilities stressed in the school library curriculum like the focus the field places on information literacy. Sturges and Gastinger (2010) go beyond the description of information literacy as a life skill and describe it as a basic human right in their connection to Article Nineteen of the United Nations *Universal Declaration of Human Rights* (1948) stressing intellectual freedom. Wolf (2007) defines information literacy as "the ability to access, evaluate, and use information efficiently and effectively" (para. 12). In order to develop this ability, students must enlist a range of skills including problem solving, critical thinking, adaptability, and organization. Such skills hold relevance in life outside of the classroom and even the workplace, like competence in reading, which is also emphasized in a life-skills frame by Morellion (2009).

Research examining the use of structured information literacy models in the school library suggests positive connections for students in developing important life skills. Herring (2006) investigated the perceptions of students and teachers using the PLUS information literacy model in a high school in the United Kingdom. Results from this study revealed that students felt more confident in the quality of their finished product and that they felt the model helped to improve their self-image. Teachers voiced such perceptions of their students' growth as learners and researchers. Wolf, Brush, and Saye (2003) found similar results in their study of middle school students in the US using The Big6 information skills model. The structure afforded by the model helped "students to manage complex cognitive tasks and processes" and scaffold their organizational skills (Wolf, Brush, & Saye, 2003, para. 46). This gave them more time and energy to focus on the more cognitive, intellectual aspects of their assignment. The students progressed with confidence according to a self-report questionnaire and journal logs and scored high on the grading rubric for the completed task. There is a notable connection between life-skills and information literacy as described in these studies, specifically cognitive skills in "analyzing and using information" and personal skills in "developing personal agency and managing oneself" (UNICEF, 2003, para. 3). Further, these findings reveal a deep connection with these skills and those emphasized by the discipline of metacognition and self-regulation (Wolf, 2007; Wolf, Brush, & Saye, 2003).

The action of reflecting on one's own thinking is metacognition. One of the earliest researchers on this topic defined it in two parts: metacognitive knowledge and metacognitive experiences (Flavell, 1979). Flavell explains the phenomenon, writing "…the monitoring of cognitive enterprises proceeds through the actions of and interactions among metacognitive knowledge, metacognitive experiences, goals/tasks, and actions/strategies" (1979, p. 909). He describes metacognitive knowledge as "…that segment of your (a child's, and adult's) stored world knowledge that has to do with their diverse cognitive tasks, goals, actions, and experiences" (Flavell, 1979, p. 906).

Interestingly, Flavell's description of metacognition parallels "life-skills" as defined by UNICEF (2003), "cognitive skills for analyzing and using information, personal skills for developing personal agency and managing oneself, and inter-personal skills for communicating and interacting effectively with others" (para. 3). Life-skills encompass cognition, experiences, and self-management, as does Flavell's (1979) interpretation of

metacognition. Both also suggest that the ability to self-monitor is not just an academic endeavor, but rather a necessary asset to carry-out learning and other life tasks beyond the classroom.

Furthermore, metacognition is one of the major components of SRL and problem solving, in fact "…adequate metacognitive monitoring is considered as a necessary condition for successfully self-regulated learning processes" (Dutke, Barenberg, & Leopold, 2010, p. 204). In essence, "metacognitive knowledge underlies self-regulation" (Stright, Neitzel, Sears, & Hoke-Sinex, 2001, p. 458). Metacognition and SRL focus on learning strategies and skills that can be used across a lifetime. Researchers have recognized the importance of life-long skills, arguing that in our rapidly changing global society, the ability to adapt and change to novel learning and or working conditions is of paramount importance in the workplace (Champaign County Board of Education, 1995) and specific content areas like computer education (Phelps, 2007; Phelps, Ellis, & Hase, 2001). Furthermore, professors and teachers are beginning to develop coursework specifically designed to target life-long learning and life-skills development informed by incorporation of metacognitive components (Iwaoka & Crosetti, 2007; Phelps, 2007). Some argue that in order to think critically as is required in our global society, students must be trained in metacognitive skills:

> With today's multinational, multicultural, complex issues, citizens must be able to sift through large amounts of various data to make intelligent decisions. Thinking critically must be a focus of higher education in order to provide the intellectual training for its students to participate in this world...We posit that lifelong learning takes place through reflection. That is, learning begins with metacognition, knowing one's own thoughts and reflection, which allows the individual to identify the factors that influence one's own thinking. (Colley, Billics, & Lerch, 2012, Abstract)

The literature described here gives a foundation for understanding the significance of lifelong learning and life skills in the school library as well as the connection of metacognition and SRL to this area. As scholars and researchers have noted, such cognitive, personal, and interpersonal skills hold potential for positively impacting students' abilities to navigate and manage life in the workplace, their families, and their futures in general. Findings from the present study will serve to further illuminate these ideas directly from the personal perspectives of practicing teacher librarians.

Methods

The findings presented here emerged from a study analyzing teacher librarians' personal and professional practice of metacognition and metacognitive strategies (Garrison & Spruce, 2013). The methodology for that study replicated the methodological design of the dissertation of one of the authors which used classroom teachers as study participants (Spruce, 2012). Teacher librarians in the Mid-Atlantic region of the United States were emailed a questionnaire, the Teacher Metacognition Scale, created by Wilson and Bai (2010). The last question asked for volunteers to participate in a qualitative extension of the study. The ten teacher librarians who volunteered to participate are described in Table 1 along with their chosen or assigned pseudonyms.

Table 1: Characteristics of Teacher Librarian Participants

Participant	School Level	Highest Degree Attained	National Board Certified Teacher?	Gender	Age	Years of Education Experience (Library/Total)
Naomi	Elementary	Master's	Yes	Female	Under 35	9/9 years

Sydney	Elementary	Master's	No	Female	Between 35-45	4/14 years
Jacqueline	Elementary	Master's	No	Female	Between 35-45	7/20 years
Violet	Elementary	Master's	No	Female	Between 35-45	23/23 years
Eleanor	Middle	Master's	Yes	Female	Over 45	15/18 years
Tessa	Middle & Secondary	Master's	No	Female	Over 45	26/26 years
JDL	Secondary	Master's	No	Male	Between 35-45	16/20 years
Ruby	Secondary	Master's	Yes	Female	Over 45	34/34 years
Owl	Secondary	Master's	No	Female	Over 45	2/20 years
Incognito	Secondary	Master's	Yes	Female	Over 45	15/31 years

Qualitative data collection included interviews with each of the librarians using a guided approach as described by Patton (2002); the interview guide is in Appendix A. The interview guide was originally created for Spruce's (2012) study using classroom teachers as participants. This approach was most appropriate for our purposes because we wanted to ask specific questions about how the librarians applied metacognitive strategies in their learning and teaching across the three stages of learning defined by Zimmerman (2008). We also included potential probes in the interview guide for question clarification when needed for our participants. We recorded the audio from the interviews, which were conducted via Skype, FaceTime, telephone, or in person.

While the initial study (Garrison & Spruce, 2013) focused on librarians' personal and professional practice of metacognition and metacognitive strategies, an unpredicted theme surfaced related to lifelong learning and goals outside of the school context. We coded this emergent idea as "Lifelong Learning" because the librarians discussed it as future skills they anticipated students needing beyond their schooling. Within the lifelong learning code, we identified three sub codes focusing on life-skills. These were cognitive, personal, and interpersonal skills, and were operationally defined using UNICEF's (2003) description of each shown in Table 2 along with our interpretations according to the patterns in our data.

Table 2: Definitions of the Lifelong Learning Sub codes

Lifelong Learning Sub codes	Definitions
Cognitive Skills	● "analyzing and using information" (UNICEF, 2003, para. 3) ● skills directly related to career and college preparation
Personal Skills	● "developing personal agency and managing oneself" (UNICEF, 2003, para. 3) ● skills related to regulating and controlling one's emotions and reactions to challenges and adversity

Interpersonal Skills	● "communicating and interacting effectively with others" (UNICEF, 2003, para. 3) ● skills related to collaboration and working with others on a professional and/or personal level

Discussion of Findings

The teacher librarians interviewed in this study discussed life-skills they strive to impart to their students. Secondary librarian JDL expressed it thusly, "guiding everything I do is helping these young people to develop skills that will enable them to be more self-sufficient lifelong learners in whatever area." The participants noted the importance of such skills for success in college and the future in general as well as managing relationships with others and oneself. The remaining discussion delves into each of these skills as identified by the teacher librarians. We examine these constructs through the lens of the key terms from UNICEF's (2003) definition of life-skills, namely: Cognitive Skills, Personal Skills, and, Interpersonal Skills.

Cognitive Skills

Cognitive skills noted by the teacher librarians were predominantly related to students' abilities to apply how they learn in school to their future professional and/or college careers. As Grades 6-12 teacher librarian Tessa described, "They're moving into the 21st Century marketplace which is going to be drastically different um, from any other market place we've ever faced." The teacher librarians in this study focused on supporting the development of such process-oriented skills like adaptability, planning, and self-assessment. Tessa goes on from her quote above to comment that in her students' future careers:

> They are going to be not only changing jobs a lot, but the jobs they have, they're going to have to be able to learn new skills and, and adapt to new kinds of ways of doing things and ways of looking at things, and I mean that's, that's the pressure now.

Her comment stresses the adaptive behaviors and attitudes that she anticipates as important skills for her students to practice. Ruby, a secondary teacher librarian, discussed cognitive skills related to planning. She stated: "I think establishing where we want to be is probably the most important thing and then coming up with a plan for how you're going to get there, but knowing that it's not a straight shot."

The teacher librarians in this study also identified the importance of self-assessment and reflection to the process. Middle grades librarian Eleanor was explicit about this and described it in terms of self-questioning. She encourages her students to constantly question themselves during the stages of learning so they will internalize the process:

> …so when they're in the work place, when they're out in the world, they're saying, "Is the best I can do? Have I done my best work?" And that's what I'm always saying to them. "Is this your best work? Is it?" And I mean, I'm nodding my head and saying with a question mark, "Is this your best work? Cause I'm happy if it is, Are you happy?"…And if they say it's their best work then I'm just gonna say, "Well, okay! And what will you do differently next time?"

An interesting theme within this area emerged in that underlying these cognitive skills is the implementation of a structured process. Eleanor specifically noted The Big6, which is an organized and defined process for students to research a topic and develop their own information literacy skills. Eleanor proclaimed:

> I believe that the six stages of The Big6 will take through any quest or decision you have to make in your life you can apply The Big6 to buying a car, you can apply The Big6 process to choosing a college, to choosing a career...

Eleanor's comment and description of The Big6 emphasizes how the structure and organization of the process can help students in divergent areas of their life. By implementing a systematic method, she believes her students will be better prepared to succeed.

Personal Skills
In addition to speaking about cognitive skills in the context of professional life and/or university study, school librarians also referenced metacognition in terms of managing emotions and personal experiences. They explained that knowing how to learn and what makes for an individual's happiness is as important as knowing content or learning a trade. Several teachers emphasized personal fulfillment or being happy with learning outcomes as one of their goals for their students. Naomi illustrated this by describing her own learning experiences sharing:

> I'm going to look at my product and you know see if I'm happy with what I've got and I'm happy with it or what I would do differently and um, you know um, I may, I may decide to either, you know, keep it, and um, and do it better next time.

Tessa also opined similarly. She commented that having metacognitive skills will serve students professionally and personally, "I've always said the person who can learn to learn is going to be not only valuable in the marketplace, but also infinitely happier because they can adapt their life to changing circumstances." Hence, librarian participants appear to equate lifelong learning with happiness and personal fulfillment.

Another example comes from JDL. He describes the connection between learning to learn and developing personal management skills that will aid students throughout their lives, saying "…I don't want them just to see our impact on them as just getting through a curriculum, but rather, helping them to develop these important life skills." He goes on to describe how these skills will help students navigate their futures:

> I would say that they need to see themselves as their own coach of their own learning skills and that it's a lifelong role... they should want to be as effective as they can be and as flexible and as adaptable as they can be so that they can handle anything that life throws at them.

Ruby emphasized that goal setting and "coming up with a plan to get there" are critical for students, but also remarked on the personal nature of the process. She believes "kids need to understand that for some people it may be easy and they may get there quickly to their goal. For other people it may not be easy, but that doesn't mean that it's not attainable." JDL and Ruby both suggest aspects of metacognition and SRL translate from the classroom to the "real-world"; students who recognize their unique differences and needs will be better able to find their paths forward than students who fail to develop this self-awareness.

Middle school librarian Eleanor discussed the importance of modeling good emotional/personal practices for students in order for them to develop self-management skills. She notes in working with students from diverse homes with differing levels of support, librarians, and teachers more generally, play a vital role in filling gaps parents may be unable to address. Eleanor explains, "It's a process, and kids who've come from homes where they

don't have that, they float around through life and make crazy decisions." Overall, for these librarians, learning and recognizing the process of learning (metacognition and SRL) enhances students' emotional well-being and they hope these skills will continue to impact students lives for the better over the course of their lifetimes.

Finally, Sydney shares in eloquent fashion her perspective on students taking ownership of their learning. She argues students must understand and "own" their learning so that they understand *they* control their success in life. They must receive the help they are given and carry it forward. Sydney explains, "...you have to be willing to receive it and you have to be the one to have pride and ownership over what it is you are learning, you know, because it marks your destiny."

Inter-personal Skills

A third factor from metacognition and SRL identified by the librarians and notable as a lifelong skill was the importance of interpersonal interactions. Naomi spoke of encouraging students to work collaboratively as both a motivator for students to create quality work and also to help students be reflective of the products they build. As she describes below:

> ...if I'm the only who's going to be seeing it, then they'll just do any old thing sometimes. Um, you know if, if it's something that's going to be share and that you know, especially if people in their class are going to see then they tend to be a little bit better work and then get excited to see other people's work too.

Naomi indicates that learning to build a product that others are going to view stimulates students to do their best work; in turn, they then have the opportunity to view and be stimulated by the work of others.

Furthermore, she delved more deeply into the part peer feedback can play in reflection. Naomi has found that by creating situations in which students are formally encouraged to engage in peer feedback, or in a less formal fashion within the library, students can not only provide each other with valuable insights into products, but also gain insight into their own work through this process. She commented:

> I really want them to give each other feedback and then that kind of encourages them, um sometimes we do it explicitly and sometimes just kind of you know, let it happen as it will, um but you know with the um, having conversations with each other about the products, they're going to be reflecting on their own product as well.

Therefore, Naomi believes cooperative learning and peer assessment help students to develop interpersonal skills, which in turn encourages reflection upon product and the process of creating this product.

School librarians also described themselves as conduits for teaching appropriate interpersonal interactions. It might be through activity design as alluded to by Naomi above, or through direct commentary as, for example, Eleanor mentions. She states:

> ...kids will come up to me and another adult talking and they'll just interrupt me and I'm like, I stop and I look at them squarely in the eyes and I say, "Two adult are talking and you interrupted us so you will stand there quietly until we finish." And at every turn, I hold them to those kind of expectations because you know what? If I don't, I may be the only person in their life who does...

Part of the role of teacher librarians is to work with classroom teachers to creatively present subject area content to students. However, as expressed by Eleanor above and other librarians in this study, they feel a responsibility to help their students determine how to live in the world, and an important aspect of getting along in this world is interaction with others. Ruby, high school librarian, summarized this sentiment well when she reflected on what she would say to her students about it:

> What you are learning is valuable and what you have to say about your learning is equally as valuable, that you're part of the global community and you really need to be, you need to know, learn all that you can learn and be able to you know, be a part of society.

Learning content is as important as understanding the research process and how to access information. However, as revealed in these interviews, of equal, if not greater, interest to many of the teacher librarians is that their students understand they are part of a global society. In order to thrive in an international community, they must know themselves as learners (metacognition and SRL) and as human agents. Ruby's sentiments echo the famous words of Paolo Freire who suggested students must know the world before they can understand words they read (Freire & Macedo, 1987).

Significance

Although not a main objective of the initial study (Garrison & Spruce, 2013), the idea of lifelong learning surfaced as something very important to the librarians and the environment they create in their libraries. The school library is meant to be the hub and center of learning in the school, a warm and welcoming place for students to congregate and learn. Considering the pressure of the current high stakes testing climate in the US, the library is even more important in maintaining a culture of lifelong learning within school. Based on the analysis of our interview data, it is evident that developing such a place is an integral and personal goal for these teacher librarians outside of their professional goals surrounding the general curriculum and student achievement. Their perspectives support the role of the school library to promote lifelong learning skills and empower students for their futures in their careers and as responsible members of our global society.

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Appendix A. Interview Guide

Planning:
1. How might you use goal setting in your own learning?

2. How would you encourage your students to use goal setting when planning for a learning task?

3. How would you plan before beginning a learning task?

4. How would you encourage students to plan for a learning task?

5. How would you enhance students' self-motivational beliefs to improve student learning?
       Probe: Self-Efficacy
       Probe: Outcome expectations
       Probe: Task interest
       Probe: Goal orientation

Monitoring:
6. In what ways would you monitor or control your own learning (assert self-control)?
       Probe: Using self-instruction?
       Probe: Using imagery?
       Probe: Using attention focusing?
       Probe: Using specific task strategies?

7. What techniques might you employ to encourage self-control (self-instruction, imagery, attention focusing, specific task strategies) of learning for your students?

8. What are some methods you might employ to monitor your learning process, metacognition, while engaged in a learning task?

9. How would you encourage or implement monitoring of the learning process, metacognition, in your teaching?

10. What are some techniques you might use to track your progress through a learning task?

11. How would you encourage students to track their progress through a learning task?

Evaluation:
12. How might you evaluate your learning after completing a learning task?
       Probe: Self-evaluation
       Probe: Causal attribution

13. What are some activities you might design to encourage student reflection and evaluation after a learning task?

14. How might you determine your satisfaction with a learning outcome after you complete a learning task?

15. How would you encourage students to evaluate their satisfaction with the outcome of a learning task?

16. How would you describe self-regulated learning to your students?

Biographical note

Kasey L. Garrison is a lecturer in Teacher Librarianship in the School of Information Studies at Charles Sturt University's Wagga Wagga campus in New South Wales, Australia. Kasey graduated with a PhD in Education and a focus on Curriculum and Instruction from Old Dominion University in Norfolk, Virginia, USA, in 2012. With a Masters in Education and Bachelors in Spanish, Kasey has experience at the preschool through secondary levels in the library and also teaching Spanish and students with special needs. Her research interests are focused on diversity within children's and young adult literature and reader responses to such titles.

Robin S. Spruce is currently assistant director of the field based Master in Education program at Old Dominion University in Norfolk, Virginia, USA. She has also taught Reading and Writing Across the Curriculum and Foundations and Assessment of Education. Robin's research interests include classroom community in online and traditional environments, metacognition, and self-regulated learning. Her dissertation was titled, "Teacher Knowledge and Practice of Metacognition and Self-Regulated Learning." It was a mixed methods study in which data culled from questionnaires, interviews, and classroom observations explored teachers declared knowledge of metacognition and self-regulated learning in light of their classroom practice.

A Study on Establishing Competency Profile Standard of Teacher Librarian in Optimizing the Use of ICT in Secondary Level School Library

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Abstract

Teacher librarians are expected to have good skills in using information and communication technology (ICT) so that they can assist both students and teachers in finding the information they need. The aim of this study was to establish the competency profile standard of teacher librarians using ICT at the secondary level. More specifically, this study would like to find out the competency profile of teacher librarians, the optimization of the use of ICT by teacher librarians, and the competency standard required in using ICT for teacher librarians in secondary level. This study used qualitative approach with survey method and the data was collected through interview and observation. The general conclusion is that the library administrators/teacher librarians in the schools presented in this research always met and enhanced the competencies that supported their daily tasks in the library and in their field of study by trying to take advantage of hardware utilization to improve the library service to the users. Specifically, this study shows that library administrators/teacher librarians are the subject teachers who receive additional tasks to manage the library; have a willingness to study and make innovations in the library; and try to have information, media and technology literacy skills, as well as the ability to enliven the life and career related to their fields. The competency standard of the majority of library administrators/teacher librarians in using ICT is considered good, they show good attitude, knowledges and skills but are often hampered by the lack of infrastructure, budget, and practice training to apply ICT in the school library. This research recommends that library administrators/teacher librarians should have functional status as librarians, not educative function as subject teachers.

Keywords: School library, teacher librarian competencies, ICT competency

A. Introduction

The development of the education sector continues to go hand in hand with the rapid pace of development and constantly changing times. These changes can be problematic and challenge the education sector to continue improving its quality. The embodiment of optimum quality education can be started with optimizing the use of learning resources in school to support learning activities. This is because the use of appropriate learning resources will be able to help students in understanding the subject matter.

The existence of learning resources in schools is an external condition that aims to provide a forum for students to find information. Learning resources are also expected to increase

students' knowledge and insight pertaining to lessons delivered by teachers in the classroom. The presence of learning resources also creates a more compelling learning process so as to stimulate students' thinking power in the learning process.

One learning resource in schools is the school library. The school library is one of the most important parts of the overall school program, that along with other educational components helps determine the success of the education and teaching process. The school library is established to support the attainment of the school's goals, that is education and learning as outlined in the school curriculum. The school library organization is set up so that the goal of education can be achieved more efficiently and more effectively with collective action. School libraries should be managed properly so as to attract students to want to visit and make use of it. In this regard, the role of librarian as the manager of the library is huge. Together with the principal, teachers are required to be able to create school libraries as a learning resources that is worth it to be utilized. Law 43 of 2007 about libraries has set a good standard for a library. This was done given the importance of the role of librarian in providing library service to library users.

To improve the service of libraries in facilitating students' and teachers' use, the application of ICT usage in the service activity is needed. Nowadays, the application of ICT has spread in almost all areas, and library is no exception. Library as an information management institution is one of the application fields of information technology which is growing rapidly. The development of information technology applications can be seen from the development of the type of library that is always associated with information technology, started from manual library, automated library, and digital or cyber library.

The development parameter of library types is measured from the application of information technology that is used instead of other measures such as building size, number of collections, and number of users. The need for information and communication technology is closely related to the role of library as a force in the preservation and dissemination of knowledge and culture that develop along with writing, printing, educating, and human need for information.

School librarians should be able to serve the needs of the users such as demand for faster access to information required both from inside and outside the library. By doing so it is expected that the librarians are adepts in the use of information and communication technology so that they can help students and teachers as library users in finding the required information.

Based on this background, the researchers were interested in conducting a research study on establishing a competency profile standard of teacher librarians in optimizing the use of ICT in secondary level school libraries.

B. Literature Review
1. School library
a. Basic Concept of School Library
School library is one of library types that is managed and utilized in schools or madrasas. Simply put, Suherman (2009, p. 20) argues that "The school library is a library in the school functions to serve students in meeting the information needs." In addition Rahayuningsih (2007, p. 6) also argues that "The school library is a library that serves students, teachers and staff of a particular school." In line with this, Carter V. Good in Bafadal (2009, p. 4) states that "The school library is an organized collection in a space so as to be able to be used by students and teachers."
Starting from these notions, it can be concluded that a school library is a collection of library materials systematically managed within a particular space so that it can help students, teachers, and staff in performing teaching and learning activities in school.

b. Objectives and Benefits of School Library

Organizing a school library is not just to collect and store reference materials only, but is also expected to help students and teachers in performing the teaching and learning activities. Lasa (2007) asserts the objectives of the establishment of school library are to foster students and teachers' interest in reading writing, to introduce information technology, to familiarize independent information access, and to cultivate talents and interests. Basically, the purpose of a school library is as a vehicle of information needed by students, teachers, and staff in the school so that the process of information dissemination in the school can run well. The main objective for students and teachers is to facilitate and accelerate the learning process so that the learning objectives and the competencies required by learners can be achieved more easily.

Bafadal (2009) explains the benefits of school library as follows: a) lead students to love reading; b) enrich students' learning experience; c) inculcate the habit of self-learning; d) speed up the process of mastering reading technique; e) help develop language skills; f) train students toward responsibility; g) facilitate students in completing school assignments; h) help teachers find teaching resources; i) help students, teachers and school staff members in following the development of science and technology.

The main benefit of school library besides acting as a learning resources is also to give a boost to the school community, especially students and teachers who use it to facilitate the learning process. The school library can also give certain motivation for students to love books more and like to read.

2. Information and communication technology of library

Library Automation System is the application of information technology in administrative work at the library in order to be more effective and efficient. The kinds of work that can be integrated with the system include procurement, inventory, cataloging, circulation of library materials, managing members, statistics and so forth.

The driving factors and reasons in conducting library automation are as follows:
1) Driving Factors: ease of getting IT products, the price of IT products is more affordable, the ability of information technology, digital demand of community service.

2) Other reasons: streamline and simplify the work in the library, provide better service to library users, improve library image, develop national, regional and global infrastructure.

The required library automation devices consist of two parts: hardware and software. Without the adequate presence of these two devices the automation process will not be able to run properly.

a) Hardware
Before starting the automation process, some hardware devices need to be prepared such as computer, printer, barcode, scanner, and so on. Four computers are enough to start the automation process in a small school library. While for a large library, more computers and other tools are needed to make the service run smoothly. The minimum specifications usually depend on the software used. For instance, the Senayan software (library automation program made by Diknas RI) requires a minimum of Pentium III. This is because a more graphical display requires higher specification.

b) Software
Software is absolutely needed because it is used as a tool to make the process efficient and effective. The utilization of library automation software must be in accordance with the purpose, have a license application, have relevant technical support, training, maintenance

and documentation, and determine the staff responsible for the selection and evaluation of the software.

3. The Competencies of School Library Administrator
IT development in the library has considerably changed the social character of its users which includes changes in the need for information, in interacting with people, in competing, etc. Learning is not just reading a textbook course: even reading comics can be considered learning. In the end, it all leads to the users demanding that library is not just a place to read books or magazines, but a one-stop station in which users can interact with others, find the information they need, share knowledge, and feel motivated to make innovation and creativity.

Today's library and library administrators are demanded to be able to change in accordance with the social changes of its users. To anticipate the demand, library and library administrators should prepare the following (Ishak, 2008):
1) Utilizing the infrastructure of Information Technology
IT utilization is currently an obligation almost in many libraries. IT helps libraries improve the quality and type of service. At least, today's library must have local network and internet access to easily access library external information.

2) Using and organizing content
Content is all documents, applications, and services that will be presented to the library users. Documents are those such as books, magazines, journals, prospectuses, financial statements, and various other forms of media, both printed and electronic. Applications are a system designed with a specific purpose, for example library administration applications, applications for storing articles downloaded from the internet, magazine administration applications, and digital library applications. Services include lending service, inter-library loan service, new book notification service via e-mail, etc.

3) Pampering library users
Library should have potential user profiles. Who are the target users? How is library perceived in their eyes? What is the position of the library to the users? What are their needs? What is the learning pattern? A kind of user survey such as psychographic segmentation can help libraries to see the learning patterns of its potential users based on adopted values and lifestyles (VALS/Value and Life Style). With in-depth knowledge about the users, the library can do promotional activities and provide appropriate services for the users.

On the other hand, the competencies of a library administrator consist of (Ishak, 2008):
1) Information Management Capability
The need for information is defined as the identification of users' need, the identification of various types of information use by the users, and the placement of information needed in a frame of reference (who, what, when, where, how, why), the connection of information needed with the knowledge domain, and the definition of information problems using a variety of question and answer skill.

Doing a search means having the basic skill of information retrieval, the ability of system navigation and using electronic resources, and basic knowledge of a variety of information resources that are not available electronically, such as printed form, people (colleagues), etc.

Knowing the sources of external and internal information, knowing which sources are reliable and have added value.

Formulating searching strategies include the requirement of basic and comprehensive knowledge of the information resources, including the exact structure.

Other required capabilities include the ability to discuss ideas for various input; to choose a searching tool; to identify keywords, concepts, subject headers, descriptors; and to identify the criteria for evaluating the information resources.

2) Information Use
Using the information includes evaluating, assessing, integrating, selecting and interpretation of information. Evaluating means determining the authoritative, the novelty, the reliability, the relevance, and the quality. Assessing the information means to quickly see the main idea and keywords; to distinguish between fact, opinion, propaganda, point of view and bias; and to notice errors in logic. It is even better for the library administrator to have skill in doing framing analysis which will be very useful in seeing the variety of media standpoints.

Integrating information from various resources includes classifying the information, recognizing the relationship between concepts, and identifying the conflicts and similarities of various resources. Sorting of information includes the ability to sort and dispose of unnecessary information. Interpretation of information involves summarizing and identifying detailed relevant information, organizing and analyzing information, and comparing with the source of problems to be solved and drawing a conclusion.

3) Information Creation
The output of information manufacturing is a product that can help the users in making decisions. The format used can vary depending on the users' preferences. The essential skills in making information is information repackaging. In doing information repackaging, the important things that must be considered are: setting the goals of repackaging; determining the key content; selecting the right format (written, oral, visual) depending on the audience and purpose; understanding the legal implications of the repackaging process; and providing guidance, documentation, and references.

4) Information Organization
Some skills that help library administrators easily accommodate the users to find and use information are: abstracting, indexing, subject heading, and reviewing.

5) Information Dissemination
Dissemination of information requires personal skills, interpersonal skills, IT skills, and management skills. Personal skills are the ability to deliver and promote ideas clearly in a variety of forms (written, oral, presentation); to hear and evaluate opinions and information from others; and using various IT devices that have element of high interactivity, such as a portal that facilitates information sharing and a sharing knowledge forum among users. Interpersonal skills are useful for library administrators in dealing with users and fellow co-workers, and include the ability to communicate effectively and to influence others, the ability to listen and discuss others' opinion from different point of views, the ability to give good feedback to diverse situations faced by others, the ability to resolve conflicts by giving an appropriate response in a variety of situations, the ability to use formal and informal mechanisms in maintaining good relationships with fellow staff and library users, and the ability to work in a team.

IT skills are the ability to use a variety of information technology tools to assist all of the work processes. Several IT skills needed include:
- database design and management, data warehousing, and metadata
- hardware maintenance
- information architecture, electronic resources, information integration, intranet/extranet design

- software application, programming, workflow, text processing, software for information management
- electronic publishing

Management skills involve:
- Administration: able to make a good administration system for various activities and to understand the process of library activities and other related activities.
- Management of change: able to arrange various possibilities that could arise from a change and to coordinate with other related departments.
- Leadership: has outstanding leadership character.
- Time and measuring management: able to measure performance and its effect on library services.
- Relationship management and team building: able to maintain good relations with other library administrators and library users, to build a good teamwork and can achieve the goal set.
- Training and human resource development: able to analyze the needed skills and provide the necessary training.
- Ability to conduct strategic planning and implementation.

4. The Competencies of Information and Communication Technology

Competency is the knowledge, skill, and basic value applied in carrying out individual task. In the information age, individuals are getting easier in obtaining information easily and quickly with the rapid technological advances. The implication of the development of information technology for libraries is that it triggers the development of digital libraries and information access via the internet, which allow individuals to obtain ease. The development of communication technology can help individuals overcome the distance and time in communicating, access or retrieve information more quickly and accurately. In order to meet the increasingly diverse need of users quickly and accurately, librarians are required to have competency in the field of information technology and are expected to deliver it with good communication.

Sulistyo-Basuki (1991) defines information technology as the technology used to store, generate, process, and disseminate information. Sulistyo-Basuki also adds that those that belong to information technology are among others: (1) telecommunication, (2) optic communication system, (3) tape-video system, (4) computers, including computer vision, data environment, and expert system, (5) microform, (6) voice communication with the aid of a computer, (7) data network, (8) electronic mail, (9) videotext and teletext.
The competency of information and communication technology is a combination of competencies in adapting computing hardware and software with the ability of communication network used for various purposes.

According to Sulistyo-Basuki (2006:8) information and communication technology competencies that should be owned by librarians include: using web browser and finding out its function; collecting data from various resources; reviewing and assessing the use of ICT in library; understanding the computer's operating system; using computer software; understanding hardware and the communication interface; data analysis; using compression data software; installing and maintaining printing machine; understanding the technique used by system analyst and designer; understanding the basic concept of system analyst; and providing technical assistance in installation and maintenance.

Meanwhile, according to Dewiyana (2006:29), the sequence of ICT competencies are:
a. Competencies in the field of technology and network management:
- Ability to use PC with a higher level than the normal everyday use
- Ability to analyze internal and external user network
- Ability to be the gate-keeper of technology in organizing sources of information

- Ability to follow the progress and to understand information technology and its equipment
- Proficient use of in-house equipment for collecting, disseminating, and sharing information

b. Management of media storage and retrieval:
- Have the knowledge of various types of emerging storage and retrieval means.
- Always develop the knowledge and skills to anticipate the development and changes in the information industry in the future.

c. Skills in the field of information:
- Match the information needs with the information resources.
- Have expertise of the source and content of information.
- Have the expertise of information searching.
- Able to identify, evaluate, and recommend information resources.
- Provide the best medium to access information.
- Able to use the skills of organizing information into knowledge.

C. RESEARCH QUESTIONS
The aim of this research was to establish a competency profile standard of teacher librarians in optimizing the use of ICT in secondary level school libraries. Hence, this study is guided by the following research questions:

    1. How is the profile of educational qualifications and competency of teacher librarians in secondary level?

    2. How is the optimization of the use of ICT by teacher librarians in secondary level?

    3. What is the required standard in the use of ICT for teacher librarians in secondary level?

D. METHODOLOGY
This research used qualitative approach with survey method. This method was used to determine in detail the real condition and set the standard of teacher competency profile in using ICT in the school library. The object of this study is the teacher librarians in secondary education in the province of West Java with the distribution area of Bandung City, Cianjur Regency, Tasikmalaya City, and Sumedang Regency. The number of high schools studied is three schools for each region and the number of library administrators is 12 people.

The data were collected through the following techniques:
a. Filling questionnaire was conducted to collect data from managers and librarians and other library staff to discover the facts about the competency profile of teacher librarians in the use of ICT in the school library at secondary education level.

b. Observations were carried out to corroborate the data and find facts about the competency profile of teacher librarians in the use of ICT in the secondary level school library.

The collected data were analyzed using qualitative analysis technique. The data analysis began with establishing the facts finding from the field. Then the data were presented with diagrams, tables, images, and other forms of integration of facts. As the final result, the data were interpreted, developed into propositions, principles and standards in the use of ICT for teacher librarians in secondary level school libraries.

E. DISCUSSION
 This research was conducted at 12 senior high schools in four cities/regencies in West Java, namely SMAN 3, SMAN 4 and SMAN 9 in Bandung City; SMAN 1 Cianjur, SMAN 1 Cilaku and SMK 1 in Cianjur Regency, SMAN 1, SMAN 2, SMAN 5 Tasikmalaya in

Tasikmalaya Regency; SMAN Jatinunggal in Sumedang Regency; all have library service that have been using Information and Communication Technology.

The research results showed that in general the library administrators/teacher librarians in the schools that became the sample of this study had realized that to meet the users' demand, the school library needed to be supported by the library administrators/teacher librarians who were able to use ICT to improve its service. ICT in school libraries had supported the library administrators/teacher librarians to organize library materials, perform pick up the ball service, and support the information literacy education and all the ins and outs of administrative organization of school library.

Regarding the competency profile standard of school library administrators/teacher librarians in optimizing the use of ICT in secondary level school library, the condition in the field showed the followings.

1. The competency profile of school library administrators/teacher librarians in secondary education in information and communication technology.
The competency profile adapted the 21st Century Skill analyzed in this study, as shown in Table 1 below.

Tabel 1: The Competency Profile of Library Administrators/teacher Librarians

Item	Owned (%)	Not Owned (%)
Learning and Inovation Skills	58	42
Information, Media and Technology Skills	62	38
Life and Career Skills	66	34

Generally, the measurement of competencies of the library administrators/teacher librarians or often called library staff, with the adaptation of 21st Century Skills in the schools was at the range of adequately have all the competencies required, between 58% up to 66%. This range of percentage was deemed enough to give confidence to the researchers that the library administrators/teacher librarians strived to always meet and develop the competencies that support their daily duties both in the library and in the field of study that they dealt with. The library administrators/teacher librarians we are familiar with in many schools have two strategic functions in the education process: becoming subject teachers and library staff at the same time as additional duty at school due to the lack of teaching hours required, in accordance with the government regulation which is 24 teaching hours a week.

The educational background of the teachers (at least undergraduate in their field of study) who became the library administrators was one indicator that they had the motivation to improve their competencies as library administrators/teacher librarians, especially in using ICT in organizing the libraries. From the interview, it was found that in general they improved themselves by attending training on the administration of school library whether organized by the government, non-government organization or association. It was just unfortunate that training practice related to the improvement of ICT application for library administration activities was lacking, while the theory given was very promising. As a result, the use of ICT in library became slow. Yet, Ishak (2008) revealed that library and library administrators today were demanded to be able to change in accordance with the social change of its users. To anticipate the demand, library and library administrators should prepare the followings: make use of information technology infrastructure, use and manage content, use good human resources, and pamper the users.

In addition, it is important to note that library activities at each school are very different, dependent on the personal ability of the teacher librarians, on the school preparation of the necessary infrastructure as a real form of a library, as well as the area or the geographic location that help determine how the library develop.

2. The Optimization of the use of ICT by library administrators/teacher librarians in secondary education.

The description of the optimization of the use of ICT by library administrators/teacher librarians in secondary education can be analyzed in the table below.

Tabel 2: The Optimization of the Use of ICT in School Library

Item	Yes/Have used ICT (%)	No/Haven't used ICT (%)
Utilization of hardware in library activities (procurement, processing, service and administration)	89	11
Utilization of software in library activities (procurement, processing, service and administration)	62	38

The table above indicated that, in general the use or utilization of hardware and software in library activities was satisfactory, ranging between 62% and 89%. In this case the utilization of hardware tended to dominate, meaning that there were still libraries that already had adequate software but were not well adapted due to the limited expertise of human resources available.

Library administrators/teacher librarians still tended to be assisted with manual tools in conducting administration activities in library, relied a lot on printed materials in the procurement of library collection, processed library materials in printed form with very minimum variations, and provided service with manual system which had not integrated in the system. To complete the information needed by the users, library administrators/teacher librarians used hardware to find information in the internet. The findings indicated that the competencies of information and communication technology of library administrators/teacher librarians were the combination of competencies in adapting computer hardware and software with the ability of communication network used for various purposes.

However, according to Sulistyo-Basuki (1991) who defines information technology as the technology used to store, generate, process, and disseminate information, information technology involves: (1) telecommunication, (2) optic communication system, (3) tape-video system, (4) computers, including computer vision, data environment, and expert system, (5) microform, (6) voice communication with the aid of a computer, (7) data network, (8) electronic mail, (9) videotext and teletext. When the study was conducted, the library administrators/teacher librarians thought that with the ability to use computer hardware, they already had ICT competencies while the ability to increase the efficient use of ICT especially with regard to the application of software and ICT function to improve services to users could not be fully executed. Those suggested by Sulistyo-Basuki (2006) about the competencies for library administrators/teacher librarians in using ICT had not been indicated. It was hoped that the suggested competencies could be achieved, which include: using web browsers and finding out its function; collecting data from various resources; reviewing and assessing the use of ICT in library; understanding the computer's operating system; using computer software; understanding hardware and the communication interface; data analysis; using compression data software; installing and maintaining printing machine; understanding the

technique used by system analyst and designer; understanding the basic concept of system analyst; and providing technical assistance in installation and maintenance.

3. The competency standard required in the use of ICT for school librarians in secondary education.
The description of the competency standard in using ICT in school library can be analyzed in Table 3 below.

Tabel 3: The Competency Standard of the Use of ICT in School Library

Item	Owned (%)	Not Owned (%)
Attitude	71	29
Knowledge	87	13
Skill	53	47

In connection with the competency profile previously analyzed, it can be elaborated that the competency standard required and attached to teacher librarians in the use of information technology in secondary education includes basic attitude or values, knowledge and skills applied in carrying out tasks in the library. In the age of information, individuals are getting easier to obtain information quickly with the rapid development of information technology. The implications of the development of information technology for the library are among others triggering the development of digital libraries and information access via the internet, which allow individuals to obtain ease.

Based on the data obtained, generally the aspect of knowledge dominated about 87%, attitude 71 % and skill 53%. Knowledge of the development of communication technology can help individuals overcome distance and time in communicating thus can access and obtain information more quickly and accurately. In order to meet the increasingly diverse needs of users quickly and accurately, dynamic attitude in dealing with changes and development of technology is a must because library administrators/teacher librarians should prepare for the latest information supporting the learning process. The latest information is commonly obtained through networks. Dynamic attitude and desire to move forward were already owned by the library administrators/teacher librarians. Yet, the problem of infrastructure and budget support for ICT software application training in library often hindered the creative and dynamic attitude to properly manage the library. The waiting for the presence of infrastructure and budget to develop the library resulted in the notion that library administrators/teacher librarians did not have good attitude in managing the library.

Nonetheless, the findings showed that the library administrators/teacher librarians had used web browser, collected data from various resources, used computer software, used data compression software, installed and maintained printing machine, and used ICT tools to organize information and services in the library.

F. CONCLUSIONS
All in all, the library administrators/teacher librarians in the schools that became the sample of this research always met and enhanced the competencies that supported their daily tasks in the library and in their field of study, by trying to take advantage of the hardware utilization to improve the library service to the users.

The following conclusions can be drawn:
1. The competency profile of library administrators/teacher librarians is as subject teachers who receive additional tasks to manage the library. Functionally, they are part of the educative function group, not a librarian group. They put priority in their function as subject teachers and thus put managing library as the second priority. Their educational background

as subject teachers indicated that the majority of the library administrators/teacher librarians had willingness to study and make innovations in the library; tried to have information, media and technology literacy skills; as well as the ability to enliven the life and career related to their fields.

2. The use of ICT in school libraries is considered as the use of hardware instead of the implementation of software for library activities.

3. The competency standard of the majority of library administrators/teacher librarians in using ICT is considered good, they show good attitude, knowledge and skill but often hampered by the lack of infrastructure, budget, and practice training to apply ICT in the school library.

G. RECOMMENDATIONS
This study proposes the following recommendations.
1. Library administrators/teacher librarians should have functional status as librarians, not educative function as subject teachers.

2. Library administrators/teacher librarians need training to use software to be applied in managing the school library.

3. Library administrators/teacher librarians need to be supported by infrastructure and budget to optimize the use of ICT in school library.

4. The dynamic attitude of library administrators/teacher librarians need to be maintained by giving motivation so that the attitude can be well developed. The existing knowledge owned in the stage of understanding and comprehending need to be developed to the stage of implementing, analyzing, and synthesizing. The ICT skills need to be formally trained in order to be able to build network in meeting the users' need for information.

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Biographical note
Yooke Tjuparmah, as senior lecturer in Library Science Program in UPI Bandung, had a comprehensive experience on running university library system as top management.
 Riche Cynthia Johan, as a lecturer in Library Science Program, had conduct on many research dealing with ICT and the usage in library.

Nadia Hanum, as a lecturer in Educational Technology Program doing her activity on research about resources for learning.

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

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Abstract

The National Institute of Library and Information Sciences (NILIS), an Institute affiliated with the University of Colombo, in Sri Lanka, was established in 1999, with the main objective of training Sri Lankan school librarians and other library staff, under the World Bank project. Accordingly, in 2002, NILIS commenced Certificate, Diploma, and Post-graduate courses for teacher librarians. Concurrently the Ministry of Education selected and trained 4000 teacher librarians with the assistance of NILIS. The training consisted of short term and long term programs commencing at the certificate level and leading to the post graduate level . Teacher librarians were mainly trained to manage school libraries; while being empowered to teach the subjects in which they specialized in the university, or Information literacy, in order to give them the same status as the other teachers. To date NILIS has trained around 2000 teacher librarians under the different categories. In this study, the number of training sessions conducted, number of teachers trained, and the outcome of the programs are elaborated and discussed. Finally, the performance of the teacher librarians after the completion of the masters in teacher librarianship course conducted by NILIS is critically discussed, using the data collected by the interview method with the random sampling technique. The results show that most of the teacher librarians trained at NILIS are performing school library organization activities at a more satisfactory level than prior to receiving their training. Nevertheless, the teaching of information literacy by the teacher librarians to the school children is not being fulfilled at a satisfactory level. Most of the teacher librarians who have obtained higher professional qualifications at NILIS are unsatisfied due to problems with regard to their promotional schemes. Since 2005, NILIS and other relevant bodies have been striving to resolve the problems of the teacher librarians, but so far their efforts have not been successful.
Key words: Teacher Librarians, NILIS, School Libraries-Sri Lanka

Introduction

The school library or Library and Information Resource Centre is considered as the nucleus of the school education system. With the explosion of a variety of information and information sources, the role of the traditional school library and the school /Teacher librarian has changed drastically. Teacher librarians have been identified in the 21st century as the teachers, instructional partners, information specialists, program administrators, and leaders in the school. The teacher librarians "empower students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information" (Empowering Learners, 2009, p. 8). The teaching and leadership role of the school/Teacher Librarian was emphasized by the American Association of School Librarians (AASL) School library media specialists should initiate advocacy programs to promote the school library media program as essential to teaching and learning (AASL, 2009).

To achieve the best results from the school library, some variables have been identified in the literature; such as the teaching style of the classroom teacher, the quality of the school library collection, the effectiveness of the school library facility, the level of expertise of the teacher-librarian, the school culture, the instructional leadership of the principal and the previous training and experience of the staff, etc. In this study, the focus is on the training and education of teacher librarians.

> Teacher-librarian is defined as: "A professional teacher with a minimum of two years of successful classroom experience and additional qualifications in the selection, management and utilization of learning resources, who manages the school library and works with other teachers to design and implement resource-based instructional programs (Asselin, Branch & Oberg, 2003, p. 84).

The National Institute of Library and Information Science

The National Institute of Library and Information Science (NILIS), affiliated to the University of Colombo, Sri Lanka. One of the main objectives of the institute is to provide postgraduate education and general training facilities in the Library and Information Science field, with special attention to the school/teacher librarians and staff. The NILIS courses have been designed not only to teach school library organization and management, but also to teach how information resources could be used effectively and efficiently, for teaching and learning purposes.

The establishment of the institute was initiated with the World Bank funded General Education Project 2, (GEP 2). The GEP 2 project (1993-2003) focused mainly on improving the different education sectors in Sri Lanka including the School Library sector. The traditional teacher centered rote learning method that prevailed in Sri Lankan schools needed to be changed to new resource based student centered school education. Under the GEP 2 project, 4000 school libraries were developed to facilitate resources based school education. Therefore the necessity arose to train and equip with the higher qualifications, the newly recruited 4000 school librarians, and other obligatory human resources needed for the newly developed 4000 school libraries. Thus the need arose to establish a training institute affiliated with a university to train the teacher librarians. Concurrently, in order to develop the school libraries in Sri Lanka, the School Library Development Unit (SLDU) was established under the Ministry of Education. SLDU, in collaboration with NILIS, conducts many training sessions for teacher librarians, teachers, principals, and subject directors, with the objective of promoting resource based education throughout the Island, in addition to its school library administrative process. NILIS was established in 1999 by an ordinance under section 18 and 24 of the Universities Act No. 16 of 1978, as an institution affiliated to the University of Colombo. NILIS is located in the faculty of Education premises of the University of Colombo and has been given authority by the Ordinance to perform a number of functions; such as to admit students, to provide instruction, training, and research in LIS subject areas, to determine postgraduate degrees, diplomas, certificates, and other academic distinctions to be awarded in LIS, to conduct examinations, and award degrees. One of the primary objectives of the institute is to train the human resources required for the vast school library sector in the country. In addition to the above, NILIS is empowered to conduct other postgraduate programs in the Library and Information Science (LIS) field and produce the necessary high quality human resources for the universities, research institutes, government departments, local government authorities, and other library and information sectors in the country. Another major objective of NILIS is to conduct continuing professional development (CPD) programs for LIS professionals to enable them to update and upgrade their skills and knowledge.

The University Grants Commission (UGC) of Sri Lanka is the main controlling body of NILIS. The Director of NILIS is appointed by the UGC upon the recommendation of the

Board of Management. The NILIS board of Management is the executive body which administers the property and funds of the institute, and determines all other matters pertaining to the institute. The Director is the principal academic, administrative, and accounting officer of NILIS . Recommendations for the NILS academic activities are made by the academic committee, which are finally approved and recommended by the Council and Senate of the University of Colombo.

According to the modern education concept, the school library is the focal point in developing school students' Independent Learning Skills and Resource-Based Learning programs.   In keeping with these main objectives, NILIS has designed all its courses to meet the requirements of teacher librarians and school librarians. NILIS commenced its' teaching and training programs in January 2002 with a three days workshop for the training of teacher librarians. In 2002 and 2003 NILIS completed a five-day workshop for the 2800 teacher librarians, in collaboration with the Ministry of Education. At these workshops, teachers and teacher librarians were given a basic understanding of the role of the teacher librarian, collection development, cataloguing, classification, library management, reading promotion and developing information skills of students, circulation and other reader services and methods of evaluating school library services. The manual written by the subject experts was used by the trainers conducting the workshops, in order to maintain the same standard throughout the Island. NILIS offers the following facilities to students: a fully equipped library with the latest print and electronic resources for teacher librarianship, Audio/ Visual materials related to teacher librarianship, three computer labs, modern lecture theatres, affiliation to the main libraries in the main Colombo city, and qualified permanent and visiting lecturers. In 2002, NILIS commenced its first certificate course which was the Certificate in school library organization and administration (CSOA), with 25 students. In 2003 the CSOA was developed into two courses to cater to the teachers and non-teaching school library staff. One course was named Certificate in School librarianship (CSL), a six-month course for the school library staff, and the other was the Certificate in Teacher Librarianship (CTL), a six-month course for teacher librarians. Over 500 teacher librarians and school library staff were trained in both of these courses. The course Information Technology for Teacher Librarians was introduced in 2004. Around 43 teachers followed the course between 2003-2005. Subsequently the ICT skills curriculum was integrated with all the courses at different levels. In 2003, The Diploma in Teacher Librarianship (DTL), a 300hrs course was commenced for non-graduate trained teachers with 22 students enrolled. In 2011, a new course, the Diploma in school librarianship was commenced with the aim of giving a higher qualification and training to those who completed successfully the CSL and CTL courses. The course commenced with 22 students in 2011, and by 2012 there were 36 students enrolled.
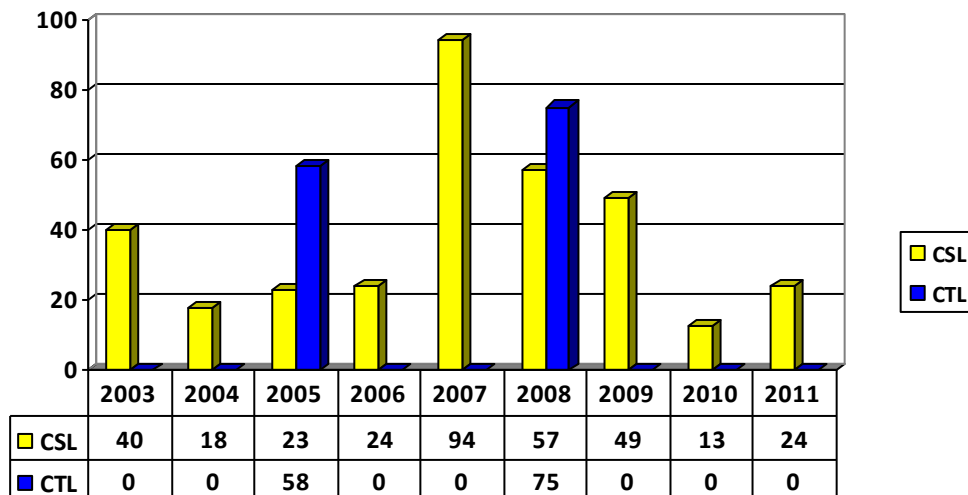
	2003	2004	2005	2006	2007	2008	2009	2010	2011
CSL	40	18	23	24	94	57	49	13	24
CTL	0	0	58	0	0	75	0	0	0

Figure 1. Number of Students that Followed CSL & CTL Courses

The Postgraduate Diploma in Teacher Librarianship (PGTL) (Full time I year, Part time 2 years) program designed for the teachers with a Degree in any discipline, and selected to work in school libraries, commenced in 2003. This course is being conducted annually on a full time and part time basis, according to the availability of the number of students. Since 2003 up-to 2011, 159 students have followed the course.

The Masters in Teacher Librarianship (MTL) Program (full time) 1 year, (part time) 2 years, is designed for teacher librarians, Educational Administrators and teachers with a Degree in any discipline and PG Diploma in Education/ PGTL. The first batch of students for this course enrolled in 2003. Up to 2012, 107 students have enrolled for the course. The first graduation ceremony of the NILIS first batch of postgraduate students was held in April 2005. The statistics were as follows: Masters in Teacher Librarianship - 18 students, Post-graduate Diploma in Teacher Librarianship -10 students.

The M Phil/PhD Program commenced in 2007 with seven students. In 2012, a teacher librarian who completed his Masters in Teacher Librarianship at NILIS in the English medium in 2007, registered for his PhD.

In addition to the main study courses, NILIS and its academic staff have contributed immensely towards conducting seminars, workshops and training sessions.

The following table depicts the seminars, workshops and training sessions that were conducted in 2012, with the patronage of the school library development unit of the Ministry of Education.

Table 1. Seminars, Workshops and Training Programs in 2012

Name of program	Number of Participants
Pre-preparation Workshop on Library officials training for Northern Province 2012.03.01 – 02	15
Preparing Manual for Children's Literature (Research program) 2012.03.01-02	40
Training Program for Teacher Librarians Education Development Centre 2012.03.19-20	40
Preparing Manual for Children's Literature: Educational Practice Program 2012.04.23-25	40
Training Program for Principals of Model School Library Learning Resource Centers in island wide 2012.05.28-30	18

Training Program for Teacher Librarians 2012.06.25-26	40
Trainer for Training Program on Subject Related Reading Camp (Geography) in Southern Province 2012.09.09	15
Two day Workshop for Library Teacher and Teacher Librarians 2012.09.10-11	40
Trainer for Training Program on Subject Related Reading Camp (Science) Uva Province 2012.09.24-25	30
Preparing Manual for Children's Literature: Portfolio Evaluation Program 2012.10.11-12	40
Trainer for Training Program on Subject Related Reading Camp (Sinhala Language) North Central Province 2012.10.29	30
Pre-preparation Workshop on Library Officials Training in Eastern Province 2012.11.04-06	15
Trainer for Training Program for Zonal Library Co-ordinators in Northern Province 2012.11.25-27	15
Training Supervision Program (Northern Province) 2012.12.28-30	15

Empowering 8 Information Literacy model

Consequent to the tremendous advancements in the Information Age towards the end of the last millennium, it was observed that there was a lacuna in the school and other library sectors with regard to the practical application of the Information Literacy concept in Sri Lanka. NILIS identified this gap and initiated the introduction of the Information Literacy concept by jointly organizing an international workshop with IFLA- ALP in 2004. Delegates representing ten South and Southeast Asian countries and 40 Sri Lankans participated in this workshop.

> When a plethora of IL models are already available, one may question why the wheel is being re-invented. Re-inventing the wheel or developing another model is essential because of the composite culture and local conditions in these countries. If an existing model used in a developed country is imposed, it would be difficult for the stakeholders to understand the philosophical roots behind the model. Therefore, the workshop participants, throughout five days worked from identifying the need of IL through comparison of different models to building the E8 to suit the local needs of the region. (Wijetunge 2004)

The E8 model consists of the following components: Identify, Explore, Select, Organize, Create, Present, Assess, and Apply, and it is a cyclical process that can be applied and implemented by all teacher librarians, teachers, and students for their teaching and learning purposes. The model was introduced to the general education system at a ceremony graced by the secretary, Ministry of Education. Since then NILIS has been conducting Information Literacy training programs (based on Empowering 8 model) for Education Administrators, School Principals, Teachers, and Teacher librarians with the collaboration of the School Library Development Unit of the Ministry of Education, and the Provincial Education Departments.

Methodology and Results

The Teacher Librarians who followed the Masters in Teacher Librarianship (MTL) course conducted by NILIS is the population of this study. The sample for this study was selected from those who followed the MTL, using the probability systematic random sample method. The sampling frame was based on a list of 107 students who had followed the MTL course during 2003-2011.
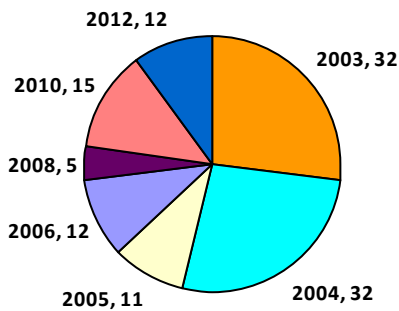
Figure 2. Number of Students that Number of Students that followed MTL Course
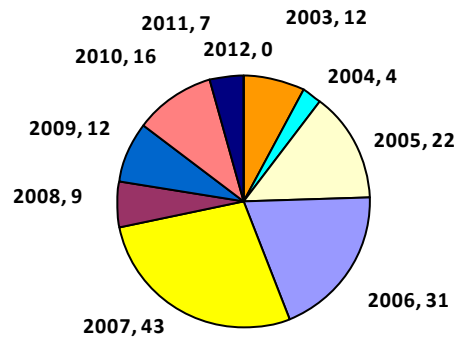

Figure 3. Number of Students that Number of Students that followed PGTL Course

The list was arranged in alphabetical order and the name of every fifth student was selected for the study. Therefore the total random sample was 20. Data collection was done via a telephone interview, to which 12 participants responded. The final sample included nine teacher librarians and three teachers who had followed the MTL course. The respondents included seven female and five male participants.

The results revealed that all participants were happy and satisfied with the MTL course content and the consequent skills they gained during the study period. But they are not happy and satisfied with the facilities and avenues that are available in the school libraries to put into practice what they have learned from the course. All 12 participants expressed their displeasure and dissatisfaction since the MTL qualification has so far not been taken into account in their promotion schemes, unlike the Masters in Education (Med).

One of the main components of the MTL course is developing information literacy skills among the school children by teacher librarians. In the interview the researcher questioned whether the participants had taught information literacy skills to the students. Except three teachers all other nine teacher librarians responded that they had conducted library orientation programs; but teaching information literacy skills for the students had been done only by three teacher librarians. The reason why they could not teach information literacy was because they were assigned to teach other subjects in the school; the respondents did not integrate information literacy skills teaching into their subject related teaching. As highlighted in the instructions to the school principals by the Ministry of Education, assigning teaching responsibilities to the teacher librarians is a favorable sign of recognition of teacher librarians as teachers. Prior to these instructions most teacher librarians were treated as office or administrative staff of the school libraries.

Another question of the researcher was whether the participants had done any library based education programs for the teachers, in order to educate them on how to use library resources for their teaching learning process. This is another area which is given priority in the MTL course. Only one teacher and four teacher librarians had done such programs for the teachers. That too had been done once only, and not continuously. The respondents emphasized that the continuous training sessions are essential to enable the teacher librarians to carry out their duties efficiently.

To the question "Have you motivated teachers to come to the library with the students to perform their resource based teaching and learning?" all respondents replied that although the students come to the library during their library period, they are not accompanied by the teachers because there is inadequate space in the library for teaching. Usually in Sri Lanka a government school class room consists of 50 students.

Initially, the 2003 and 2004 MTL course students were teachers, as during that time the Ministry of education recruited trained graduate teachers to the school libraries. But in 2005,

when untrained graduates were recruited as teacher librarians, they were assigned to manage the school libraries. This was the scenario which made the teacher librarian concept an enigma. According to the definition of a teacher librarian, he/she should possess at least two years classroom teaching experience. The first batch of teacher librarians who were trained for the school libraries in 2003 were well-qualified, recognized teachers of the schools. Subsequently the recruitment policy was changed to facilitate the appointment of unemployed graduates as teacher librarians. As a result, the previously trained professional teachers turned to their own subject teaching while the newly recruited graduates undertook the duties of the teacher librarians.

Discussion and Conclusion

With the introduction of the GEP 2 project to the Sri Lankan school libraries the NILIS, SLDU, Teacher librarians, School library and Resource centers, Resource based education and Information literate school community became current topics which brought about a paradigm shift in the Sri Lankan school education system. Although all teacher librarians appointed by the Ministry of Education are required to follow the NILIS post-graduate courses to improve further their professional development, to provide better service to the school community, many are reluctant to follow the NILIS Postgraduate and Masters courses, which have been specially designed for the teacher librarians. They prefer to follow the Post-graduate diploma in teacher librarianship and the Masters in teacher librarianship, which are the stipulated qualifications laid down by the Ministry of Education for their promotions.

All the teacher librarians and teachers who have followed the NILIS courses are appreciative of the course content and the knowledge they have gained; but unfortunately they are dissatisfied, because the environment and the facilities available to them are not appropriate to practice what they have learned. For the past ten years, NILIS, SLDU and stakeholders have been attempting to streamline the promotional scheme of Teacher Librarians who have obtained NILIS postgraduate qualifications, but have been unsuccessful in their attempts. This is an extremely important issue that all stakeholders should work to resolve.

Figures 2 and 3 show that the number of post-graduate students following the teacher librarianship courses conducted by NILIS have been gradually dwindling, and at present are few in number; thereby adversely affecting the school libraries and their development in the future. Urgent remedial action is needed to rectify this situation. All the respondents were unanimous in their opinion that continuous training sessions should be imperative, in order to enable the teacher librarians to carry out their services effectively and efficiently

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Biographical note

Ranaweeragei Prasanna P.R. has been employed as a Senior Lecturer at the National Institute of Library & Information Sciences (NILIS), University of Colombo, Sri Lanka, since 2005. While teaching for the post-graduate teacher librarianship courses, he also conducts regular workshops for teacher librarians and teachers, aimed at developing information literacy competencies. He has presented over ten conference papers, under the subject of information literacy, at local and international conferences. At the same time he has published Journal articles in Sri Lankan LIS refereed journals. His academic background includes a Master of Arts degree, and Masters in Library and Information Science, with the B.A. and Diploma in English language. His career in librarianship commenced in 1992 . Since 2011 to date, he has been following a Ph D course at the University of Malaya.

Issues in Teen Technology Use to Find Health Information

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

Key Words: gender, health, information seeking, Internet, social media

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

To investigate this issue, I reviewed the professional literature available through several database aggregators: CINAHL, ERIC, ejournals, Academic Search, and Dissertations Abstracts. Because the advent of social media has expanded the dissemination and interaction with health information, I limited my review to research published since 2007. I focused on the population of youth between 12 and 18 years old within the United States. Furthermore, I focused on information seeking behaviors more than information receiving efforts; that is, intentional information seeking rather than passive consumption of other-initiated information disseminators.

Teen Information Seeking Behaviors
Seeking health information is a normal teen task, part of their maturation processes. Such seeking is part of teens exploration of themselves and the world around them (Agosto & Hughes-Haseell, 2006). The range of health information sought by teenagers demonstrates varied needs: illnesses, accidents, chronic conditions, STDs (including HIV/AIDS), nutrition, fitness, sexual activity, pregnancy, and mental health issues. The most popular topics deal with sexual health and drugs (Eysenbach, 2008).Teens tend to seek information out of need or fear, such as a personal problem, rather than as a proactive effort to be healthy, such as eating nutritionally (Larsen & Martey, 2011). Nor did they tend to look for pain management advice (Henderson, et al., 2013); it should be noted that those who did seek such information tended to be female risk-takers or self-medicators. As another instance, teens seldom used the Internet to find contraception or abstinence information. On the other hand, they would look for information that might avoid "genes as destiny" syndrome or counteract past poor health choices. Some may also seek health information to address some kind of social stigma that is health-based, such as acne (Lariscy, Reber, & Paek, 2011). However, a lack of guaranteed privacy makes teens wary about accessing LGBT or HIV information (Magee et al., 2012).

Mental health provides an interesting lens for information seeking. A third of teens experience mental health difficulties, and more than ninety percent of them search for help online because they are more comfortable seeking information anonymously, and they are also technologically comfortable. Such online assistance can lower mental health stigma (Burns, Durkin, & Hons, 2009). Nevertheless, youth are cautious about computerized therapy, so mental health professionals need to learn how to engage teens effectively online (Stallard, Velleman, & Richardson, 2010). In researching online suicide prevention communities, Greidanus and Everall (2010) discovered that trained crisis interveners provided social support and referrals for offline services. Successful online teen help-seekers started supporting their traumatized peers online, thus developing an online support community. In another study of online mental health services, Havas et al. (2011) found that teens wanted a website that targeted them, which included self-tests and anonymous help.

Barriers to Health Information

Several barriers to health information exist)Yager & O'Keefe, 2012). Teens can be ignorant about some aspects of health and do not have a sound knowledge base on which to determine the validity of health advice. Nor does it help that filtering software further limits students' access to valuable online health information (Gray et al., 2002). Some teens are struggling readers or may have language barriers. Even so-called digital natives may have technology deficiencies or have poor physical access to technology. Those in rural areas have the added problem of the "last mile" of hard-cable Internet connectivity. Rural populations are also more likely to lack a connection with health professionals (Boyd et al., 2011), although teens in general do not know how to choose and contact health professionals independently from their parents (Eysenbach, 2008; Manganello, 2008). Teens are particularly sensitive to issues of social stigma or acceptance as well as gossip (Lariscy, Reber, & Paek, 2011). Personal educational background also impacts information seeking strategies. In addition, attitudes and expectations about health are culturally contextually; for instance, in some cultures, health is a private concern, and in other cultures, hospitals are a place to die rather than to get well (Rushing & Stephens, 2011). In addition, notable subgroups at higher risk in terms of health information seeking include youth with special needs such as disabilities, LGBT, teenage parents, rural youth, illiterate teens, poor teens, and teens of color (e.g., Latinas) (Dobransky & Hargittai, 2012; Roncancio, Berenson, & Rahman, 2012).

Decision-Making

In terms of the health information decision-making process, teens intentionally seek information in order to solve a problem that challenges personal abilities (Cornally & McCarthy, 2011). They prefer interpersonal interaction, and want information about and support from service providers, which becomes a strengthened relationship with health professionals later on (Santor, 2007; Ybarra & Suman, 2008). On the other hand, health professionals sometimes discount the social and emotional ramifications of teen's health problems, which drives teens to peers and the Internet for advice (Lorence & Park, 2007). Overall, teens tend to prefer seeking information informally from friends and family; next in preference are formal school-based sources. Both sources are generally preferable to the Internet (Dowdy, 2012; Whitfield et al, 2013). Interestingly, at the same time that school-based sex education was provided less often, teen use of the Internet increased (Jones & Biddlecom, 2011); nevertheless teens often questioned the reliability of online information about sexual health.

Of course, even if teens obtain accurate, valid health information, there is no guarantee that they will follow that advice (Ye, 2010). Part of teen's growing independence is their realization that they can make decisions for themselves, even if those decisions are not in their own best interests.They also tend to have less faith in adults, and want to challenge them as well as assert their own individual authority (Eysenbach, 2008). To that end, then,

librarians can leverage this window of opportunity to help teens gain expertise in analyzing information, synthesizing it, and acting on it with discernment (Bergsma, 2008).

Technology Impact
Proportionally, teens use the Internet more than any other age group; three-fourths of older teens seek online because of its convenience, anonymity (fear of stigma), affordability, social networking opportunities, and potentially personalized information (Edwards-Hart & Chester, 2010). They also like online self-tests and anonymous help (Burke & Hughes-Hassell, 2007). Unfortunately, younger teens are less apt than older teens to seek online health information, including on sexual topics, even though they experience greater risks if sexually active (Pierce, 2007). On the other hand, online information may be inaccurate (including from peers), and teens often have poor searching and evaluation skills (Skopelja, Whipple, & Richwine, 2008). Particularly since health issues constitute only five percent of all information that teens seek online, and many have limited health savviness, then it can be even harder to discern the quality of Internet-delivered health information (Eysenbach, 2008). In a study of teen health literacy by Ghaddar et al. (2012), researchers found that exposure to credible sources of online health information was associated with greater health literacy, which can serve as a useful strategy for librarians to employ. Furthermore, youth tend to generalize the quality of Internet sources rather than compare and prefer specific sites based on relative authority (Eysenbach, 2008). Sometimes there may be too much information to sift through, and other times there is a dearth of information (e.g., few online resources address deaf issues). In addition, access to digital resources remains inequitable, as noted above, and filtering software limits information seeking in schools. Issues of privacy and confidentiality also exist (Burke & Hughes-Hassell, 2007).

It should be noted that the motivation for seeking health information impacts the searching strategy. For instance, as sexual activity increases, information becomes more relevant and needful (Whitfield et al, 2013). As another example, teens are more likely to view pro-drug websites than anti-drug websites, even in the face of strong anti-drug media campaigns. Indeed, teens who have had been given prior drug prevention information are more likely to be curious and seek drug information. Youth with drug-using friends and who have more unsupervised time are more likely to use the Internet, and to access pro-drug digital resources. They tend to want to find information that confirms their existing stances (Belenko et al., 2009).

In any case, when teens do find useful health information, they are more likely to improve and strengthen relations with health professionals. Interestingly, teens and other people will search for health information even if they intend on seeing a health professional because it helps them feel more prepared to discuss health issues with medical personnel. Patients may also search for health information after meeting health professionals in order to confirm the new knowledge (Bell, Orange, & Kravitz, 2011; Eysenbach, 2008).

Gender Issues
Several gender issues emerge from teen health information seeking practices. Females are twice as likely as males to seek health info online, largely because of male peer norms and perceptions of male sexuality, which translates into denial of health problems (Beamish et al, 2011; Gahagan et al., 2007). On the other hand, females have less access to technology, and less technology skills, than males have (Lorence & Park, 2007). Females are more likely than males to seek information on behalf of family or close friends (Abrahamson et al., 2008; Zhao, 2009). Females are more concerned than males with violence and victimization relative to sexuality information Goldman & McCutchen, 2012). Girls are less likely than boys to view pro-drug websites (Belenko et al., 2009). On the other hand, girls are more likely than boys to seek information about weight loss, and they often use unhealthy practices learned online such as binge self-purging (Lax & Berenson, 2011; Smith, Massey-Stokes, & Lieberth, 2012).

Libraries' Role in Seeking Health Information

Librarians can serve as an important mediator in teen health information seeking behaviors, several of which were noted by Crutzen (2010). Here are recommendations derived from the literature:

- Identify teens' health interests.
- Locate/provide social media sources (Lariscy, Reber, & Paek, 2011).
- Provide developmentally appropriate health websites (Burke & Hughes-Hassell, 2007).
- Provide community resources referrals.
- Provide health-related programming.
- Teach how to search.
- Teach how to evaluate information.
- Teach/facilitate health literacy, and collaborate with health educators.
- Identify health information mediaries.
- Tailor communication to teens: use text messaging, promote word of mouth, use videos (Crutzen, 2010).
- Personalize information (Burke & Hughes-Hassell, 2007).
- Use self-tests.
- Use incentives.
- Use reminders.
- Link health issues.
- Link with community-based interventions.
- Align with cultural and gender expectations.

An interesting approach to addressing teen health information is to train teens as peer health Internet navigators. In an online project about mental health resources, participants increased mental health awareness. In that project, girls were shown to be more informed and able to talk about mental health issues (Beamish et al., 2011). Peer coaching also improves self-efficacy and reinforces the concept of networked intelligence (Eysenbach, 2008).

Some ineffective approaches include: one-size-fits all, discussion boards, ask-the-expert "walls," and health eduction that does not address social influences. At the least, librarians need to understand the developmental and social cognitive issues behind information seeking behaviors (Paek & Hove, 2012). The more that they can connect with youth, gain their trust, and personalize the information task, the more effectively librarians can serve teens (Ye, 2010).

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Biographical note

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Building Healthy and Sustainable Communities for Youth: Life Skills, School Libraries, and Social Involvement

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Abstract
Healthy communities are based on social justice and mutual respect. Healthy communities for youth promote values such as fairness, equal treatment, accountability, opportunity, participation, and opportunities to make choices. This paper is based on definitions and activities from the U.S. President's Council on Sustainable Development (1993-1999). School librarians serve communities when they develop venues ensuring the development of social values and personal life skills for youth. Workable suggestions, including reading programs, for a variety of school situations are provided. Case reports are offered illustrating how school librarians can develop life skills for youth as active community social agents.

Keywords: Community, life-skills, librarians, social-agents, case studies

Introduction

Strong communities improve the lives of students and enhance their life skills. Life skills lead to long-term success. Strong communities give youth a sense of empowerment and self-worth. Schools and the school library play important roles in developing life skills and building supportive communities.

Our definition of a healthy and sustainable community comes from the U.S. President's Council on Sustainable Development. The Council's concepts are significant in that they outline what a strong community implies. In doing this, it suggests many roles school libraries can play in community development.

The Council states that a healthy community is based on social justice and mutual respect. A healthy community for youth promotes values such as fairness, equal treatment, accountability, opportunity, participation, and opportunities to make choices. It further states that:

> Sustainable communities are those communities which support the <u>dignity</u> of <u>families and individuals</u> and in which the <u>quality of life</u> is renewed and enhanced within the context of <u>responsible environmental practice</u> through <u>collective decision-making and action</u>. Sustainable communities depend upon the existence of a <u>social infrastructure</u> which provides for the basic needs of shelter, jobs/income, health, education, and social support (Lukenbill & Immroth, 2007, pp. 9-10, citing "Preliminary definition by working group of the President's Council on Sustainable Development).

Schools contribute to a community's social infrastructure in that they provide for education and social support and learning. School librarians become community workers as they develop venues that ensure and foster community values, and personal life skills. A healthy community provides continuous learning and educational opportunities.

All Youth Today Are at Risk

Most youth in all societies face challenges that arise from the structure of culture and society. These challenges often involve the conflict between individualism and group identity, and the rising expectations for youth to succeed within competitive societies.

Youth are also influenced by our modern celebrity culture and social media. These influences often affect how youth form values and behaviors. Likewise, in many counties we find the role of institutions in flux with changing roles for schools, government, religion, and the family.

Some examples of how schools and their libraries can address these issues are numerous. Information plays a key factor in what school libraries can do. Information needs of youth include:

    Basic health care;
    Community resources and how to develop access to community resources;
    Social and cultural issues;
    Conflicts and conflict resolutions;
    Safety issues;
    Violence, including bullying and other forms of harassment.

Youth receive conflicting messages from many quarters of society. Conflicts that raise questions about what is right, what is wrong, and does it really matter? Increasing availability of choices bring forth more conflicts. Youth may face choices of lifestyles, sexuality, drugs, recreations, and associations. Competition concerning values also place youth at risk.

Community traditions, family codes, and both secular and religious demands often conflict with the individual and his or her desires. The overall structure of society such as the demands for individualism and group identity can dissociate youth from their society. Rising expectations for youth in all cultures for success often brings conflicts and unhealthy competition. Another issue that youths face is that the role of major institutions in many countries are changing and in flux. In western societies especially this includes the family, schools, governments, and religions.

What can we do to help youth through the school library? We would like to discuss a few strategies that experts tell us can help in bringing about positive changes in communities.

Positive Strategies: Social Marketing
School libraries have always marketed their services in many ways. We may have used the "public relations," or "promoting the library"; but essentially we were using "social marketing techniques." Social marketing as a concept or practice was developed in the 1970s as a method to promote positive changes in society and to reinforce existing positive behaviors for social good and advancement (Kolter & Lee 2008; Weinreich, 1999; Zaltman, Kolter & Kaufman, 1972).

Techniques for social marketing are those pioneered by commercial marketing. Although social marketing draws upon commercial strategies, its primary goals are to promote the social good.

Governments and associations are often involved in social marketing campaigns. Even before the 1970s, social marketing campaigns often involved public polices such as health, safety, good citizenship, and responsibility.

A current campaign by the United States Health Department is aimed at informing women about the need for periodic health examinations especially concerning cancer. Such

marketing approaches are theoretically encased in well-conceived educational and public information programs and management.
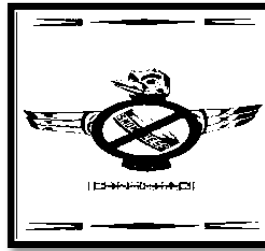

Figure 1: Social Marketing by the U.S. Government to Reduce Tobacco Use among Native Americans. Courtesy of the U.S. Government

Positive behavior and attitude change is essential in social marking. Social marketing is based on these responses patterns: **AIDA**.

Attention.	Gaining attention;
Interest.	Promoting interest;
Desire.	Creating desire;
Action.	Taking action.
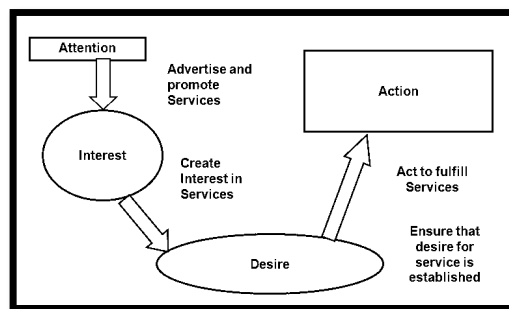
Figure 2: The AIDA Model and Its Attributes

Social Marketing need not be done alone by schools or libraries. Communities can help. In preparing a social marketing campaign, ask these questions about how the community-at-large can assist:

Institutions and Established Groups. What institutions in the community can be contracted to offer support to youths in school?

Persons of Respect. What individuals can be encouraged to advocate for and support youth?

Ideas. How can the community contribute ideas for supporting---how can these ideas be "packaged"?

Programs. What special and/or unique programs are offered or can be offered by youth organizations in the community?

Locations and Special Places. Are there locations in the community that seem especially suited for community resources centers for youth?
(Donovan & Henley, 2010; Weinreich 1999).

Case Study 1. "Teacher-School Library Media Specialists Collaboration through Social Marketing Strategies: An Information Behavior Study."

This is a study that we conducted to test principles of social marketing when applied within several school environments. The major objective of our study was to understand the social and professional dynamics that occur when social marketing principles are used to promote change. Our basic design used graduate students who were enrolled in a practicum course required for state certification as school librarians. They were instructed to conduct social marketing campaigns to engage teachers in collaboration projects. These students were qualified as they were already certified teachers and were near the end their studies for the master's degree in school librarianship.

Our study showed that when social marketing concepts are introduced into a school environment they must conform to traditional forms of communication within the individual school. Social marketing ideas must have clear appeal to the faculty in terms of their teaching responsibilities and time. Social marketing campaigns are most likely to succeed in schools where there is trust between teachers and their teacher-librarian. A clear understanding of both teachers and teacher-librarians of the boundaries that affect collaboration must be established. The AIDA model discussed previously worked well in our experiment

Our findings go well beyond teacher-librarian and teacher collaboration. It showed that the guiding principles of social marking can be applied to situations where teacher-librarians hope to reach out encourage cooperation in building healthy community identity within the school and its environs (Lukenbill & Immroth, 2007).

Positive Strategies: Change and Assessment of Needs
To change or modify a program, often a change strategy is necessary. Community assessment of needs is generally necessary before change can happen. This includes knowing the demographics and needs of the community and the school. Known needs are certainly included, but sometime there are needs that are not readily apparent that can be discovered through assessments.

An evaluation of the environment is a major part of assessment of needs. Psychologist Kurt Lewin developed the "Force-Field Analysis" model that can help us as we assess needs as well as how to bring about changes to meet needs (Lewin, 2006).

Force Field Analysis consists of two forces—positive forces and negative forces (Lewin). The use of this model encourages use to clearly identify these forces and the power that they can exert. We can ask:

> What are the driving forces for positive change?
> Can we estimate in numerical terms the power of these forces?
> What are the driving forces against positive change?
> Can we estimate in numerical terms the power of these forces?
> Based on our assessments, what would seem to be our best approach to bringing about change? What leverage do we have?

The following illustration shows a visual concept of a force field analysis:
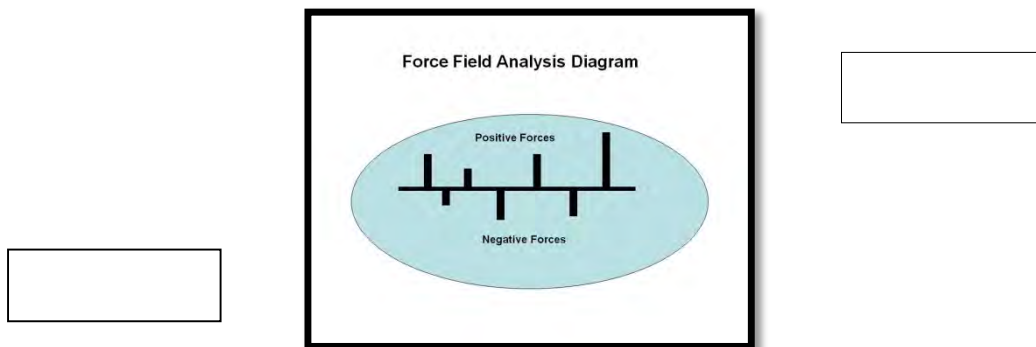
◀Positive

Negative ▶

Figure 3: Force Field Analysis Showing Positive and Negative Forces

Conventional wisdom tells us to identify the strong support elements in the analysis and concentrate our efforts on using these to our advantage; and giving less attention to the negative forces. In other words, we are more likely to succeed when we 'concentrate on the positive, and eliminate the negative' as the song says.

The positive forces are easier to identify in most situations. It is the negative forces that are the ones we need to acknowledge. Depending on the situation these can include:

> Lack of administrative support;
> Lack of knowledge about making positive changes;
> Conservative viewpoints about education that favors academics over life-skills and
> adjustments;
> Perceived lack of staff time and interest in bring about change;
> Control of information
> Lack of community support and understand of proposed programs and activities.

Administrative support is crucial to this type of change and programming. Teacher-librarians can advocate that a library program designed to enhance the life skills of students serves in specific, observable, and measureable ways that reflect the known goals, objectives, and values of the school and the community.

Case Study 2. Reaching Out to the Community: The Austin History Center Experience.

Although this case study does not involve school libraries, but it does illustrate how force-field analysis can be applied. The Center faced long-time problems of connecting with the minority community. This was due to the historical discrimination that the city had traditionally shown to minorities. This hostility was clearly displayed by a 1928 city plan to keep the city segregated; minority populations were to be confined to one section of the city (Greenberger, 1997; Koch & Fowler, 1928).

Times have changed, and the Center needed to connect with the minority community. From this study, we noted that these are some elements that can be placed into a force-field analysis model similar to what might be faced in school library situation.

> Positive:
> City government adopts positive initiatives to improve relationship with the minority
> community;
> Center's administrative staff understands the situation and is willing to engage in
> building relationships;
> Financial support available from city government to hire minority staff to reach out to
> the minority community;
> New programs and services developed that focused on the minority community;

A well-educated, integrated, and informed minority leadership in existence.

Negative:
Continuing resentment from minority community;
Separatist ideology exists among some leaders;
Misunderstanding among minority communities about the purpose of archives
    (e.g., lacking of understanding time frame for processing items);
Fear of losing control of artifacts;
Other "more important" pressing issues exist in the community.

Enhancing Personal Opportunities and Attributes
Creating a viable, sustainable community for youth is not easy. It requires much of us. Can we as individuals and groups face the challenges and be energized enough to bring about change? We need energy, emotional support, and commitment. One way to test our attributes for this is to do a personal and/or group assessment. Evaluate the situation at hand. Assess personal and group attributes: skills, resources, and challenges. Some guidelines (Seibel, 1974):

Set objectives. Focus on the immediate; be realistic; make them obtainable; rank them by priority;
Cultivate drive. Personalize desire; consider reasons for goals; place less emphasis on the intellectual and analytical aspects and more on the drive for accomplishment; become assertive, not aggressive;
Use Leverage. Concentrate efforts where they will be most effective; ask the right questions at the right time; question to uncover dangerous assumptions; communicate ideas effectively; work well with others; cultivate group activities.
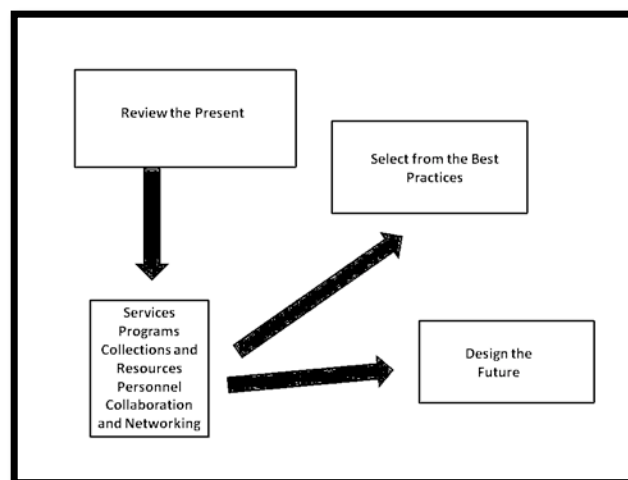

Figure 4: A Design for Action

Life Skill: Empowerment, and dignity of families and individuals
Life Skills involve many dynamics in a young person's life. Academics are a necessary skill, but skills go far beyond these. Figure 5 illustrates some of these relationships.

Book and periodical collection;
Electronic information;
Life Skills and Community information;
Information files (careers, etc.);
Directories and guides;
Free handout materials.
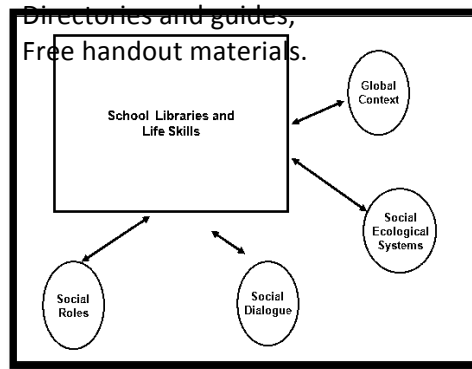
Figure 5. School Libraries and the Range of Life Skills

Providing life-skill information resources. Access to information for families and individuals, including community information, is one of the important responsibilities of government. This includes school libraries. Because of electronic transmission and the Internet, information is now more abundant and includes more variety than ever before. Much of this information is helpful to family life and the life of the individual. Information in school libraries now involves traditional collection including information that affirms both families and individuals. Collections also include community information. Interagency cooperation, networking and sharing enhances the availability of community information.

The illustrations that follow show the relationship of the school library, life skills, and community information. These illustrations indicate various ways that life skill information can be delivered.
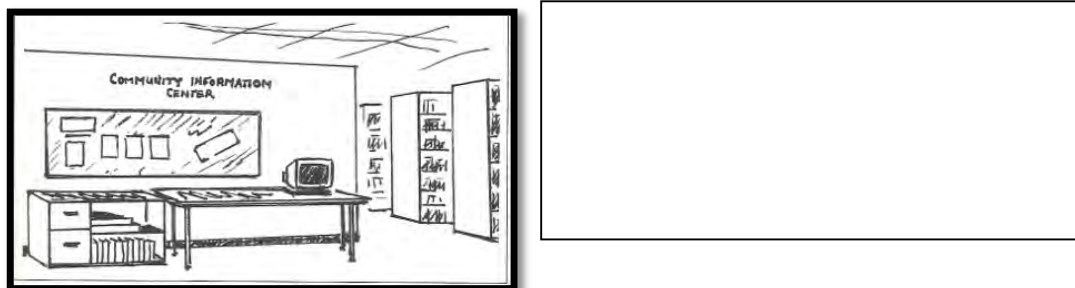
Figure 6: A School-Based Life Skills Information Center

In providing life skills, librarians can use traditional means of building book and paper collections. We can also provide more elaborate systems including electronic information. We can post information on simple community information bulletin boards. Community directories are useful to have. Give-away items produced by both schools and community sources are likewise useful. Collecting and distributing this information must conform to a well-designed collection policy that governs overall selection of materials.
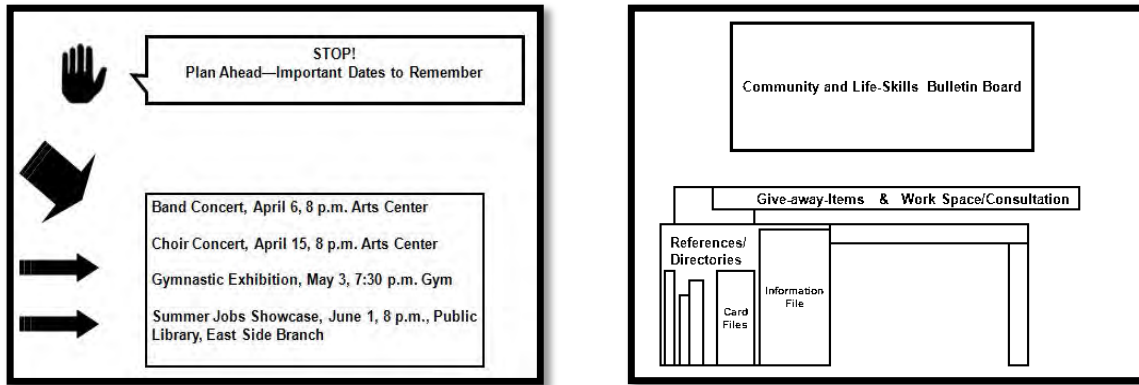
Figure 7: Simplified Life Skills Displays

Life Skills: Conflict resolution. Social and cultural issues and conflicts are a part of community life. Building a safe and sustainable community often require interventions in conflicts. This often occurs at the school level. There are curricula that address conflicts.

Critical analysis focused on conflicts can often be mediated through reading and discussion. Reading theories Louis Rosenblatt proposed that reading is not static. Reading involves the reader in the reading process by bringing the author and his or her own background, to the text, together with the reader's ideological and social backgrounds in an interactive dialogue (Rosenblatt, 1995).

Research have shown that class room reading as well as organized book clubs and discussion groups can introduce students to new ways of understanding themselves and others (Immroth & Lukenbill, 2013). Violent conduct, bullying, and other forms of harassment seem appropriate for such reading and discussion intervention. One aspect in such discussion can be one's responsibility to intervene when bullying and harassment are observed in the school.

Life Skills: Safety for youth. One of the paramount conditions for health and sustainable community is safety for youth. Safety includes not only how individuals provide for their own safety, but also how school and government policies promote safety. Safety curricula are available in most countries. Among the safety issues facing youth today are pedestrian rights and conditions; bicycle, motor bike, and driving safety; hunting and guns; and swimming and water safety (Lukenbill & Immroth, 2007, pp. 92-94).

Libraries, both schools and public, often introduce first-responders such as medical and safety experts to youth through classroom and library visits. This allows students to see responsible men and women who will protect them and provide for their safety. Such presentations can also offer positive role models and behavior guidance for youth.

Life Skills: Quality of life
Providing a good life for youth. Ensuring that our youth enjoy a comfortable life is our responsibility. This includes caring for the environment, and ensuring that all of us show responsibility for the environment, and that we are accountable for our actions toward the environment.
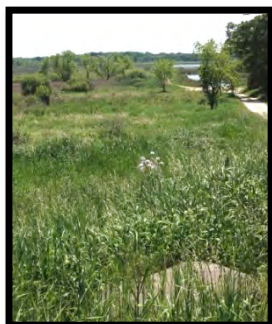
Figure 8: Environmental Awareness and Responsibility

Quality of life goes beyond the physical environment and includes recreation and positive leisure time pursuits. We all know that youth sometime push the limits on what is considered fun and challenging. The mass media through their celebration of extreme sports often exacerbates this. Enhancing quality of life provides opportunities for youth to make decisions and choices. Students through various means can be encouraged to make decisions regarding a number of themes. Including (Lukenbill & Immroth, 2007, pp. 165-190):

>Food and water security;
>Land clearance and deforestation;
>Population displacement and movements;
>Intellectual (legal) property rights;
>Communications and the rightly use of the Internet
>Automobile culture and its effects on communities
>Access to legal rights, protection, and justice;
>Job security and society;
>Business ethics and responsibilities in society.

Psychologists and sociologists tell us that we as adults must provide positive outlets for the abounding energy of youth. Some school libraries offer venues for this. One school we know features musical performances by students at lunch time. This library also offers free German lessons to students taught by the lead teacher-librarian. School librarians can encourage youth to serve their communities by developing and offering volunteer programs and outreach services in their communities for youth.

Most youth enjoy competition. Public as well as school libraries can provide ways to offer healthy competition through games and other types of contests. This often includes reading programs where everyone can win a prize.

Programs that teach empathy and caring are especially needed. School and public libraries have used animals as excellent venues for this.

Figure 9: School-Based Program for Handicapped Children.
Courtesy of the Library of Congress

Community leaders and agencies can be invited to share information about their activities available to youth. These often includes folk and performance dancing, music, acting lessons, first-aid training, and other activities that support the individual as well as promoting a sustainable community.

Figure 10: Access to and Opportunities for Cultural Activities
Enhances Community Sustainability. Courtesy of Wikimedia Commons

Social Infrastructures

Health. Good health is a fundamental social issue. Health management is generally considered a responsibility of everyone, including governments and organizations. As society becomes more complex and diversified, problems associated with providing adequate health care to youth and citizens at all levels of society energize both humanitarian and political issues. The options that governments take range from providing total health care to governments that provide none. These options are often based on philosophical theories about the role of governments in society as well as how health care costs are to be managed.

The U.S. National Library of Medicine (NLM) has identified several issues and strategies to help promote health information through public libraries, and with some adjustments these can be used in school libraries. These include (Lukenbill & Immroth, 2007, pp.91-92):

Providing bookmarks and brochures about health issues;
Holding storytimes for young children and discussion/reading groups for older youth
    with common topics on community health issues;
Providing computer/Internet training with a health focus;
Conduct classes/discussion of wellness (using community support personnel);
Enhance library and/or community websites with health information and programs;
Offer information on health support in the community;
Work with the school nurse [when available] on programming topics and support;
Alert faculty, staff, and parents about health information available in the library and
    community.

Figure 11: Healthy Food at School Promotes Good Health in the Community.
Courtesy of the U. S. Government

Outreach to the Community. Outreach is another means of promoting health within a sustainable community. This is often conducted by community agencies and organizations, but schools can do this, too.

Case Study 3. School Community Outreach:
The Rio Grande Valley of Texas

The Rio Grande Valley of Texas lies just across the border from Mexico. The area has a large Hispanic population, many of who are poor and speak little or no English. Education levels are low and poverty is high. Because jobs are critical to the area, the South Texas Independent School District established the open-enrollment South Texas High School for Health Professionals (Med High). The library plays a large role in training these students for their careers, necessary school subjects, and to support the overall curriculum. The library provides instruction to students in how to use medical information systems such as MedLine. In addition, the library is involved in the school's outreach program where students take their skills out into the community to provide basic health information and demonstrations (Lukenbill & Immroth, 2007).

Figure 12: Med High Students Bringing Health Information to the Community
Courtesy of the South Texas Independent School District

Social Support. What are the unmet social needs of youth in communities? Schools, including their library programs can help identify unmet needs by holding open meetings with parents of other care givers to discover and discuss what these needs are and set agendas to address these needs.

Shelter. Homelessness is a problem in many places today. Perhaps schools and library programs cannot offer immediate solutions to homelessness in society. What we can do is help youth understand the issues that often create homelessness and help them build empathy for those who are homeless. For youth that are homeless, we can build strategies to protect homeless youth from humiliation. The teacher-library can help with these problems through selection of materials and with reading and discussion groups held under the auspices of the library.

Jobs and income. Good paying jobs are essential for a sustainable community. Access to jobs and careers often rely on having access to reliable information. This information is now readily available electronically as well as in print. Often youth need assistance in knowing how to find, critically appraise, and use this information. Besides the appropriate and critical use of information, useful guidance includes such basic matters as how to:

> Fill out an application;
> Present oneself to a potential employer;
> Assess one's skills for a particular job or career.

Many formal curricula address these issues. One popular way is for the school to host a career day, which is focused on helping young people learn about their career possibilities. In most United States schools, this occurs in middle school (ages 12-14). The usual format is to invite various persons from the community who hold specific jobs to come to the school and talk directly to students about what they do. This is a natural format for teacher-

librarians in schools to be involved in the planning and execution of career experiences. Public libraries often offer similar types of career programs, and school librarians can network with public libraries and other agencies to promote job and career awareness.

Evaluation for Success: Outcome Assessment
Funders and others responsible for programs want to see results that give clear indication that a program impacts and changes in positive ways the behavior and attitudes for those that the programs are designed to help and influence. In 1996 The United Way of America issued *Measuring Programs Outcome: A Practical Approach.* This is helpful. The United Way states that impact (and outcomes) can be measured in several ways (Lukenbill & Immroth, 2007, pp. 9, 11, 116-117, citing United Way of America, 1996a):

> Observations made by and recorded by the staff (percent);
> Recorded Teacher comments (percent);
> Recorded student comments (percent);
> Parents and staff comments (percent);
> Test and other performance indicators as available;
> Description of activities and their assessed impact;
> Surveys of participants (staff, faculty, students, parents);
> Counts of materials used;
> Descriptions of materials used and/or produced and their instructional objectives;
> Evaluation of staff performance (self and administrative review).

The United Way also published a training kit or guide to help implement this impact evaluation strategy (1996b).

Design an "Outcome Measurement Framework" prior to the actual implementation of the program. Include in this the objectives of the program: outcomes expected; indicators of outcomes to measure; data sources; and data and collection methods. Comparisons can also be made with existing programs and with the new programs (as appropriate) (Lukenbill, 2004, pp. 59-91, citing United Way of America). Durrance, Fisher, and Hinton (2005) discussed how these impact measures can be applied within library environments. Dresang, Gross, and Holt's book (2006) is especially useful for teacher-librarians in the planning and evaluation of youth services and programs.

Conclusion and Reflections
Sustainable communities require many elements in society and culture to work together. Schools have a social mission to prepare youth for adult life. This encompasses not only responsibilities for their own lives, but responsibilities for their communities. Schools and their libraries can play a major part in this important task.

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What Teacher Librarians Need to Know about Science Information Literacy and Second Language Learners: What Quantitative Data Doesn't Tell Us[1]

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Abstract

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

Keywords: Teacher librarians, science information literacy, second language learners

Introduction

As in many parts of the globe, the United States has increasingly become a diverse society with a growing population of underserved groups, particularly second language learners, who are falling behind their mainstream peers. In the U.S., Latinos currently comprise the fastest growing population (U.S. Department of Commerce, 2012) in which large educational gaps exist. The need to close the gap through culturally relevant classroom and library instruction is critical to support their educational and life-long success, yet they remain among the most underserved population of library users (Güereña, & Erazo, 2000) placing them at risk and at a distinct disadvantage in an information rich and science conscious society. In addition to having overall low academic achievement (Slavin & Calderón, 2001), high drop out rates (National Assessment of Educational Progress, 2005; National Center for Education Statistics, 2011; Martínez, DeGarmo, & Eddy, 2004), and limited access to technology (Espinoza-Herold, 2003; Mossberger, Tolbert, & Gilbert, 2006). Latino students are behind in science (National Assessment of Educational Progress, 2011).

Problem Statement

Inasmuch as science is considered a critical area within the curriculum, instruction by

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teachers alone may not be enough to ensure success for all students. The role of school librarians must be considered in delivering science information to students, particularly those who are second language learners. Although considerable research has been undertaken to examine ways of improving science instruction for Latino students (Buxton, Lee, & Penfield, 2009/2010; Cuevas, Lee, Hart, & Deaktor, 2005; Fashola, Slavin, & Calderón, 2001; Hart & Lee, 2003; Lee, 2005; Lee & Fradd, 1998; Lee, Fradd, & Sutman, 1995; Lee, Hart, & Deaktor, 2005; Lee, Maerten-Rivera, Buxton, Penfield, Secada, 2009) limited information exists on how instruction provided by school librarians[2] working with teachers to provide jointly planned instruction in science affects Latino students' science scores. No comprehensive studies exists in science education literature on the instructional role of librarians in developing science information literate students (e.g., students who are able to effectively and efficiently find, evaluate, and use science information), although information literacy methods are considered invaluable in developing science literate students and are closely aligned with research methods used in science of formulating questions, searching for information, developing a hypothesis, collecting and analyzing data, and drawing conclusions.   The purpose of this quantitative study was to examine test scores of Latino students whose teachers collaborated with librarians on developing science information literacy and inquiry-based instruction, and to explain results in light of additional factors.

Literature Review

Elementary school experiences prepare students for more complicated schoolwork in content areas particularly science. However, a considerable body of literature indicates that elementary school students lack adequate information literacy skills (Badilla Quintana, Cortada Pujol, & Riera Romaní, 2011). It is clear from student test scores (Loveless, 2013a, 2013b) and from anecdotal evidence that students also need to improve in science (ScienceInsider, n.d.). This is particularly true of Latino second language learners whose scores in science indicated a thirty two point gap between Latino and non Latino students (National Center for Education Statistics, 2011). Research indicates that several important considerations are not taken into account with second language learners: 1) the importance of first language in developing literacy, and 2) the importance of appropriate conditions (context) for second language learners to develop literacy in (August & Shanahan, & Escamilla, 2009). Wong-Fillmore & Snow (2000) suggest that educators need intensive and deep understanding of "educational linguistics" (p. 13), which would include linguistic knowledge of cognates, dialects, and phonemes.

In addition to needing to know about language acquisition, a considerable body of information exists on the effect of libraries on student achievement (Lance, 1994; Lance, Rodney, Hamilton-Pennell, 2000, 2002; Lance & Russell, 2004; Rodney, Lance, & Hamilton-Pennell, 2002). These studies indicate that when schools have adequate library resources and when librarians are available to collaborate with teachers to access these resources, student achievement on standardized tests improves. Teacher and librarian collaboration is also recommended as a means of improving student understanding of course material (Buzzeo, 2002; Donham, 2001; Haycock, 2003, 2007; Small, 2002). Within the library and information science field, collaboration between teachers and librarians is recommended as a means of connecting library and subject content instruction (American Association of School Librarians [AASL] and Association for Educational Communications and Technology [AECT], 1998). Teacher librarian collaboration (TLC) is widely promoted by prominent library and information science professionals (Callison, 1999; Doll, 2005; Eisenburg, 2008;) and is

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[2] The term librarian will be used throughout the paper to avoid confusion although the term teacher-librarian is commonly used to refer to school librarians. Additional preferred terms are school library media specialist, media specialist, school resource specialist and school librarian.

arguably better than traditional library instruction as a way of improving student learning. A proposed TLC model indicates that high-end collaboration (e.g., integrating library instruction and content instruction) is most successful (Montiel-Overall, 2005; Montiel-Overall & Hernández, 2012) in improving student learning.

Method

This paper reports on quantitative data from two schools involved in a two-year mixed methods study on the effect of TLC on science information literacy of Latino students. Instructional Research Board approval and school district approval was obtained to conduct the study in two school districts in a large metropolitan area of the southwest United States with a large population of second language learners. This report presents findings from one school district in which teachers, librarians, and students participated. Students were enrolled in third, fourth, and fifth grades during the study. Teachers and librarians received extensive intervention professional development on teacher and librarian collaboration (see Montiel-Overall & Hernández, 2012 on TLC instrument), teaching science and developing information literacy skills of second language learners by collaborating on instruction of science FOSS kits (Delta Education, 2007). Quarterly benchmark tests were given to assess student progress. Standardized tests in science, reading, writing, and English were also given to students. Scores for students whose teachers did not receive professional development served as a Control. Qualitative data was also collected. Finding previously reported (Montiel-Overall & Grimes, 2013) are discussed in a later section of this paper (see Discussion below).

Student Participants

Elementary third, fourth, and fifth grade students from two schools in a rural school district participated in the study. School A was a neighborhood school in a low socioeconomic area where families who were bilingual or Spanish speaking resided.

School B was located within the same vicinity, however it was a magnet school, which drew from a wide geographic area. The majority of parents from this school were Spanish speakers. Many students spoke only Spanish at the beginning of the study.

Teacher and Librarian Participants

Four teachers (one male and three females) and two librarians (both females) from two schools participated. One female teacher and both librarians were fluent Spanish speakers.

Professional Development

Professional development workshops were held monthly during year one (Y1) and quarterly during year two (Y2). The workshops focused on four modules including science, information literacy, teacher and librarian collaboration, and language and culture. Participants were mentored by master teachers and expert librarians at four-hour workshops where teachers and librarians received instruction on collaboratively teaching inquiry-based science lessons that incorporated information literacy standards (AASL & AECT, 1998), and Standards for the 21st Century Learner (American Association of School Librarians, 2007). During the workshops and at weekly meetings between teachers, librarians, and one of the expert librarians who acted as a peer mentor to the teachers and librarians at each school, participated in jointly planned science lessons. Several models for teaching information literacy skills were presented to teachers and librarians (e.g., Big6, Information Search Process). The Big6 model (Eisenberg and Berkowitz, 1990), which identifies six steps for

information problem-solving: solve information-based problems: task definition, information seeking strategies, location and access, use of information, synthesis, and evaluation, was selected by expert librarians who served as peer mentors. Expert librarians who acted as peer mentors were selected because of their extensive years of experience as librarians who collaborated with teachers.

Quarterly Science Benchmarks
Students were given quarterly science benchmark tests to evaluate students' understanding of science modules taught in 2008-2009 and in 2009-2010. Students were also given standardized tests in science, math, literacy, and English language proficiency. The tests were given to all students in the state.

Data Collection and Analysis
Analyses of data from science kits were conducted separately for 2009 and 2010 primarily because students did not remain with the same cohort (with the exception of one teacher whose class remained intact between fourth and fifth grades) and also because grade level assignments varied for teachers.

2008-2009: Table 1 summarizes statistics for the benchmark science test for each group. Scores were converted to percentages by dividing the raw score by the number of items for each test and multiplying by 100. All tests in 2008-2009 had 45 items.

Table 1. Summary Statistics for Science Benchmark Tests 2008-2009.
Mean on Top Line, Standard Deviation in Parentheses.

School	Group	Grade	N	sci01	sci02	sci03	sci04
A	I	03	22	34.04	38.18	46.77	47.37
				(11.17)	(11.01)	(14.23)	(14.52)
	C	03	19	37.43	40.58	51.46	47.37
				(14.25)	(9.71)	(11.07)	(12.06)
B	I	03	21	31.53	37.88	42.22	42.96
				(8.24)	(13.80)	(13.37)	(15.58)
	C	03	20	32.11	33.33	40.67	36.67
				(5.92)	(8.68)	12.88	16.15
A	I	04	23	40.68	40.97	48.79	51.98
				(9.58)	(9.01)	(13.56)	(12.71)
	C	04	23	43.86	39.13	47.25	53.14
				(10.12)	(7.78)	(11.97)	(9.91)
B	I	04	17	38.56	41.05	44.44	46.93
				(15.71)	(12.62)	(14.25)	(13.35)
	C	04	20	35.00	33.56	36.55	39.11
				(10.49)	(6.03)	(9.33)	(11.90)

In general, scores at School B were lower than they were at School A. Scores tended to increase through the fourth quarter, although this was not always the case.

Scores were analyzed separately by grade level using a mixed-design ANOVA with quarterly scores as a repeated measure (Q1-Q4) and Group (Intervention vs. Control), Grade (3rd, 4th), and Teacher as independent variables. Teachers were nested within Group and Grade combinations. The results of this analysis are shown in Table 2 below.

Table 2. ANOVA Summary Table for 2008-2009 Science Kit Quarterly Benchmark Scores.

Between subjects	DF	Mean Square	F Value	Pr > F
group	1	470.34	1.18	0.280
grade	1	1042.96	2.61	0.108
group*grade	1	381.60	0.95	0.330
teacher(group*grade)	4	1904.68	**4.76**	**0.001**
Error	157	399.92		

Within subjects	DF	Mean Square	F Value	Pr > F
time	3	3447.38	**64.78**	**<.0001**
time*group	3	143.02	**2.69**	**0.046**
time*grade	3	375.47	**7.06**	**0.0001**
time*group*grade	3	67.41	1.27	0.285
time*teacher(group* grade)	12	74.93	1.41	0.158
Error(time)	471	53.21		

The interactions of time with grade and time with group were significant (within subjects) as well as the effect of teacher (group*grade) (between subjects). Since the latter interaction effect is a between subjects effect, it does not examine differences among teachers at any one specific point in time. Rather, this effect examines whether average of the four test scores (by teacher) differ significantly. Pairwise t tests (using a pooled error term across all pairings) were carried out within each grade level to examine the between subjects interaction. To adjust for inflation of Type I error because of the large number of comparisons, the overall alpha level (.05) was divided by the number of tests carried out. This yielded a criterion significance level of .0041. Within the third grade, students average test score for the teacher in the control group in School B was significantly lower than the average test score for the teacher in the control group in School A (p=.0017). Since both were control group teachers, this was of interest only in that they were at different schools. Within the fourth grade, the average test score for the teacher in the control group at School B was significantly lower than the average test score for the teacher in the control group at School A (p=.0018). The teacher in the control group at School B also had significantly lower student test scores than the teacher in the intervention group at School A (p=.0015). Again, these comparisons are of less interest because they involve comparisons of teachers at different schools.

2009-2010: Scores for the 2009-2010 are shown in Table 3, below. While the design for 2008-2009 was balanced with third and fourth grade classrooms represented in both schools, the 2009-2010 data had classrooms spread across third, fourth, and fifth grades.

Fourth grade classrooms were available for the study at both School B and School A. However, third grade classrooms were available only at A and not B, and fifth grade classrooms were available only at B and not A. As a result, we carried out separate ANOVAs by grade level to examine the data. These will be described following the presentation of the summary statistics for this data set.

Scores were converted to percentages in the same way as described above.

Table 3. Summary Statistics for Science Benchmark Tests 2009-2010.
Means on First Line, Standard Deviations are Shown in Parentheses

School	Group	Grade	N	sci01	sci02	sci03	sci04
A	I	03	19	38.13 (10.69)	36.14 (12.83)	47.49 (12.13)	51.11 (15.14)
	C	03	19	37.54 (11.06)	42.34 (7.50)	49.24 (7.88)	53.10 (13.84)
B	I	04	17	41.31 (14.45)	43.14 (13.01)	51.76 (18.51)	49.15 (11.78)
	C	04	15	29.33 (9.98)	30.52 (7.34)	38.07 (10.00)	34.37 (9.27)
A	I	04	23	44.64 (13.40)	39.81 (12.33)	44.64 (14.59)	47.92 (13.81)
	C	04	27	42.96 (12.16)	40.33 (12.04)	46.42 (13.08)	46.75 (11.12)
B	I	05	14	41.43 (13.55)	39.73 (11.74)	46.35 (9.01)	42.22 (13.19)
	C	05	16	41.11 (9.39)	36.85 (10.56)	43.06 (9.32)	38.33 (9.34)

The first ANOVA examined fourth-grade students only. This allowed us to examine potential school differences without the additional problem of confounding due to inconsistent grade levels. The factors included School (A vs. B) and Group (Intervention vs. Control) as well as Time of assessment (Q1-Q4). This resulted in a mixed-design ANOVA with one within subjects factor (Time) and two between-subjects factors (School and Group). The results of the analysis are shown below in Table 4.

Table 4. Mixed Design ANOVA for Fourth Grade 2009-2010 Science Scores.
Significant Effects are Shown in Bold

Between subjects	DF	Mean Square	F Value	Pr > F
school	1	1556.21	3.29	0.074
group	1	3487.43	7.38	**0.008**
school*group	1	3347.33	7.08	**0.010**
Error	78	472.86		

Within subjects	DF	Mean Square	F Value	Pr > F
time	3	917.63	16.44	**<.0001**
time*school	3	218.25	3.91	**0.010**
time*group	3	17.00	0.30	0.822
time*school*group	3	22.21	0.40	0.755
Error(time)	234	55.83		

Four effects are significant in the analysis above. These include the between subjects effects of Group and the interaction of School and Group and the within subjects effects of Time and the interaction of Time and School.

One clear effect is that within schools, while the levels of performance differ the Intervention group at School B always scores substantially above the control group, for instance, the change in score from one test administration to the next is quite similar for the two groups. This suggests no real advantage for the intervention group at this grade level.   While students in the Intervention group at B finish substantially higher than those in the Control group, they also started almost as high.   For School A, the ordering of scores varied from quarter to quarter, but the differences were not great. School A students in the Intervention group scored higher than those in the Control group for the first testing, but then the Control group was slightly higher than the Intervention group at the second and third testings. Since the scores are so close, this suggests random variation from testing to testing.

There was a significant effect for Group, meaning that after the scores were averaged over schools and time periods, the overall group averages differed significantly.   In addition, there was a significant effect for the interaction of School and Group. Regarding the School by Group interaction, the groups were similar for all quarterly assessment scores at School A, whereas the difference between the intervention and control group was much larger at School B. The control group at School B had much lower scores than the intervention group.

Two additional analyses were carried out to examine differences at the third and fifth grade levels. Tables 5a and 5b present the ANOVA summary tables for the analyses of the third and fifth grades at Schools A and B, respectively.

Table 5a. ANOVA Summary Table for Third Grade 2009-2010 Science Scores for Elementary School A

Source	DF	Mean Square	F Value	Pr > F
Between subjects				
group	1	207.93	0.58	0.452
Error	36	359.57		
Within subjects				
time	3	1833.92	29.88	**<.0001**
time*group	3	75.72	1.23	0.301
Error(time)	108	61.38		

Table 5b. ANOVA Summary Table for Fifth Grade 2009-2010 Science Scores for Elementary School B

Source	DF	Mean Square	F Value	Pr > F
Between subjects				
group	1	201.25	0.66	0.424
Error	28	305.99		
Within subjects				
time	3	214.74	**3.98**	**0.011**
time*group	3	18.50	0.34	0.795
Error(time)	84	53.99		

Results of both analyses are similar; the effect of Time is significant in each case, meaning that scores differed significantly between quarters. However, since groups did not differ, and the interaction of Time by Group is not significant, there was no real difference between the Intervention and Control groups either when averaged over all four time periods or when considered individually.

While the control group made steady progress throughout the year, scores for the intervention group dropped in the second quarter. After that, scores increased steadily, and were slightly lower than those for the control group. Because of the large variation in individual scores, the differences in type of progress were not reflected in a significant Time*Group interaction, but there are clearly differences in scores over time. Progress for fifth grade students was mixed. While there was variation from one period to the next, scores did not exhibit a steady upward trend for either group. Scores in the second and fourth marking periods dropped from the previous period, and neither group appeared to change more than the other; the control group started slightly lower than the intervention group and remained lower throughout the academic year.

Analysis of Total and Averaged FOSS Kit Scores

In addition to the analyses described above, the four FOSS kit scores were combined to create two different composite scores. The first was the sum of all four scores divided by 4 (i.e., a mean of four scores). These scores are referred to as "total scores" below, since they are based on a total of four scores. In this analysis, the sample size will be the same as the repeated measures analysis above, since the latter analysis includes only students who had all four scores available. The second composite score was the mean of whatever scores the student had available. The scaling for this will be consistent regardless of the number of scores included; there is one disadvantage in that when data are missing, the mean score may not represent an accurate picture of student learning. As noted above, student scores were expected to increase over the four testing periods. These scores are referred to as "average scores" below. Since the "average scores" are based on just what scores each student has available, there will be more average scores than total scores in general.

Once the composite scores were calculated, a hierarchical design ANOVA was carried out for each type of score. The effects included Group (Intervention vs. Control), Grade (3 vs. 4 for the 2008-2009 data), Group*Grade Interaction, and Teacher (Group*Grade). This latter effect was used as the error term for testing the Group, Grade, and Interaction effects (see Myers & Well, 2000) and is discussed in the analysis of the 2008-2009 data.

2008-2009: Table 6 presents the means by classroom of the total and average FOSS kit scores for the intervention and control groups.

Table 6. FOSS Composite Score Means by Group and Grade Level, 2008-2009

School	Group	Grade	N	scitot09	N	sciav09
A	I	03	22	41.59 (11.35)	25	41.16 (11.11)
	C	03	19	44.21 (9.56)	28	43.51 (10.05)
B	I	03	21	38.65 (11.41)	27	37.78 (11.25)
	C	03	20	35.69 (9.23)	28	34.93 (8.77)
A	I	04	23	45.60 (9.64)	27	45.60 (10.16)
	C	04	23	45.85 (8.43)	27	45.43 (8.28)
B	I	04	17	42.75 (12.65)	25	42.55 (12.82)
	C	04	20	36.06 (7.09)	24	36.48 (7.11)

Total scores ranged from a low of 35.69 to a high of 45.85. The mean scores ranged from 34.93 to 45.60. There was no consistency in terms of score rankings between the Intervention and Control group counterparts. The ANOVA summary tables for the analyses of these two variables are given in Tables 7a and 7b, below.

Table 7a. ANOVA Summary Table for Total FOSS Kit Score 2008-2009

Source	DF	Mean Square	F Value	Pr > F
Group	1	117.58	0.25	0.645
Grade	1	260.74	0.55	0.500
Group*Grade	1	95.40	0.20	0.678
Teacher(Group*Grade)	4	476.17	**4.76**	**0.0012**
Error	164	99.98		

Table 7b. ANOVA summary table for Mean FOSS kit score 2008-2009

Source	DF	Mean Square	F Value	Pr > F
Group	1	149.61	0.26	0.638
Grade	1	528.39	0.91	0.394
Group*Grade	1	107.41	0.19	0.6889
Teacher(Group*Grade)	4	579.22	5.70	**0.0002**
Error	203	101.61		

The results for both analyses are comparable. Only the effect of Teacher is statistically significant. As noted above, the Control group mean scores were somewhat lower than those for the Intervention students, but the differences were sometimes quite small. Post hoc tests for pairwise differences within grade and school were calculated for both types of scores (i.e., comparing Intervention and Control at each school and grade, a total of four analyses). None of the contrasts were statistically significant. The source of the significance for the effect of Teacher was due to contrasts that cross schools (e.g., third grade control teachers at each school) or within the same intervention group but at different grade levels, which are not of interest in this case.

2009-2010:

The summary statistics and ANOVA results for fourth grade students in 2009-2010 are presented below.

Table 8. Summary Statistics for Total and Averaged Science Benchmark Scores 2009-2010 for Fourth Grade Students

School	Group	Grade	N	scitot10	N	sciav10
Schools A	I	04	23	44.25 (11.58)	29	43.51 (11.98)
	C	04	27	44.12 (10.18)	29	44.02 (9.83)
School B	I	04	17	46.34 (13.40)	24	42.15 (13.64)
	C	04	15	33.07 (7.08)	25	33.22 (6.80)

While the total and averaged score means are close for both groups at School A, the between-group differences are more dramatic for School B, with a 13-point difference in total score means and a 9-point difference in averaged score means. Tables 9a and 9b present the ANOVAs for total and averaged scores, respectively.

Table 9a. ANOVA Summary Table for Composite Total FOSS Kit Score, Fourth Grade 2009-2010

Source	DF	Mean Square	F Value	Pr > F
School	1	389.05	3.29	0.0735
Group	1	871.86	7.38	**0.0081**
School*Group	1	836.83	7.08	**0.0095**
Error	78	118.22		

Table 9b. ANOVA Summary Table for Composite Average FOSS Kit Score, Fourth Grade 2009-2010

Source	DF	Mean Square	F Value	Pr > F
School	1	982.90	8.36	**0.0047**
Group	1	469.76	4.00	**0.0483**
School*Group	1	590.81	5.02	**0.0271**
Error	103	117.57		

The School*Group interaction term was statistically significant for both the total and averaged score means. Post hoc tests were carried out using the Bonferroni adjustment ($\alpha\beta$=.0083). Control and Intervention did not differ significantly for School A for the total scores (p=.965), but the difference was statistically significant for School B (p=.0009). While the two Control groups differed significantly (p=.0023), the difference between the two Intervention groups was not significant (p=.550). For the averaged scores, the results were the same for the comparison of Control and Intervention within schools; the difference at School A was not significant, but the difference at School B was (p=.0048). In addition, while the Control groups differed significantly between schools (p=.0004), the Intervention groups did not (p=.457).

Relationship between English Proficiency and Academic Performance
In the final sets of analyses, language proficiency scores were used as classification variables and classroom performance in the science benchmark tests and the SSMS classroom scores were examined to determine the extent to which English proficiency influenced academic outcomes.

2008-2009: Students measured on the language proficiency exam fell into one of four categories: Emergent (1 student or 1%), Basic (6 students, 6%), Intermediate (43 students, 46%), or Proficient (44 students, 47%). Students at the Emergent or Basic levels were grouped into a single category representing Low proficiency, and students who were untested were assumed to be native English-speaking students. Scores on achievement measures such as the science benchmarks, the averaged scores, and the SSMS measures were then analyzed in one-way ANOVAs to determine whether mean scores differed among the English-proficiency groups. Results are presented in Table 10. Because so few students fell into the two lowest categories, their results were dropped from the analyses, and results are shown only for Intermediate, Proficient, and native-English speakers. A

posteriori analyses were carried out to determine which groups differed significantly when an ANOVA was significant. The Bonferroni procedure was used to adjust the criterion significance level by the number of contrasts (.05/3=.0167). Superscripts next to mean scores indicate homogeneous groups. For example in the row labeled "Benchmark 01", the score for the Intermediate group has a superscript a, whereas the Proficient and native English-speaking groups are labeled with a b. This indicates that the mean for the first science benchmark for the Intermediate group is significantly lower than both the score for the Proficient and native-English speaking groups, which do not differ significantly from each other. Direction of differences is obtained by inspection of the mean scores.

Table 10. Analysis Results for Each Performance Measure by English language Proficiency, 2008-2009.

Columns 2-4 Present Means, Standard Deviations, and Sample Sizes; Column 5 Presents F Statistic and Significance Level for One-way ANOVA

Measure	Intermediate	Proficient	Native	F, p(F)
Benchmark 01	28.8 [a] (8.1) 39	36.7 [b] (10.9) 40	40.0 [b] (11.2) 112	**16.28 <.0001**
Benchmark 02	31.0 [a] (7.6) 39	37.9 [b] (10.3) 39	41.5 [b] (9.7) 105	**17.56 <.0001**
Benchmark 03	35.7 [a] (10.2) 40	46.4 [b] (12.1) 43	48.6 [b] (12.2) 101	**17.49 <.0001**
Benchmark 04	34.3 [a] (11.4) 40	46.8 [b] (13.7) 42	49.8 [b] (12.3) 100	**22.28 <.0001**
Total science	32.5 [a] (7.2) 35	42.0 [b] (9.9) 36	45.2 [b] (9.3) 91	**24.97 <.0001**
Average science	32.4 [a] (6.8) 43	42.3 [b] (9.9) 44	44.1 [b] (10.0) 117	**24.28 <.0001**
SSMS Reading SS	413.7 [a] (36.2) 41	462.7 [b] (36.6) 43	478.7 [b] (47.9) 105	**33.51 <.0001**
SSMS Math SS	427.3 [a] (41.6) 41	469.3 [b] (37.6) 43	482.2 [b] (50.1) 105	**21.26 <.0001**
SSMS Writing SS	436.6 [a] (42.6) 41	472.7 [b] (35.9) 43	488.2 [b] (39.3) 104	**25.29 <.0001**
SSMS Science SS (4 only)	452.7 [a] (49.3) 15	488.1 [b] (29.9) 17	521.6 [c] (41.7) 64	**18.72 <.0001**

All analyses were significant (p<.0001) and with one exception, the Intermediate proficiency students were significantly different from both the Proficient and native English-speaking students. The sole exception was on the SSMS Science test, where the difference between the Intermediate and Proficient group was marginally significant (p=.0174) and the difference between the Proficient and native English-speaking students was highly significant (p=.0036). This is almost certainly an artifact of the very small sample sizes for the science scores, since the differences between means are all at least 30 points. Since the Bonferroni

adjustment tends to be conservative and lose power, all three groups should be considered as differing significantly here.

2009-2010: Table 11 gives mean scores for each measure broken down by English language proficiency.   No students were rated as less than Intermediate on the language proficiency exam and students without language proficiency scores were assumed to be native English speakers.

Table 11. Analysis Results for Each Performance Measure by English Language Proficiency, 2009-2010. Columns 2-4 Present Means, Standard Deviations, and Sample Sizes; Column 5 Presents F Statistic and Significance Level for One-way ANOVA

Measure	Intermediate	Proficient	Native	F, p(F)
Benchmark 01	28.2 [a] (7.0) 24	38.4 [b] (11.0) 40	41.7 [b] (12.1) 119	**14.27 <.0001**
Benchmark 02	30.7 [a] (6.2) 25	38.9 [b] (9.6) 45	39.2 [b] (12.2) 122	**6.45 .0019**
Benchmark 03	34.4 [a] (12.4) 20	46.3 [b] (10.3) 42	47.8 [b] (13.0) 113	**9.97 <.0001**
Benchmark 04	33.9 [a] (8.7) 26	45.1 [b] (14.0) 45	47.5 [b] (14.2) 116	**10.75 <.0001**
Total science	31.8 [a] (5.0) 19	42.7 [b] (8.8) 37	45.1 [b] (10.7) 93	**14.65 <.0001**
Average science	31.8 [a] (5.5) 27	42.1 [b] (9.2) 45	43.1 [b] (11.8) 93	**12.70 <.0001**
SSMS Reading SS	427.9 [a] (28.7) 26	471.6 [b] (29.1) 45	482.5 [b] (29.1) 120	**19.47 <.0001**
SSMS Math SS	333.2 [a] (22.0) 26	380.6 [b] (32.3) 45	384.2 [b] (38.2) 120	**14.65 <.0001**
SSMS Writing SS (5 only)	426.5 (51.1) 6	446.5 (40.7) 8	485.4 (70.3) 33	2.83 .0696
SSMS Science SS (4 only)	455.9 [a] (32.6) 13	515.6 [b] (35.8) 22	511.0 [b] (42.1) 62	**11.44 <.0001**

All analyses were statistically significant except for SSMS Writing. Typically, the Intermediate group scored significantly lower than the Proficient and the native English-speaking groups. The scores for the group with the Proficient rating were somewhat lower than the native English-speaking group, although not substantially so. The SSMS writing test was administered only to students in grade 5. Although there are large between-group differences, the analysis was not significant. There are two reasons for this. The first is that the sample sizes in the non-native speaking groups are small (6 and 8, respectively). The second is that the standard errors are quite large for the Intermediate and Native groups (51 and 70, respectively). These two factors result in a loss of power and a lack of statistical significance, even in the face of large group differences. For the science SSMS, the Proficient group had a slightly higher mean than the native-speakers. This suggests that

English proficiency, at least at this level, was not a factor in academic achievement in science. For the most part, the results are quite similar between the two years and it is clear that English proficiency has a substantial effect on academic performance.

Scores for the FOSS average and total (combined) scores were also correlated with SSMS and language proficiency outcomes. Table 12 shows the results for 2008-2009 and 2009-2010.

Table 12. Correlations of Total FOSS Scores with SSMS and Language Proficiency Outcomes for 2008-2009 and 2009-2010

	Total FOSS	Total FOSS	Total FOSS
2008-2009	Grade 3	Grade 4	
Reading	**0.83** **<.0001** **82**	**0.76** **<.0001** **83**	
Math	**0.69** **<.0001** **82**	**0.71** **<.0001** **83**	
Writing	**0.54** **<.0001** **82**	**0.41** **0.0001** **83**	
Science	**	**0.83** **<.0001** **83**	
2009-2010	Grade 3	Grade 4	Grade 5
Reading	**0.75** **<.0001** **37**	**0.88** **<.0001** **82**	**0.75** **<.0001** **30**
Math	**0.83** **<.0001** **37**	**0.72** **<.0001** **82**	**0.72** **<.0001** **30**
Writing	**	**	**0.73** **<.0001** **30**
Science	**	**0.83** **<.0001** **81**	**

All correlations were statistically significant regardless of year, content area, or grade level. Correlations for average and total FOSS benchmarks (refer to discussion above for explanation of difference in computational method to obtain scores) were quite similar, as would be expected. Correlations between the Writing test and the FOSS benchmarks were the lowest of the group in either year, ranging from a low of .41 (Grade 4, 2008-2009) to a high of .73 for Grade 5 in 2009-2010. However, this latter value is based on 30 observations, and the correlation for the counterpart average score was .10 lower. Correlations with the state's standards measure of science (SSMS) measure were typically high; only one correlation was below .80. It should be noted, however, that the correlation of the FOSS benchmarks composite scores with Reading and Math were similarly high, so it is likely that they reflect general ability as much as knowledge of science.

Discussion

Based on two years' results from students' FOSS kit science benchmark scores, the intervention did not appear to have had a measurable impact on student achievement. Fourth grade scores indicate that both the Control and Intervention classes improved over time with no statistical difference between the groups, although fourth grade Intervention students at School B obtained higher benchmark scores than Control students in Y1 for all testings, whereas test scores tended to be both closer and reverse in ranking across quarters at School A. At both grade levels the scores for School A were typically higher than those for School B. (see Table 2). Although scores for Control and Intervention at both schools increased over time, they fell below 2011 national scores in science (Loveless, 2013a, 2013b). Fourth grade performance for both Control and Intervention started at less than 40% accuracy and were well below 60% accuracy on final tests. Fifth grade scores showed mixed results and no classroom mean exceeded 50% indicating that the test are very difficult for students.

The lack of significant gains for the Intervention group could be the result of several factors. First, students who were second language learners were not performing at the same level as non-second language learners. Although efforts were made to ensure equal numbers of English speakers and non-English speakers in the Intervention and Control classes, most students in the Intervention classes were non-English speakers. A further discussion of this is discussed below (see *Other Factors*).

Second, the intervention was indirect inasmuch as professional development was provided to teachers and not students. In addition, teachers and librarians may not have focused on developing information tested. Additional direct observation of teachers and librarians would have confirmed that what was presented to teachers and librarians in the professional development workshops was taught to students. Third, two years may not be long enough to see significant gains in students' scores. It may take longer to move students to higher levels of achievement and to change the culture of the classroom from direct instruction to inquiry-based instruction (Supovitz & Turner, 2000).

Finally, although the benchmark tests were designed to evaluate students' understanding of the science through activities presented in the FOSS kits, test questions may not have captured what students were being taught or what they were learning. For example, although science activities included exercises to develop students' inquiry skills, the benchmarks evaluated content.

Other Factors

To fully understand findings from this report, qualitative data provides information about other factors that help explain the lack of significant gains by students of Intervention teachers and librarians. A state mandate implemented during Y2 required second language learners who had not passed a language proficiency test to be assigned daily to four-hour blocks of instruction in English grammar, vocabulary, language arts, and writing in a classroom other than that of the Intervention teacher. Thus, time spent on science by Intervention teachers was severely reduced (e.g., in the remaining two hours, science, math, social studies, geography, and history were taught). Also during Y2 due to budgetary cuts, library instruction was reduced from one hour three times a week to once a week for half an hour.

In spite of non-significant results from quantitative data, information obtained from qualitative data previously reported (Montiel-Overall & Grimes, 2013) reveals that the Intervention had extremely positive effects on student interest, motivation, and understanding of science, which are not evident in results of quantitative data. Teachers and librarians focused on standards for second language learners and incorporated cognates, visuals aids, children's literature, graphic organizers, vocabulary walls, weather maps, and science websites, to engage second language learners in science. Librarians in particular used students' first language, which researchers have found to improve science for English language learners (Buxton, Lee, & Penfield, 2009/2010). The following comments by participating teachers and librarian illustrate the success of TLC on science teaching and learning for themselves as well as students, which was not evident in test scores:

"The kids love it [science]. I mean I have one group doing an experiment…other group is sitting down with me on reading…like sequencing" [P11:320]

"[Students] aren't just sitting there waiting for somebody to give them some information, they're actually trying to figure it out…you can see that light in their eyes just come alive. It's like, 'Oh, my god! I've learned this one.' " [P10:105]

"[The librarian] finished up a lesson on "How to Use the Library." She took half of the class to explain what is available in the library, how to log on to the computer, how to use website to help them find what they need in regards to finding books that they will need for our science lessons. I worked out an outline on how we were going to break up the [science] kit. The librarian will work with half of my class. They will use strategies taught to locate books of interest regarding Sounds." [Journal]

Implications

Several implications for library and information science (LIS) professionals result from this study. First, the use of quantitative data only to determine student learning must be used with caution. While test scores provide a means of tracking scores in achievement, over time, it is equally important to track and understand factors affecting teaching and learning to provide a complete picture of second language learners' ability. Qualitative data is an important means of providing a comprehensive analysis (Montgomery, 2011) of students' learning and interest to provide a more robust assessment of what students know and understand. Qualitative data also provides information about successful teaching strategies and methods used to achieve this goal of higher test scores.

In addition, this research suggests that the results of intervention may not be apparent within two years. Effects of intervention may be delayed and not become apparent until much later. Finally, the study highlights the effect of language on test results. Research on language and thought indicates that a strong relationship exists between language, experiences, and cognition (Boroditsky, 2011). Becoming language proficient and adjusting to a different "cognitive toolkit" (Boroditsky, 2011, p. 64) requires more time for second language learners and may require the use of multiple means to evaluate students' academic achievement in science and in other subjects.

Conclusion

This study illustrates that multiple factors contribute to student achievement, and that quantitative data alone provides an incomplete assessment of learners' ability. Factors such as neighborhood, language ability, time spent in science and in the library as well as political mandates affect student progress and success. This study illustrates that despite challenging conditions, second language learners showed steady improvement throughout a two-year study with few exceptions, and that school librarians in partnership with teachers contributed to the success.

School librarians are increasingly called upon to work with second language learners, and to provide effective and culturally relevant instruction. Integrating library instruction (e.g., information literacy, learning to do research, and finding resources) with science content is an opportunity to reinforce conceptual as well as linguistic development of second language learners. Inasmuch as time was a significant factor in student gains, school librarians must advocate for increased library time for students, particularly for second language learners who often have limited experience with libraries. Librarians are central in providing additional support for second language learners and continued advocacy for greater collaboration with teachers should continue so that TLC become becomes an integral part of all students' education.

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Biographical note

Patricia Montiel Overall is an Associate Professor at the University of Arizona. Her research interests include teacher and librarian collaboration and equity of access issues specifically related to Latino students.

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

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Abstract

Internationally, there are well-known school library models including the U.S. model, with its strong groups of professionals, the British model, dependent on school library services in the community, and the Australian model, which can be described as either a successor to or a middle way between these two models. However, no independent school library model has been established in Asia. In Japan, the Library and Information Professions and Educations Renewal (LIPER) project was established in 2003 to study reforms to and the reorganization of library and information science education, with the members of the Japan Society of Library and Information Science. The School Library Initiatives for Asia & Pacific (SLAP) Forum, an international meeting for school library practitioners,

was held in Tokyo in January 2013, and even before then an initiative was conducted as part of the studies spun off from the LIPER's third stage. This paper reports on these topics.

1. Introduction

The Library and Information Professions and Education Renewal (LIPER) Project, a joint research project made up of members of the Japan Society of Library and Information Science. The project was modeled on the Kellogg-ALISE Information Professionals and Education Reform Project (KALIPER) announced in 2000 in the U.S., which surveyed the state of the shift of librarian training toward information science. Review of librarian training also took place in Britain in 2002, and it is clear that this is a response to the issues of professional training in the information society of the 21st century.
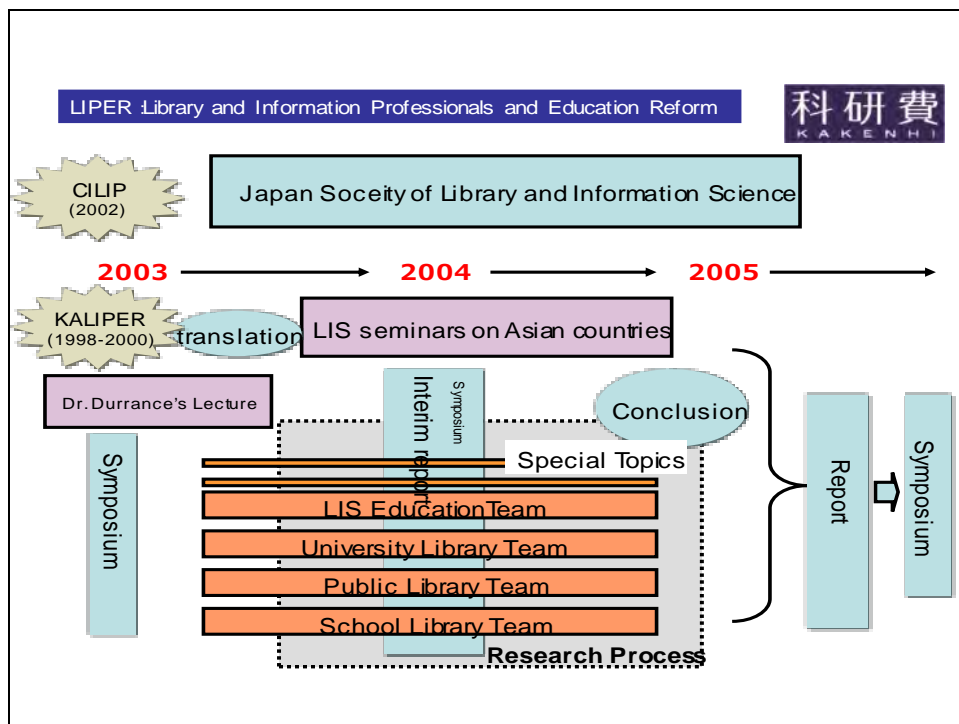
Figure 1: The LIPER Research Framework (from *LIPER Report*, 2006)
*Original chart is in Japanese

The intent of establishing LIPER was "to carry out demonstrative research on issues in librarian training and education, which has not made much progress despite the identification of numerous ideas for improvement over many years, and provide recommendations for its restructuring" in Japanese libraries (LIPER Report, 2006).
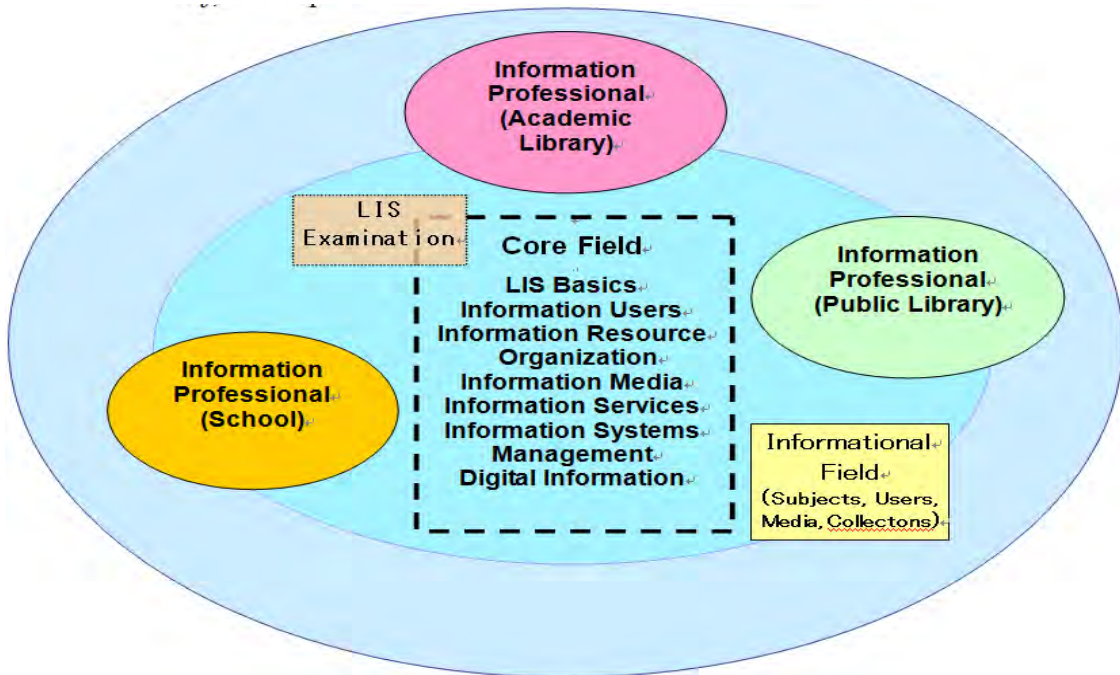
Figure 2: Library and Information Science Curriculum Structure (from *LIPER Report*, 2006)
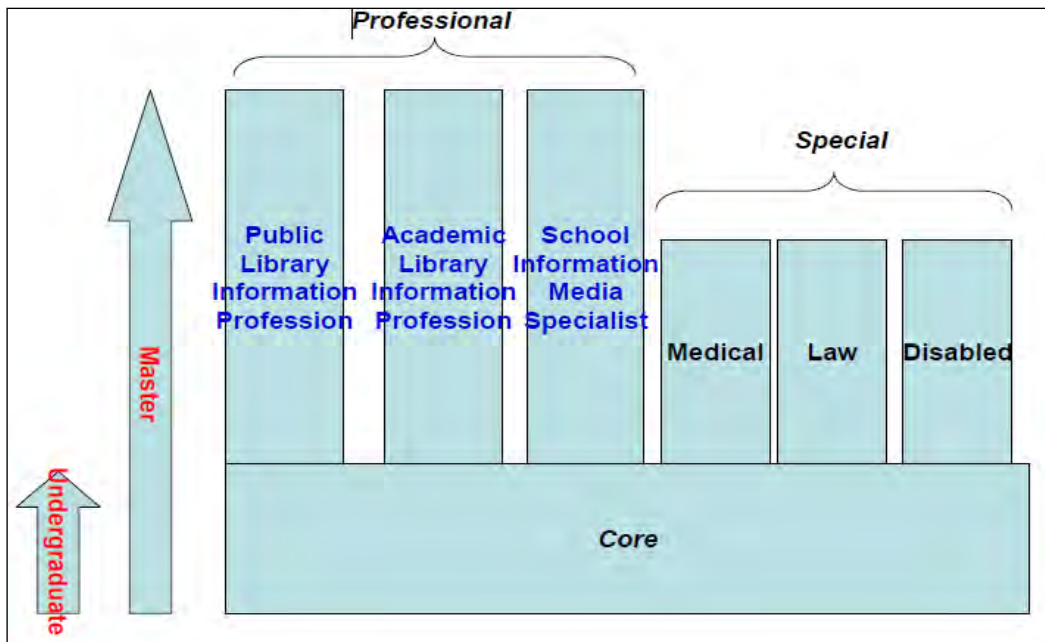*Original chart is in Japanese

Figure 3: Courses in the Library and Information Science Curriculum (from *LIPER Report*, 2006)
*original chart is in Japanese

Referring to library professionals using the term "information professionals" which in recent years has been used internationally to "denote the profession of librarians in an advanced information society" (LIPER, 2006), these recommendations identify a curriculum structure and course system for training such professionals (Figs. 2 and 3).

2. The GlobaLIS Project

Later, under the succeeding LIPER2 research project, an "International Team" was organized to study "international mutual recognition and accreditation of credits in the information professionals training curriculum" as part of "reorganization of library and information science education aiming to train information professionals". And the research was conducted with a focus on "the labor market for library and information science (LIS) professionals in the Asia-Pacific region and international trends toward quality assurance in LIS professional education" (LIPER2 Report, 2010).

Furthermore, the studies of the International Team achieved independent status as a research project subject to the national "Grants-in-Aid for Scientific Research (Kakenhi)", and they were taken over by the Global Library and Information Science (GlobaLIS) Project led by research representative Professor Makiko Miwa of the Open University of Japan. The GlobaLIS Project began in 2010 with the following research agenda:

1. Assessment of equality between the LIPER curriculum (LIPER Report, 2006) in Japan and world library and information-science curricula
2. Publishing books on international comparative studies concerning library and information-science education
3. Holding workshops for school library practitioners in the Asia-Pacific region

In studying library and information science educational programs in Europe, Miwa (2012) confirmed that the following subject areas constitute the mainstream in the library and information science education of today (Table 1).

Table 1: Subject Areas Included in the Educational Programs of European Library and Information Professional Training Institutions (Excerpted by Miwa, 2012)

Subject Areas
Mediation of culture in a special European context
The library in the multi-cultural information society: International and intercultural communication
Cultural heritage and digitalization of the cultural heritage
Library and society in a historical perspective
The information society: Barriers to the free access to information
Information literacy and learning

Knowledge organization
Knowledge management
Library management and promotion
Information seeking and Information retrieval

Original Source: European Curriculum Reflections on Library and Information Science Education
Edited by Leif Kajberg and Leif Lørring, 2005

3. The SLAP Project

Following the somewhat lengthy introduction presented above, in this section we will describe how the SLAP project and its forum were planned and designed over many years through a series of studies on revisions to library and information profession and education.

Put simply, there are two conceivable points at issue regarding school libraries. The first concerns who should be responsible for management and maintenance of school libraries, and the second is whether professionals in school libraries should be library professionals or education professionals. The situations regarding these points differ even in developed countries such as the U.S., Britain, and Australia, and are strongly influenced by the circumstances and historical background of each country. However, these are propositions that cannot be avoided if we are to make any progress in designing a new Asian school library model. Incidentally, the LIPER1 recommendations used the term "information professionals (school)" instead of "information professional for school library" as used with other types of libraries, to reflect the fact that in the Japanese legal system until now librarians have not necessarily been central in staffing assignments. Under today's Japan's School Library Law, only "teacher librarian – sisho kyoyu" who has certified teacher librarian license with teacher's license is provided and no provision exists for school librarian (gakko sisho). We must wait for future debate to choose who should be professionals for school libraries in Japan and other Asian countries.

The SLAP Project, charged with putting the finishing touches on the GlobaLIS Project, began with seeking out areas of shared interest among practitioners and selecting themes for research and instruction, based on the studies conducted in each of the LIPER and GlobaLIS projects and taking into consideration the current conditions of school libraries in the Asia-Pacific region.

4. Content of the SLAP Forum
Identifying themes
The LIPER1 report (LIPER Report, 2006) identified the following eight core areas for information professionals in all library types:

Library and information science fundamentals
Information users
Organization of information resources
Information media
Information services

Information systems
Management
Digital information

Among these, the area of "information users" is likely to be deeply related to the school library field as well.
Furthermore, aside from the above core areas common to all library types, the LIPER recommendations also identified the following specialized areas as specialized subjects for "information professionals (school)."

School education
Learning information media
Learning environmental design
Instruction/learning support
Children's reading

From these areas, the SLAP Forum workshops, to be conducted as training for school library practitioners in the Asia-Pacific region, ultimately chose the following three themes: (i) School library and inquiry learning, (ii) School library history and administration, and (iii) School library and curriculum.

The next sections will report on each theme discussed in the SLAP Forum, held January 12, 2013 at Fukutake Hall of the Graduate School of Interdisciplinary Information Studies, the University of Tokyo, with 30 participants.

Workshop 1: Guided Inquiry
From the 1990s through the 2000s, the biggest proposition in school libraries, chiefly in the U.S. and the rest of the English-speaking countries, was information literacy. However, in the 21st century expectations have focused on not just surviving in an information society but also the image of the ideal human being, possessing the motivation and attitude to continue lifelong learning. At the same time, this can be described as the conclusion derived from the findings of research on humans' information behavior, which until then had been considered straightforwardly. These findings argue that appropriate support and recollection in accordance with each process of handling information are effective, particularly for children and youths, and such education should be embedded into the context of school education.

The Information Search Process (ISP) Model, derived by Carol C. Kuhlthau from analysis of the information behavior of students learning at a school library media center beginning in the 1980s, has provided the theoretical grounding for development of information literacy education worldwide since the 1990s. In recent years Kuhlthau has advocated an inquiry-learning approach, which she calls Guided Inquiry, based on her own ISP Model. Dr. Leslie Maniotes, a co-author of the recent work *Guided Inquiry Design* (2012), which examines specific course design for Guided Inquiry, served as the instructor in this workshop.
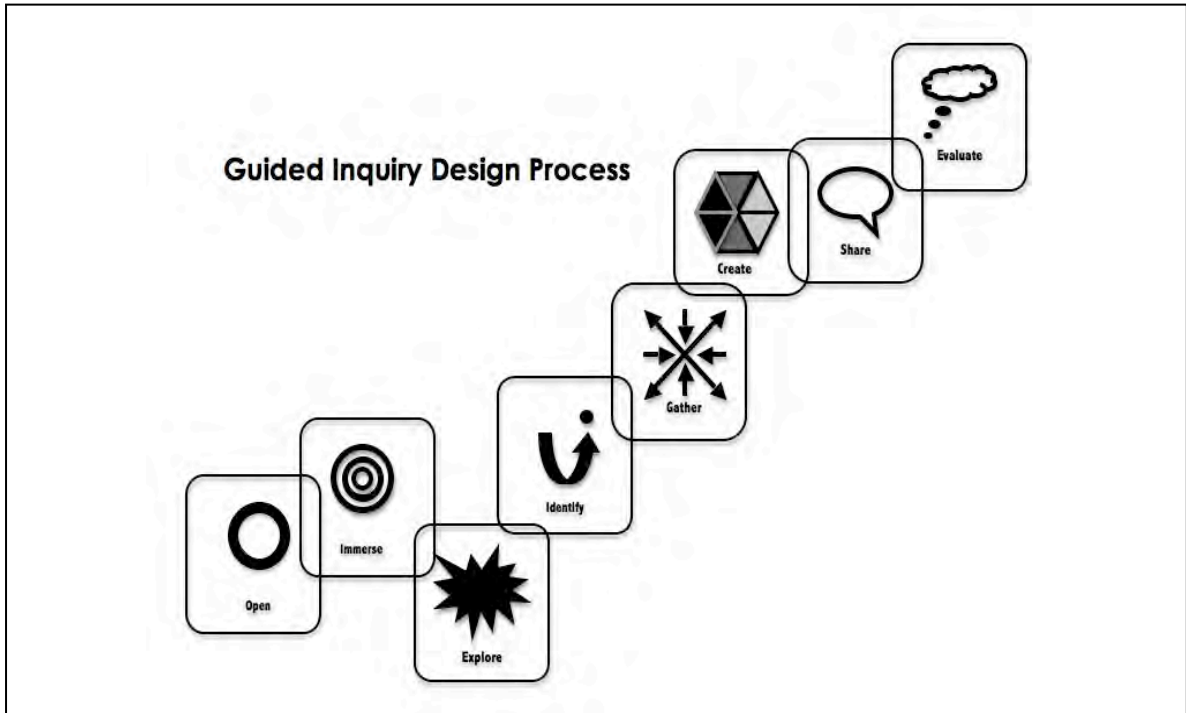
Figure 4: The Guided Inquiry Process
(Kuhlthau, C., Maniotes, L., Caspari, A. *Guided Inquiry,* 2007)

While Kuhlthau's ISP Model involved analysis from the perspective of the learners who use information, Guided Inquiry focuses on the perspectives of the people providing intervening support and guidance. The design of Guided Inquiry consists of the following eight steps:

> Open
> Immerse
> Explore
> Identify
> Gather
> Create
> Share
> Evaluate

It is a learning approach that provides students with the time and guidance they need to set up their own research themes.

The workshop included a poster session by Ms. Yoko Noborimoto of the department of information and communication technology (ICT) education at Tamagawa K-12 Academy, who took part in a Guided Inquiry workshop held at Rutgers in June, 2012. This session featured lively questions and debate on policies for putting the Guided Inquiry concept to use in actual class preparations. The workshop also welcomed the unexpected participation of Kuhlthau herself, who had come to Japan to serve as keynote speaker at an international symposium on children's reading to be held the following day, and this session proved to be full of enthusiasm.

Workshop 2: History and administration of school libraries
The modern school library movement was established in America when School Libraries Section of the American Library Association (ALA) held its first meeting in 1915 (Pond, 1976, p. 12). In England the School Library Association (SLA) representing the interests of school librarians was founded in 1937 (Colebourn, 1986, p. 8). The School Libraries Section of the Library Association (LA) was founded the same year (Cubbage, 2001, p. 59). However, school librarianship in the racially, linguistically, and culturally diverse countries in Asia were introduced and developed after the Second World War and post-war reconstruction period of the 1950s and beyond. Therefore models of school library development in Asian countries have not developed fully when compared to the United States or England. In fact there is no known outstanding or well known Asian model of school library development for researchers to study and understand.

The inaugural Asia-Pacific Conference on Library & Information Education & Practice (A-LIEP) conference that was held in Singapore in 2006 initiated the debate about an international certification system for library and information professional academic programs among participants in the region. The University of Tsukuba, Japan, hosted the biannual conference in 2009 followed by University Technology MARA, Malaysia, in 2011. Dr. Lim Peng Han presented two papers at the latter conference highlighting the importance of manpower planning and the formulation and implementation of mandatory school library standards in Singapore. He was requested to prepare and lead a workshop about the history and administration school library.

Dr. Lim began his workshop by showing the disparity and widening income and information gaps between the developing countries and Newly Industrialized Countries (NICs) in Asia. He then referred to factors that determined Knuth's (2002) British and American international models of school library development as shown in Table 2. With data related to factors of school library development from two Southeast Asian countries, Singapore and Malaysia, and two East Asian countries, Hong Kong and Korea as shown in Table 3, he explained why, like Japan, the foundations of school library development are weak. As mentioned earlier,

modern school librarianship was introduced to these countries after the 1950s. There is either an absence of school library association or an ineffective school library association to formulate and implement mandatory school library standards. Except for Hong Kong, only part-time or temporary teacher librarians were employed in the other Asian countries. The outsourcing of basic school library services in Singapore is inadequate. Furthermore, the other Asian countries have either limited provision for school library services or none at all.

This workshop's audience consisted of school library administrators and researchers from Japan and international panellists like Dr. Cheah Yin Mee, a reading literacy specialist in Singapore and Dr. Kwon Eun Kyung, Daegu University in South Korea who had come to Tokyo to speak in the international symposium on children's reading on the following day in the University of Tokyo. Present situation and issues of school library in each country were discussed with the participants from Singapore, Australia, South Korea and Japan.

The findings and discussions of the workshop suggests that school library development in staffing, school library leadership, standards and school library services are critically lacking. As a long term solution, the stakeholders, like the School Library Association and teacher librarians, for example, should advocate for strong support for school library development suitable for each country's social, political and cultural background and identities.

Table 2: Knuth's International Model of School Library Development

British model (can be applied to developing countries)	American model (US, Denmark, Canada and Australia)
1. Education system	
Textbook orientated education systems. School libraries as book depositories.	School libraries within resource-based education systems.
A cultural/recreational reading mission.	An educational mission. School libraries as media centres.
2. Staffing of school libraries	
Personnel with inadequate training and role conflict.	Staff with dual training.
3. Leadership role of School Library Association	
Undeveloped or split professional leadership	Strong professional leadership
4. School Library Services	
Links with public libraries	School libraries within districts
5. School library standards	
Underdeveloped professional literature and ineffective standards	Extensive literature and accepted standards
6. Financial and/or statutory government support	
Government support and national funding is inadequate or nonexistent.	Schools libraries received national or regional funding during the 1960s and 1970s.

Source: Knuth, 2002, pp. 265-267.

Table 2: Comparing State of School Library Development (selected countries)

	Singapore	Malaysia	Hong Kong	Korea
Population/per capita income	5.2 million US$56,570.	29.0 million US$14,771.	7.1 million US$46,291.	49.2 million US$ 28,982.
Founding of library association	1955	1955	1958	1945
Introduction to modern school librarianship	1955	1955	1963 (grant only).	1950s – 1960s.

School Library Association	1969-1980 (none presently).	Nil	HKTLA SLG, HKPTA. *	NGO (1999).
School Library Standards	1972 and 1983 (none presently).	Nil	Education Dept. (Basic standards, 1998).	Master Plan (2003-2007)
School Library Services	Outsource	Nil	Education Dept., Library Section.	First Master Plan (2003-2007)
Ministry of Education	Began library development in 1977	Began during the 1960s	Began during the mid-1960s	First Master Plan (2003-2007)
Teacher Librarians	Part-time	Part-time	Full-time	Mostly temporary teacher librarians.
ICT infrastructure	IT Masterplan 1997-2002; 2003-2008; 2009-2014.	87 Smart schools (1999-2002) 22% of school libraries had automated system in 2002.	Yes	Edunet (2005).

*Note: * Hong Kong Teacher Librarians Association; School Libraries Group, Hong Kong Professional Teachers' Association.*

Workshop 3: School libraries and curriculum

As mentioned above concerning Workshop 1, in recent years the recognition has become established that learning activities in school libraries are more effective if they are conducted in ways embedded into existing courses. This draws attention to the position of the school library in the curriculum.

Australia's practical research on school libraries is regarded highly worldwide. The author recalls quite vividly hearing in an interview with an American university librarian around 2000, "Today, Australia conducts the best information literacy education."

Over numerous subsequent research visits to Australia, the author had the impression that the field of libraries in Australia is developing very soundly, and that the country was quite adeptly carrying out its own practical library management by adapting the earlier models of Britain and the U.S. to fit its own circumstances.

Administration in Australia is decentralized among the states, and the state of Victoria, home to Melbourne, which was Australia's largest city from the 19th into the early 20th centuries, occupied a central position in commerce, culture, and education for a long time. The region also played a central role in the development of libraries and the training of librarians as well.

For these reasons, Dr. Susan La Marca, who has been active for many years in the School Library Association of Victoria, and the editor of the journal *Synergy*, was chosen to lead this seminar, in light of the high regard in which Australia's curriculum is held internationally. The website of the Australian Curriculum, Assessment, and Reporting Authority (ACARA) describes the Australian curriculum.
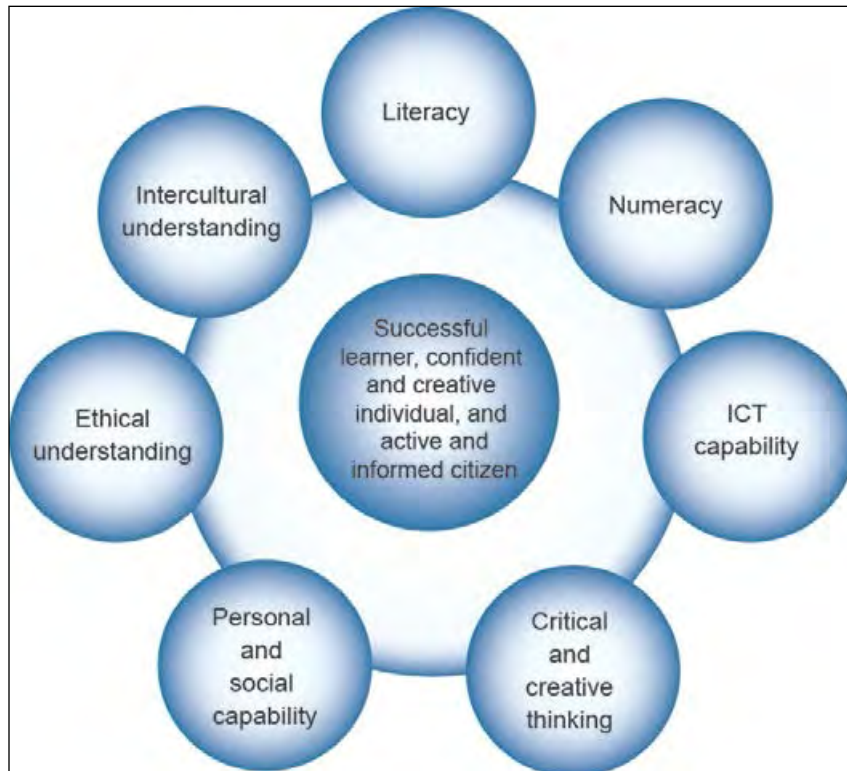
Figure 5: The Seven General Capabilities of the Australian Curriculum (ACARA, 2013)

While there remain differences between each state and they are yet to all fully embrace the new Australian Curriculum there is much similarity between states and all recognize the need to move towards an Australian wide system. In Australia, education from preschool+1 through 10th grade is managed together as F-10. Tenth graders are in the final year of secondary school, while 11th and 12th graders, the equivalent of students in their second and third years of senior high school in Japan, make up the senior high school level.

The F-10 curriculum (the new Australian Curriculum) is divided into the four areas of English, mathematics, science, and history (with other subjects to be developed in coming years), while the following are identified as capability concepts that should be addressed in each course – literacy, numeracy, information and communication technology (ICT) capability, critical and creative thinking, personal and social capability, ethical understanding, and intercultural understanding (Fig. 5). Each of these seven capability concepts, in the new Australian Curriculum, is to be incorporated into the various subject areas of study. In addition to these the following cross-curriculum priorities are identified as well, suited to Australia's own circumstances: Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and sustainability.

Touching on the interaction between Australia's curriculum and school libraries, Dr. La Marca described its importance and relevance to their ongoing effort in school libraries to collaborate with subject teachers to ensure these capabilities are integrated. Areas such as ICT capabilities and critical and creative thinking hold scope for the involvement of school library programs promoting effective information literacy skills and research capabilities. It was also noted that the library through its co-curricular efforts and as a forum for community events can also play a role in extending and supporting the social capabilities through what it does as a community and cultural space and the collections and services if offers. Dr. La Marca also suggested that through school libraries diverse efforts to promote reading, in which she has been involved over many years, the seven general capabilities and in

particular, the cross curricular priorities can be addressed and enriched. This session was informative and proved highly stimulating to its participants.

5. Reflection of the SLAP Forum

As an organizer and workshop facilitators of this forum, we review a number of issues.

First, we felt keenly that there still is a long way to go until a standardized school library model for Asia, the issue that SLAP has addressed from the start, will be developed. While recognition of the value of school libraries is increasing in recent years in Japanese society, at the same time staffing issues stand in the way as a crucial impediment to improved school libraries now and into the future. However, through this forum I also was able to recognize that this is an issue common to Asia. It is surmised that factors behind this include sociocultural issues such as the status and roles of experts in society as well as organizational systems and other factors. We should wait for future research to find a solution.

Another issue concerning management of the forum is the fact that there were so few participants from outside Japan. Although we received an inquiry from the Middle East at the application stage, in the end the individual did not participate in the forum. Looking at subjects such as the participants in past A-LIEP meetings, it cannot be denied that it is easier for participants from other Asian countries to attend when the meeting is held in Southeast Asia. Also, since participation from East Asia, particularly from China and South Korea, in international conferences in the library field has been low, there do not seem to be many advantages to holding the meeting in East Asia. It is conceivable that the high prices in Tokyo had a negative effect on participation. Despite this I suggest there is value in the SLAP model and suggest that it be replicated in other Asian countries and regions in the future to the benefit of all of those interested in library professions.

Currently we are preparing to upload a video recording of the SLAP Forum, which was held entirely in English, to a video website. We plan to link to the video from the SLAP website. I would encourage those who are interested to refer to the site for details.

Acknowledgements

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Biographical note

Yumiko Kasai, Ph.D. (Interdisciplinary Information Studies, The University of Tokyo) had worked as information specialist for a private company, NGO in foreign affairs in Japan and The Embassy of Japan in Singapore. In 1996, she started working as "cybrarian" for a secondary school in Kyoto, Japan. In 2000, she started working for Tamagawa K-12 Academy and worked as a manager for learning support in a new built school library media center called "MMRC" from 2006 to 2009. Her research interests are on children's information behaviour, information literacy, inquiry learning, reading literacy and all learning activities done in school library.

Leslie K. Maniotes, Ph.D., M.Ed., is an educational leader in the Denver Public Schools. A National Board Certified Teacher with eleven years of classroom experience, Maniotes has worked as a Teacher Effectiveness coach and a K–12 literacy specialist in rural and urban Title One schools. She received her doctorate in curriculum and instruction in the content areas from the University of Colorado, Boulder, and master's degree in reading from the University of North Carolina. Recent publication is: Libraries Unlimited's Guided Inquiry: Learning in the 21st Century and Guided Inquiry Design: A Framework for Inquiry in Your School.

Dr. Lim Peng Han has worked in the regional publishing and sports industries from 1980 to 1994. In 1984 he was awarded the "Order of Merit" by the Asian Football Confederation. He began working in academia and academic libraries since 1995. In 2008 he was a Research

Fellow at the National Library Board, Singapore. He has written journal articles and conference papers in the history of schooling and school libraries, comparative studies of schooling, publishing and school libraries, sports studies and Southeast Asian Studies. Dr. Lim is currently the Visiting Research Fellow at the University of Malaya's Sport Centre.

Dr Susan La Marca is a consultant in the areas of YA literature and school libraries, Head of Library at Genazzano FCJ College in Melbourne, the editor of Synergy, for SLAV and associate editor of Viewpoint: on books for young adults. Susan has presented both in the areas of reading culture and school library design and edited six texts in the field of teacher-librarianship including "Rethink: Ideas for Inspiring School Library Design" (SLAV, 2007) and wrote "Designing the Learning Environment" (ACER, 2010). Susan also co-edited "Things a Map Won't Show You: Stories from Australia and Beyond" (Penguin Books, 2012).

The Social Role of the Librarians of the Federal Institute of Education, Science and Technology

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Abstract

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

Keywords: School library, social role of the librarian, cognitive skills, federal institute of education, science and technology

1 Introduction

The model of Life Skills Based Education (LSBE) is an initiative of the World Health Organization (WHO) in partnership with United Nations Educational, Scientific and Cultural Organization (UNESCO). It aims at promoting the implementation of actions in order to develop the physical and mental health due to changes that have occurred in recent years. Nowadays, it can be observed that children and adolescents are not sufficiently competent to face the big challenges and pressures of the contemporary world.

This model includes three types of skills: cognitive, personal, and interpersonal. In addition to that, it also has ten categories: self-knowledge, empathy building, efficient communication, interpersonal relationships, decision-making, problem solving, creative thinking, critical thinking, managing feelings and emotions, and managing stress.

The category of critical thinking can be understood as the ability to reflect, analyze and examine the situations of personal and social life from different angles, perspectives and opinions (as cited in Paiva and Rodrigues, 2008, my translation). Yet according to Paiva and Rodrigues (2008, p.678, my translation) 'the individual who is critical is able to ask questions and not accept events without developing a careful analysis in terms of evidence, reasons, and assumptions.' However, some questions revolve around the issue of critical thinking

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such as: how do people learn to analyze and ask questions if the individuals in this society have not learned to think critically? If they have just learned how to write? If they don't have access to quality libraries? If they don't have access to schools that develop the reading skills needed? If these individuals do not understand information?

These and other factors have led 164 nations committed to Education for All to include The Life Skills Based Education Model as a basic learning need for all young people. In this sense, the LSBE refers to an interactive process of teaching and learning that allows the student to acquire knowledge and to develop healthy behavioral attitudes and skills. This is an education that helps young people to develop their critical thinking and problem solving skills.

The school library, which is an information center of the school, can be a place where we can develop these life skills, mainly the cognitive skills with regard to information. In a society where there are loads of information broadcast in a short period of time, young people have difficulty seeking, finding, using, assessing, disseminating, and understanding the information.

In Brazil, the reality of school libraries is precarious. The doors are mostly closed, the collections are outdated, and what we can see is much more a physical depository of materials for teachers and coordinators who use this place whenever is needed. A total of 149,968 establishments with Brazilian public elementary education in 2003, only 34,307 (22.88%) had libraries (BRAZIL, 2008a, my translation). In addition to that, from the 100 school libraries in Brazil, only two have librarians (BRAZIL, 2005, my translation).

The creation of the Federal Institutes (FI) in Brazil by means of Law number 11.892, on December 29th, 2008b, was a milestone in the history of school libraries in Brazil. This is because the policy implementation of the FIs has created libraries and hired librarians to work in these libraries.

Based on information provided by Artur Moreira via e-mail on June 26th, 2013 (Chairman of the Libraries of the Brazilian Federal Education, Science and Technology - CBBI), there are currently 375 registered librarians in a list of emails of CBBI. However, Artur believes that there should be an increase of 25% to 30% of librarians who work in FIs who are not registered in the list of e-mails. As a result, it can be said that the FIs have approximately 450 librarians working in libraries of more than 400 campuses spread across all Brazilian states.

On the one hand, the Brazilian university libraries have librarians, due to the law that requires the presence of this type of professional in the library.

On the other hand, since the libraries of the FIs are managed by professional librarians, the goal of this research is to investigate, analyze, and understand whether the librarians of the Federal Institute of Education, Science and Technology recognize their social role as professionals who can contribute to the development of cognitive skills related to information of library users.

Although libraries are recognized as social organizations that provide information services to society as a whole, in the case of the librarians who work in the FIs a question may be asked: do they they recognize their social role?

Even though there are librarians in the libraries of the FIs, it may be that these professionals do not have the understanding of their social role; perhaps it is because the curricula of the library and the history of the library profession, which is very focused on the technical activities of processing the library's collection.

Depending on the role of the librarians and their understanding of their social role, these professionals can perform mediation, helping users and the local community to seek, use, find, and understand information; and it may even contribute to the training of users and readers of this community. Otherwise, it is also possible that the librarian acts as a guardian of the library concerned with the activities of technical processing of the collection, focused on keeping order and silence in the library, and forgetting the main reason there are libraries: for the users and for the community that attend them.

Another issue that justifies this research is the challenge of the librarians of the FIs that may perform their profession by serving an audience quite comprehensively, i.e. students who study from elementary school to higher education. In this sense, the environment of these libraries must be suitable for stimulating new discoveries in information to the library users in school as well as to the users of the university's library. According to UNESCO (1997, p.6), more recently many authors have emphasized that the basic activity to be considered in cognition is the processing of information. Thus, the understanding of the librarians on their social roles is crucial because it can make these professionals develop their work in a sense that the library users gain more autonomy in seeking and using information, especially because they are also part of an information society.

2 The Federal Institutes of Education, Science and Technology: Conceptions, Objectives and Mission

The draft constitution of FIs is presented as progressive, and sees in education the possibility of social change and a greater sense of life, featuring in it a policy of social transformation.

> The intention is to overcome the Althusserian view of the educational institution as a purely ideological apparatus of the state, the one that reproducts values of the ruling class and reflects it through the conflicting interests of a class society. The Federal Institutes reserve to the protagonists of the educational process, beyond the undeniable role of dealing with scientific and technological knowledge, a praxis that reveals the places occupied by each individual in the social fabric, which brings out the different ideological conceptions and assures to the subjects conditions to interpret this society and exercise their citizenship from the perspective of a country founded on justice, equity and solidarity. (BRAZIL, 2008c, p.21, my translation)

The FIs, which is based on humanistic and technical training, works in various levels and types of education (basic education, vocational, and higher) in favor of the social good and on behalf of knowledge, culture, labor, science, and technology. Much has been questioned in relation to technological and professional education, due to the fact that it is treated as a functionalist approach to meet the objectives set by the ruling class and the capital. The commodification of education contributes to the subjugation of humans and leads them to be manipulated.

Professional and technological education should have as main elements: to be humanizing with the technical education in the service of good living; to be a model in training to create a culture of understanding and responding to the needs of society; to foster innovative experiences and economy of solidarity and cooperation. (verbal information provided by Julio Nicolas Rogero Anaya, at II World Forum of Professional and Technological Education, in Florianópolis, on May 30th 2012.)

As a public institution, the policy of the FIs is a commitment of the society as a whole, establishing equality in diversity (social, economic, geographical, cultural, etc.). In addition to

that, it is coordinated with other policies (employment and income, sectoral, environmental, social and, also, educational development), which creates an impact on this universe. (as cited in BRAZIL, 2008c, my translation)

In relation to local and regional development, the FIs should work towards the construction of citizenship and face the challenge of 'becoming places of reference of being together, of working collectively, of the exchanging meanings, and finally, of the relations of meaning negotiations which, extending beyond the institutional space, constitute the core of a more democratic experience.'(BRAZIL, 2008c, p. 25, my translation)

As a principle in their political-pedagogical proposal, the Federal Institues should offer basic education, mainly with high school courses integrated into professional education level as a technical school; technical education in general; higher courses in technology, and bachelor's degrees in areas where science and technology are decisive components, in particular the engineering courses as well as *lato* and *stricto sensu* postgraduate programs, while ensuring the initial and continuing training of workers and future workers.

The FIs constitute a new educational model created by the Ministry of Education in late 2008 and are part of the Federal Network for Professional Education and Technology. It is important to note that the FIs were created from existing structures in the Federal Centers for Technological Education (known as CEFETs), in the decentralized units Teaching (known as UNEDs) in the Agrotechnical Schools, in the Federal Technical Schools, and also in the schools linked to the universities.

Among the principles of implementation of FIs (from the initial clarifications on the concepts and guidelines that drive this new model of education), the social commitment of these institutions is clear. In fact, not only is the institution committed to society, but also to the group of people that works for this educational institute. Since these FIs were formed from existing structures, this group of people had to readapt to a new educational context that provided an opportunity of a greater range of courses offered to society, which include courses from initial training to graduate. Most of the educational institutions that became FIs resembled technical schools because they already offered courses from high school to technical education. In addition to that, the infrastructure of these institutions was primarily for the interest of that particular public school. With the implementation of the FIs, parts of these schools join with each other to create a campus; those are subordinated to one of the 38 rectors of FIs created in Brazil.

3 The Social Role of the Librarians

The social role of the institutional group should be in line with the principles of implementation and consolidation of the FIs, but the theory falls far short from the practice. Taking into account the case of a public institution, it can be difficult to reconcile theory and practice, due to the lack of professionals committed to their work and also to the social role they can perform. Vandenbos (2010, p. 681, my translation) explains the meaning of the social role as 'the functional role played by an individual who holds a formal position in a social group, such as the role of teacher.' With the new reorganization that occurred in the Federal Network of Technological Education due to the creation of the FIs, the functions of individuals involved in this educational institute have become broader because the educational modalities offered were also expanded. Thus, in the case of the librarian, who previously only managed a school library, now he/she also has to manage a university library.

The concern with the organization of the libraries in the institutions that have been incorporated into the FIs was first presented in the Brazilian literature through the studies of Jose Maria de Araujo Souza. He wrote, in 1965, the book *Instalação de Bibliotecas em*

Escolas Técnicas Industriais (Installing Libraries in Industrial and Technical Schools, my translation) in 1965. Moreover, Doris de Queiroz Carvalho also wrote a book entitled *Manual de Serviços para Bibliotecas de Escolas Técnicas Industriais* (Manual of Services to Libraries in Technical and Industrial Schools, my translation) in 1966. In 1970, she published a revised version of the book previously mentioned named *Bibliotecas de Escolas Técnicas Industriais: Manual de Organização e Funcionamento* (Libraries in Industrial Technical Schools: Organizational and Operational Manual, my translation).

According to Carvalho (1970), there were 23 libraries installed in the Federal Technical Schools. The objectives of these libraries were also presented by Carvalho (1970) who claims that they possess an enabling environment of teaching, which provide collections suitable for use by teachers and students; it is also an environment in which teachers and students could develop a taste for good reading, and the habit of using books; and an environment in which teachers and students could also develop the ability to conduct research, enriching their personal experiences and making them better prepared to advance in their professions.

Carvalho (1970) also points out the functions of the librarians as the acquisition of publications and the organization of this material suitable for use by students and teachers, the provision of the collection to enhance and enrich school programs, teaching students how to use the library collection, fostering a love of reading, and developing the research capacity of the students. In addition to that, Carvalho (1970) states that the library must also provide the following: an updated collection on the subjects in the curriculum; study and research rooms; free access to the library, where the collection is organized according to the subject it relates; the ability to borrow from the collection; reading courses, with living room and reading projects group; reading orientation; and video room for exibitions of educational films.

As a matter of fact, 42 years ago, it was once thought what should be the libraries of the institutions that comprised the Professional Network for Professional Education and Technology: welcoming and organized environment, with a vareity of materials in the collection; professionals committed to teaching students and providing guidance in reading and research; free access to information, with the freedom to use the services offered to the library's users. Libraries that have environments with these characteristics and librarians with these functions possess the qualities necessary to serve their users of basic, professional, and higher education.

In the literature there are few bibliographies that address the libraries of the former CEFETs, UNEDs, Agrotechnical and Technical Schools, certainly because the history of these institutions have undergone several changes over the years, and also because most of these organizations worked in isolation and are linked directly to the Ministry of Education.

At this time, with the creation of Federal Institues, several libraries join each other in order to be part of the same Institute, which facilitates a dilaogue among the librarians who work in these libraries, converging the actions of these professionals and referrals from these libraries. In 2011, the Brazilian Commission of Libraries of Federal Institues, known as CBBI (National Forum, 2011), was created with representatives from all regions of the country, demonstrating the need to think and articulate actions for these libraries.

Pacheco (2009, p.8, my translation) emphasizes that the FIs 'are characterized by necessary boldness and innovation for a policy and a concept that seek to anteicpate in the present debate the basis of a contemporary school of the future and committed to a society radically democratic and socially fair'. This daring and innovation also reflect the role of librarians who work in these libraries. As an institution of contemporary educational future and committed to society, the Federal Institutions should offer via libraries an updated informational environment, organized and planned. This environment may give everyone the

means to access information on different media, with librarians who teach the users to understand, find, assess, use, and disseminate information. Most important, however, is to empower the users to have autonomy in their use of information and make them able to transform this information into knowledge, quality of life, and social equality.

The need to rethink about the social role of librarians of FIs is externalized in the voices of librarians who participated in the VI National Forum of Librarians of Federal Institues, which occurred in the city of Petrolina, in Pernambuco, when they suggested the theme for the VII Forum "The identity of the libraries of FIs" and also "The skills and the profile of the FIs" librarians"(National Forum, 2011).

In order to analyze the social role of librarians of FIs, first it is necessary to study the typology of libraries of these Institutes. Generally speaking, libraries are classified according to some specific features in relation to the users and the collection, and because of those, there are various types of libraries: for children, college, school, specialized, public, mixed, community, digital, among others.

Santos, Hoffmann, and Boccato (2011, p.1, my translation) emphasize that libraries of FIs 'go in search of their identity construction, comprising a junction of types and looks to be built and refined.' Furthermore, Santos et al. suggest that libraries of FIs should be studied by the type of libraries: school, specialized, and university.

A new classification of the types of libraries is presented by Moutinho and Lustosa (2011), when they classify the libraries of FIs as technological. Moutinho and Lustosa (2011) also emphasize that libraries should be prepared to receive the users for each type of education offered by the FIs, i.e. basic, professional, and higher education.

Given these classifications, it can be observed that the types of libraries that the Constitution of FIs requires start to be tested: school, specialized, technological, and higher education libraries. It is important to notice that the range of typologies will be broad due to the fact that there will be also a wide range of courses offered by these institutions.

Luz (2007) emphasizes that the libraries are not normally included in the planning, budgeting, and institutional policy decisions, being excluded from the institutional events. The librarian that fulfills his/her social role must be able to make the interests of the library and information policy be on the same level of the institutional planning and political-administrative activities. Luz (2007) also reports that the librarian should be competent in making the library an instrument used to force the political and institutional goals.

Dante (2000) states that the professional skills should be associated with the library, administration, technology, information, communication, businesses, and with the general culture.

The librarian profession, which appeared in 1962, was in the course of time having to upgrade because of the changes that occurred in the socio-political-economic setting and, especially, in the Brazilian technology.

> The late 80's brought to the Librarianship a question that has not yet found a
> definitive answer: who is the information professional able to face challenges and
> difficulties caused by large changes in the arrival of the information age?
> (Valentim, 2000, p.107).

According to the Brazilian Classification of Occupations (CBO), the librarian is the information professional. And as a description of the activities of these professionals, CBO presents:

> Provide information in any medium; manage units like libraries, documentation centers, information and related centers, besides information systems and networks. Deal technically and develop information resources; disseminate information in order to facilitate access and knowledge generation; develop studies and research; perform cultural diffusion; develop educational activities. They can provide advisory and consulting services.

However, Almeida Júnior (2000, p. 42, my translation) argues that 'the idea of the information professional is not specific nor a prerogative of the librarian, on the contrary, it identifies a range of professions that deal with information.' In this line of thought, Souza (1997) reports that the librarians do not seem to know how to build their citizenship, even with all the right to information and reading (because they say they are information and library). By considering themselves as irreplaceable in the library or in the informational activities is a way to ignore the dynamics of society. It is not only the right to information and reading that should be discussed, but also the practice of reading and the use of the resulting information. Regarding the use of information, Silva and Cunha (2002, p.82, my translation) present the role of the librarian as the manager of information:

> The most important role of the librarian in the twenty-first century will be the one of information managers. The importance of this task can be well placed: the big problem of this century is the overabundance of information. So if we do not have systems and strategies to access information or we are unprepared to access them, what does much information serve for? What will the technology serve for, if most people do not know how to use it or they will not have access to it? Computers and intelligent data processing can even take part in this task. However, the organization and manipulation of all this information requires instructions, and at this point the librarian can help. Such task will directly influence the lives of all people and will require an educational, intellectual, social, and technological skills.

Baptista (2009) considers that among the professional groups involved in the processing of information, the librarian seems to be the most affected in his/her functions. The reason for these changes is the result of developments within the library as an institution, which reflects on the diversification of information media, or as a result of the inevitable changes that technology introduced in the library routines. However, despite these changes have affected the librarianship, the librarians are not always well prepared to rethink their practices and their social functions. Regarding this subject, Almeida Júnior (2004, p. 81, my translation) states:

> [...] the librarian believes that current technologies provide, in fact, the celebrated, increased, and widespread "democratization of information". It is given the right to everyone, from the New Information and Communication Technologies (NICT), to access, use, and own existent information in the virtual universe. The democratization of information, the extent to which it is understood and disseminated, is a fallacy, and it exists only in discourse, which aims to present a distorted reality, distorted ideologically.

Almeida Júnior (2004) argues that librarians should act as mediators of information, making the users understand and assimilate the informational content, which is presented to them in a very large amount. Besides, reading becomes the primary task of these professionals. In

order to encourage reading, the librarian should be, above all, a great reader. A love of reading is not just for academic training, but it is necessary for continuous self-education through research, reflection, and intellectual growth.

> The librarian, for the specificity of his/her action, should date books, always demonstrating a personal passion for reading. For this, you should think hard about his/her own training. I mean: ask if your path and academic training processes are enabling the development of reading habits and increase your reading repertoire. (Silva, 1999, p.128, my translation)

Finally, the librarian profession is still very much ruled by technical concepts of the profession, it does not expose sufficiently its social and educational functions in order to help the community of users in the correct use of information sources, to encourage the student or researcher to read and use the library, and especially to develop a taste for reading.

> The problem of the librarianship in the Brazilian context is in the backward mentality of a large number of librarians, who present themselves as small authorities: owners of public spaces; reproducing blind sclerotic standards; slaves of cataloging records and closed systems consulting; servile followers of the codes (and not of the concrete ways of life); zombies of compartmentalized spaces; alienated puppets that only work at the touch of bureaucracy, who are unable to leave the rusty rails of the technicism; weak people who live behind the barriers of their branches; human beings that are not used to dialogue; carbon copies of authoritarian totems and player of sameness, whose only challenge in life is to know when the retirement will come out in order to continue to do nothing from the nothing they ever did. (Silva, 1999, p.99, my translation)

The words of Silva (1999) can provoke and seem to be abrupt, but they unfortunately reveal characteristics that still exist in some professional librarians, who care a lot about the technique and less with the practice of information dissemination, the training of readers, developing relationships with the users, and with their social role. It is evident that the history of libraries in Brazil contributed to some of these dispositions of the librarians: their authority had ended as well as their work had been discontinued.
Besides, the courses in librarianship still have on their curricula a large workload of technical disciplines. Souza (1996, p 51, my translation) suggests that the schools of librarianship 'do not simply limit the training of the technical, instrumental, and dumb-down contents only, but they ministry of content simply technical, instrumental, idiotizantes, but they must move forward through the historical, philosophical, political contents, etc.' Yet according to Souza (1996), this could give to the librarian an understanding of his/her social value.

Burke (2003, p.57, my translation) emphasizes that the librarians should be 'agents for the advancement of universal knowledge' and Mattelart (2002, p.137, my translation) discusses that 'there are not enough exhortations that insist on the urgency to 'actively encourage the acquisition of knowledge and skills' in order to 'transform the emerging information society into a knowledge society'. It is possible that the librarian who is committed to his/her social role can contribute to this transformation.

4 Methodological Procedures

This research is a case study of exploratory and descriptive nature. As it is an investigation of an empirical research, its goal is the formulation of a problem or questions. In addition to that, it also aims at describing certain phenomenon, in this case, if the librarians of the FIs recognize their social role. The study is delimited because it analyzes issues relating to one of the FIs. To Chizzotti (2008, p. 102, my translation), the case study is a "comprehensive characterization to describe a variety of researches that collect and record data in a

particular case or several cases in order to organize an ordered and critical report of an experience; or assess it critically, aiming to make decisions about itself or propose a transformation. Gil (2008, p. 57-58) corroborates this idea by presenting the case study as "characterized by deep and exhaustive study of one or a few objects, in order to allow a broad and detailed knowledge, [...] that aims at describing the context of situation in which this specific research is being carried out.

Data was collected using a questionnaire with open and closed questions, which was sent via e-mail to all the librarians who worked in the FIs for more than one year. Out of eight questionnaires sent, only one was not answered. It is important to note that fifteen librarians currently work in this FIs, i.e in less than a year it hired seven more librarians.

5 A Closer Look of the Librarians

In this section, I present a closer look of the librarians at their social roles, according to a survey data collected in this research. Librarians are properly denominated by: L1, L2, L3, L4, L5, L6 and L7, in which L stands for Librarian.

As previously mentioned, seven librarians participated in this research by responding the questionnaires. Out of these seven librarians, five have worked in the FI between one and four years, one has worked there for more than 18 years, and one librarian has been working there for 25 years. Four of them chose to be professional librarians because they love to read and feel fulfilled with the chosen profession. In order to understand the social role of the librarian, a research question was asked of the partipants: do you agree or disagree that the librarian profession has its social role? Justify your answer.

The participants answer the question as follows:

L1: I agree. The role of the librarian goes beyond the walls of the library and the library's collection. The library also has the mission to reach the local community, promoting outreach programs that contribute to the spread of information and knowledge through projects that encourage reading, storytelling, literary soirees, etc. I would appreciate if we could offer reading groups, story telling to the external community.

L2: I agree. Because it helps a lot in the cultural and intellectual development of the individual.

L3: I agree, because we have the tools to help the users find the answers by themselves.

L4: I totally agree, because every profession has its social role, and the librarians particularly of the area of education have a very emblematic social role: they have the duty to encourage a child in elementary school or a university adult to behave in a critical way with regard to their research, decisions, choices, and attitudes.

L5: I agree. Nowadays, the information is essential. If you have updated information quickly, it means a big difference in the life of the user.

L6: I totally agree. One of the examples refers to the educational role as well as the ways of use of information sources in an ethical manner, the encouragement of reading, research, and extension, etc.

L7: I agree, the librarian is not limited to the technical processing of books, he/she must participate in activities that encourage reading among its users, that also promotes qualified scientific research, and mainly engage in outreach activities in the local community. The

librarian should also look to work together with other libraries in the region to boost the quality of the regional education.

Among the actions, activities, and services offered by those libraries, the following stand out: six libraries offer a guided tour; five promote training for users (CAPES Journal Gateway and how to use the automated collection management system); three of those libraries hold the Selective Dissemination of Information (DSI). Besides, other activities can also be mentioned: two libraries hold reading circles, two have storytelling, and only one of the libraries holds literary soirees, study groups, and activities alluding to National Book and Library Week.

It is important to note that there are other activities that the library offers that may contribute to the use, analysis, assessment, and information search such as: activities with groups of students related to the disciplines of literature and methodology; guided reading groups in the library which may help struggling readers, and guidance of research and extension programs.

6 Final Remarks and Suggestions

This case study presented some data research that allow to understand, analyze, and investigate how the librarians of the Federal Institute of Technology, Education and Science think and believe their social roles are. It was noticed that all the participants recognize the social role of the librarian profession, and that this role is linked not only to the activities performed in the library and to the direct users of the library, but also to the users beyond the walls of the library, i.e. the community users.

Librarians understand that their social role is directly linked to the performance of actions that enable the development of cognitive skills related to information: providing opportunities for children, young people, and adults to behave in a critical and investigative manner toward their decisions, research, choices, and attitudes.

These professionals have an understanding that their profession is eminently social: they should encourage reading, foster research, provide regional development. Additionally, librarians should provide cultural and intellectual development of the individual and the dissemination of information.

The activities and actions of user training, guided tours, selective dissemination of information, storytelling, stimulating research and reading, and reading groups show that librarians act according to what they recognize.

According to UNESCO (1997, p.9, my translation) 'we know that people's behavior is more strongly determined by motivation than by proper skills. Motivations not only put skills into action as they lead to building skills'.

Finally, it is believed that carrying out research such as this may encourage librarians from other libraries schools to demystify and recognize their social role. In addition to that, these professionals can motivate communities and people to develop their skills; especially the development of cognitive skills related to searching for, finding, using, assessing, disseminating, and understanding information.

Despite knowing that the reality of school libraries in Brazil is not the best, and to some extent in several other libraries in the world, it may be necessary to find different ways and alternatives to change the current situation. Perhaps, the work of the librarians in the Federal Institutes' libraries may be a path for a better change in the information society we live in.

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Biographical note

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Attitudes and Self-Perceptions of School Librarians in Relations to Their Professional Practices: a Comparative Study Between Hong Kong, Shanghai, Korea, Taipei, and Japan

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Abstract
School librarians are not only managers of the school libraries, they are also educators, administrators, teaching consultants, information specialists, and information literacy teachers, etc. Unfortunately, in many countries, especially in Asia, there has always been a lack of understanding on the parts of the classroom teachers and school administration about the role of the school librarians in the public school system. Meanwhile, many novice school librarians do not have a clear understanding of the potential contributions of the school library programmes to students' overall development process and their achievement, as well as their contributions to students' overall enquiry-based learning as a whole. Furthermore, very little research is available on the attitudes and self-perceptions of the school librarians regarding their teaching role, in relation to enquiry-based learning for comparison. The study is designed to examine, explore and compare how school librarians in function between Hong Kong, Japan, Shanghai, South Korea, and Taipei, as well as how perceive their own status within the school community, by looking at their relationships with their principals and other classroom teachers.

Questionnaire Surveys & Findings
The school librarians in the public elementary or secondary schools in Hong Kong, Japan, Shanghai, South Korea, and Taipei were invited to take part in a questionnaire survey. A total number of 466 self-completed questionnaires were collected from all 5 regions. The results indicated that both Taipei and Korea

outperformed the other regions, in terms of both the quality of their school library programmes, as well as the level of job satisfaction amongst the school librarians. Research findings also indicated that all 5 regions have policies developed by either their respective Ministries of Education or the Education Bureaus - for guiding the school administrations and the librarians on the basic setup and running a school library. Ironically, although many of such 'national/regional' standards already specify that all schools must be equipped with school libraries, it is 'optional' for the schools to hire qualified librarians to manage those school libraries. For that reason, the principal's support and understanding plays a crucial role in the implementation of effective library programmes, as well as creating a positive working morale amongst the school librarians.

Introduction

According to Jackson (1981, p. 342), *"Comparative librarianship offers the opportunity to look at theories and practices of librarianship in different countries for the purpose of solving and broadening understanding of library problems."* Simsova and MacKee (1970, p. 14) also pointed out that comparative librarianship *"is a study of library development in many countries to discover what developments have been successful and can be copied elsewhere… on an international scale to determine long-range trends, to appraise short-comings, and to uncover contradictions and inconsistencies between practice and theory"* (Jackson, 1981, p.342). The comparative method was used in this study in order to obtain a better understanding of the self-perceptions in relation to the professional practices among the school librarians in Hong Kong, Japan, South Korea, Shanghai, and Taipei - to identify keys and solutions to more effective development.

According to the University College London CIBER Research Team (2008, p.32) in the U.K., information skills are vital for our next generation to survive in the information *age "*need to be inculcated during formative years of childhood: by university of college it is too late to reverse engineer deeply ingrained inhabit." School libraries and librarians may therefore play an important role in the development of enquiry-based learning among the students. Professional literature revealed that school librarians in many countries are facing similar problems related to their professional image, role and job satisfaction (Cheng, 2012; Hartzell, 2002; Miller, 2005; Nakamura, 2000; Wong, 1992; Zhan, 2012; Zhang, 2010). Meanwhile, there are not many cross-national comparative studies among Confucius societies in Asia. Without a clear picture of the actual situation and the possible inter-connections, no workable and sustainable strategies can be formulated for long-term development.

Purpose of Study

Job satisfaction in relations to school librarians' roles and scope of work are seldom measured, and compared cross-nationally. This study aims to provide empirical data for exploring the issues of the professional roles and job satisfaction amongst school librarians in 5 different regions in Asia, by looking at their relationships with other colleagues, as well as their role within the school community, e.g.:

1. Degree of job satisfaction - examine and compare their job satisfaction in relation to their professional practices, as well as the perceptions of the principals and other classroom teachers towards the school librarians.

2. Self-perceptions and professional roles – examine and compare whether they understand and value their own role as school librarian, particularly the teaching and instructional partner role.

3. School librarians' professional competency carried out in relations to the amount of resources and technologies available.

Research Methods

A cross-national survey was designed to determine and compare how school librarians perceive their own roles in the 5 different regions in Asia. The chosen regions were namely Hong Kong, Japan (Osaka and Tokyo), South Korea (Seoul and Pusan), Shanghai, and Taipei. The original survey questionnaire was in English, and was developed by the researchers in all 5 regions as a team effort. The finalized English questionnaire was then translated into respective languages before it was administered to the school librarians in all 5 regions for the actual survey. It was anticipated that no fewer than 100 completed questionnaires would be collected from each region. Hong Kong, Korea, Shanghai and Taipei had no difficulty fulfilling the minimum 100-response quota. However, only a total 58 completed questionnaires were collected from Japan (see Table A and section on Technical Limitations for details).

Technical Limitations

For Taipei, Shanghai and Hong Kong, in these 3 regions, researchers experienced no difficulties in collecting all 100 questionnaire responses within a single city alone. However, it should be noted that for Taipei, all 100 responses were collected from senior secondary schools[1] alone; and no junior high schools were included in the survey carried out in Taipei. Whereas for South Korea and Japan, researchers had to collect responses from more than one cities in order to fulfill the minimum 100-response quota. For South Korea, the total 100 responses were collected from both Seoul and Pusan together. Whereas for Japan, despite the questionnaires being administered to over 858 secondary schools in both Tokyo and Osaka, only 58 completed questionnaires were collected from these 2 cities in total. In addition, for Shanghai, in order to fulfill the minimum 100 response quota, elementary schools were also included in the survey; which made up of total 39% of total responses collected in Shanghai (see Table A).

Male-Female Librarian Ratio

By comparison, Taiwan had an unusually large number of male school librarians, and the male-female librarian ratio was almost 1:1. Whereas for the remaining 4 regions, the male-female librarian ratio ranged drastically from 1:2 to 1:8 (see Table B). There are no research findings available to explain the unusually 'even ratio' between male and female librarians in Taipei. According to the Taiwanese researcher's explanation, school librarian jobs are considered privileged positions in Taiwan. In Taiwan, most practicing school librarians are subject leaders, and many of them already hold the senior teacher positions. Being a subject leader also means that one could focus entirely on their library duties, without being expected to take on any other classroom teaching duties. As a result, in terms of workload, job prospect and salary, the school librarian positions in Taiwan are equally attractive for many male teachers.

Job-Related Professional Qualifications

A subject leader is expected to have in-depth knowledge of the subject that he or she is teaching. Such specialized knowledge will enable the subject leader to select appropriate teaching and learning approaches for each subject. With this assumption, secondary school librarians are also expected to be professionally qualified in the related disciplines. However, the results indicated that such an expectation of graduate-level qualifications in library science or teacher librarianship was not common throughout all 5 regions. For example, in Japan, only 3.4% of all respondents held MLIS degrees.[2] Similarly, only 3.1% of all

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[1] Senior high schools in Taiwan, with students' age ranging from 16 to 18.

[2] According to the Japan Library Association, *"the prevalence of school libraries is due to the 1953 School Library Law, which stipulated that schools should have libraries, although an amendment made it not obligatory for schools to hire a teacher librarian to administer the school libraries professionally. Thus, many school librarians have worked without any official qualification."* -- *Brief Information on Libraries in Japan - Japan Library Association (JLA).* [Online] Available at: http://www.jla.or.jp/portals/0/html/libraries-e.html#general

respondents in Shanghai held MLIS degrees, while a majority (64.3%) of school librarians had other non-LIS BA degrees only; and their professional skills and knowledge were based mostly on practical experiences gained via on-job training. It should also be highlighted that currently, there are no certificate or diploma programmes available for training school librarians in China. In South Korea, 79% of all respondents held BA in LIS, meanwhile 16% held MLIS degrees; and only a very small number of the practicing librarians held other non-library-related BA or MA degrees.[3] On the contrary, Hong Kong, Korea and Taipei had the highest percentage of professionally-qualified (at graduate level) school librarians. Amongst the Hong Kong respondents, 48.6% of them had *Diploma in Teacher Librarianship*[4]; while 14.7% had MLIS.[5] For Taipei alone, although only 6.3% had MLIS, over 22.9% of them had undertaken other short courses in LIS. Results indicated the demands for job-related qualifications at post-graduate level for practicing school librarians were least common in both Shanghai and Japan by comparison (see Table E). The reasons behind the lack of emphasis on job-related qualifications and training; the inadequacy in appropriate staff development programmes; and also the lack of interests in such programmes amongst the school librarians in China have already been pointed out by Wang and Wang (2001).

Age and Its Relations to Length of Professional Experience

A majority of the school librarians in Taipei were middle-aged or above, i.e., 39.8% of them were between the ages 41 to 50; while another 30.6% were between age 51 to 60. At the same time, over 71.4% of the practicing librarians had only up to 5 years of related experience. As shown in Tables C and D, we can conclude that a majority of them already had long experience as classroom teachers of other subjects, prior to becoming school librarians. This also explained why a majority of the school librarians in Taiwan already hold senior teacher positions. For Hong Kong, over 37.6% of the respondents aged between 41-50; and 41.3% of them had 11-plus years of experience. Being middle-aged, coupled with unpromising career paths might be the main cause for being doubtful about their career choice as school librarians - an issue which will be further discussed in the following sections (see Table P). In Japan, over 31% were between age 41 to 50; while 41.4% already had 11 or more years of experience. For both Shanghai and South Korea, a majority (57%) of them were between age 31 to 40. But for Shanghai alone, a majority of them (56.7%) had over 11 or more years of experiences, while South Korea, 72.2% of them had 6 to 10 years of experience. In summary, both Shanghai and Hong Kong had the largest groups of librarians with the longest length of job related experience (see Tables C & D).

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[3] A Korean researcher provided an explanation for the high number practicing school librarians holding job-related qualifications. According to the Article 21 of the *Elementary and Secondary Education Laws* in South Korea, school librarians working in Korea should hold the one of the following qualifications:

   (a) Bachelor's degree majoring in library and information science
   (b) Certificate in school librarianship
   (c) Graduate-level degree (master's degree) majoring in library and information science

According to the Article 33, 34 and 35 of the *Elementary and Secondary Education Laws* in South Korea, for anyone who possesses the above-listed qualifications, he/she may be considered eligible to work as a librarian at primary, middle, and high schools in South Korea.

[4] *Diploma in Teacher Librarianship (學校圖書館主任文憑)* – programme offered by University of Hong Kong, School of Professional & Continuing Education (HKU-SPACE). Information available at: http://hkuspace.hku.hk/prog/cert-dip-in-teacher-librarianship

[5] CHENG, Po-Chung (1991, p. 169) pointed out that*, "teacher-librarians are regarded as member of the teaching team and paid the same as their counterparts in the teaching team. They may not be professionally trained in school librarianship, but they have to receive a 2-year in-service training course for the necessary training. The course is run on apart-time day release basis. After the completion of the course, certificates will be given for recognition purpose."* - CHENG, Po-chung (1991) "Hong Kong." in Jean E. LOWRIE & Mieko NAGAKURA. (2nd ed.) *School Libraries: International Developments.* Metuchen, N.J.: Scarecrow, p169.

Library Collections (AV & Printed Books)
Printed Book Collections – Taipei, Japan and Shanghai were the 3 regions with the highest percentages of libraries that had the largest printed-book collections. For Taipei, a majority (73.2%) of their libraries held over 25,000 titles; followed by Japan (58.9%); and Shanghai came third, with 53% of the libraries holding 25,000 or more printed titles (see Table F). **AV Collections** - at the same time, both Japan and Shanghai had the highest percentages of libraries with very small or no AV collections, i.e., a majority (36%) of libraries in Shanghai did not hold any AV titles at all. Whereas for Japan, close to 60% of the libraries held a maximum 100 AV titles. By comparison, Taipei had the highest percentage of libraries holding 600 or more AV titles (see Tables F & G). Despite their comparatively large (printed) collection size, it was apparent that not enough efforts were invested in promoting the usage of the library collections in both Japan and Shanghai. Large printed versus small AV collections; low circulation rates; being inactive in hosting reading programmes, and being a passive curriculum facilitator; shortage in library technologies, etc. – a combination of these factors suggested that the librarians in both Japan and Shanghai might be more conservative and behind in terms of their concepts in operating their libraries. The inadequacies of the school libraries in Japan and Shanghai will be further discussed in the following sections. In Hong Kong, only 24.8% of school libraries had 25,001 or more book titles of books; and 27.5% had 601 or more AV titles, but the circulation rates among the school libraries in Hong Kong ranked at the top[6] amongst all 5 regions (see Tables F, G & I).

Circulation Activities
Circulation statistics could be used as indicators for determining the success of the library programmes and other related services implemented by the librarians. Results indicated Hong Kong had the largest group of libraries with most number of items borrowed each day. For Hong Kong, 23.9% of the respondents indicated that 81 to 120 library items were borrowed daily; and only 7.3% of them indicated that fewer than 20 items were borrowed daily. For South Korea, a majority (34.3%) reported that they had 51 to 80 items being borrowed per day; and only 3% said that they few than 20 items were borrowed daily. For both Hong Kong and Korea, the librarians being active as curriculum facilitators and reading programme coordinators might contribute directly to the high circulation rates amongst these 2 regions. For Taipei, 37.5% reported that 20 to 50 items were borrowed daily. Another reason for explaining the high circulation rates in Hong Kong, South Korea and Taiwan was that all these 3 regions had largest student populations (see Table Q). By contrast, circulation activities were the least active in both Shanghai and Japan. The results indicated that 59.4% in Shanghai and 58.2% of libraries in Japan had fewer than 20 library items borrowed per day. For Shanghai, being passive in implementing reading-incentive programmes, and also being behind in library technologies might be the main factor contributing to the extremely-low circulation rates. On the other hand, Japanese researchers reported that students in Japan tend to obtain their leisure reading materials directly from the bookstores and/or from the public libraries, instead of relying solely on their school libraries. In Japan, with the implementation of the "Reading and Literacy Promotion for Children Legislation / 子供の読書活動推進に関する法律" (2001), and also with fewer manpower and budget constraints, public libraries in Japan are comparably more active in hosting reading-incentive programmes than school libraries. At the same time, school libraries in Japan are meant to support the formal school curricula, instead of focusing on the promotion of leisure-reading interests amongst students (this might also explain why the AV collections amongst school libraries in Japan tend to be very small). Additionally, the publishing industry for children and teenage literature i**s** very large and diverse. A large number of new and attractive **y**oung-adult fictions and teenage literature are being published in Japan every year. For these reasons, students would naturally prefer to go to the bookstore or public libraries

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[6] 23.9% of school libraries reported that an average 81 to 120 items were borrowed from the libraries by the students each day (see Table I).

instead - potentially causing such low circulation rates amongst school libraries in Japan. On the other hand, for the 3 regions that had more encouraging circulation statistics (Hong Kong, South Korea and Taipei), librarians tended to be more far more proactive in serving as curriculum facilitators, as well as reading-programme organizers. Such issues will be further discussed in the following sections (see Table I).

Technologies Available in Library

Allocating more resources to technologies in the school library often means forgoing resources elsewhere. Hence, it is often difficult for the school management to invest the 'right' and 'adequate' amount of technologies into the school library. At the same time, the amount of resources being invested could directly reflect whether the senior management regards the library as an integral component of students' formal learning. Ranking based on the amount of technologies available amongst all 5 regions is as follows (see Table H):

(1) Taipei, (2) Hong Kong, (3) South Korea, (4) Shanghai & (5) Japan

For Taipei, Hong Kong, and South Korea, the amount of technologies were more or less proportional to the degree of recognitions and supports from the principals and other teaching staff (see Tables H & N). Whereas for Japan and Shanghai, both regions ranked at the bottom under this category. The high level of discontent expressed by the librarians (in Japan and Shanghai), coupled with the availability of limited technologies suggested that a majority of the school administrations in these 2 regions failed to see the library as one of the core curriculum elements (see Table N). Results also indicated the regions with libraries that were resourceful in technologies - all tended to have high circulation statistics (see Tables H & I). The existing data cannot prove that library technologies and circulation rates were factors interrelated to each other; however, according to the researchers, libraries with better and more up-to-date technologies tend to face few difficulties in attracting young student users.

Reading Incentive Programmes

One of the core duties of a school librarian is to constantly develop effective strategies to make maximum use of the library resources available to stimulate and encourage the students to become self-motivated readers (Glick, 2005 ; Trinkle, 2009). Ranking based on the average rating scores in the reading programme category is as follow (see Table J):

(1) Taipei, (2) Korea, (3) Hong Kong, (4) Shanghai, (5) Japan

The results indicated that the circulation rates went directly hand-in-hand with the amount of reading promotions carried out by the librarians; and not necessary related to the collection size. It was apparent that the regions (Taipei, South Korea, and Hong Kong) with librarians who were more active as reading-programme promoters and curriculum facilitators, tended to have higher circulation rates. On the other hand, for the remaining 2 regions (Shanghai and Japan), their librarians are the least active in reading-promotion activities, and their circulation statistics therefore appeared to be very discouraging (see Tables I & J).

Curriculum Facilitator Duties versus Support / Understanding of Teachers / Principals

According to the Learner-Centered Teaching and Learning of the Texas Administrative Code (2006), "The certified school librarian is an educational leader who promotes the integration of curriculum, resources, and teaching strategies…"[7] Being able to serve as an effective curriculum facilitator or whether one has been given the opportunities to perform the role effectively has a lot to do with whether one's work is being valued or not. The regions (Hong Kong, South Korea, and Taipei) with librarians that were active as curriculum facilitators, tended to have more support, recognition, and understanding from the principals and other teachers (see Tables M and N). On the other hand, both Japan and Shanghai ranked at the

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[7] *Texas Administrative Code.* (n.d.) Available at:
http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p
_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=239&rl=55

bottom, in terms of the amount of work carried out as curriculum facilitators, as well as the degree of support exerted by their colleagues.

Guidelines for Collaborations Between Teachers and Librarians
For all 5 regions, only very small percentages of libraries had written guidelines for collaborations between teachers and librarians (see Table O). Having very experienced librarians, who have been serving for 11 or more years still did not mean the written policies would be automatically developed (see Table D). It should be highlighted that for the regions with libraries that were high in circulation rates, active reading programmes, and resourceful in technologies, their successes seemed to be built upon good mutual understanding between the librarians and the teachers/principals, rather than on any written policies. For example, for Taipei, Hong Kong, and Korea – all 3 regions were comparatively successful in the above areas, they either had no written guidelines, or the collaborations were based solely on the personal choices between the 2 parties (see Table O). Despite of the absence of any written guidelines, principals and teachers in Taipei, Hong Kong, and South Korea were comparatively more supportive and understanding towards the work carried out by the librarians (see Table N). In other words, successful collaborations between the teachers and librarian did not need to be formulated in accordance to well-written guidelines; on the contrary, having supportive teachers and principals seemed to be a more influential factor in this regard. Based on the same assumption, being a capable curriculum facilitator and an effective reading programme organizer might also be the best way to earn support and recognitions from the principals and other teachers.

Degrees of Job Satisfaction
With reference to the comparison of job satisfaction amongst the school librarians, ranking based on the average rating scores collected from question no. 39 is as follows (see Table P):
    (1) Taipei, (2) South Korea, (3) Hong Kong, (4) Japan, (5) Shanghai
For Taipei, South Korea, and Hong Kong, it was apparent that the degree of job satisfaction amongst the librarians was directly proportional to the amount of support and recognition received from the other teachers and the school administration. In addition, their job satisfaction also corresponded directly to their level of involvement in the school curriculum and the other reading incentive programmes (see Table P).

Results indicated that librarians in both Japan and Shanghai suffered from the lowest level of satisfaction amongst all 5 regions. As reported by the Japan Library Association (JLA), in Japan, the problem that *"most school librarians do not receive any exemption from their regular duties as classroom subject teachers."*[8] Supportive to Nakamura's findings (2012), the school libraries in Japan are run by the teachers and not professional librarians on a part-time basis.[9] This is in accordance with the results (open-ended answers) collected in Japan – out of all 56 responses collected, 21 respondents indicated that their library work had to suffer, due to the unreasonable amount of 'classroom teaching' they had to undertake, or other teachers without formal training had to serve as librarians at the same time…
According to Nakamura (2012, p. 12), "most of the schools of more than 12 classrooms have shisho-kyoyu; over 60% of all the elementary and middle schools, and over 80% of high

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[8] *Japan Library Association (JLA).* [Online] Available at: http://www.jla.or.jp/portals/0/html/libraries-e.html#general

[9] According to Nakamura (2012) *"Although many certifications are issued, a full-time "shisho-kyoyu" is hired by only some private schools where the financial conditions are very good and the idea of the school libraries are compatible with school's educational ideals, such as the schools influenced by American missionaries. The field cannot even count the number of full-time "shisho-kyoyu". Most "shisho-kyoyu" teach a class in elementary school and a subject in the junior and senior high schools, taking care of the classroom as well. Therefore, "gakko-shisho", who might have certification of "shisho" and/or "shisho-kyoyu", might be hired as part-time clerical staff to take care of the school libraries and students in the libraries. In sum, the type of school library personnel is too uneven between the schools, and it seems that none of them is recognized as an established professionals."* – NAKAMURA, Yuriko. (2012) "Overview of Youth-Serving Libraries in Japan." in FARMER, Lesley S. (Ed.) Youth-Serving Libraries in Japan, Russia, and the United States. Lanham: The Scarecrow Press, Inc., pp. 19.

schools have shisho-kyoyu. In reality, however, most of the shisho-kyoyu are actually full-time homeroom/subject teachers and do not have enough time to spare for the school library activities. Gakko-shisho do most of the work in the school libraries, although many of them are underpaid and are not treated as professional educational staff members nor are respected adequately as professionals."

With reference to Shanghai, Zhan, Zhou and Liu (2012) identified the 3 key factors that affected the job dissatisfaction of the school librarians in Hunan Province, China; and they are: (1) low / decreased sense of achievement, (2) job burnout and (3) being cynical about their librarian work, due to low occupational status and lack of recognitions. Although Zhan's research (2012) focused only on librarians in a different province in China, some of the issues addressed may help further explain the dissatisfaction expressed amongst school librarians in Shanghai.

For Hong Kong, under question no. 39, respondents were asked, *"If you had different career choice, would you still want to work as teacher librarian?"* For this sub-question alone, Hong Kong received the lowest average rating score amongst all 5 regions. Such low score was not proportional to the degree of satisfaction towards their own job and the working environment amongst the school librarians. Some of the open-ended answers from question no. 38 might provide explanations on this situation in Hon Kong. When the respondents were asked, *"What changes might be helpful in fulfilling the roles of Teacher Librarians?"* 7 respondents 'complained' that their career paths were not optimistic. In addition, although they were employed as full-time librarians, many of them had too many other non-library-related subject courses to teach. For example, one respondent said that, *"Teacher librarians in Hong Kong have too many lessons."* Such comments support the findings from a separate survey carried out by the Hong Kong researchers in spring 2013 - out of all 116 secondary school librarians surveyed in Hong Kong, only 31.9% reported that they had no other subject courses to teach. Whereas the remaining 63.7% indicated that they had to teach at least one to 6 other subject courses, while the remaining 4.3% reported that they had to perform other administrative duties.

Education Policies & Impacts on School Library Programmes
All 5 regions have policies or guidelines developed by either their respective Ministry of Educations or the Education Bureaus - offering standards for guiding the school administrations and the librarians on the basic setup and running a school library.[10]

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[10] National School Library Association (Japan) (1999) *Standards and Guidelines for School Library Resources and Facilities* (全国学校図書館協議会制定 - 学校図書館施設基準). Available at: http://www.j-sla.or.jp/material/kijun/post-38.htm

Ministry of Education, Culture, Sports, Science and Technology – Japan. (1993) *School Library Book Collections - Standard Charts* (学校図書館図書標準) Available at: http://www.mext.go.jp/a_menu/sports/dokusyo/hourei/cont_001/016.htm

Ministry of Education of the Republic of China (Taiwan). (2003). *General Principles and Guidelines for Management Senior School Libraries in Taiwan* (高級中學圖書館設立及營運基準) Available: http://www.lac.org.tw/law/documents/01/7112811103771.pdf

Shanghai City. *Guidelines for Implementing Elementary and Secondary School Libraries in Shanghai.* (上海市□□《中小学□□□(室)□程》□施□则) Available at: http://wenku.baidu.com/view/eba47a1052d380eb62946dd5.html

Hong Kong Education Bureau. (2009) *Code of Aide for Secondary Schools – School Librarian Section*, pp. 32-33. Available at: http://www.edb.gov.hk/attachment/en/sch-admin/regulations/codes-of-aid/Replacement%20of%20Appendix%202.pdf

Curriculum Development Council, Hong Kong Education Bureau. (2002) *Quality Learning and Teaching Resources and School Library Development - Bringing about Effective Learning.* Available at: https://cd.edb.gov.hk/basic_guide/beguideeng0821/chapter07.html#top

Curriculum Development Council, Hong Kong Education Bureau. (2002) *School Library Services: Learning How to Learn* (學校圖書館服務-學會學習：學校圖書館服務支援學與教) Available at: rvices/teaching-resources/supporting-learning-and-teaching-through-sch-lib-services/index.html

Common to all 5 regions, these guidelines highlight the expected functions of the school library, as well as the role and minimum qualifications expected of a school librarian. Despite the guidelines in all 5 regions clearly state all schools are expected to be equipped with libraries, such guidelines only indicate that school libraries "should/need" (to) be managed by fully-qualified professionals – implying that it is not obligatory for schools to hire qualified librarians to administer the school libraries professionally after all. In addition, for some regions, the guidelines indicate that at the school-level, it is up to the individual principals to 'decide' who will be 'suitable/qualified' for the school librarian job; or the school librarians would develop the library programmes under the direct leadership of the principals. For that reason, the support and understanding of the principal play a crucial role in the implementation of effective library programmes. According to the feedback given by a practicing school librarian in Hong Kong, *"Compared with other non-academic subjects, such as P.E., home economics, and art and design, etc., it is almost a "must" to have the appropriate qualifications to undertake these subjects. In addition, there are many health and safety regulations concerning the students that these teachers must observe carefully. In the case of teaching music, one would need to be able to play the piano and teach basic music theory. On the contrary, many principals do not always think that it is necessary to hire a qualified professional to manage the school library full-time – for the reason that the library circulation operations and book displays could be easily managed by someone with minimal training or job-related qualifications – in their opinions, no special training and skills are involved. Even when you have someone who is not so skilled in cataloguing (e.g., assigning wrong classification numbers or subject headings to the book items), or not so active in reading promotion, it would only mean that the students might take longer time to retrieve the book, or more students would go to play sports, instead of using the school library – the library itself could still be fully operational, and yet without causing any disruptions to students' academic learning and safety after all. In many principal's opinions, the school library is seen as an 'add-on facility' for the extra-curricular activities, and almost never contributes directly to the core curriculum…"*

Discussions of Findings

From a global perspective, although, Shanghai, Tokyo, and Osaka are generally regarded as international cities, unfortunately, librarians in these regions did not enjoy a comparable level of recognition and support from the teachers and principals as their counterparts. Although both Shanghai and Japan had the highest percentage of schools with the largest collections of printed books, librarians in these 2 regions seemed to be lagging behind in many areas. For example, librarians in these 2 regions were very inactive in serving as reading programme and curriculum facilitators. In terms of number and the types of library-related technologies available, both Shanghai and Japan ranked at the bottom. Also the teachers and principals in these 2 regions were the least supportive. Such negative attitudes might be caused by their lack of understanding or not valuing the pedagogical potential of the school librarians regardless of the lack of adequate school facilities and personnel. The major difference was that formal job-training programmes for practicing school librarians were simply absent in China. Whereas in Japan, certificate programmes are widely available; unfortunately, employment opportunities were given to a very small number of fully-certified school librarians (Nakamura 2012).

The findings from Japan and Shanghai are support the results reported by De Vita (2002) and Roberson, Applin, and Schweinle (2005), that a large number of school libraries are understaffed, underfunded, and underutilized. They often become the first victims of budget cuts made by school administrators, as many of them do not understand the potential benefits of school libraries and librarians. Such negative factors might have explained the low degree of job satisfaction amongst the school librarians, as well as their overall working environment as a whole. In fact, the negative influences of exam-centric education on high

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Korean Library Standards Committee. (2003) *Korean Library Standards.* Korean Library Association.

school students in China and Japan were pointed out by Kirkpatrick and Zhang (2011); Simon (2000) and McVeigh (1995)[11]. Consequently, materials not directly related to public examinations are normally treated as 'out of syllabus' and are not worthwhile to study. As a result, students are drilled to learn by rote memorization. For that reason, the school library and enquiry-based learning have almost no role to play in the overall curriculum.

Chinese researchers further explained that school libraries are highly undervalued amongst school principals in Shanghai, since they do not contribute directly to the formal curriculum. The libraries are normally seen as an 'add-on' facility that the school could easily 'live without'. In addition, school librarians are often treated as 'second-tier' teaching staff, meaning that employment terms and conditions (e.g., without work bonuses and poor career path, etc.) are not comparable with other regular subject teachers. For such reasons, it is almost impossible to recruit MLIS graduates to work as school librarians in Shanghai. Finally, many subject teachers are assigned or transferred to take up the school libraries without having any interests or professional qualifications/training in library work, with reasons ranging from poor health conditions to favouring a less stressful job before retirement. A combination of such factors have resulted highly-unfavourable working conditions and negative attitudes amongst school librarians in Shanghai.

Being a former British colony, Hong Kong's educational development more or less followed the global trends of educational reforms – this is reflected in the high percentage of practicing school librarians possessing postgraduate diplomas / certificates in teacher librarianship. Ironically, fully-certified librarians were unable to devote full-time to library work, as many of them had to teach other non-library-related subject courses. Poor career path was another major factor that seriously discouraged the working morale amongst the school librarians.

Reasons Behind Successful School Library Programmes in Taipei & South Korea

As explained by the Taiwanese researcher, with the implementation of the library legislation for senior high schools (高中圖書館設立及營運基準) in Taiwan, everyone is expected to have undergone some kind of formal or informal training before one is assigned to serve as a school librarian (see Table E). In addition, there is the Senior School Librarians Support Group (高中職圖書館輔導團) set up by the Taiwan Ministry of Education.[12] This Support Group receives generous funding annually from the Taiwanese Government for organizing training and staff development programmes on a regular basis for improving the overall professional competence amongst the senior school librarians in Taiwan. Such training programmes are well-received and the attendance is usually very high. In order to raise and unify the standards of the school library services, the Support Group has also developed an operational manual (高中圖書教師手冊) for senior school librarians in Taiwan to follow. Most importantly, as mentioned in the previous section, school librarians are privileged positions in Taiwan – as many of them already senior teachers or subject leaders. Being a subject leader also means that they could focus entirely on their library duties. For such reasons, many teachers are willing to serve as school librarians with much joy and enthusiasm, which eventually led to quality programmes being carried out by the school librarians in Taipei.

Research findings reflected that school library programmes in South Korea also excelled, and ranked second in many areas. According to Korean researcher's explanation, during the last decade, the Ministry of Education[13] and Human Resources Development[14] invested

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[11] MCVEIGH, Brian. (1995) *The Formalized Learning Style of Japanese Students.* Paper presented at the Annual Meeting of the Japan Association of Language Teachers (21st Nagoya, Japan, November 1995)

[12] Ministry of Education, Republic of China (Taiwan) – Homepage. Available at: http://english.moe.gov.tw/

[13] Ministry of Education, Republic of Korea – Homepage. Available at: http://english.moe.go.kr/enMain.do

60 billion won for a 5-year (2003-2007) strategic plan for revitalizing the school libraries in South Korea. Such a 'revitalization plan' resulted in significant improvements in the overall functions and services amongst school libraries throughout South Korea. And such improvements included the following:

- Significant expansion of book collections for school libraries
- Increased recognitions of the school libraries' pedagogical potentials – by actively engaging the school librarians in the design and teaching of the formal curriculum.
- Increased parent, family and community involvements in different school library programmes (Kim, 2012 ; Kwak, 2006 ; Noh, 2007).[15]

Conclusion

Chan (2008, p. 15) pointed out that *"good school library programmes are linked to higher academic achievement in students."* Unfortunately, ignorance of the school librarian profession appears to be a universal issue and major problems identified included a lack of resources, lack of time, lack of certification programmes / training opportunities, lack of recognitions towards school librarians' qualifications, lack of understanding and supports of amongst the principals and teachers. The results from Hong Kong, Korea, and Taipei are supportive to that of findings of (Church, 2010; Hartzell, 2002; Haycock, 1999; Miller, 2005; Shannon, 2009) - the attitudes of the teachers and principals are the deciding factors of the library services in schools. Large library collections would not automatically lead to high circulation rates; on the other hand, instructional interventions, active participation in the curriculum and reading programmes of the school librarians were more influential factors in this regard. Optimistic career paths**,** compatible professional status, well-matched employment terms and conditions, and positive attitudes and support from school principals and teachers are no doubt the most important factors contributing to job satisfaction of the school librarians, regardless of the regions. Meanwhile, job satisfaction and the quality of library programmes are to some extent interrelated to each other.

Readers need to be aware that the survey response rates in Japan were very low (did not meet the minimum 100-response quota). In addition, for Shanghai 39% of the survey respondents were elementary school librarians – a combination of such factors might have affected the validity and reliability of the overall comparison amongst the 5 regions. Findings from Japan and Shanghai indicated that there was a serious lack of library usage tradition within the school community. In these 2 regions, results also reflected that teachers and principals not familiar with the range and level of services that can be provided by the school librarians. The findings of the survey might be discouraging for certain regions, but they are important for LIS research – as results of this study will no doubt provide the school administrations and the stakeholders a better understanding of the importance of job satisfaction amongst the school librarians. It is unwise to remain unchanged and keep our focus on competing for excellent public examination results. As a result, we should voice our concerns that their roles are status have been neglected by the authorities and stakeholders.

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[15] KIM, Sung-Jun. (2012) "A Study on the Strategic Plan of Korea School Library Association." *Journal of Korean Library and Information Science Society*, Vol. 43, No. 2, pp. 203-225 ; KWAK, Chul-Wan & CHANG, Yun-Keum. (2006) "An Analysis of the Impact of the School Library Revitalization Project." *Journal of Korean Library and Information Science Society*, Vol. 37, No. 4, pp. 143-160 ; NOH, Young-Hee. (2007) "A Study on the Performance and the Prospect of School Library Rehabilitation Project." *Korea Biblia*, Vol. 18, No. 1, pp. 117-146.

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Appendix 1
Table A. Questionnaire Survey – Responses Collected.

School Types	Hong Kong	Shanghai	Pusan / Seoul	Taipei	Osaka / Tokyo
Elementary / Primary Schools	0 (0.0%)	39 (39.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Secondary Schools	109 (100.0%)	61 (61.0%)	100 (100.0%)	0 (0.0%)	24 (41.4%)
Senior High Schools	0 (0.0%)	0 (0.0%)	0 (0.0%)	93 (93.9%)	31 (53.4%)
Others	0 (0.0%)	0 (0.0%)	0 (0.0%)	6 (6.1%)	1 (1.7%)
Unknown	N/A	N/A	N/A	N/A	2 (3.4%)
Total Responses Collected	109	100	100	99	58

Table B. Gender.

Gender	Hong Kong	Shanghai	Pusan / Seoul	Taipei	Osaka / Tokyo
Male	24 (22%)	11 (11%)	16 (16%)	48 (48.5%)	17 (29.3%)
Female	85 (78%)	89 (89%)	84 (84%)	51 (51.5%)	41 (70.7%)
Total Responses	109	100	100	99	58

Table C. Age Groups Amongst School Librarians.

Age Groups	Hong Kong	Shanghai	Pusan / Seoul	Taipei	Osaka / Tokyo
20 – 30	14 (12.8%)	6 (6.0%)	21 (21.0%)	3 (3.1%)	5 (8.6%)
31 – 40	31 (28.4%)	57 (57.0%)	57 (57.0%)	25 (25.5%)	17 (29.3%)
41 – 50	41 (37.6%)	26 (26.0%)	17 (17.0%)	39 (39.8%)	18 (31%)
51 – 60	23 (21.1%)	11 (11.0%)	5 (5.0%)	30 (30.6%)	17 (29.3%)
60 or more	0 0.0%	0 (0.0%)	0 (0.0%)	1 (1.0%)	1 (1.7%)
Total Responses	109	100	100	98	58

Table D. Length of Experience as School Librarian.

Length of Experiences	Hong Kong	Shanghai	Pusan / Seoul	Taipei	Osaka / Tokyo
Up to 5 years	41 (37.6%)	17 (17.5%)	16 (16.4%)	70 (71.4%)	20 (34.5%)
6 - 10 years	23 (21.1%)	25 (25.8%)	70 (72.2%)	18 (18.4%)	14 (24.1%)
11 years or more	45 (41.3%)	55 (56.7%)	11 (11.3%)	10 (10.2%)	24 (41.4%)
Total Responses	109	97	97	98	58

Table E. Job-Related Qualifications (some of the respondents chose more than one answers).

Types of Qualifications	Hong Kong	Shanghai	Pusan / Seoul	Taipei	Osaka / Tokyo
Diploma in teacher librarianship[16]	53 (48.6%)	NA	N/A	7 (7.3%)	N/A
Grad. Diploma in LIS	8 (7.3%)	0 (0.0%)	N/A	15 (15.6%)	N/A
BA in LIS	14 (12.8%)	2 (2.0%)	79 (79.0%)	9 (9.4%)	5 (8.6%)
MA in LIS	16 (14.7%)	3 (3.1%)	16 (16.0%)	6 (6.3%)	2 (3.4%)
Other MA	N/A	0 (0.0%)	9 (9.0%)	6 (6.3%)	14 (2.4%)
Other BA	N/A	0 (0.0%)	7 (7.0%)	2 (2.1%)	34 (58.6%)
Short courses in LIS (less than 6 months)	5 (4.6%)	15 (15.3%)	0 (0.0%)	22 (22.9%)	N/A
With BA & practical experiences, but with NO related certificates/diploma in school librarian	0 (0.0%)	63 (64.3%)	0 (0.0%)	0 (0.0%)	N/A
Others	13 (11.9%)	15 (15.3%)	7 (7.0%)	43 (44.8%)	5 (8.6%)
Total Responses	109	98	100	96	58

Table F. Size of Printed Book Collections.

Collection Sizes (titles)	Hong Kong	Shanghai	Pusan / Seoul	Taipei	Osaka / Tokyo
Up to 6,000	4 (3.7%)	5 (5.0%)	1 (1.0%)	4 (4.1%)	1 (1.8%)
6,001 - 10,000	7 (6.4%)	3 (3.0%)	16 (16.0%)	7 (7.2%)	1 (1.8%)
10,001 - 15,000	16 (14.7%)	8 (8.0%)	37 (37.0%)	2 (2.1%)	4 (7.1%)
15,001 - 25,000	55 (50.5%)	31 (31.0%)	45 (45.0%)	13 (13.4%)	17 (30.4%)
25,001 / more	27 (24.8%)	53 (53.0%)	0 (0.0%)	71 (73.2%)	33 (58.9%)
Total Responses	109	100	99	97	56

Table G. Size of AV Collections (e.g., CDs, DVDs, audiotapes…).

Collection Sizes (titles)	Hong Kong	Shanghai	Pusan / Seoul	Taipei	Osaka / Tokyo
None	3 (2.8%)	36 (36.0%)	4 (4.0%)	0 (0.0%)	9 (15.5%)
Up to 100	27 (24.8%)	23 (23.0%)	32 (32.3%)	10 (10.3%)	33 (56.9%)
101-300	23	17	37	9	2

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[16] Diploma in teacher librarianship – this qualification applies to Hong Kong only.

	(21.1%)	(17.0%)	(37.4%)	(9.3%)	(3.4%)
301-600	26 (23.9%)	8 (8.0%)	16 (16.2%)	20 (20.6%)	4 (6.9%)
601 or more	30 (27.5%)	18 (18.0%)	10 (10.1%)	58 (59.8%)	10 (17.2%)
Total responses	109	100	99	97	58

Table H. Number & Range of Technologies Available.

Types of Technology	Hong Kong	Shanghai	Pusan / Seoul	Taipei	Osaka / Tokyo
Automated system	97	88	95	82	48
PC stations	82	68	84	91	51
Photocopiers	84	17	47	88	32
Printers	93	94	96	90	47
Scanners	70	30	39	73	20
TV sets	29	29	37	48	15
DVD players	47	12	62	72	21
Projectors	41	16	67	72	11
Security system	26	31	16	31	6
RFID	4	5	7	4	4
Internet (wired)	75	94	88	81	43
WiFi	65	46	13	80	15
Interactive Whiteboard	3	6	13	19	1
Laptops	27	1	5	28	16
iPads	11	0	1	20	4
Other software	17	5	7	31	11
Total	771	542	677	910	345

Table I. Average Number Items (Books & Other Resources) Borrowed / Day.

No. of Items Borrowed / Day	Hong Kong	Shanghai	Pusan / Seoul	Taipei	Osaka / Tokyo
Less than 20 items / day	8 (7.3%)	57 (59.4%)	3 (3.0%)	12 (12.5%)	32 (58.2%)
20 - 50 items / day	29 (26.6%)	25 (26%)	32 (32.3%)	36 (37.5%)	10 (18.2%)
51 - 80 items / day	35 (32.1%)	4 (4.2%)	34 (34.3%)	17 (17.7%)	5 (9.1%)
81 - 120 items / day	26 23.9%	9 (9.4%)	16 (16.1%)	17 (17.7%)	4 (7.3%)
121 or more items / day	11 (10.1%)	1 1.0%	14 (14.1%)	14 (14.6%)	4 (7.3%)
Total Responses	109	96	99	96	55

Table J. Types of Reading Incentive Programmes Carried out by the School Librarian
(Average rating based on a 4-point scale: from Never to Always).

Types of Reading Programmes	Hong Kong	Shanghai	Pusan / Seoul	Taipei	Osaka / Tokyo
Conduct book talks & reading aloud	3.13	3.05	3.11	3.43	1.64
Make reading lists for students	3.06	3.28	3.57	3.61	2.96
Organize author visits	2.92	1.72	2.69	3.12	1.11

Organize reading competitions	3.27	2.65	2.75	3.42	1.68
Arrange books displays, book fairs, exhibitions	3.66	3.25	3.24	3.65	3.04
Organize reading weeks	2.76	2.56	3.32	3.44	2.40
Develop whole school reading programmes	3.39	2.27	3.72	3.38	2.18
Advise teachers about reading programmes	2.97	2.13	3.45	2.92	2.15
Run reading club for students	2.93	2.61	3.40	3.36	1.39
Total	28.09	23.52	29.25	30.33	18.55
Average	3.2	2.6	3.25	3.37	2

Table K. Collaborations with Other Teachers *(Average rating based on a 4-point scale: from Never to Always).*

Types of Collaborations	Hong Kong	Shanghai	Pusan / Seoul	Taipei	Osaka / Tokyo
Administrative role	2.67	3.10	2.82	3.30	2.25
Collection management role	2.88	3.22	3.32	3.27	2.54
Info. specialist role	2.36	2.83	3.2	2.96	2.53
Promote reading role	3.39	3.20	3.5	3.59	2.52
Curriculum facilitator role	2.42	2.73	2.96	2.80	1.89
Teaching role	2.41	2.70	3.48	2.94	2.27
Technology expert / leader role	1.86	2.45	2.6	2.81	1.82
Total	17.99	20.23	21.88	21.67	15.82
Average	2.57	2.89	3.13	3.1	2.26

Table X. Administrative Duties Performed Daily *(Average rating based on a 4-point scale: from Never to Always).*

Types of Administrative Duties	Hong Kong	Shanghai	Pusan / Seoul	Taipei	Osaka / Tokyo
Develop library mission, policies	3.49	3.67	3.37	3.69	3.09
Manage budget	3.74	3.63	3.88	3.50	3.41
Design library layout	3.36	2.85	3.07	3.38	2.90
Write annual reports	3.45	1.47	3.39	2.59	2.19
Inform teachers about library programs	3.38	3.33	3.46	3.47	3.12
Evaluate collections & services (statistics)	3.43	3.49	3.36	3.54	2.72
Plan / organize events	3.69	3.36	3.84	3.84	3.12
Publish newsletters	2.38	2.16	2.73	2.81	2.90
Represent school library on meetings	3.06	3.72	3.04	3.72	2.60
Represent library on meetings outside school	2.43	3.74	2.64	3.36	1.72
Total	32.41	31.42	32.78	33.9	27.77
Average	3.24	3.14	3.3	3.39	2.78

Table L. Teaching Duties Performed Daily *(Average rating based on a 4-point scale: from Never to Always).*

Different Teaching Duties	Hong Kong	Shanghai	Pusan / Seoul	Taipei	Osaka / Tokyo
Plan / teach literacy skills separately from teachers	2.04	1.57	2.73	2.70	1.5
Plan / teach information literacy units with teachers	1.76	1.53	2.32	2.56	2.14
Assist teachers to develop teaching activities for IL skills	1.73	1.70	3.00	2.73	2.64
Assist teachers in teaching literacy skills	1.71	1.60	2.89	2.81	1.60
Assess students' work, separately from teachers	2.01	1.26	2.18	1.93	1.36
Assess students' work with teachers	1.97	1.20	2.10	1.98	1.46
Advise students in selection of resources	2.68	3.10	3.47	2.94	2.98
Advise teachers in identifying resources for teaching	2.41	2.07	3.41	2.79	2.79
Total	16.31	14.03	22.1	20.44	16.47
Average	2.0	1.75	2.76	2.56	2.1

Table M. Curriculum Facilitator Duties Performed Daily *(Average rating based on a 4-point scale: from Never to Always)*

	Hong Kong	Shanghai	Pusan / Seoul	Taipei	Osaka / Tokyo
Attend meetings of school curricular committee	2.62	1.72	1.81	3.17	1.45
Contribute to school curriculum - integration of info. literacy skills into curriculum	2.13	1.45	2.39	2.99	1.78
Collaborate with teachers to develop teaching units – to integrate info. literacy skills	2.00	1.58	1.97	2.79	1.41
Total	6.75	4.75	6.17	8.95	4.64
Average	2.25	1.58	2.06	2.98	1.55

Table N. Degree of Support & Understanding from Principals & Teachers (Average rating based on a 4-point scale: from Never to Always).

Degree of Support & Understanding of Colleagues	Hong Kong	Shanghai	Pusan / Seoul	Taipei	Osaka / Tokyo
Teachers understand my role & support me in my work	3.03	2.98	3.18	3.45	2.61
Principle understands my role & supports	3.18	3.11	3.16	3.62	2.46

me in my work					
Total	6.21	6.09	6.34	7.07	5.07
Average	3.11	3.05	3.17	3.54	2.54

Table O. Average Rating Based on a 4-point Scale: from Never to Always.

Guidelines for Collaboration	Hong Kong	Shanghai	Pusan / Seoul	Taipei	Osaka / Tokyo
YES - Written guidelines on collaborations between teachers & librarians	6	1	11	6	2
NO written guidelines on collaborations between teachers & librarians	51	90	18	67	17
Collaborations between teachers & teachers are personal choices/ efforts	41	6	64	17	38
Others	0	0	0	0	0
Total Responses	98	97	93	90	57

Table P. Job Satisfaction as School Librarian (Average rating based on a 4-point scale: from Never to Always).

Degree of Job Satisfaction	Hong Kong	Shanghai	Pusan / Seoul	Taipei	Osaka / Tokyo
Do you find your job as librarian to be difficult?	2.84	2.69	1.46	2.44	2.84
Do you find your job to be interesting / challenging?	3.27	2.96	3.53	3.43	3.34
Do you take pride in your work as librarian?	3.14	2.97	3.64	3.34	3.28
Are you happy / satisfied with your work?	3.22	3.08	3.54	3.33	3.29
Are you happy with overall working environment?	3.18	2.31	3.2	3.23	2.74
Do you think you can make a difference in students' learning & academic achievement?	3.08	3.15	3.37	3.28	2.95
If you had different career choice, would you still want to work as teacher librarian?	3.04	3.53	3.13	3.40	3.07
Do you think you can play important role in developing students' enquiry-based learning?	3.30	2.97	3.39	3.32	2.93
Total	25.07	23.66	25.26	25.77	24.44
Average	3.13	2.96	3.16	3.22	3.06

Table Q. Total Student Population.

Total No. of Students	Hong Kong	Shanghai	Pusan / Seoul	Taipei	Osaka / Tokyo
Up to 500	11 (10.1%)	36 (36.4%)	16 (16.1%)	3 (3.0%)	9 (15.5%)

501 – 800	14 (12.8%)	28 (28.3%)	22 (22.2%)	3 (3.0%)	20 (34.5%)
801 – 1,000	54 (49.5%)	13 (13.1%)	18 (18.2%)	9 (9.1%)	11 (19.5)
1,001 – 1,400	29 (26.6%)	13 (13.1%)	28 (28.3%)	15 (15.2%)	6 (10.3%)
1,401 or more	1 (0.9%)	9 (9.1%)	15 (15.2%)	69 (69.7%)	12 (20.7%)
Total Responses	109	99	99	99	58

Reading Across the World:
Developing Global Citizenship Through Translated Literature

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Abstract
21st Century learners live in a shrinking world with advances in technology and transportation with political, social and economic choices made in one corner of the globe affecting the opposite (Friedman, 2005; Zahabioun, Yousefy, Yarmohammadian, & Keshtiaray, 2013). To help navigate this changing landscape, global citizenship is an important life-skill for youths. UNICEF (2003) describes life-skills in three dimensions: cognitive, personal, and interpersonal. These can be enhanced through the provision of high-quality international literature in the school library. Critical reading of translated literature provides an opportunity for youths to enhance their life-skills in reading the world and connecting their own experiences to others (Buck et al., 2011; Louie & Louie, 1999). Using the UN's Declaration of the Rights of a Child (1959) as an analytical lens, we identify powerful examples of youths enacting agency and managing profound difficulties related to their cultural memberships in a set of award-winning translated titles.

Keywords: Translated literature, Mildred L. Batchelder Award, global citizenship, global literature, human rights

Introduction

21st Century learners live in a shrinking world with advances in technology and transportation (Friedman, 2005). Today more than ever, political, social and economic choices made in one corner of the globe hold implications for another (Zahabioun, Yousefy, Yarmohammadian, & Keshtiaray, 2013). To help navigate the changing cultural landscape of our world, global citizenship represents an important life skill required of today's students. UNICEF (2003) describes life skills in three dimensions: cognitive, personal, and interpersonal, which can all be addressed through the provision of high-quality international literature in the school library collection. Critical reading of translated literature provides an opportunity for youths to enhance their life skills in reading the world and connecting their

own identity and experiences into the world (Buck et al., 2011; Louie & Louie, 1999). Using the United Nations' *Declaration of the Rights of a Child (1959)* as an analytical lens for a set of translated titles, we identify powerful examples of young people enacting agency and managing profound difficulties directly related to their cultural memberships and encourage teacher librarians to use these books to develop global citizenship.

Literature Review

Critics of global citizenship have interpreted the term quite literally to mean residents of the globe with all of the advantages (or disadvantages) one might have as a citizen of a country like Australia or the United States of America (Liu, 2012). Of course, such an official citizen does not exist in today's world. While the political focus of criticisms towards global citizenship are noted here, our study takes a broader view of the term, encompassing more empathetic and activist perspectives towards global citizenship as defined in the field of education.

Brigham (2011) defines global citizenship in three ways: *understanding* the world and our connections among each other, *seeing* instances of social justice and equity, and *acting* by exercising political rights and challenging injustices. This focus on understanding, seeing, and acting in developing the perspective of a global citizen holds support for the use of global literature in providing such experiences and making links for readers. Heilman (2008) describes seven capabilities of a "competent global citizen" including: curiosity, compassion, criticality, collaboration, creativity, courage, and commitment (p. 30). While Heilman (2008) notes the challenge in presenting "voices from the world" into a school curriculum, she explicitly suggests the use of children's literature as a way to overcome this challenge and offer cultural explorations for young students (p. 30). Given these definitions and descriptions of global citizenship, it is evident that learners must have authentic experiences with other cultures and groups different from themselves to understand and see the world. It is also clear that in the field of education and school libraries, translated literature representing global perspectives is a potential avenue to provide these experiences. Further, in a framework for Critical Global Citizenship Education (CGCE), Canadian researchers identified students' need for "spaces to critically engage with dominant views and perspectives" about global issues, histories, and cultures as a principle for using CGCE with students (Eidoo, et al., 2011, p. 76). The school library is in a strong position to serve as this space with quality global literature used as the resources for supporting engagement in critical discussions and examinations of global citizenship and social justice issues.

Research suggests the use of global literature as a powerful tool in promoting global citizenship with young students (de Groot, 2006; Jewett, 2011; Smolen & Martin, 2011). With a classroom of third grade students in the United States, Martin, Smolen, Oswald, and Milam (2012) used books set in countries that dealt with serious social issues like poverty, education, and hunger to engage students in discussions about global injustices. The students then created an action plan where they researched a micro-financing organization, presented findings to each other, and then used class funds to support the organization. This socially empowering lesson encouraged students to critically examine social issues outside of their own communities and develop "a deeper understanding of what it means to be a global citizen in the twenty-first century" (Martin et al., 2012, p. 163).

An integral piece of Brigham's (2011) focus on understanding and seeing others as aspects of being a global citizen is the consideration of human rights. Gaudelli and Fernekes (2004) stress the importance of global human rights as an integral piece of developing global citizenship in youth. In their study of secondary students engaged in a human rights education unit, they found that students lacked knowledge in global issues, but wanted to be more informed and learn about the infringements on human rights they examined in the unit. At the opposite age extreme, Johansson (2009) studied interactions with Swedish preschool children to determine their perspectives on basic human rights and morality. She found a

strong focus on rights in the pedagogical practices of preschool teachers that make this environment a ripe place to engage students in discussions of global citizenships and the rights of others beyond their small classroom.

Through an examination of the literature from various fields on what global citizenship is and how it is interpreted and practiced in K-16 education across the world, it is clear that this is an important concept and that school librarians have the opportunity to impact its development in their students through the use of translated, global literature. The research we present here analyzes a sample of award-winning translated children's literature and considers their potential for engaging youths in discussions and actions surrounding global citizenship issues through the lens of human rights.

Method

The findings presented here are derived from previous research (Forest, Garrison, & Kimmel, 2013; Forest, Kimmel, & Garrison, 2013) studying portrayals of culture in 35 Batchelder Award winner and honor titles published since 2000. The Association of Library Services to Children (ALSC), a division of the American Library Association (ALA), gives the Batchelder Award to a publisher who has published the English translation of a title originally published in another language outside of the United States (ASLC, 1987). One to three honor titles are also awarded each year. (See Appendix A for the full citations of Batchelder books analyzed for this study.) The books mostly derive from European languages including French, German, and Dutch. The story settings show somewhat broader diversity in places throughout Europe, Asia, Africa, and South America (Garrison & Kimmel, in press).

Using an inductive content analysis approach described by Berg (2001), we each read the books and coded for critical incidents of cultural constructs including gender, religion, disability, social class, immigration, and race/ethnicity/nationality. Then we met to discuss the books and reach a consensus on the coding of cultural constructs. It was during these discussions that we realized the rich potential these translated titles held for engaging students with discussions and examinations of global citizenship and social justice issues from around the world. In analyzing the characters and attributes of the books themselves, we noted an interesting connection to the United Nations 1959 document, *The Declaration of the Rights of the Child* (DRC). Thus, we present our findings using the DRC as an analytical lens to examine and support the use of translated literature in promoting global citizenship for young readers.

The DRC was adopted by the United Nations on December 10, 1959, and was subsequently ratified by the United Nations General Assembly. The document asserts that the child needs "special safeguards and care" which were also stated in the Geneva Declaration of the Rights of the Child in 1924 and by the Universal Declaration of Human Rights in 1989 and further that "mankind owes to the child the best it has to give." We were particularly struck in our review of this document by how many of the ten rights enumerated in the document were often violated in the various Batchelder winners. We found counter-examples in these titles that might serve to raise awareness and discussion about these human rights and the kinds of human rights violations found throughout history as well as in more current events. We were also struck by the resistance and resilience displayed by young characters in the titles.

For the purposes of this analysis, we felt the "In Plain Language" version of the DRC written for use with children was a more appropriate resource to use in our discussion than the full version of the document (UN, n.d.). Paired with Batchelder titles, the DRC offered powerful source for discussion. In the analysis, we made the decision to place a book with only one of the rights despite the fact that characters frequently either experienced violations of multiple rights, or in a few cases, multiple rights were upheld by caring adults. We made the decision to group the books where they would best illuminate the particular right instead of discussing all 35 titles. We also decided to use the entire book as our unit of analysis in order to retain

the integrity of the whole book and to provide the reader with an introduction to each of the books selected for this study and the Batchelder Award as well. Table 1 shows the ten rights "In Plain Language" (UN, n.d.) and the books selected for the discussion of each which follows the table.

Table 1: United Nations' *Declaration of the Rights of the Child*[a]
with Corresponding Batchelder Titles

Corresponding Batchelder Titles	Ten Rights of the Child
Introduction to discussion	1. All children have the right to what follows, no matter what their race, colour sex, language, religion, political or other opinion, or where they were born or who they were born to.
Run, Boy, Run (Orlev, 2003); *An Innocent Soldier* (Holub, 2005)	2. You have the special right to grow up and to develop physically and spiritually in a healthy and normal way, free and with dignity.
A Time of Miracles (Bondoux, 2010); *How I Became an American* (Gündisch, 2001)	3. You have a right to a name and to be a member of a country.
The Thief Lord (Funke, 2002); *Moribito* series (Uehashi, 2008; 2009); *Big Wolf, Little Wolf* (Brun-Cosme, 2009)	4. You have a right to special care and protection and to good food, housing and medical services.
Samir and Yonatan (Carmi, 2000)	5. You have the right to special care if handicapped in any way.
The Pull of the Ocean (Mourlevat, 2006); *A Faraway Island* (Thor, 2009)	6. You have the right to love and understanding, preferably from parents and family, but from the government where these cannot help.
Daniel Half Human and the Good Nazi (Chotjewski, 2004); *The Lily Pond* (Thor, 2011); *The Shadows of Ghadames* (Stolz, 2004)	7. You have the right to go to school for free, to play, and to have an equal chance to develop yourself and to learn to be responsible and useful. Your parents have special responsibilities for your education and guidance.
My Family for the War (Voorhoeve, 2012); *A Game for Swallows* (Abirached, 2012)	8. You have the right always to be among the first to get help.
Son of a Gun (de Graaf, 2012); *The Last Dragon* (De Mari, 2006); *Tiger Moon* (Michaelis, 2008)	9. You have the right to be protected against cruel acts or exploitation, e.g. you shall not be obliged to do work which hinders your development both physically and mentally. You should not work before a minimum age and never when that would hinder your health, and your moral and physical development.
Brave Story (Miyabe, 2007)	10. You should be taught peace, understanding, tolerance and friendship among all people.

[a] The ten rights in the right column come from the United Nations' Cyber Schoolbus website listing the rights "In Plain Language" based in part on a 1978 translation (UN, n.d.).

Discussion of Findings
1. All children have the right to what follows, no matter what their race, colour sex, language, religion, political or other opinion, or where they were born or who they were born to.
The first of the rights that "all children have the right to what follows" asserts that the rights listed are for all children regardless of their race, color, sex, language or religion and also includes politics, place of birth, and parents. We often found examples where ethnicity, gender, or religion impacted the freedom of characters in the Batchelder Award titles. Given

the explicit relationship of this right to each of the others, we will address these differences as they relate to the other more specific rights.

2. You have the special right to grow up and to develop physically and spiritually in a healthy and normal way, free and with dignity.

The two books selected to illustrate this right feature boys whose freedoms are severely curtailed in a manner that does not allow them to grow up in a "healthy and normal way." *Run Boy Run* (Orlev, 2003) is set during the Holocaust when Jurek, a young Jewish boy, escapes from the Warsaw ghetto after becoming separated from his family. The book is in many ways the ultimate counter-example to growing up free. Jurek is constantly under physical threat, even losing an arm after an Anti-Semitic doctor refuses him treatment for a treatable injury.

> "I'm not operating on this boy."
> Pani Herman was startled. "Why not?"
> "Because he's a Jew."
> "He's not a Jew!" she shouted. "I got him from the Gestapo and he's my worker. You'll operate on him at once!"
> "He's a Jew," the doctor insisted.
> "You don't know what you're talking about!" Pani Herman shouted. "I paid 157 marks and 25 pfennig for him!" (Orlev, 2003, Loc. 1562)

After the war, Jurek remembers a promise he made to his father about keeping his Jewish faith, but little else about his early childhood and is confused about his religious identity.

> "He thought I was a Jew," Jurek said.
> "Never mind," said Pani Kowalski. "Jesus was a Jew at first, too. As far as we're concerned, you've been confirmed and you're a Christian." "You should know, though," Pan Kowalski put in, "that from now on the Jews will try to take you."
> "Let them try," Jurek said. "They can't make me." He couldn't say his prayers that night. He didn't know which sin was greater: betraying Jesus and the Holy Mother or betraying his promise to his father. (Orlev, 2003, Loc. 2479)

In *An Innocent Soldier* (Holub, 2005), young farmhand Adam is conscripted into the Napoleonic army in place of his master's son despite the observations and objections of one of the officers at his youth:

> "He's just a boy," he says in a quiet voice. "Just observe his skinny frame, his narrow chest. His voice hasn't broken, you can hear it squeaking and scratching. And other signs of adolescence … Well, see for yourselves. We don't want children in our army." (Holub, 2005; Loc. 194)

For a period, Adam is under the service of an unrelenting bully, but later becomes the servant of a young officer. Harrowing details of war, near starvation, and illness mark their journey to Russia and back. Upon their return, Adam faces the fact that he is not free: "Where is my home? With the farmer, who doesn't want me? I no longer feel connected to my village or to the land. A thread of melancholy dangles from my head down into my belly" (Holub, 2005; Loc. 2390).

Both books are historical fiction lending a reality and immediacy to the ways that a "normal" childhood is threatened by war.

3. You have a right to a name and to be a member of a country.
Names and nicknames are important markers of identity in many of the Batchelder titles. Both Adam and Jurek have their names changed. For Jurek, it is a matter of hiding his Jewish identity, and for Adam, it is not a matter of choice but of deception. Immigrants often changed their names to better assimilate into their new country. Two Batchelder titles capture the desire and journey to become a member of a new country. Seven-year old Koumail opens *A Time of Miracles* (Bondoux, 2010) with the declaration: "My name is Blaise Fortune and I am a citizen of the French Republic. It is the pure and simple truth" (p. 1). The truth, it turns out, is not so simple as the identity of Blaise slowly unravels as he flees the Georgian Republic and journeys across Europe to France. The French, bound by the Convention on the Rights of the Child, must take in the unaccompanied minor:

> Then one day Modeste Koulevitch reads Article 20 of the convention to me, concerning the rights of children: it meant that I had obtained the protection of the state. "As long as we can't find someone who knows you, and we don't know where you come from exactly, we're stuck," he added. I was sent to another shelter, near the town of Poitiers, and there I was enrolled in school. (Bondoux, 2010, p. 131)

In *How I Became an American* (Gündisch, 2001), young Johann, who becomes Johnny, recounts how his family immigrated to America, making the journey on a ship and entering the country through Ellis Island. He describes how some family names were changed:

> Janusz told me his father had changed the family name so that they'd become Americans faster. When he had been asked by the clerk of the immigration commission on Ellis Island what his name was, he had given their Polish name, Kowalski. But the Irish clerk didn't understand Polish so he asked the interpreter what the name meant. "Smith," said the translator. "Smith?" enquired the clerk and Janusz's father had nodded approvingly. (Gündisch, 2001, p.69)

4. You have a right to special care and protection and to good food, housing and medical services.
In one of the few picture books recognized by the award, *Big Wolf and Little Wolf* (Brun-Cosme, 2009) is a story about friendship and attention to those smaller than you (i.e. children). Big Wolf recognizes the needs of Little Wolf as the weather turns cold and snowy:

> He thought that if Little Wolf returned, he would leave him a larger corner of his leaf blanket, even a much larger one. And he promised himself that he would give Little Wolf as much to eat as he wanted. (Brun-Cosme, 2009)

Moribito (Uehashi, 2008), translated from the Japanese, is quite a different story of protection. Balsa, a feisty woman warrior is hired as a bodyguard for Chagum, a prince whose father wants to kill him because he is in possession of a mysterious spirit egg. In an action-packed quest, the young Chagum matures and realizes:

> *I didn't 'survive,'* he thought. *You saved me.* This realization hit him forcefully. Even he, who had known firsthand the egg's desire to live, had found it hard to sacrifice himself to save it. Yet these people had willingly confronted terror for his sake. As a prince, he had taken it for granted that he should be protected, but now he knew how precious this protection was. He wrapped his good hand around Balsa's neck and hugged her tightly. (Uehashi, 2008, p. 237)

In *The Thief Lord* (Funke, 2002), another tale of survival, runaway brothers Prosper and Bo are taken in by a band of homeless children living in an abandoned movie theater in Venice. As one of the children explains:

> "Back then we were living in the basement of an old house," Mosca explained. "Riccio, Hornet, and me. It was over in Castello. You can always find a place there. No one wants to live there anymore. It was awful: wet and cold and we were always ill and we never had enough to eat."
> "You may as well say it straight: We were in deep trouble," Riccio interrupted him impatiently. "'You can't live in a rat hole like this,' is what Scipio told us. And so he brought us here, to the Star-Palace. He picked the lock of the emergency exit and told us to barricade the front entrance. And since then we've been doing quite well. Until you turned up." (Funke, 2002, Loc. 2154)

The children in *The Thief Lord* (Funke, 2002) are resourceful yet their ability to protect and care for themselves and each other is limited by their age. In each of these three examples, caring adult characters are also present to offer protection, special care, and necessary food and shelter to the youth.

5. You have the right to special care if handicapped in any way.
While disability was one of the main cultural constructs we sought in our investigation of this literature, it was rarely noted as an issue encountered in any way. *Samir and Yonatan* (Carmi, 2000) was an exception. This title was originally published in Germany and translated to English from Hebrew. Set in modern-day Israel, it told the story of Samir, a young Palestinian boy, who is forced to seek medical help in a Jewish hospital after he suffers an injury the Palestinian hospital in his village cannot treat. In the opening scene to the book, he shows his fear and hesitation in this situation:

> Since morning I've been waiting for a curfew. If there's curfew I won't be able to leave the village and won't have to travel with Mom to the Jew's hospital. So, like a chicken, I'm perched on the windowsill, waiting. Sure enough, it has turned out to be a quiet day. The street's empty. The sahlab seller is walking down the road, dragging his sick leg. I wouldn't mind dragging my leg like that old man all my life as long as I don't have to go to the hospital. (Carmi, 2000, p. 1)

Such injuries, handicaps, and even death are facts of life to Samir who describes many people in his neighborhood who are physically disabled, like the sahlab seller and his blind Grandpa, or even killed like his younger brother. Despite the known issues between the Palestinians and Jews in Israel, Samir's story supports the 5th UN Right, that children are guaranteed special care in response to injury or handicap.

Moreover, this story gives a unique perspective on the issues between the two opposing ethnic groups in this region that could educate readers unfamiliar with the circumstances and thereby develop the understanding piece of being a global citizen. *Samir and Yontan* (Carmi, 2000) is a tale of tolerance and understanding as Samir evolves from complete fear in the mere presence of the Jewish children he shares his hospital room to friendship with these same kids. Samir considers these friendships shortly before his discharge from the hospital and how he will remember it in the future:

> I'll want to believe that I, Samir, a boy from the occupied West Bank, stood here with a Jewish boy who has a soldier brother, and the two of us peed into a sandbox and laughed and didn't give a damn about the whole world. (Carmi, 2000, p. 182-3)

Samir and Yonatan (Carmi, 2000) exemplifies the UN's 5th Right of the Child focusing on special care for children with any type of handicap. And further, is a quality choice for developing global citizenship and making connections to the Palestinian-Israel conflict for English-speaking readers.

6. You have the right to love and understanding, preferably from parents and family, but from the government where these cannot help.

Two of the Batchelder titles show the 6th Right in divergent ways. In *The Pull of the Ocean* (Mourlevat, 2006), seven brothers flee their home after the youngest Yann overhears a conversation between their parents, indicating their father may intend to harm them. Yann is neglected and mistreated by his parents because of his abnormal size and muteness. In his brother's words, "The parents took a dislike to him. We don't know why. Maybe 'cause he's different" (Mourlevat, 2006, p. 26). Yann's parents do not give his six brothers much love and understanding either. The government attempts to step into the situation as described by a social worker who visits in the opening scene of the book, but there is not much they can legally do.

The two sisters Stephie and Nellie Steiner in *A Faraway Island* (Thor, 2009) leave their family for a much different reason. As Jews, they face trying times in their native Austria during the Nazi occupation of the 1930s. Their parents exemplify love and understanding by sending them to Sweden to stay with foster families while the war plays out or until they can get immigration approval to Sweden themselves. In the case of the Steiner sisters, it is not the government but the Swedish Refugee Committee that helps the families; the Austrian government is essentially powerless against the Nazis. The Swedish group recognizes this and adheres to the UN's 6th right for children, ensuring love and understanding for the Austrian sisters.

Reading these two books will give English-speaking readers insight into historical and contemporary issues affecting the world's children. Such insight could help them to develop their own understandings of and connections to others. In this way, they can build empathy and develop a firmer understanding and awareness of what it means to be a global citizen.

7. You have the right to go to school for free, to play, and to have an equal chance to develop yourself and to learn to be responsible and useful. Your parents have special responsibilities for your education and guidance.

This right was illustrated in unique ways in three of the Batchelder titles and was highly dependent on the historical and geographical setting. Two of these books were set during World War II in countries overtaken by the Nazis (Austria and Germany.) Characters in both *The Lily Pond* (Thor, 2011), the sequel to *A Faraway Island* (Thor, 2009) mentioned in the 6th Right, and *Daniel Half Human and the Good Nazi* (Chotjewitz, 2004) are permitted to go to school thanks to scholarships and the charity of others. School is not a given or free, but it is clear that there are people in the books who support the UN's 7th Right to give the youth a more "equal chance" to learn and achieve in life.

Another title, *The Shadow of Ghadames* (Stolz, 2004), is set in 19th Century Libya and gives a much different perspective on education. As a girl, Malika is not encouraged to learn to read or write mostly because her future as a wife and mother will likely not require such skills. Her own mother refused to learn such things, "believ(ing) that women will lose their powers if they pry and try to know the same things as men" (Stoltz, 2004, Loc. 621). Despite this traditional view of her mother's, Malika's father is more advanced in his beliefs. He taught his second wife Arabic; Bilkisu came from an area of Africa where women were not permitted to "even attend Koranic school" (Stolz, 2004, Loc. 618). She recalls how proud she felt "to have a wooden board, a stylus and writing ink, like a boy" (Stolz, 2004, Loc. 619). In the book, Malika learns to read and write as she and her mothers take in an injured young man who is sought by the village men for his forward ideas surrounding religion and equality.

Abdelkarim teaches Malika these valuable skills because he believes that "Girls deserve to be taught just as much as boys" (Stolz, 2004, Loc. 803). In Malika's 19th Century Libyan village, girls do not share the 7th UN right with boys; however, it is clear in the story that not all people believe or support this idea.

The three stories described here illuminate the rationale behind the UN's 7th Right in different ways. They provide an opportunity for librarians to discuss such issues with their students and consider the marginalization of different social groups through history. These historical evaluations can help inform a modern perspective of these same groups and the current social climates in areas of the world. Developing such understandings is key in promoting global citizenship.

8. You have the right always to be among the first to get help.
Two of the most recent Batchelder titles exemplify the 8th Right dealing with emergencies and disasters: 2013 winner *My Family for the War* (Voorhoeve, 2012) and 2013 book *A Game for Swallows: To Die, To Leave, To Return* (Abirached, 2012). *My Family for the War* begins in Berlin, Germany in 1938, while *A Game for Swallows* is set in Beirut, Lebanon in 1984.

In *My Family for the War* (Voorhoeve, 2012), the protagonist, Ziska, is an adolescent girl living with her mother and father in Nazi-Germany. When Hitler comes into power, Ziska's Jewish family is forced from their home and made to live in a cramped apartment with other people, and her father is arrested and placed in a Gestapo prison. As the situation for the German Jews grows worse, Ziska learns of an opportunity for escape: English families are willing to take in Jewish children until Germany is safe. Though a fictitious story, there were hundreds of real children like Ziska who escaped from Germany on the *kindertransports*. The English families who spared these children from the horrors of war illustrate the idea of helping children first and foremost.

In *A Game for Swallows* (Abirached, 2012), the safety of children in a dangerous situation is prioritized. In this graphic novel, Zeina and her brother are small children in Beirut duing the Lebanese Civil War where violence between Christians and Muslims breaks out daily. One afternoon, Zeina's parents walk the short distance to her grandmother's house and are unable to come home due to intense bombing. Zeina and her brother are left alone. Yet as the day wears on and turns to night, their neighbors come to comfort and distract them. The care and love that Zeina and her brother are shown by these adults helps to ease their fear during a long, frightening evening.

9. You have the right to be protected against cruel acts or exploitation, e.g. you shall not be obliged to do work which hinders your development both physically and mentally. You should not work before a minimum age and never when that would hinder your health, and your moral and physical development.
Children are exploited in several titles. In *Son of a Gun* (de Graaf, 2012), two young children in 1990s Liberia are kidnapped from school and thrust into the country's civil war. *The Last Dragon* (De Mari, 2006) portrays orphans forced to do hard labor. And, Safia in *Tiger Moon* (Michaelis, 2008) is sold into a loveless marriage with a violent man. These books serve as counter-examples of the childhood that all young people deserve as exemplified by the 9th right.

The treatment of Nopi and Lucky in *Son of a Gun* (de Graaf, 2012) violates nearly all of the tenets of the 9th Right. These siblings are kidnapped and made into child soldiers. Not only are they exploited and forced into violent, dangerous work, but Nopi loses her hearing as a result of the conflict. Further, their moral development is hindered when they are forced to pick up guns and kill people. Though *Son of a Gun* is fiction, de Graaf (2012) based it on the experiences of real children who lived through the Liberian conflict whom she interviewed.

This connection makes this title particularly notable to use with young readers in developing global citizenship.

The Last Dragon (De Mari, 2006) underscores the cruel treatment of children as well. In this fantasy, the orphans of the country of Daligar are made to farm the land in order to feed the wealthy and powerful. The children receive very basic shelter and rotting food in return. They are viciously punished when they try to run away or when they "steal" a bit of the food they harvest. Though the story, which is populated by elves and dragons, is a fantasy, the treatment of the children is not a far cry from the experiences of real children throughout history, such as the children of slaves in the United States before 1865, the Jewish children locked away in concentration camps in the World War II era, or the experiences of Nopi and Lucky described in *Son of a Gun* (de Graaf, 2012).

Safia in *Tiger Moon* (Michaelis, 2008) is forced to become a bride to a much older man she does not love. Safia, who is extraordinarily beautiful, is spotted by the merchant Ahmed Mudhi who decides he must have her. Safia's father is more than willing to sell her into marriage as a way to support his impoverished family. While Safia's family is relieved at their "improved financial circumstances" (Michaelis, 2008, p. 6), Safia is fearful when she envisions her wedding night with Mudhi: she knows he will kill her when he learns she is not a virgin. Though the book is also a fantasy, Safia's early marriage is not unlike those of other child and teen brides existing in the real world. The sad circumstances of the children in *Son of a Gun* (de Graaf, 2012), *The Last Dragon* (De Mari, 2006), and *Tiger Moon* (Michaelis, 2008) illustrate what happens when a young person's right to a childhood free from exploitation, violence, and hard labor is taken away.

10. You should be taught peace, understanding, tolerance and friendship among all people.

One story that underscores this right is *Brave Story* (Miyabe, 2007), the 2008 Batchelder Award winner. In this book, Wataru is a fifth grader living with his mother and father in present day Tokyo. Wataru's world crumbles when he learns his father has a mistress and plans to leave Wataru and his mother, who makes a suicide attempt in response. Wataru is given the opportunity to change his family's fate when he stumbles upon a portal to Vision, a fantasy world.

On the surface, the world of Vision, populated by creatures of all shapes and colors, is nothing like the real world. Some creatures look like humans and are called "ankhas," while others, called "non-ankhas," resemble various animals. Wataru forms strong bonds with both groups and learns upon further examination of Vision, that this place is similar to the real world in lamentable ways. In some parts of Vision, people are segregated based on race:

> There were many different races living in the northern lands, Wataru learned, but of them the ankha were by far the most numerous. "They joined together and started exterminating the other races, and they were strong, real strong. If you lived in the northern lands and you weren't an ankha, your house and fields'd be taken away, you'd be killed, or thrown in a camp and made a slave. The number of non-ankha dropped by the day. And then, the ankha had their glorious empire." (Miyabe, 2007, loc. 5332-36)

Wataru is reminded of apartheid in South Africa when he learns of the discrimination faced by non-ankha people in Vision. The racial extermination described in the passage above is reminiscent of historical events like the Holocaust and modern genocides. Though Wataru's personal relationships demonstrate the spirit of the 10th Right, the larger social structure of Vision, with its segregation of races and persecution of non-human creatures, is a counter-example of this right.

Significance

In examining this sample of award-winning translated literature through the lens of the DRC, it is clear that these titles hold strong potential in connecting readers across languages and cultures. Through the publication and promotion of translations, young readers are handed a bridge towards understanding and seeing peoples around the world who are both similar and different from themselves. Translated titles like the Batchelder sample presented here represent literal bridges as they can be read in their original and translated languages. As leaders in their schools, teacher librarians are in a position to take on the role of supporting experiences and inquiry into global issues through translated literature. For libraries working with English speakers and English language learners, the Mildred L. Batchelder Award titles represent a quality option for getting global literature into library collections and the hands of teachers and students. For libraries not affiliated with the English language, we encourage librarians to seek translated titles from other countries in the native languages of students and teachers. Such efforts could promote the important life-skill of global citizenship in our youth.

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Appendix A. Sample of Batchelder Titles

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Biographical note

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A Trend towards Integrating Information Literacy into the Curriculum and Its Implications to Academic Settings in Vietnam

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Abstract

This secondary research explored the challenges associated with information literacy (IL) integration into the curriculum, and suggested strategies to develop holistic IL programs for education institutions in Vietnam and more beyond. The meta-synthesis method was employed to gather qualitative data and then synthesize them to make more sense of IL integration research evidence. Four research questions were formulated to frame the study. Research findings indicated eight challenges including management support, stakeholder's perceptions of IL integration, librarian's capacity, IL assessment methods, faculty-librarian collaboration, learning and teaching methods, IL training contents, and curriculum overload. Accordingly, six strategies which comprise: top-down management approach, assignment design, IL assessment, capacity building for IL trainers, strengthening the faculty-librarian collaboration, and enriching IL training contents were proposed to help education institutions to achieve a systematic IL integration into the curriculum. This study also showed the significance of IL integration to the enhancement of student's lifelong learning skills.

Key words: Information literacy, integration, curriculum design, Vietnam

I. Research Background

1.1. Research rationale

Recent studies show that digital content is rapidly increasing and internet search engines such as Google, Yahoo are dominantly used among students (Brophy & Bawden, 2005; Online Computer Library Center, 2005). In fact, students encounter difficulties in identifying reliable information (Pham, 2012). Given the context, librarians and faculties are expected to provide students with information literacy (IL) training activities to improve their abilities to "identify their information needs, then access, locate, evaluate and synthesize and analyze quality information found in electronic or print based sources" (Hine, Gollin, Ozols, Hill, & Scoufis, 2002). In the meantime, standalone IL training programs provided by academic libraries hardly meet a huge demand for a large number of students, and the need for a continual support for throughout their academic lives. Integrating IL into the curriculum is considered an essential strategy for education institutions to cope with such changes. However, this initiative has posed a number of challenges to librarians, academics, and other educational stakeholders. This study thus aims to examine current IL integration practices, uncover new challenges, formulate appropriate IL integration strategies, and indicate the significance of IL integration to the enhancement of student's lifelong learning skills.

1.2. Research questions

Based on the research rationale, the following research questions have been formulated:
- To what extent IL integration into the curriculum has been adopted in academic settings in Vietnam and the global context?
- What are common challenges pertain to IL integration into the curriculum in Vietnam and overseas countries?
- How IL integration into the curriculum is significant to the enhancement of student's lifelong learning skills?
- What are specific solutions/strategies to deal with uncovered challenges?

1.3. Research objectives:

Overall, research objectives are to find answers to the four research questions. While current IL integration practices are revealed in the Literature Review session, answers to the second and third questions can be found in the Research Findings session. IL integration strategies were finally recommended.

1.4. Research scope

- Research contents are limited to IL embedment practices, associated challenges, and solutions/strategies. Contents relating to the significance of IL integration to student's lifelong learning skills was also reviewed. Research objects are those students, librarians, faculty, and managers who deal with information literacy in academic settings in Vietnam and overseas countries.

II. Literature Rreview

2.1. Explanation of IL related concepts

Information literacy

IL is a big concept, confusing and can be interpreted differently depended on the context. IL was first coined in 1973 (Zurkowski, cited in Kuhlthau, 1987), now it has become "a global concern, and a variety of definitions and models exists" (Jackson & Durkee, 2008, p. 84). To date, the library and information science has made the most significant influence on the proliferation and implementations of IL cross the globe (Johnson & Webber, 2003). However, each industry tends to interpret the IL concept in its own voice that best fits its purposes.

The statistic industry approaches to the IL concept as applied skills in everyday life. According to Australian Bureau of Statistics (1998), IL can be categorized into prose literacy, document literacy, and quantitative literacy. Technological people consider "IL is the use of textual, oral and other data and shared knowledge, to function in society, to achieve one's personal goals, and to develop one's knowledge and potential" (Lankshear & Knobel, 1998). In the psychological science, IL is understood as individual's abilities of critical thinking and problem-solving (Moore, 2002, p. 2). Meanwhile, Johnson and Webber (2003) supposed that IL employs the theory of information seeking behaviors.

In a broader context, the Prague Declaration stated that IL is not only a "part of the basic human right of lifelong learning", but also a "prerequisite for participating effectively in the Information Society" (The Prague Declaration, 2003, p. 3). Similarly, the Australian Library and Information Association indicated that IL contributes to citizens such as "learning for life; the creation of new knowledge; acquisition of skills; personal, vocational, corporate and organizational empowerment; social illusion; and participative citizenship"(Australian Library and Information Association, 2006).

In the educational sector, American Library Association (ALA) defines IL as "an understanding and set of abilities enabling individuals to recognize when information is needed and have the capacity to locate, evaluate, and use effectively the needed information"(cited in Bundy, 2004, pp 4-5). This study adopts ALA's definition of IL as Parker

(2003) and Bundy(2004) stated IL is the "use of information in supporting study" and to "address and help resolve personal, job related and broader social issues and problems".

IL integration into curriculum
IL can be integrated at all levels: institution (graduate attributes), departments (academic policies), course (course objectives), and subject (IL instruction activities) level in academic settings (X. Wang, 2010). For instance, lifelong learning objective is incorporated as one of the core graduate attributes (highest level), or academic policies closely align IL skills with learning objectives and the assessment of student learning outcomes. University of Wollongong stated, IL integration means "curriculum is designed to incrementally develop information literacy skills appropriate to the discipline and future profession". At subject level, IL instruction is an integral part of the curriculum and instruction contents are highlighted in the subject outline (University of Wollongong, 2013). Huffman (2013), however, simply explained that "integration is a method where two or more people work together to provide content".

2.2. IL integration in the global context
IL integration has recently been concerned by both researchers and practitioners. It becomes a catalyst for re-engineering core business of academic libraries. A large number of studies on IL integration into the curriculum have been done recently. Legal legitimates, theoretical frameworks, and models have been developed by international library associations and education institutions.

First, the IFLA's Alexandria Proclamation on Information Literacy and Lifelong Learning lies a strong foundation for a global advocacy of IL practices (IFLA, 2005). This highest body of librarianship "urges governments and intergovernmental organizations to pursue policies and programs to promote information literacy and lifelong learning…within the context of the developing information society".

In Australian, American and the UK, the development of three important theoretical IL frameworks/standards has greatly influenced on IL practices in many other countries. The set of six IL standards developed by the Australian and New Zealand Institute for Information Literacy (ANZIIL) and Council of Australian University Librarians (CAUL) emphasized on lifelong learning objective as one of the graduate attributes in higher education institutions. The framework can be used for different purposes such as: 1) principles, standards and practice for IL implementations in all educational sectors, 2) educators rely on this model to develop curriculum objectives, learning outcomes, and assessment criteria, 3) in a broader context, it is a guidance for policy development, performance evaluation (Bundy, 2004, p. 7). According to Jackson and Durkee (2008), Australia has a broader approach to IL concept compared to the skills-based approach of America.

In America, the set of five Information Literacy Competency Standards for Higher Education developed by the American Library Association (ALA) in 2000 have now been widely utilized by educational institutions (Jackson & Durkee, 2008). The America's IL framework, which is similar to the Australia's IL framework, emphasizes on IL as a foundation for lifelong learning, and is central to the mission statements of institutions. The ALA further indicate the rationale for IL practice as a prerequisite for individuals to cope with rapid technological changes and exploitation of information resources.

In the UK, the Seven Pillars of IL model is seen practical to IL practitioners at all educational levels. Different from Australian and American' competency standards, the UK framework stresses on the progress. It is a guideline that helps learners to experience IL learning activities from novice to expert level.
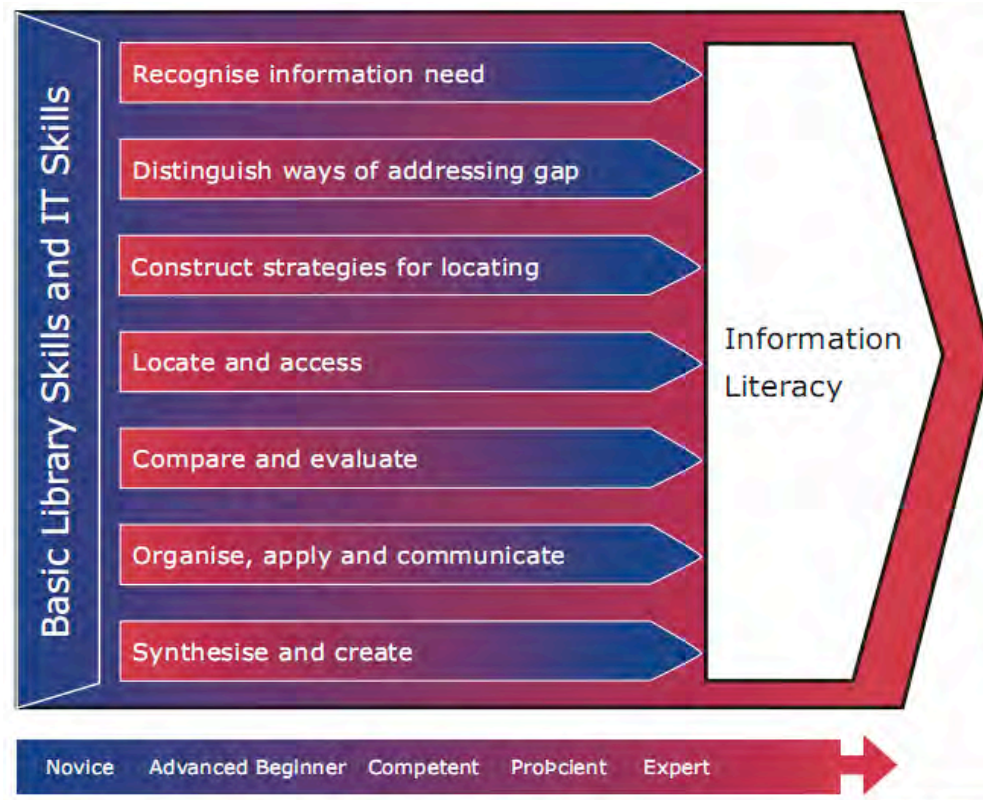
Figure 1: Seven Pillars of Information Literacy Model
Source: (SCNUL, 2007)

Recently, a number of universities have initiated IL integration into the curriculum (Monash University Library, 2009; University of Guelph, 2006; University of Wollongong, 2013). At Monash University, a pilot IL integration into the curriculum was implemented for the Faculty of IT in 2006, and then gradually expanded the programs to other faculties. University of Wollongong officially issued an IL Policy, in which purposes, definitions, applications and scope, graduate qualities, IL integration process, activity plan, roles and responsibilities are clearly defined.

Apart from theoretical IL frameworks developed by corporate authors, a large number of practical studies have been done by individual researchers. The majority of authors concentrate on identifying IL integration methods and approaches. Huffman (2013) suggested that institutions to design IL courses for specific disciplines, in which course objectives, contents and skills need to be aligned with IL standards-based criteria identified in the Association of College and Research Libraries (ACRL)'s Information Literacy Competency Standards for Higher Education. Grant & Berg (2004) considered ACRL Standards as a founding point to appraise students' acquisition of information literacy. The Big6 model mentioned by Huffman (2013) and Derakhshan & Singh (2011) was suggested to be one of the teaching approaches to deliver IL contents.

Hine et al.(2002) affirmed it is a challenge to develop a holistic and authentic IL integration into the curriculum. This practice requires active involvements of key stakeholders such as teachers, course coordinators, librarians, training program developers, learning skills advisers, and the heads of faculties or departments. Students from various backgrounds need a range of IL skills in information gathering, recognizing relevance, critical thinking, and reflection.

X. Wang (2010) investigated the characteristics of IL integration, the key stakeholders in IL integration, IL curricular design strategies, and the process of IL curricular integration. The characteristics of IL integration were identified as collaboration and negotiation, contextualization and ongoing interaction with information. X. Wang (2010) insisted, once IL integration is successfully implemented, it "contributes to the development of independent, confident, critical thinking students who were able to meaningfully evaluate and utilize information in a variety of contexts". Derakhshan & Singh (2011) revealed some common issues namely collaboration, information literacy pedagogy, information literacy skills, and knowledge when conducting a study on academics' views on IL integration. L. Wang (2011) stressed on the essence of a campus-wide multiple-partner collaboration. Issues relating to curriculum, pedagogy and learning theories, information literacy theories, information literacy guidelines, people and collaboration together were examined. The researcher suggested further studies on aligning IL integration with employer's viewpoints on graduate's expected learning outcomes.

To sum up, the literature indicates that IL integration into the curriculum has recently become a more prominent issue in academic settings. The formation of legal legitimates and theoretical frameworks and standards significantly support the both research and implementation purposes. Also, IL policies have been officially reinforced by a certain number of universities. Education institutions identify their own approaches to IL integration into the curriculum. IL can be either aligned with graduate attributes, academic policies, course objectives, IL instruction for subjects, or separate IL courses for specific disciplines.

2.3. IL integration in the Vietnamese context
The literature on IL integration in Vietnam was examined by reviewing relevant research papers and investigating IL programs presented on the websites of Vietnamese academic libraries. Since not many studies on IL integration in Vietnam have been done, three important research papers conducted by Diep and Nahl (2011), Nghiem (2006) and Pham (2008) were thoroughly analyzed to identify research gaps as well as problems relating to IL integration in Vietnamese universities.

Diep and Nahl (2011) employed online survey, interview and focus group data collection to investigate the implementations of IL programs in four Vietnamese universities. The study particularly focused on exploring IL practitioner's perceptions, factors needed for IL credit courses as well as potential challenges. In particular, challenges pertain to "the lasting impact of teacher-centered instruction and rote learning, misperceptions about the effect of IL on student learning outcomes, degree of support of by IL academic stakeholders, degree of faculty-librarian collaboration, and scarcity of resources" were identified. Research findings indicates that IL was not perceived widely in those universities. This practice was supposed to be solely librarian's responsibility. IL training activities were conducted in the forms of lectures, workshops, and basic IL skills modules. There existed few IL courses for specific disciplines.

Pham (2008) pointed out a set of challenges that nice surveyed education institutions in Vietnam encountered. The uncovered challenges were lack of top management support, poor librarian-faculty collaboration, staff capacity, poor IL training contents, scarce academic resources, passive learning style, unscientific learning assessment methods, foreign language barriers, and poor library orientations for pupils before entering university level.

Nghiem (2006) conducted a case study research into the IL practice particularly at the College of Social Sciences and Humanities, Vietnam National University. The study analyzed difficulties and then proposed practical solutions to implement of IL training program at CSSH. Interestingly, several common issues were found in Nghiem (2006), Diep and Nahl (2011), and Pham (2008), including "the ignorance of lifelong learning goal within the education mission; domination of teacher-centred teaching and learning method; English

is not the first language; lack of computer literacy; and neglect of the library and librarians' role. Based on the Australia's IL framework, Nghiem (2006) proposed specific strategies for key actors at institutional; administrative; and implementation planning levels at CSSH.

In short, challenges pertain to the implementation of IL programs at surveyed universities in Vietnam can be summarised as below (Table 1).

Table 1: Challenges facing IL Integration in Vietnamese Universities

Diep and Nahl (2011)	Pham (2008)	Nghiem (2006)	Synthesizing challenges
Degree of support of IL by academic stakeholders,	Lack of top management support	The ignorance of lifelong learning goal within the education mission;	Management support
Misperceptions about the effect of IL on student learning outcomes,	Inadequate libraries at the pre university level.	Neglect of the library and librarians' role.	Perception of IL among librarians, faculties and students
	Staff capacity		Capacity building for librarians
Scarcity of resources.	Scarcity of resources		Scarcity of resources
	IL assessment methods		IL assessment methods
Degree of faculty-librarian collaboration	Poor librarian-faculty collaboration		Librarian-faculty collaboration identification of key stakeholders
The lasting impact of teacher-centered instruction and rote learning,	Passive learning styles	Domination of teacher-centred teaching and learning method;	Teacher-centred approach, passive/route learning
IL activities take the form of lectures, workshops, and basic IL skills modules. Few ILI activities are subject discipline-related.	Poor IL training contents		Contents and forms of IL training activities
	Foreign language barriers	English is not the first language	Foreign language barriers

To summarise, academic libraries in Vietnam have voiced their concerns about IL practices. However, little research has been done to uncover insights into the on-site implementations of IL integration. Although Diep and Nahl (2011), Pham (2008) and Nghiem (2006) investigated IL instruction program at 14 education institutions in Vietnam, these studies mainly focused on identifying challenges and proposing recommendations to develop IL training programs. Issues relating IL integration into the curriculum were partly mentioned in these studies. Thus, it is necessary to conduct in-depth research with a specific focus on IL integration into the curriculum appropriate to the context of Vietnamese universities.

III. Research Method
The study approached interpretivism epistemology since the researcher believes that the research topic is a complex phenomenon, socially constructed, and it depends on individual interpretations (Saunders, Lewis, & Thornhill, 2009). Accordingly, the study employed a deductive approach. Meta-synthesis method was selected as a main instrument to conduct this qualitative and secondary research (Derakhshan & Singh, 2011).

Recently, the meta-synthesis method has been widely applied in the research area relating to library and information science (Barnett-Page & Thomas, 2009; Catalano, 2013; Derakhshan & Singh, 2011; 2009; Paterson, Dubouloz, Chevrier, Ashe, & Moldoveanu, 2009). According to, Derakhshan & Singh (2011, p. 219), meta-synthesis "is a method of mixing a group of studies in order to find the common essence in the data and translate that into a new understanding". The method assists with synthesizing qualitative data to make more sense of IL integration research evidence (Duke & Ward, 2009).

The reasons underpinning the selection of meta-synthesis method derived from the research context. While a greatly deal of studies on IL integration into the curriculum have been done in the global context, this content was partly and indirectly mentioned in recently studies conducted for Vietnamese universities. To conceptualize this phenomenon, a secondary research needs to be done to examine common issues relating to IL integration in Vietnamese university context. Meta-synthesis is thus considered appropriate method in this study.

With regard to the research process, the researcher first formulates research questions, research objectives and research scopes. When needed information was identified, a searching strategy was then developed to locate appropriate academic sources (Emerald, Science Direct, websites of international library associations and universities). Search terms "information literacy", "integration", "embedment" "policy", "standards" "challenges" "strategies" were flexibly combined to conduct advanced searches on online academic databases, Google Scholars and institutions' websites. Common themes distilled from the literature were synthesized into a discussion of IL integration (Catalano, 2013). Issues relating to core concepts, theoretical frameworks and models, IL integration approaches, common challenges and strategies were critically analyzed, synthesized and organized.

IV. Research Findings
4.1. Problems/challenges pertain to IL into the curriculum
The session discusses problems/challenges pertain to IL integration into the curriculum and its significance to learning and teaching activities in Vietnam and overseas countries where possible.

Lack of management support
Problems associated with management support are subject to manager/leader's misperception and lack of commitments to the integration of IL into the curriculum at all organizational levels. In Australia, although senior academic staff emphasized the importance of IL, and lifelong learning is central to the institution's mission statement, still there was a "gap" between policies, commitments and on-site implementations (Abbott & Peach, 2000; Bundy, 2004; Feast, 2003). Feast (2003, p. 81) reported the case of University of South Australia, where "there were no significant changes in IL teaching and learning over the 12 months from 2000 – 2001. Action plan has not delivered as the intended outcomes". Similarly, in American universities, ACRL revealed that "In a sampling of 664 campuses of higher education, 185 have a formal IL requirement, and only 22 percent were aware of and apply the IL competency standards for higher education" (cited in Farmer, 2003, p. 311).

In Vietnam, Diep & Nahl (2011) and Pham (2008) showed that IL practices have not gained sufficient support in terms of budget allocation, resources and personnel, and concerns from university management boards. Diep & Nahl (2011, p. 339) further uncovered, "Library administrators and librarians ranked university support as the most challenging factor with 91.6% reporting it as a great challenge or a challenge, and 85.9% for faculty". In addition, 95% librarians reported that IL was not integrated into university and library strategic planning. So that lifelong learning objective was unlikely to be considered one of core graduate attributes in those academic settings.

Perceiving the value of IL integration among librarians, faculties and students
According to Bruce (2001), there existed a "gap" between academics and librarians regarding the interpretation of IL meanings. While lecturers, tutors, and course coordinators intended to translate the IL concept differently in particular educational domains, librarians prefer a consistent and concrete one in the university. Few academics did not assume IL is a apart of course objectives (Feast, 2003).

In Vietnam, not many senior staff, librarians and faculties are fully aware of the importance of IL alignment into the curriculum. Diep and Nahl (2011, p. 339) concluded that "Campus leadership, faculty, and students have not recognized the benefits of adopting IL and assessing it in student learning outcomes". The reasons were shortage of communication such as formal campus-wide meetings, or specific strategies to raise awareness among key stakeholders. Nghiem (2006, p. 1) added, "The concept of lifelong learning and information literacy has not been understood comprehensively and accurately at CSSH". These obstacles potentially inhibit the process of aligning IL into the curriculum.

Challenges facing librarians
IL integration has posed a great deal of challenges to librarians regarding requirements of new knowledge and skills and workloads. To effectively deliver integrated IL training activities, librarians must be equipped with not only knowledge of IL, but also expertise in subject disciplines, and teaching and facilitation skills. In particular, Pham (2008) claimed, Vietnamese IL instructors had insufficient knowledge of IL concept as well as needed skills to launch IL programs. Diep and Nahl (2011) justified, "Because a majority of librarians in Vietnam do not have a subject graduate degree, faculty consider them support staff rather than partners in teaching and curriculum development". And "that explained why librarians considered librarianship and subject knowledge two separate factors impeding the integration of IL into the curriculum".

Regarding to librarian's workload, the extension of IL integration across the university requires an adequate number of liaison librarians, IL trainers, learning skills advisors, and reference librarians getting involved in designing curriculum and learning assessment, and facilitating IL training activities. Meanwhile, there is a huge demand for continuing support from learners through their academic lives (Feast, 2003; Harrison & Rourke, 2006).

Unlike the conventional role of material circulation, academic librarians are now expected to become professional trainers working in partnership with faculties and learning skills advisers to design the curriculum and deliver IL training activities (Harrison & Rourke, 2006). Thus, they are required to improve their "teaching skills and learning facilitation" to meet new requirements (Bundy, 2004, p. 29). At a higher level, librarians take part in formulating educational policies and strategies, scaling IL sessions to successfully embed IL into the curriculum. Cathrine Harboe-Ree - the Monash University Librarian emphasized, "This new arrangement [IL integration] has provided an exceptional platform for information services staff and learning skills advisers to work with each other and with academic staff to ensure integration of learning skills and information literacy into coursework" (Monash University Library, 2007, p. 7).
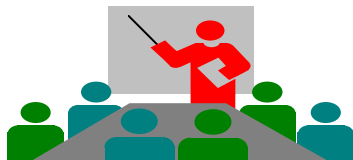
IL assessment methods

In Vietnam, IL assessment has not been aligned with students learning outcomes (Diep & Nahl, 2011). Also, IL assessment has not been incorporated in academic policies as pre-requisites for courses and subjects (Pham, 2008). Vietnamese libraries constructed IL assessment methods by themselves. IL assessment was in the forms of "observing in-class exercises, hands-on practice, and requesting verbal student feedback to evaluate performance….is not equivalent to measuring of student learning outcomes" (Diep & Nahl, 2011). A large number of library administrators admitted that they were not fully aware of IL competency standards.

IL competency standards have been widely applied in education institutions in Australia, America and the UK (Jackson & Durkee, 2008). However, Parker (2003) stated, academics and librarians found it hard to determine what an information literate student looks like. He argued that IL assessment should be process based, rather than outputs-based evaluation. Citing and referencing skills, quality of academic sources and arguments demonstrated Parker (2003). In addition, scaling the percentage of IL assessment of out the overall subject assessment become chaotic and concerned many IL practitioners.

Librarian-faculty collaboration

Effective librarian-faculty collaboration is seen a critical successful factor for the integration of IL into curriculum. This partnership enables faculty and librarians effectively to meet students' learning needs (Pham, 2008). Grafsein (2002) reported, "Information literacy is not the unique and sole province of librarian [emphasized added], but it is an integral part of the objectives for every course on campus, and it requires administrative support for effective implementation". Frequent faculty-librarian interactions yielded in gaining understanding about student's information needs.

In Vietnam, the faculty-librarian collaboration is minimal In Vietnam and IL programs were perceived as solely library's responsibility (Diep & Nahl 2011). The researchers noted, "The survey data supported qualitative findings with 89.4% of faculty and 81.3% of librarians ranking lack of collaboration between faculty and librarians as a great challenge or challenge"

Teacher-centred approach, passive/route learning style

Initiating IL integration into the curriculum consequently shifts learning and teaching practices from passive/teacher-centred to active/independent/ resource-based/student-centred approaches. In Vietnam, the Ministry of Education and Training implemented a credit system during 2006-2020. According to Dang (2006) and Lam (2006) cited in Diep & Nahl (2011), the credit system aimed to transform learning and teaching methods from memorization to active learning approaches. However, research showed that teacher-centred and passive/route learning is still dominant in classrooms in Vietnam (Diep & Nahl, 2011; Nghiem, 2006; Pham, 2008). Students mainly rely on textbooks and lecture notes. Active/resources-based learning was not perceived as an effective method to broaden knowledge and enhance lifelong learning skills. Parr and Nguyen (2002) pointed out the differences between Vietnamese and Western pedagogical perspectives in terms of learning and teaching methods. To some extent, this paradigm shift shows the challenges facing learners and teachers when IL is embedded into the curriculum.

Vietnamese Pedagogical Pedagogical		Western	
Practices			Practices

Learning	Teaching	Learning	Teaching
- Heavily dependent on teacher help/guidance - Gain new knowledge through textbooks and teacher input - Reluctance to question what is written in text or teacher explanation - Focus on marks in exams	- Control and responsibility for student progress - Teaching based on a set text - Provision of model answers for memorization - Performance in exam the measure of student performance/achievement	- Process of discovery - Find an answer - Self directed - Proactive - Time consuming - Research based - Integrated development - Collegiate - Constant life-long process	- Stimulate the desire to discover - Encourage possibilities - Facilitator - Develop confidence of learner to enquire and question - Process of learning is as valuable as outcome - Teach research skills - Indicate multiple sources of materials - Learner centred - Constantly changing process with learners

Figure 2: Vietnamese and Western Pedagogical Practices
Source: (Parr & Nguyen, 2002, p. 3)

Contents and forms of IL training activities
It is unrealistic to initiate IL integration, if IL training contents are poor and still at a basic level. Librarians are required to gain knowledge in specific disciplines and be capable of delivering IL skills training classes ranging from novice to expert level.

However, what Vietnamese students benefit from IL training programs is limited to introductions to library resources and circulation policies, OPAC searching skills (Pham, 2008). In addition, IL training courses are still scattered, unsystematic, infrequent and at a basic level. Hickok stated that "Nearly every library I visited [in Vietnam] does offer some forms of orientation training, such as tours, PowerPoint presentations, etc. But continual user is not as frequent. Similarly, Diep & Nahl (2011, p. 340) revealed that "Nearly 98% of librarians reported focusing on teaching how to use library services and the OPAC.

Table 2: IL Training Programs at Eight Vietnamese Universities

Seq.	Training topics	Institutions	Websites
1	- Information searching skills - Plagiarism and copyright related issues - Citing and referencing	Hoa Sen University	http://thuvien.hoasen.edu.vn/kttt
2	- Big6 research process - Citing and referencing & Endnote software	Hanoi University	http://lic.hanu.vn/51/tai-lieu-lop-kien-thuc-thong-tin.html
3	- No information	Hanoi Foreign Trade University	http://thuvien.ftu.edu.vn/sites/Home.aspx
4	- No information	Hanoi Law University	http://lib.hlu.edu.vn/
5	- Library orientation	Water Resource University Library	http://lib.wru.edu.vn/
6	- No information	National Economics University	http://lib.neu.edu.vn/opac

7	- Information searching skills	Ho Chi Minh University of Natural Science	http://gralib.hcmuns.edu.vn/bantin/bt812/Bai3.pdf
8	- OPAC searching skills - Effective internet searching skills - Online database searching skills - Web 2.0 for learning and researching purposes - Citing and referencing skills & Zotero software	Can Tho University	http://www.lrc.ctu.edu.vn/images/Cac%20lop%20KNTT%20tai%20TTHL.pdf

Curriculum overload

The final challenge is overloaded curriculum when IL is embedded. Research conducted by Parker showed that, the curriculum has been crowed in terms course contents in education institutions in Australia (Parker, 2003, p. 224). While IL skills are required to be integrated into class activities, it's necessary to remain course structures and workloads for students and lecturers. In addition, faculties are in charge of many concurrently duties such as teaching activities, administrative works, publications, and participations to conferences, workshops…. Therefore, they have limited time for reflecting on their teaching methodology as well as IL embedment initiatives (Feast, 2003, p. 88).

In Vietnam, the Ministry of Education and Training issued the policy which requires institutions to reduce the number of credits from 210 to 120 as so to increase self-study time for learners both faculties and librarians expressed their concern about overloaded curriculum when aligning IL into the curriculum. In particular, both librarians and faculties ranked curriculum overload as most challenges seventh and fifth (81.1%) respectively (Diep & Nahl, 2011).

4.2. The significance of IL integration to the enhancement of student's lifelong learning skills

Lifelong learning objective has recently been central to education institution missions and one of the graduate attributes (Bundy, 2004; Feast, 2003; Monash University Library, 2009; University of Guelph, 2006), while "IL is the key foundation to lifelong learning" (Feast, 2003, p. 82). According to Wingspread Group on Higher Education (1993), "Although information literacy can be learned, but it must be taught and practiced, not merely absorbed as a result of unplanned academic experience". Therefore, IL initiatives need a systematic and holistic approach rather than segmented teaching efforts by librarians and faculties to promote collaborative efforts across the university (Jackson & Durkee, 2008).

Another catalyst for IL integration is exposed to diverse and abundant information available on the Internet. Farmer (2003) found that digital information doubles every two years. Also, Feast (2003, p. 81) states "The amounts of information have multiplied many times in recent years. Technological advances have made knowledge become outdate quickly". Comparing to printed materials (peer-reviewed sources), digital information is characterized by overloading, uncertainties and ambiguities. People are now able to upload any realizable and unrealizable, accurate and inaccurate, authorized and unauthorized, update and outdate biased and unbiased information on the Internet. Thus, students are required to be more critical when making their information choices. These external pressures compel education institutions to rethink about the relevance of their training programs. Learners should be equipped with sufficient IL skills for their learning purposes during academic lives and for their problem-solving efficacy in professional lives. IL integration is, therefore, considered an essential strategy to remain teaching and learning activities relevant to rapid changes in the surrounding environment.

V. IL integration Strategies

5.1. Top-down management approach

IL needs to be central to institutions missions and incorporated into strategic plans. Also, lifelong learning objective should be recognized as one of the desirable graduate attributes (Abbott & Peach, 2000; Feast, 2003; Monash University Library, 2009; Rockman, 2004). IL policy should be formulated to reinforce IL integration initiatives at all levels and to promote collaborative processes across the university (University of Wollongong, 2013).

Leaders and managers strongly commit and champion the integration of IL into curriculum at all organizational levels. In this context, the transformational leader is suggested to be an appropriate approach to inspire and motivate faculties, librarians, and learning skills advisers to initiate this change. IL trainers actively take part in leading IL integration, if they understand the significance of such changes, and find themselves as integral part to lead the change (Hitt, Black, Porter, & Hanson, 2007, p. 394).

5.2. Assignment design reflects the need for IL skills

"Assignment design reflects the need for IL skills" strategy starts at the curriculum level. Theoretically, assignments should be designed in the way that "facilitates a fruitful interaction between students and information resources" (Kavulya, 2003, p. 221). Academics work closely with librarians and learning skills advisers to integrate core IL competency standards into assignment objectives. In particular, the researcher proposes a sample process for assignment design. This initiative bases on hand-on experiences of the Reference Services Division, Monash University Library.

At Monash University, a set of assignments were designed to enable students to develop their IL skills from the basic to advanced levels. Student's assignments include 1) individual tasks such as critical reviews, short and long essays, presentations, and 2) group works. The formulation of assignment objectives aims to enable students to:

+   Demonstrate in-depth understanding about the research topic,
+   Develop critical thinking abilities through the quality of arguments,
+   Have opportunities to explore a wide range of sources supporting the research topic. So that, apart from text books they are able to read widely to comprehend contemporary issues related to the research topic (Jackson & Durkee, 2008),
+   Demonstrate their abilities to recognize value of information, explore information needs, search information effectively, locate and retrieve information sources, and effectively evaluate information. For example, to *effectively evaluate information*, students are required to assess five criteria: currency, authority, coverage, objectivity, and accuracy of the retrieved information. These criteria base on Information Literacy Competency Standards developed by the American Library Association (Jackson & Durkee, 2008, p. 94).

Learners were experienced IL learning through three stages. At the first stage, students are requested to complete and assignment which was designed for IL beginners. Students had to find six academic articles on online databases and then complete an annotated writing, and a 600 word long critical review. These pieces of writing tasks encouraged students to evaluate the relevance, reliability, shortcomings of the retrieved articles (Andrew & Patil, 2007, p. 256). During this stage, freshmen needed support from librarians, learning skills advisors, lecturers, and tutors to conduct their information searching. These tasks aimed to help learners to broaden background understanding about the research topic (Andrew & Patil, 2007, p. 257). It was also the opportunity for students to practice searching on OPAC and online academic databases searching, developing writing skills, and getting acquainted with citing and reference skills.

In the next stage, students were given the second assignment at the intermediate IL level. The writing essay was about 1500 to 2000 word long. Students were expected to

demonstrate their higher critical thinking abilities. Purposes of the assignment were to enable students to gain a proficiency in library catalogue and databases searching skills, information evaluation. Required academic articles for the assignment ranged from 10 to 15.

The third assignment was either a longer essay, or a presentation which can be a group or individual project. Assignment objectives were to assisting students with gaining advanced IL skills. The amount of words for the third writing task varied from 4000 to 5000 words (Andrew & Patil, 2007). The assignment aimed to encourage students to read broadly, and form complex and constructed arguments. Like Andrew and Patil (2007, p. 256) advised, the third assignment should challenge student's abilities to address "problem statement, position statement, analysis of existing and proposed solutions to the problem and their own solutions". These authors stress on the aspect of ethical use of information reflected in the assignment.

This sample assignment design process is seen a more feasible and practical strategy for the integration of IL into the curriculum. It requires collaborative efforts among academics, librarians, learning skills advisors to develop assignment objectives. The application of the UK IL Competency Standards is strongly recommended assess student's IL progress.

5.3. IL is assessed as part of assignment assessment
Academic policy makers, course coordinators, librarians and learning skills advisers work collaboratively to identify the percentage of IL assessment out of the overall assignment assessment. Harrison and Rourke (2006) recommended that the IL assessment should be from 10-15% of the final grade of each subject. Since IL assessment focuses on the progress, rather than an output-based evaluation. So "portfolios of IL skills or attributes achieved rather than a 'pass' in IL which means very little" as Parker (2003, p. 226) suggested. IL trainers should employ IL standard frameworks to develop IL assessment criteria as mentioned above.

5.4 Capacity building
Consolidate IL knowledge and skills are necessary to librarians, faculties, learning skills advisers. There is knowledge gap among both faculties and librarians in terms of the values of IL integration. While faculties probably need to deepen their understanding about IL concept and the significance of IL integration, teaching and facilitation skills and knowledge of curriculum design are necessary to librarians. Education institutions should organize professional development activities such as short course training, conferences, workshops, seminars, meetings, and other community of practices that enable IL trainers to share hand-on experiences and knowledge.

5.5. Strengthening the faculty-librarian collaboration
Faculty-librarian partnership is the cornerstone for the integration of IL into the curriculum. They are key actors who frequently engage with student learning activities (Hine et al., 2002). Instead of conducting standalone IL programs, this practice now requires collaborative efforts meet the needs of large number of students. Not only do freshmen need IL skills, but also final year students, honour students, lecturers, researchers and those who desire to master high advanced IL skills. Faculty-librarian collaboration enables librarians to learn more about course objectives, assessment instruments, information needs. In return, this partnership creates more opportunities for faculties to understand information resources appropriate to their students, information literacy standards, and information searching strategies. The Figure 4 illustrates this partnership.
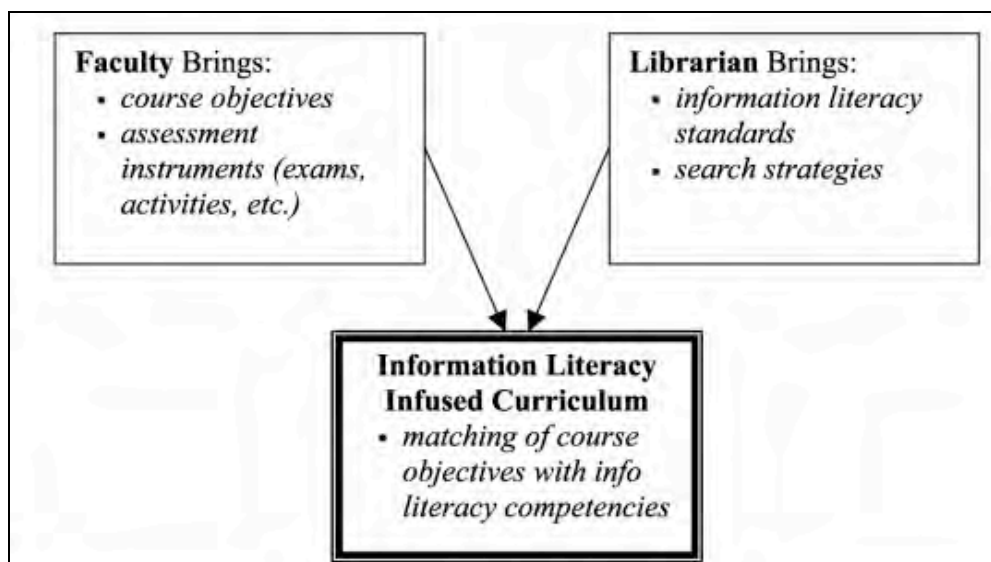
Figure 3: Faculty-librarian Partnership
Source: (Fiegen, Cherry, & Watson, 2002, p. 316)

5.6 Enrich IL training contents

IL integration into the curriculum requires diverse and rich IL training contents (Fiegen et al., 2002). Students need a continual IL training through their academic lives, so training contents must be varied from novice to advanced level. Also, IL courses designed for specific disciplines compel librarians to incorporate relevant discipline-related contents into IL training activities.

VI. Conclusion

IL integration into the curriculum has become a common trend in the higher education. IL is central to the institution missions. Lifelong learning is considered one of the core desirable graduate attributes. Learners are expected to become information literate person to cope with diverse and abundant information available in the Internet. Curriculum renovation is thus essential in this context. This study uncovered the essence of IL integration into curriculum. Eight common challenges were identified and six strategies were proposed to develop holistic IL training programs for tertiary institutions. The paper also indicates the significance of IL integration into curriculum to the enhancement of student's lifelong skills.

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Biographical note

Hoan undertook a formal bachelor degree in Library and Information Science at Hanoi Culture University. He was then offered two scholarships to complete a master of Educational Leadership and Management at RMIT University during 2005-2006, and a master of Information Management and Systems Professional at Monash University, Melbourne, Australia during 2007-2009. Hoan has nearly 10 years working in the library and information services and AusAID alumni network development, and is currently a Library Manager at International School - Vietnam National University. He was interested in information literacy since 2005. Since then, he has placed enormous efforts in studying how information literacy advances lifelong learning skills for students. His long-term goal is to develop a holistic and systematic IL program at International School by integrating IL into the curriculum. Besides, Hoan is also keen on studying knowledge management, and IT and Business alignment. His career objective is to contribute his knowledge and skills to the innovation of academic libraries, and more broadly, quality of learning, teaching and researching activities in academic settings in Vietnam.

Zimbabwean School Libraries as Social Spaces: Empowering Students with Life- wide Skills in the New Millennium

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Abstract

The success of students in the future is dependent upon the foundation laid down during years spent at school. Libraries play a critical role in shaping the future of students by preparing them for life beyond the school. The school library as a key component of the school curriculum has great potential to shape students through providing opportunities for independent learning. The paper will seek to find out the strategies that school libraries employ to develop student's interpersonal skills in the advent of ICT's. It will also examine the role of school libraries in promoting interpersonal skills development amongst students to promote responsible behaviour or citizenship. The paper will explore the extent to which school libraries can utilize technology to enhance interpersonal communication thus enhancing social inclusion. The writer will use a phenomenological paradigm to highlight the challenges and opportunities facing school libraries in urban Harare to provide effective library services to students so that they can be adequately prepared for the dynamic technology driven life premised on such skills like information literacy.

Keywords: Independent learning, life wide learning, information literacy, collaboration, interpersonal skills, ICT's, civic education, social space

Introduction

Libraries play a key role in the overall development of society because access to information is central to the success of an individual, in the information/ knowledge and wisdom economy of the twenty first century. Similarly, librarians are the foundation for promoting such success. Mech and McCabe (1998) stated that professions are dynamic, and thrive or die depending on the vision, adaptability, and leadership of their members. The Information and Communication Technology revolution is transforming library space and services by providing seamless access to information by bringing the library into the homes of the users, especially in resource endowed societies of the developed world. It is through ICT's that school libraries can develop and broaden social capital, for example networks, in the form of interaction amongst users. Henri and Asselin (2005) argue that the educational value of technology can only be realised by the way schools will utilise an educational rationale to achieve objectivity through networks for learning and knowledge sharing. The school librarian and the teacher should develop a parabiotic relationship that helps to enrich the student with a repertoire of skills necessary for one to cope with the multifarious and confusing dynamics of the new millennium; for example, social skills and multimodal literacies should be prioritised. Together they should work towards developing what Zukin (1995) referred to as places whereby users will have ''the right to be in these spaces, to use them in certain ways, to invest them with a sense of ourselves.''

Libraries as Social Spaces

Zukin (1995) compares libraries to malls, restaurants, and many other social settings that provide a public space in which individuals may engage in a range of social and informational activities. However, the library environ is free from the profit driven market or money relationships characterising exchange of commodities in shopping malls. The author further argues that such places are constantly changing context as perceived by the various public and private interests of those who construct and use them.

The library fits well in Oldenburg's (1989) conception of space as "third space" because of the social, liberated, and inspiring ambience it provides to users. The "third space" is described as an area where informal social gatherings take place besides the first place (work) and second place (home) according to Oldenburg (1989). It is a place free from the market forces characterising exchange of commodities in commerce, rigorous, and intimidating rules and regulations, as well as a liberated zone whereby users navigate their way purposefully in a world of adventure, serendipity, leisure, and dialogue. Even though the reader might interpret and metabolise this as a utopian dream, nevertheless it is an ideal worth striving for. The library as a third space reflects an "anchor" of community life that enables and fosters broader, more creative interaction. Generally, social space can either be physical, virtual, or both, like: community centres, social media platforms, and other open spaces where people gather or network or link up for social discourse. These social spaces can either be publicly or privately controlled, like commercial databases, clubs, or malls.

School and Society Nexus

Mwinchande (2007) notes how schools cherish the beliefs and form of sociopolitical views of the society they operate or belong to, for example, the community or nation. The author further states that meaningful change that takes place in such institutions cannot be divorced from society. Schools and their libraries are dependant variables that are totally intertwined with their socio-economic and political milieu. World Bank (2005) "Expanding opportunities and building competencies for young people: A new agenda for secondary education" highlighted that investing in education brings direct benefits for example, contribution to growth and poverty reduction, improvement in health and living conditions, gender equality, and realization of democracy, among others. It would be impossible or unrealistic to expect changes to take place within the aegis of schools in isolation from the society, according to Mwichande (2007). "A library is a social instrument and its roles are established by the culture of the community which it is set to serve" (Hikwa, 2001, p. 11).

Komba (2004) argues that historically the school as an institution has been and continues to be perceived as an agent for personal and socio-economic and political community development and an agent of transformation. This transformation depends on the learning and working culture as well as how the administration perceives the school librarian and the school librarians' style of leadership, as well as the perceptions of the school administration. The school librarian should be a transformational rather than a transactional leader with the capacity to contribute towards the realization of institutional goals, vision, and mission.

From a sociological perspective, schools and their libraries are also agencies of socialization as they induct students into the norms and values of society. The success of the school library in empowering citizens is dependent upon a number of factors, for example the socio-economic and political environment, the initiative of the librarian, teachers and support staff, attitudes of learners, motivation of staff, the extent of community engagement, availability of resources, and learning infrastructure among others. Greef (2012) argues that the ambience of the library is critical because the school community must be convinced of the indispensable role of the library "...with a welcoming, positive and stimulating ambience, which develops the whole person."

Learning environment
Boettcher (2003) described envisioning the learning experience as consisting of the learner "on stage" actively learning under the direction of the mentor/faculty member using a set of resources containing the knowledge/ content/skills to be learned within an environment. The author fully acknowledges the whole idea of the relationship between the learner and the environment in her articulation of the elements of the learning experience comprising of the learner/Mentor (lecturer), knowledge, and the environment. However, this analysis fails to take into consideration the critical role of the library as part of the curriculum and the environment in a broader context. It ignores the centrality of the library and librarian in the learning process.

The school library plays a crucial role in fostering independent learning amongs students through a conducive environment for researching and broadening horizons beyond what is commonly given by teachers. Barker (1998, p.7) described learning as a process involving "...permanent or temporary change in behaviour or knowledge that arises in consequence of internal or external stimulus..." The key issues in learning revolve around change, behavioral change, and learning in response to internal or external stimulus. The librarians' roles in learning institutions is broadened through assuming a pedantic or pedagogical philosophic midwifery dimension, and this can be achieved through collaboration with teachers in the design of information literacy programmes. Learning encompasses cognitive, affective, and psychomotor domains, each with varying levels ranging from the basic to the most complex.

Webb and Prowis (2004) state that in the information age, the role of the librarian in a learning organisation has shifted from encouraging dependency, to supporting and guiding outright independence or autonomy in the quest for information, knowledge, and wisdom among students and members of the community. The author further noted that for a librarian to be effective at teaching and supporting learning, they should adopt reflective practice and cultivate a professional approach regarding the principles of effective learning and autodidacticism.

The School Library Manifesto
 IFLA School library manifesto (2000) acknowledges the crucial role of teachers and school librarians in the cultivation of the habit of the use of library and reading among students. "We must raise the bar in our thinking; libraries and librarians enhance the total development of our society. If we do not seek to strengthen the link between libraries and the classrooms, the real losers will continue to be our students" (Grant, 2006). The success of students is hinged upon the synergistic relationship between librarians and teachers in empowering students with expert power to read beyond the word through the development of critical thinking skills "when librarians and teachers work together, students achieve higher levels of literacy, reading, learning, problem-solving and information and communication technology skills" (IFLA School Library Manifesto, 2000). In Zimbabwean schools, the librarian works closely with the English teacher to facilitate access to reading material for students, but there is a need to work with all teachers to optimise resource usage.

Civic Education: Libraries and Schools
Kranich (2003) argues that information is critical to civic participation and also in promoting the development of civil society because informed citizens are more likely to participate in policy discussions where they can communicate their ideas and concerns freely. The author further argues that society should provide citizens with civic commons to freely exchange ideas, and that this is possible through libraries reconfiguring physical and virtual space for the betterment of the community. Libraries and librarians are better positioned to provide free social spaces where members of the community can partake of information, exchange ideas, and engage in meaningful intergenerational and intercultural dialogue like storytelling

sessions. "If a society through its schools to educate for citizenship in a significant way, what is needed at the practical level is wide ranging and informed national debate, to establish as far as possible a degree of agreement, about how citizenship and education can for citizenship are to be understood" (McLaughlin,1992).

Civic education refers to the teaching of knowledge, skills, and conditions critical for one to participate effectively as a responsible and effective citizen of a representative and constitutional democracy. It involves the provision of information and learning experiences to equip and empower young people to actively participate in the democratic process, according Rietbergen-MacCraken (1996). Most developments buttressing civic education can be traced to the last decade of the twentieth century when the World Conference on Human Rights held in Vienna reaffirmed the importance of promoting respect for human rights through education and recommended a framework for strengthening of respect for human rights .

> "Learning for effective participation in democratic and development processes at both local and national levels... an important means for capacity development on the societal level by empowering people for effective civic engagement... an essential dimension in strengthening a society's ability to manage its own affairs and is complementary to capacity development on the individual and institutional levels." (UNDP Democratic Governance Group, 2004)

Print and Lange (2012) noted that modern democracies face the challenge of sustaining themselves in times of crises because of diverse culture, inequalities, and political traditions. The authors further acknowledge that the future of any democracy rests on the extent to which a nation prepares its young people through community engagements so that there won't be any disharmony and distrust of politicians by the young. Komba (2004) stated that society should create conditions to empower citizens by providing access to sufficient and correct information that will enable them to participate in making informed choices according to their value preferences. The author further emphasises an empowerment mindset and the process of creating an atmosphere whereby individuals supported by the school take full responsibility for their lives in their endeavour to achieve academic and socioeconomic goals.

Print and Lange (2012) made reference to Europe, even though their findings and recommendations can generally be applied worldwide; for example, every nation has to grapple with coming up with key competencies that can empower young people to participate actively in the future of their country and how to translate such competencies into school based activities in the form of a curriculum and pedagogical strategy. Such competencies should encompass cognitive, affective, and psychomotor domains in order to strike a harmonious equilibrium between theory and praxis with reference to socioeconomic and political living.

The greatest challenge of school libraries in Africa is how to incorporate civic education in the curriculum considering the heterogeneity of African societies with regards to the diversity of culture, language, politics, economic status, and religious beliefs among others. In Zimbabwe, civic education is incorporated in the educational curricular as part of either general education or content, and then as a specific subject in higher education. The country has more than sixteen indigenous languages, yet the language policy only regards English, Shona, and Ndebele as official languages. Heather (1990) hinted that civic education should embrace all learning domains in order to produce well balanced students physically, practically, intellectually, and spiritually. Information/Multimedia literacies should be the basis of such education, and this will provide librarians with a niche in the pedagogical scheme of things in a learning environment. The Alexandria Proclamation on

Information Literacy and Lifelong –learning (2005) emphasises that "Information literacy lies at the core of lifelong learning. It empowers people in all walks of life...it is a basic human right in a digital world and promotes social inclusion of all nations."

Conceptual Framework of Space: Transforming Ambience of the School Library

Libraries as dominated spaces reflect the domineering role of the librarian because of explicit rules limits and delimitations with reference to use of space. It is out of this context that this paper advocates for a fundamental rethink of the school library space and its use given the liberating role of ICT's. The future library should be free from the excessive limitations of procedures, rules, regulations that undermine the individual users to realise their full potential with regards to use of space and other library resources. This can be realized through infusing the philosophy of transformational leadership in the education and training of future librarians. Greef (2012) states that a transformational leader values relations, enlisting in a vision for learning and working with everyone in a motivational, inspiring, and participatory way in the process. There is need for librarians to reconfigure library space considering the proliferation of ICT's and subsequent e-learning, e-libraries, and/or virtual environments.

Bourdieu (1989) states that social worlds can be represented as a multidimensional space constructed on the basis of principles of differentiation or distribution constituted by the set of properties active within the social universe. The author further defines social field as a multi-dimensional space of positions whereby position can be defined in terms of a multi-dimensional system of co-ordinates whose values correspond to the values of the different pertinent variables within the field. May (2011) noted that research on library space is critical for LIS researchers, since it provides information on the use and meaning of library spaces and further assists in rethinking the concept of space in a changing world. The author further notes that research on library space is indeed a timely topic as more information can now be Googled. Research can be premised on either positivist, post-positivist, or interpretivist paradigms in that it will present qualitative and quantitative explanations and perspectives of the phenomenon relating to library space, and also reflecting the lived experiences of users in their interactions within the library space.

Despite advancements in technology and the increasing lacunae between developed and developing countries in adapting to new technology, it is still critical for librarians in developing countries to view library space in all its dimensions or manifestations, for example, the physical and virtual space. A social space is physical or virtual space such as a social centre, online social media, or other gathering places where people gather and interact. Social spaces can be private or public, for example: parks in urban areas are public places, while houses owned by individuals, nightclubs, restaurants, websites, or shopping malls are privately owned and controlled spaces. Public space refers to a social space that is freely accessible to all irrespective of race, gender, sex, class, or any other factor, like the library. Kumar (1998) views the library as a unique kind of public space anchored on education, and knowledge and epitomising freedom and free access to knowledge. The library is a public space because it is free from market forces that characterize the market place, for example bookshops and supermarkets. The provision of space for intercultural, intergenerational, and interracial interaction reflects the democratic dimension of the library as a social and public space. It also reflects the extent to which the library can respond to allomorphic factors in respect of relevancy to local circumstances. The modern library is both a physical and virtual social space whose foundations are grounded in knowledge, culture, and education.

Soja (2003; 2002) differentiated between the physical space or "space per se" and the socially-based 'spatiality' which is the created space of social organization and production.

The author believed that physical space has been a "misleading epistemological foundation upon which to analyse the concrete and subjective meaning of human spatiality." Generally library space has been viewed as the physical space with regards to the users, equipment, tools, and holdings as well as the mythic or gothic or elitist or anachronistic architectural designs and other infrastructure symbolic of knowledge, peace, and freedom.

Giddens (1981a) defines space as an important element for social integration and organization, for example, integration through interpersonal communication with actors co-present in space. Giddens (1984) notes that "space is not an empty dimension along which social groupings become structured, but has to be considered in terms of its involvement in the constitution of systems of interaction". Zukin (1995) acknowledges the democratic nature of public space considering that both public culture and public space are socially constructed and produced by the many social encounters that add up to the daily social life in social spaces. The author further explores the concept of public culture by exploring the right to be and use public spaces as well the sense of ownership and belonging to such spaces.

Oldenburg (1989) distinguished between the sociological functions of people's first places (homes), their second places (workplaces), and the public spaces (libraries) that serve as secure, nonaligned spaces in an age of alignment or bipolarity, free from ideological or orthodoxical dichotomies and informal meeting spaces. The author further felt that due to the complex and demanding life of the modern era social spaces or third places were becoming extinct, because many people shuttled between their first and second places, and not stopping over at alienating and anonymous locations such as shopping centres, which fall short as third places, since they are not rooted in knowledge, education, culture, and social conviviality. Furthermore, governments are not investing in the development of libraries as third spaces to foster community cohesion and sustain culture. Librarians should lobby for more school libraries and strive towards transforming such spaces into inspiring and invigorating places that are quite distinguishable from home or work.

Lefebvre's (2002) theory is based on the concept of "the spatial triad", referring to the various dimensions of space, such as the physical, mental, and social. Lefebvre (2011) describes a three part framework for space, three ways of thinking about and experiencing space, namely: spatial practices, representations of space, and representational spaces. The author identifies space with regards to the perceived, which refers to spatial practice, and the conceived, referring to representational spaces. Spatial analysis of space makes more sense when we consider not only the things or people embedded but also the social relations or patterns and activities done or the phenomenology of user behaviour in the library: "space is social: it involves assigning more or less appropriated places to social relations....social space has thus always been a social product" Lefebvre (2009). Spatial practice refers to space slowly produced by society, for example, physical space or perceived space. Elborg (2011) notes that spatial practices encompasses practices of the body, for example, roads, benches, chairs, and sleeping or sitting mats, which enable us to feel space. Representation of space or the dominant space refers to the conceptualized space, conceived by scientists, architects, planners, urbanists, technocratic sub-dividers, and social engineers; for example, there are rules that govern use of the road, buildings, libraries, archives, galleries, museums and related cultural heritage centres, and churches. From a phenomenological perspective, the representational space refers to space as lived and experienced through its associated images and symbols, rituals, or rules, for example the golden rule "silence in the library" or any other rules of social control.

Kroll (1975) distinguishes between three ways of creating social space, namely, authoritarian (power coercive), rational (empirical /normative rationale), and reductive (liberal/libertarian).The former relates to ultimate control of events while the latter refers to the democratic space like the community or the social space, for example, the free public,

academic, national, or school library. Kroll (1975) is of the view that the more librarians dominate space with explanations, for example, top down approaches to user education, information literacy would be confirmation of a drive towards authoritarian (power coercive) and totalitarian worldviews of space and how it should be used. The authoritarian space tends to be characterised by a propensity to control, with a high degree of institutionalisation and politicisation. "What is different is, what is excluded: the edges of the city, shanty towns, the spaces of forbidden games, of guerrilla war, of war. Sooner or later, however, the existing centre and the forces of homogenization must seek to absorb all such differences, and they will succeed if these retain a defensive posture and no counterattack is mounted from their side" (Lefebvre, 1991). The author is implying that globalisation loses control from its creature and its propensity to homogenise can be neutralised by micro-allomorphic factors, for example, culture, tradition, and local or national politics.

Elmborg (2011) contends that thinking about "Third Space" can help libraries and librarians develop innovative ways of working with increasingly diverse populations in increasingly dynamic contexts. The author further contends that collections, technology, and services provided by libraries can no longer be thought of in traditional twentieth century terms considering the changing technological landscape and increased access to information, for example the drive towards access through shared portals. School libraries have to grapple with the complexities and intricacies of cultural and racial heterogeneity, collective social agency, and social inclusion. Lefebvre (2002) felt that the introduction of market forces in absolute spaces results in abstract space, or space devoid of or hollow in meaning and poor in social interaction, other than cold rock and stone consumerist or market driven relationships, or culture characterised exchange of commodities in markets.

Olson (2001) deconstructs the usefulness of library classification schemes because of the functional and structural limitations they impose based on a Eurocentric epistemological and ontological basis. Matare (1998) echoed similar sentiments when she called for a fundamental rethinking regarding the use of biased intellectual structures like classification and cataloguing schemes, and the rules, regulations, and procedures that determine the use of space. These calls for a rethink on alternative ways to classify intellectual resources could make it easier for users to comprehend the scheme of things.

Challenges and Opportunities
In Zimbabwe, school libraries are more pronounced in resource endowed schools, while those in resource starved urban and rural areas, and low and high density residential areas have limited access to library services. Some schools do not have libraries, let alone decent classrooms, and the challenge is to correct this circumstance and promote access to information for all. Young people face a myriad of challenges ranging from HIV/AIDS, child abuse, poverty, crime, and social exclusion and school libraries can play a critical role in turning these into opportunities through creating spaces for open dialogue and exchange of ideas. Since Africa is has a deep tradition of oral history, school libraries should engage story tellers in communities, to help in strengthening culture through human narratives. Other alternative innovative approaches for consideration would be information consolidation and mediation, or repackaging into song, drama, and dance using rudimentary technology, for example, recording oral stories or help students tell their own stories based on their own experiences. There is a need to bridge the lacunae between rural and urban areas and ensure equitable access to school libraries for students and communities. School libraries should exploit the opportunities provided by the information/knowledge dispensation and embark on Continuous Professional Development and Workplace Learning (CPDWL) to add more value to their praxis so that they are able to serve students and communities better with respect to life-wide skills.

Considering that the curriculum in schools embraces all domains of learning from cognitive, affective, and psychomotor it is imperative for librarians to tackle the information deluge by

equipping students with information literacy skills. Greef (2012) argues that the integration of information skills into the school curriculum is one of the prime focus areas of the teacher librarian, and that this is critical in transforming the library into a vital cog in the teaching and learning mission.

School librarians should learn more on the philosophy, psychology, and sociology of education so as to appreciate the key components of life skills, for example critical thinking, communication, and self-management skills. Currently, information literacy skills programmes vary from one school to another; in some institutions they are referred to as user education while in others they use the term information literacy. The formation of a school library consortium would help to standardize information literacy programmes for schools. However, the success of such a consortia will depend on the extent to which members are willing to share resources irrespective of their status; for example, will low densities libraries be willing to cooperate with those in high densities?

Conclusion

School libraries have an onerous task to develop spaces that inspire and add value to library services. Oldernburg (2011) reiterated that the concept of third space was not a solution to library problems, but that it enables librarians to engage in rigorous intellectual debate in exploring their profession amidst micro and macro factors, for example, globalisation, continuous learning, democracy and the need to contribute towards a better world. The school librarian should rise to the occasion by embracing technology and justifying and advocating for the redesign or reconfiguration of space to enhance collaboration in the technology driven era. Furthermore, there is a need to lobby responsible authorities to address issues of schools without libraries and to resuscitate those that are dysfunctional libraries in order to serve not only students and staff, but the entire community through linkages with public and national libraries. It is also critical to consider public and private sector partnerships in the development of school libraries; for example, companies operating in communities should provide support for school libraries as part of their social responsibility rather than just exploiting resources without investing in the development of the communities. A national policy for school libraries should be formulated with input from all stakeholders, namely: government, professional associations, commerce and industry, communities, Library and Information Training Schools, and others.

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Creation and Use of Online Gateway for School Libraries from Free Web 2.0 Tools

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Abstract

The school library is challenged to remain relevant in the 21st century learning environment. With young learners always consulting Google and other free search engines for subject assignment and other information needs and with the underwhelming quality of much web-based information, the school library must find an interesting and effective way to deliver authoritative and relevant information services through online tools. However, effective information services online are most often hosted from subscribed or paid Web 2.0 sites. These online services are capable of interactivity among learners and flexibility for individual schools' administrative concerns. However, the ability to afford these services is frequently beyond the financial capability of schools from developing countries. The researcher explored the possibility of creating a school library website that serves as a pathfinder to online resources and electronically delivers other library-based school services using free Web 2.0 tools.

Keywords: library website, online gateway, online resources, using Web 2.0

Introduction

School children in the 21st century are very much exposed to internet and its resources. They fulfill a lot of school-related assignments and work using online tools. For example, they communicate with their teachers and peers about their daily lessons through emails and instant messaging. Students use Google search engine to generate a list of links to websites related to their subject assignment or question, they use Wikipedia for reviewing related content, and they look for videos from Youtube to watch demonstrations for school projects or listen to task-related instructions. All these learning tasks done online are important in the students' development of life skills particularly in the areas of self-direction and productivity. However, according to Herring (2011), more often than not, these freely accessible information sources online are beset with issues like the (1) absence of guidelines because anyone may post any kind of information on the web; (2) absence or minimum level of monitoring or reviewing and editing of posted material; (3) possibility of biased information from people with hidden agendas or commercial interest. Given this situation, students' life skills are put at risk of failure.

In this context, it is necessary that the school library actively places itself to monitor the students' access to and use of internet-based information. Johnson, Trabelsi, and Tin (2004) recommended that the library's gatekeeping function must shift from controlling and managing people's information access to screening information that is made accessible to its users and clients. The library must keep the users away from unreliable sources of information and direct them to retrieve from reliable ones. This is called web gatekeeping. According to Rao and Babu (2001), web gatekeeping may take on the tasks of information

sifting, wherein the librarian may make sense of and order web resources; access facilitating, wherein the librarian may provide hardware and software to access different information formats in the web; knowledge management, wherein the librarian may facilitate the productive use and sharing of knowledge resources; and web building, wherein the librarian may create and develop a library website and automate library services. This study theorizes that with the availability of free cloud-computing services, the library may easily perform these tasks through creating an online library gateway.

Theories and related concepts

Web gatekeeping is a challenge for any school library to perform not only because content is produced and posted to the web at a phenomenal rate but also because high quality online resources can demand a substantial portion of the library budget. With meagre financial resources, especially in developing countries, one of the most practical and effective ways for the school library to do is by building this web assistance and presence using free online tools available through cloud-computing services. While these services may have variations and differences from paid or subscription websites, overall, their main features and functions may be similar. Discussion of the school library website, online information sources and survey of online tools follow.

School Library Website

There is little research published that describes the content of a good school library website. But as Jurkowsi (2004) mentioned in the paper 'School Library Website Components', what is essential is to consider the unique teaching and learning needs of the users that are supported by the school library. In her study, Simpson (2003) identified interactivity and links to online resources as essential elements of a school library website. For interactivity, the school library website needed to indicate email addresses and a contact number to offer users a way to communicate their concerns. The school library website should also offer links to online catalogs, selected databases, and internet search engines. In the survey by Hunsinger (2005), the following features for an effective school library website were identified: basic information about the library and its staff; reading encouragement, like book reviews and new acquisitions; information literacy tools, like links to research databases and research guides; curriculum support, like class specific resources, age-appropriate design and navigation features; and miscellaneous files, like parents' resources, links to government agencies and other libraries.

Online Information Sources

Government offices, news agencies, NGOs, and private institutions have established and maintained web presence in order to make their information, mission, and services available for access to a wider group of people. Subject experts and students alike have also started to collaborate, communicate, and share learning products and new knowledge online.

Information professionals have classified these various forms of information in the web to aid in research. They identified between hard and soft information. Hard information refers to those that may be verified by hard data (Wiebe, 2010) and may be quantified (Petersen, 2004); some examples are journal articles and scientific studies accessible in the web. Soft information refers to opinions, personal values, and viewpoints (Wiebe, 2010) that most often appear in the form of blogs, forum & discussion boards. Depending on the topic for research or the study question, students and researchers need to look for either hard or soft information on the web (Gil, 2012). Experts also differentiate between surface and deep web. The Regents of the University of California (2012) described that information retrieved from general purpose search engines like Google and Yahoo form the surface web and information from databases of journal articles and other professional materials are inside the deep web. Devine & Egger-Sider (2009) mentioned that students and teachers need to visit the deep web to demonstrate higher level research skills and go beyond ordinary expectations.

Survey of Online Tools

It may be observed that web 2.0 tools have increased technology affordances. Cloud-based services, for example, have been integrated as a feature in these online tools. Kepes (2011) and Johnson (2011) identified three main clusters of cloud computing services: Software as a Service (SaaS), which refers to fully functional application software available online. Popular examples are Google drive and Zoho for productivity, Google calendar, Kizoa for video editing, Prezi for presentations, Supersaas and Youcanbook.me for reservation of facilities and rooms. Platform as a Service (PaaS) is another group of cloud-based computing services. It refers to the web-based framework upon which one may build application software, like Appsgeyser which builds mobile apps for free. Lastly, there is Infrastructure as a Service (IaaS), which is described as 'hardware space-for-rent'; examples are free website hosting online like Wordpress.com, Weebly.com, and Wix.com may have the feature that falls into this category.

Another observation about a number of web 2.0 tools is their ease of use (Odom, 2010). It may be noted that web designing has become a drag-and-drop module and web hosting services are being offered with free accounts especially for educational purposes in sites like Weebly.edu, Wordpress.com, and Wix.com. Particularly, Wix.com allows embedding of flash-based videos and animations even among its free-level members. Website-creating applications like those mentioned may be used for placing images and link them to other related sites. In Google drive and other similar applications online, users are able to create and post webforms. Links to these Google webforms may be embedded on webpages like Wordpress.com for easy access by site users and visitors. Responses to the Google webforms are kept in Google drive and may be downloaded as MS Excel file or PDF. Google calendar may also be created freely. Users of Google calendar are able to keep track of their schedules and disseminate them to the public by embedding their calendars in a website like Wordpress.com. Especially interesting for school libraries and media centers is the availability of free application software online like the Supersaas and Youcanbook.me which enables the users to create modules for use in monitoring and reserving meeting rooms, library and related facilities. It has record-keeping functions that may be downloaded and opened in MS Excel format. The best features common among all these application software in the web are their free account and the cloud storage that goes with the service.

Project Design

Using free accounts from cloud-computing services, the study looked into the possibility of creating a useful school library website that provided current awareness service for its students and other relevant users, functioned as an online gateway to free but authoritative and reliable information sources, and offered a platform for automated library services and space for collaboration and communication between teachers and students. This website was called LMC Web Assist.

By using free web analytics, the study analysed the statistical data on visits and transactions and measured the usage of the school library website by the students and other relevant users like teachers, school administrators and outsiders. The framework of the project is shown in Figure 1.
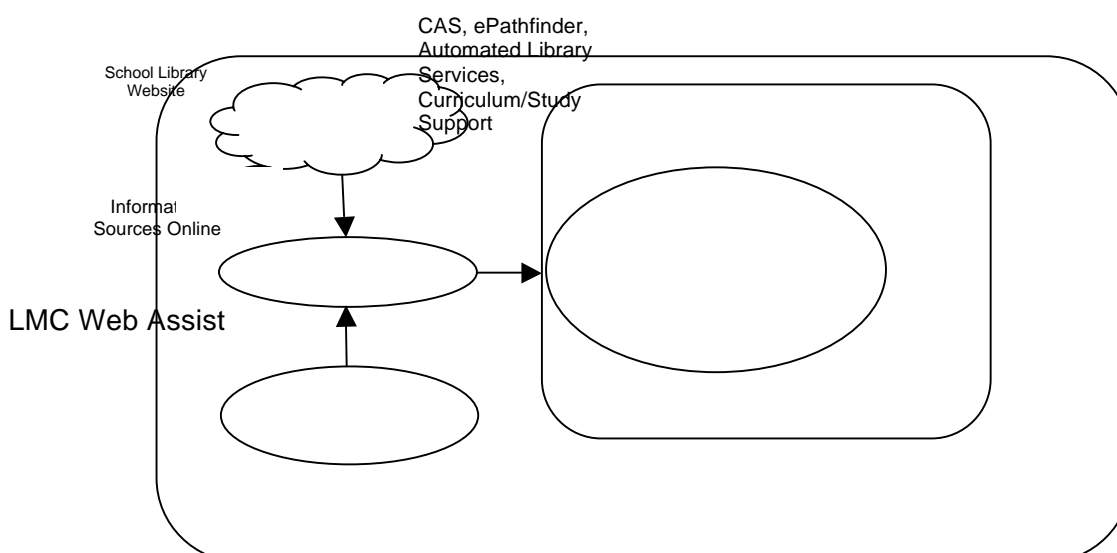
Figure 1: Framework of the Project

Results

The researcher created a school library website and called it the LMC Web Assist project. This project was launched in June of 2011 for the library media center (LMC) of the high school department of Miriam College (MCHS). Using free accounts from various cloud-computing tools, the MCHS library extended its services online. Below is a discussion of its salient features and usage.

Website for the LMC Web Assist

The LMC Web Assist was designed and hosted in Wordpress.com. Using a free account, the school library website was given 3 gigabytes of storage space for pages of texts, pictures, animations and embedding dynamic files like online calendar and webforms. Using Hunsinger's (2005) description as a guidepost, It contained nine (9) main pages offering information about the library and its staff, library programs, new acquisitions, student research guides, curriculum, and study support. It is characterized by interactivity and links as described by Simpson (2003) through embedding online library calendar, modules for library transactions and links to relevant information sources. The nine main pages were: Home, About MCHS-LMC, Resources, eReferences, Open Access, Online Apps, Student Assist, Teacher Assist, and Subject Studyspace. The school library website was also accessible outside the school premises and by the general public.

The pages of Home, About MCHS LMC, and Resources delivered current awareness services (CAS). The homepage contained information on the objectives of the school library website. A QR code was also provided in the homepage for downloading the mobile app version of the LMC Web Assist in Appsgeyser website. The About MCHS LMC page contained the mission and vision of the LMC, its history, policies, and procedures, about the LMC staff, library hours, list of indexed journals and vertical files. It also displayed the library monthly calendar of activities and class visits embedded from free Google Calendar. The Resources page contained downloadable PDF files of new monthly acquisitions.

The eReferences, Open Access and Online Apps pages comprised the ePathfinders of the school library website. For the eReferences page, hyperlinked images and link rolls were provided for free online almanacs like CIA World factbook; UN Statistical Yearbook and the National Statistical Coordination Board of the Philippines; free online dictionaries and thesauri like those from Cambridge, Oxford, Roget's and Merriam-Webster and Visuwords Online; free encyclopedias from Columbia, New Advent and The Performing Arts Encyclopedia; atlases from National Geographic and Atlapedia online. Access to Philippine

government websites from the executive, legislative, and judicial departments, non-government organizations (NGOs), as well as international and local news agencies were also provided through link rolls. A link roll of other school libraries' online resources was also made available in a subpage of eReferences. The Open Access page contained hyperlinked images and link rolls to websites offering free ebooks like Project Gutenberg and eBooks Directory; free ejournals like GreenFILE and Open-J Gate; and digital repositories from local institutions like the National Library of the Philippines, and international organizations like the Library of Congress Digital Collection. Online Apps is the last page in the area of ePathfinders. The Online Apps page gathered selected application software online in link rolls like Edmodo for social learning network, Kizoa for video editing, and Makebeliefscomix for expressing creativity.

The pages on Student Assist and Teacher Assist offered online library transaction modules. Embedding free webforms created in Google drive, these pages provided transaction forms for students and teachers in placing their requests for book and AV materials purchase, media production, technology training, assistance and repair, research assistance and vertical file development. Guidelines for oral presentations and writing research reports in PDF format were also placed as downloadable files in the Student Assist page. Placing links to free accounts in Supersaas and Youcanbook.me, the Teacher Assist page accommodated LMC room reservation and facilities request from the teaching staff. These reservation modules provided secure access mechanism through the creation of usernames and passwords for its clients. Because Supersaas and Youcanbook.me have limited number of users for the free account, the usernames and passwords were distributed according to the number of subject departments.

The Subject Studyspace was the page dedicated for curriculum support for teachers and study support for the students. In the studyspace, support subpages were created for Math, Science, English, and Filipino subjects. In these subpages, links to teacher-recommended websites for subject reference were provided to students interested to do self-directed learning. Teachers' request for online distribution of instructional handouts and worksheets in PDF files, both fillable and not, was also accommodated in the Studyspace.

Free widgets of links were also provided across webpages in the LMC Web Assist. These widgets contained links to the MCHS library OPAC, and online transactions for students from Student Assist page and for teachers from Teacher Assist page.

Usage of the LMC Web Assist
Through the built-in and free analytics from Wordpress.com, statistical data on visits and clicks of the links in the LMC Web Assist were generated. These statistical data showed the use behaviour of the visitors to the site and gave directions for future development of the school library's website. Below are tables highlighting significant statistical data.

Table 1: Number of Site Visits
(as at June 1, 2013)

	Site Visits		
	Total Frequency of Visits	*Monthly Average	**Daily Average
Number of Visits	27,391	1,141	38

*Formula: All-time Site visits/24 months, **Formula: Monthly average/30days

Table 1 shows that, on a monthly average, the LMC Web Assist was visited 1,141 times or 38 visits every day. This is equivalent to one class in MCHS. This implies that the LMC Web Assist was visited by people equivalent to one class of MCHS students everyday.

Table 2: Top Three (3) Visitors by Country
(from February 25, 20212 to May 2013)

Top 3 Visitor by country	Frequency of visits	*Percentage from total frequency
Philippines	10,770	39%
United States	216	.7%
Indonesia	73	.26%

(*Formula: (frequency of visits/27,391)x100)

Table 2 shows that the LMC Web Assist has been mostly visited and used by local visitors (from the Philippines). This means that the web assist has been most of the time relevant and useful for local visitors. However, the web analytics did not show the demographic of the local users, much less the users from the intended school community.

It is also shown in table 2 that the LMC Web Assist was visited by foreign users from other countries. This means that non-members of the target community especially from other parts of the world also accessed the school library website and probably found it relevant and useful, although they comprised only 0.7% and below of the total frequency of visits.

Table 3: Frequency of Visits to the Categories of Webpages
(as at June 1, 2013)

Categories of Webpages	Frequency of visits	*Percentage from the total frequency
LMC Homepage	15,159	55.3%
ePathfinder pages	4,079	14.9%
Current Awareness Services	1,823	6.7%
Online library transactions	3,947	14.4%
Subject Studyspaces	2,383	8.7%

(*Formula: (frequency of visits/27,391)x100)

Table 3 shows that the LMC Web Assist's home page received the highest percentage of 55.3% from the total number of visits. This is probably because the homepage's URL was placed as a link in other relevant websites of the school which acted as site referrers. See table 6 for this.

Taking the homepage aside, the ePathfinder pages received the next highest percentage, 14.9% of the total number of visits. This implies that, among the online services offered, the LMC Web Assist was found to be relevant by its visitors most often as an ePathfinder to authoritative sites in the world wide web. This reveals that the school library website, which was created using free online tools, achieved its purpose to be an online gateway to reliable and authoritative information sources. Next, the pages for online library transactions received around 14.4%, then the Subject Studyspace with 8.7% of the visits. Receiving the least number of visits, the CAS pages received only 6.7% of the total frequency. This implies that the visitors to the school library website least favoured the checking online for the library's new monthly acquisitions, library policies and procedures, library hours, schedule of activities, list of indexed journals and vertical files. This reveals that most probably, when the users visited the school library website, they meant to look for online resources and make online transactions.

Table 4: Top 3 Links
(as at June 1, 2013)

Top 3 Individual Links Visited	Category of Library Service	Number of Visits
1. Reservation of viewing rooms in Supersaas.com	Online Transaction	1,309
2. Downloading of PDF files in Subject Studyspace	Curriculum and Study Support	777
3. Filling out of webforms for LMC-related requests	Online Transaction	694

Table 4 shows that among the individual links provided in the school library website, the online library transaction service was most frequently used. In particular, the link to the LMC room reservation module in Supersaas website received the most number of visits, followed by links to the PDF files provided by the subject teachers and the links to the Google webforms for LMC service requests. Because only teachers were given access codes to the reservation module in the Supersaas website, this shows that when teachers used the school library website, they most of the time made individual online transactions by placing requests for room reservation in the LMC. Students, on the other hand, made the most of the school website by downloading notes, handouts and worksheets from their teachers in the Subject Studyspace pages. This implies that the school library website, created from free online tools, functioned successfully in delivering online transaction services as well as in supporting the curriculum and study needs of its users.

Table 5: Least Visited Links
(as at June 1, 2013)

Least Visited Individual Links	Category of Library Service	Number of Visits
Senate of the Philippines	eReference/ePathfinder	1
National Geographic Maps	eReference/ePathfinder	1
Columbia Encyclopedia	eReference/ePathfinder	1
President of the Philippines Official Gazette	eReference/ePathfinder	1
Encyclopedia Britannica Online	eReference/ePathfinder	1
Math is Fun	Curriculum and Study Support	1
Godweb Bible Atlas	eReference/ePathfinder	1
LibraryLink (Filipiniana Union Catalogue)	eReference/ePathfinder	1
DeLaSalle University Library	eReference/ePathfinder	1

Table 5 shows that most of the links with the least number of visits were in the category of ePathfinder, particularly from the eReferences group. This means that the users of the library website did not find the relevance of these online sites in their information search. This implies that the LMC needed to intensify its marketing of the free sites. Also, it may be noted that the site Encyclopedia Britannica Online offered the least amount of free information for site visitors. At any rate, these links need to undergo review and re-evaluation for the future.

Table 6: Top Referrers
(as at June 1, 2013)

Referrer	Number of Refers
1. School library OPAC (library.mc.edu.ph)	9,053
2. School website (mc.edu.ph)	3,156
3. Search engines (Google, Yahoo, others)	1,828
4. Room reservation Module in Supersaas.com	508
5. Facebook	132

Table 6 shows that website users accessed the LMC Web Assist most frequently by clicking the link provided in the MCHS library OPAC, school website, followed by the general purpose search engines, and Supersaas. This means that the link provided in the school library OPAC and school website were useful in as much as they served the users easy access to the LMC Web Assist. It is worth noting that the general purpose search engines like Google and Yahoo were included among the top referrers by the Wordpress Analytics. This reveals that these search engines have indexed the LMC Web Assist of MCHS into their databases and gave high page rank for related keywords in its search. Worthy of note as well is the unofficial Facebook link that users must have probably shared to their Facebook friends. This reveals that the users of the LMC Web Assist must have found it interesting to share in their Facebook connections.

Conclusion

The LMC Web Assist was designed as a school gateway to free online resources. However, with the availability of free cloud computing tools, the MCHS LMC created modules to extend its other services in the online platform. It even provided a QR code for downloading the mobile version of the LMC Web Assist. By using the built-in free analytics in Wordpress.com, statistical data about usage of the MCHS LMC Web Assist were generated. Below is the summary of relevant findings:

1. Creating a fully-functional and useful online school library website from free online tools or Web 2.0 is possible. Using these tools, the school library website can deliver services ranging from current awareness services (CAS), pathfinder to authoritative online information sources, online library transactions, and curriculum/study support for teachers and students.

2. Evaluating the usefulness and relevance of the free school library website can be done using free web analytics. Using this free tool, the library can generate reports on the frequency of site visits, frequency of visits by country of origin, most frequently used online services, most frequently visited information sources and most frequently used referrers. Because of the limitations, other important details of usage could not be determined by the built-in analytics of Wordpress.com like the demographic of local visitors to the site, and frequency of visits by various groups of intended users.

3. The LMC Web Assist of MCHS was most useful as an ePathfinder and online library transaction module. The users, in general, visited most frequently the ePathfinder pages. Among the individual links, the online transaction module for LMC room reservation in Supersaas site received the highest frequency of visits from teachers.On the other hand, other features like the eReference links and the Current Awareness Service (CAS) pages

needed to undergo review and re-evaluation because they did not receive substantial visits from the users.

4. Referrers to the LMC Web Assist were mostly from the school library OPAC and the school website. Students and other visitors most often accessed the LMC Web Assist through these sites. But, general purpose search engines like Google and Yahoo made a mark as well in terms of referring users to the LMC Web Assist.

With all these findings, it is recommended that the school library website in Wordpress.com be continued and improved. By using the Wordpress' built-in analytics, constant review and evaluation of its individual pages and links be made. Since the analytics has its limitations, it is recommended that this evaluation about usage be coupled with survey and/or in-depth focused group discussion of its intended users for better understanding and increased relevance.

LMC Web Assist's URL: http://mchslmc.wordpress.com

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Biographical note

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Investigating an International Exchange of Best Practices: An Institutional Ethnography Approach

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Abstract

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

Keywords: school libraries, school librarians, Germany, institutional ethnography

Introduction and Research Purpose

As educators, it is the responsibility of teacher librarians to prepare students for their future and prepare them to become productive and responsible members of society. These necessary "life skills" will enable students "to deal effectively with the demands and challenges of everyday life" (UNICEF, 2003). In this age of information, jobs require cognitive, personal, and interpersonal skills such as "innovative thinking and solving skills, effective communication skills, teamwork, and the ability to manage information effectively" (AASL, 2009, p. 7). In this role teacher librarians serve as instructional partners to create engaging and relevant learning experiences for students to prepare students for living and working in today's world. In order to prepare students, traditional instructional practices and beliefs have to change and adapt to meet the needs of the learners. School librarians are in the position not only to serve as leaders in this movement, but also as advocates for students' future (AASL, 2009; Asselin, 2005).

It is this necessitated change in practice that led the researcher to question the practices of teacher librarians on an international level and led to the institutional ethnography approach to this research. Institutional ethnography is an empirical approach to research that combines theory and method in order to understand and uncover what practices constitute an institution, how discourse may be understood to compel and shape those practices, and how norms of practice speak to individuals (DeVault & McCoy, 2002). Institutional ethnography's focus on the day-to-day work life of individuals, as well as its emphasis on describing how individuals choose to interact with and within their institutions, provides a methodology for explaining and gaining insight into the actualities of professional work lives.

This report of the investigation is from the institutional ethnography approach, as it offers a critical method for understanding the institution that is teacher librarianship and the organization of professional practices of teacher librarians on an international level. The research questions addressed by institutional ethnography are about common problems and experiences and the "desire to make changes is implicit in the frame of inquiry" (Crispin, 2009, p. 34). Therefore this research questions if there are similarities in the experiences and practices of teacher librarians across international boundaries in efforts to meet the needs of 21st century learners as imposed by the institution that is school librarianship. As teacher librarians all over the world strive to equip today's youth with the knowledge and skills needed to meet the demands of life in the 21st century and beyond, it is important to examine the work of teacher librarians. This research proposes institutional ethnography as a method for understanding the institution and the practices within the field of school librarianship as illustrated in this study.

Institutional Ethnography

Social researcher Dorothy Smith developed institutional ethnography as "sociology for the people" (Smith, 2005). Institutional ethnography is an empirical approach to research that combines theory and method to form a frame of inquiry to examine actual people, their work, how it is shaped, and the conditions of their work (Given, 2008). Smith (1987) explains institutional ethnography as a "way of seeing, from where we actually live, into the powers, processes, and relations that organize and determine the everyday context of that seeing" (p. 9).

Institutional ethnography aims to explain questions about experiences that are a "problematic," which Smith (1987) defines as "a possible set of questions that may not have been posed…but are latent in the actualities of the experienced world" (p. 91), in that they cannot be fully explained by studying the experiences themselves. These are experiences characterized by underlying tensions, contradictions, or other problems (Campbell & Gregor, 2002) that seem to be generated beyond the individuals involved. The research questions addressed by institutional ethnography are about common problems (Given, 2008) and in order to learn about a problematic, the institutional ethnographer must take the standpoint of the people whose experiences are being explained (Campbell & Gregor, 2002). Rather than adopting a frame for study, institutional ethnography begins with people's experiences of and in the institution and takes it direction from there, determining how the inquiry will relate to the institutional establishment or other aspects to the ruling relations (Given, 2008).

An institution, within institutional ethnography, refers to activities organized around a distinctive function such as the law, education, health care, or social work. People's actions are coordinated by the institutional practices that hook them into the institutional function. Therefore, the institution is the coordination of people through the institution's broad organized practices, working across time and geographic spaces. Institutional ethnography explores how it works through learning from the people who are having their actions coordinated and experiences organized. An institutional ethnography inquiry advances from the actualities of people's lives, and from their own perspectives (DeVault & McCoy, 2006; Smith, 2005).

While institutional ethnography begins with the experience of the individuals in a local setting, it aims to "go beyond what can be known" just at the local level (Campbell & Gregor, 2002, p. 59). Smith (2005) assumes that social life is produced through the routine interactions of all participants in a social setting and moreover claims that the routine actions of individuals are connected to routine actions of people in other settings. Activity in any setting is therefore coordinated locally and extralocally. Smith asserts that this extralocal organization of activities takes place when individuals' actions are hooked into social relations, or sequences of actions that connect the work of individuals beyond their local place to the extralocal ruling relations of the institution, which affect the local experiences (Smith, 1987).

The goal of institutional ethnography is to build empirically informed arguments based on real-world practices occurring in the institutional setting and provide a way to examine practices for the people that actually experience the situations (Campbell & Gregor, 2002; Leckie, Given, & Lushman, 2010). Institutional ethnography has been utilized in research in many settings and field of study and it is especially relevant to human service settings, such as librarianship. Additionally, institutional ethnography is also known as a feminist methodology as it evolved to study everyday practices of professions that are historically dominated by women, which is also the case with profession of teacher librarian.

Method

Institutional ethnography is a systematic recursive mode of inquiry. While usually there is not a planning phase for the inquiry, there is a sequence of steps to guide the researcher. First, the researcher identifies an experience that constitutes the point of entry for the inquiry, then identifies some of the institutional processes or elements that are shaping the experience, and finally investigates the processes or elements in order to analytically describe how they shape the experience (DeVault & McCoy, 2002). Universality and generalizability are not matters of sampling or research design in this approach. Rather the institutional analysis describes and maps nationally or internationally consistent social relations. While local differences may be observed, the institutional analysis shows how local differences are variations in generalized ruling practices of the institution (Devault & McCoy, 2006; Smith, 2005).

It is account of the experience that establishes the entry point for the inquiry and directs the researcher to the "problematic." The entry point for this research was the experience of meeting two German librarians and learning about school libraries in Germany. This experience led the researcher to a "problematic," or "a possible set of questions that are latent in the actualities of the experienced world" (Smith, 1987, p. 165) and "sets out a project of research" (Smith, 2005, p. 227). In ethnography research conducted in work settings it "is not uncommon for a study to be developed in response to a vague but nagging and persistent concern about a situation whose determinants seem to elude those people most affected by the situation" (Stooke, 2010, p. 289). This study developed in response to the researcher's questions about the practices of teacher librarians on an international level and if teacher librarians share common practices, experiences, and difficulties.

People are not the objects of analysis in institutional ethnography, but their accounts provide an analytic point of entry into the institutional relations. It is important that when conducting institutional ethnography research that the researcher have knowledge of the context of the inquiry beyond what the informants can tell them. In this investigation the researcher had the benefit of her experience as a teacher librarian and as a researcher in this area. The informants in this case are not only the two German school librarians, but also the multiple teacher librarians interviewed in America and Germany.

Rather than adopting a frame for study, institutional ethnography begins with people's experiences and often begins with identifying the institutional processes or "documenting what people are doing, or what people can tell the researcher about what they and others are doing in relation to the situation" (DeVault & McCoy, 2002, p. 751). This research integrates three forms of data collection: participant observation of the everyday work, interviews to clarify and follow up on observations, and textual analysis.

Institutional ethnography works from and within people's everyday experiences in their workplace. In institutional ethnography the researcher "inquires, investigates, examines, and observes," but does not impose (Given, 2008, p. 434). The researcher learns by encountering the actualities through observing or talking with those that are directly involved. Therefore this research was conducted in two phases and began with observing and

documenting the practices, or work, of teacher librarians in both the United States and Germany. First during the fall of 2010, the researcher along with two German school librarians visited 15 schools across the state of Florida - six elementary schools (grades K-5), three middle schools (grades 6-8), and six high schools (grades 9-12). These schools were selected based on the recommendations of their district supervisors and state professional organizations as libraries noted for excellent programs. The purposively selected schools span a range of grade levels including elementary and secondary schools located in differing socio-economic communities (Johnston, 2013). The researcher also requested that the teacher librarian schedule the visit for a time that they would be actively instructing students, yet also have time to talk and answer questions as well.

Utilizing participant observation method and an observation questionnaire (see Appendix A) the researcher and the two German teacher librarians observed and commented on various practices they observed at each site. There were questions relating to operating procedures, the collection, technology, facilities, instruction, and services offered. The researcher and the participants also observed what types of activities were going on in the library and what roles the teacher and the teacher librarian were undertaking. Informal interviews were also conducted to talk with the teacher librarians at each site. The researcher and the two participants filled out an observation questionnaire for each school that was visited. These responses were then entered into a spread sheet by question and respondent. Using participant observation allowed for the researcher to reflect on her observations and experiences of not only the site visits, but also on the two participants' experiences.

The researcher met with the two participants each evening after the school visits to conduct an informal debriefing with the two German teacher librarian participants. Utilizing an interview questionnaire (see Appendix B) and following semi-structured interview protocol allowed the participants to expand on their responses and also ask the interviewer questions. Additionally, by conducting the interviews as a group it allowed the participants to interact and bring about richer dialog (Creswell, 2009). The two participants were also asked questions in regards to the practices they observed, the feasibility of implementing in their school libraries in Germany, and challenges they expected to encounter. It also provided a time for the researcher to clarify items for the two participants. It should also be noted here that the two participants spoke fluent English and all interviews were conducted in English. These interviews were all recorded and later transcribed verbatim by the researcher. Finally, the Goethe Institute Librarian In Residence program that sponsored the German teacher librarians' trip to the United States required the two participants to blog about their experiences and interactions with school libraries and teacher librarians on the program website and this text too was analyzed.

In phase two of this investigation, the researcher performed site observations of a variety of school libraries in Frankfurt, Hamburg, and Berlin, including both elementary and secondary schools, and visited two government established library departments that provide services to school libraries. Throughout the time in Germany both German teacher librarian participants travelled with the researcher, which provided for many informal discussions about their experiences as school librarians and with other school librarians in Germany (Johnston, 2013).

During the school visits the researcher completed the same observational questionnaire that the German teacher librarians completed during their school visits in America. The researcher also conducted informal semi-structured interviews with the German teacher librarians to ask about the observed practices, if they have benefited from the ideas brought back from the United States, and what successes or challenges they have experienced with implementation. Analyzing the ways individuals speak of their daily practices can reveal the interests and discourses active in the ongoing coordination of these activities. These interviews were recorded and later transcribed verbatim by the researcher. The researcher

also drew upon her notes from informal conversations with the German teacher librarians, which led to richer descriptions of their experiences in implementing the best practices. Finally the researcher, as a participant observer, again documented and reflected on her own observations and experiences.

Analysis and Findings

Data collected in institutional ethnography studies can analyzed in two ways: "first to learn concretely about the issue of the situation being investigated and second to identify institutional processes active in the coordinating and concerting of work" (Campbell & Gregor, 2002, p. 51). Work in this case is defined as "what people do that requires some effort, that they mean to do, and that involves some acquired competence" (Smith, 1987, p. 165). One of the challenges in institutional ethnography research can be that often people talk in a "professional language" about their work that may not be understood by an outsider. The researcher's 13 years of experience as a teacher librarian provided her with valuable knowledge as an insider in this area and seemed to encourage the teacher librarians to share personal experience stories and work practices.

This exploratory research utilizes inductive qualitative content analysis, in that themes and categories emerge from the data through the researcher's careful examination, interpretation, and constant comparison (Glaser, 1965; Zhang & Wildemuth, 2009; Hsieh & Shannon, 2005). The researcher immersed herself in the interview transcripts and let the themes emerge on their own. Utilizing open coding, notes and recurrent work practices were written in the text while reading it. The content was analyzed three times and topic headings were written down to describe all aspects of the content, both manifest and latent. The headings were then written down and then the list of topic headings were grouped according to those that were similar under higher order themes. Then through the abstraction process and researcher interpretation, each category or theme was given a name using content-characteristic words taken from the professional literature (Hsieh & Shannon, 2005). The researcher then followed this same process with the observation questionnaires, and the blog postings of the two participants, while also comparing them for similarities and differences (Glaser, 1965). The themes represent consistent phrases, expressions or ideas that were common among the participants and were derived directly and inductively from analyzing the observation questionnaire, the interview transcripts, the personal account blog postings from the two participants, as well as the researcher's participant observations.

To strengthen credibility, the researcher implemented member checking (Lincoln & Guba, 1985) throughout the data collection and data analysis. The researcher thought this vital because even though both participants spoke fluent English, there was always the risk of misinterpretation. The participants were provided written copies of both the observation questionnaire and interview questions ahead of time for translation. Also the researcher thoroughly explained both questionnaires to participants and rephrased and interpreted as necessary throughout visits and interviews. Participants were asked to review transcribed interviews to verify their accuracy, as well as the list of themes that emerged, to again ensure that their true meaning had been correctly represented (Creswell, 2009).

Themes related to practices of teacher librarians emerged: collaboration, reading promotion, technology, learning environment, and advocacy. The various practices were then categorized. Conversely, challenges were also noted in each category. "Technology" was the most common theme and practices categorized included using technology for instruction, social media participation, testing, and for administrative purposes. Common challenges noted included lack of funding for technology, lack of up to date technology, filtering issues, internet access issues, and the role of the teacher librarian in regards to technology. Second most frequent were practices categorized as "Collaboration," including working with teachers to teach information literacy skills, working with other professionals in the building, such as the technology specialist, and with students in groups and individually. Yet, the absence of

collaborative practices was also revealed, as well as struggles with convincing teachers to collaborate and the importance of principal support for collaboration. The "Advocacy" category practices included advocating for the program and for the students, publicizing the benefits of the school library program, working with the principal and teachers, fundraising, and gaining support from various stakeholder groups, such as parents. Reading promotion practices included comprehension testing and reward programs, programming created by the teacher librarian to promote and reward reading, scheduling author visits and other events. The category of "Learning Environment" was the least common and practices related to creating a physical space conducive to today's learner and their needs were categorized here. Finally the challenges listed in each category were examined to determine if they could be attributed to a ruling relation.

All informants were also asked about following the standards and guidelines set forth for the profession and the impact or the lack of them had on their work. The responses were varied with American teacher librarians expressing the benefits and drawbacks to having standards and guidelines. In the case of the American teacher librarians all spoke of the *AASL Standards for the 21st Century Learner* (2007) and *Empowering Learners: Guidelines for School Library Media Programs* (2009) from the American Association of School Librarians (AASL). Most spoke positively that the standards gave them direction and criteria on which to base their practice. Yet, informants spoke of increased pressure to implement the standards, a lack of time to fulfill roles, and the disconnect between what is expected and what is the day-to-day reality of the teacher librarian. In Germany, the teacher librarians were much more focused on the need for standards and expressed frustration in that they lack direction in practice, a lack of understanding of their role by principals, teachers, and students, and most of these challenges were blamed on lack of support from the federal government and a lack of regulations. Yet the participants and informants expressed that their state school library associations (State Working Groups) are working to develop standards and are calling for more awareness and responsibility to be taken by government authorities in regards to regulations for school libraries in efforts to provide direction and coordinate activities of teacher librarians across multiple sites.

Conclusions

This investigation began with the problematic, which questioned the practices of teacher librarians on an international level as they strive to adapt to meet the needs of 21st century learners and if teacher librarians share common practices, experiences, and difficulties in these efforts. The primary function of the data collection was to first acquaint the researcher with the work and the concerns of teacher librarians on an international level. In institutional ethnography the focus is on looking for "how things happen *here*, in the same way they happen *over there*" (Campbell & Gregor, 2002, p.69), as was the goal in this research – to examine the practices of teacher librarians in various locations to learn if teacher librarians are employing common practices and do they experience the same ruling relations. It was found through analyzing the data from both the American school library visits and the German school library visits that the same recurrent themes or categories of practices did emerge, which are essentially the underlying tenets of the institution of teacher librarianship - collaborating to teach students, integrating technology, promoting reading, advocating for programs and students, and creating a learning environment.

As illustrated in the data common challenges also exist in teacher librarianship that span international boundaries. These common challenges indicate that there are what institution ethnography defines as unseen ruling relations that can explicate the power structures and ruling relations that shape and organize the practice of school librarians (Crispin, 2009). Many of the "concepts identified in contemporary sociological studies have been constructed by an apparatus, which consists of a variety of bureaucratic, legal and professional organizations. These concepts are used to rule people" (Deveau, 2008, p. 6) and co-order and coordinate the activities and actions of people in and across various and

multiple local settings (DeVault & McCoy, 2002). Ruling relations were expressed in the work of the teacher librarians in many ways, especially in the areas of collaboration, technology, and access. Comments from both American and German teacher librarians indicated ruling relations that impact the institution of teacher librarianship such as the principal or headmaster, national and local agencies, the government, and professional organizations.

Implications and Future Research

The common practices and ruling relations identified as part of the institution of teacher librarianship indicate that as a profession, teacher librarians around the world are all struggling with similar challenges, signify a need for increased international partnerships for research to investigate institutional factors that shape teacher librarians experiences and practices, and a need for international communities of practice that provide opportunities to learn from, share expertise with, and support one another to develop greater knowledge and strengthen the practice of teacher librarianship throughout the world.

The identification of the ruling relations provides important information for practicing teacher librarians by making power structures visible and they can then utilize this information to strengthen their library programs. Institutional ethnography research won't bring solutions, but the approach is meant to offer the kind of map that could help teacher librarians see what they are up against and where they might want to focus their efforts (DeVault, 2006 p. 295).   Additionally, this approach can give educators who prepare future teacher librarians a glimpse into the reality of the work of teacher librarians and plan coursework for developing best practices and instruction on dealing with and overcoming challenges. Future teacher librarians need to be prepared to understand the impact of ruling regulations on their work and how to work within the institution to negotiate the these power structures.

Institutional ethnography makes an important contribution to the field of LIS research development through its ability to connect issues across multiple sites, uncover how institutional factors can shape practice in sometimes unrecognized ways, and provide information to foster change at the local level. Smith's (1987) institutional ethnography approach has been adopted in a variety of professional and human service disciplines, particularly education and nursing, yet has not been widely used to investigate librarianship (Leckie, Given, & Buschman, 2010) or school librarianship.

Institutional ethnography provides a way to explore this problematic, but more research is needed to uncover and further describe institutional factors that shape teacher librarians experiences and practices. First, this project and research should be replicated with other countries and is currently being conducted by the researcher. Additionally the perceived disconnect between the day-to-day work of school librarians and the institutional guidelines from professional organizations provides an area for future research. Institutional ethnography focuses on the work and how the work is shaped. This knowledge can provide teacher librarians a clearer view of how to work within the institution to achieve the goals of teacher librarianship: "producing successful learners skilled in multiple literacies" (AASL, 2009. p. 5) and to become responsible members of society.

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Appendix A: School Visit Observation Questionnaire

School Information

How many students?	
Grades ?	
What kind of social background? Homogenous?	
Teaching methods / Curriculum traditional or modern?	
School library operating hours	

Other observations:

Organizational Model / Finances

Who is maintaining?	
• School	
• City / District / County / State	
• Shared Facility	
• Financial and personnel support from?	

 Other Observations:

Personnel/Scheduling

How many people working?		Who is doing what?
• Librarians		
• Clerks/assistants/aids		
• Volunteers (students, parents)		
• Are classes scheduled on a fixed schedule?		

Other Observations:

Collection

How are materials arranged?	
Variety of formats? (print, nonprint, periodicals, software, DVDs, audiobooks)	
Variety of types of materials collection (fiction, nonfiction, biographies)	
Reference collection?	
Reading level indication? (AR, Reading Counts)	
Lending conditions	

Other Observations:

Technology

Number of computers? Networked?	
Internet access? Filters?	
Subscription databases?	
Other types of technology? (interactive whiteboard, DVD player, projector, ebook readers, audio book players)	
Computers for checkout? (Laptop carts)	

Other Observations:

Facilities

Room	
Accessible for all?	
Good flow pattern? Including circulation desk?	
Effective signage?	
Displays of student work?	
Available seating for whole class?	
Areas for multiple purposes? • Whole group instruction • Area for small group instruction • Independent work areas • Quiet informal reading area	
Technology work area for students? Lab?	

Other Observations:

Services for teachers and students

Reserve Collections / Media boxes	
Interlibrary loan	
Books about teaching methods	
Textbook/Class set management	

Other Observations:

Usage – What activities are going on?

Whole group instruction? Who is instructing? What is the topic? Who is the audience? Methods?	
Is this standards based instruction tied to AASL/curriculum standards or storytime?	
Does teacher remain when class is in the library as a co-instructor or leave the librarians as the sole instructor?	
Individual Checkout? Are students in there individually to checkout or only as a whole group class?	

Are students using the computers?	
Are students using the reference section?	
Are there small groups working together with or without supervision?	
Are there independent students just reading for enjoyment?	
Are there teachers using the library?	
Individual support for students	
How often do teachers use the library for their lessons?	
Reading promotion programs	
Media literacy programs	

Other Observations:

Describe the library Instruction observed:

Collaboration with other libraries?

Other Comments or Observations:

Appendix B: Semi-Structured Interview Questions

1. Do you have anything you would like to ask me to clarify anything you saw on your visit?

2. What did you think about the library you saw today?

3. What are your reactions to what you saw today?

4. What did you think about what the students were doing? The teachers? The librarian(s), other staff?

5. Of what you saw, what aspects would you like to implement back in school libraries in Germany? What resources would you need to do that? Would you need help? If so, what kind?

6. Of what you saw do you think would not work in Germany? Why not?

7. Comments:

Biographical note
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Jamaican School Libraries Empowering Students with Life Skills: A Survey

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

Introduction

The Jamaican Library Service, under a mandate from Ministry of Education to establish a national service for primary school, established school libraries in Jamaica in the second half of the 20th Century (Robinson, 2007). Primary school libraries and libraries and those in the in non-traditional high schools are supervised by the Jamaica Library Service. Libraries in traditional high schools are managed by those schools and are often times supported by organizations such as Past Students and parent Teachers' Associations. The physical facilities and collections of these libraries vary. Not all school librarians have the requisite qualification but those who do received a Bachelor of Education in School Librarianship from the Department of Library and Information Studies at the University of the West Indies, Mona or the Mico University College.

School librarians and their students engage in curricular activities with a view to develop competencies which will allow the students to function effectively at school and the society. In her work, *To Illuminate or Indoctrinate: Education for Preparatory Democracy*, Kelle (1996, p. 63) stated that "if we don't afford students the opportunity within schools to live in and be active members of a democratic community, they will not become active participatory citizens in the wider society." School libraries should thus design and implement programs to inculcate life skills in students. According to Kranich (2006) many libraries have programs encouraging active citizenship, and librarians have also helped individuals identify, evaluate, and use information essential for making decisions about the way they live, work, and learn.

Purpose and significance of the study

Numerous evidence-based research findings signal a direct relationship between fully functioning school libraries and students' academic achievement. However, there is a scarcity of research on the impact school libraries have on life skills development. Therefore, this research sets out to discover which of the school librarians' activities in the Jamaican schools are most likely to develop self-confidence, responsible citizens and interpersonal skills in students, as well as students' perceptions of the impact of these activities on the development of specific life skills.

Conceptual framework of life skills

The World Health Organization [WHO] (1993) defines life skills as "abilities that help to promote mental well-being and competency in young people as they face the realities of life"
(p. 3). According to Seth (2002, p. 3), life skills include "a wide range of knowledge and skill interactions believed to be essential for adult independent living." Seth cites Joan Goodship's daily living skills: responsible citizenship, socially responsible behavior, good interpersonal skills and self-confidence. The researcher's focus is on school libraries as the environment within the school community, with the following diagram designed by the researcher to represent this concept.

Figure1:0 Stewart's Conceptual framework of Life Skills – Self-confidence, Responsible Citizens and Interpersonal Skills within the School Community

Operationalization of variables

Self-confidence: a feeling or consciousness of one's powers or of reliance on one's circumstances (disctionary.com).

Responsible citizen: answerable or accountable, as for something within one's power, control, or management (dictionary .com).

Interpersonal skills: the set of abilities enabling a person to interact positively and work effectively with others (Business dictionary.com).

Traditional secondary schools: Secondary level education is offered for 5-7 years to students who are 12 -17 years (Ministry of Education, Statistics, Jamaica, 2011-2012).

Non-traditional secondary school- Junior Secondary Schools that were converted to secondary schools (Miller, n.d.).

Literature Review

A literature search reveals little research on school libraries and building self-confidence, responsible citizenship and strong interpersonal relationships among students. Therefore, the literature review includes mainly position/professional papers written by librarians.

School library program builds self-confidence in students

A school library program structured to develop students' self-confidence empowers them to transfer the skills they learn to various situations. According to the Ontario School Library Association (2010), students will then view their capabilities positively and experience increased self-confidence. However, collaboration between the school librarian and the teacher is critical for students to develop the ability to transfer the skills they learn from one area to another.

Standards 6 of the *Information Literacy Standards for Student Learning* set out by American Research and College Libraries can also be used to develop self-confidence. For instance, according to Sanders-Brunner (2004), school librarians can use literature circles to promote self-confidence by allowing students the freedom to choose information they find interesting and relevant; the power to choose will then motivate them to continue seeking information (40).

In 2002, Todd and Kuhlthau (2005) conducted year-long research among 13,123 grade 3-12 students and 879 faculty members in thirty-nine school libraries across Ohio to determine how helpful the libraries were to these students' learning in and away from school (63). Among Todd and Kuhlthau's findings was that 17.3% and 17.7% participants, respectively, found the school library most helpful and quite helpful in increasing their confidence in doing their school work (72). Moreover, 29.5% and 22.3% indicated that the school library was most helpful and quite helpful in boosting their confidence in using computers to complete school work.

School libraries developing responsible citizens

The Ontario School Library Association (2010) pointed out that "society needs citizens who have respect for others and understand their responsibilities in participating in a safe and lawful society" (23). The school library program is designed to develop responsible citizens through the teaching of issues of "plagiarism, privacy, Intellectual Property Right, copyright, bias, stereotyping, gender which will require deep understanding as well as reasoned acceptance or rejection" (23). A collaborative approach is best taken to deliver these concepts beyond the library's curriculum into the school community.

Standards 7-9 of the *Information Literacy Standards for Student Learning* indicate the attributes of information literate individuals who have also attained the social responsibility standard

(ACRL, n. p.). According to Standard 8, students are responsible when they practice ethical behavior regarding information and information technology. This is evident when they 1) respect the principles of intellectual freedom; 2) respect intellectual property rights; and 3) use information technology responsibly.

The school library is the first point of reference for teaching information literacy skills, as well as the importance of acknowledging the work of others. For example, school librarians can demonstrate to students how to cite information used, avoid plagiarism and practice ethical behavior in relation to the use of technology. The UNESCO/IFLA School manifesto confirms this role of the school library by stating that "the school library equips students with life-long learning skills and develops the imagination, enabling them to live as responsible citizens" (UNESCO/IFLA School Library Manifesto 1).

In the 2011 *School Libraries Count!* Survey, Everhart (2012, n. p.) highlighted findings that 71% of school librarians surveyed were including digital citizenship — appropriate and responsible technology use – as part of their school or district curriculum, and 52% of school librarians were the primary teacher of digital citizenship in their school or district. Kranich then quoted Kellie's (1996, p. 63) warning that "if we don't afford students the opportunity within their schools to live in and be active members of a democratic community, they will not become active participatory citizens in the wider society" (11).

Lee (2011) conducted research over a two-year period with sixteen (16) vocational secondary school students to investigate how school library reading programs were designed to engage special education students in reading. A graphic novel club was formed and it was discovered that through this program students were covertly learning to be responsible by returning books they had read overnight and selecting new ones. Lee (2011) also indicated that there was opportunity for these students to develop leadership skills because the club was student-run.

School libraries developing interpersonal skills

The social responsibility standard grouped under Standards 7-9 of the *Information Literacy Standards for Student Learning* can be realized by using the literature circle because it can engage students in collaboratively producing knowledge. Standard 9 specifically states that the student who "contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information". A literature circle program can achieve this as shown in Brunner-Sanders' (2004) example of Pierce, a school teacher, who mentioned that literature circles provide more opportunities for participation by each group member than a typical class discussion. Lee's (2011) research also illustrated that the Graphic Novel Club had a strong social component which resulted in entering and senior students forming a cohesive social group, thus developing their interpersonal skills.

Planning and implementation of life skills

Relationship with faculty

The Association of College and Research Libraries (ACRL) (1980, n. p.) noted that "a primary goal of many library instruction programs is to play an essential role in the curriculum planning of the institution." This approach will unite all necessary stakeholders – school librarians, administrators, and the wider school community – to collaboratively create a curriculum achieving the mission and objectives of the educational institution. Doll's (2005, p.4) definition of

collaboration, used in this research, states that "the school library media specialist and teachers will work together to plan for, design, teach and evaluate instructional events for students."

The objectives of the research are:

1. To ascertain from a select group of Jamaican school librarians the activities they have implemented in their school library which are likely to: develop self-confidence in students; make students responsible citizens; and enhance their interpersonal skills;
2. To determine how these school library activities are planned and delivered; discern students' perception of the impact of these activities in boosting their self-confidence and ability to be responsible citizens; and improve their interpersonal skills.

Methodology

A survey-based quantitative methodological approach was used. This method was best suited to identifying activities implemented in selected secondary school libraries to develop students' self-confidence, produce responsible citizens and improve students' interpersonal skills; it was also designed to determine students' perception of the impact these activities had on them in relation to the specified life skills. The draft data collection instruments were pilot tested on two school librarians and five students representative of the sample to ensure that the items measured what they were intended to measure. A letter of request which included assurance of confidentiality, anonymity and voluntary participation, accompanied the instruments. Participants were asked to return the completed questionnaire within two weeks. The data were then organized and represented using graphs and tables. Findings were analysed according to the research questions, conclusions drawn and implications and recommendations stated.

Population and sample

The study's population consisted of the 87 Jamaican secondary schools with trained librarians. Each of these schools had approximately 200 fifth formers, making the student population 17,400. The sampling frame for the schools was the latest edition of the Ministry of Education's formal directory. The Jamaica Library Service list was used and supplemented by the Library and Information Association of Jamaica (LIAJA) list to determine the school libraries managed by trained librarians. Fifth form students were selected because their five years of secondary school attendance would have provided them adequate exposure to their school library activities; furthermore, they were a month away from exiting high school to enter the world of work or higher education.

The Krejcie, Robert and Morgan "*Determining Sample Size Chart for Research Activities*" (Powell, 75) was used to arrive at a sample size of 372. However, 400 students were selected from 20 schools to allow for absentees, unwillingness to participate and any other unforeseen circumstance. Simple random sampling was used to select 20 schools and 20 students from each school. Twenty schools librarians responded with a total of 366 students.

Data collection instruments

The data were collected from two newly developed instruments. The first set of items on the instruments sought participants' demographic information. The other sections of the school librarian's instrument were constructed in a table format. The table in the first section had the three life skills measured listed at the top along with the library activities likely to develop these

skills. The second, third and fourth tables included the list of activities, and the ways in which the activities were likely to be planned and delivered. Participants were asked to place an 'X' to indicate that the activities were planned and implemented in the school library.

The students' data collection instrument was also in a table format consisting of 38 items related to their perception of the impact of library activities on the three life skills identified. The Likert Scale responses – strongly agree, agree, strongly disagree, disagree and does not apply – were placed beside each statement. Students were instructed to place an 'X' to indicate their responses.

Findings and analyses

Findings from the school librarians and students will be presented and discussed together where possible so that data from both sets of participants can corroborate the findings.

Capacity-building activities for building the life skills of self-confidence, responsible citizenship and interpersonal skills

Orientation

The following table shows the library activities likely to build the targeted life skills of selected participants, as well as the number of school librarians who have implemented these activities.

Table 1.1: Activities School Librarians Implement to Build Self-confidence, Produce Responsible Citizens and Improve Interpersonal Skills

Self-confidence Activities	No. of school libraries	Responsible Citizens Activities	No of School Librarians	Interpersonal Skills activities	No. of School Librarians
Library orientation	19	Used library monitors	10	Literature circle	4
Knowledge creation		Intellectual Property Rights	20	Inquiry-based learning	13
Teach Computer literacy	18	Keeping records	14		
Research strategies for finding information on the Internet	18				
Career guidance	15				

The data in Table 1.1 show that all the school librarians included the specified life skill building activities in their library program. Nineteen out of 20 school librarians conducted library orientations to help students confidently use the library to find needed resources. As seen in Figure 1.2, this assumption is supported by the 27% (98) who strongly agreed and the 57% (204) who agreed to the statement, "I can find materials in the library on my own because of the library orientation I received."

Figure 1.2 The Impact of Orientation on Participants' Confidence in Library Use
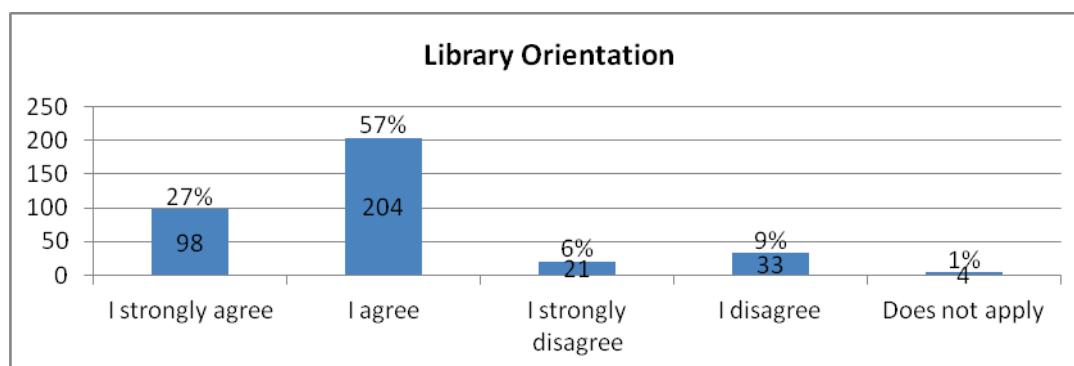
Therefore, 302 out of 366 students were able to use the library independently because of the orientation exercises. However, 6% (21) and 9% (33) indicated strongly disagree and disagree, respectively, to this statement. It is possible that these students were independent users of their libraries at the primary school level and transferred the skills with them the secondary school. Only one library did not have library orientation, which reflects the 1% (4) students who responded "does not apply."

The data show that nine of the 20 school librarians planned their orientation sessions with teachers and 10 planned with library staff only. One school librarian reported that orientation was planned with class leaders. Eighteen of 20 school librarians also noted that orientation happens only once per year while seven confirmed that students who came to school after the school year commenced were given library orientation during their first week.

Planning with teachers only or library staff only was not ideal as collaboration with teachers would have given students a sense of the importance of the library and would most likely have seen it as an integral part of their learning experience. It appeared that the majority (13) of these school librarians were not aware that students who were admitted to the school subsequent to the library orientation should have been oriented to help them become better acquainted with that particular school library before using it independently.

In spite of shortcomings in the orientation process, it can therefore be concluded that these librarians have built students' self-confidence by engaging them in library orientation. According to the United Nations' document on life skills (2003, 7-3), this orientation process would give students coping and management skills needed in different contexts. Building this life skill was extremely important as these students were exiting secondary school to enter institutions of higher education where the effective use of libraries would impact the quality of their assignments.

Knowledge creation

Eleven of the 20 school librarians had students creating knowledge. According to Figure 1.3 below, knowledge was created by way of reading clubs, national essay competitions, school poster competitions, writing articles for the school library newsletter, blogging and tweeting information about information literacy lessons.

Figure 1.3 How Knowledge was Created
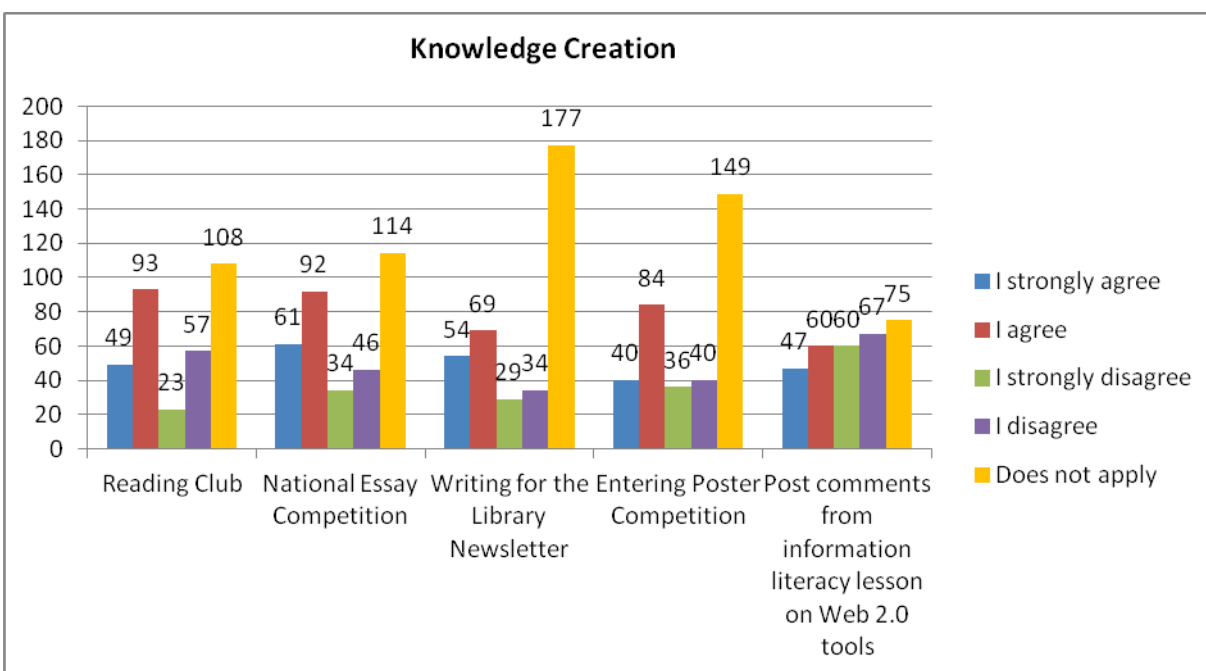
The data in Figure 1.3 show that when the strongly agreed and agreed are combined for activities encouraging knowledge creation, these school librarians implemented various activities that students indicated helped them gain confidence creating knowledge. According to the data, only nine school librarians collaborated with teachers in their reading clubs to involve students in writing stories; thirteen involved students writing for the school library newsletter as a library-only activity; seven worked in partnership with teachers to have students enter school and national essay and poster competitions. One school librarian specified that wiki and blogs were used to create knowledge and this was planned as a library-only activity. The high percentage of "does not apply" reflects the number of school librarians (11) who did not implement these activities.

It is evident that there could have been more collaboration between school librarians and teachers. Through collaboration, the library would not be seen as peripheral to both students and teacher. The other librarians could have involved the literature teachers in the reading clubs, as they could have help with the clarification and reinforcement of concepts taught in students' literature classes. Furthermore, the English teachers could have provided valuable

assistance in creating knowledge for the school library newsletter. Not only would students benefit, but also the teachers' perception and use of the library would also improve curriculum.

The data in Figure 1.3 show that 43% of the 330 strongly agreed and agreed that reading club activities helped them to gain confidence in their writing, while 47% who participated in national essay competitions strongly agreed and agreed that they have gained confidence in their writing skills. Thirty-nine percent of participants strongly agreed and agreed that writing for the school library newsletter helped them gain confidence producing information. Twenty-seven percent strongly agreed and agreed that the school poster competition increased their confidence in writing, and 34% of them strongly agreed and agreed that they benefitted from posting information about their library lessons on Web 2.0. Those who indicated strongly disagree and disagree might have felt their writing skills were already sufficient.

The high percentage of "does not apply" for each activity (reading club –108, national essay competitions –114, writing for the school library newsletter – 177, entering school poster competitions – 149 and posting comments on web 2.0 tools – 75) cannot be overlooked as it signifies that a large majority of students are not exposed to activities that will transform them from being mere consumers of information to actually producing information. School librarians' workloads could possibly contribute to the absence of these activities as anecdotal evidence shows that they often teach at least one other subject in addition to information literacy. Those who did plan and implement these activities were able to build students self-confidence in creating knowledge, which Lances suggested as a new mission for librarians: to improve society through facilitating knowledge creation in their communities. This life skill has prepared them for the writing that will be required at the university level or in the workplace.

Acknowledging intellectual property

Eighteen of the 20 school librarians engaged students in acknowledging the intellectual property rights of creators. Six of the librarians planned collaboratively with teachers and 12 as library-only activities. These librarians taught students to avoid plagiarism by using in-text citation and writing a list of references used at the end of their project or paper. One school librarian indicated that students were advised on how to cite as the need arose. Another stated that students created a poster with the theme, "*Are you a Plagiarist*?"

Figure 1.4: Confidence in Citing Sources

Confident in Citing Information Used
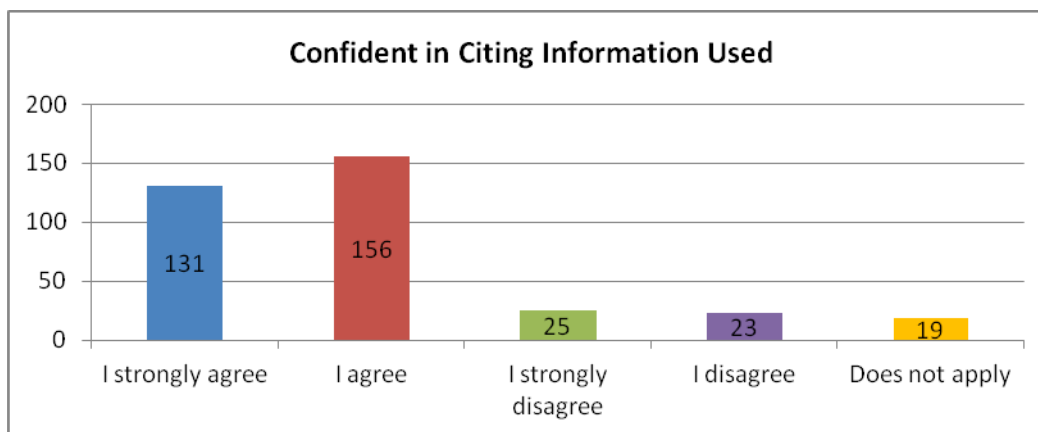
Figure 1.4 indicates that 287 of the 366 participants strongly agreed and agreed that they were confident in citing information correctly because of the lessons they had received on citing information in their essay, projects or research papers. Those who strongly disagreed and disagreed might have taken for granted the necessity of citing sources correctly as a life skill, especially for those who intend to go on to higher education. Of concern is the 5% (19 students) who indicated "does not reply," as it seems there were no formal lessons on plagiarism in their libraries.

It can be concluded that this life skill was instilled in the large number of students who indicated strongly agree and agree. This will prevent them from plagiarizing, a serious problem among students today, and foster confidence in citing sources when they enter a higher institution.

Computer literacy

Twelve of the 18 school librarians who taught computer literacy planned the lessons as a library-only activity; eight of them planned in collaboration with teachers and with the technology department. The lessons included word processing, using excel, finding information on the Internet and evaluating websites.

Figure 1.5: Confidence Using the Computer Because of Library Instructions
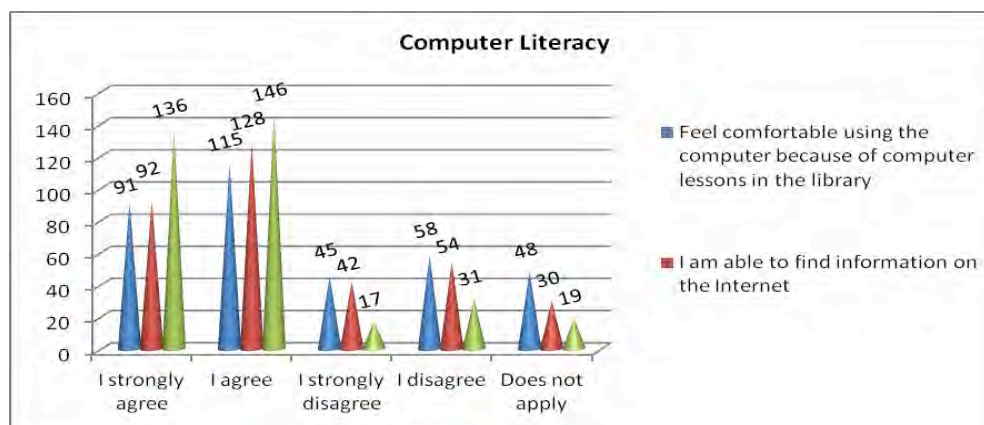
A total of 57%, or 206, of the 357 participants indicated that they strongly agreed and agreed that they felt comfortable using the computer because of the computer instructions given in the library. The 29% who strongly disagreed and disagreed might have already been able to use the computer sufficiently well. Two hundred-and-twenty, or 64%, of the participants responded that they were now confident in finding information on the Internet. The 96, or 28%, who strongly disagreed and disagreed might have not acquired the skills for searching precisely for the information they sought. A large majority, 82%, or 282 participants, indicated that they gained confidence that the information retrieved from the Internet was accurate because of the lessons they received on how to evaluate information on websites, while 5% responded "does not apply." Those who replied "does not apply" might not have computers but no Internet access, as is true of some Jamaican schools. However, the overall findings showed that within this population students gained self-confidence in the use of computers and for retrieval of required electronic information from library activities as discovered by Todd and Kuhlthau (2005, p. 63).

Research strategies

Seventeen school librarians indicated that they taught research strategies. Five planned their teaching session with other teachers while 12 planned it as a library-only activity. Five school librarians indicated that they taught research strategies only to students who were conducting research.

Figure 1.6: Confidence in Conducting Research
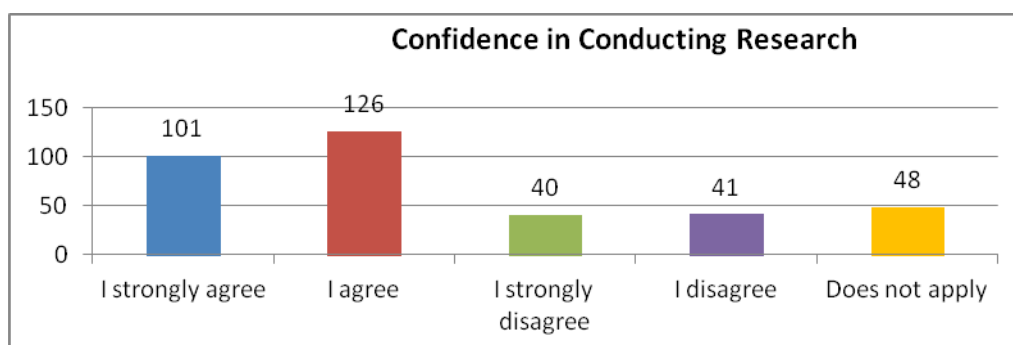
The data in Figure 1.6 point out that 237, or 63% of the 356 participants who responded to this question, developed confidence conducting their research because of research strategies taught by their school librarian. This was an important life skill as students needed to complete a number of research projects in the final two years of high school. The grades for these projects, called School Based Assessment, were added to the students' external examination grades. The 81, or 33%, who strongly disagreed and disagreed might have been unable to successfully complete their research projects because they did not fully grasp the research strategies taught.

Forty-eight, or 13%, indicated "does not apply." These students might not have obtained any formal teaching on research strategies, with this teaching.ad hoc or, as one school librarian indicated, "taught as the needs arise." Findings suggest that overall, these school librarians can be commended for developing students' confidence in conducting research. This confidence is needed for higher education as well as the work place where participants might be required to do market research for their employer. Scribner (2012, n. p.) supports this notion, stating that

"in a time when information literacy is increasingly crucial to life and work, not teaching kids how to search for information is like sending them out into the world without knowing how to read"

Self-directed reading

Fifteen of the 18 school librarians included the following activities in their school library program to promote self-directed reading: Sustained Silent Reading (SSS), Drop Everything and Read (DEAR), and supplying titles and genres to meet individual reading interests and connect students with needed books or other reading materials. Ten of these school librarians planned these activities with teachers while five used it as a library-only activity.

Figure 1.7: Students Became Self-Directed Readers
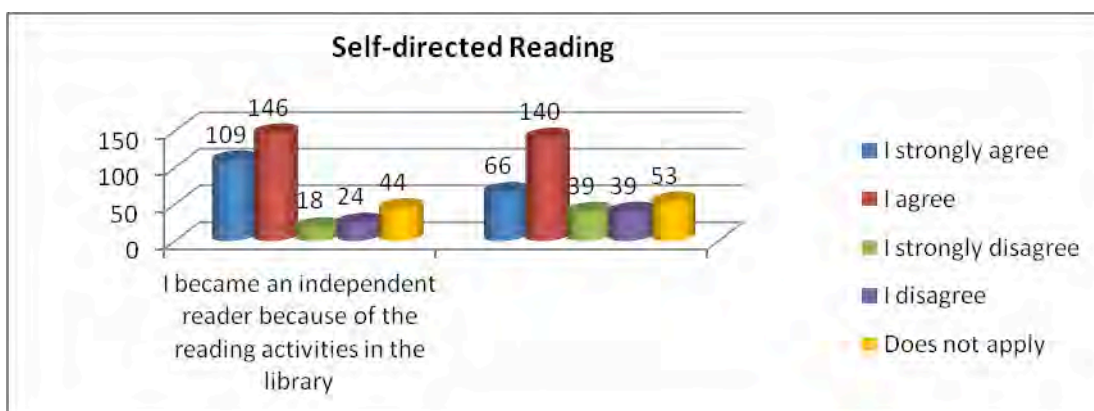
The data depicted in Figure 1.7 indicates that 255, or 75% of the 341 participants who responded to this statement, became autonomous readers because of the reading activities to which they were exposed. This was supported by the reading guidance provided by the school librarians as indicated by 206, or 62%, of the participants. Some students are avid readers and these might be the 42, or 12%, and the 78, or 24%, who strongly agreed and disagreed in both instances. It is therefore safe to conclude that the majority of these school librarians have developed students' confidence in reading to the point where they have the ability to self-direct their reading materials (Sanders-Brunners, 2004, p.40).

Career guidance

Twelve of the 20 school librarians implemented activities pertaining to career guidance. Eight of them planned collaboratively with the schools' guidance counselor while four collaborated with teachers. Among the activities involved was Career Day, which comprised presentations by various professionals and human resources specialists, and presented books relating to several careers. One school librarian mentioned that a list of careers was placed in the libraries along with the qualification for each and the institutions offering programs for each career.

Figure 1.8 Confidence in Choice of Career
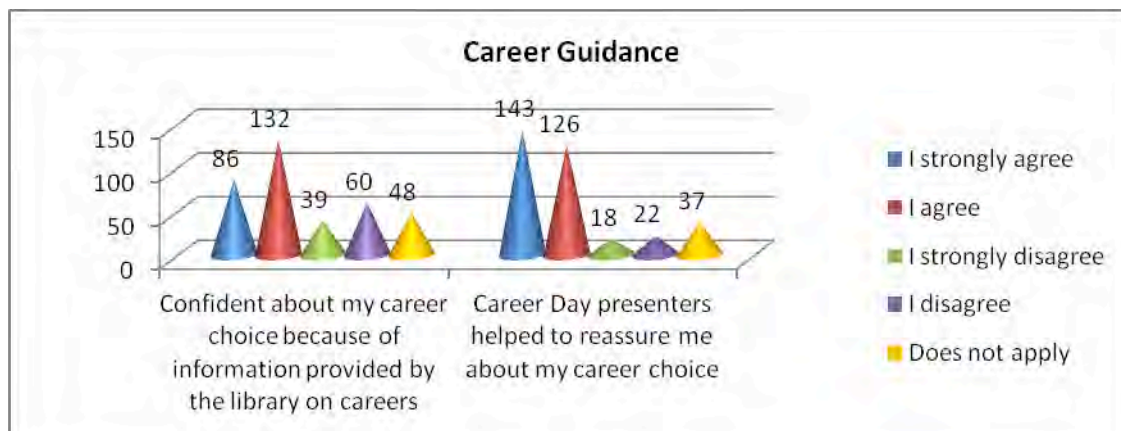
As a result of Career Day activities, 60%, or 218 of the 366 students who responded, became confident in their career choice, as indicated in Figure 1.8. The 27%, or 99, students who strongly disagreed or disagreed might have already decided on their career choice without the influence of any Career Day activities. The "does not apply" response represented those school libraries that did not have any activities pertaining to career choice.

It can be deduced that from the activities related to career guidance students in these schools have developed the life skill of confidently selecting a career. This is significant because these students were about to enter higher institution where they had to select a program to match their career choice. Others who planned to enter the world of work selected and pursued subjects that would qualify them for the job which they would seek.

Responsible citizens

Library monitor

Ten school librarians used some of their students as library monitors. The structure that seven librarians used was to have a recruitment and selection process. Six librarians had an initiation and three, job descriptions. Eight had a supervision program in place. Six indicated that their library monitors got special privileges and provided them with rewards.

Figure 1.9: Library Monitor's Role in Making Students Responsible
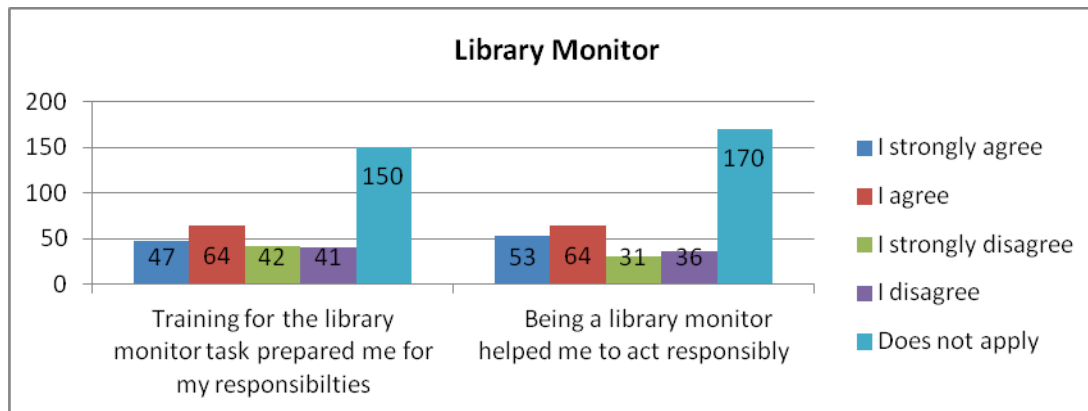
Figure 1:9 illustrates that 33%, or 111 of the 244 students who responded to this statement, were trained to assist in the library. The 24%, or 83, who strongly disagreed and disagreed that the training helped them become more responsible might have been selected because the librarian saw some level of responsibility in them. It is clear that a large number, 44%, or 150, were not exposed to any form of training for this position. This was a serious omission by these school librarians because students needed to learn some basic skills in order to function effectively and efficiently as library monitors.

Figure 1.9 also signifies that being a library monitor helped 33%, or 117 students, develop the life skill of responsibility. The researcher does not believe this low percentage means the majority of library monitors were irresponsible but that they might have judged themselves as being responsible before being assigned the task of library monitor. It was also discovered that a large number of students were not selected as library monitors.

Ethical behaviour when using the Internet

Two school librarians indicated that they taught their students ethical use of the Internet. One taught it as a lesson within the school library program and the other had seminars with students on this topic. This seems to be an important area that these school librarians have neglected, particularly in this technological era when individuals are using the Internet unsrupulously.

Keep records

Thirteen school librarians included record-keeping in their library program to help students become responsible. Twelve had students use a separate notebook to record the bibliographic details to be used in writing references. Twelve had students use this book to record the due dates of items borrowed from the library.

Figure 1.10: Keeping Record and Returning Borrowed Items on Time
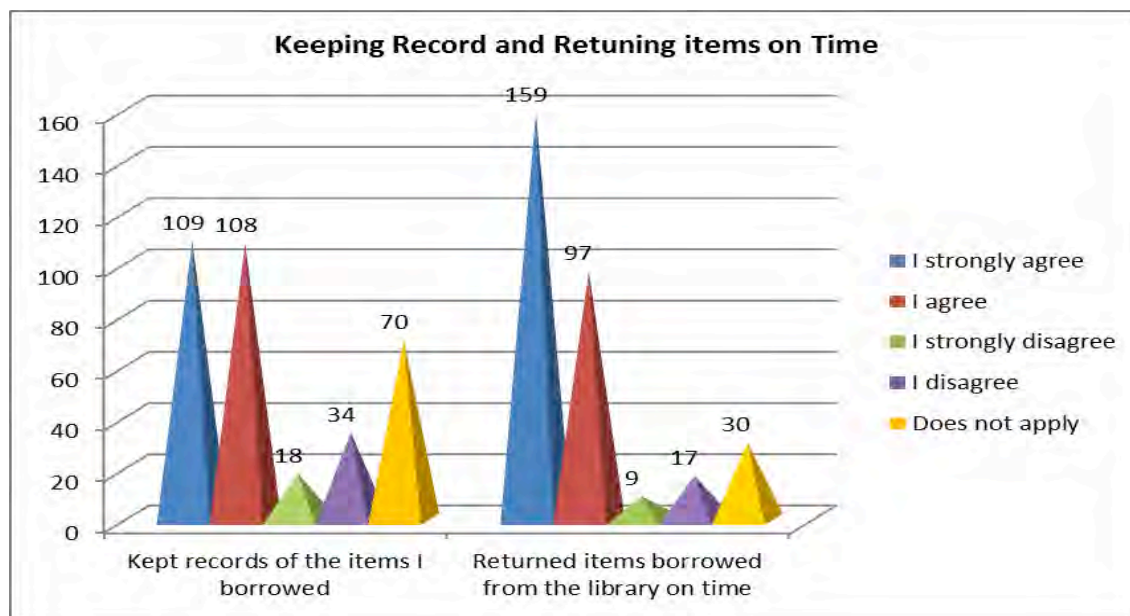
The data in figure 1.10 indicate that 64%, or 217 out of the 339 that responded to this statement, indicated that they have developed a sense of responsibility because they have been taught to keep the record of references used as well as the due dates for items borrowed from the library. This sense of responsibility is reflected in the high "on time" return rate of 251 out of 312, or 82%, of those who strongly agreed and agreed that they returned items borrowed on time. The 54, or 15%, who indicated that keeping records had no impact on them returning borrowed items on time might have been those who did not need this reminder.

Studies on school libraries such as the one done by Hinds (2013), indicate that there are students who do not use their school library for reasons including: cannot find the information they need (47). It would appear that those who indicate "does not apply" in both instances might have been the non-users of their school library.

School library activities developing students' interpersonal skills

Literature circle

Four of the twenty school librarians included literature circle as a part of their library program. Three librarians indicated that their literature circle was designed to include face-to-face group work with each group member having a designated role. These groups were supervised by librarians as well as teachers, and were guided by rules.

Figure 1.11: Impact of the Use of the Literature Circle
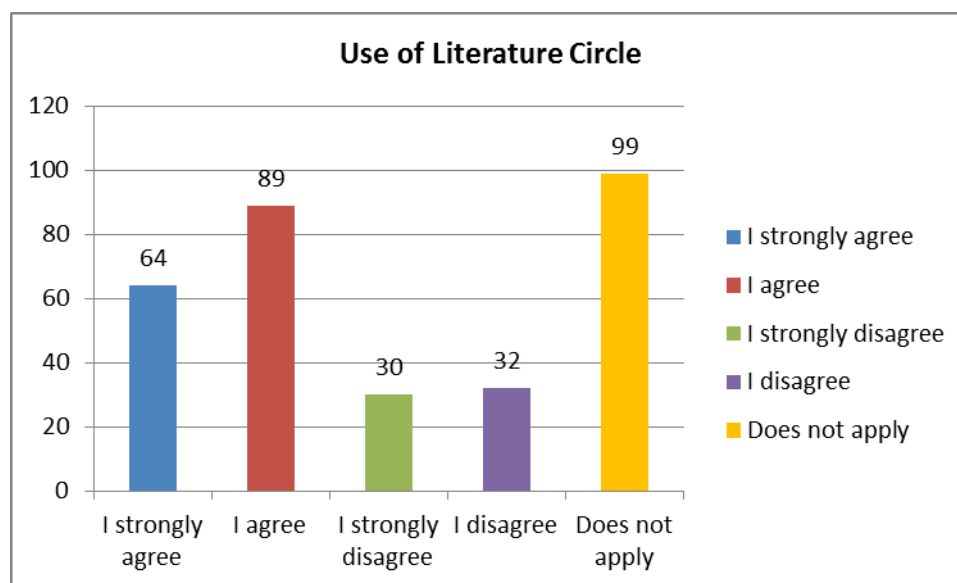
Of the 314 students who responded to this statement a total of 153, or 48%, said they strongly agreed and agreed that their involvement in the literature circle activities have enhanced their social skills. It is apparent that the face-to-face discussions improved their interpersonal relationship with their peers and social skills such as "waiting their turn" and "listening attentively." Fifty-two, or 20%, strongly disagreed and diagreed that this activity impacted their interpersonal skills. It is possible that these students' interpersonal skills could be their strongest intelligence according to Howard Gardner's (1983) theory of multiple intelligences. The 99, or

32%, who indicated "does not apply" were students not exposed to this activity, possibly due to librarians' time constraints. However, it does appear that the literature circle activities were able to build students' interpersonal skills as they created an environemnt where students were able to work together(Brunner-Sanders, 2004, p. 4).

Inquiry-based teaching and learning

Thirteen school librarians used the inquiry-based approach as one method of instruction. This approach was structured to give students project-oriented assignments to facilitate cooperative work and strong interpersonal relationships. As illustrated in Figure 1.15 this approach did help improve students' interpersonal relationships.

Figure 1.12: Impact of Inquiry-based Teaching and Learning
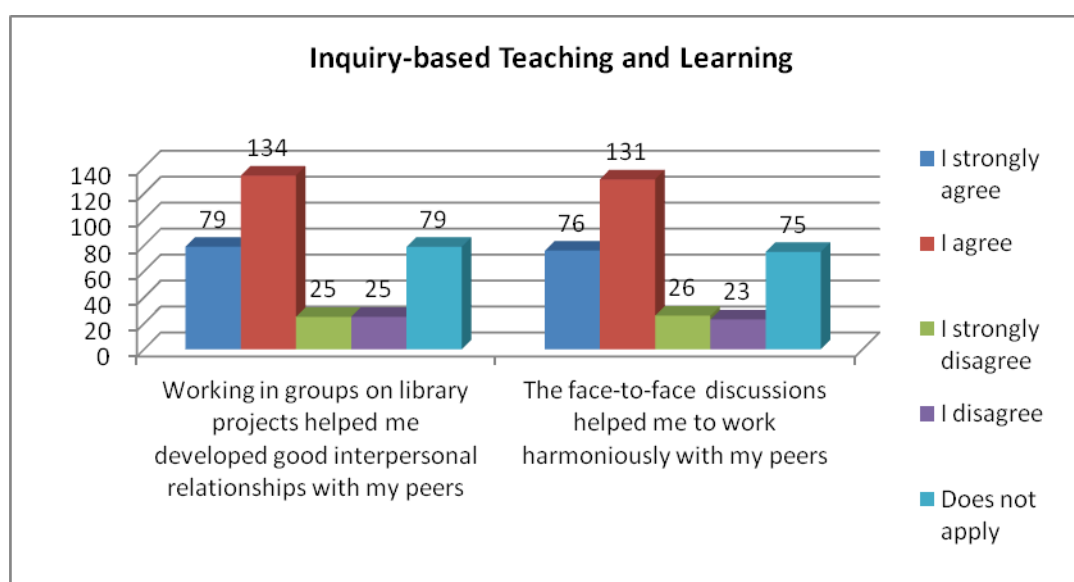
Of the 333 students who responded to this statement, 213, or 62%, indicated that working in groups helped them develop good interpersonal relations with their peers; for instance, the discussions students had while working together helped them work harmoniously. There were 50 students, or 14%, and 49, or 13%, who expressed that working in groups and face-to-face discussions, respectively, had no impact on them. These students might have naturally possessed good interpersonal skills.

Conclusion and implications

Based on the findings, it can be concluded that many of the Jamaican school librarians in the study implemented various activities in their libraries to build students' self-confidence. The findings can be used to confirm that school librarians play a vital role in instilling self-confidence in students, and can do this collaboratively with teachers. It should also be noted that the environnment created gave students the opportunity to participate in activities that would help them practice the skills learned to the point where they felt comfortable applying them and sharing them easily share ideas with their peers and with others.

The findings also indicate that majority of the school librarians implemented activities that seemed effective in making students responsible for how they carried out their duties, and socially responsible for the way in which they used information. The practice given from being library monitors should provide them with the lifelong learning skills required to act responsibly beyond the school environment. Developing responsible citizens from the high school level is critcal to all families, communities and nation.

In addition the findings also demonstrate that the role of school libraries goes beyond educational goals to getting students to interact harmoniously with one another. These school librarians have managed to engage students in activities that have developed their interpersonal skills so that they are able to interact with their peers as well as the school librarians. The collaborative approach these school librarians took was a model to students as they observed their classroom teachers, technology teachers and guidance counsellors working with their librarians to deliver instructions. Although students may not have fully understood what they observed they should be able to replicate this type of behaviour when they are in a position to plan activities.

The findings also show that more of these activities should have been carried out collaboratively with subject teachers. This would have allowed students more opportunities to practice the skills learned thereby facilitating reinforcement. The library would then be seen as an extension of the classroom, a place integral to their learning.

Implications

These research findings clearly imply that, in addition to improving academic performance, Jamaican school libraries can provide activities to develop critical life skills in students. As a consequence each school should have a fully functional school librariy and librarian become au fait with the various activities that they can introduce in their library classess to help them as they grow and learn to function well in their community.

Recommendations

An analyses of the data and the conclusion drawn suggest the following recommendation

1. Considering the many "does not apply" responses, Jamaican school librarians need to practice greater networking among themselves so that they can learn from one another those activities that can be introduce in library sessions to produce students with the requisite life skills.

2. Greater collaboration between school librarians and teachers in the planning and implementation of activities that can take place in the library to develop the targeted life skills

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Bio Data

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Library Lovers Build Community Relations:
Student-driven outreach of library services

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Abstract
Community Involvement Projects in Turkey are volunteer work by students while a faculty member acts as an advisor. A group of Robert College students initiated a project that was to develop a library in another school. Working at RC library made them familiar with all the necessary fields of the profession. They arranged lists of activities for the primary school students like reading or creating stories from pictures. The exercises they tried in their own library, the planning and correspondence they used with other institutions made our students aware of the network around them, developing their social competencies. All learned to work in teams, collaborating with other schools. They became decision makers in selecting sources for a school library. They empathized with other students who had no libraries. Not everything went well, but when problems arose they were able to come to a resolution. It was learning, sharing and teaching with fun.

Keywords: School libraries, community services, students teaching students, social competencies.

Community Involvement Projects and Robert College

Education in Turkey is overseen by the Ministry of Education. The ministry issued a project in 2006 for primary and secondary schools. It is called Community Involvement Projects which are similar to educational branch activities such as social services/activities clubs. The idea is to improve the educational process and to support the quality of life of the students and the neighborhood. The goal is to develop self-confidence and a sense of responsibility, and to create new interests and skills in scientific, social, cultural, artistic, and sports related areas among the students. The participation has to be voluntary.

Robert College (RC), secondary school grades 9 through 12, took this very seriously. The student population of the school is 1,200. All Community Involvement Projects (CIP) are student initiated, student created and led projects with faculty or staff serving as advisors. All projects fulfill a need in the community, such as reading books for the visually impaired, volunteer work in a local hospital or a health center, or helping with services for the disabled citizens.

The students at RC must do a social service of at least 50 hours to get a diploma. CIP is not only volunteer work but part of their education, a formative experience they will never forget. In Turkey there are two school semesters, starting in the second week of September and ending the second week of June. Mid semester vacation is two weeks at the end of January and beginning of February. More than 30 CIP projects are done every school year at RC. Every project is recorded either by keeping a journal or by writing a paper.

Library Oriented Project-Defining Stage

A group of students were interested in doing library services. They were frequent visitors of the library media center and spent most of their free time in the library. Twelve students volunteered for this project. The Turkish literature teacher and the librarian (myself) collaborated as guides. The goal of the students was to help build a library while interacting with a different community, other than RC.

Training Stage

We started by getting more familiar with our own library: through our conversations they were introduced to the Dewey Decimal System. They learned how the books were classified and grouped. They began by shelving books, magazines and DVDs in different sections of the library. They helped the library staff in discarding the print magazines. We have 22 computers available for student use in the library. Members of the group helped in the maintenance of these computers, checking them from time to time, and assisted other faculty members and students in getting familiar with the OPAC. We use Follett and getting more student accounts with peers was a great success. In the previous year we had only 105; then the number rose to 575. They created and set passwords for the databases. I must say they were more creative than we librarians. In case there was a need they installed apps, such as Adobe and e-class updates. They were very good in guiding their peers with electronic books. We subscribe to Overdrive, which means the patron has to go through a few steps to download on to his/her device. If there was a need they assisted in solving printer, scanner, and photocopying problems. Some acted as the technology crew while others dealt with shelving books. That way we let them pursue their own interests. They felt they were part of the library and more connected. All the questions they asked were answered by the librarians. Some even wanted to learn how to catalog books. I offered brief explanations, they kept classifying in their minds. Questions like 'why are stage presentations and drama plays in different sections?' needed in depth explanation.

Processing Stage

After working in the library in the first semester they began to plan on their outside school project. Consulting friends, parents, neighbors, and publishers was a way to collect books. They were surprised by some publishers who donated books and disappointed with others who did not reply. Some children's publishers were generous in giving colorful story books. We, as librarians, also kept an eye on our donation lists so that we could spare story books or picture books for this collection.

Sharing Stage

The first step was to develop and enhance a primary school library in town. After deciding on the school library (Haskoy Primary School Library), they paid a visit to see what was needed. We packed about 500 books and print encyclopedias for that library. Haskoy school librarian and the students were glad to receive the package. The whole library was a small room; students checked every book, classified them with spine labels, and shelved everything correctly. RC students were happy to fulfill their first task.

Their second project was a more complicated one: they wanted to set up a school library in an Educational Park founded by TEGV (Educational Volunteers Foundation of Turkey). An Educational Park is allocated by the local government but is kept by the foundation, having all the necessary facilities for a well-rounded support for primary school students. TEGV indicates (2009):

> The objective of Educational Volunteers is to create and implement educational programs and extracurricular activities for children aged 7-16, so that they can acquire skills, knowledge and attitudes supporting their development as rational, responsible, self-confident, peace-loving, inquisitive, cognizant, creative individuals, who are against any kind of discrimination, respect diversity and are committed to the basic principles of the Turkish Republic.

TEGV implements unique educational programs, with the support of its volunteers, in the Education Parks, Learning Units, Firefly Mobile Units, City Representative Offices and in primary schools through the "Support for Social Activities Protocol". They have 10 educational parks, 53 learning units, and 23 mobile learning units. Our students consulted the main office in town and decided to visit Afyon, in central Turkey, the land of *Phrygia* and King Midas.

We packed the donated books and headed for Afyon by bus. We were twelve students and two advisors. We had 1,000 books. The technology department lent us a computer in order to use for cataloging the books. We kept a log to record our actions. The students had decided to write a diary of the whole process. The trip lasted a full three days.

The education park we reached was a sort of stopping place for all the primary school students from the region in groups of 20 children. Throughout the day different groups would visit, participate in activities for about two hours and then a new group would arrive.

The students filled in the Excel form the librarian had prepared for them: Author (last name, first name), Title of the book, Publisher, Year, General subject, Call number. When completing the form, they kept referring to the way a professional librarian catalogs a book. All of them remarked that this was the first time in their lives that they realized the importance of recording books and making them accessible to users. They had no idea of the details of cataloging. We had discussions on how meaningful is to record and tag things in a way that is accessible to future generations.

Robert College students teamed very well with the local groups of children. The empty room that was allocated as the library was soon filled with books they had brought. They settled to shelve them.

RC students planned activities for the younger students who continued visiting the center. They met with children of different age groups and also of different social and economic backgrounds. This was the most impressive way of gaining experience with younger children of varying socioeconomic experiences. Some were middle class students, others came from very poor villages. The spectrum varied.

They read stories to those children, and asked them to read out loud. RC students knew that children need to practice reading in order to become better readers. Reading fluency activities followed by summarizing stories were successful.

They played childrens' games with them to get them into action. Students inspired the children to explore and enjoy plays.

Most of the RC students knew how to make origami and taught all the rest the art of folding colored paper and creating animals, and objects. That was great fun when children realized that the simple act of folding paper can turn into the magic of creating objects.

They asked the children to draw and paint on paper their dreams and tell stories about the drawings. Expressing themselves by their own drawings and building up stories while enhancing their vocabulary was encouraging, although with some children this was not easy to start. Some children had to be motivated more than the others because this was a totally new experience for them.

They played music: guitar and flute. Singing common songs and also teaching them new pieces was a way of celebrating together.

They used creative drama techniques using folk tales, legends, and short stories as starters. The children were very happy to act these stories. It was a first time for many of them.

RC students decided to paint the ceiling of the library which was composed of white foam boards. Each board has a different story. The origami pieces were hung from the ceilings. These art works which hung from the ceiling or the painted boards either by RC students or the local children created an ambiance in the room. The library looked warmer and more colorful. All of the students were proud of themselves. They even lit a fire for a friendly atmosphere. Reading and extra-curricular activities were definitely going to be enjoyed more than the past.

These tasks we encountered while at both schools, with all the children we met, were valuable experiences. Bringing the books and placing them on the shelves and using them with the local patrons were greatly appreciated. That was the most dynamic part of the whole process.

Evaluation

They kept filling their journals. We all learned from this whole experience. At first it was a project that fitted their interest in the library and reading books. We all were expecting action and fun. Their past knowledge was soon put forward, and plans for the new enterprises were drawn up. We brainstormed about what we could do, for possible gains. We analyzed the experience through talking and discussing, writing and reading the journals. It was clear that the impact was rewarding. Below are some questions from their journals:
●What did I do?
●What did I learn today?
●What did I feel today?
●Did anything meaningful happen?
●Something that surprised me was…….
●Something that upset me was…..
●Did anything interesting/wonderful/strange/ horrible/_____ funny/ [your adjective] happen?
●Did anything out of the ordinary happen?
●Did anything happen that I didn't plan-? Was it positive or negative? What did I do about it?
●Something I noticed today was …
●What is going well?
●What isn't going well?
● If something didn't go well, how did I handle it-? What sort of solutions for this are possible?
●Is there anything else I need to learn?
●Is there anything else I need to do?
Some of their remarks were:
We developed and started a primary school library collection.
We met with younger children who had no idea of what a library is, and we motivated them into reading books and creating stories of their own.
We empathized with children who had no library experiences.
The activities we planned and the whole process were very good opportunities for learning organizational skills.

We all developed more energy, more positive emotions for action by sharing our past experience and knowledge with local students.
We became aware of other groups around us, we were seriously concerned for interacting with them.
We understood that school librarians do heavy and multidisciplinary work.
The joy and fulfillment was unprecedented.
We added to our academic learning a life experience.

We became a whole person.

We celebrated the visit by a final party in the RC library. We made tea and cakes. I had ordered special cups with all the students' names on them. One side of the cup had a book cart logo and the other had the quotation of Jorge Luis Borges saying "I have always imagined that Paradise will be a kind of library."

The outcome

The students developed interpersonal skills of many kinds with this community involvement project. They gained leadership, networking and teamwork skills.

Leadership: the students gathered all the donated books quite successfully. They achieved their common goal of developing/improving a library collection, setting/starting up a library collection, and motivating the patrons to become continuous users of the collection. They used their communication skills while mentoring younger students, delegating to them activities such as reading and telling stories.

Networking: writing to publishers and asking for donations made the group feel confident although not all the answers they received were positive. They did not give up, they kept seeking and identifying the needs for a school library. Consulting different schools and publishers gave them the self-reliance for setting up new relationships with people of different backgrounds.

Teamwork: Working with a group that had a common goal was easy for the students. They held meetings and through conversations one after the other adjusted to common objectives: which publisher to write to, which schools to visit, what kind of books to select, how to organize the collection etc. They became decision makers.

This library experience changed our students. Because it was the mastery of a deed beyond academics. Students faced real problems and tried to deal with them constructively. They developed problem solving, and business skills that they will need in their future lives. They can be leaders in their own fields, socially responsible active citizens.

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Biographical note

Ayse Yuksel-Durukan received her BA from Robert College and MLIS from Dominican University, Illinois, USA. She studied fine arts at Mimar Sinan University (MA), Istanbul, Turkey. She has been working with school librarians since 2000, she initiated and arranged the 1st National School Librarians' Conference in 2003 at Robert College. She continues to work at Robert College Library Media Center and has been lecturing about libraries and educational events. She is a member of Turkish Librarians Assoc.,IBBY, IASL, ALA, AASL, and has a Beta Phi Mu award. She is the director of the Middle East & North Africa of IASL.

Building Interest in Agricultural Research Through User Education Activities

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Abstract

Agriculture is a very important sector in supporting the development of Indonesia. One effort to improve agricultural success is through research and development. Various innovations of technology in agriculture as the result of research and development produced by the Indonesian Agency for Agricultural Research and Development. Agricultural information generated needs to be introduced to the younger generation. For that, the Indonesian Centre for Agricultural Library and Technology Dissemination (ICALTD) sought to create collaborations with schools through user education for students. The materials were packaged in accordance with the level of student understanding in the form of audio-visual and printed materials. These activities are expected to provide an understanding of the importance of agriculture to the development of the nation as well as to foster a sense of interest in the world of research. This paper aims to provide an overview of collaboration between ICALTD and the school in library user education activities, particularly in the field of agriculture.

Keywords: User education, Library, Agriculture, Research

Introduction

Indonesian society has long recognized and applied farming culture. The agricultural sector is very important as one of the major contributing factors in the future development of the nation. But younger generation's interest in agriculture is very low. This indication is based on a study that revealed the average age of farmers ranged from 27 to 82 years old (67% are aged over 45 years). Farming is a risky job and requires perseverance, not caring the most about one's appearance, and does not promise to meet basic life needs (Widayadi, 2013). Young people's interest in agriculture may be declining because the government is negligent in utilizing technological advances, and addressing conflicts and psychological development in young people. That's why agriculture should be repositioned as something that is a necessity of life (Goenadi, 2013).

Facing this phenomenon, it is necessary the institution of the Ministry of Agriculture to continue to make efforts to build interest in the younger generation to farm. Indonesian Center Agricultural Library and Technology Dissemination (ICALTD) is one unit of work appropriate for this endeavor. Because ICALTD is an integral part of the Agency for Agricultural Research and Development, one part of its mission is improving information literacy. Providing this service is part of realizing the vision of ICALTD to be a leading and

reliable information service supporting research and development in agricultural innovation.

ICALTD's mission in improving information literacy to young people is a challenge. Introduction of agricultural research is expected to be one of the efforts ICALTD library undertakes as a means of education. User education programs are an effort of ICALTD to provide education about agricultural information for all people, especially the younger generations. Therefore, the aim of this paper is to provide an overview of the collaboration between the ICALTD and schools in user education programs of agriculture.

Library User Education

Broadly defined, library user education teaches users how to make the most effective use of the library system (Tiefel, 1995). There are three important objectives: (1) students need to "develop the art of discrimination" to be able to judge the value of books to develop critical judgment; (2) students need to become independent learners – to teach themselves; and (3) students need to continue to read and study – to become lifelong learners. Library user education programs need to support the concept of life-long learning. To achieve these goals, the library and faculty will have to work closely together in developing teaching using the latest technologies (Tiefel, 1995). Information literacy is increasingly recognized as a basic skill in the process of learning and adapting to the changing, living, and working environment of today's information society (Petermanec & Pejova, 2005).

ICALTD provides user education programs as a form spreading agricultural information. The Agency for Agricultural Research and Development has produced a variety of technological innovations in the agricultural sector. This suggests that research and development is an integral part of agricultural development. Findings are certainly very important because it is valuable knowledge that will be an asset for future generations.

Introduction to agriculture can be taught at any level, from kindergarten to high school. This can encourage the emergence of creativity and dissatisfaction with only buying goods (Goenadi, 2013). One way to raise children to love the farm is to teach local wisdom that has been done when the ancestors farmed (Putranto, 2013). Indigenous knowledge or local wisdom is an accumulation of collective experience from generation to generation. It needs to be developed to enrich and complete the assembly of agricultural technology innovation for a sustainable future. Ultimately, this will result in new discoveries, innovations, and applications (Noor, & Jumberi, 2007).

Collaboration ICALTD and School

ICALTD builds collaboration with schools in the city of Bogor and its surroundings in order to facilitate the delivery of user education programs. This collaboration aims to provide an opportunity for the school to gain agricultural information. Schools can utilize the facilities and library collections in teaching and learning so that students can acquire additional knowledge in the field of agriculture. Collaboration with the school is essential in supporting the learning process. In education, collaboration reflects a shifting philosophical view about the importance of working together to improve learning (Montiel-Overall, 2005).
ICALTD is using the concept of user education in collaboration with the school. In user education, ICALTD adopted the collaboration Model B: Cooperation. In this model, the teachers and librarians begin to work more closely to enhance students' learning opportunities (Figure 1). Teachers and librarians cooperate on lessons or units of study by dividing tasks. Goals and objectives are developed independently, although joint instruction may also be involved (Montiel-Overall, 2005).
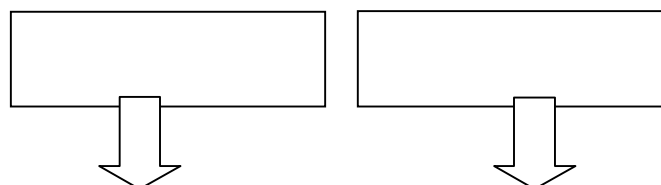
Figure 1: Model B: Cooperation (Montiel-Overall, 2005)

User Education Materials

ICALTD user education programs provide materials according to the educational level of the participants. In addition, the school offers the materials that are needed for the students. These materials are available to print and in electronic form (CD-ROM or video). All materials are related to agriculture in general.

ICALTD for the basic needs of the students have scored several collections of cartoon farms as in Figure 2.

Figure 2: Agricultural Cartoon Collection

The user education process is also carried out during the ICALTD'S open house. Schools and students can make a visit to the library. No explanation was given directly during the activities of the library tour. Additionally, ICALTD provided facilities to meet the demands of the school to support the addition of agricultural knowledge.

Figure 3: Activites at ICATLD open house

Figure 4: Activities at User Education Programs

Conclusion

User education in agriculture is expected to revive the younger generation's interest in farming. The results certainly are not going to be instantaneous, but in the future they will develop innovative agricultural technology so that the agricultural sector will remain a resource for national development. ICALTD will certainly continue to increase the interest of the younger generation in agriculture through collaboration with the world of education.

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Building a Vibrant Future for School Librarians through Online Conversations for Professional Development

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Abstract

Technology and social media platforms are driving an unprecedented reorganization of the learning environment in and beyond schools around the world. Technology provides us leadership challenges, and at the same time offers opportunities for communication and learning through technology channels to support professional development. School librarians and teacher librarians are often working as the sole information practitioner in their school, and need to stay in touch with others beyond their own school to develop their personal professional capacity to lead within their school. The Australian Teacher Librarian Network aims to make a difference, and supports school library staff in Australia and around the world to build professional networks and personal learning connections, offering an open and free exchange of ideas, strategies and resources to build collegiality. This ongoing professional conversation through online and social media channels is an important way to connect, communicate and collaborate in building a vibrant future for school librarians.

Keywords: technology, social media, communication, leadership, collaboration

It is important to support school librarians, teacher librarians, and school library staff in an ongoing professional conversation through a multiplicity of channels to support them in managing libraries, promoting reading and information literacy, and adapting to the digitally enhanced needs of their students where there is a perfusion of technology in the local or community environments. To support and nurture learning in these evolving environments is a leadership challenge that is both exciting and challenging encompassing many aspects of literacy, technology and professional development in collaboration with students and teachers (Fontichiaro 2010; Howard 2010; Killeen 2009; O'Connell, J. 2012). This is why using digital mediums to connect, communicate and collaborate is an important means to build collegiality beyond academic and professional development programs, to enhance professional networks and personal learning connections.

What is the conversation?

The international longitudinal research study of emerging technologies in K-12 education *The Horizon Report K-12* (Johnson et al, 2013) has been charting ongoing technology changes and highlighting the impacts and evolving needs in the teaching, learning, and creative inquiry practices in education. According to the near term horizon of the latest Horizon Report, that is within the current year, there are two related by distinct categories of influence: *cloud computing* and *mobile learning*. These are becoming more and more pervasive in everyday life in much of the world, and as a result the increasing expectations

of students to work, play and learn via cloud-based services and apps on their mobile devices is gaining prominence. *Cloud computing* has already transformed the way we are using the Internet to help us manage information, communication, data storage and access, as well as collaborative work. *Mobile learning* provides gateways to endless learning, collaboration, and productivity fostered by the Internet.

Project Tomorrow (2013) reveals that school students are using social media to connect, collaborate and create content in ways that are especially meaningful for them, and that are new to past generations. Students are adapting these tools and resources to enhance and extend the learning process, and to achieve learning goals. Where internet access is steady and reliable, students are already busy personalizing their education experiences through ubiquitous online interactions. Social media and digital tools and resources have transcended the classroom and are emerging strongly as key components of 21st century school to home communications.

The evidence is that technologies and social media platforms are driving an unprecedented reorganization of the learning environment in and beyond schools. These disruptive shifts are already reshaping the workforce landscape and the skills required (Davies et al, 2011), establishing *lifelong* and *life-wide* learning as the central paradigm for the future (Redecker et al, p.10). Schools have a responsibility to prepare students to move from the world of school to the world of adulthood, employment, further education, vocational training, and community participation. Schools can meet future learning needs by creating a sustainable learning ecology that is shaped by the ubiquity of information, globally responsive pedagogical practices, and driven by collaboration and informal learning in multiple access points and through multiple mediums.

It is this digital environment that seems to have become a key driving force affecting the context of curriculum engagement and driving changes in the information ecology within which school library services are positioned. Staff in school libraries need ways to keep 'up-to-date' and then ways to extend personal professional capacities. Luckily the information sector already has wonderful librarians providing professional opportunities to anyone who cares to 'join': many avenues are available.

In 2006 Helene Blowers and the team at the Public Library of Charlotte and Mecklenberg County launched the first 23 things program that took the library world by storm. This self-paced course offered library workers the chance to build their professional knowledge and skills at their own pace using a fun professional development online tool. This program has been replicated around the world as a vibrant way to engage in exploration and learning in non-formal settings. In Australia The State Library of Victoria provides the Personal Learning Network (PLN) program <http://www.slv.vic.gov.au/pln>, which is a self-paced online program for school library staff, educators, learning support personnel and curriculum leaders. The program is designed for those new to the world of web-based learning, as well as people keen to enhance their existing online skills and experience. The PLN program is presented in association with the School Library Association of Victoria, and was developed with support from the Department of Education and Early Childhood Development. In 2013 The State Library of NSW launched the English version of **23 Mobile Things**, <http://23mobilethings.net> which was developed for the library team at Guldborgsund-bibliotekerene in Danish <http://23mobileting.org/>. This program explores apps and social networking tools for both Android and iOS mobile platforms, and is another example of online professional opportunities for school librarians.

These initiatives are all online, and through online engagement remove the fear of distance, and the worry of learning new things. These environments nurture professional conversations, and help librarians the world over to maintain vibrant library services.

Building online conversations with OZTL_NET

In Australia we face many challenges in our school libraries, and amongst these the latest one has been to respond to new media environments. The expanding scope of our services in school libraries is a vitally important aspect of the professional development opportunities for information professionals we know as teacher librarians. The School of Information Studies (www.csu.edu.au/faculty/educat/sis/) at Charles Sturt University (CSU) is a national and international provider in the design and delivery of a comprehensive suite of courses in library and information studies, providing two programs relevant to staff in school libraries. The Master of Education (Teacher Librarianship) has been available for Australian and international study for many years, and the new Master of Education (Knowledge Networks and Digital Innovation) targets the additional needs for specialist digital environments.

Alongside this commitment to school libraries, the teacher librarianship team at CSU has been working voluntarily over the last 10 years to facilitate and empower online conversations by supporting the OZTL_NET listserv as a professional service to the school library sector.

OZTL_NET was originally created as a discussion list for information professionals working in Australian schools, by the teacher librarianship academic staff at CSU. Since then it has grown to a community of more than 3,000 teacher librarians, information professionals, and those working or interested in school libraries. This email-based service, run as a listserv using Mailman (www.gnu.org/software/mailman/index.html), though quite old in the style of service it represents, is still very much a current and useful tool for many staff (especially where email access is the best form of digital conversation) , and sometimes a lifesaver in getting quick assistance with a problem.

However, the growing importance of utilising web-based and mobile-device-enabled tools for communication meant that it was time to rework and expand the potential of OZTL_NET by developing the potential of this very stable discussion list in a number of social media ways. By casting a wide net into new areas of collaboration OZTL_NET wanted to ensure that a cross-section of information professionals in schools could be supported in their own learning journey, and through their own online conversations for professional development. Social media is a perfect way to allow synergy in discussion and sharing of resources. Social media also provides a strong platform for showcasing the conversation, activities, and achievements in the day-to-day activities of a school library.

By developing a new OZTL_NET portal at < http://oztlnet.com> CSU sought to establish a platform that could change, evolve and adapt to needs and social media developments. So, Australian teacher librarians (and many others who join the groups from around the world) have new choices to suit their personal needs in addition to the regular email discussion list.

Here is what is currently on offer:
- Share a link on the email discussion list (listserv) and take the option to store it for easy retrieval any time in the **Diigo group**!
  <https://groups.diigo.com/group/oztl_net> Anyone is free to join, but a contributor is approved at their first share.
- Share library images in **Flickr group** <http://www.flickr.com/groups/oztl_net/> because we need to collect the ideas from around Australia.
- 'Like' us on **Facebook page** and include us in your News Feed <https://www.facebook.com/OztlNet>. Share things you find, and get into the conversation.

- Join online conversations at the Australian Teacher Librarian Network Google Community. <http://bit.ly/OZTLNETGooglePlus> You'll even be able able to 'hangout' with your TL friends!
- Perhaps 140 characters on **Twitter** will be just the thing for you <https://twitter.com/OZTLNet>. Follow @OZTL_NET on Twitter and use the hashtag #oztlnet as just another way to stay in touch and build the TL community.

To make all this possible, and still provide access to the vital information for the OZTL_NET listserv, visit the fantastic new web portal at <http://oztlnet.com>, where all the links to the social media sites, as well as access to the email discussion list, are provided.

Building online conversations with social media

The community that has grown through OZTL_NET has also supported teacher librarians and school library staff in a number of other exciting ways, as they expand their reasons to collaborate through online conversations.

The **Digital Citizenship in Schools** Facebook page <https://www.facebook.com/DigitalCitizenshipInSchools> originally established by Judy O'Connell, is now updated and managed by a group of Australian teacher librarians who are committed to this endeavour purely through professional interest and a desire to maintain a vibrant online information resource and facilitate conversations around this vital topic, and have no formal institutional affiliations. What brought them together WAS the collaborative environment of Facebook.   This is a unique example of collaborative practice for the benefit of the profession! Members of the Facebook group are drawn from around the world with members from 20 different countries.

This facebook site is connected to the Digital Citizenship Diigo group <https://groups.diigo.com/group/digital-citizenship-in-schools> which provides a wonderful way to curate links related to this topic. With 230 members this group has a huge potential to grow, thereby contributing to the global conversations related to digital citizenship, and to support school libraries at whatever stage of development they may be at.

What these examples are showing us is the capacity to build online conversations for professional development in new social media spaces. There is a great deal of rich content online, and by working together teacher librarians, school librarians, and school library staff can achieve change at a global level.
The new core information research tools for supporting developing needs in networked online environments include:

- Micro blogging tools for information sharing by teachers, students, classes and the school community in primary and secondary schools. E.g. Edmodo, Google+ or Twitter
- Social Bookmarking and tagged collections eg. Diigo, Delicious, PearlTrees and Flickr.
- Collaborative writing, editing, mind mapping and presentation tools e.g. Google docs, Exploratree, Voicethread, Mindmeister and Wikispaces.
- Tools for online information management, writing and collaboration e.g. Goodreads, Zotero, Easybib
- Information capture and sharing in multiple platforms and devices e.g. Dropbox, Evernote.

The goal is for teacher librarians, school librarians and school library staff to be socially connected through online communities and ways of publishing to know 'what's new' and

'what's important' as flexible information sources become more and more part of curriculum services in schools.

Professional development is not a solitary activity, and also not always a face-to-face activity. The 21st century world demands information literacy practices that include personalized and collaborative information aggregation and knowledge sharing. It is all about knowing, learning, sharing, and teaching all in one!

There are many opportunities for building vibrant futures through online conversations and social media environments. More information and content that can be the topic of your next professional development session is available for anyone to use at the following link http://bit.ly/LibrariesSocialMedia.

This site supports professional development activities related to **Revolutionising Libraries with Social media**, and is another example of a resource made and shared online with anyone around the world!

Technology and social media platforms are here to stay. Members of the Australian Teacher Librarian Network are already active and energised to build a vibrant future for their school libraries though, amongst other things, maintaining and promoting online conversations for professional development.

Join OZTL_NE or join a group online today, in your region, your country, or the world. You will not look back.

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Biographical note

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Curriculum, Culture and Community: The School Library and the General Capabilities of the Australian Curriculum

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Abstract

This paper will explore the ways one school library can be positioned to effectively support and extend the general capabilities section of the new Australian Curriculum. In particular, the general capabilities of: Literacy, ICT, Critical and creative thinking, Personal and social capability, Ethical behaviour and Intercultural understanding.

These general capabilities are overarching and are intended to feature in all areas of learning across the Australian curriculum. In considering how a school library can work with each of these capabilities, this paper will explore concrete programs, activities and approaches that support and extend the various capabilities. This paper will also recognise aspects of the school library's role in community and culture that, though important, are often overlooked. This role is an important one for school libraries now and into the future as we rework our role in light of changing technologies and documents such as Australia's new curriculum.

Keywords: Personal and social capabilities, intercultural understanding, literacy, ethical behaviour, culture

Introduction

This paper seeks to explore how we can embed a library program in a new curriculum through mapping of what is currently on offer and extending our reach to embrace new possibilities. In Australia, our new curriculum is an attempt to standardise offerings across the country and to recognise aspects of the social and personal development of a child within the overarching general capabilities of the document. It is most important that school libraries take up the challenge to ensure their relevance within this new debate and to remain at the cutting edge of implementation.

Though this discussion is about one particular country's new curriculum, it is an example of the search for relevance and meaning that is being undertaken by school libraries all around the world. As such, the discussion offers examples of how we can reposition what we offer, recognise our strengths, and champion skills we feel have value in an effort to have school libraries appreciated as key stakeholders in learning.

The New Australian Curriculum

The development of the Australian Curriculum was guided by the *Melbourne Declaration on Educational Goals for Young Australians*, a document that was adopted by the Ministerial Council in December of 2008. The Melbourne Declaration emphasises the importance of knowledge, skills and the understandings offered by learning areas, general capabilities and cross-curriculum priorities. This is the basis of a curriculum designed to support 21st century learning. (Ministerial Council on Education, Employment, Training and Youth Services, 2008) The curriculum is not yet fully in place. We are currently in phase two of implementation, with more subjects coming into the mix across the next few years. Implementation began with English, Mathematics, Science and History being introduced in 2012, with the aim that they be fully implemented by 2015. In 2013, we saw the introduction of Geography, Languages, and The Arts, with another group of subjects to follow in 2014. This is a multi-faceted, staged process.

This Foundation to Year 10 Australian Curriculum sets out the core knowledge, understandings and skills important for all Australian students. It describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community.

ACARA, the Australian Curriculum, Assessment and Reporting Authority, has developed the Australian Curriculum in consultation with states and territories. Education authorities in each state and territory have responsibility for implementation of the Australian Curriculum and for supporting schools and teachers. Suffice to say that all schools are working their way through how to implement this new curriculum. Change, in most cases, is not substantial as there is a great deal of scope within the documentation, for particular foci or approaches to be adopted by an individual school, as long as the basic skill sets are embraced.

An overarching set of general capabilities and cross curricular priorities have been placed across all curriculum areas. Whilst we play an important role as teacher-librarians in resourcing, mapping and enriching the various curriculum areas in our schools, it is on these overarching capabilities and priorities that I wish to focus in this paper.

General Capabilities

Figure 1: General Capabilities in the Australian Curriculum, ACARA
http://www.australiancurriculum.edu.au/GeneralCapabilities/Overview/General-capabilities-in-the-Australian-Curriculum

The general capabilities (see Figure 1), most importantly, recognise that the teaching of each capability is an all-encompassing teaching responsibility of all learning areas not just the responsibility of any one curriculum area. For instance, Literacy is not only the responsibility of English teachers, but the responsibility of all teachers across all curriculum areas. This is very powerful, as it recognises all teachers, including teacher-librarians, as teachers of the general capabilities. This positions us to make a case for our ongoing role, both alone and in collaboration with classroom teachers, as a teacher of the skills detailed as general capabilities.

Dr Toner, in discussing the role of teacher-librarians in the general capabilities, has said:

> The application of the general capabilities in the learning areas offers many opportunities for teacher-librarians to collaborate with learning-area teachers. For example, one of the capabilities most strongly represented across all learning areas is Critical and creative thinking. It draws on many of the skills and processes teacher librarians would recognise as integral to information literacy, including:
>
> - posing insightful and purposeful questions
> - suspending judgement about a situation to consider the big picture and alternative pathways
> - generating and developing ideas and possibilities
> - analysing information logically and making reasoned judgements
> - evaluating ideas, creating solutions and drawing conclusions
> - assessing the feasibility, possible risks and benefits in the implementation of their ideas
> - reflecting on thinking, actions and processes
> - transferring their knowledge to new situations.
>
> …..Teacher-librarians are in a strong position to support class and learning-area teachers in addressing the critical and creative thinking demands of learning-area content. (Toner, 2011)

It is certainly the case that many in our profession in Australia see a role for our work with the new Australian curriculum. Toner argues strongly here for the enormous opportunities the new Australian curriculum offers for teacher-librarians. There is no doubt that, as all teachers grapple with how to incorporate the general capabilities into their teaching, it is important that Australian teacher-librarians take this opportunity to clearly articulate how the teacher-librarian and the school library can play an important role. Teacher-librarians, working with the classroom teacher, can embed the capabilities in learning; in the classroom, in the library, and in the digital and physical worlds our school libraries inhabit.

Literacy
In considering how the teacher-librarian can work to support literacy learning in light of the new curriculum documentation, let us first consider the strands and sub-strands of English. The three main strands are:

- *Language*: knowing about the English language;
- *Literature*: understanding, appreciating, responding to, analysing and creating literature,
- *Literacy*: expanding the repertoire of English usage.

In Table 1 below, we can see some of the sub-strands of the three strands of English described.

Table 1: Sub-strands of English Curriculum Area

language	literature	literacy
Language variation and change	Literature and context	Texts in context
Language for interaction	Responding to literature	Interacting with others
Text structure and organisation	Examining literature	Interpreting, analysing and evaluating
Expressing and developing ideas	Creating literature	Creating texts

Many of the strands here would be supported and extended by a fully-integrated wide-reading program. At my own school, we run a fully assessed program from years 5 to 10, called ROAD (Reading Opens All Doors) that incorporates many of these areas. In doing so, we strengthen our role as educators, can clearly show how the library program responds to the English strand and the Literacy component of the Australian curriculum, and are an integral component of the English team. As a team of teacher-librarians, we work hard to ensure our reading program is relevant to our students' interests and incorporate ICT in both our presentation and assessment of tasks. Through discussion and interaction, we examine and interpret various texts, constantly encouraging students to make links to prior knowledge so as to give discussion context. Sessions are planned and conducted by each teacher-librarian, and we record our progress through a genre-based program tailor-made for our students by the team. For a detailed explanation of the program see the chapter on the ROAD program (La Marca, Hardinge & Pucius, 2011) in *Global Perspectives on School Libraries: Projects and Practices*.

If we look specifically at the description for the teaching of texts in English, we find statements such as:

> ….While the nature of what constitutes literary texts is dynamic and evolving, they are seen as having personal, social, cultural and aesthetic value and potential for enriching students' scope of experience. Literature includes a broad range of forms such as novels, poetry, short stories and plays; fiction for young adults and children, multimodal texts such as film, and a variety of non-fiction. (ACARA, 2012)

There is a clear role here for the teacher-librarian, working within a reading program, to extend the reading possibilities of students and to involve them in the discussion and exploration of texts of all kinds. Knowledgeable teacher-librarians, with thousands of texts in a range of forms at their fingertips, are in a prime position to enrich the teaching of English in the new curriculum.

In the General capabilities – Literacy:

> Literacy encompasses the knowledge and skills students need to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school. (ACARA, 2013, p. 9)

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More than any other area of the school, the school library provides the best range of possibilities to extend and enhance the learning of the listed skills. Our expertise with information, evaluation and synthesis, our ability to offer access to diverse collections, and our open and inclusive nature allow us to offer forums for discussion and interaction beyond the classroom and opportunities to learn both alone and from each other.

Our school has a vibrant and active reading culture based around our reading program, one that perfectly aligns with the requirements of the English and Literacy components of the Australian curriculum. Providing this substantial program relies on knowledgeable staff, extensive collections, both hard copy and in e-versions, and inviting, comfortable spaces in which to engage and discuss.

Critical and creative thinking
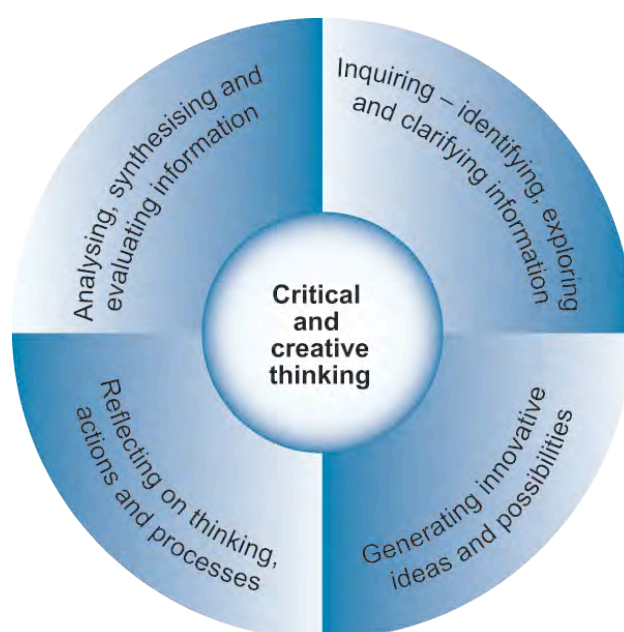
Figure 2: Critical and creative thinking - General capabilities, Australian curriculum

Any teacher-librarian, in reading the outline in Figure 2 above which describes the different facets of the critical and creative thinking capability, will instantly recognise the terminology that has guided teacher-librarians in their work for decades – inquiry, evaluating, clarifying and reflecting - all terms celebrated by the various inquiry models school libraries have embraced in their efforts to engage students in quality research processes.

Professor Ross Todd has said about the Australian curriculum:

> I like the strong focus on intellectual engagement and intellectual adaptability, with strong and clear emphasis on developing meaning and understanding through the transformation and use of information in all its forms. There is also a focus on the creation of new knowledge that enables purposeful participation in society and its growth and sustainability. These foci give emphasis to developing students as critical, reflective, imaginative and creative thinkers who are able to interrogate meaningfully their information landscape and be innovative problem solvers. (Todd, 2012)

Professor Todd is recognising in this new curriculum a synergy between our own goals as a profession and the mandate of this new curriculum to create critical and creative thinkers –

problem solvers of the future. There is a role here for our profession to be involved, with other teachers, in a range of inquiry and research processes that emphasise reflection, analysis, synthesis and rich inquiry.

These skills and processes are essential learning in all of the four learning areas already established and are embedded in various sections of the documentation. It is up to our profession to recognise and champion our involvement in the teaching of these skills in conjunction with the subject teachers. It is certainly the case that many in our profession in Australia see a role for our work with the new Australian curriculum both at a personal school level and a wider professional association level. The School Library Association of Victoria has recently been involved in the development of two initiatives that directly support the aims of this particular general capability. The first is the question generator.
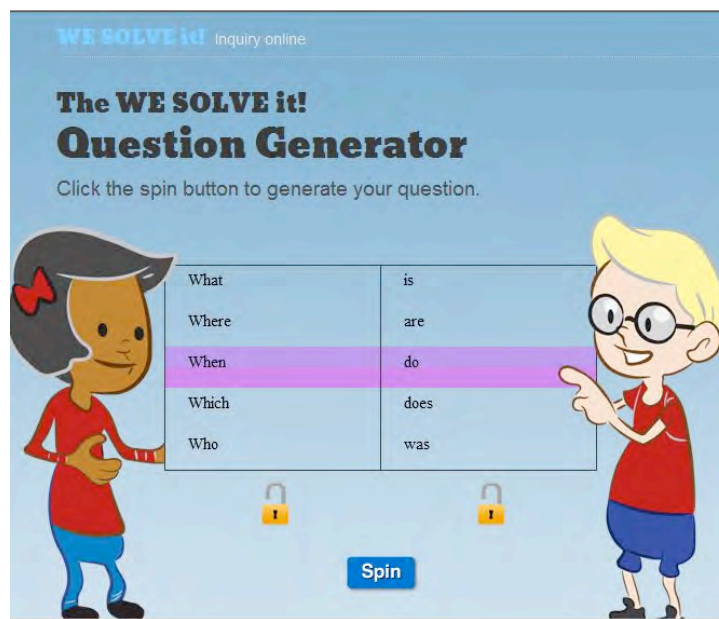
Figure 3: Question Generator - http://wsi.slav.vic.edu.au/question-generator

The question generator, see figure 3, is online and available to anyone. It is aimed at primary school age children but could be used successfully at higher levels. It was developed as part of a project to expand the questioning ability of students in direct response to documents promoting the critical and creative thinking capability of the Australian curriculum. Students can lock in either the first or second word of their question and spin the wheel/s to generate a range of question beginnings. This fun and engaging tool clearly demonstrates to students the variables available when creating questions and pushes them to explore how different questions affect results. These are important skills within the realm of critical and creative thinking and the creation of the Question Generator demonstrates how state professional associations are producing material that support and enrich the new curriculum.

The second initiative, which I would like to highlight here, that the School Library Association of Victoria has been involved in is the VCE (Victorian Certificate of Education) Advantage Merspi YouTube channel. This service includes a number of videos on a range of research related topics that can be accessed anywhere, anytime. Many where created in conjunction with our State Library service and the channel includes videos on power searching, referencing and organising information.

These videos offer a useful tool in responding to the call to have our students think more critically and creatively and are an important support for this capability within the Australian Curriculum.

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It is important that our professional associations take a leading role in producing material such as the Question Generator and the VCE Advantage videos in order to offer support to practitioners and enable us to remain firmly in the discussion surrounding the support and enrichment of the new curriculum.

ICT capabilities

As we find ourselves in an increasingly technologically-able world, the importance of ICT to all learning areas cannot be underestimated. In Australia, as in many other countries, the library service has often led the way in schools in introducing technology.

Technology is now ubiquitous in our schools, across most subject areas, in the way material is presented and assessed, but there is always more we can do to embed technology in learning in a more meaningful and relevant way. As an example of this, I'd like to return to the wider reading program at my own school. We have made a conscious effort to incorporate web 2.0 tools and other software into the way we introduce our wider reading program and assess students wider reading activities and involvement. At all times, the push is to engage with technologies as tools which enhance understanding and appreciation rather than as diversion or entertainment.

Wordle, Photostory, Prezi, Garageband, Audacity, Animoto, QR code creation, Padlet and Pic Collage, to name just a few, have allowed students to respond to texts in creative and interesting ways as part of our reading program. This has allowed us to fulfil the requirements of the English learning area's need to incorporate ICT into classwork. Being involved in this way has allowed us to fully embed the library program for wide reading into the teaching of English. This approach also addresses the general, overarching capability of ICT in the Australian curriculum through effective collaboration between classroom teachers and teacher-librarians.

Ethical behaviour

The teacher-librarian has a crucial role to play within the general capability of Ethical Behaviour. There are many facets to this capability. One is centred on how our students use information and, in particular, how they use the words, images, emails, texts etc., which a technological world places at their fingertips.

There are no quick and easy solutions. The ethical use of information is difficult to enforce. Through our guiding of the research process it is vital that teacher-librarians take a role in ensuring the school community understands how important it is to reuse only what permits reuse, and to correctly cite the material that belongs to others.

In my own school, we have recently felt it necessary to reassert the importance of correct citations and the creation of accurate reference lists for all work produced. To give this refocusing weight, we reproduced our referencing guide, updating the advice on sources of information to include all forms of electronic information and communication, as well as traditional media. This booklet is made available both in hard copy and electronically on our intranet. To give strength to this initiative, the booklet was ratified at a curriculum leaders meeting as the agreed standard for all work produced within the college.

Making such documents agreed policy is an important action if they are to remain relevant. Such recognition gives us 'permission' to both teach, and encourage others to teach, and expect a certain level of ethical behaviour in how information is used. It is important that we take this opportunity to champion this issue and ensure correct procedures are accepted as the school-wide norm.

It is interesting, then, to note that in a newly developed curriculum, Ethical behaviour is worthy of a place among the general capabilities. Ethical behaviour in the Australian curriculum is interpreted much more broadly though, than how we manage information. This

is certainly part of the capability but, by no means, its sole concern. In describing this general capability, the supportive documentation states:

> As cultural, social, environmental and technological changes transform the world, the demands placed on learners and education systems are changing. Technologies bring local and distant communities into classrooms, exposing students to knowledge and global concerns as never before. Complex issues require responses that take account of ethical considerations such as human rights and responsibilities, animal rights, environmental issues and global justice. (ACARA, 2013, p. 100)

As a school library, we have a role to play in supporting these aspects of the ethical behaviour capability by creating and promoting collections that extend and enrich our students' understandings of the world around them, so that they may effectively grapple with complex issues in a fully informed manner.

In moving towards a discussion of the last two general capabilities - the Personal and Social capability and the Intercultural capability – and how our school libraries can support skill development in these areas, I will first consider the ideas of culture and community within school libraries that can underpin these two areas of student development.

Culture and Community

In a discussion of Aboriginal Australia in relation to a particularly important local song called "Treaty", a media commentator, Martin Flanagan, said about culture 'If you leave two people on an island for 12 months, when you return they'll have a culture of shared beliefs, however fragmentary. You can't stop culture from happening. What you can do is play some role in shaping culture' (Flanagan, 2013). A school library is often one of the largest, open spaces in a school. It is a place where a diverse range of students, teachers and other community members come together for a variety of reasons and tasks. As Flanagan indicates, when people come together we create a culture, or a particular sense of community, for that space and time, no matter how fleeting.

School libraries can have a culture of their own. How we create that culture is difficult to discern. Professor Dianne Oberg has said: 'The very essence of the work of teacher librarians – improving teaching and learning – requires that they work within the culture of the school and that they also work to change the culture of the school' (Oberg, 2011); she sees teacher-librarians as change agents. In another article she noted that: 'Teacher librarians are involved in the process of change whether they are implementing a program for the first time, making changes to an established program, or participating in some aspect of ongoing school improvement' (Oberg, 1990). Oberg suggests that a successful school library culture feeds off of and contributes to the overall school culture: 'Teacher librarians need to know, and to promote with others, the principal's view of school goals if they expect the principal's support for school library program goals' (Oberg, 2011).

My own PhD research (La Marca, 2003) clearly indicated that an engaging reading environment, or culture, within a secondary school library is the result of a range of factors including the relationships library staff members form with the school community and the prevailing attitudes of library staff to their own roles and to those who use the library. Other factors such as programs, knowledge base, spaces, collections, and the support of administration also play a role, but attitudes and relationships were shown to be paramount to the creation of a warm, welcoming, supportive and successful reading environment. I suspect that these factors also have a significant impact upon what we might term the overall culture of the school library.

This culture is also built on perception – how our services are perceived by the entire school community. How we build positive perceptions and a supportive library culture deserves closer analysis and research in an ever-changing world. We have moved very far from a 'culture' of silence and stacks in school libraries, but we need more research into what we have, and should, replace it with and how we foster the growth of a positive school library culture.

Howard (2010) reports on research into the impact of the culture of the school on the school library. Howard explored four case studies through which she examined high performing libraries and analysed what similarities there were between the cultures in these schools that contributed towards the operation of the library services. She found three common factors – a collaborative culture, the collaborative leadership style of the Principal and high expectations for the staff and students. The researcher comments that 'this idea of school culture and the relationship to the school library program is a concept that is not often addressed in the professional library and information science literature today' (Howard, 2010, p. 2). One might also argue that more could be done to research the vagaries of a specific school library culture and how it might differ from, or feed off of, the school culture within which it sits. What enables a library staff to create, maintain and extend a successful school library culture? More research is needed, particularly in light of recent work in the area of participatory culture and the impact of technology on all aspects of learning and space design in recent years.

Participatory culture
The school library service I work within is inclusive, active, and interested in the community within which it works. We are constantly seeking ways to engage our students with information and in experiences that will enrich their learning – creative play has been a recent focus. These changes are monumental if one considers school libraries of a few decades ago, and we are not alone. Bagley, in discussing the recent Makerspaces movement, claims: 'Libraries are places of community engagement. Recently many libraries have begun to develop spaces for design and activities that both teach and empower patrons' (Bagley, 2012).

Jenkins, Purushotma, Weigel, Clinton, and Robison (2009), in discussing the new digital media world and how we assist young people to navigate that world, emphasise the idea of participatory culture, which they define as one with:

> 1. relatively low barriers to artistic expression and civic engagement,
> 2. strong support for creating and sharing creations with others,
> 3. some type of informal mentorship whereby what is known by the most experienced is passed along to novices,
> 4. members who believe that their contributions matter, and
> 5. members who feel some degree of social connection with one another (at the least, they care what other people think about what they have created) (Jenkins et al., 2009, p. 6).

This same definition could be used to partially define a participatory culture within a school library setting (Plemmons & Barrow, 2012), as we encourage learners to engage with learning and information and to build community.

School libraries also offer a safe haven, a place of inclusion and exploration, facets of school library culture that we should celebrate and champion.

This very brief discussion of culture and community within school libraries is constructed to create a link between the culture of the spaces we create and how a school library supports the last two general capabilities of the Australian curriculum.

Intercultural capability

The sub-headings for the Intercultural capability are:

- Empathy
- Respect
- Responsibility
- Recognising
- Reflecting
- Interacting

I would argue that the school library ably addresses these areas of student growth and skill development in three important ways.

Firstly, in the culture we create within our school libraries. Leading by example, we foster inclusion and respect, creating an environment in which reflection and interaction are paramount.

Secondly, a key role of the library is to provide and support the use of varied collections of all kinds. These collections play a key role in enabling students to learn empathy and respect through the knowledge of others and themselves that information and discussion brings. How we, as teacher-librarians, promote and teach, using these collections, is a very important part of improving our community's cultural understanding, as is how we curate materials of all kinds for classroom study, offering balanced views and quality information to both teachers and their students.

The third way we impact upon culture is through the wonderful library spaces and programs we provide that encourage reflection, interaction and respect. School libraries should be a home for all kinds of cultural activities - literary events, guest speakers, a meeting place for clubs and groups and a display space for student work - all of these aspects of the library role make it a key element in the culture of any school community and a key player in supporting, and enriching the various facets of the intercultural general capability.

Personal and social capability

Similarly, school libraries play an important role in the skills outlined to be learnt in the Personal and Social capability of the general capabilities of the Australian Curriculum.

The sub areas of this capability:

- Self-awareness
- Self-management
- Social management
- Social awareness

School libraries, first and foremost, provide a culture that supports and enriches each of these areas. For many students, the school library is a step beyond the classroom where personal skills and social interactions, rather than content, take a front seat. Where students of all ages meet and interact and where cultural, literary and creative maker activities build upon classroom learning. In many cases, these interactions within library spaces emphasis the individual and their choices about how they socialise with others in like-minded groups, either formally or informally.

In school libraries, the ways we interact with students model behaviour, encouraging social management and social awareness. Most importantly, in the collections, spaces and

opportunities we provide we play a role, with all teachers, in extending our students' personal and social skill development.

Conclusion

Clearly, the new curriculum embodies skills and ideals we want for all our students. I have demonstrated a role for the teacher-librarian in our new curriculum, a role we must embrace and explore to our advantage. The general capabilities offer us wonderful opportunities to advocate for, promote, and extend our services to the school community, whilst clearly embedding all of our actions in accepted curriculum directives.

Whilst all subject areas are mapping their current curriculum against these new curriculum directives, school libraries are in the position to embrace the new general capabilities as an area of high relevance to school library services and to make them their own.

Despite this discussion being about the curriculum of one particular country, I feel strongly that the message and approach relates to all school libraries throughout the world. To remain relevant, we must embrace current directives, carve out a significant and crucial role for our programs and, above all, offer relevant and inclusive services that enrich and extend the learning of our students.

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Biographical note

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Susan has edited six texts in the field of teacher-librarianship including *Rethink: Ideas for Inspiring School Library Design* (SLAV, 2007), is the co-author of *Knowing Readers: Unlocking the Pleasures of Reading* (SLAV, 2006) and wrote *Designing the Learning Environment* (ACER, 2010). Susan also co-edited *Things a Map Wont Show You: Stories from Australia and Beyond* (Penguin Books, 2012).

eGaming? Seriously! for Information Literacy

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Abstract

Schools and libraries are considering the incorporation of egaming because of its attraction to youth and its potential benefit for instruction, developing information literacy skills, and facilitating academic success. Although egames are played by most youth, egaming has gender-linked properties, particularly in novice gaming practice. School libraries are uniquely positioned to provide resources and services to insure gender-equitable gaming experiences: gaming periodicals, opportunities to select and review games, collaboration with classroom teachers, and game development. The emerging trends of casual gaming, mobile egaming, and gaming design offer opportunities that attract an ever broader range of students, which teacher librarians can leverage in their services.

Key Words: Egaming, gaming, school libraries, information literacy, mobile learning

Introduction

Gaming in school libraries? Be it board games or computer games, such activities have drawn great attention in the professional field. The American Library Association now has a gaming round table (http://www.ala.org/gamert), which sponsors events and shares resources about game programming in libraries. Where K-12 settings used to ban any games on the Internet and eschewed collecting game guidebooks, teacher librarians (TL) are now reconsidering their policies, holding gaming tournaments, and locating core gaming collection lists to help them purchase viable titles and even equipment (Nicholson, 2007). Not every school library is jumping on the band wagon, but the library world is certainly talking about gaming as evidenced in the American Association of School Librarians (AASL) September 2011 issue of its journal *Knowledge Quest,* with its theme of educational gaming.

Just a couple of decades ago, these same school libraries were addressing the issues of cardboard games (Levine, 2006). Of particular interest now are egames: video, console, and computer games, although those physical board and card games have experienced as resurgence as well. The movement of "gamification" has impacted educational practice overall with its focus on using game theory and game mechanicis to engage learners (*Horizon Report*, 2012).

For this paper, the term "egaming" will be used to differentiate these electronic forms of games from their more traditional print counterparts. While egames technically predated web 2.0, the convergence of Internet interactivity and increasingly popular MMORPGs (Massively Multiplayer Online Role Playing Games) has led to an almost inevitable consideration by TLs. Rather than fight the technological flood, TLs are trying to figure out ways to embrace the phenomenon. A certain "cool-ness" factor has played a part in this endeavor to show that school libraries can provide recreational options as well as academic. Some TLs "translate" egaming skills into information literacy skills to help students bridge life at school and at home. Furthermore, as

education is increasingly incorporating serious games (that is, games that are not developed with the sole intent of entertainment, but also have educational or other communication objectives), TLs have an opportunity to collaborate with classroom teachers to locate and use serious games effectively for academic success.

Background

As noted above, egaming includes a variety of digital formats: video, console, portable game devices, cell phone, and computer-based. Additionally, several genres of games exist. In their study of teen gaming, Pew Internet & American Life Project (2007) classified fourteen genres that teens play in order of preference: racing, puzzle, sports, action, adventure, rhythm, strategy, simulation, fighting, first-person shooting, role-playing, survival horror, MMOG (massively multiplayer online game), and virtual worlds.

Current Egaming Practice

At this point, egames have substantially penetrated U. S. households, particularly since almost any device with a screen can support egames, A 2013 Pew Internet study indicated that 93 percent of teens go online, over ninety percent have access to computers at home, and three-quarters access the Internet on mobile devices (Madden, Lenhart, Duggan, Cortesi, & Gasser, 2013). As far back as 2001, the National Institute of Media and Family found that practically all children either played egames or knew someone who did. The 2008 Pew study on video games and teens found that almost all teens play egames, that half played "yesterday." Usage by format was: 86 percent played on consoles, 73 percent played on desktop/laptop computers, 60 percent play on a portable gaming device, and 46 percent played on a cell phone or equivalent. The Civic Engagement Research Group study on teen gaming found that 97 percent played video games, about three-quarters played weekly, and a third played at least once a day. Moreover, eighty percent play at least five genres of games. The largest growth was seen in casual gaming and mobile use.

Gendered Egaming Practices

Gender plays a role in youth's gaming activity, mainly among novice teen girls. In her synthesis of gender issues in gaming behaviors, Agosto (2004) asserted that as girls enter adolescence their egaming activity drops in frequency. More specifically, Agosto found that teens start to explore their sexual identity, and egaming connotes masculinity, even in light of women gamers. In addition, Cooper and Weaver (2003) claimed that males and females tended to master egames differently. In terms of the physical experience, boys enjoy mastering complex hand-eye coordination itself, while girls prefer to focus on concrete goals; if the navigation protocols are difficult to figure out or distract from achieving the goal, girls are likely to walk away from the egame. On the other hand, Forsell (2008) observed that when girls find satisfaction accomplishing a gaming goal, they will continue to game, just as boys do; however, if girls have negative first experiences, they are less likely to become successful long-term gamers. Successful gamers of both sexes enjoy the sense of community and socialization, like to compete against themselves or to meet a goal, and like to explore virtual environments (Moline, 2010;Taylor, 2003).

Mobile devices seem to be more inviting and less threatening for girls, and girls play egames on these smaller devices eagerly, as seen as far back as a 2001 study by Schaumburg. The researcher found that girls' ability and self-confidence increased more than boys did because girls had time to practice regularly in school with this equipment. In explaining this phenomena, Hooper, Fitzpatrick and Weal (2007) asserted that girls were more likely than boys to initiate discussion and sharing of information, the features of mobile devices assist multiple perspectives and relationship-rich learning. These studies point to the benefits of supporting mobile

devices in school settings, such as the library, in order to offer a non-threatening way to experience egames.

Choice of Egames

U. S. computer and video game software sales topped 16.6 billion dollars in 2011, with another eight billion dollars spent on hardware and accessories. Over a thrid of the games were rated E for Everyone, and only a quarter were rated M for mature (Entertainment Software Association, 2012). Youth have tens of thousands of titles to choose from. When exposed to a variety of game genres, boys and girls preferred adventure games overall. Likewise, both sexes enjoy role-playing games (RPGs) and simulations such as Final Fantasy (Square Enix) and Sims (Electronic Arts). These genres actively engage students, provide both textual and visual cues, often require collaboration in order to accomplish a task, often demand clear communication, can facilitate problem-solving skills, provide immediate feedback, and foster attention to detail (Gros, 2003). Physical games such as Wii and music-related titles also engage both sexes as they leverage kinesthetic learning style and reinforce personal improvement (McCann, 2008). Joseph and Kinzie (2005) identified five gaming modes that middle schoolers enjoyed: active, explorative, problem-solving, strategic, social, and creative.

Several studies explored the kids of egames that girls enjoy – or shy away from. Most egame motifs tend to be competitive, and many are combative, both of which stress girls but help boys manage anger (Lucas and Sherry, 2004). Nor do girls like intense problem-solving or high-stakes risks; they would rather explore an open-ended setting (Hayes, 2005). In Kafai's 1996 study, girls self-reported that ideal games have user-friendly interfaces, are challenging yet fun, encourage goals that can be quickly accomplished using logic, foster relationships, and mesh concrete characters and locales. Graner Ray (2004) asserted that one aspect of gaming that bothers females in general is the appearance of the characters or avatars, which tend to reflect masculine stereotypes, and feature fewer female variations. For that reason, girls tend to favor animal characters. It should be noted that the presence of "pink software," games targeted to girls, often reinforce female stereotypes (John, 2009). In addition, the concept of girl games itself raises the issue that such games are not the norm, the default option, thus marginalizing girls.

Casual games constitute a special subset of egames; they are used to relax, socialize, or achieve goals or challenges, and are seldom violent. The gaming industry has increased focus on developing these games for mobile devices. These platforms dictate the egame characteristics: constrained and low-resolution graphics, minimal text, easy to learn and basic controls, little set-up, and consumable in a short time period. Females make up the largest segment of mobile casual gamers (Entertainment Software Association, 2012).

Because of the nature of most egames, and girls' less frequent gaming behavior, girls are likely to be disadvantaged if egames are summarily introduced into school library settings (Agosto, 2004). Furthermore, according to the 2000 study of the American Association of University Women, if girls do not use computers by sixth grade, they are likely never to pursue science or technology. Therefore, TLs need to pay attention to individual students' experiences and interests if they are to insure that egaming is to benefit the school community. Fortunately, the gaming gender gap is closing; instead, TLs can focus on incorporating egames that either appeal to both sexes, or providing choices of games that speak to individual interests and needs.

Benefits of Egaming
Certainly, egames attract and engage youth, sometimes even to the detriment of academics. On the other hand, egames reflect 21st century literacy skills: information literacy, multimedia manipulation, creative problem solving, collaboration, and effective communication (Gee, 2007; *Horizon Report*, 2012).

In terms of learning theory, gaming as a learning mechanism is usually associated with activity theory. The basis of activity theory posits a relationship between a subject (person) and an object, with mediational means. Tools also mediate between the individual and the larger culture. Vygotsky and Luria (1994) focused on analyzing tasks that required the use of a goal-directed, mediated/cultural process. Leontev (1978) viewed activity on three levels: the activity itself, the level of actions, and operations (which tended to be "automatic" or fluent). Engestrom (1987) expanded this model to acknowledge the collective nature of human activity. Good game designers follow Vygotsky's zone of proximal development: providing a challenge (not just routine operations) that can feasibly be met (i.e., the outcome is doable), and that build on community effort.

In sum, games offer a rich learning environment in which to explore and achieve specific goals (*Horizon Report*, 2012). The following activity theory-based characteristics of gaming inform teaching and learning:
   • use of fixed, equitable rules
   • clear roles and expectations
   • internally-consistent environment where everything is possible
   • clear goals within a rich context that gives goals personal meaning and relevance
   • opportunities to explore identities
   • cognitive, affective, and social engagement
   • (usually) multiple ways to achieve them through constructivist strategies
   • specific, timely feedback
   • sense of control and personal investment
   • situated learning
   • sense of reward for effort, including trial and error
   • structured interaction between players, and between players and the game
   • opportunities to develop imagination
   • blend of cooperation and competition (DeKanter, 2005; Deubel, 2006; Gee, 2007; Sanford, 2008; Simpson, 2005; Squire, 2006; Lee & Young, 2008).

It should be noted, as with other tools, egames of themselves will not guarantee effective learning. Egaming, specifically game simulations, incorporate gaming design into the knowledge building process rather than simply providing a way to organize information (Halverson, 2005). This kind of structural interactivity may be intimidating to teachers, who must overcome a "certain fear factor" in order to embrace video games in the classroom (DeKanter, 2005). Squire (2006) showed that many students find games more difficult than school; contemporary pedagogical practice creates "learned helplessness" by providing students with short, solvable problems with all information laid out. Game-based learning, on the other hand, begins with failure; students must build skills and knowledge over time by accessing new information, evaluating circumstances, and through practice (Gee, 2007; Squire, 2006). On the other hand, some educators welcome a learning approach that actually acknowledges the benefits of failure (*Horizon Report*, 2012).

Games in School Libraries

School library mission statements most often include support of the school and district's curriculum initiatives, promotion of a love of reading and learning, providing access to quality resources, and developing efficient and effective users of information. In carrying out these missions, TLs are increasingly reaching out to their audiences more pro-actively, meeting them on youth's territory. TLs are trying to encourage non-traditional reading matter, such as graphic novels, elevated from their less valued comic book status. Likewise, gaming books have been successfully incorporated, and some TLs are providing egame access, hoping that youth will choose positive participatory leisure habits, including selected egames such as Dance Dance Revolution (Konami), Minecraft, and City of Heroes (NCsoft) (Neiburger, 2007). Especially as gamification is making inroads into educational settings, there is a need for more school library programs to reflect the ways in which exemplary school programs are using students' recreational interests to develop skills that will transfer to academic achievement, engage them in the school community, and encourage them to pursue information for personal gain and enrichment.

In a survey of 78 school libraries, Nicholson (2008) found that while 51 percent allowed web-based games on library computers, and 37 percent allowed locally-installed games to be played, 33 percent allowed no games at all in the school library. The school libraries participating in Nicholson's study had a wide variety of goals for their gaming programs, including: attracting new patrons, serving existing patrons, creating a school community hub, recognizing the cultural significance of games, allowing users to hone skills, raising funds, addressing new literacies, and keeping patrons occupied.

Jenny Levine's 2006 case study of a Downers Grove High School gaming event (which included board games as well as video games) showed that, for students who do not value the traditional services of the school library, gaming events provided a way for them to reconsider the library as a place that offers series that are sensitive to their personal worlds. In many cases, library patrons who show up once for a gaming event return to the library later for other non-gaming services (Nicholson, 2008). Neiburger and Gullett (2007) pointed out that gaming events at the library can offer players benefits that are more positive than could be experienced at home, thus making a social event out of their video game consumption, and potentially providing them with a community to which they can belong.

Student gamers already belong to an affinity space, defined by Gee (2007) as a space where people interact because of a common endeavor. Student gamers interact while playing egames; by reading gaming magazines, blogs, or websites; by discussing games; by drawing gaming characters on their notebooks; and by making references to games in classroom discussions. In addition, gaming opens communication between teachers and students (Simpson, 2005). When students are allowed access to egame-related services in the library, they are entering a portal to their egaming affinity space where they can interact, socialize, learn, and contribute to a larger information-based community (Gee, 2007).

The library can serve as a curriculum neutral yet resource-rich physical space where the entire school community can interact based on common interests. To that end, school libraries can optimize the physical library facility as a gaming affinity space in several ways:
  • providing enough space at each computer station to allow two people to sit together
  • allowing students to play games that build on social interaction, such as RPGs

- offering a online venue to play RPGs so that gamers of different ages and sexes can interact safety and anonymously
- providing a venue for reviewing egames and sharing egaming experiences
- providing gaming-related information via the library web portal (e.g., under "new books," "reviews," "webliographies," "local resources")
- providing a venue for designing egames.

Choosing Games

Developing the library collection to include the recommended gaming resources offers another point of access for students to gain entry to the library's wider services. The following recommendations can help TLs develop the library's egaming collection:

- Add console-specific 'official' gaming magazines to the periodical collection
- Add gaming strategy guides to the general collection
- Add student-created content, such as game reviews, to the library website
- Add game-related displays that include game art, game-related fiction, and information about careers in gaming (girls can participate in this endeavor by suggesting resources, writing reviews, and creating displays).

Some games are for enjoyment alone, which is fine, but libraries are more likely to invest time and money in serious games, those that have other purposes than entertainment, since the library's collection needs to support the school's curriculum first and foremost. Fortunately, many commercial off-the-shelf (COTS) game satisfy that requirement. Several game publishers focus on the K12 market: Riverdeep's family of brands, Leapfrog, Scholastic, FableVision, and Brighter Minds Media. It is important to note that in order to be engaging to students, games should be both fun and interactive. Several good bibliographies serve as starting points for selecting games:

http://gaming.ala.org/resources/index.php?title=Main_Page
http://www.socialimpactgames.com
http://www.gamesparentsteachers.com
http://www.clrn.org
http://seriousgames.ning.com/
http://www.gamesforchange.org/
http://guides.masslibsystem.org/content.php?pid=338752

TLs might also consider acquiring game-creation application software, which is another method that classroom teachers have been using to foster literacy. When students create their own egames, they ramp up their own skill set, drawing upon their knowledge of egaming protocols and applying them to new settings (Tang & Hanneghan, 2011). With the expansion of mobile gaming, apps for creating even more m-games are starting to appear. Daley (2011) detailed the engagement and success that the school library's teens experienced when creating games using the programming tools Scratch and Alice.

Information Literacy and Gaming

Seeing the library as an access point to a gaming affinity space provides an opportunity to engage students in the practice of information literacy skills, specifically. Parallel to information literacy, games establish an information goal, require the user to locate resources, evaluate them, and move towards the goal by using found information (Simpson, 2005). Students involved in gaming must actively participate in decoding and manipulating language as they play the game Prospero's Island (MIT), for instance (Squire & Jenkins, 2003) and to other highly involved games such as

Civilization (Take-Two); the games act as a gateway to the search for further knowledge on a particular subject.

Egames require the use of information tools, collaboration, and trial and error (Simpson, 2005; Squire & Jenkins, 2003; Gee, 2007) as well as promoting constructivist learning environments (DeKanter, 2005). Egames provide contexts for peer-to-peer teaching and emergence of learning communities (Squire & Jenkins, 2003); students consult peers and guides (print and non-print) to help them be successful in their gaming efforts. Nicholson (2008) noted that games promote critical thinking skills, logic, and planning: all components of information literacy, if not traditional content-area curriculum. Students involved in gaming may access hints, tips, codes on the Internet, post reviews or experiences, or create game-related drawings (Prensky, 2006), all of which require a variety of information literacy skills. Acting at a higher level of information literacy, Gee points out that players start to overtly realize that their choices in their gaming reflect their behaviors in real life, and they begin reflecting on and questioning those real life choices (Gee, 2007). Gamers also enable youth to gain expertise in learning in informal educational settings (Moline, 2010).To the degree that TLs can explicitly align egame functions with information literacy, girls will see the academic "pay off" for egaming involvement.

Information literacy is in many ways aligned with gaming literacy, and the library program can offer instruction and guidance, both formally and informally, for students already involved with these literacies. To embed information literacy into gaming activities in an informal manner, the library program should provide students regular opportunities to collaborate in order to produce shared information about games, such as Frequently Asked Questions, game reviews, and game guides published on the library website. Such sharing of information benefits girls in particular because it builds on their language/communication strengths, and gives them an opportunity to become experts, which can raise their self-esteem.

Egames and Library Instruction
Instruction can intersect with egaming in a couple of ways: 1) linking personal egaming interest and skill to information literacy; 2) incorporating egames in learning activities; and 3) using egaming elements in instruction.

TLs seldom teach extensively as an independent teacher; they are more likely to teach one aspect of a class project, such as evaluating sources or organizing information. When serious games are incorporated into the curriculum, TLs can collaborate with the classroom teacher throughout the instructional design process:
- evaluating, selecting and testing appropriate games to meet specific student learning outcomes
- addressing technical issues associated with the game (e.g., installation, licensing, networking)
- determining and addressing pre-requisite skills students need to use the game successfully
- determining when and where (including the library) students will play the game
- incorporating information literacy into gaming activities (e.g., search strategies, evaluation of information, researching the game content context, communication of information)
- developing learning activities that link with the game (e.g., assuming roles, journaling game play, collaboration)
- assessing student learning in consort with gaming (Van Eck, 2008)

TLs can also conduct research for the school on serious games and curriculum integration, and present the findings at curriculum development meetings and in-service development sessions.

TLs usually do not have the luxury of spending several periods over a week or more on an extensive game. However, casual games such as word games or reference-related games might be successfully incorporated into a library lesson. Moreover, the elements of gaming—such as exploratory activity, collaborating with peers, and situated learning—can comprise much of library instruction.

Regardless of the level of instruction, current practices need to change to accommodate gaming students. To make the transfer of learning more effective requires that educators find out how students spend their time outside of school hours and how they self-identify their literacies (Alvermann et al., 2007). For example, students may be seeking information and problem-solving within the community but may be bored at school, seeing no relevance in what or how they are being asked to learn. By "translating" egaming behaviors such as asking expert advice or persevering until success is achieved into academic competences, TLs and other educators are acknowledging and leveraging students' personal expertise as it applies to their formal learning environments.

Library Issues in Egaming
Even though egaming can benefit the school community and draw more students in the library, integrating egames in the library program can be problematic. On an administrative level, TLs must determine the place of egames within the library program as a whole. How does egaming contribute to the library's mission, and how does it align with the school's charge? TLs might not have the funding to acquire the needed equipment, or may be questioned about their spending priorities if they buy a Wii system instead of a laptop computer or encyclopedia. To solve this problem, TLs sometimes borrow systems from public libraries or school community members. They seek material donations and apply for grants, such as the American Library Association's gaming initiative.

Allocation of resources extends to the games themselves. In that respect, online games are more attractive for several reasons: no software is involved to be installed or maintained (or stolen), more students can access the game simultaneously, equipment is usually already present, and Internet connectivity is usually in place. With the explosion of free mobile device applications (apps), TLs might consider creating a webliography of curriculum-related apps that school community members could download. Of course, such file transfer has to comply with school technology use policies and procedures.

Nevertheless, Egaming speaks volumes about youth. It also signals a need to systematically gather data about the incorporation of egaming in school libraries to determine its impact on learning and personal growth. Egaming can address student awareness of and affinity for information literacy skills related to collaboration, pursuit of personal interests, evaluation of information, and information sharing. Existing egaming practices provides the library program a point of entry to engage students in leveraging their personal skills for academic success.:

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Biographical note

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School Librarian's Role Redefined: An Amazing Experience of Life Skills Teaching

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Abstract

School librarian plays the role of a resource advisor, literature search expert, life coach, etc, Apart from maintaining an efficient collection and providing effective information services, the librarian contributes significantly to students' holistic development. This paper shares the experiences of a librarian who had the opportunity to teach life skills in her school. Simple strategies were employed using literature as a tool which helped in building a bridge between students and resources. Success stories of a few students using library programs have been listed. The approach to deal with students emotional issues using the concept of bilbiotherapy which has been justified on the lines of Ranganathan's laws of library science, has been discussed. Librarian's efforts to instil in them the essential life skills needed to traverse the journey called life are outlined.

Keywords: Life skills, school librarian, library programs, bibliotherapy, student achievement

Introduction

Present day school librarian dons many a hats - that of a resource advisor, literature expert, life coach, etc. The job profile is being redefined due to onslaught of information, communication and technology. The management, the teachers, students, parents - every stakeholder in the school environment has a lot of expectations from the library and librarian. Apart from maintaining an efficient collection and providing effective information services, the librarian plays an active role in school committees, takes responsibilities in organizing events for the school and contributes significantly to students' holistic development.

This paper is the result of the experiences of a librarian who had the unique opportunity to teach life skills in her school. Simple strategies were employed to impart life skills, using literature as a tool. It also helped in achieving the mission of the library - that of building a bridge between students and resources. It was a wonderful opportunity to understand and communicate with adolescent students, thereby shaping their assumptions about the world using varied resources available in the library. As a profession, librarianship is directly related to active listening which is a major tool to understand how adolescent students feel, express and seek guidance. The librarian's approach to deal with their emotional issues using the concept of bilbiotherapy has tremendous influence on shaping up their personality and instilling in them the essential life skills needed to traverse the journey called life.

Overview of 'Life Skills' in Indian Schools

Life skills have been defined as "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life" [CBSE]. Life skills are taught in Indian schools under various names like Moral Science, Value Education,

etc. Most of these sessions are guided by textbooks which introduce various values necessary for leading a good life. They are elaborated with supporting stories or poems. Of late the Central Board of Secondary Education (CBSE) in India has introduced life skills in schools with the goal to capture the true essence of adolescence. The circular issued by CBSE states, "Adolescence is a time of immense creative energy, self-discovery and a desire to explore the world. Children can be fraught with feelings of isolation, loneliness and confusion. Lessons in life skills help in the holistic development of children and its significance cannot be ignored."[Express India, 2008]

Introduction of 'Integrity Club' for imparting life skills
Along with teaching life skills as a compulsory co-scholastic subject, the CBSE had also asked all its schools to set up an 'Integrity Club' to sensitise students on the importance of upholding high values and life skills. It had issued a circular asking the schools to introduce 'Integrity Clubs' based on the model developed by Airports Authority of India (AAI) and adopted by Kendriya Vidyalaya Sangathan (KVS) in its schools. The circular stated that the clubs would be designed as community groups for cultivating "human values among students by means of organising games, activities and workshops in schools". [CBSE]
So the author's school has honoured the suggestion and initiated the Integrity club called, **A**dani Vidya Mandir **I**ntegrity **C**lub (A.I.C.) to support the teaching of life skills. The Vision is "**A**dani Vidya Mandir **C**onscience **K**eepers (A.C.K.) will guide the entire human race to lead an ethical life". The mission is "A.C.K., an embodiment of life values will motivate their fellow schoolmates, their family members and the whole community to imbibe the essential values and build a value based society to become a progressive country with a strong ethical base". The Strategy adopted for fulfilling the vision and mission is "Adani Vidya Mandir Community learns life values in a play way method and become embodiments of values by integrating these values in their lives every day". The club has its own logo, a mascot and song to encourage the students to be members. It conducts a series of activities like nature walks, heritage walks, visits to monuments, old age homes, poster designing competitions, etc. apart from role playing, enacting, etc. According to the model, IC is set up in the school as a 'community group' consisting of students from classes VI to IX in the age group of 11-16 years. ICs should work on inculcating 12 basic values, which include integrity, love, patriotism, compassion, tolerance, secularism, unity, simplicity and honesty. [Times of India, 2011]

Strategies
With CBSE placing so much importance for life skills as a co-scholastic subject in schools, it was with great apprehensions that the author accepted and wondered whether as a librarian, she could handle this portfolio.

But classes' third to eighth had specific textbooks to teach life skill topics it was relatively easy. In these classes, each topic or value elaborated in their textbooks was linked to life skills adopted by the Integrity Club. Initially students were given case studies pertaining to the topic wherein they had to form groups and research using the 5W1H method. Then they had to present the problem and solution of the given case study as discussed and interpreted by their group. This exercise in itself inculcated in them the interpersonal skills as well as problem solving skills. Then the lesson and the value contained in it was explained to them connecting to the case studies they shared. Some values would be approached through the method of creative thinking wherein the students would prepare posters to convey the importance of imbibing that particular value. At times fairy tales, folk tales, biographies would be given as resources for understanding a particular life skill and then students would come up as groups and enact the stories or scenes of the stories or a person's life.

But the challenge was in teaching classes ninth and tenth, where there were no specified textbooks. For the past two years, the school had encouraged the UNICEF, UNESCO and

WHO listed ten core life skill strategies and techniques namely problem solving, critical thinking, effective communication skills, decision-making, creative thinking, interpersonal relationship skills, self awareness building skills, empathy, and coping with stress and emotions as the ones the school as a whole should focus on. [UN Office… Module 7 Life skills] Again repeating them would have been uninteresting to the students. Thus an exclusive syllabus was designed integrating the above said life skills and the Integrity Club adopted values for teaching life skills. Each topic of the syllabus would take around two to three sessions each of forty minutes duration, to complete. For the students of these classes, different teaching techniques were tried. After an initial introduction of the topic through a story, or an article, the topic would be open to the students to discuss and prepare a common mind map. This was very helpful as students were pleased to share their views. Then their inputs would be summarized and elaborated with lot of supporting anecdotes. The next session consisted of role playing, debating or brain storming, creating messages in the form of posters, mind maps, wordles, etc. and putting them on display. The last session would comprise of a written assignment to get an insight of their understanding.

Assessment
The assessment for classes' third to eighth was based on the pen and paper test conducted twice in the academic year. The assessment for classes ninth and tenth included allotment of marks on the basis of their general attitude in school, seminars based on the life skills imparted and folder of assignments. General Attitude of the student included their classroom behaviour, interaction with their peers and teachers, caring for school property, following rules and zeal for learning. The folder of Assignments was marked on the basis of timely submission, completion of assignments, content, presentation, reflection of the understanding and exhibiting their creativity. For seminars, teams of five to six members were formed and the work was distributed. All teams worked on the topic chosen by them and presented it to their peers. They also designed a poster which contained quotes, stories along with drawings, which was supplemented with a paragraph about their understanding on the topic given and a message they wanted to convey. Here the students were evaluated on the content, relevance and overall presentation of their seminar topic.

Life skills: Foundation for students' success through Library programs
Indians consider knowledge as an important component of their value system. In the school, library is considered as the 'Temple of knowledge', an abode of Saraswati, Goddess of Knowledge and the Arts. She is supposed to convey the message that "Knowledge helps man find possibilities where once he saw problems." The students from day one are oriented that they will respect the place, take care of the resources and make right use of the knowledge gained. Whenever they come for literature search, they are taught to give right credit to the resources and authors they refer. Ethical use of information is an essential life skill, stressed right from lower classes to the teachers too.

The students' scholastic and co-scholastic achievements can be increased to a great extent if there is distinguished participation of all the stakeholders of the education system. The parents, as well as the educators should be exemplary in their conduct and role. Thus, school librarians have a role to play apart from managing the library operations efficiently. They should be embodiments of values and should extend their expertise to all those activities which increase students' achievements. Below are some of the experiences shared by the author regarding the library's direct involvement in creating a few success stories of students and successful coordination of some events.

Organizing Skills: 'Bhaskar Champs' Scrap Book Activity
Our school's primary focus is excellence in academics and thus efforts are made to integrate as many academic skills as possible. Students are encouraged to participate in many in-house and external events to pick up skills. The librarian's organizing skills were put to test

when assigned to coordinate 'Bhaskar Champs' a scrap book activity conducted by Divya Bhaskar, a leading national daily. This activity emphasised research and organization skills in students. Fifteen students participated in this activity wherein they had to collect information about given topics from newspapers, magazines, books, Internet, etc and make a scrap book. All the students' works were exhibited in a city hall. Scrap books of three students, were selected for exhibition at the national level in the capital city, New Delhi.

Literacy Skills: Budding Author
Librarian as a part of the information literacy activity, encourages students to write articles, stories, etc for their school newsletter, children's newspapers, etc. by giving them the required guidelines, research material, etc. One such effort resulted in one of the student's story 'Monopoly can wait' getting published in the internationally acclaimed Chicken Soup series, namely 'Chicken Soup for Indian Teenage Soul – teens talk relationship'.

Non bias approach: NASA experience
The school announced that one student from our school would join a group of students who were chosen for a free sponsorship for a prestigious Educational Programme to the US space agency, NASA. The process of choosing the deserving student was left to the librarian with the thought that she reaches out to maximum number of students and there would be no bias in the selection. To justify the selection a test designed by the librarian was conducted based on NASA and space technology for students of classes eighth to tenth. The student with the highest score was chosen. During one of the interaction, he expressed his inability to overcome shyness in groups of students. The librarian put aside some time and coached him as to how to be confident, learning focused, and a brand ambassador of our state apart from providing relevant resources to understand space technology, NASA, United States of America, the weather, culture, food, etiquettes, etc. When he returned and talked to his peers about his experience at NASA, he also shared that books are his best friends and they shaped him into a better person!

Inculcating Concern for Environment as an essential life skill
Caring for our environment is one of the most important life skills for the 21st century students. The school took part in the rally on the occasion of 'World Forestry Day', organized by Adani Foundation in collaboration with municipality schools. The library had the opportunity to coordinate the event. Students researched the topic of forests, their conservation, etc, made information pamphlets and distributed to all those who participated in the rally. They also made green crowns, badges, cloth posters, etc to show solidarity for the cause of conservation of forests and gave a power point presentation to create awareness to students in the school. Around one thousand students from various schools of the city participated in the rally. The mayor of the city along with the school trustees took part in the tree plantation ceremony and flagged off the rally. The students under the guidance of the librarian put up a moving tableau on a camel cart wherein they enacted plays to show how in Indian culture, trees have a special status.

Empowering students to be 'Change Makers'
Design For Change (DFC) is a global movement designed to give young people an opportunity to express their ideas for a better world and put them into action, initiated by a local school in the city in 2009. **.** A team of five students with the librarian as their mentor took part in this contest with the initiative titled '**Taking Bullying Head On In Schools'.** 'Think, plan and act' was the strategy for the whole project. Evidence was collected in the form of real stories, case studies, etc which was presented in morning assemblies. Few students came up with comic strips of bullying and cartoons of bullies. Efforts were made to reach the roots of such bullying problems through mind mapping. Some students reframed famous quotes to stimulate their peers. A brainstorming session was conducted to address the queries. They designed student friendly 'Frequently Asked Questions'. Finally they framed a set of code of conduct for different areas in the school and an anti bullying policy to

combat bullying. This initiative was carried for duration of two weeks and every activity, change and success was documented and presented as dossier. It is a matter of pride that our school's entry won in the 'TOP 66' category at the international level. [DFC, 2011]

Promoting Arts
The school organizes events in such a way that it has to have some learning outcome for the students. Manipuri Dance Performance of a well known Padmashri Awardee in arrangement with SPIC MACAY (Society for Promoting Indian Classical Music and Culture Among Youth) was no different. It began with the library taking an initiative to conduct an awareness session about SPIC MACAY. The students collected literature about the state of Manipur, its dance forms, its musical instruments, its way of life, etc. They collected information about the civilian awards and more in detail about Padmashri awards. Students realised that the Indian Classical Music and Culture is a big movement in which they can be a member and contribute their tiny bit. They researched that folk dances deal with the people, local culture, nature, etc. They valued the importance of team work and coordination while watching the performance. The performance has evoked great curiosity for this art form and students approach mythology and folk literature in the library with great enthusiasm.

Understanding diversity and blending cultures
To give an international exposure to students, our school regularly hosts scholars from various countries and one such guest was a Taiwanese National, on a mission to learn more about Indian Culture while simultaneously sharing the same about Taiwan. The librarian had the opportunity of coordinating the visit. To understand their visitor and her country, the students were encouraged to refer to atlas, Lands & Peoples reference series, travel books and brochures. Story sessions especially on folk tales of China were held. The students accessed the Internet and studied Chinese artefacts and did paintings, paper craft, etc. They looked up for the word "Welcome" in Chinese script and put up the synonyms of the same at different places. They prepared Taiwanese song and dance to welcome the scholar. It was a learning experience for all, in the form of interactive sessions for teachers and students, cultural presentations by students, question and answer sessions for students on various topics, collaborative discussions with teachers regarding lesson plans, awareness about Chinese & Taiwanese culture and focus group discussions.

The above compilations show that it is possible for a school librarian to be proactive, as school libraries have an exclusive collection to cater to the intellectual, social and emotional needs of the students. This leads to the fact that books and knowledge have the power to create positivity and achievement which was the basis for bibliotherapy to be practised in the school. It helps to deal with the negativity and inferiority in some students and channelize their energies. Also, author's personal experience as school librarian confirms that one turns a counsellor, as students have great trust that whatever they share with the librarian will be restricted to the four walls of the library and will not be a discussion point in the staff room with teachers.

An attempt is made here to apply the laws of library science as formulated by Dr S R Ranganathan, the Father of Indian Library Science to support the practice of the concept of bibliotherapy.

Use of Ranganathan's Laws of Library Science as basis for Bibliotherapy
Wikipedia defines "bibliotherapy as an expressive therapy that uses an individual's relationship to the content of books and poetry and other written words as therapy". It is said that, bibliotherapy can assist children in building confidence and self-esteem. It attempts to normalize a child's world by offering coping skills and reducing their feelings of isolation, reinforcing creativity, and problem solving. Despite the limited research on bibliotherapy and its effects, many teachers have shown improved achievement and self-concept.

Bibliotherapy is an old concept in library science. The basic concept behind bibliotherapy is that reading is a healing experience. [Wikipedia]

Children are blessed with the gift of curiosity and imagination- the basic life skills. As adults when we talk to them about various concepts, connections, complexities, etc., they are keen to explore and understand more first hand. The best place we can introduce to them is the library and the resources. Dr Ranganathan's first law **"Books are for use"** implies that every book in the school library can be made use of. Our effort would be to teach students as how make use of books to satisfy their curiosity and fuel their imagination. For instance, the basic principle of our school library is **"Each Resource is an Inspiration in itself"**. So the students are counselled that every resource has a purpose and it can be made use of to suit our requirements. As librarians we excel in identifying the right resources, collecting them, organizing them and giving access. But somewhere we miss the point that we need to motivate our students to use them. Being motivated to gain knowledge is an important life skill.

Young students are happy with life's simple things, but simple things may also upset them easily. As educators we need to look at ways and means to reach out to them and ensure that their issues are taken care of. One such effort would be to encourage them to find solutions to their problems on their own by reading the right books. Thus the second law **'Every reader his or her book'** holds true in the sense that the anxiety of the student to find solution can be provided by helping them choose the right resource. Precise understanding of their need is essential. Bibliotherapy in a school library in simple terms is about the right student reading the right book for the right reason. The reason may be to overcome one's weakness, one's problem, one's anxiety etc.

Resources are reflections of human life, the environment we live in and the various emotions we go through. So the third law of library science **'Every Book its Reader'** affirms that most human emotions and thoughts are addressed in one resource or the other. The only effort is to bring the resource to the student in search of it. Basic awareness of the resources we add is a must. Not all students have the skills and the patience to locate the required information by themselves. It would be a service, if we walk up to the shelf with the student, building a conversation to identify the nature of requirement and offer the best possible resources to choose from. An important advantage of bibliotherapy is, students develop appreciable social skills when they interact with the librarian to share their problems and seek their suggestions for appropriate reading resources. They learn to express their problems and when they confidently share their reading experience with their peers.

The fourth law says **'Save the Time of the Reader'**. By suggesting and locating the right resource for the student, we can help the student to acquire the appropriate information at the appropriate time. Being organized in everything we do is an important life skill. When the resources are arranged in a systematic manner, the time taken by a student to search for a particular resource is reduced and the same time can be used for other purposes. Bibliotherapy helps students sort out, organize and prioritize their thoughts to discover themselves using the information from the reading resources. This helps them to identify their strengths, weaknesses and in the process acquire another important life skill, that of self acceptance.

The fifth law of library science says **'The Library is a Growing Organism'.** In the context of bibliotherapy the ultimate goal is to address the emotional turbulences that students undergo, using books as tools and help them to develop their potential. It is a researched fact that school Library can be an excellent focal point for a student's achievement.

Nurturing the school library to facilitate the holistic development of the students should be main role of the librarian. The intellectual, emotional and spiritual requirement of the students

can be fulfilled by the resources and result in the creation of new knowledge which again gets added to the existing knowledge bank. Thus the baton of analysis and synthesis of knowledge keeps getting passed to the next group of students. Connecting the animate and lively students to the otherwise inanimate books will make the library come alive and make it a happening, growing place.

Bibliotherapy Initiatives @ AVM Library
A brief overview of the school and the library where the author works is shared so that it gives an insight into what necessitates such initiatives and their outcome.

Adani Vidya Mandir: (Temple of Knowledge)
Adani Vidya Mandir was started in the year 2008 for the benefit of the students coming from economically challenged backgrounds by Adani Foundation, the Corporate Social Responsibility Arm of the Adani Group of Industries. The school is affiliated to the Central Board for Secondary Education in India and has now seven hundred students studying in classes' third to twelfth. It takes one hundred fifty to two hundred students every year and provides free transport facilities, food, uniform, stationery apart from totally free education. The school is situated on a sprawling 26,000 square meters and has a wonderful infrastructure ranging from state of the art classrooms, laboratories, libraries, to sports ground, arts centre, etc. Facilities like counselling, medical checkups; specialized sports coaching, etc are provided to the students in order to give them holistic education.

There are two libraries namely Junior Library and Senior Library for the use of students and staff. The junior library caters to the needs of the students of classes third to eighth and has a collection of three thousand five hundred books. The students of classes ninth to twelfth and teachers use the senior library and the collection is around three thousand books, thirty two periodicals, six newspapers, one seventy five CDs, a few maps, charts, globes, etc.

Every class gets two library periods in a week. In one period the students are issued books and in the second period they are taught library and information skills. In order to optimise the usage of the resources, best practices like Structured Library Period (SLP), Adopt a Book Project (ABP) and many others are tried. The process of automation has begun and now the holdings of the library are available online. As the students are from various backgrounds, the library is a getaway for some who come from disturbing social backgrounds and the concept of 'Bibliotherapy' is practised for their emotional healing. Right now there is no rigid structure but is being practised at the author's school on experimental basis. At the orientation programme at the start of the academic year, the concept of 'Bibliotherapy' is shared with them in a subtle way. The most successful strategies are discussed in this section.

Common Reading Sessions
It is a fact that the students come from a background where many of their parents are illiterate, many do not have access to reading material, and many do not have time or inclination owing to their socio economic conditions. This prompted the author to try bibliotherapy in the library.

One strategy adopted is conducting regular reading sessions for students of class third to fifth. Stories are so selected which appeal to their conscience, some which invokes empathy and motivate them to take up the challenges in routine life. Some of the stories from Indian Epics like Eklavya – a tribal prince's story, instil in them the devotion for teachers and the skills imparted by them. Vishnu Sharma's Panchantantra – a collection of fables teach basic life skills like true friendship, helping nature, etc. A few biographies like 'The Diary of Anne Frank' helped students to empathize, be more compassionate, and few have taken to diary writing to keep their emotions in check! Reading all time favourite stories like 'Tale of Peter

Rabbit' made the students realize that being naughty is okay. Reading 'Sylester and the Magic Pebble' was a great experience as many empathised with the main character and shared instances of being lost, or parents searching for them, etc. and the interesting hobbies they developed after listening to this story.

Review Sessions
Almost every reading session was followed by a review session consisting of oral interaction and writing activities. The interaction would involve simple questions like what was the moral of the story, who was the favourite character, etc to complex questions like how would you have liked the story to end? What would happen if the story continued? etc. The writing activities would be in the form of book reports, mind maps, sequential charts, wordles, etc. When their written assignments were reviewed by the librarian, and something needed to be verified and counselled for an individual student, it would be done in a subtle way that the student would be at ease and would be benefitted.

Friends of the Library
The school is relatively new and many students join from schools that have no libraries and it worked as an advantage to inculcate the virtue of reading. Giving access to the library during lunch break and examining the regular students, identifying their choice, encouraging them to talk and share their concerns helped in creating a group called 'Friends of the Library'. The members of this group loved to interact amongst one another and discussed and suggested resources to one another. They identified peers who had issues and encouraged them to read. Apart from volunteering to do odd jobs in the library, they promote the benefits of reading books and do small surveys in entire school, like the number of students who are myopic, the students who are left hander, etc and prepare posters highlighting their research findings. This group has learnt to heal themselves and others through books, thus gaining a new outlook towards life.

Outcome
 A study was undertaken to understand the impact of the library on the students' holistic development. A series of questions were asked to the students of classes' fifth to eighth and one specific question was to write about any book that helped them to deal with a social, emotional or academic problem. The response was overwhelming. To note a few examples, a student of class eight had vividly described how she got over her habit of telling lies after reading 'My experiments with the truth', an autobiography of Mahatma Gandhi. Another student had talked about reading the classic 'Robinson Crusoe' and being motivated to develop determination and courage to face challenges in life. Another student of class sixth discussed how reading 'Ugly Duckling' over and over again helped her to realize the reality of life that inspite of being dark skinned she would one day aim to do extraordinary work. Another student who could not handle the failure of not winning a medal in the sports day turned to a book on 'Origami' and cultivated the passion to make extraordinary paper items. To summarise most of the life skills, be it creative thinking or critical thinking, interpersonal or intrapersonal skills, decision making or problem solving, empathy or effective communication library is definitely the first place where the students learn by themselves for a long lasting effect. [Kumbar, R. T. 2012]

Conclusion
Most school libraries around the world carry out similar efforts. All school librarians give their best to their students and teachers. But the only difference that may exist is the diverse backgrounds that we all come from. The sharing in the context of our culture and tradition, our access to technology makes it interesting and rewarding that each of our efforts is unique. It can be rightly concluded that the school library is an 'Amalgam of Information, technology, culture and values' and the school librarian is the missionary professional who uphold the ethics of being human and in charge of knowledge, which is God's greatest gift to humans.

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Biographical note
Ms. Rashmi Kumbar is working with Adani Vidya Mandir as a Teacher librarian. She is passionate about school libraries and their role in developing the overall personality of the students. She has won the 'Lead Learner Award 2004' in her previous workplace. She has to her credit over 15 research papers presented at national and international conferences including one at IFLA and two at IASL Annual conferences. She is an enthusiastic member of IASL. Currently she is pursuing her PhD from University of Pune, India, in the area of developing National Science Digital Library of Indian resources for Children.

Eagles not Pelicans:
Equipping Students with Skills through School Library Programs to Fly into Their Future Lives

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Abstract

Reading is a foundational skill for academic success. However, a wide range of other skills are also essential for equipping students for life in the 21st century. These skills are considered in relation to the school library and help inform teacher librarians of the qualities they are seeking to instil in their students. Two programs run through the school library at St Andrew's in collaboration with the English Faculty are explained: the Independent Research Project incorporating reading and guided inquiry, and Wide Reading Programs supported by well-designed activities to encourage reflection and development of information literacy skills; examples of the tasks and activities will be provided to attendees. Original research into students' reading is used to strengthen the program, and strategies to help reluctant students achieve and approaches incorporating Carol Dweck's Growth Mindset are employed to create a positive, supportive climate of high expectations in the classroom and to help the school library make a substantial difference within the school community.

Keywords: Reading, Inquiry, Growth Mindset, strategies

Paper

Reading is a foundational skill for academic success. However, a wide range of other skills are also essential for equipping students for life in the 21st century. The nature and work of the school library lends itself well to supporting the development of this multiplicity of complex skills. In this paper two collaborative programs are presented: firstly, the Independent Research Project (IRP) incorporating reading and guided inquiry, and secondly, Wide Reading Programs (WRP) supported by well-designed activities to encourage reflection and development of information literacy skills. St Andrew's Cathedral School (SACS) library staff carry out research into students' reading to help diagnose reading issues and also to help inform and improve the reading programs. Strategies are employed to help all students, including reluctant and struggling learners, achieve. A Growth Mindset approach is being developed to create a positive climate of high but realistic expectations in the classroom. Teacher librarians believe that reading will enrich and enlarge the life experiences of their students, expand their horizons and set them up for success in many other aspects of their lives; Sanderson (1995, 156) expresses it in these terms:

> 'Reading books is of paramount importance for [students], not simply in terms of school achievement, but because books and reading enhance their lives. Reading literature affects the way we think, what we understand about the world, and the way we 'nurture our soul'. Books can inspire us and expand our

horizons. [Students] need books for inspiration for images to think with. With books, [students] can explore the diversity, complexity and strangeness of human experience.'

Krashen succinctly expresses the fundamental importance of reading for academic success and how research validates this connection: 'Reading is good for you. The research supports a stronger conclusion, however: Reading is the only way… we become good readers, develop a good writing style, an adequate vocabulary, advanced grammar, and the only way we become good spellers' (1993, p. 23). Krashen (2012) has also analysed research into education to show how libraries have a spectacular role in mitigating some of the effects of poverty on literacy.

Reading is an essential lifelong skill which:
- can bring joy and entertainment, even healing.
- fosters personal growth and insight, opening options for choice and change.
- extends our experience of life, others and the world. It helps us develop empathy for others by allowing us to walk in their shoes through a story.
- helps develop our own imaginations.
- hones our skills in reading and language, helping us become proficient users. Proficient readers do much better in school and in life.

'It is with words, by words, through words that we make sense of ourselves… What we can do with ourselves is limited by what we can do with language… Language is a condition of being human; literature is a birthright' (Chambers, 1985, p. 5,10).

In considering the skills students of the 21st century will require, as well as the ability to read competently, it is abundantly clear that they need well-honed and competent skills for negotiating the vast seas of information with which they will be flooded. Strong literacy and communication skills and competent interpersonal skills are also necessary as are technology skills. It is noteworthy that reading and literacy often seem to be assumed competencies in the lists of key skills needed in the 21st century (Table 1) unless they are regarded as a subset of communication skills.

UNICEF life skills (2003), national educational skills frameworks such as ACARA (Australian Curriculum, Assessment and Reporting Authority, 2011), ISTE skills (International Society for Technology in Education, 2012), 21st century skills framework (P21, Partnership for 21st Century Skills, 2011), Future Work 2020 (IFTF, Institute for the Future, 2011), and the International Baccalaureate Learner Profile (IBO, 2009), help inform classroom teachers and teacher librarians of the qualities they are seeking to instil and encourage in their students. With the possible exception of numeracy, these skills are an integral part of the educational programs of most school libraries. The need for students to have highly competent sense-making skills, to have the skills to negotiate and explore complex information terrains, to think critically and creatively, to develop strong collaborative and communication skills, to be informed digital citizens with sound ICT capabilities, is the understanding with which teacher librarians have worked for decades and these concepts have moved increasingly into the mainstream.

Table 1: Comparison of 21st century skills

UNICEF 2003	ACARA	ISTE	P21 SKILLS	Future Work Skills 2020	IB Learner Profile
Personal: Developing personal agency; managing oneself	Personal & social capability	Communication & collaboration	Communication & collaboration	Social intelligence	Open-minded Caring Balanced Reflective
Interpersonal: communicating & interacting effectively with others				Virtual collaboration	Communicators
	Ethical behaviour	Digital citizenship	Leadership & responsibility		Principled
			Productivity & accountability		
			Initiative & self-direction		Risk-takers
Adaptive & positive behaviour			Flexibility & adaptability		
	Intercultural understanding		Social & cross-cultural skills	Cross cultural competency	
Cognitive					
	Literacy			Sense making	
	Numeracy			Computational thinking	
Analysing & using information		Research & information fluency	Information literacy	New media literacy	Inquirers
			Media literacy		
			Problem identification, formulation & solution	Cognitive load management	
	Critical & creative thinking	Critical thinking, problem-solving & decision-making	Critical thinking & problem-solving	Trans-disciplinarity	Knowledgeable Thinkers
		Creativity & innovation	Creativity & intellectual curiosity	Design mindset Novel & adaptive thinking	
	ICT capability	Technology operations & concepts	ICT literacy		
UNICEF, 2003	*ACARA, 2011*	*ISTE, 2012*	*P21, 2011*	*IFTF, 2011*	*IBO, 2009*

Keeping in mind the ideas regarding Growth Mindset, based on recent brain research and the work of Carol Dweck, and the reading research accumulated and distilled by Stephen Krashen, helps the teacher librarian to develop a positive supportive climate of improvement in the classroom, an environment of high expectations, resilience and optimism. The school library can make a substantial difference within the school community by providing information literacy units across the curriculum and strong reading programs in collaboration with the English Faculty, supported by well-designed activities to encourage reflection and development of information literacy skills; these programs contribute to building the skills required for the 21st century in students. The research process requires students to apply and develop a wide range of these skills. This paper has a practical orientation and describes the evolution of two programs at St Andrew's Cathedral School and demonstrates how original research into students' reading informs the program and evaluation of programs improves the teaching and learning. Examples of the tasks and activities are provided and can be used as models for others to adapt. The paper suggests a range of intervention strategies which can be employed by the teacher librarian to help students achieve.

St Andrew's Cathedral School has a long tradition of collaboration with the school library. Good communication and collaborative action are vital dynamics in producing well-rounded students. For many years the school library has proactively sought and nurtured opportunities for collaboration with faculties. The programs change but the collaboration morphs into new forms. For example, a pilot program in Year 7, encompassing some of the ideals of project-based learning, eventually developed into an integral part of the Year 7 English teaching program through which many reading and research skills are explored and taught. The Wide Reading Program in Years 8 and 9 arose from Literature Circles (also run through the library for many years) and teachers started to feel the need for change. A four-week unit on Shakespeare and his World was birthed from a library research task which examined *The Mythology behind the Lord of the Rings* which in turn arose from a unit on Maori culture loosely based around the book *Whalerider*.

Year 7 Independent Research Project

SACS Library runs a full year program for students new to high school, in collaboration with the English Faculty. The Independent Research Project (IRP) is the library's largest focus of work with Year 7 students. This program begins with acquainting students with the concept of genre, particularly historical fiction, through a PowerPoint presentation and immersion in historical picture books also involving group discussions. Students are organised into small Literature Circles groups and discuss and analyse multiple copies of mostly Australian picture books: *Queen Victoria's Underpants* by Jackie French, *Rebel* by Allan Baillie, *The Dog on the Tuckerbox* by Corinne Fenton, *Rose Blanche* by Roberto Innocenti, *Stolen Girl* by Trina Saffioti, and *In Flanders Fields* by Norman Jorgensen. Students identify the time, place, and main characters and create a bibliography of the book. A wide range of historical picture books are made available for the next lesson for sustained silent reading. Borrowing of historical novels also occurs and students are expected to read at least 15 minutes per night to help them develop a habit of sustained silent reading. This year our school has changed to using iPads and so all the activities and scaffolds have been recreated for an online environment.

In the first term of the IRP the focus is on the reading and online discussion on the school's learning management system, Schoology; these online comments partly act as peer recommendations, which are very powerful in reading. In the second term the research phase commences; this includes explicit teaching using the Guided Inquiry process. The first lesson introduces Bloom's Taxonomy and levels of thinking and questioning using Anthony Browne's *Piggybook* as the platform for discussion; this also provides a strong introduction to visual literacy, decoding meaning from the images and looking at their relationship to the text. This is followed by discussion about formulating one's own question and asking students to develop a focus area for the next session; this will be refined later into a "strong",

higher order question. Students are given a research scaffold to record their developing questions and body of information. They explore their individually selected topics on Britannica Online to get an overview or they may use a print encyclopedia. In the next lesson students learn how to search the web effectively using Advanced Searching and evaluate a relevant website. In a subsequent lesson students use the Inspiration app to construct a mindmap on their topic to which they can add more points and information as their research expands. If time permits students may also be introduced to the online database ProQuest ELibrary. The IRP task is only distributed at the start of Term 3 so that students have time to explore and research their topic before choosing a method for presentation. There is a wide range of possibilities for presenting their research, including Web 2.0 technologies such as blogs, wikis, multimedia (Prezi, VoiceThread, and iMovie) or print forms such as a graphic story, play or film script, a short story or poem sequence, creating a picture book, or developing a board game. Explicit teaching on how to construct a bibliography also occurs to help students become more aware of the need for academic honesty and how to cite the work of others correctly. The whole program involves communication skills in speaking, listening and communicating information. Assessment occurs in two ways: an annotated bibliography of sources used for their task, marked by the teacher librarians, and a viva voce, in which the English teacher discusses with the student their research and process. We endeavour to hold a public presentation to parents and other members of the school community of some of the work generated through the IRP. We expect that students' skills in locating, using and transforming information as well as citing sources are enhanced through the program. An evaluation of student learning is carried out and the program is refined and adjusted for the next year.

In 2011 (pilot program with two classes – see Table 2) and in 2012 (all classes – see Table 3), student feedback demonstrated an increase in knowledge in all aspects covered by the IRP.

Table 2: IRP evaluation results 2011

During this year I have improved in my understanding/ use/ practice of…	**YES**	**NO**
Reading	92%	8%
Historical fiction	95%	5%
Different types of questions	90%	10%
Mind maps	80%	20%
How to research	95%	5%
Making notes	86%	14%
Encyclopedias	60%	40%
How to create a bibliography	75%	25%
How to search better on the internet	75%	25%
How to evaluate websites	67%	33%
How to use presentation tools	85%	15%
How to use Web 2.0 tools – glogs, blogs, wikis	90%	10%

Sample response comments
Reading and Historical Fiction
Historical Fiction has informed me about historical periods and it has caused me to research more.
My reading skills have really improved.
I can read a lot more now.
Through reading Historical Fiction I learned a lot more about my interests.
I've read some more advanced books.
I read a book I wouldn't normally read.
I am reading different books than I used to.

I learned a lot of new words [through reading].
Questions and Blooms Taxonomy
I found [learning about different types of questions] very handy.
Mindmaps
I learned how to make a proper mindmap.
Mindmaps are really convenient.
Effective internet searching and website evaluation
The handouts were very informative and the lesson on internet searching helped me complete my project.
I learned how to use the Advanced Search.
I learned how to PROPERLY look at websites.
I learned how to assess websites.
[In evaluating websites] I know how to recognise the main information.
[The importance of] using keywords.
Note-making
I learned how to make notes.
Compiling a bibliography
I learned how to write a bibliography properly
I nearly know [the bibliography proforma] off by heart.
I have used my diary a great deal for knowing how to write bibliographies.
Using Web 2.0 and presentation tools
 [I learned] to know what to trust and what not and how to use [Web 2.0 tools].
It was great learning about all the programs like Prezi.
I did a great Prezi and I did a great deal of exploring and found many handy and interesting tools.

Table 3: IRP evaluation results 2012

In 2012, where all seven Year 7 English classes completed the IRP, the responses were:

During this year I have improved in my understanding/ use/ practice of…	YES	NO
Reading	72%	28%
Historical fiction	89%	11%
Different types of questions	62%	38%
Mind maps	62%	38%
How to research	77%	23%
Making notes	72%	28%
Encyclopedias	59%	41%
How to create a bibliography	83%	17%
How to search better on the internet	64%	36%
How to evaluate websites	70%	30%
How to use presentation tools	36%	64%
How to use Web 2.0 tools	36%	64%

Worksheets and proformas relating to the IRP are available on the SACS Library website
http://library.sacs.nsw.edu.au/sacslibraryunits/

Years 8 and 9 Wide Reading Programs
A Wide Reading Program in the library continues in all classes in Years 8 and 9 once a fortnight to encourage the habit of daily reading for enjoyment, using attractive contemporary well-written books with a strong story, carefully selected by the teacher librarian and known to interest students. These lessons are regular English classes held in the library with the same team of teacher librarian and classroom teacher for the year with a collaborative

commitment by both to improving student reading. These programs rely on the library staff sourcing and selecting engaging titles for students and creating book lists, and are supported by a process for tracking students' reading. At the start of each year every student fills in a questionnaire about their reading and the library staff discusses the students' reading with them, makes recommendations, and students set a reading goal for themselves. The knowledge gained is recorded and students' reading tracked during their Middle School years. The program has now become a Head of School's Reading Challenge. In the past few months the Wide Reading Program has also been adapted for delivery using iPads in the classroom and to incorporate ebooks. Engaging activities, designed to help students share and reflect on their reading and to refine information literacy skills, have been modified for an online environment. These activities include writing a book review on the Destiny library system, commenting on the books they are reading in their online classroom on Schoology and a range of other activities, like:

- creating a multimedia presentation on an aspect of their book or on the author;
- "Sell your book!" which involves creating a poster to encourage others to read the book;
- an oral presentation in which the student can dress up or represent a character;
- a brief research task using a website, encyclopedia or database article;
- creating a Showbag with some elements linked to the book;
- creating a sociogram using Inspiration to show the main relationships within the book;
- creating an image booklet using the Book Creator app.

These tasks and the Wide Reading overview are available on the SACS Library website http://library.sacs.nsw.edu.au/sacslibraryunits/

Research into Student Reading

In the 2013 sample, there were 284 students, aged 13 to16 years, of whom 63 were female, who answered a questionnaire about their reading. Some of the areas covered by this research were:

- Self-perception in terms of reading
- Influences on their reading
- The best books they had read
- Elements in the story which appeal most
- Favourite authors
- Aspects of reading which create difficulty / barriers
- Preference for fiction/non-fiction and formats that appeal most, including E-books.

If some of our students think of themselves as 'dumb', we need to work out the stumbling blocks in their understanding and any strategies they may need to develop (Dweck, 2006, 212). In the research carried out with our classes, some of the issues that block students' reading development are that it can be hard to:

- Visualise what they read
- Make sense of the words together
- Understand the vocabulary
- Read because they read too slowly
- Read because it's not active enough
- Follow the line changes correctly
- Read without getting headaches
- Focus on reading when they are easily distracted.

While these factors figured as potential difficulties for some students, being easily distracted was by far the most significant factor to get in the way of reading (see Figure 1). The other two factors which stood out were the fact that some students feel they read too slowly and

that reading is not active enough. For this reason it is particularly important to help students practise sustained silent reading at school so that they have a dedicated time to give to reading. Students improve in their ability to immerse themselves in reading when this time is provided consistently. There are also apps for the iPad which help train students to read at a faster pace if they are keen to try this and we can target students who have indicated that reading slowly is an issue for them.
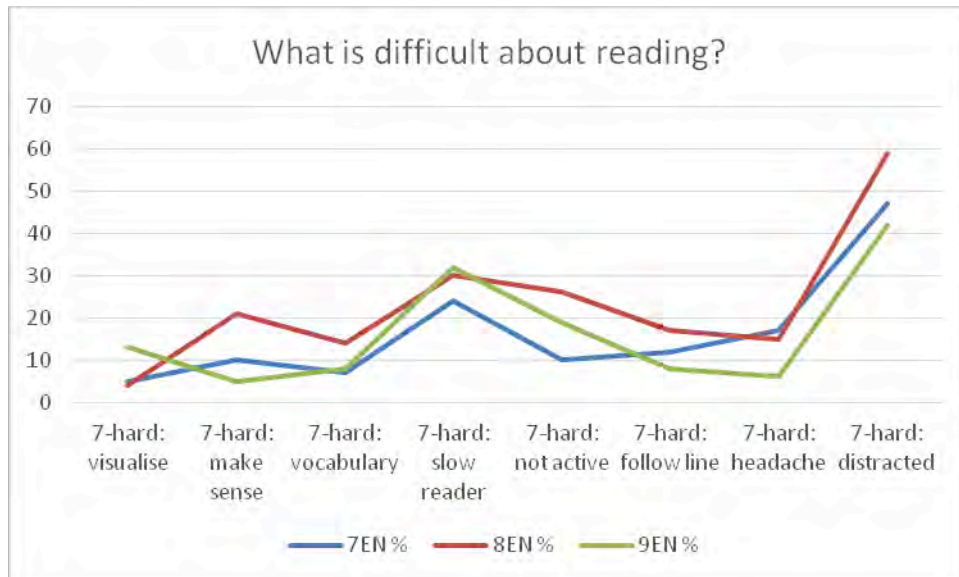

Figure 1: Student Difficulties in Reading at SACS

Providing a collection of high interest books and other materials (including ebooks if possible) is essential to encouraging reading; seeking absorbing reading material to develop the collection for students becomes a quest. Multiple copies of popular titles are a good investment and provide opportunity for students to read the same book at the same time and discuss them with each other. Our reading research also informs us about types of material in which students are most interested (see Figure 2) as well as what elements they enjoy most in these books (see Figure 3).
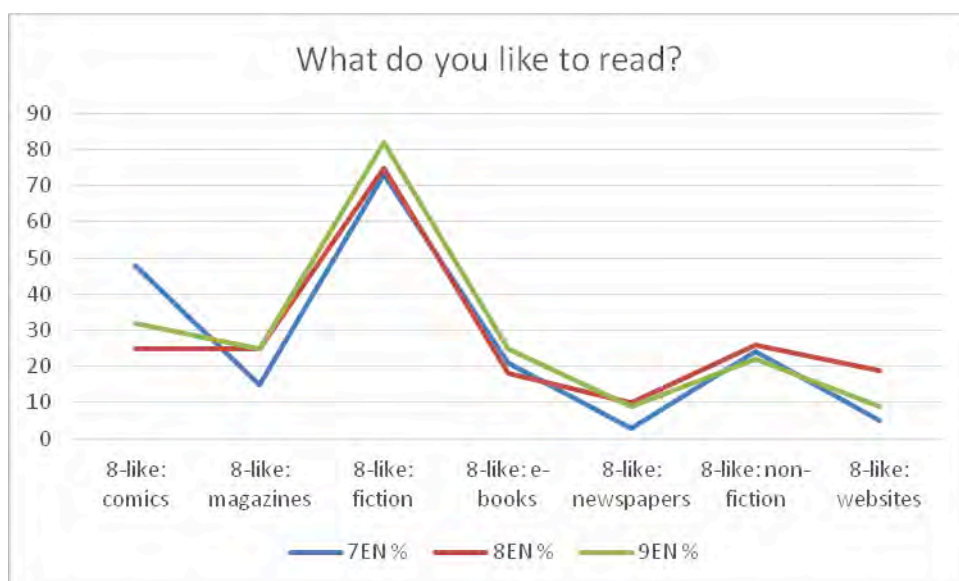
Figure 2: What Do You Like to Read?

In all three year groups the preference for fiction was strong by a high percentage. However, many less keen readers indicated other favoured forms of reading. The interest in e-books is on the rise from pervious years; this is not surprising considering these students all have an iPad.
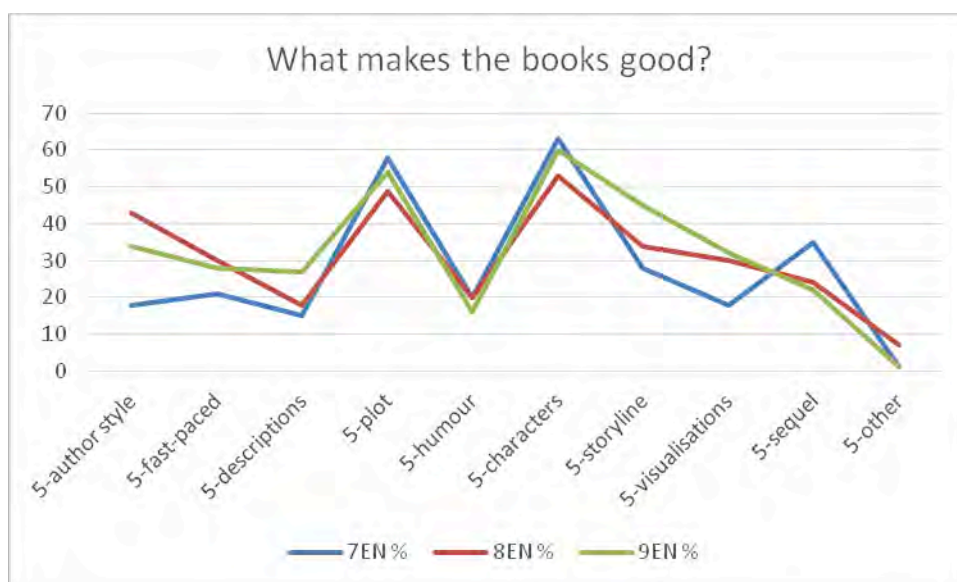
Figure 3: What Makes the Books Good?

Students were asked to circle the three main aspects which made the books they liked the best. Choosing from the author's writing style, fast-paced action, great descriptions, an interesting plot, humour, great characters, an imaginative storyline, ease of visualization, sequels to continue on with, the highest votes in all classes were for an interesting plot and great characters. Students are also very welcome to make suggestions for titles to add to the collection.

Strategies for Supporting Struggling Learners and Reluctant Readers
It is vital to have high expectations of our students even if they struggle but it is also important to show them how they can reach these standards. There are examples of the extraordinary possibilities if teachers do this, such as the work of Maria Montessori with supposedly slow learners and the recent work of Marva Collins, a Chicago teacher of students 'discarded' by the system (Dweck, 2006, 194-6). Benjamin Bloom, after studying 120 outstanding achievers, drew these conclusions: 'After forty years of intensive research on school learning in the United States as well as abroad, my major conclusion is: What any person in the world can learn, *almost* all persons can learn, *if* provided with the appropriate prior and current conditions of learning.' (Quoted in Dweck, 2006, p. 65-6). He also found that most of the teachers of these achievers were 'incredibly warm and accepting' (Dweck, 2006, p. 197). The conclusion seems to be that if we are warm and accepting of our students with high expectations of them and providing appropriate and timely learning interventions for them, we can help them succeed more effectively.

Graphic novels, quick reads (under 150 pages), scaffolding of notes, peer book reviews, opportunities to discuss and share our thinking, activities to reflect on the text, can all be helpful strategies for all students but especially those who struggle with reading. Making and keeping the reading experience positive is one of the most important aspects. A very useful article by Pam Allyn offered a list of ten strategies to 'help the struggling reader become, fierce, unafraid and strong' (Allyn, 2012). The main points were to:

- Never judge or label the reader – it is damaging to call children 'non-readers'; see them as not yet having found a book they like
- Provide a range of materials, including non-fiction, ebooks, graphic novels and magazines
- Ensure there is time for formal and informal dialogue
- Provide students with a reading toolkit: word lists, reading apps, alphabet charts
- Allow students to read at their own comfort level, even if these are easier books than a teacher might approve of
- 'Dive deep' – provide opportunities for students to 'discuss books deeply with dignity'
- Recognise the value of browsing and re-reading
- 'Build stamina' – read within their 'passion zone'; try 'quick reads'; practise reading fast
- 'Teach students to curate their own reading lives' – allow choice; keep a record of their reading
- A critical point: 'joy matters'; help students to see books come alive and find joy in them. (Allyn, 2012, 17-21).

The role and attitude of staff are crucial: a respectful, positive, and warm manner, which demonstrates a willingness to listen and assist and, when necessary, to be firm, is the most successful. We need to be open-minded to students' interests and accept all their reading as valid and help them to do this for themselves too (Myers, 2002). Gwenda Sanderson describes her role in helping students read as 'a mediator for learning about literature and becoming literate. If you like, I am their stockbroker.' (Sanderson, 1995, p. 165).

Strategies for Developing a Growth Mindset in Students

An area in which the SACS Library staff wishes to strengthen their programs is thinking through how the concept of mindset impacts on student learning. Carol Dweck is a psychologist at Stanford University, who has conducted substantial research in the areas of social and developmental psychology. Essentially the Growth Mindset is a wellspring for motivation. Mindsets are powerful beliefs which guide how we interpret the world especially in the areas of risk and effort (Dweck, 2006, pp. 10, 16, 215). The following table (Table 4) shows a snapshot of the two opposing mindsets and demonstrates why a Growth Mindset is more positive for learning and perseverance in effort:

Table 4: Characteristics of Fixed Mindset and Growth Mindset
Distilled from Carol Dweck's thinking on Growth Mindset (Dweck, 2006)

Fixed Mindset	Growth Mindset
Focus on judging	Focus on learning and constructive action
Qualities carved in stone	Qualities can be cultivated & developed
Look smart but exert little effort	Intellect cultivated through effort
Failure makes them feel powerless	Not discouraged by failure, part of learning
Afraid of challenges	Want to stretch themselves; learning a priority
Self-talk in face of failure: I'm a loser/a reject/an idiot. I have no life.	Self-talk in face of failure: Try harder; deal with things directly
Coping mechanisms: Do nothing, stay in bed, eat	Coping mechanisms: Feedback from mistakes to alter strategies
Proving yourself	Stretching and developing yourself
Teacher message: *You have permanent traits and I'm judging them*	Teacher message: *You're a developing person and I'm interested in your development.*
Framework: *judge-and-be-judged*	Framework: *learn-and-help-learn*

Everything is about the outcome	Love what you are doing in the face of difficulties and regardless of the outcome

A variety of strategies is suggested throughout Dweck's work to help students develop a Growth Mindset:

- Convey the message: "NO ONE has to be dumb" (Dweck, 2006, 212)
- Don't praise intellect or talent, ONLY EFFORT (Dweck, 2006, 177-8, 211)
- Ask questions to encourage a Growth Mindset perspective; for example, "What did you learn today? What mistake did you make that taught you something? What did you try hard at today?" If everything is easy, "Oh, that's too bad; you're not learning. Can you find something harder so that you can learn more?" and the critical question, "Did I make my best effort?" (Dweck, 2006, 207, 235)
- Discuss the skills students are developing.
- Make a plan with a growth orientation: opportunities for growth and development ; plan and visualise the specifics (Dweck, 2006, 228)
- Use challenge and high expectations (Dweck, 2006, 198)
- Show students HOW to reach high standards (Dweck, 2006, 198)
- Demonstrate love and care for students (Dweck, 2006, 198)
- Be honest about the work involved and results (Dweck, 2006, 200)
- See effort as a positive and constructive force (Dweck, 2006, 54)
- Do not give up on students or allow them to give up on themselves (Dweck, 2006, 200)
- Convey the following messages: we develop our skills through exploration and practice; encourage perseverance; when a student is finding learning hard, tell them to picture their brain forming new connections and developing (Dweck, 2006, 10,
- Emphasise that character also grows out of mindset (Dweck, 2006, 93).

Teachers and teacher librarians can relatively easily incorporate this approach into the way they deal with students and their effort and motivation.

Project-based Learning

St Andrew's Cathedral School is moving towards more project-based learning and the library is in a sound position to support these ventures. This form of learning tends to engage students and fosters the development of a wide range of skills like collaboration, time management, problem-solving and the application of digital technology (Patton, 2012, 13). Three components which are common to project-based learning are public exhibition or presentation, the development of multiple drafts and peer critique (Patton, 2012, 24). While the Independent Research Project aims to incorporate these aspects, there are some areas in which it does not fit all the criteria, such as Adria Steinberg's 'six As' of project-based learning: Authenticity (real world context), Academic Rigour, Applied Learning, Active Exploration (connecting to field-based investigations), Adult Relationships (mentors from the community), and Assessment (Patton, 2012, 40-41). The IRP for some students may incorporate most or all of these aspects, but in some cases field work and mentoring from people external to the school may not occur.

As teacher librarians we continue to seek ways for our school libraries to serve our students better and to make a vital difference in their lives, equipping them for the future. Programs which can be demonstrated to make a difference through evidence-based practice are a worthwhile investment of our time. The reward is to see our students learn to fly with skill. An Aboriginal elder of the Yolngu people, who live in Yirrkala, Arnhem Land in Australia's Northern Territory, made the statement below in response to the question about what she considered to be the first priority of young Yolngu people; this statement both expresses deep wisdom and encapsulates what we desire for all our students.

'Many of our young people are like pelicans, floating on the water, clumsy in flight, forever circling, but not able to reach the heights. Occasionally we see one that is an eagle, able to soar, to dip and weave and dive, to play with air currents. We want all our boys and girls to be eagles. Education can make them eagles.' (Palmer, 2004).

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Biographical note
Elizabeth Greef is the Head Librarian of St Andrew's Cathedral School in Sydney, Australia, a Kindergarten to Year 12 library serving 1200 staff and students alongside an excellent library team. She is Australian but has lived in Africa, the Middle East and Europe. She previously served IASL as Director for Oceania for five years and is currently Vice President Advocacy and Promotion. She has presented at several conferences and written for professional journals. Elizabeth was NSW Teacher Librarian of the Year in 2010. Elizabeth enjoys reading, genealogy and travelling and likes to share good food and conversation with friends and family.

You Can't Judge a Book by Its Cover! Using Human Libraries in Schools to Engage, Explore, Discover and Connect

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Abstract
Everyone has a 'story'. Many different events and experiences shape our lives. Just like a book, the stories inside people are fascinating! When people share these stories with others they become a 'living book'. We have used 'Human Libraries' at William Clarke College in a new, innovative way. They provide our K-6 students with a wonderful opportunity to connect with diverse members of our school community and beyond, listen to their personal stories, communicate with them, build relationships, explore and learn. By participating in a 'Human Library' they acquire life skills, widening their understanding of others and the world. Students are hungry for real life experiences and 'living books' inspire them!

Keywords: *living, human, books, communicate, inspire*

Introduction
'You truly cannot understand or criticise someone until you walk a mile in their shoes - and to do that you have to meet them and talk to them.'
Noni Hazelhurst (National Patron, Human Libraries Australia – Living Libraries Australia, 2012)

We all have a 'story'. Events, experiences, people, places, beliefs, customs and cultures shape our lives. They have moulded us into the people we are. As Teacher Librarians we are very familiar with the phrase 'You can't judge a book by its cover'. It's what's on the inside that is fascinating! Human Libraries are all about people - people sharing stories, their experiences, sharing themselves, their ideas, beliefs and customs, sharing what's important to them. 'Human Libraries' are collections of 'living books'. 'Human Libraries' give our students the opportunity to open up a 'living book', read it, discover what is hidden within, connect, communicate and build relationships, explore and learn. We all have a very unique story to tell.

Background
Originally developed at the Roskilde Music Festival in Denmark, the 'Living Library' concept emerged as a popular strategy for 'challenging prejudice and promoting social inclusion' (Little, Nemutlu, Magic, & Molnar, 2011). Since then, a wide range of organisers including local and state public libraries and health services, universities, and community activists and organisations have adopted the idea in more than 65 countries throughout the world. 'The Human Library is an innovative method designed to promote dialogue, reduce prejudices and encourage understanding' (Human Library Organisation, 2013).

The first 'Living Library' in Australia was held in Lismore, NSW in 2006. Planned as a one-off event, the response from both living books and readers was so positive that organisers decided to run the 'Living Library' regularly. 'Lismore Living Library became the first Living

Library in the world to be established on a permanent basis' (Human Library Organisation, 2013). Since then, hundreds of 'Living libraries' have taken place across Australia.

In 2010 the term 'Living Library' was changed to 'Human Library'. The name change at the international organisation was 'prompted by contact from a US-based company selling educational resources under the registered name, Living Libraries. The US company informed Living Library organisers in Denmark that they were contravening copyright and should stop using the name' (Sword, 2011). Living Library organisers in Australia have followed suit, despite some disappointment as 'Human Library' doesn't quite have the same ring to it.

Traditionally, 'Human Libraries' have been used with youth and adults. In some countries, such as Canada, the UK and in parts of Europe they have been used successfully in schools, primarily with older students. I found no documented evidence of use with very young students. By using 'Human Libraries' in schools 'you are offering a fun and innovative learning experience for a captive audience of young people' (Little, Nemutlu, Magic, & Molnar, 2011). 'Human Libraries' need to be presented to school students in a way that is appropriate for their age, the needs and styles of the learners and in appropriate context.

In CBCA Book Week 2012 we held our first 'Human Library' at William Clarke College. It was so successful 'Human Libraries' have been used since to help resource the curriculum topics taught in the classroom. By the end of 2013 all grades K - 4 (five – ten year old students) will have experienced a 'Human Library'. Lunchtime 'Human Libraries' are being planned for Years 5 – 8 (11-14 year old students) with further development of the idea planned for Years 9 – 12 (15 – 18 year old students). As the 'Human Library' coordinator at William Clarke College, I believe we have a long way to go. We are on the cusp of implementing this concept and have not yet fully realised its true potential with students in our schools.

Getting Involved

1. Anyone Can Do It

As Teacher Librarians in our schools we all have a community. We all have a vast bank of human resources out there. Each person in our community has their own unique story. There is something very special about a person sharing theirr story with others…. and we all have the curriculum to resource! 'Organisers stress that the 'Living Library' concept is one that is concrete, simple and affordable' (Dreher, & Mowbray, 2012).

2. Planning and Preparation

I am convinced the 'Human Library' concept at William Clarke College will not work without the support of the College and the local community. We can plan, prepare and organise 'Human Libraries' for the students but it's all about community. It is the community which makes it work. It is the community that will drive it, sustain it and ultimately benefit from it. Community building is the very essence of this idea. Recent research from UTS Sydney states 'Community ownership is crucial to the effectiveness of Human Libraries' (Dreher, & Mowbray, 2012). This publication represents the first comprehensive and independent analysis of Human Libraries in Australia and provides an overview of Human Library practices, and identifies key challenges for policymaker and practitioners.

Realising the significance of this, we have taken considerable time to share the concept of the 'Human Library' with the College Headmaster and Deputy Headmaster, members of the executive, the staff, parents and of course the 'living books'. Individual meetings, grade and whole staff presentations, newsletters, emails, magazine and newspaper articles, parent forums, phone calls and information on the College website have been used to 'create a buzz', involve people and communicate the concept successfully. Before each 'Human Library' begins the students are prepared carefully and their role clearly outlined. Students

learn what it means to be a good listener, how to respond appropriately, how to visualise, when and how to ask questions and are encouraged to empathise with others. Preparing the students always begins with preparing the teachers. 'Teachers who have been involved in the collaborative planning of the Human Library can better mesh their students' learning with the rest of the lessons on that topic, engaging them in critical thinking about what they have learned and why' (Quan-D'Eramo, 2011).

3. Getting Started

Our 'living books' are carefully selected from our school and local community by the Teacher Librarian and prepared ready for inclusion in the library collection. When planning a 'Human Library' ideas for 'living books' are gathered from across the College community, from staff, students and community members. All suggestions are carefully reviewed and people approached accordingly. The participation of each 'living book' is determined by their understanding of the concept, their willingness to be involved, and their availability. In a 'live presentation', each book tells its story and the readers listen, and have the opportunity to ask questions and interact with the book. 'Central to both the operation and the appeal of Living Libraries is the focus on storytelling and one-on-one communication' *(*Quan-D'Eramo, 2011*).*

The key to using 'Human Libraries' in schools particularly with very young students is to make the 'living books' accessible to them. Students need to be given opportunities to actively listen, interact, communicate, empathise, ask questions, think critically and form opinions. We now have a wide range of presentations from teachers, students, staff, parents, grandparents, volunteers, community members, indigenous students and students from other countries. These 'living books' have given the students the wonderful opportunity to interact with people they would not normally have met, hear their fascinating stories, acquire new knowledge and form lasting friendships. This leads to networking and builds a stronger sense of community.

3. A Fresh New Approach to Resourcing the Curriculum

The 'Human Library' is an 'innovative and interactive program that provides a safe and welcoming environment in which participants can learn more about the individuals in their community' (Quan-D'Eramo, 2011). Through 'Human Libraries' our students have been able to explore curriculum topics in an exciting way and build their knowledge and understanding of new information through others. It is important to stress that the 'Human Library is not an add-on or enrichment activity. 'It is an integral part of the learning continuum within the con-text of the area of study, bringing richness and depth to their understanding of the topic' (Quan-D'Eramo, 2011). It is crucial Teacher Librarians 'be part of the curriculum planning process, working with classroom teachers to develop rich learning opportunities that get to the heart of the information needed' (Quan-D'Eramo, 2011) and that they promote the opportunities available through the 'Human Library'.

- 'Human Libraries' provide an opportunity to share stories about a community and its past: a way of 'sharing history'. Old things, people, and places come alive when 'living books' tell personal stories about them. This assists students to relate to history and helps them develop pride in their local and national heritage.
- 'Human Libraries' provide a space in which individuals within a community, who hold an expertise or a specific set of skills can share these with others, 'building relationships' and fostering a sense of 'shared community'.
- 'Human Libraries' provide an opportunity for students to engage with others and learn about their cultural beliefs and experiences. They provide a 'celebration of diversity' and help develop tolerance of others. They give students the opportunity to visit other countries and experience different cultures through stories of those who have lived or travelled there.

- Human Libraries provide an opportunity for students to learn about different sports, recreational pursuits and pastimes through people actively participating in them.
- Human Libraries provide the opportunity for students to develop a greater awareness of and empathy for people living with disabilities.

All efforts are made at William Clarke College to ensure our 'Human Libraries' are personal, intimate, comfortable, and safe. Students are encouraged to show respect at all times to the 'living books', to look after them and treasure them just as they would a 'favourite' book in the library. Even when questioned, 'living books' should only share what they feel comfortable sharing. This atmosphere encourages openness and honesty. In response, students listen carefully to their stories, appreciate them and begin to empathise with them.

4. A Rich Environment for Learning Life Skills

What are the benefits of holding 'Human Libraries' in schools? Students learn 21st century skills. 'These are the skills students will need to work and live productively in an ever-changing, global community. These skills will prepare students for the yet to be defined challenges their future holds' (Quan-D'Eramo, 2011). The flexibility of the 'Human Library' concept means it can be adapted to any school situation. Students are hungry for real life experiences and 'living books' inspire them!

Students develop personal skills by participating in 'Human Libraries'. They need to learn to listen. In today's world our visual senses are constantly stimulated and we are bombarded with visual input. As a result, we have become largely dependent on this input to stimulate our attention. Our students are products of this visual world. They too, are surrounded by televisions, video game consoles, computers, smart phones, and iPads. It is unusual today for a child to sit and listen to a story without any visual stimulation or input. Through 'Human Libraries' students learn active listening skills. They learn to give their undivided attention, use eye contact, listen to the words and try to picture what the speaker is saying, they learn not to interrupt and how to respond appropriately to the speaker. They are required to 'exercise personal responsibility and accountability for their own behaviour and learning during the event' (Quan-D'Eramo, 2011).

By participating in 'Human Libraries' students develop inter-personal skills to assist them in communicating and interacting effectively with others. They begin to understand and manage oral communication. They learn to formulate questions, share findings and develop argument. They develop empathy for others. Students learn to exercise sensitivity when probing for more information. They begin to understand that language is used in combination with other means of communication, for example facial expressions and gestures. They learn to participate in honest and open discussion and respond in a tactful and respectful manner.

By participating in 'Human Libraries' students develop cognitive skills to enable them to analyse and use the information presented to them. They learn to reflect on the 'big picture' implications of the statements made by the 'living book'. 'Human Libraries' encourage intellectual curiosity. Students begin to understand the interconnection between the information gathered through the conversation and information gathered through other resources such as books, newspapers, articles, databases and diagrams.

The Human Library provides a very real and tangible opportunity to promote individual student growth in all of these areas. 'It provides an authentic opportunity for students to engage in the learning process and make concrete steps to understanding themselves in relation to the world around them' (Quan-D'Eramo, 2011). Overall 'Human Libraries' provide a wonderful opportunity for students to learn first- hand from others.

5. Integration of Technology

The technology is available to record our 'living books' for use by staff and students. Digital records are kept of presentations so they can be used time and time again and linked to various curriculum topics as the need arises. These files are uploaded to DVC and catalogued accordingly. A general search locates them under 'living books' on the library OPAC. Using our 'Human Libraries' in this way enables access to all members of our College community, preserves a valuable resource and allows the 'story' to be used in a myriad of ways both now and in the future. 'Using ICT for learning enables personalised or individualised learning through students having immediate access to learning tools and resources at the point of need' (Wall, & Ryan, 2010). When using digital formats in the classroom or with small groups of students, teachers hold the key to providing the students with the opportunity to interact, discuss, communicate, share their ideas and reflect.

6. Reflection

There is opportunity for students and staff to give valued feedback. Working closely with class teachers when planning units and collaborating during the process provides opportunity to assess, evaluate and modify the program as necessary. At the conclusion of each 'Human Library' younger students are asked to comment orally. In order to review the process and 'Human Libraries' as a whole, older students are asked to reflect in writing. 'Reflective writing facilitates sorting out knowledge, ideas, feelings and understanding'. (O'Connell & Groom, 2010) To assist them in doing this the students are asked to respond to the following:

- The 'living books' they enjoyed most in the 'Human Library' and why
- Something new they learned from the presentations
- Their overall impression of the 'Human Library'

With the aid of Moodle, we reflect together on all the 'living books' in their 'Human Library' and their real life stories. This gives the students valuable thinking time necessary for personal reflection before completing their writing. I ask for complete honesty reminding them that I value their evaluation and their feedback will improve 'Human Libraries' at William Clarke College in the future. The majority of students, to date, have been very positive in their responses. They have enjoyed the fresh, new approach to learning that 'Human Libraries' provide. They have all looked forward to participating in another 'Human Library'.

Teachers too, are asked to complete a SWOT analysis. So far, all teachers have responded positively. They have particularly noted the high level of engagement shown by students in the sessions and their enthusiasm for learning about people's experiences. There has been a noticeable increase in student-initiated discussion about the curriculum topic in the classroom. This discussion has centred on the 'living books' and their stories.

6. *Building Relationships within the College Community and Beyond*

At William Clarke College we value the importance of belonging to a community. 'Human Libraries' help build strong school communities. We are all unique with our own special story and we can all learn from each other. 'The feeling of belonging created for participants during the interaction is thought to have longer-term consequences for how they interact generally within the community' (Dreher, & Mowbray, 2012). Instead of students and adults passing each other in silence when moving around the College, students now call a friendly hello and use the person's name. They have interacted, communicated and shared in a very special way. At times they even stop briefly to discuss some aspect of the topics covered. They are now no longer strangers but friends - it's bringing our community together.

Conclusion

Using 'Human Libraries' at William Clarke College has enabled students to further engage with the library and learning, explore new horizons, discover new ideas, thoughts and knowledge and connect with others, learning from their 'real life' stories. 'Human Libraries', when carefully planned and programmed in collaboration with teachers, have become a valuable way of resourcing the curriculum and enhancing student learning. Students are developing 'life skills' that will assist them in life-long learning. There is a stronger sense of community amongst members who have participated in a 'Human Library' within the school. Students have met and now communicate with people with whom they would not normally have had the opportunity to associate. They have become connected with diverse members of our community. In addition, the success of the 'Human Libraries' initiative at William Clarke College and the positive collaboration with students, teachers, staff and community members during the process, has provided me with a platform from which to promote the library across the school community and in the local, state, national and international arena.

Key Learning Areas

* 'Human Libraries' can be used in schools in innovative ways to provide students with the opportunity to build relationships, communicate, explore and learn
* All school communities have a wonderful resource of 'living books' available to them
* The success of 'Human Libraries' at William Clarke College has provided a platform from which to promote the library across the school community and beyond

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I have taught for many years in Australian schools as a Teacher and later as a Teacher Librarian. This has included experience in Primary (K-6) and Whole School (K-12) situations. Currently I am Teacher Librarian K-8 at William Clarke College in Kellyville, NSW. In 2007 I gained Accreditation at Classroom/Professional Excellence level in NSW and have maintained this since. I am actively involved in local, state and national associations in Australia and am currently President of the Independent Primary Schools Teacher Librarian Network NSW. This is my sixth IASL Conference. Teaching is my passion and I love working with students and staff. I am energised by exciting, new learning opportunities. I am keen to take every opportunity to raise the profile of our library and its important role in the school. I am excited when I see all students achieving, learning new skills and gaining deeper knowledge and understanding.

The Impact of School Libraries on Students Life Skills: The Kenyan Perspective

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Abstract

The main aim of this paper is to examine the importance, implications, and opportunities of the school library in providing information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society. The school library equips students with life-long learning skills and develops their imagination, enabling them to live as responsible citizens. This paper will explore how school libraries enable all members of the school community to become critical thinkers and effective users of information in all formats and media. Further, it will stress the need to link school libraries to the wider library and information network in accordance with the principles in the UNESCO Public Library Manifesto. More specifically, this paper will examine the link between life skills and the school libraries in building cognitive, personal, and interpersonal skills in the background of a developing country like Kenya. It will endeavour to corroborate Douglas (2000) statement that 'every child must become fully competent in reading so as to succeed in school and discharge responsibilities as a dependable citizen of a democratic society'. Students in every field must read in order to keep abreast of what is happening around them. What better way can there be than having well equipped school libraries that are effortlessly accessible? This paper is based on the premise that life skills which represent the psycho-social skills that determine valued behaviour and include for example reflective skills such as problem-solving and critical thinking, personal skills such as self-awareness, and interpersonal skills can be developed through exposure to a variety of media. Reference will be made to a range of research which suggest that practicing life skills leads to qualities such as self-esteem, critical thinking, decision making, sociability and tolerance among others. For purposes of this paper, it is worth noting that UNICEF defines life skills as "a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills". In Kenya today, the citizens are grappling with a myriad of problems including illiteracy, poverty, HIV/AIDS, displacement, hunger, high inflation levels, domestic violence, and terrorism. This paper will investigate how the school library can, by and large, be used to stem the challenges, and be employed to develop and grow the nation. Indeed, if young people are empowered with life skills, they will be able to make the right choices through situational analysis, critical thinking and informed decision making. Consequently, they avoid risky behaviour, reduce their vulnerability to HIV/AIDS and other vices since life skills are essentially those abilities that help promote mental well-being and competence in young people as they face the realities of life.

Introduction

There has been a significant shift over the last century from manufacturing to emphasizing information and knowledge services. Knowledge itself is growing ever more specialized and expanding exponentially. Information and communication technology is transforming how individuals learn, the nature of how work is conducted, and the meaning of social relationships. Shared decision-making, information sharing, collaboration, innovation, and speed are essential in today's enterprises. Today, much success lies in being able to communicate, share, and use information to solve complex problems. It also entails adapting and innovating in response to new demands and changing circumstances. This is enhanced by the ability to command and expand the power of technology to create new knowledge.

To meet this challenge, schools must be transformed in ways that will enable students to acquire skills in creative thinking, flexible problem solving, collaboration, and innovation that they need to be successful in work and life. The library serves as the nerve centre of all educational institutions and a crucial factor in the educational development of individuals at all levels. It is associated with all forms of education: formal, informal and non-formal. It consists of a collection of books and other materials maintained and managed for reading, consultation, study and research, and organized to provide access to users, with a well-trained staff to provide services to meet the needs of its users. The library, which is the hub of any educational set up, provides information and ideas that are fundamental to functioning successfully in the increasingly information and knowledge-based society. The library is, therefore, able to equip students' imagination, enabling them to live as responsible citizens.

The school library has been variously described as an educational instrument and an indispensable part of every school. This is a true statement of fact because without a library, institutions of learning may not be able to build the true character of the students in their charge. The cooperative relationships between schools and improved library services ultimately provide the youth better access to information, knowledge, and learning. This relationship is an essential ingredient in achieving educational reforms leading to improved student learning. This is corroborated by a statement attributed to a campaign for Wisconsin Libraries, which noted that libraries were 'essential partners in creating educated communities because they provided opportunities for self education, lifelong learning and self improvement,' as well as being 'places of opportunity because they leveled the playing field, making the world of information available to anyone seeking it.'

The importance of school libraries

The importance of school libraries cannot be over-emphasized. The influence and importance of libraries for young people has been extensively discussed as the library is considered as having the most positive effect on young people. According to Fitzgibbons (1989), 'the best library services for children and young adults, are those which will meet their total needs, including education, personal information, recreation, personal interests, and career needs.' The school library has a major and significant role to play in supporting and enhancing educational goals. At a White House conference on school libraries held in June 2002, Laura Bush in her opening remarks underscored the importance of school libraries saying that they 'allow students to ask questions about the world and find the answers'. She went on to say that 'once a child learns to use a library, the doors to learning are always open.' Some researchers have observed that

'School libraries should be pivotal to the 21st century educational experience and the base for a positive attitude by young people towards information skills development, lifelong learning and enhancing life chances.' This is in congruent with the IFLA/UNESCO School Library Manifesto which states that the 'school library provides information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society.' Libraries provide access to reading materials through which school children and youths can gain and improve their literacy skills. They help introduce the use of reading for information, pleasure, passing examinations, and personal growth through lifelong learning. In addition, libraries provide materials that offer more extensive and varied information than classroom study alone. It is worth noting that voluntary reading helps develop reading skills and mastery of language, extends students' knowledge, and assists them in their academic work. Students and youths who read are likely to have background knowledge, familiarity with new topics or subjects, and thus, find learning easier and interesting.

It has been said that the school library equips students with life-long learning skills and develops their imagination, enabling them to live as responsible citizens. As can be seen in the words of Dike (2003):

> 'If we want learners to develop skills for lifelong learning, we must give them opportunities to enquire, to search, to explore, to practice, to solve problems - such as are found in libraries. If we want to introduce them to the world of knowledge and teach them to handle information in many forms, we need the resources of a well-equipped library.'

School libraries are therefore fundamental to the successful acquisition of lifelong skills that enable an individual to fit in society and make a useful contribution. Further, according to IFLA (2000), the school library provides information and ideas that are essential to successful functioning in society and gives students lifelong learning skills, develops their imagination, critical thinking skills, and ability to use information in different media. It can be said that the school library helps students learn to enjoy reading, learning, and using library resources as lifelong habits, and gives them the chance to evaluate and use information. It exposes them to a range of thoughts, opinions, and ideas, and gives them awareness of other cultures.

The school library is a learning laboratory where users interact directly with resources and develop research skills for lifelong learning. The library environment facilitates teamwork, participatory lifelong learning, and cooperation. Its role in voluntary reading and personal development through literature is well-known. According to Correa (1997) the library is 'the place where teachers and students come into contact with "the world", that is, where they acquire the general knowledge which forms the basis for all further learning.'

The Digital Library

Users come to the library in search of information and materials for various purposes. Consequently, the information sources should include non-book media. This is because students are more likely to retain and recall with ease a greater percentage of what they hear, see, and manipulate at the same time. The school library plays a central and important role in bringing together and enabling the intersection of virtual and physical resources, and virtual and physical spaces–providing that common ground to support the development of students'

information-to-knowledge competencies in ethical and safe ways. The school library, with access to information technology to support both information seeking, as well as the tools for engaging with found information to build deep knowledge, is a critical landscape to foster students' appropriate and ethical engagement with diverse information sources, and to be critical and safe users of this. Accordingly, the school library is an important zone of intervention and socialization processes for learning how to function effectively in the complex informational and technological world beyond school. Balance and equity are therefore critical concepts in arguments for school libraries. School libraries have the opportunity to provide not just a balanced collection that can serve the needs of the whole school community, both in print and in digital form (a balance for students to access both written and digital resources), but also to cater for the needs of all these groups, especially those with special needs, and to provide equity of access for the school community to information, resources, equipment, space (for whole class and/or small group teaching and learning) and ICT. Perhaps more importantly, this provides for a common, equitable and stable access to all, regardless of socio-economic status, and regardless of access to information technologies out of school. Sara Kelly Johns, president of the American Association of School Librarians (AASL) states that such libraries 'empower students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information.' Further, some scholars affirm that libraries equip students with Life Skills to enable them to 'become fully competent in reading so as to succeed in school and discharge responsibilities as dependable citizens of democratic societies.'

In a paper presented by Todd (2010), the author stated that school libraries are learning laboratories where information, technology, and inquiry come together in a dynamic that resonates with 21st century learners. School libraries are the school's physical and virtual learning commons where inquiry, thinking, imagination, discovery, and creativity are central to students' information-to-knowledge journey, and to their personal, social and cultural growth. School librarians should therefore be able to understand that children of the Millennium generation are consumers and creators in multi-media digital spaces where they download music, games, and movies, create websites, avatars, surveys and videos, and engage in social networking. Librarians know that the world of this young generation is situated at the crossroads of information and communication. They must therefore bring pedagogical order and harmony to a multi-media clutter of information by crafting challenging learning opportunities, in collaboration with classroom teachers and other learning specialists, to help learners use the virtual world, as well as traditional information sources, to prepare for living, working, and life-long learning in the 21st century.

It is interesting to note that the mission of the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT) (1998) is 'to ensure that students and staff are effective users of ideas and information.' This not only underscores the need to equip the students with appropriate literacy and life skills to enable them make informed decisions, but also identifies seven library media program goals through which the library media specialists support the mission. Among these goals that are designed to support the mission are two important components including: Learning activities that foster in students the abilities to select, retrieve, analyze, evaluate, synthesize, create, and communicate "information in all formats and in all content areas of the curriculum" and "Learning resources" that represent diversity of experiences, opinions, and social and cultural perspectives and to support responsible citizenship in a democracy.

According to the AASL/AECT standards, young people should be able to:

- Access "information efficiently and effectively"
- Evaluate "information critically and competently"
- Use "information accurately and creatively"
- Pursue "information related to personal interests"
- Appreciate "literature and other creative expressions of information"
- Strive "for excellence in information seeking and knowledge generation"
- Contribute "positively to the learning community" and recognize "the importance of information to a democratic society"
- Behave ethically "in regard to information and information technology"
- Participate "effectively in groups to pursue and generate information" (American Association of School Libraries and Association for Educational Communications and Technology (1998).

At this juncture, it is important to pause and reexamine the place of the internet in the school libraries. This is because it is crystal clear that school libraries are much more than books. They are media centres, a learning hub with a full range of print and electronic resources an ideal gathering place for students of all ages and interests to explore and debate ideas. In the cause of gathering information, it is possible to come across information that is both harmful and destructive to students. Consequently, the librarian who must double up as a media specialist must work collaboratively with all teachers, to help students become skilled users of relevant ideas and information, and explore the world through print and electronic media resources. This is imperative because the unguided use of the internet may jeopardize the lives of children and young people and may present a variety of threats including:

- Children and young people inadvertently or deliberately accessing either illegal or inappropriate sexual or violent material – illegal material could involve children or adults.
- Targeting and grooming of students by predatory adults through chat rooms, possibly adults posing as fellow students.
- The abuse of children, in some cases in real time using web cams, in order to provide material for paedophile news groups
- The use of email, instant messaging etc to bully and harass others – this may be more likely to occur between children and young people

School libraries are centres for discovery, inquiry, thinking and creativity. Inquiry in the school library challenges the 21st century learner to be curious, innovative, and creative in academic contexts. The school librarian collaborates with an instructional team of teachers and other learning specialists (such as reading, literacy, special needs and ICT leaders) to help students learn how to think critically, solve problems, make decisions, and be reflective through their engagement with diverse and often conflicting sources of information (Todd, 2006).These are key in accessing and using information for problem solving, decision making and building their knowledge and applying needed information. Breivik and Senn (1998) affirm that in the next century, an 'educated' graduate will no longer be defined as one who has absorbed a certain body of factual information, but as one who knows how to find, evaluate and apply needed information. Without the relevant life skills a number of challenges may impact the use school libraries and information literacy.

Life Skills and School Libraries

An increasingly global world of information demands that students must be taught to seek diverse perspectives, gather and use information ethically, and use social tools responsibly and safely. By equipping the students with Life Skills, they will be able to handle the information they come across responsibly. UNICEF defines Life Skills as 'a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills.' The World Health Organization (WHO) defines Life skills as 'the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life.' The Ten core Life Skills as laid down by WHO includes: self-awareness, empathy, critical thinking, creative thinking, decision making and problem-solving in addition to effective communication, interpersonal relationships, and coping with stress and emotions. Life Skills include psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with managing their lives in a healthy and productive manner.

Essentially, there are two kinds of skills - those related to thinking termed as "thinking skills"; and skills related to dealing with others termed as "social skills". While thinking skills relate to reflection at a personal level, social skills include interpersonal skills and do not necessarily depend on logical thinking. It is the combination of these two types of skills that are needed for achieving assertive behaviour and negotiating effectively. "Emotional" can be perceived as a skill not only in making rational decisions but also in being able to make others agree to one's point of view. To do that, coming to terms with oneself first is important. Thus, self management is an important skill and includes managing/coping with feelings, emotions, stress, and resisting peer and family pressure. This is in concurrence with Cronin (1996) who stated that Life Skills are those skills or tasks that contribute to the successful, independent functioning of an individual in adulthood. Debbie Gachuhi (1999) describes them well in her study: Life Skills foster positive behavior across a range of psycho-social skills, and change behaviours learned early, which may translate into inappropriate behaviour at a later stage of life. Life Skills enable young people to respond to situations requiring decisions which may affect their lives. Such skills are best learned through experiential activities which are learner-centred and designed to help young people gain information, examine attitudes and practice skills. Life Skills promote positive health choices, making informed decisions, practicing healthy behaviour, and recognizing and avoiding risky situations and behaviours. It is clear that schools without libraries minimize the opportunities for students to become discriminating users in a diverse information landscape and to develop the intellectual scaffolds for learning deeply through information. This helps us to see that schools without libraries are at risk of becoming irrelevant.

The host of factors that promote high risk behaviour such as alcoholism, drug abuse and casual relationships are boredom, rebellion, disorientation, peer pressure and curiosity. The psychological push factors such as the inability to tackle emotional pain, conflicts, frustrations and anxieties about the future are often the driving force for high risk behaviour. Exposure to Life Skills is an efficacious tool for empowering the youth to act responsibly, take initiative, and take control. It is based on the assumption that when young people are able to rise above emotional impasses arising from daily conflicts, entangled relationships and peer pressure, they are less likely to resort to anti-social or high-risk behaviours. According to Odunsanya and Amusa (2004) the school library provides an atmosphere for self-education and self-

development of individual students. This of course paves way to the development of life skills that enable them to become responsible members of society equipped with assertion and refusal skills, goal setting, decision making, and coping skills.

Life Skills training focuses on attitudes, values and behavioural change, rather than seeking to provide young people with a body of knowledge about a set of topics. As with literacy, age-appropriate life skills can be incorporated into other areas of study. For example, educators in Rwanda teach life skills as part of courses on conflict resolution, self-awareness, cooperation, and communication. In Zimbabwe, aspects of Life Skills come through HIV/AIDS courses. Other countries may address some aspects of Life Skills through community-based learning. Still others approach Life Skills topics in courses such as health education, education for development, global education, and peace education. While all these have been found to be useful, exposing children and young people to a variety of reading materials in the school library will provide them with vast information on issues that they may not necessarily cover in class.

The World Vision's education strategy seeks to assure that children attain the core skills and abilities they need, to go on to lead a productive and fulfilling life. It aligns with the shared global commitment to the Education-for-All Dakar goal that calls for all children receiving, at a minimum, 'recognized' and 'measurable' levels of reading, basic mathematics, and the most essential life skills. World Vision's Education and Life Skills sector seeks to integrate a child's acquisition of basic reading skills with their acquisition of essential life skills where essential life skills follow UNICEF's categorization of cognitive skills, personal skills, and interpersonal skills. Since the process of acquiring these essential skills and abilities spans all phases of the child development cycle, indicators, tools, and guidance have been developed to monitor progress toward attaining skill levels appropriate to each stage of that development. Students develop skills and attributes that are critical to a person's ability to successfully navigate the world in and out of school, at work and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems. Catherine Sheldrick Ross (2000) found that pleasure readers were exposed to what is called 'incidental information acquisition' and that this information had effects on their personalities and their world view.

The Carnegie Council on Adolescent Development (1992) believes that young adolescents seek out opportunities to develop life skills. Hendricks (1996) explains that life skills help an individual to be successful in living a productive and satisfying life. Hamburg (1989) delved further to clarify that when students are equipped with life skills they are able to survive well, live with others, and succeed in a complex society. These go a long way in assisting them develop skills that help youth cope with a changing world full of social pressures. It is important to note that students who are literate and equipped with relevant Life Skills access information efficiently and effectively. This proves that if adolescents are to solve problems of human relations, develop healthy lifestyles, cultivate intellectual curiosity, access the social systems they need, and meet the demands of the workplace, they must be exposed to basic skills for everyday life. Training in interpersonal, decision-making, and coping skills can help students resist pressures from peers, from irresponsible adults, or from the media to engage in high-risk behaviors. It can increase their self-control, help reduce stress and anxiety, and teach them ways to make friends if they are isolated and to assert themselves without resorting to violence. Students can acquire these skills through systematic instruction and practice and through role playing but most especially through the school library where they are likely to unconsciously absorb knowledge. Life-skills training can be a potent force in motivating young adolescents to build healthy lifestyles of enduring significance.

There are a myriad of difficulties in developing countries including: declining living standards, unemployment, deteriorating services, social unrest, poverty, HIV/AIDS, and political instability. Suffice it to say, the situation is often complicated by illiteracy and poor reading habits. Of course this has impacted negatively on the education standards and what would really have been put into the funding of schools to establish libraries is often used in sensitizing the populace on the pandemics. However, it is dawning on some leaders that acquisition of life skills through the main stream curriculum in schools or through wide reading could go a long way in checking the problems at hand. It is interesting to note that Government of Kenya has mandated Ministry of Education to work with the stakeholders, to provide, promote, and coordinate quality lifelong skills training and research for Kenyans' sustainable development and responsible citizenship. While there has been a concerted effort to introduce a Life Skills curriculum in schools this has not succeeded very well because of issues relating to overloading the curriculum.

This scenario is to be found in many sub- Saharan countries where HIV/AIDS facts—and, to a lesser extent, elements of Life Skills education—are integrated throughout the standard curriculum. The resulting curriculum overload and the large number of teachers to be trained render most programs unlikely to be sustained. It has been confirmed that educators have a better chance of succeeding with stand-alone Life Skills programs or a special workshop on sexuality, HIV/AIDS, and related risky behaviors—which includes a Life Skills training component—within a subject like health education or biology, and a well equipped school library. Having seen then how important Life Skills are in enabling individuals to translate knowledge, attitudes, and values into actual abilities— i.e., "what to do and how to do it," we can conclusively say that Life skills are abilities that enable individuals to behave in healthy ways, given the desire, scope, and opportunity to do so. The school library will go a long way in offering opportunities for reading and gathering information that is needed to develop appropriate knowledge skills and attitudes.

Conclusion

In many developing countries today, the government is concerned about the rising level of youth engagement in crime and related vices. While agreeing that it is possible to stem this growing challenge with a well equipped policing strategy, it is becoming clear that education plays a big role in helping the youth become responsible citizens. At a recent meeting of Librarians hosted by the Kenya National Library services, emphasis was made on setting up a policy where all schools would be required to establish well equipped libraries. Although the issue of financial constraints has come into play, the government was tasked to find ways to improve the budgetary allocation in the Free Education programme so as to facilitate the establishment of school libraries. The libraries would be part and parcel of the academic set up and be equipped to play a very important role in helping the school to achieve educational objectives. If we recognize the value and importance of an informal system of education, then the library method of self-education is sure to get its due place. In Europe and other developed countries of the world a greater emphasis is laid on the library method of teaching. The School Library Staff support the use of books and other information services which range from the fictional to documentary, from print to electronic within the four walls of the library as well as outside. This is all done to stimulate the young minds of students and assist them to discover their potential. A lot of assignments are given to the students for which they have to sit and work in the library. This method of teaching makes them skillful and discerning users of library resources and services. This is the ultimate goal of schools in Kenya and other developing countries, and it is

hoped that all governments will realize the central place of school libraries and be at the fore front to establish and develop them.

Suffice it to say that schools without school libraries cannot educate this generation in a way that prepares them for 21st century study and work, and being part of the increasingly digital, global society. Cutting school libraries is not the solution: School libraries, now more than ever, are integral to quality learning and teaching in 21st century schools.

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Biographical Note

Elizabeth Koimett is a native of Kenya and has lived in the Capital city of Nairobi since 1997. Before then she taught in various primary and secondary schools in the country. From 1997 to 2008, Elizabeth was based at the Kenya Institute of Education where she was in charge of developing the English Language Curriculum for Primary Schools in Kenya. It was while at the Institute that she began to author textbooks

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Inspired Learning in the Library

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Re-visioning the library for the 21st century

The iCentre at Iona Presentation College has created a unique program that merges the traditional aspects of information literacy, study skills and critical and creative thinking into a holistic program. It traverses all year levels and embraces various learning groups and curriculum support programs. Using the library program as the foundation and technology as a key delivery platform, this initiative attempts to ensure that every student in the school not only receives ongoing opportunities to master skills and knowledge considered essential for 21st century learners, but also develops the cognitive and affective predispositions towards learning, personal development, self-efficacy and accountability.

Introduction

At the beginning of 2012 the Iona College library reviewed its policies, procedures, and strategies against key indicators articulated in *Learning for the Future* (2001), the principle authoritative guide for school libraries in Australia for the last decade. The library program addressed each of the five prescribed domains:

- Learners and learning
- Teachers and teaching
- Resourcing the curriculum
- Facilitating access to information
- Developing the physical environment.

As a result of this audit the library was confident that performance indicators in each domain were being adequately addressed. Digital resources were part of the library collection; the automated library system provided federated searching of not only the traditional resources but also online databases, and teachers were supported in their curriculum program through pathfinders and collaborative teaching of research-based lessons. All English classes from Year Seven to Year Ten attended the library on a regular basis for literature promotion and reading.

What started as a general review, however, evolved into a major restructure as internal and external drivers demanded a more comprehensive examination of the library's role in the College that went beyond these five domains. The proposal for a new iCentre (as part of a major building project), library staff changes, a one-to-one laptop program, and the new Australian Curriculum all became catalysts for re-visioning the future direction of the library. This meant a paradigm shift in the way the library not only served the educational needs of the school community but how it would became a compass in supporting the school's curriculum innovation as well.

Stage One - The Integrated Information Literacy Plan

Not only was it necessary to review existing practices against a recognised series of performance indicators (Learning for the Future, 2001), it was also essential the change process was informed by current thinking about 21st century school libraries. Extensive research resulted in the following documents playing a pivotal role in the development of the Integrated Information Literacy Plan - Stage One in the re-visioning process from library to iCentre.

The Melbourne Declaration on Educational Goals for Young Australians identifies essential skills for twenty-first century learners in literacy, numeracy, information and communication technology (ICT), thinking, creativity, teamwork and communication. Goal Two describes individuals who are creative and productive users of technology, especially ICT, as a foundation of success in all learning areas, and who can develop their capacity to learn and play an active role in their own learning (MCEETYA, 2005, p. 9).

Coupled with this, the importance of ICT in society is emphasised in the paper *Enabling Our Future*, a document that identifies ICT literate citizens as being central to Australia's economic and social goals. The importance of ICT in schooling was also reinforced by the MCEETYA Performance Measurement and Reporting Taskforce (2005) that adopted a definition of ICT Literacy as:
"The ability of individuals to use ICT appropriately to access, manage and evaluate information, develop new understandings, and communicate with others in order to participate effectively in society" (MCEETYA, 2005, vii).

More directly within the newly mandated Australian Curriculum**,** the *General Capabilities* encompass the knowledge, skills, behaviors and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century (Australian Curriculum, 2011). *Critical and Creative Thinking* and *ICT Capabilities* are two of the *General Capabilities* that, not only support the Melbourne Declaration, they also align with the development of information literacy.

In the international arena UNESCO (2008) and ISTE both suggest that information literacy is essential to enable people to utilize vast quantities of information and communication technology. In this context, information literacy has become a new paradigm in the information and communication landscape. Understanding technologies is not enough. Students and teachers must engage with these diverse technologies efficiently and effectively to search for, retrieve, organize, analyze, and evaluate information. They then need to use the gathered information for specific decision-making and problem-solving activities. (UNESCO, 2008).

At a National level the Australian Library and Information Society, (2003) suggests that for Australia to be a global culture, economy and democracy it must provide a workforce that are able to recognise the need for information, and identify, locate, access, evaluate and apply the needed information. (ALIA, 2003).

The Australian and New Zealand Institute further support this. They developed a framework with six core standards that identify an information literate person as one who recognizes the need for information and determines the nature and extent of the information needed; finds that needed information effectively and efficiently; critically evaluates information and the information seeking process; manages information collected; organizes and synthesizes that information to create new ideas and knowledge; and uses information with understanding and acknowledges cultural, ethical, legal, and social issues surrounding the use of information.

Acknowledging the importance of the 'skills for the 21st century' was not enough to springboard the evolution of the library to the new iCentre. What was needed was a clearly articulated 'plan of action' that embraced the above-mentioned visionary policies, statements, and frameworks and translated them into practical educational outcomes aligned with the school's goals and mission statement. If the iCentre was to play a significant role in the curriculum delivery in the school then it required a program that provided high-stakes deliverables that could be measured as part of an evidence-based practice methodology. The Integrated Information Literacy Plan (hereafter The Plan) was the response to this need.

Starting with an information skills framework

Teacher Librarians have championed the development of information literacy skills for many years, albeit often unsupported and in isolation in their schools. This seemed the most logical place to start the re-visioning process for the iCentre. While there are numerous models for the development of Information Literacy, the Information Process has been a framework widely accepted and used in Australian Schools and the one that had been adopted at Iona. The question was whether this Framework was still relevant in light of the new Australian Curriculum.

A mapping exercise was undertaken where the Information Process was aligned with key inquiry-based skills from the Australian Curriculum, namely two of the seven General Capabilities; Critical and Creative Thinking and ICT Capability (Figures 1 and 2). and the learning area process strands Science Inquiry Skills and Historical Skills (Table 1).

Figure 1: The Organisational Framework of the Critical and Creative Thinking General Capability © Australian Curriculum, Assessment and Reporting Authority (2011)

Figure 2: The Organisational Framework of the ICT Capability General Capability © Australian Curriculum, Assessment and Reporting Authority (2011)

The main purpose of this exercise was to reassure teachers that while using the Information Process framework as the foundation for inquiry learning in the school, mandated curriculum outcomes were also being addressed.

Table 1: Comparison of the *Information Process* Stages and the Organizing Elements from the ICT Capability and Critical and Creative Thinking General Capability, and Learning Area Process Strands (McIlvenny, 2013)

	General Capabilities		Learning Area Process Strands		
The Information Process	**Critical and creative thinking**	**ICT Capabilities**	**Historical Skills**	**Science Inquiry Skills**	**Literacy**
Defining	Inquiring – identifying, exploring and organizing information and ideas.	Investigating with ICT	Historical questions and research	Questioning and predicting	Language – expressing and developing ideas
Locating			Historical questions and research	Planning and conducting	Literacy – texts in context
Selecting	Analyzing, synthesizing and evaluating information		Analysis and use of sources	Planning and conducting	Literacy – texts in context
Organizing and processing		Creating with ICT Communicating with ICT	Analysis and use of sources / Perspectives and interpretations	Processing and analyzing data and information	Literacy – Interpreting, analyzing, evaluating Literacy – Creating texts Literature – Creating Literature
Presenting	Generating ideas, possibilities and actions		Explanation and communication	Communicating	Literature_ Responding to literature Literacy – Creating texts Literacy – interacting with others
Evaluating	Reflecting on thinking, actions and processes.	Applying social and ethical protocols and practices when using ICT		Evaluating	

From framework to scope and sequence

Not only is a commitment by learning areas and teachers to explicitly teach these skills essential, a developmental approach is necessary to ensure students receive repeated opportunities to practice these skills at increasing levels of complexity. This requires a commitment from all staff and learning areas to ensure information skills mapped to a scope and sequence chart are strategically embedded in the curriculum being taught. The initial mapping task (Table 1) was further developed across the levels and years as outlined in the Australian Curriculum. What resulted was a series of 'maps' that identified explicitly where

these skills were to be taught across a range of learning areas. Table 2 describes one such mapping exercise.

Table 2. Identifying Elements from the Critical and Ceative Thinking General Capability Learning Continuum © Australian Curriculum, Assessment & reporting Authority 2011 that relate to the Information Process (McIlvenny, 2013)

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Inquiring – identifying, exploring and organising information and ideas					
Pose questions					
Pose factual and exploratory questions based on personal interests and experiences	Pose questions to identify and clarify issues, and compare information in their world	Pose questions to expand their knowledge about the world.	Pose questions to clarify and interpret information and probe for causes and consequences	Pose questions to probe assumptions and investigate complex issues	Pose questions to critically analyse complex issues and abtract ideas
Identify and clarify information and ideas					
Identify and describe familiar information and ideas during a discussion or investigation	Identify and explore information and ideas from source materials	Identify main ideas and select and clarify information from a range of sources.	Identify and clraify relevant information and prioritise ideas.	Clarify information and ideas from texts or images when exploring challenging issues.	Clarify complex information and ideas drawn from a range of sources.
Organise and process information					
Gather similar information or depictions from given sources	Organise information based on similar or relevant ideas from several sources.	Collect, compare and categorise facts and opinions found in a widening range of sources.	Analyse, condense and combine relevant information from multiple sources.	Critically analyse information and evidence according to criteria such as validity and relevance.	Critically analyse independently sourced information to determine bias and reliability.
Generating ideas, possibilities and actions					
Imagine possibilities and connect ideas					
Use imagination to view or create things in new ways and connect to things that seem different.	Build on what they know to create ideas and possibilities in ways that are new to them.	Expand on known ideas to create new and imaginative combinations.	Combine ideas in a variety of ways and from a range of sources to create new possibilities.	Draw parallels between known and new ideas to create new ways of achieving goals.	Create and connect complex ideas using imagery, analogies and symbolism.
Consider alternatives					
Suggest	Identify and	Explore	Identify	Generate	Speculate

alternative and creative ways to approach a given situation or task.	compare creatve ideas to think broadly about a given situaion or problem.	situations using creative thinking strategies to propose a range of alternatives.	situations where current approaches do not work, challenge existing ideas and generate alternative solutions.	alternatives and innovative solutions, and adapt ideas, including when information is limited or conflcting.	on creative options to modify ideas when circumstances change.
Seek solutions and put ideas into action					
Predict what might happen in a given situation and when putting ideas into action	Investigate options and predict possible outcomes when putting ideas into action.	Experiment with a range of options when seeking solutions and putting ideas into action.	Assess and test options to identify the most effective solution and put ideas into action.	Predict possibilities, and identify and test consequences when seeking solutions and puttng ideas into action.	Assess risks and explain contingencies, taking account of a range of perspectives, when seeking solutions and putting complex issues into action.
Reflecting on thinking processes					
Think about thinking					
Describe what they are thinking and give reasons why	Describe the thinking strategies used in given situations and tasks.	Reflect on, explain, and check processes used to come to conclusions.	Reflect on assumptions made, consider reasonable criticsm, and adjust their thinking if necessary.	Assess assumptions in their thinking and invite alternative opinions.	Give reasons to support their thinking, and address opposing viewpoints and possible weaknesses in their positions.
Reflect on processes					
Identify the main elements of the steps in a thinking process.	Outline the details and sequence in a whole task and separate it into workable parts.	Identify pertinent information in an investigation and separate into smaller parts or ideas.	Identify and adjust the thinking beind choices they have made.	Evaluate and justify the reasons behind choosing a particular problem-solving strategy	Balance rational and irrational components of a complex or ambiguous problem to evaluate evidence.

Transfer knowledge into new contexts					
Connect information from one setting to another.	Use information from a previous experience to inform a new idea.	Transfer and apply information in one setting to enrich another.	Apply knowledge gained from one context to another unrelated context and identify new meaning	Justify reasons for decisions when transferring information to similar and different contexts.	Identify, plan and justify transference of knowledge to new contexts.
Analysing, synthesising and evaluating reasoning and procedures					
Apply logic and reasoning					
Identify the thinking used to solve problems in a given situaion.	Identify reasoning used in choices or actions in specific situations.	Identify and apply appropriate reasoning and thinking strategies for particular outcomes.	Assess whether there is adequate reasoning and evidence to justify a claim, conclusion or outcome.	Identify gaps in reasoning and missing elements in information.	Analayse reasoning used in finding and applying solutions, and in choice of resources.
Draw conclusions and design a course of action					
Share their thinking about possible courses of action	Identify alternative courses of action or possible conclusions when presented with new information.	Draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion.	Scrutinise ideas and concepts, test conclusions and modify actions when designing a course of action.	Differentate components of a designed course of action and tolerate ambiguities when drawing conclusions.	Use logical & abstract thinking to analyse and synthesise complex information to inform a course of action.
Evaluate procedures and outcomes					
Check whether they are satisfied with the outcome of tasks or actions.	Evaluate whether they have accomplishe d what they set out to achieve.	Explain and justify ideas and outcomes.	Evaluate the effectiveness of ideas, products, performance s, methods and courses of action against given criteria.	Explain intentions and justify ideas, methods and courses of action, and account for expected outcomes agaianst criteria they have identified.	Evaluate effectivenes s of ideas, products & performanc es and implement courses of action to achieve desired outcomes against criteria they have identified.

Seeking acceptance and agreement for a standardised information literacy framework

Langford (1998, p. 53) asserts that information literacy, 'a process-oriented continuum of skills', should become 'part of the natural discourse of teachers as they design and develop

curriculum units or discuss pedagogical issues. This discourse began with a series of workshops and formal discussions with teaching staff to encourage whole-school engagement and acceptance of the Integrated Information Literacy Plan. Many staff were not aware of the Information Process and had not closely interrogated the new Australian Curriculum. These workshops had the added benefit of providing a rich professional development opportunity for staff that they would not have otherwise had. Staff were invited to envision a scenario where information literacy, a fundamental literacy of the 21st century, is inherent in the curriculum program with a common framework and a common language. A year-by-year scope and sequence with agreed upon frameworks, organisers, and rubrics would ensure all students developed essential information skills that are mapped to curriculum outcomes. The response overwhelmingly from these workshops was that this scenario was welcome, essential, and long-overdue.

Harnessing technologies to transform learning

Technologies have a significant presence at Iona Presentation College (with the one-to-one laptop program and the accompanying infrastructure support mechanisms) so it was important that part of the review process was to examine how well the school was using ICTs in pedagogically appropriate ways. While it was agreed and acknowledged that Information and Communication Technologies (ICTs) have the potential to extend student learning capabilities, engaging them in understanding concepts and processes in areas of learning, and facilitating change in learning, thinking and teaching, there was little if any evidence of this occurring in most learning areas. Internet searching and written reports dominated curriculum activities with some use of digital video. The opportunity was taken, during the professional development workshops to model and showcase a range of technologies to illustrate how they could be embedded into the teaching/learning program. Examples included using Scoop.it and Evernote for content curation, Book Creator on the iPads for the production dynamic, information products, and iBook Author for multi-modal books. Collaborative online leaning spaces (Padlet) were used in the workshop when teachers were brainstorming so they could immediately see how this tool could be used in the classroom. Showcasing a range of websites and collaborative learning spaces (Collaborize and Edmodo) also allowed teachers to see the powerful potential of learning platforms such as these.

Taking Action

Feedback after the workshops indicated there was an ad hoc disjointed approach to teaching information literacy skills with no consistency in pedagogical approaches or resources. It also showed that learning technologies were not being used to their full potential to transform and enrich the learning process. Since these workshops, teachers have sought support to introduce a range of ICT tools into their lessons resulting in positive collaborative teaching opportunities. These workshops were definitely a springboard for the iCente's teacher librarians to take a leadership role in curriculum innovation in the College

With the Integrated Information Literacy Plan gaining wide acceptance from the academic staff and the learning team (teacher-librarians) from the iCentre now seen as key facilitators of this process, the next stage was to formalize the agreed information literacy framework, translate it into achievable skills/outcomes embedded within the curriculum, and generate a range of standard templates and proformas that would assist teachers and students in the demonstration of these skills. This would create a transparent process, with a common language and delivery platform to support the plan. Coupled with this would be a more strategic approach to integrating technologies into the teaching/learning program using information literacy as a key mechanism to achieve this.

The Inspired Learning website – not just a resource repository

A pre-disposition to life-long learning was identified as one of the 21st century learning constructs essential in our curriculum. It does not have a subject of its own but relies on

carefully developed strategies and processes being put in place at the school. According to Dave (1976) the school environment is critical in laying the foundations for life-long learning skills, such as learning to learn, positive attitudes toward learning, and striving for competency and excellence. Unfortunately for many schools the overloaded curriculum, results-driven agendas, and lack of support to promote a transformational curriculum means that many schools are unable to create this type of environment.

The Inspired Learning at Iona website was initially created as the main response to the review process undertaken as part of The Plan, becoming a rich repository of carefully selected and created resources to support the information literacy program. It has, however, also evolved into a mechanism to promote and nurture the pre-dispositions necessary to become life-long learners (e.g. modules on metacognition, wellness, and study skills). While resources and support mechanisms were present in the College to nurture and encourage students in these affective domains, they were not organised in a logical way or easily accessible. They are now readily accessible 'at point of need' on the Inspired Learning website. Their presence online in and of itself sends a message that the College believes in the importance of these skills and now teachers, students, and parents alike have access to high quality resources that have been specifically chosen to encourage, engage, and inspire students to participate in behaviours conducive to life-long learning.

The website has also provided opportunities for ICT to be seen both as a learning environment and a means for learning. Text, images, video, podcasts, interactive images, and mashups have not only been used on the website to deliver information to students, they also showcase the many ways that technologies (Web 2.0 tools in particular) can be used in innovative and motivational ways to present information. Many examples have been student generated. This has already had an impact on the ways students are rethinking the presentation of their work. Their exposure to these technology tools in a pedagogically appropriate ways is no longer dependent on the teachers' own technology expertise. They have access to carefully selected, contextualised examples that encourage excellence and challenge their thinking 'anywhere, anytime'.

Table 3 describes the main modules on the Inspired Learning website. The resources in each module have been sourced, created and modified by appropriate teachers in the school. For example the essay writing templates that have been developed reflect the needs of the English Department but can then be used by any other Department where essay writing is required; all teachers will use the graphic organiser template suite; the resources in the wellness section have been sources by the school psychologist and home economics department. The website has been presented to staff, students and parents as an evolving support platform for student learning. Teacher and student contributions to the website also ensured that it was 'owned by the whole school community and was not just the providence of the iCentre.

Table 3: Elements of the Inspired Learning Website

Elements	Description
iCentre	Information about iCentre Links to library system and online databases Pathfinders
The Research Process	Details the step by step process for undertaking research. Standard templates, process, and rubrics provided
Learning to Learn	Brain Buzz Learning Styles

	Memory Training Mindmapping Habits of Mind
Study Skills	Good Study Habits Organisational Skills Goal Setting Time Management Effective Revision Preparing for exams
Wellness	The art of happiness Diet Exercise Relationships Sleep Stress Management Understanding Depression Relaxation Resilience
Learning with Technology	Staying safe online Cybersafety Technology Tools
Subject Resources	All learning areas have a resource page that has been developed to reflect its unique nature and requirements.
Toolbox	Essay writing Graphic Organisers Digital Storytelling

Conclusion

The *Inspired Learning at Iona* website at Iona Presentation College is the culmination of two years of strategic planning by the iCentre and its professional team. Coupled with the Integrated Information Literacy Plan it incorporates a whole school approach to the development of information literacy skills, ICT competencies and promotes the predisposition to become a life-long learner. It has been informed by, and encapsulates, many of the key themes, core principles and strategic frameworks that underpin not only the education program at Iona Presentation College but also the current Australian and international educational landscape.

Some of the strategies that have been adopted to accommodate the changing learning landscape include:

- Re-imagining the school library as an inquiry centre (iCentre), where enabling the information-to-knowledge journey of students (central to school education) is also central to the professional role of the school librarian;
- Creating an online presence through the Inspired Learning at Iona website that promotes information literacy, reflects current pedagogical thinking and showcases the technology-infused learning outcomes achieved by students as part of their educational program;
- Accommodating the evolving needs of learners by providing 'anywhere, anytime' access to rich resources that support their learning as well as modelling sound ethical on-line practices through the website;
- Developing a knowledge building environment that encourages students to question and extend their thinking beyond normal expectations;

- Focusing on personalisation by accommodating different learning styles through a multi-literacy approach as well as providing students with examples of the many ways they can demonstrate their understandings;
- Exploring innovative ways of using the physical and virtual spaces that are the responsibility of the iCentre;
- Trialling and showcasing evolving learning devices whether it be mobile devices such as iPads and Apple TV, or the use of a range of Web 2.0 tools in their curriculum application; and
- Exploring the affordances of evolving pedagogies (including the flipped classroom, independent, differentiated and negotiated learning, and rich learning tasks that

The Big Blue Project Final Report indicates that library and academic staff working collaboratively produces the most successful integrated literacy skills programs, tying learning and assessment as closely as possible to the curriculum. Iona Presentation College recognises that information literacy is most effectively learned when it is relevant and contextualised - delivered, embedded, and assessed within the curriculum. Teachers and library staff work together to develop resource rich learning opportunities that incorporate a developmental scope and sequence of skills. This has eventuated in the creation of Pathfinders, websites, and blogs being created and teacher librarians and classroom teachers collaboratively teaching units of work. New technologies have also been a catalyst for classroom teachers seeking out and using the expertise of library staff to teach both themselves and their students how to integrate the ICTs into their lessons.

A knowledgeable and committed library staff, and a well-aligned Principal and teacher librarian leadership team support an effective school library. The school Principal at Iona Presentation College has championed the re-visioning of the iCentre. The teacher librarians at the iCentre were carefully selected by the Principal to support the school's future directions. They reflect a balanced approach to library management, literature and literacy, learning technologies, and information literacy. Roles have been carefully matched to areas of expertise and interest to ensure all aspects of the library program are well accommodated. The library staff work to:

- ensure information literacy is at the core of the curriculum programs developed;
- become leaders in innovative and pedagogically appropriate ways to use ICT;
- facilitate student collaborative learning in an innovative environment, and
- provide different learning environments for innovation and creativity.

The Last Word

Visionary leadership, a committed and experienced library team and a culture of collaboration and community are key components that have resulted in this innovative approach to ensuring the needs of the 21st century students are being addressed at Iona Presentation College. While there is cautious optimism about the success of the plan so far, capacity building and project sustainability will be the focus of the next stage of this curriculum initiative.

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It Takes Courage to be an Independent Learner – Scaffolding and Unscaffolding the Enquiry Based Learning Process

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Abstract
In developing independent learners the complex associated information literacy skills needs to inculcated in our learners. In this process the information literacy skills are usually broken down into key components to facilitate their acquisition in manageable steps. As learners mature this scaffolding of information literacy skills needs to be removed to enable agile learners. To ensure that this unscaffolding of the process is supported, educators need to effectively build these information literacy skills into the planned assessment for learning to all relevant assignments. To provide the necessary time for one-to-one assessment the author this paper believes that educators need to move in the direction of the flipped classroom.

Keywords: Independent learning, enquiry based learning, information literacy, personalised learning, student-centred learning, assessment for learning, flipped classroom

Relating to The Conference Theme

It is encouraging to see the world's leading international schools increasingly recognising the central role of the teacher librarian and the school library, in leading the inclusion of those enquiry based independent learning skills that are at the core of developing sentient young learners, and thus provide them with the necessary toolkit to facilitate them as the lifelong learners that are so often discussed. Therefore the mechanisms to best deliver effective independent learners are directly pertinent to the Bali 2013 theme of ***enhancing student's life skills through the school library*** and subsequently will be ever useful whether in serious academic endeavour or simply in having good judgement in everyday decisions.

It was in 1983 that Irving stated that "study skills are those which are associated with the acquisition and use of information in the pursuit of knowledge. Most of the skills are related to ways of thinking" (Irving, 1983) and Kuhlthau in 1989 whose seminal work argued that information literacy, a combination of information skills and computer literacy, should be a key element of any school library media program. (Kuhlthau, 1989) Since these earliest thoughts that brought Information Literacy to be a term referring to a broad swathe of skills required by any independent learner, these have now been accepted as hugely important. With these skills requiring complex cognitive thinking they are inevitably a challenge to develop. It is this complexity that inevitably makes educators deconstruct the process of; task definition, information seeking strategies, location and access of information, use of information, synthesis and evaluation, and then one by one scaffolding them into place emphasising the importance of each step in the process. Most educators find this approach an effective way forward in developing the skill of our learners but it is 'what happens next' that is the main focus of this paper. The author believes that we too often do not consider that without deconstructing the important learning scaffolding that we have put in place, that the learners' information literacy skills can be too formulaic, and that we only develop agile

independent learners if we remove the information literacy process scaffolding. Then subsequently actively support our learners in research projects where no information literacy support processes are apparent with the exception of the information literacy skill objectives being very clear to the learner as part of a criteria referenced grading/marking process. This paper also asserts that wherever possible the grading/marking feedback to the learner should be individual, face to face and verbal as written only feedback is so often only skimmed over by the learner. Thus if we are diligent in unscaffolding the process, only then will we have added the required independent learning skills to the learner's life skills set.

What is an Independent Learner?
The concept of students needing to be Independent Learners is embedded into curriculum documentation to varying degrees, from those of the International Baccalaureate Organisation (IBO) where it is clearly a primary tenet upon which the curriculum is built to many more didactic approaches where independent learning struggles to find a place.

Defining Independent Learning
The UK's Higher Education academy makes the point that 'independent learning can mean different things to different people, in different disciplines and in different cultures. Therefore, it is important that this pivotal concept is explained to students so that they know what is required of them within their new context and discipline'. (The Higher Education Academy, 2013)

Their website also cites Philip Candy's text 'Self-direction for lifelong learning' as seminal in defining independent learning/study. In Candy's text he quotes Forster (1972, p ii) to give a historical definition (Candy, 1991, p. 13):
1. 'Independent study is a process, a method and a philosophy of education:
   in which a student acquires knowledge by his or her own efforts and develops the ability for inquiry and critical evaluation;
2. it includes freedom of choice in determining those objectives, within the limits of a given project or program and with the aid of a faculty adviser;
3. it requires freedom of process to carry out the objectives;
4. it places increased educational responsibility on the student for the achieving of objectives and for the value of the goals'.

To avoid any potential misunderstanding it is worth mentioning that there is a consensus in the literature that independent learning does not involve pupils merely working alone. Instead, the important role teachers can play in enabling and supporting independent learning is stressed (Meyer, Haywood, Sachdev, & Faraday, 2008, p. 2). Equally it needs to be emphasised that Independent Learning can be achieved when the student is working as part of a group as it is autonomy in guiding the learning process by the learners themselves with the teacher acting as a point of reference that defines independent learning.

Independent Learning in Schools
In analysing literature most authors concur that acquiring the skills associated with independent learning is challenging and to quote just two:

> Most students need help to learn how to become independent learners. Throughout all grades, subjects, and readiness levels, teachers should systematically aid students in developing curiosity, pursuing topics that interest them, identifying intriguing questions, develop plans to find out more about those questions, managing time, setting goals and criteria for work, assessing progress according to those goals and criteria, presenting new understandings to audiences who can appreciate them – and beginning the cycle again. Independent study is a tailor made opportunity to help students

develop talent and interest areas, as long as teachers understand that the independents study needs to meet students at their current readiness for independence and move them toward greater independence a little at a time. Independent study allows emphasis on student readiness, interest, and learning profile. (Tomlinson, 1999, p. 92)

UK and international literature indicated that pupils do not become effective independent learners by themselves. It suggested that pupils need to learn how to learn which can and should be promoted by teachers (British Educational Research Association, 2010).

Independent Learning and the IBO
One of the main foundation documents of IBO is the 'Learner Profile' and in the schematic representation of this Learner Profile inquiry is placed at the top of the desired attributes:

Inquirers
They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives. (International Baccalaureate Organization, 2008, p. 5)

Independent Learning at The Alice Smith School
The author here refers to his current school as a case study for an international school following a full British curriculum. Unlike IBO schools there seems to be no core document from the UK's Department for Education (D*f*E) that is effectively the touchstone to pedagogically draw independent learning to the core of the curriculum. (The most recent document located by the author was the 2008 Independent Learning – literature review (Meyer et al., 2008) but this is educationally an ancillary document. Perhaps it is both this lack of a pedagogical document driving the ethos of independent learning, and the way that British education is usually scheduled so that subjects are always taught in discrete timetable blocks, that leads to independent learning and the information literacy skills being less well embedded pedagogically.

The Alice Smith School has thus with a working party from its whole school community is developing its own learner profile which is succinctly described in the graphic below (Lee, 2013) which has its structural origins in the UK's Qualifications and Curriculum Authority (QCA) document 'A big picture of the curriculum' (Qualifications and Curriculum Authority, 2008):
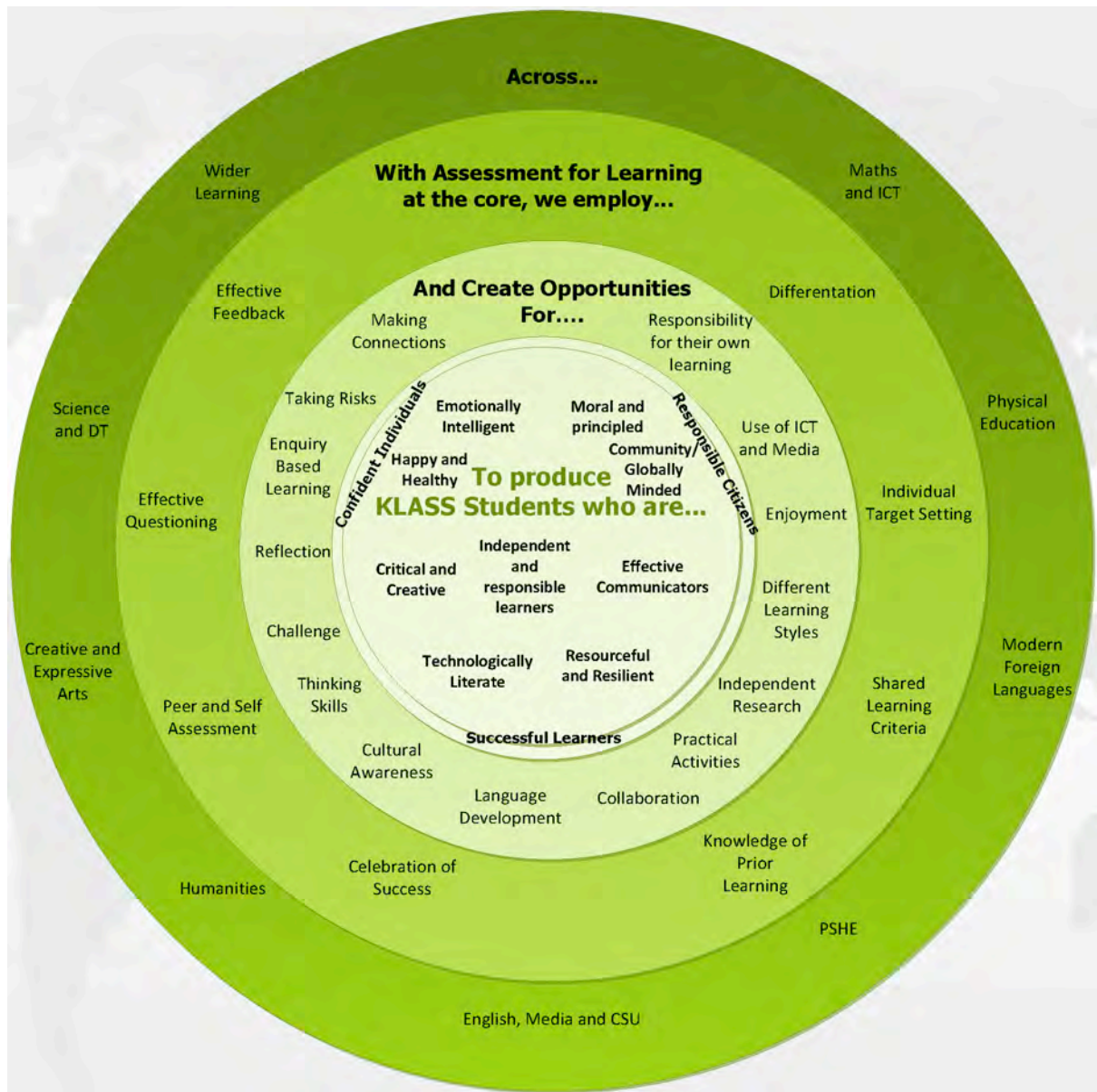
This illustrating that in this model a British curriculum school has boldly stated that having 'Independent and responsible learners' is at the very centre of their learner profile.

Core Skills for Independent Learning

Most information professionals would consider the core skill for independent learning to be Information Literacy but in associated literature the required skill set can also be found broken down in detail to cognitive, metacognitive and affective skills.

This paper will proceed assuming that the skill set being considered to be those recognised as Information Literacy.

Information Literacy and Independent Learning

The UK's Chartered Institute of Library and Information Professionals (CILIP) have a very succinct definition of Information Literacy:

> Information literacy is knowing when and why you need information,
> where to find it, and how to evaluate, use and communicate it in an
> ethical manner
> (Chartered Institute of Library and Information Professionals, 2011).

and more broadly resulting from the collaborative work by the International Federation of Library Associations (IFLA) and National Forum on Information Literacy was the UNESCO's Alexandria Proclamation of 2005. This says that information literacy and lifelong learning:

> Information literacy enables people to interpret and make informed judgments as users of information sources, as well as to become producers of information in their own right. Information literate people are able to access information about their health, their environment, their education and work, empowering them to make critical decisions about their lives, e.g. in taking more responsibility for their own health and education.
> In a digital world, information literacy requires users to have the skills to use information and communication technologies and their applications to access and create information. For example, the ability to navigate in cyberspace and negotiate hypertext multimedia documents requires both the technical skills to use the Internet as well as the literacy skills to interpret the information.
> (United Nations Educational, Scientific and Cultural Organisation, 2012)

The School Librarian and Developing the Independent Learner

From the author's experience it would be reasonable to assert that in schools with either qualified librarians or teacher-librarians the most common mode of operation is for the librarian to be a nodal point for the inclusion of the Information Literacy skills in the academic research process, whereby they are directly involved in both the delivery of these skills to learners and in the in-service training of teaching colleagues with respect to best practice in the inclusion of these skills into the curriculum. It also often falls to the librarian to be the in-house expert in the digital technologies associated with these information literacy skills.

Developing Information Literate Learners

Each educational institution and each individual educator involved in the delivery of the information literacy skillset will have individualised their approach based on the model of Information Literacy they have either chosen themselves or have been guided towards by their curriculum or curriculum leadership team. These breakdown the process to varying degree from Herring's PLUS model with only four components to CILIP's model that contains eight competencies with the most well recognised globally being The Big Six. The many different models are efficiently collated and commented upon at the Shambles website (Smith, 2013).

Whichever Information Literacy models an academic institution choses to employ the intention is to provide an appropriate level of structure for learners in inculcating this foundation component of independent learning. Martin makes the point that will be ever true in the iterative process of developing learners' core skills that 'Information literacy is an evolving concept and, as such, professionals will continue to adapt frameworks to meet the needs of today's information users' (Martin, 2013).

Secker and Coonan's A New Curriculum for Information Literacy lists attributes of their curriculum that efficiently embrace what the author of this paper believes we are attempting to achieve in this respect:

> Curriculum attributes:
- Holistic: supporting the whole process of study and research rather than just teaching traditional library skills
- Modular: consisting of ongoing classes to meet the developing needs of students during their whole undergraduate career, not just one-shot sessions.

- Embedded: forming a salient part of academic teaching, or run closely alongside it over the course of the academic year, and with activities and problems directly related to students' subject context
- Active and assessed: containing a significant element of active and reflective learning, including peer assessment elements
- Flexible: for use and adaptation in all UK Higher Education Institutes, and designed specifically for flexible implementation
- Transformative: grounded in a broad reading of 'information literacy' which sees IL not as a set of competencies but as a fundamental attribute of the discerning scholar, and as a crucial social and personal element in the digital age
(Secker & Coonan, 2011)

Scaffolding the Information Literacy Process for Learners

Once it is accepted that the core skills of independent learning need to be explicitly included in an educational institutions programmes of study then standard pedagogical approaches to learning and teaching guide their inclusion. As with any complex process this will involve breaking down the process into more discrete components and taking the Big Six as an example these would be:

- Task Definition
  - o Define the problem
  - o Identify the information requirements of the problem
- Information Seeking Strategies
  - o Determine the range of possible sources
  - o Evaluate the different possible sources to determine priorities
- Location and Access
  - o Locate sources
  - o Find information within the sources
- Use of information
  - o Engage (read, hear, view, touch) the information in the source
  - o Extract information from the source
- Synthesis
  - o Organize information from multiple sources
  - o Create a product or performance
- Evaluation
  - o Judge the product or performance
  - o Judge the information-solving process

An excellent example of scaffolding the process can be found at the Cambridge Rindge & Latin School online research guide (Samuels, 2012). If an individual information professional was to analyse this guide they would undoubtedly feel the need to tweak the content but for the purpose of this paper it is a perfect example based on the Big Six that deconstructs the process and recognises the often non-linear nature of research.

An institution wanting a more detailed deconstruct in developing a curriculum provision specific to supporting independent learning skills would find Secker and Coonan's work thought provoking but this guidance is targeted at university level provision. (Secker & Coonan, 2013, p. Appendix 1)

Unscaffolding the Information Literacy Process for Learners

This paper asserts that often less attention is paid to unscaffolding the deconstructed support processes that educators have put in place to develop an understanding of the information literacy process in independent learning.

Where educational institutions have developed the information literacy skills of their younger learners using discrete assignments, it would be normal practice to expect more mature learners to apply these skills in more extended research assignments with progressively less support in the research process. These skills are often being honed to culminate with formal assessments like the IB's extended essay or the likes of the Extended Project Qualification offered by the UK's examination boards.

Facilitating Confident and Agile Information Literate Young Researchers
One of the great benefits of independent research projects is that students have often had significant freedom in setting the research question and the boundaries defining their area of interest and this in itself gives them more ownership of the associated research and reporting endeavours. As a group of students work on independent self-directed assignments most educators engage with individual learners during timetabled interface sessions to assess progress. In doing this they can locate best practice in the learners' work to illustrate and support the desired information literacy learning outcomes part of as continuous formative assessment. This would ideally take place in a plenary session where students have been working on their assignments and in the modern world this plenary could just as easily be held in cyberspace as in the classroom. Thus with the desired learning outcomes highlighted in formative assessment the educator can then bring to the learner's attention how this applies to the grading/mark scheme of any summative assessment. This sets the scene for a later one-to-one meeting between learner and educator to debrief on the summative assessment grading and with this approach the assessment can have an ipsative element making the grading process not feel too judgemental.
This process of concentrating on information literacy based learning outcomes and relating to the mark/grading scheme thus providing the support for learners to be guided to adhere to the steps of the research process even when the accepted information literacy structure have been no more than implicit in the production of the product.

All too often there are opportunities lost from the huge amount of effort that goes into the summative assessment grading. The issues are usually related to time constrains with the feedback being in written format and missing the huge opportunity gains of constructively critical verbal academic counselling. Shirley Clarke of the University of London's Institute of Education summarises both the findings of the LEARN Project and her own findings in regarding student perceptions of assessment as follows: (Clarke, 2005, p. 68)

  From Learn Project
-   Students were often confused by effort and attainment grades
-   Students sometimes felt that their effort was not recognised by teachers
-   Students preferred feedback that was prompt and delivered orally
-   Students were often unable to use feedback effectively

  From Clarke's own findings
-   Students believe that the purpose of marking is for the teacher to find out what they have got right or wrong, rather than for their own benefit
-   Students are rarely given time to read marking comments
-   Students often cannot read or understand the teachers' handwriting or comments
-   Students are rarely given time to make any improvement on their work because of the teacher's feeling of pressure to get on with coverage
-   Many teachers worry that giving pupils 'time' to make any improvements on their work at the start of the lesson means a 'bitty' and informal or chaotic start.

In assessing Information Literacy and Independent learning skills students need to be empowered by their teachers in the assessment process by developing their ability to become thoughtful, self-monitoring and self-regulating learners. 'When teachers focus on assessment as learning they use classroom assessment as the vehicle for helping pupils develop, practise and become comfortable with reflection and with critical analysis of their own learning. Viewed this way, self-assessment and meaningful learning are inextricably linked.' (Earl & Katz, 2008).

The author of this paper believes that the research and Information Literacy processes and their facets have become well defined and that in most cases we scaffold knowledge acquisition of these skills effectively, however, that our Achilles heel is that for our more mature learners where we intentionally give freedom in approach to a research assignment is that we often fail to grasp the opportunity to use assessment for learning as a key tool in embedding the enquiry based learning skill set.

What Do We Mean by Unscaffolding the Information Literacy Process?
Firstly to reiterate that best practice in assessment for learning is at the heart of ensuring that our learners have the Information Literacy processes made part of the fabric of their everyday academic thinking. It has been implied that this is only likely to be achieved if the assessment process at every opportunity includes criterion referenced inclusion of the information literacy process and that the assessment process includes face to face verbal feedback that always includes an analysis of any written feedback from the teacher in any summative assessment process.

This raises the usual big question – where can we find the time to do this? This is indeed a challenge but if we accept Virtual Learning Environments and associated technologies are offering a paradigm shift in the way we interface with our learners then perhaps this time can be found without the need for this inclusion to demand greater curricular space. Conceptually it could be argued that for these types of mechanisms to gain traction we have to look towards some of the precepts of flipped school operations (Bergmann & Sams, 2012). Overmyer summarises the flipped classroom as follows:

> "The flipped classroom model encompasses any use of using Internet technology to leverage the learning in your classroom, so you can spend more time interacting with students instead of lecturing. This is most commonly being done using teacher created videos (aka vodcasting) that students view outside of class time.
> It is called the flipped class because the whole classroom/homework paradigm is "flipped". What used to be classwork (the "lecture") is done at home via teacher-created videos and what used to be homework (assigned problems) is now done in class." (Overmyer, 2013)

Conclusion
With independent learning nearly universally being stated at the core of educational pedagogies, 'tooling-up' our learners to be equipped to realise this has brought to the forefront in education significant discussion and jargon. The term that is has shown durability is Information Literacy and it looks as if this term will stand the test of time and stand to represent the skillset at the heart of delivering independent learners.

With the information literacy skillset being complex, as we develop these skills with learners it is inevitably broken down into discrete building blocks so that learners are scaffolded in progressively developing all strands of the process. As learners mature we needs to be mindful of supporting them in the removal of this scaffolding to enable lifelong agile learners who naturally have a responsible and informed approach in all aspects of needing, using, and synthesising information.

Particularly with our more mature learners we need to be aware of how we support them as our information literacy support is progressively withdrawn. This does not need a new pedagogical approach but it does require awareness that supporting this removal of scaffolding is desirable. This is best considered as to be a strand of our assessment for learning in these assignments, where in both formative and summative assessment, the information literacy skills are discrete and clear in the assessment criteria provided for our learners. Furthermore the learner should be engaged in self and peer assessment of these skills in formative assessment and time consuming as it may be those responsible for summative assessment need to consider one-to-one verbal discussion of the final grading/marking process.

This approach to assessment is more time consuming than traditional approaches and thus this time needs to be created creatively and this paper suggests that a mechanism with considerable potential in this respect is that of the flipped classroom where using digital technologies multimedia instruction is moved into the 'out of school' pre-class preparation so that the educator can spend more time supporting the learners working independently.

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Biographical note

Robert George is Head of Libraries at the Alice Smith School in Kuala Lumpur, Malaysia which is a British curriculum international school in the age range 3-18 years old. He is originally from the UK and was for many years a physics teacher before seeing the light and realigning his career with a Maters in Library and Information Studies at Victoria University in Wellington, New Zealand. Between his master's degree and his present position Robert has worked as Teacher librarian at; Tanglin Trust School in Singapore, The Regent's School in Thailand, and Dubai British School in the UAE.

Supporting the Personal and Inter-Personal Skills of Global Citizens Through Fiction

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Abstract

How can Teacher-Librarians collaborate with teachers, school counselors and parents to support and teach values, coping skills and the management of interpersonal relationships? What tools can Teacher-Librarians use to inform the school community about the range of resources available? This practical presentation introduces a variety of texts that can be used with Primary and Middle school students and suggests how they might fit into a school setting. The selected texts will be predominantly picture books written in English and sourced from a range of countries and cultures. Teacher-Librarians are often approached to suggest books that will assist the school community to develop confident, empathetic global citizens. They must ensure that these books are easily accessible. They should promote them and suggest how and when they may be used with individuals and/or in a classroom setting. Participants will be invited to add their own suggestions to the list of books provided.

Keywords: bibliotherapy, reading lists, elementary libraries, collection, development, values

Bibliotherapy

"In reading about a character who is facing a situation similar to their own, readers may identify with the character and in so doing gain some awareness and understanding of their own motivations, thoughts, and feelings" (Coleman & Ganong, 1990, p. 327).

Support materials

The companion website to this presentation has links to various texts with ideas on promotion and areas of use. The lists are dynamic and all contributions are welcomed. Please visit **http://alice-smith.libguides.com/interpersonalskills**

Purpose

With an increasingly mobile global population, schools find themselves to be melting pots of cultures. Teacher-Librarians face the challenge of providing collections that address the needs of a wide variety of students. As Teacher-Librarians in international schools, the presenters have long been attempting to gather books in a variety of languages and from various cultures to present to their school communities. In most international schools, this collection development is supported by administration both in principle and financially. Teacher-Librarians working in an international setting are often fortunate enough to have

engaged parents and teachers offering their assistance to develop their collections in their particular culture.

Today, most schools, international or national, have many nationalities represented in their student bodies. The presenters are aware that some Teacher-Librarians may not have the access that they have to input from adults from a variety of cultures, or the financial support from their school leaders, therefore they would like to share some of the tools and texts that they use to assist them. Teacher-Librarians are notoriously good at sharing information, but it is not possible to address the collection as a whole. Therefore, this presentation intends to focus on a subset of the collection; the part of the collection used for bibliotherapy.

Bibliotherapy : the use of reading materials for help in solving personal problems or for psychiatric therapy; *also***:** the reading materials so used [1]

Figure 1: Definition of Bibliotherapy

Some social issues know no boundaries. Dealing with birth, death, a new family member, separation, sadness, moving house and/or school, acceptance of own or others' disability, etc. are stressful for children no matter what nationality they are. However, different cultures have very different ways of dealing with and discussing these issues. Each culture has differing values. While attempting to develop internationally diverse collections and support global citizenship, teacher-librarians must try to encompass as many different cultures and values as possible. At all times they should remain aware that some cultures may find some issues distressing and/or offensive, and that some issues are unique to certain cultures.

Bibliotherapy is most effective when it is a shared experience. Whilst sharing texts with children, adults will find opportunities to discuss the issues arising with the child and explain areas of the text that may cause distress. Children will draw their own conclusions from the text and may offer a different perspective to the adult. The asking of open-ended questions by the adult reader and the ensuing discussion may allow problems to be discussed and connections to be made opening the way for resolution or further treatment.

In order to meet the needs of diverse school communities, Teacher-Librarians have a responsibility to collect broadly and classify carefully. There are considerations Teacher-Librarians must make when choosing texts. In their paper, "Bibliotherapy: Helping Children Cope with Life's Challenges", Rozalski, Stewart and Miller (2010) identify a number of steps in reviewing books. These steps are:

- Is the readability of the text appropriate for the students?
- Does the text match the grade/interest level?
- Are the characters presented in a way which the students can relate to?
- Is the context of the story similar to that of the students?
- Will the students be able to relate to the illustrations/pictures?
- Does the author's message promote reflection and discussion?

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[1] http://www.merriam-webster.com/dictionary/bibliotherapy

In Detrixhe's 2010 article, Coleman and Ganong (1990) state that the issue of book selection is simple. The narrative and characters should reflect as accurately as possible the reader's situation in order to promote learning and and identification. Also, on the basis of their experience, Coleman and Ganong believed that it is best for books to be set in modern times to be realistic, not to offend the religious beliefs or values of the reader. Whilst the use of contemporary fiction for bibliotherapy may be preferable, these presenters have also found that some traditional texts are invaluable for supporting students in need. In the support material provided both contemporary and traditional texts are included.

To use bibliotherapy effectively in schools, Stainbrook refers to Sullivan and Strang's notion that it "should be a natural addition to the regular curriculum" (2011, p.188). To support curricular needs, Teacher-Librarians must ensure easy access and accurate descriptions by using tags or standardised subject headings of the works they want to recommend to adults that may want to use them with children. It is also helpful to provide suggestions as to how these resources may be used, being ever-conscious that children may be exposed to more than one culture at home and school, and that teachers wishing to use these resources may be from another culture again. With the range of online tools available, Teacher-Librarians are able to share appropriate resources using a variety of methods.

Practice
Refer to the support materials for examples of the following:

OPACs and Library Websites
The Online Public Access Catalog (OPAC) and / or library homepage is often the first point of access for library users. In the OPAC, Teacher-Librarians can gather all the information that they want to share with users in one place. By cataloguing the curation tools they use with consistent subject headings or tags, users can be taken directly to them, as well as to the books the library holds. Many OPACs enable teaching notes to be uploaded to book records or for the addition of extensive, often searchable, notes to suggest ways to use the recommended resources.

Online Curation
Goodreads, Shelfari, Pinterest etc.
Being able to tag books with relevant subjects is an efficient way to be able to find books when they are needed, especially if an urgent situation arises. Lists can be shared and collaborative. Some tools are more visual than others, some allow more annotation and linking.

Print materials... or print like materials
Some users prefer printed lists. Presenting a user with a library specific, annotated list can be useful, however, printed lists quickly become outdated. Printed lists can be archived on a website or an OPAC for easy retrieval. Embedding a Google doc into a website provides users with a printed list that can be updated by the owner, therefore keeping it dynamic. Issuu is becoming an increasing popular way of presenting magazine-like lists.

Conclusion

Using books for therapy can be extremely beneficial. Teacher-Librarians are tasked with sourcing a wide range of materials to address a wide variety of issues that may be required in their individual multi-cultural settings. It is not enough just to collect resources. With the aid of library management systems and social software, Teacher-Librarians can recommend and make suggestions as to how and where resources can be used in the most effective ways. By sharing information with other Teacher-Librarians around the world, building a comprehensive bibliography and a useful collection within the school, should be both time and cost effective.

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Biographical note

Siobhan Roulston (B. Ed., Grad Cert. in Comp. Ed., M.Ed in Teacher Librarianship) is the Primary Teacher-Librarian at Garden International School, Kuala Lumpur. She is Australian and has been teaching internationally for 22 years. Having the opportunity to teach in seven countries has given Siobhan a broad understanding of a range of cultures and educational systems. She moved into the role of Teacher Librarian six years ago and relishes the challenges the job demands.

Barb Reid's first overseas teaching position was in Singapore in 2005. Barb was born in New Zealand and qualified and worked as a librarian in Australia for many years. Barbara now works in Malaysia. Barbara is the Primary School Teacher-Librarian at The Alice Smith School, a large well-established school in Kuala Lumpur. Barb has been on the organising committees of several regional conferences including SLAQ 2004 (Gold Coast) Hands on Literacy (Singapore) and Librarian's Knowledge Sharing (Kuala Lumpur). She is active in her local network and assisted in the development of The Red Dot book awards and Readers Cup competitions in Singapore.

Helping Students Achieve: A Teacher-Librarian's Perspective on Supporting Student Goal Setting Programs

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Abstract
Setting personal learning goals is an important life skill that students are encouraged to develop from the middle years of schooling onwards. However, some students experience difficulty with the processes involved in setting and achieving their goals. This professional paper looks at the role teacher librarians have in collaboratively planning, resourcing, and extending and enriching goal setting activities. Providing resources with authentic examples of goal setting by people from the wider community is one way of developing and extending the motivation and commitment students need to become successful in goal setting tasks and activities. One such resource is recommended and details of it are out-lined with suggestions for extending and enriching it with a visit or virtual presenta-tion from its author.

Keywords: Goal setting, life skills.

Introduction

Encouraging students to set personal learning goals is a well established practise in educa-tion and an essential feature of pastoral care from the middle years of schooling onwards (Angelo, 2010; Department of Education, Victoria. 2006; Gould, 2011; Mansfield, 2010; Ud-abage, 2012;).

The Department of Education, Victoria (DOEV) states:

> '*Personal learning goals are about improving students' learning and achieve-ment. They are about students becoming active participants in the learning process, empowering them to become independent learners, and motivating them to achieve their full potential. Personal learning goals are about building stu-dents' capacity to learn'.* (2006, p. 3)

This is a powerful statement as it focuses on supporting and empowering students through-out their educational journey. The DOEV document *'Developing, monitoring and reporting on personal learning goals'* (2006) also provides a theoretical basis and practical framework for student goal setting for teachers, mentors and school administrators as well as students and their families.

I have been privileged to work in schools belonging to Australia's three educational systems: state government schools, catholic education schools, and independent schools. In my ex-perience, schools in each of these sectors provide well planned pastoral care and personal development programs designed to encourage and support students in planning and setting goals to support and, sometimes, stretch their learning in chosen or specific areas through-out the school year.

As well as classroom teachers, designated pastoral care teachers including form teachers or tutors, year level coordinators, and heads of faculties or key learning areas are all involved in

encouraging and supporting students in developing, stating or recording and then working towards achieving their personal learning goals.

There is no doubt that many students in the middle years of schooling and above have the maturity and ability to understand the importance and benefits of setting personal learning goals (DOEV, 2006; Murdoch, 2010).

However, a review of academic research and literature added to my observations and personal experience strongly indicates that a significant number of middle year and older secondary school students experience difficulty with the decision making processes involved in developing personal learning goals (DOEV, 2006; Gould, 2011; Power & Dingle, 2005; Seminole County Public Schools, n.d.; Udabage, 2012;).

That difficulties experienced by students in setting and achieving personal learning goals are similar to those experienced by many adults involved in goal setting activities in the wider community cannot be disputed (Locke & Latham, 2006; Power & Dingle, 2005; Ordonez, Schweitzer, Galinsky & Bazerman, 2009; Seymour, 2001). This may indicate that skills and understandings required for successful goal setting are not age specific or reliant on advanced stages of cognitive development or physical, intellectual, or emotional maturity.

There is a very real possibility that successful goal setting requires motivation to identify and set a personal goal or goals, followed by genuine commitment to the goal or goals being set. Thus, teachers and administrators should become aware that planning and introducing units of work focusing on personal learning goal setting and activities may not result in all students understanding or accepting the task, becoming engaged with it, or even meeting the expectation that goals will be set or achieved.

The difficulties experienced by some students in setting personal learning goals can have many origins or causes.

Students with physical and intellectual disabilities will need extra time and support in goal setting activities, including achieving them, as will any other formally identified Learning Support students, and English as a Second Language (ESL) or English as a Foreign Language (EFL) students (Gould, 2011; Mansfield, 2010; Schunk, 2006; Udabage, 2012). Generally, teachers involved in introducing goal setting programs are aware of students placed within these and similar categories and incorporate extra time, support, and resources in planning and implementing the relevant lessons and activities.

Yet, as indicated earlier, research literature, numerous self help books about personal goal setting, and my personal observations all indicate that a significant number of middle years and older secondary school students experience difficulty with the decision making processes involved in developing personal learning goals (Guy, 2010). These difficulties can manifest themselves as students seeming unable to identify or set appropriate goals in the time allowed or not achieving stated goals.

My observations and experiences in Australia's three education systems have identified that some students are unclear about or do not understand the processes involved in identifying and setting realistic goals, while others may be disinterested in setting goals, or lacking the motivation and/or the commitment needed to achieve the set goals.

After reflecting on personal experiences and observations, academic research, and wider reading about successful goal setting, I came to the realisation that teacher librarians, as specialist members of a school's teaching team, are able to offer and provide the skills and resources needed to support and encourage students experiencing difficulties in setting personal learning and other goals.

Teacher librarians are able to easily meet the ethos of this conference, *"Enhancing Students' Life Skills through the School Library"* and its Personal Skills strand (developing personal agency and managing oneself) through collaborative planning and teaching, provision of resources, and wider curriculum extension and enrichment activities.

Collaborative Planning and Teaching

The benefits of collaborative planning and teaching are well documented and undisputable (Lance, 2013; Todd, 2008; Hay, 2003). When teacher librarians are part of planning and delivering personal learning goal setting activities, their specialist knowledge and access to related information and resources will support teachers by ensuring more students are captured by and engaged with planned activities and expected outcomes. Teacher librarians are also able to provide enormous support for students out of or away from the classroom as interest from significant others is often a motivational factor for many students.

Resource Provision

The collaborative planning process is essential for identifying and providing existing resources to support and enhance goal setting activities. This stage of collaborative planning will often be the catalyst for identifying and locating or developing new resources, including multi-media and e-resources, designed to attract and engage many of the students no longer excited by traditional pen and paper focused activities.

Teacher librarians can provide a manageable range of resources specific to goal setting activities that cater to the range of needs and interests of students. Recommending and providing resources to attract the imagination and engagement of students supports them and their teachers. And it is this support that can result in more students successfully setting and achieving personal learning goals.

Curriculum Extension and Enrichment Activities

Teacher librarians continually extend and enrich the curriculum with displays of specific resources in the library and or classrooms. This is a natural extension of collaborative planning and teaching work, and one that is valued by teachers and appreciated by students.

When displays are created and promoted for a specific topic or Key Learning Area (KLA), for example, space exploration, or to celebrate a school based activity such as a year level camp or excursion, students will become aware of the displays and thus are given another opportunity of engaging with the activity and its tasks.

This may also result in students becoming more involved in the broader curriculum or specific activity by browsing through and borrowing from displays or exploring other relevant resources.

Focusing on resource provision and curriculum extension and enrichment in the collaborative planning stage allows for the planning of specific curriculum extension and enrichment activities beyond displays of resources.

Virtual resources including e-books and online resources, as well as a range of web based and multi-media activities, are all part of a teacher librarian's tool kit and fit easily into curriculum extension and enrichment activities.

An example of one such tool kit resource is my 'Study skills for success' webpage that provides links to podcasts of inspirational stories from a range of people from all walks of life (Teese, 2012). Resources such as these are well suited for goal setting programs and activities. Students and teachers are easily able to download these or similar podcasts and listen to them at times that suit them best.

Suggested Resource

However, my personal and professional passion for encouraging students and adults to enjoy reading and learning from books now leads me to sharing extracts from one that, to me, is a perfect match for any goal setting activity, in or out of school.

I have chosen the 2010 book, *'The ice beneath my feet: my year in Antarctica,'* not just because its author, Diana Patterson, is based reasonably close to my school and is a recognised motivational speaker but also because the first few chapters of her book provide a model or 'how to' guide for successful goal setting (Patterson, 2010).

In the first section of her book, the author recounts her determination to be selected to work in Antarctica and setting and achieving a variety of goals to meet her main target. And, I believe, it is this section of Diana Patterson's book that many readers – whether students or adults – will not only personally relate to but will also be able to adapt as a model for setting their own goals.

By documenting specific goals and, in some cases, the struggles involved in achieving them, Patterson illustrates that successful goal setting involves much more than recording a thought or two on paper. Modelling the well known quote from Thomas Edison, Patterson proves that the one percent 'inspiration' of any idea or goal must be followed by ninety-nine percent perspiration.

While Patterson's book outlines how she achieved her ambitious goal of working in Antarctica, and documents what this was like, I believe her goal setting processes provide an inspirational, real-life, and practical model for all age groups to follow.

Importantly, Patterson's book also illustrates why motivation, commitment, and persistence are essential attributes when striving to achieve goals.

Conclusion

To enhance students' life skills through school library services, especially in the area of developing personal agency and self management relating to setting and achieving personal goals, teacher librarians should be involved in collaboratively planning and resourcing the units of work, as well as in specific goal setting activities.

This collaboration will provide colleagues with a multi level platform of support comprising specialist skills and knowledge in the collaborative planning phase, in resource provision, and in curriculum extension and enrichment activities that will benefit students and their learning.

While each of these three phases are exciting in and of themselves, the curriculum extension and enrichment stage presents many opportunities for teacher librarians to provide real life examples of experiences of authentic and successful goal setting.

Teacher librarians are able to further support colleagues and students by identifying existing school resources and extending them with relevant YouTube presentations or similar multimedia presentations and guest speakers to maximise and enrich goal setting activities.

One such example is Australian author, educator and key-note speaker, Diana Patterson. Using her book, *'The ice beneath my feet: my year in Antarctica,'* and extending and enriching it with a personal visit or virtual presentation from the author will increase student motivation and strengthen their commitment to achieving their goals.

When students are able to see and hear directly from others how they achieved their dreams through setting goals, they are able to see more clearly the benefits working towards their own personal learning goals.

Even more importantly, teacher librarians can actively enhance students' life skills through the school library by providing resources and experiences that support them in developing the skills and attitudes necessary for successful self management in the twenty-first century.

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Biographical note
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gy. Nerelie Teese is a co-ordinator of the international literacy project 'Books Through The
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Empowering the Educational Magnificence of Students' Life Skills through Library Web 2.0 Services

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Abstract

Cognitive skills, personal skills, and inter-personal skills are the tripartite components which are vital in to the teaching process and system. Indeed, in order to empower students' competencies, it is undeniably true that school libraries have played a crucial role in materializing such magnificent achievement. This is due to the fact that as more schools add project-based learning to the curriculum, students need library skills to conduct research which is essential to completing their projects. Most importantly, students must master library skills in order to navigate problems which they might encounter in a real-life setting. In fact, some students, especially those in higher levels, do not receive direct instruction in regards to library skills, but learn them through activities that support the content areas instead. Thus, the main focus of this study is to explore an overall landscape of using Web 2.0 library services, as well as the awareness among students regarding the services offered by the library in developing their skills theoretically based on a practical approach. This study incorporates user survey to obtain the overall data use of library Web 2.0 services in general (public and academic libraries). A total of 657 people participated in this research. It is hoped that this study will increase the awareness of using library Web 2.0 services offered by the school libraries among students which could eventually enrich their life skills in facing their academic world holistically.

Keywords: cognitive skills, personal skills, inter-personal skills, competencies, library skills, Web 2.0

Introduction

Schools and universities are no longer the only academic sources of information and knowledge. Without a doubt, the traditional literacy has been gradually extended to a multimedia literacy pertaining to the students' abilities of cognitive skills, personal skills, as well as inter-personal skills with digitally encoded materials (Nikolov, 1997). In relation to this, Web 2.0 and social media technologies contribute to an ongoing shift in learning styles and knowledge creation; as well as changing learner's information needs and expectation. The convergence of diverse philosophical and pedagogical concepts such as creation of new cognitive authorities, knowledge construction through individual learning styles, autonomy of the learner in formal educational contexts or the increasing role of informal learning promote innovative pedagogical approaches and models of to enhance learning. Online applications are increasingly ubiquitous, social, and participatory (Jenkins, 2006; Valkenburg & Peter, 2009). Similarly, the studies carried out by Riza Ayu and Abrizah (2011) and Aziz, Arif, Ramly, Abdullah, and Husaini (2011) found out that Facebook is the most popular social media used by the academic libraries in Malaysia. In fact, the rise of online communities such as Facebook facilitates a participatory culture where individuals must develop literacies such as networking, information appropriation, remix, judgment, and collective intelligence.

Application of Web 2.0 in Teaching and Learning Process

The Web 2.0 virtual learning environments provide opportunities for students, academicians, parents and stakeholders in creating conducive atmosphere for teaching and learning process holistically. The emergence of Web 2.0 revolution is widely recognized (O'Reilly, 2005). In relation to this, it is undeniably true that today's learner does not merely read or consume content instantly. This is due to the fact that most of the students (generation Y and Z) access Web 2.0 applications widely (Socialbakers.com, 2013). To support this remark, the latest research done by Mohd Ismail and Kiran (2012) indicated that the main purpose of Web 2.0 application development is for promotional purposes which could eventually lead towards a formation of bilateral communication between users and libraries. In relation to this situation, some of the Web 2.0 applications and services are blogs, wikis, RSS feeds, tagging and social bookmarking, multimedia sharing, podcasts, social networking (Abram, 2005).

Research Aims and Methodology

The main purpose of this research is to investigate the use of Web 2.0 offered by Malaysian public and academic libraries among Malaysian society. It also indirectly raises awareness about this application among library users in Malaysia. In addition, this research also aims to identify the extent of the service acceptance among users, and also to see how this application helps users in the education and learning process. It is compatible with the latest Malaysian social lifestyle where government promotes virtual learning or blended learning. To explore the use of Web 2.0 among users aged between 12 to 21 years old, these users were surveyed. A questionnaire consisting of 15 open-ended questions was used for this study. A total of 657 library patrons from various walks of life participated in this study.

Result and Discussion

Respondents' Background

The profile information which was gathered from the respondents consists of gender, place of residence, and age. From the surveys, the majority of respondents are women (62.6), while the urban population is the largest respondents for this study, with 54%. In terms of age, the 15-17 years respondents were the highest representing 42.8%, followed by the age range of 12-14 years (28.8%). Almost 17.5% of respondents aged 21 years and above (See Table 1). Respondents were also asked whether they surfed the Internet or not. The results indicate, about 96.2% of them used for or been surfing the Internet in their daily lives. Only 3% of respondents had never used the Internet.

Table 1: Respondent Profile

Respondent Profile									
Gender		Place		Age		Use Of Internet		Place Of Surfing Internet	
	Frequency		Frequency		Frequency		Frequency		Frequency
Male	239 (36.4%)	Urban	355 (54%)	12-14Years	189 (28.8%)	Yes, Always	299 (45.5%)	Home	504 (76.7%)
Female	411 (62.6%)	Rural	291 (44.3%)	15-17 years	281 (42.8%)	Yes, Sometimes	333 (50.7%)	CyberCafe	295 (44.9%)
99	7 (1%)	99	11 (1.6%)	18-20	68 (10.4%)	No, Never	19 (2.9%)	School/University	216 (32.9%)
Total	657		657	21 Above	115 (17.5%)	99	6 (1%)	Library	128 (19.5%)
				99	4 (0.6%)			Restaurant	139 (21.2%)
				Total	657	Total	657	Etc.	20 (3.7%)
								Total	657

This study also found that most of the respondents were comfortable with surfing the Internet at their homes, namely by 76.7% (504 respondents). Respectively, surfing the Internet in Cyber-café (44.9%) and School/University (32.9%) were second and third. Through this data we can assume that Internet use is still popular among users in Malaysian Cyber-cafés. The library is not the most popular place for users to surf the Internet (19.5% only). This shows that many respondents do not like or show less interest to surf the Internet in the library. However, a survey conducted by Mohd Ismail and Kiran (2013) found that restrictions or limitation in the usage of Web 2.0 applications among library users in Malaysian discouraged youth from using Web 2.0 applications in libraries.

The use and awareness of Web 2.0 existence

Respondents were asked to indicate their understanding regarding the term Web 2.0 and the extent of using such applications. Based on the figure below, the majority of respondents are aware or familiar with web 2.0 applications (62.7%). The highest majority of respondents who used or were aware of the existence of these applications lived in an urban area (287 respondents). The number of Females using web 2.0 applications (277 respondents) was much higher than the number of Males. Respondents in the 15-17 year age group had the highest awareness about web 2.0 applications (186 respondents). (See Figure 1)

Awarenes of Web 2.0 Application	
	Frequency
Yes	412 (62.7%)
No	140 (21.3%)
Not Sure	92 (14%)
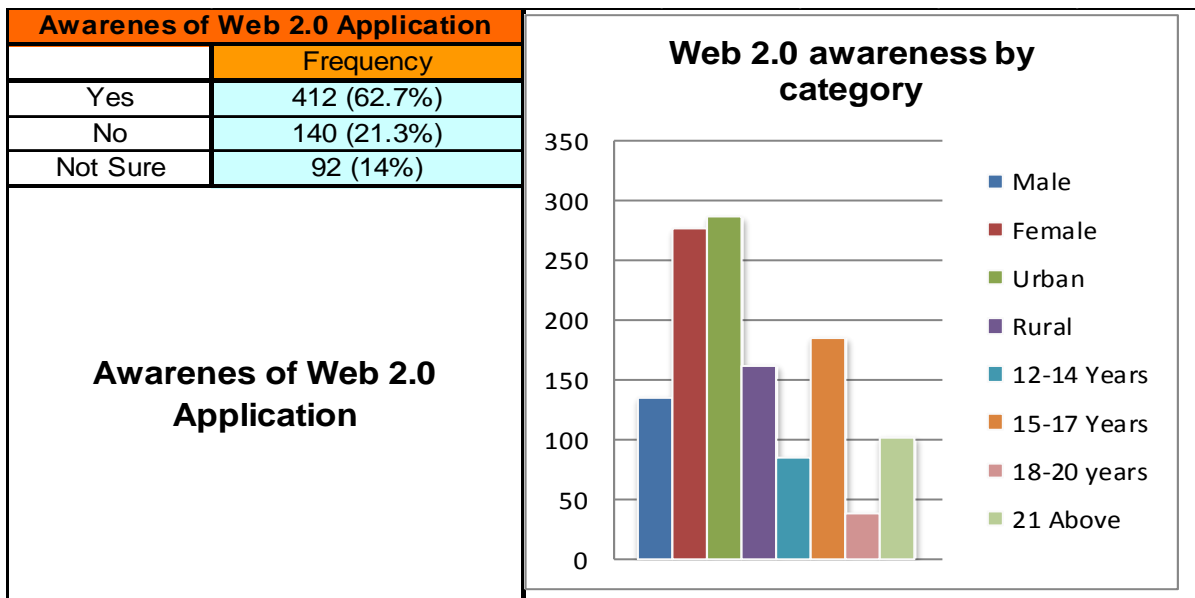
Figure 1: Web 2.0 Awareness

 Subsequent questions were asked from the respondents pertaining to types of Web 2.0 applications generally used by them. Respondents were given the option to provide multiple answers. Interestingly, Facebook was rated as the most popular application among respondents (84%). 77.5% of respondents were following YouTube. Instant Messaging was the third commonly used application by the respondents. However, the lowest application

that respondents did not know and use was RSS with only 7.9%. Figure 2 shows the use of Web 2.0 application within the 3 categories of respondents.

By Category		Web 2.0 Aplicaton						
		IM	RSS	Blog	Wikis	Flicker	Youtube	Facebook
Gender	Male	95	20	71	28	34	175	193
	Female	219	32	158	76	56	333	359
Place	Urban	194	17	144	66	49	300	326
	Rural	119	35	84	38	41	205	222
Age	12-14Years	80	6	46	10	16	143	149
	15-17 years	125	35	90	32	44	215	242
	18-20	28	5	20	8	9	45	57
	21 Above	83	6	7	54	21	106	107
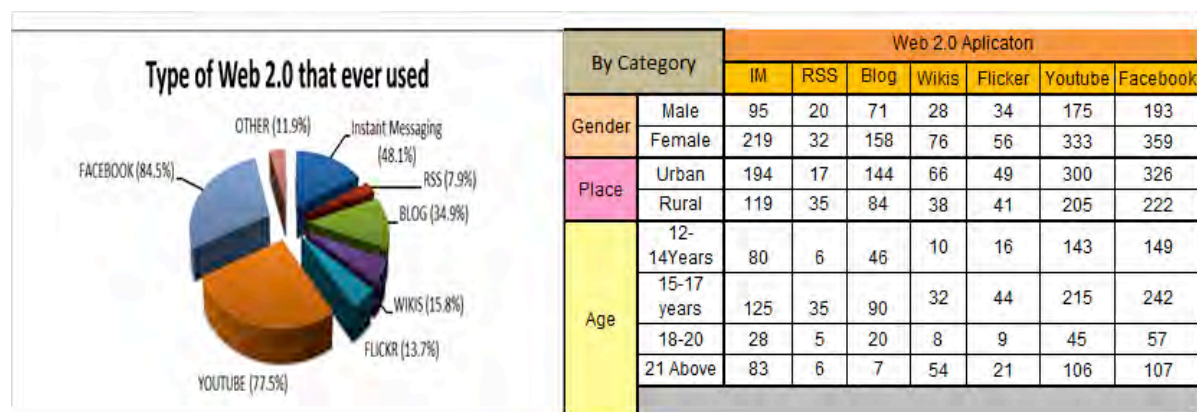
Figure 2: Type of Web 2.0 Usage

The use and awareness of libraries Web 2.0 services

Respondents were asked whether they knew about Web 2.0 services offered by the libraries (public or academic library). 49% of respondents knew or might have used this application but the majority of them only knew about the existence of this application (41%). Only 8% of the respondents are not sure of the existence of this application. From the total of 49.6% (people aware of this application), only 9.9% of respondents were using library's Facebook services. The second most visited services were Wikis (6.5%). Instant Messaging and blogs (5.3%) were chosen by same number (See Figure 3). The data showed a very large gap between respondents who have used this application in general and respondents who have never used Web 2.0 applications services offered by the library.
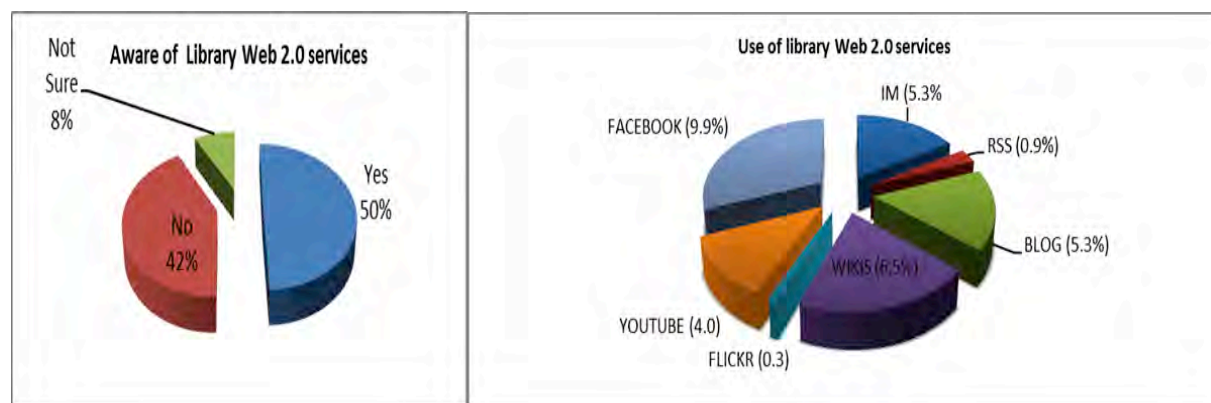
Figure 3: The Use and Awareness of Libraries Web 2.0 Services

Respondents were also asked about their knowledge of the existence and availability of library web 2.0 services (See Figure 4). The majority of respondents were aware of or knew about this service from libraries portal (34.1%). Interestingly, the influence from friends also contributed to the relatively high percentage (33.6%) in awareness among respondents of the existence of Web 2.0 services. We assumed that public/academic libraries actively promote these applications among their users through the figure below. The figure shows respondents were aware of these applications through the information that they saw in libraries banner/bunting (22.5%), library orientation (20.7%), libraries activities / program (20.4%), Web 2.0 training/workshops (17.8%), and library bulletin (17.7%). Interestingly, 10.5% of the respondents were aware of the existence of these services through other sources such as family, teachers, lecturers, and so on.
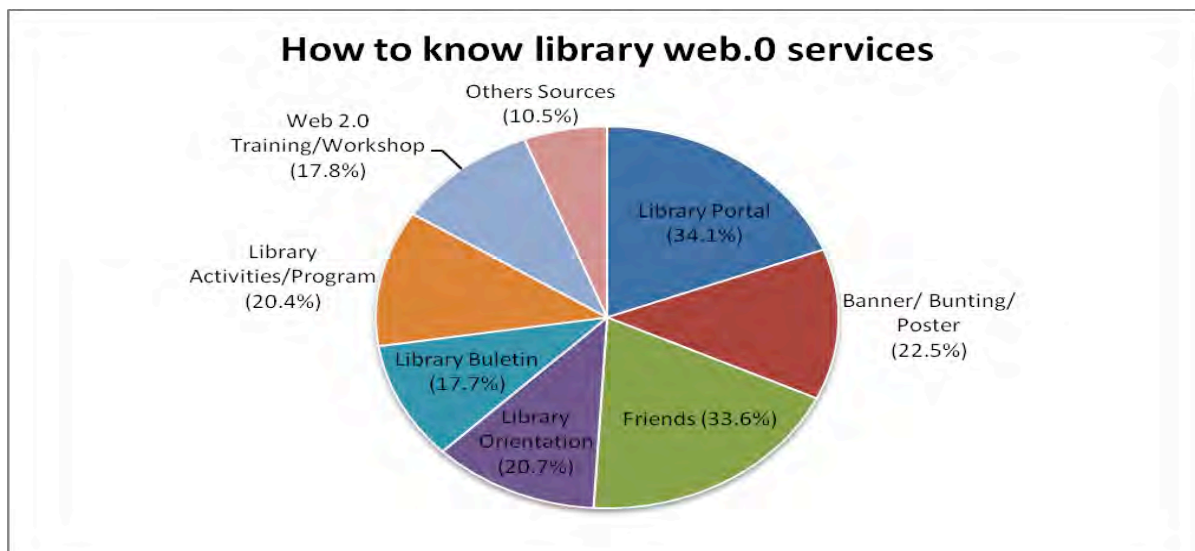
Figure 4: Medium Know Existence of Library Web 2.0 Services

To see the most common activities performed by respondents in the use of libraries Web 2.0 services, respondents were asked to assess 4 common things done while surfing this service. From the data below (see figure 5), it was found that the highest percentage of respondents evaluate the use of these four categories were in neutral (between always use it or not use it). The data also showed that the service most respondents used is to obtain library materials (30.7% are frequently used), and also receive downloaded/uploaded documents, pictures, and library materials (13.9% very frequently used). The first category – using Web 2.0 services to obtain library information or general information, had the highest score: about 45.5% of respondents use was indicated as neutral, followed by the 15.2% of respondents who did not frequently use.
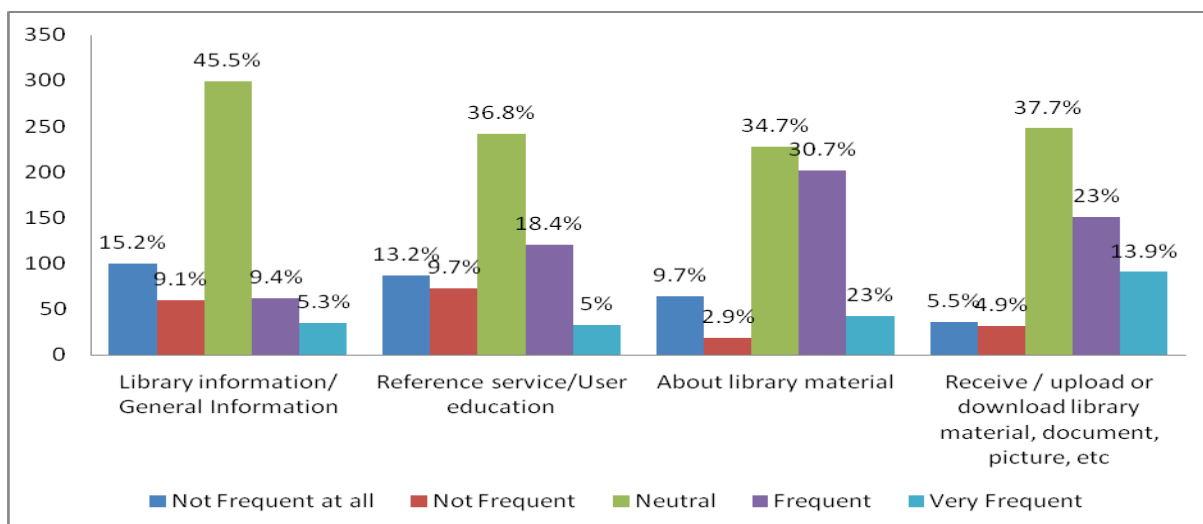
Figure 5: Respondent Activities on Library Web 2.0 Services

Respondents were also asked to indicate their experience using libraries web 2.0 services into 4 categories – (1) easy to use, (2) response time, (3) current or latest information and (4) quality of information. From the figure below (figure 6), the results indicated that the highest number of the respondents perceived that the application was at the level of "Good" and "Satisfactory". The highest score is by 40% of respondents which rated "Satisfactory" for the library response time and "Good" for the quality of information (41.6%) provided in library web 2.0 services. The second highest score was 30% which rated "Satisfactory". More interesting, less than 5 % was rated "Unsatisfactory" and "very unsatisfactory" for their

experience in using this service, which mean that this application is acceptable use by the respondent.
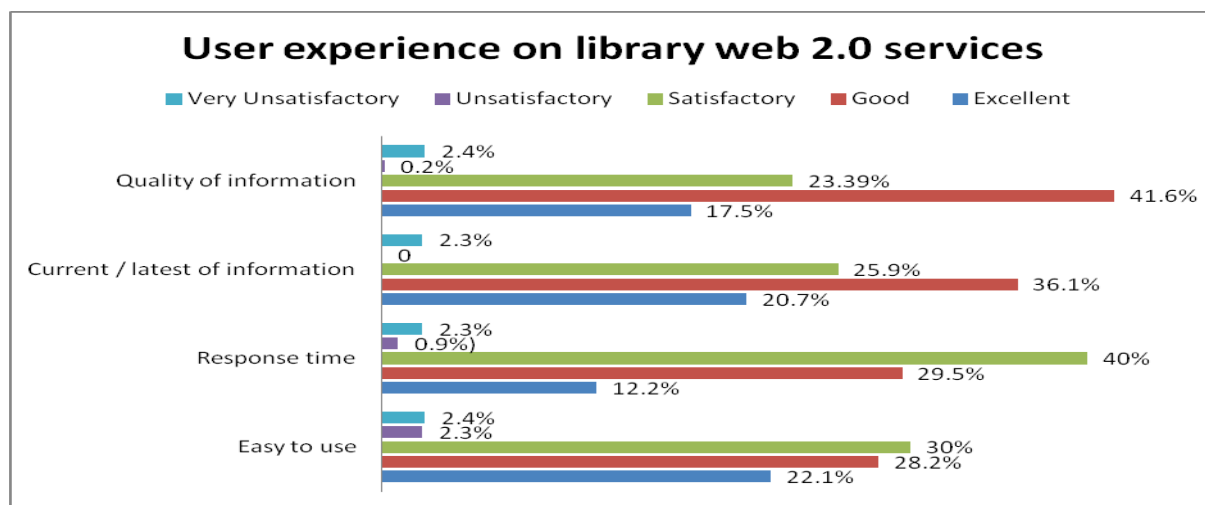
Figure 6: Respondent Activities on Library Web 2.0 Services

Web 2.0 services perception
Table 2 shows that there are different perceptions towards the use of Web 2.0 services among respondents. Based on the findings, the number of respondents who rated "Strongly Agreed" (24.8%) in using Web 2.0 applications was higher than other modes like emails or phone calls.

Table 2: Respondents Perception about Use of Web 2.0 Application

		Strongly Not Agree	Disagree	Nuetral	Agree	Strongly Agree
User Opinion	I would prefer to use Web 2.0(eg:Facebook)compared to other modes (emails, phone calls) as a communication medium among my family, teacher, friends and library	42 (6.4%)	55 (8.4%)	133 (20.2%)	115 (17.5%)	163 (24.8%)
	Web 2.0 application are good medium for student to do discussion among their family, teachers, friends and library	39 (5.9%)	58 (8.8%)	135 (20.5%)	146 (22.2%)	133 (20.2%)
	Web 2.0 application is a fast medium for student to do information seeking	51 (7.8%)	49 (7.5%)	150 (22.8%)	117 (17.8%)	141(21.5%)
	Library helps student in seeking information through library Web .0	54 (8.2%)	74 (11.3%)	153 (23.3%)	122 (18.6%)	99 (15.1%)
	Web 2.0 is a good medium for student to share knowledge	29 (4.4%)	62 (9.4%)	140 (21.3%)	144 (21.9%)	130 (19.8%)
	Library are also post current news about state government program, activities and events	44 (6.7%)	72 (11%)	148 (22.5%)	137 (20.9%)	105 (16%)

	In summary, I am benefitting a lot academically through Web 2.0 application	47 (7.2%)	64 (9.7%)	149 (22.7%)	129 (19.6%)	115 (17.5%)

Interestingly, it can be seen that most of the respondents agreed and strongly agreed that Web 2.0 applications are a good medium for students to facilitate discussion among their family, teachers, friends, and library (22.2% "Agree" and 20.2% "Strongly agree"). They believed that it is a fast medium to seek information (17.8% "Agree" and 21.5% "Strongly agree"). Web 2.0 is a good medium for students to share knowledge (21.9% "Agree" and 19.8% "Strongly agree"). However the "Neutral" perception also scored higher in 3 categories which respondents indicated that Web 2.0 application is a fast medium for student to do information seeking (22.8%), Library helps students in seeking information through library Web 2.0 services (23.3%), Web 2.0 is a good medium for students to share knowledge (21.3%), Library posts current news about state government programs, activities and events (22.5%), and respondents benefitting a lot academically through Web 2.0 applications. Only less than 10% of respondent indicate that they strongly disagree for all the categories below, of which the lowest is 4.4% of respondents indicated that they strongly disagree that Web 2.0 can be a good medium for students to share their knowledge.

In the last question the respondents were asked to indicate whether the library should provide or not one of the following types of Web 2.0 applications in order to help their users in research and learning. Based on the results, it is indicated that the highest response for each application are "Strongly agree" and "Agree". Most of the respondents vote "Strongly agree" for Facebook (39%) and YouTube (37%), which means the users hope that the library should provide these two applications in the process to help them in their research and learning. Next higher vote is for Blog (26.8% "Strongly agree"), Instant Messaging (26.3% "Strongly agree"), Wikis (26.2% "Strongly agree"), Photosharing (Flicker) (23.6% "Strongly agree"), and RSS (20.2% "Strongly agree"). Only less than 10% of respondent indicate that they do not strongly agree for all the categories below which, the lowest is 3.3% of respondents indicate that they strongly disagree that library should provide Youtube access.
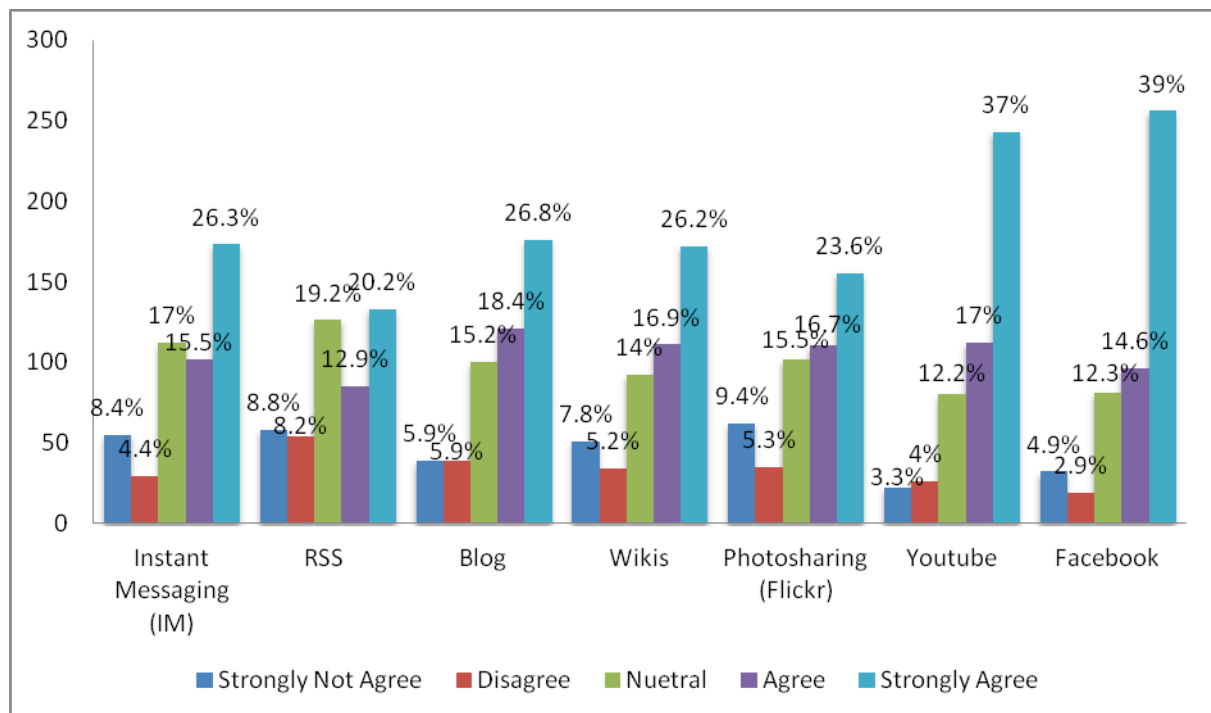
Figure 7: Respondent Opinion on Library Web 2.0 Services

Discussion and Conclusion

Indeed, it is undeniably true that educational institutions currently have been familiarized with the application of technology in its implementation of teaching and learning process holistically. In fact, the application of Web 2.0 services has tremendously contributed to assisting the students to strengthen their abilities in mastering the cognitive skills, personal skills, and inter-personal skills which are indeed vital in their effective learning process. Indeed, in order to enrich the students' competencies, school libraries play crucial roles in materializing such magnificent achievement; as it is of the utmost importance for the librarians to keep pace with their users professionally.

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

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

Keywords: eBooks, multicultural, equity, publishers

Linguistic Equity in eBooks

School library collections must meet the needs of the communities they serve. Therefore, the native languages of the student population must be an important consideration when making purchasing decisions about eBooks. Many professionals in the library community believe that materials in electronic format have the potential to enrich library collections with linguistic diversity because the Internet knows no national boundaries (IFLA, 2009; RUSA, 2007). To ensure that school library collections reflect the linguistic diversity of the community, as school library professionals we need to gain a better understanding of what resources are available for our students in digital format.

In the United States, the issue of linguistic diversity is most acute with the growing population of Spanish speakers in public schools. Many of these students are native Spanish speakers and often bilingual in English and Spanish. Even with restrictions on immigration and the depressed economic climate, many areas of the United States continue to experience growth in their Spanish speaking communities (Flores and Pachon, 2008; Naidoo, 2011; U.S. Department of Education, 2011).

Reading experts believe that providing culturally sensitive reading materials in children's native languages is an important way to promote reading as a leisure-time activity and develop reading appreciation. According to multicultural education advocate Isabel Schon (2006) encouraging children to read—in any language—"is one of the best ways to enrich their lives as individual human beings, to develop insights into and understandings of their own lives … to become aware of the greatness of their cultural heritage, and to deepen their interest in reading as a leisure-time activity" (p. 48).

Whenever there exists a multi-language community, with one dominant and several minority languages, ensuring linguistic equity relative to library resources becomes a significant issue for schools. One way in which this can be addressed is through the use of the school library, which has a long-standing reputation for serving as a resource for high-quality, culturally rich range of materials in different formats. We know that when libraries have diverse collections there is an impact on achievement scores. Providing materials in different languages is part of this successful strategy (Scholastic, 2008). National and international standards for school libraries assert the importance of developing collections in alignment with the cultural and linguistic needs of the school community. The IFLA/UNESCO *School Library Manifesto* (2006) states that it is essential to support "all students in learning and practicing skills for evaluating and using information, regardless of form, format, or medium, including sensitivity to the modes of communication within the community" (p. 2). National and international standards for library collections state libraries should provide resources and services aligned with the cultural and linguistic heritages of their communities (ALA, 1990; IFLA, 2009). According to the ALA statement on diversity in collection development: "Collection development responsibilities include selecting materials in the languages in common use in the community the library serves" (1990, para. 3).

Ebook Providers and Language Equity
The major international vendors of school library materials make a wide variety of print and electronic materials available in different languages and provide service and support for the automated systems through which these materials are managed. In addition to commercial vendors of library materials, online digital libraries, such as the International Children's Digital Library provide thousands of children's titles in as many languages at no cost to users. However, it is not known if these providers are offering eBooks at a level that will meet the needs of a multi-lingual student population. In other words, we know that providing equitable library resources is an important factor in academic achievement, but can equity be achieved in the digital domain with the current offerings of eBooks by the major vendors and digital libraries?

According to a recent study published by *School Library Journal*, the availability of eBooks in U.S. school libraries is on the rise (2011). In 2011, 44 percent of school libraries in the United States offered eBooks, up from 33 percent in 2010, and averaged 397 titles per school, most of which were in the non-fiction category. High schools had the most eBook titles, while middle schools were second; elementary schools had the lowest number of titles. According to the study, children are most likely to access eBooks on a dedicated reader such as a Kindle rather than through a networked computer.

Although there is an increased use of eBooks in school libraries, currently the eBook landscape is full of confusion. Access to eBook titles range from a licensing arrangement, to files in the public domain, to outright purchase of eBooks with limitations on the number of times the books can circulate (Lonsdale and Armstrong, 2008; Pappas, 2009). Because of this confusion, many school library media specialists are turning to their long-standing relationships with print vendors such as Follett to aid in their eBook selection process. These vendors provide large collections of eBooks from a range of publishers using a single software interface and are a major source for eBooks in libraries (Pappas, 2009; School Library Journal, 2011). Because the collections eBook providers offer school libraries is changing constantly, it is difficult to get a clear picture of what resources are available to schools at any given time. When considering the offerings of eBooks available in languages other than English, the picture becomes even dimmer.

A recent study by the authors published in *School Libraries Worldwide* (Paganelli & Houston, 2013) reports that compared with the other vendors, Follett offers the largest quantity and range of eBook titles, with over 120,000 titles in its collection. Follett also offers the largest

number of Spanish eBooks, with over 4,000 titles in its collection. This is not a surprising finding, considering the fact that according to *School Library Journal* (2011) Follett enjoys 69 percent of the school library eBook market. The Follett eBook collection offers a wide variety of fiction and non-fiction titles, with a majority of titles in the easy fiction category. The table below shows that the percentage of the overall collection available in Spanish is small, comprising only 3.4 percent of the total number of titles. When looking at other world languages such as Japanese, French, or Arabic, the number of titles offered becomes negligible. When looking at the offerings from smaller providers it appears that eBooks available in Spanish as well as other world languages is also very small (Paganelli & Houston, 2013)

Table 1: Totals and Percentages of eBooks by Vendor and Language

Vendor	eBooks by Language			
	Total	English	Spanish	Other Languages
Follett	123688	119484 (96.6%)	4204 (3.4%)	723 (0%)
Gale/Cengage	942	924 (98%)	18 (2.0%)	0%
Permabound	15348	15137 (98.6%)	211 (1.4%)	0%
Mackin	34198	33814 (98.8%)	384 (1.2%)	0%

Since the publication of research in *School Libraries Worldwide*, the authors have examined the collection of eBooks offered by Overdrive, a company that has recently begun to market digital collections to school libraries. Overdrive states on its website that the current catalog contains over 350,000 titles. The table below provides a breakdown of eBook titles in the Overdrive collection for Juvenile Fiction and Non Fiction in languages other than English.

Table 2: Overdrive Titles in Llanguages Other Than English
in Juvenile Fiction and Non Fiction categories

Language	Juvenile Fiction	Juvenile Non Fiction
Spanish	627	309
French	612	146
Swedish	122	2
Italian	107	9
Russian	14	80
All other non-English languages	397	182

Information on how the numbers of eBooks in languages other than English compare with the numbers of books in English as a percentage of the total collection is not currently available from the publishers. However, with a collection size of over 350,000 we can surmise that similar to other eBook providers, titles in languages other than English represent a negligible part of Overdrive's total collection.

Ebook Offerings and Student Population Worldwide
Demographic analysis in the collection development process compares the percentages of population in a given language group with the percent of resources available in that language. This method has been used in the United States to evaluate the collections in public and school libraries to determine if the collection meets the linguistic diversity needs of the patrons (Boule, 2005; Etchison, 2008; Hoffert, 2008). To determine if there is linguistic equity in eBook titles available internationally the authors compared the population of children under the age of 15 worldwide with the availability of eBooks in different languages. As the data in the table below show, the percentage of eBook titles in the Follett collection-- one of the largest international providers of eBooks to schools--does not mirror population demographics of school-age children worldwide. In the geographic regions with the largest

percentages of the population under the age of 15, such as Africa, Latin America, Asia and Oceania, the percentages of eBooks available in languages of those regions is negligible.

Table 3: Children Under the Age of 15 by Geographic Area Compared with eBooks in Follett Collection

Population percentage under 15 years of age by Geographic Region		Follett Spanish eBooks	Follett Languages other than Spanish or English
Africa	41%	3.4%	723 (0)%
Latin America/Caribbean	28%		
Asia	25%		
Oceania	24%		
North America	19%		
Europe	16%		

Population Reference Bureau (2012)

Narrowing the Linguistic Divide in eBooks

Efforts to stem the growing digital divide in developing countries international educational associations are involved in initiatives to increase the diversity in eBooks and other digital resources for children who speak languages other than English. According to the UNESCO panel on Multilingualism for Cultural Diversity and Participation of All in Cyberspace: "the creation, dissemination and preservation of content in diverse languages and formats must be accorded high priority in building an inclusive Information Society" (2005, p. 12).

A well-known initiative to bring digital resources to children is the International Children's Digital Library, which provides thousands of eBooks in hundreds of languages free of charge. However, an analysis of this collection indicates that there is also a linguistic divide in the library collection. Over 70 percent of the ICDL collection is comprised of titles in English; titles in Persian (10 %) Mongolian (5.2%) and Spanish (3.8%) comprise the largest percentages of titles in languages other than English. Furthermore, these titles cannot be downloaded onto computers or mobile devices for reading at a later time, which makes it difficult for schools and community centers without reliable Internet service to make these titles fully accessible.

An international project to provide digital resources to students in the developing world on mobile devices is the Affordable Access initiative funded by the International Association for Digital Publications and the Worldbank (IADP, 2009). This initiative seeks to provide eBooks and portable computers to the primary, secondary, and post-secondary education community on a pro-bono basis, with the ultimate goal of providing a large volume of eBook titles at a deeply discounted rate. The IADP now has tested low-cost ereaders and is populating its ebookstore with a growing number of titles.

The non-profit organization Worldreader.org founded by former Amazon.com senior vice-president David Risher has the mission to provide eBooks to children in developing countries on mobile devices ("Our mission" 2013). As of May 2013, the organization has distributed 1,100 Kindles and 180,000 e-books to kids and teachers in Ghana, Kenya and Uganda. Recent studies indicate primary-school students who got Kindles increased their

performance on standardized reading tests from about 13% to 16% and have increased access to African literature (Fowler & Bariyo, 2012).

This analysis of linguistic equity in eBooks from providers of resources to school libraries indicates they are not providing eBooks in multiple languages in the range or proportions needed to help school libraries worldwide achieve equity in their collections. When analyzing the contents of these eBook collections in the context of the world demographics, it becomes clear that there is a linguistic divide in the digital domain, which will impact the ability of children in the developing world to compete with digital natives in developed countries. Currently, several non-profit organizations are spearheading initiatives to narrow the divide with positive results, but with a majority of children living in countries speaking languages other than English, making steady progress in building a bridge for linguistic equity will be a daunting task.

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Enhancing Students HIV/AIDS Prevention Skills through a Graphic Novel

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Abstract

South Carolina (SC) ranks 6th in the United States for new HIV cases (South Carolina Department of Health and Environmental Control, DHEC, 2011). To reduce this troubling trend, education and prevention efforts are needed to raise young adults' awareness of HIV/AIDS issues. Existing prevention information is rarely in a format that appeals to youth. Visuals in graphic novels can motivate students to read, and can aid in their understanding of text (see Carter, 2007, and Gavigan, 2011, for example). To meet this need, the researchers and a graphic illustrator, working with students in the SC Department of Juvenile Justice School District, developed an age-appropriate, culturally diverse graphic novel on HIV/AIDS, entitled, <u>AIDS in the End Zone</u>. It was tested with young adults in SC public libraries in 2013 using pre- and post- surveys to measure knowledge gains from reading the graphic novel. Preliminary results of the surveys will be discussed and focus group data will be presented. Ways in which the project could be replicated in other libraries and classrooms will also be discussed.

Keywords: HIV/AIDS prevention, graphic novel, young adults, book club, libraries

Introduction

HIV/AIDS infections are growing at an alarming rate for young adults in the United States (U.S.). Of all new HIV infections in 2006, 34% were among youth, ages 13 -24. By the end of 2006, nearly 56,500 young adults in the U.S. were living with HIV infection, or AIDS (Centers for Disease Control (CDC), 2010). Currently, there is no cure for the disease, which kills millions across the world each year. From its initial discovery in the Rakai District of Southern Uganda in 1982, the number of people infected and affected by the disease has risen dramatically. Women and youth are the populations most affected by the disease in Sub-Saharan Africa, with most new infections occurring in young adults between the ages of 15 and 24. In 2011, approximately 2.5 million people became newly infected with HIV (UNAIDS, 2012). In most of the countries that have generalized HIV/AIDS epidemics, less than 50% of young women have comprehensive and correct knowledge about HIV (UNAIDS, 2012). The state of South Carolina currently ranks 6th in the United States for new HIV cases, while the Columbia Metropolitan area (the state capital) ranks 10th overall (South Carolina Department of Health and Environmental Control, 2011). In order to reduce this troubling trend, education and prevention efforts are needed to raise young adults' awareness of HIV/AIDS issues. Although existing HIV/AIDS prevention information for young adults is accurate and informative, it is often not in a format that appeals to today's youth. Further, youth are more inclined to read and retain information if it is in an engaging format such as graphic novels that is popular with their generation. For the purpose of this paper, a

graphic novel is defined as an original book length story, either fiction or nonfiction, published in comic book style. The goal of this project was to produce a graphic novel that would provide the knowledge and resources young adults need to make informed decisions regarding HIV/AIDS, including how to reduce or eliminate risk factors, and where to get tested for HIV. In order to meet this goal, the investigators and a graphic illustrator, working in collaboration with students in the South Carolina Department of Juvenile Justice School District (SCDJJSD), developed an age-appropriate, culturally diverse graphic novel on HIV/AIDS. The graphic novel, *AIDS in the End Zone*, is being used with young adults in public and school libraries in South Carolina in 2013. Book club interventions are being conducted at public and school libraries, in which pre- and post-surveys, and interviews, are being used to measure knowledge gains and impact from reading the graphic novel. The study is the first of its kind to provide scientifically-based research that examines whether or not graphic novels can be an effective HIV/AIDS prevention tool for young adults.

This paper will present the process of creating the graphic novel with the incarcerated youth. In the United States, the term incarcerated youth refers to children under the age of 18 who have committed a crime that prohibits them from attending public school. The young men who participated in this project attend school in a contained facility where they are detained to serve out their jail time. In addition to describing how the young men created the graphic novel, some of the initial data from the surveys and focus groups will be presented. Further, the paper will describe the ways in which the project could be replicated in other libraries and classrooms.

Literature Review

Due to the large influence of television, advertising, and the Internet, today's youth are an extremely visual generation of multimedia learners. As Flynt and Brozo (2010) wrote, 'Visual culture is a constant in students' daily lives.' (p. 526). Capitalizing on the influence of the visual culture on today's youth, this intervention program examines the role that graphic novels can play as a resource for increasing HIV / AIDS awareness among high school students. Studies show that the visuals in graphic novels can motivate students to read, and can aid in their understanding of text (Carter, 2007; Cary, 2004; Gavigan, 2011; Ivey & Fisher, 2006; Krashen, 2004).

In order to reduce the high percentage of HIV/AIDS cases in young adults in South Carolina, and around the world, education and prevention efforts are needed to raise young adults' awareness of HIV/AIDS issues. Unfortunately, studies show that many young people are not concerned about becoming infected with HIV/AIDS (Kaiser Family Foundation, 2000). HIV/AIDS prevention campaigns are not often targeted to a specific, local community and they fall short of their intended prevention efforts (Albright, 2007). Successful prevention campaigns take into account the use of appropriate messages targeted to the specific population in an authentic, accessible format (Albright, Kawooya, & Hoff, 2006). Although existing HIV/AIDS prevention information for young adults is accurate, it is often not readily available or presented in a format that youth find appealing. Further, because of the high degree of illiteracy in South Carolina, and many places around the world, materials need to be available in a format that includes visual images, in addition to print.

Studies show that young adults are more inclined to read and retain information if it is in an engaging format, such as graphic novels, that is popular with their generation. There is increasing evidence that the use of graphic novels can enhance learning, and the artistic format can facilitate learning for students with varying learning styles and abilities (Botzakis, 2009; Flynt & Brozo, 2010; Gavigan, 2012; Krashen, 2004; Monnin, 2008). Adolescent readers need interventions that will motivate them to read. A greater understanding of the types of texts that are valued by adolescents is an important step in addressing the challenge of designing effective HIV/AIDS prevention programs.

Albright (2007) identified important components of successful HIV/AIDS prevention programs that are being applied throughout this study:

- Materials should be designed specifically for the target audience, and made available in the language of the target population. *AIDS in the End Zone* was written in the vernacular of the target population for the study: Columbia youth, aged 15-18, many of whom will be in the higher risk, African-American population.
- Because of the high degree of illiteracy in South Carolina, and around the world, materials need to be available in a format that includes visual images in addition to print.
- Considering the collectivist culture of the target population, information is likely to be shared in common spaces (e.g., schools, libraries, community centers, etc.). Making the graphic novel available in those spaces is likely to facilitate dissemination of the information.
- Peer education appears to be the most common approach to spreading the HIV/AIDS message. By including the target population in the development of the materials, word-of-mouth and sharing of information will be enhanced via peer networks.
- The use of fiction helps to make HIV /AIDS information more interesting, particularly for youth. The storyline and visual images will increase the appeal to the target population.

Methodology

The purpose of this study was to produce a graphic novel that will provide the knowledge and resources young adults need to make informed decisions regarding HIV/AIDS, including how to reduce or eliminate risk factors, and where to get tested for HIV. The research questions guiding the study are:

1. How does reading a graphic novel about HIV/ AIDS affect adolescents' understanding of HIV/AIDS issues?
2. What are the ways in which adolescents respond to a graphic novel about HIV/AIDS?

A case study is the preferred methodology for this research because it allows investigators to retain the meaningful and holistic characteristics of authentic situations in natural settings (Yin, 2009). Since a case study can be used in combination with other methods, it can cover both the process and the outcomes. Both qualitative research and descriptive statistics were gathered in two phases. Data were collected through the use of a survey, interviews and observations. The investigators obtained permission to conduct this study from the University of South Carolina's Institutional Review Board.

Impact evaluation was measured by analysis of data from the focus groups and pre- and post-survey scores. The quantitative data analysis was designed to show knowledge gains and changes in attitudes among the participants. The qualitative data analysis was intended to provide insight into the nature of the materials' impact, and present clues as to which elements of the material were particularly effective in influencing knowledge and attitudes. Based on the data from the book club interventions, the graphic novel is being modified to incorporate suggested improvements.

Data Collection

The project begin in July, 2012, when the researchers, and a graphic illustrator, worked with male students in the South Carolina Department of Juvenile Justice (SCDJJSD) to develop a graphic novel for teens about HIV/AIDS. The creation of the graphic novel took place over a period of eight weeks, four sessions per week, and one hour per session. The work was done in two back-to-back English Language Arts classes, which had approximately 8-10

students in each class. The young men worked with the graphic illustrator and researchers to develop the plot, characters and setting, write the narrative, and tell the graphic illustrator how they wanted the illustrations to appear in the graphic novel. The illustrator returned each week with renditions of the illustrations, with the students making suggestions for changes throughout the project. The investigators observed the interactions between the students and the illustrator, taking notes of their observations throughout the eight weeks. This data was used to determine the effectiveness of the project.   Additional data was collected through an interview with the young men after the graphic novel was completed. During this interview, the students were asked to share their views of the graphic novel and what they had learned from the process of creating it.

Once the graphic novel, *AIDS in the End Zone*, was finalized and published, it was used in May, 2013 in the Richland County Public Library system, located in Columbia, South Carolina. During this phase of the project, the participants included 40 young adult library patrons, ages 15 – 19. Each participant received $20 cash as an incentive for participating in the study, and all of the students were provided a pizza party. Every participant was required to turn in an Informed Consent Form before they were allowed to participate in the sessions. All participants under the age of 18 were also required to have signed parental consent forms as well, prior to their participation in the study.

The investigators met for approximately 1-2 hours with focus groups at two Richland County Public Library branches. The first group had 7 participants and the second group had 33, for a total sample of 40 participants. The research protocol was the same for each of the groups. First, participants took a written HIV/AIDS knowledge/attitude pre-test, administered in print, but also read aloud by the investigators. The twenty-question test was designed by the investigators, based on existing documents in the field. Next, the participants read the graphic novel, *AIDS in the End Zone*, in its entirety. The investigators observed the participants as they read the graphic novel to note expressions of their first reaction (e.g., confused expressions, degree of appeal, body language, etc.). After reading the graphic novel, the participants took a post-test that was the same as the HIV/AIDS knowledge/attitude pre-test. Data from the pre- and post- tests enabled the investigators to measure the knowledge gained about HIV/AIDS from the reading of the graphic novel. After the post-survey, participants participated in a focus group interview to explore their views of the graphic novel, what they learned, and what modifications they thought needed to be made to the graphic novel. An interview protocol instrument was used to facilitate the discussion. Notes were taken throughout the session.

Results
The analysis of the data was triangulated so that each important finding had at least three confirmations and assurances that key meanings are not being overlooked (Stake, 2006). Survey results, observations, and interview responses are being analyzed. The data is being read and re-read to determine patterns. The overall impact of the project was measured through analysis of data from the pre- and post-test scores and the focus groups. Cross-Tabs and chi-square are used to analyze the data, to reflect knowledge gains and changes in perceptions and attitudes among the participants. Qualitative data from the focus groups will be analyzed using content analysis to reveal the nature of the materials' impact, and will provide clues as to which elements of the material were particularly effective in influencing knowledge and attitudes.

Of the sample of 40 participants in the study, 80% were female and 20% were male. Participants ranged in age from 15-20, with a mean age of 17. The majority of participants was African-American (85%), followed by Caucasian (3%), and mixed ethnicity (12%). Preliminary results suggest that over one third of the participants (37%) considered themselves to be at risk of getting HIV, and 36% knew someone who has or had HIV or AIDS.

Impact evaluation was measured by analysis of data from the pre- and post-test scores and the focus group. Figure 1 compares the pre- and post- test answers to the question, "Can you get HIV/AIDS through genetic transmission?" There was a significant gain in accurate knowledge from the pre- to the post- test. Before reading the graphic novel, 75% of the participants believed that AIDS is genetically transmitted, which is an erroneous belief. After reading the graphic novel, this figure dropped to 53%, a positive knowledge gain of 22%.
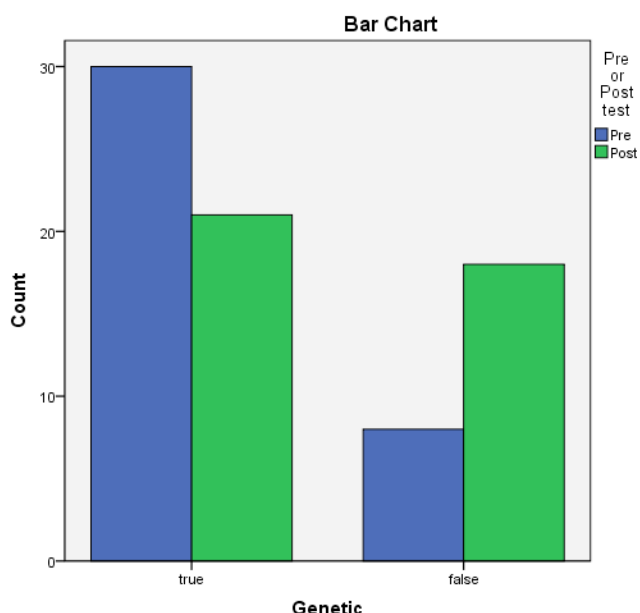
Figure 1. Can You Get HIV/AIDS through Genetic Transmission?
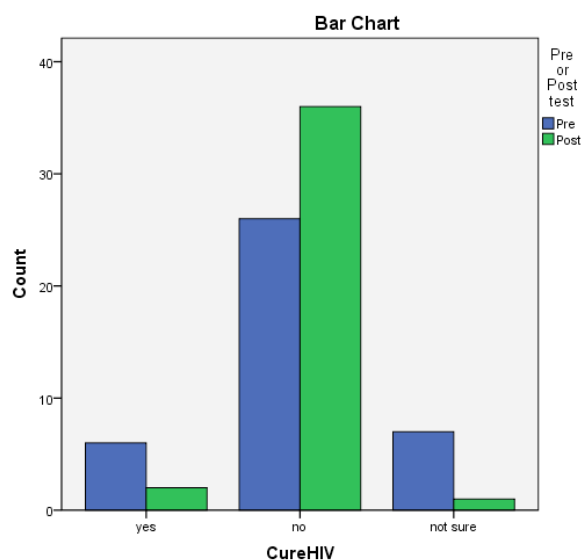
Figure 2. Is There a Cure for HIV?

There was a similar knowledge gain when asked the question, "Is there a cure for HIV?" (Figure 2). Prior to reading the graphic novel, 66% of the study participants said no, while 15% said yes. The correct answer is no, so 15% were misinformed. After reading the novel, the number of participants who said no increased to 92%, while the number who answered yes, dropped to 5%.

Another finding was the number of participants who selected "Breastfeeding" as a way to prevent transmission of the disease. The correct answer is that because the HIV virus can be transmitted through breastmilk, breastfeeding is a means of transmitting HIV from mother to child. As a result, not breastfeeding is a means by which to prevent transmission. The results of this question are presented in Figure 3. Fifty-six percent of the study participants did not consider breastfeeding as a means of HIV/AIDS transmission, prior to reading the graphic novel. After the intervention, there was a significant change in their answers, where 66% of the participants correctly recognized that breastfeeding is a way of transmitting HIV/AIDS. There were additional increases in the knowledge gains; however, they were less significant than the ones presented here.
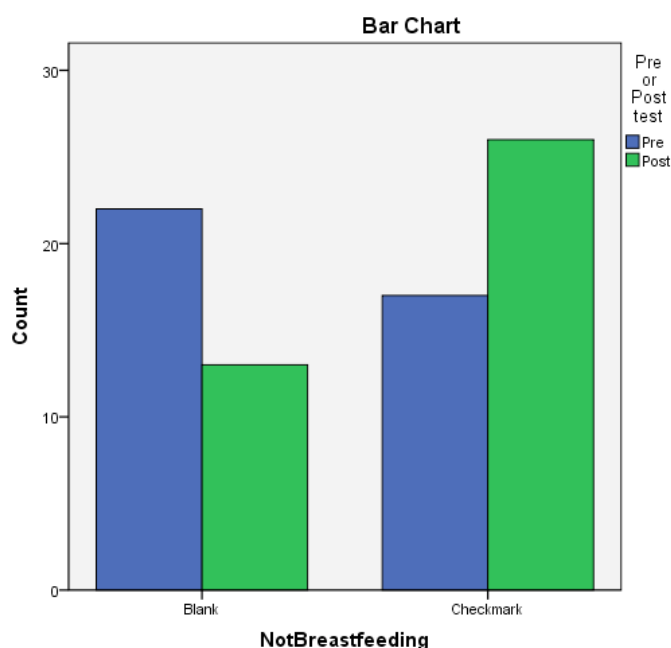
Figure 3. What are the Methods of Preventing HIV/AIDS Transmission? Please check all that apply.

Focus group results are currently being analyzed and are shedding insight into the nature of the materials' impact, and clues as to which elements of the material were particularly effective in influencing knowledge and attitudes. If the evaluation of the project continues to yield positive results, additional funding will be sought to replicate the program across the state in other school districts and states, nationwide, and in Africa.

Discussion

The knowledge gains were not as dramatic as was anticipated by the researchers. Preliminary results suggest that there may be an age effect, however. Correlating age with the three knowledge gains presented above, suggests that the younger the age, the more likely participants were to select the wrong answers prior to the reading of the graphic novel. Upon further exploration, the researchers were informed that most of the participants in the study over the age of 15 had taken high school health science where information on HIV/AIDS had been presented. While the knowledge of the older students appears to reflect this education, additional research is necessary to test this hypothesis. Overall, preliminary results appear promising, although the graphic novel may be more effective with young adults who have not yet had any HIV/AIDS education, i.e., in South Carolina, those in 8th or 9th grade (ages 14-15).

This project enabled the students who created *AIDS in the End Zone*, and the participants who read the graphic novel, to enhance their life skills. In their document, *Skills for Health,* the World Health Organization (WHO) defines life skills as 'abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life' (2013, p. 3). Taking part in this project had a significant effect on the students' and participants' ability to deal more effectively with HIV/AIDS issues, important life skills. The youth who created the graphic novel also developed inter-personal skills for communicating and interacting effectively with others. In addition, the young adults who read *AIDS in the End Zone* used their cognitive skills for analyzing and using information in the graphic novel to increase their understanding of HIV/AIDS. The project also helped both the incarcerated youth and the participants in the project to face the realities of life with diseases such as HIV/AIDS. Another important outcome of this project was the realization that the process used to create the graphic novel can easily be replicated across a variety of curriculum areas, in school libraries and classrooms. The students believed that the visuals in graphic novels helped scaffold their understanding of the text, and they were eager to use them in other ways. As one of the students told us, "I would rather read a graphic novel than a textbook because pictures get to the point quicker." Another said, "Visual with text was more fun to read. Instead of envisioning it, you can actually see the scenes playing out." The students also enjoyed the creative process of combining the text with the illustrations. They recommended that the process be implemented in their science and social studies classes. They also thought that it would be effective to create graphic novels about other social issues, such as bullying, alcoholism, etc. When asked how they would advise librarians and teachers who wanted to work with students to create graphic novels, the students offered the following suggestions:

- 'If a student can't draw, they can write well – you have to work with others in class groups.'
- 'All students should be involved. There should never be someone not doing something.'
- 'Don't assign the students tasks – have them pick based on their strengths'

Another outcome of the project was the students' awareness of the ways in which the process of writing the graphic novel helped to improve their literacy skills. They made the following comments:

- 'It is a fun way to develop writing skills while learning about the topic'
- 'You develop a story line and plot.'
- 'You are learning a lot of different things including social and communication skills'
- '(It) helped us brush up on writing skills because it was a different genre / different way to express yourself – not full sentences'
- 'It helped writing skills – helped with the flow of the story'
- 'It gave us the experience to write a book and be a part of a creative thing.'

Throughout the project, these students collaborated to develop multiple literacy skills, which are needed to navigate the mediasphere in which they live. As Michael Bitz, founder of the Comic Book Project, states, '…in the process of creating comics, students are extending literary pathways that, in the end, address the basic literacy concepts we're all trying to get at' (Bitz in Viadero, 2009, p.1). Further, allowing students to tell their stories through a visually appealing graphic medium helps students realize that writing is not boring (Crilley, 2009). For these, and a variety of reasons, the potential for allowing students to create graphic novels in libraries and classrooms is enormous. Whether librarians and teachers have students use paper and pencil, or one of the growing number of "create your own comics" websites, the process can teach students literacy skills, such as developing a plot, characters, dialogue, and settings.

Conclusion

The quest to provide effective HIV/AIDS prevention resources for young adults must examine the texts that they value, such as graphic novels. This is the first study of its kind to provide scientifically-based research that examines whether or not graphic novels can be an effective HIV/AIDS prevention tool for young adults. The project has the potential to significantly impact young adults in South Carolina, and beyond, since participating students should acquire a greater knowledge of HIV/AIDS issues after participating in the graphic novel intervention. Further, the findings of this study will provide insight into the effectiveness of graphic novels as an educational tool for young adults, specifically in the field of HIV/AIDS prevention. The study has significant implications in the field of education because it addresses important issues regarding visual literacy, adolescent literacy, and HIV/AIDS prevention for young adults. Further, the process of creating the graphic novel and the study's methodology could easily be replicated across the curriculum, as well as for social issue topics such as bullying, addiction issues, etc. School librarians can use this model, and collaborate with classroom teachers to help their students create graphic novels that will help them become college and career-ready, goals of the Common Core State Standards (CCSS).

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Biographical notes

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Kendra Albright is an associate professor in the School of Library and Information Science at the University of South Carolina. With nearly 70 scholarly publications, Dr. Albright's research focuses on the ways in which information contributes to behavior change. She is interested in the relationship between human information behavior and emotion. Her research has centered on information for prevention of HIV/AIDS and domestic violence. She is Co-Editor of *Libri*, International Journal of Libraries, Information Science, and Information Services. Dr. Albright and Dr. Gavigan are recipients of the 2013 Association for Library and Information Science (ALISE) Research Grant Award.

Makerspaces@your School Library: Consider the Possibilities!

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Abstract

Community centers called "Makerspaces," "Hackerspaces," and "Hubs" are materializing in schools, libraries, and industrial buildings across the globe. Educators believe that the Maker movement has the potential to stimulate interest in learning in the STEAM areas (science, technology, engineering, art, and mathematics) because hands-on inquiry learning is embedded in every Maker activity. School libraries have always been resource centers for student inquiry learning and many school librarians see Makerspaces as a means to attract students and faculty to the school library for instructional collaboration. This paper provides an overview of Makerspaces in school and community settings and offers advice for school librarians interested in becoming involved in the Maker movement.

Keywords: Makerspace, STEM, 21st Century Skills, technology, science

The Maker Movement

As an outgrowth of the 21st Century Skills initiative, a new movement entitled the "Maker Movement," has transformed technology learning from a computer lab into a hands-on, minds-on workshop environment. The activities of "Makers" take place in a community of creative and enterprising individuals, who are developing innovative technology applications using lo-tech and hi-tech tools and ideas. The physical space, tools, and "Maker" activities are housed in libraries, industrial buildings, and community centers, called Makerspaces, Hackerspaces, or Hubs. They reflect the communities they serve, but all share the Maker philosophies of local empowerment, innovation, and collaboration (Anderson, 2013). There are Makerspaces in most every community across the globe, with Makers of every age collaborating on projects as simple as a marshmallow catapult, to 3D printed dollhouse furniture, to prototypes of innovative technology applications.

The Maker movement has been especially attractive to youth who enjoy tinkering and exploring real-world applications of their ideas. For example, last year, four 14 year-old girls from Nigeria collaborated on the development of a urine powered generator as part of a high school science project with the goal of finding alternative solutions to Nigeria's electricity problems (Olofinlua 2013). Their generator, which can create 6 hours of electricity from one liter of urine, was featured at the 2012 Makerfaire Africa event held in Lagos, along with hundreds of other hi and low tech locally produced products ("A urine powered generator" 2012).

As the process of collaboratively designing, developing, and prototyping technology involves every aspect of learning, the Maker movement encourages and supports lifelong learning, along with the application of personal, interpersonal, and cognitive skills, all of which are themes for this conference. As school librarians consider the changing landscape of their spaces due to changes in technology and curriculum they should consider becoming players

in the Maker movement by creating a participatory space for community interaction, lifelong learning, creativity, innovation, and hands-on technology learning.

Many school librarians are intrigued by the idea of integrating a Makerspace into a library facility because it is another way to connect library resources with inquiry learning, which is the fundamental philosophy of 21st century learning. The American Association of School Librarians' *Standards for 21st Century Learners* (2007) emphasizes the importance of developing inquiry skills in a collaborative environment that is rich in information tools and resources. Many educators believe that informal environments like Makerspaces support deeper, more meaningful learning in STEAM (science, technology, engineering, art and mathematics) disciplines because hands-on learning activities make these subjects less abstract and easier to understand (Britton 2012; Gershenfeld 2007).

An example of how a Makespace can be integrated into a school library facility is the "Michigan Makers" afterschool program, based in the East Middle School library. In the 2012-2013 school year this group of students-turned-Makers explored many kinds of desktop manufacturing tools in activities focused on STEAM learning. As part of this program students learned how to use sewing machines to make pillows of different shapes and sizes; how to program Arduino microcontrollers to program patterns for LEDs; and how to build Raspberry Pi computers ("Arduino Workshop One" 2013; "Michigan Makers Blog" 2013).

An example of a Makerspace housed in an international school is the United Nations International School's Makerspace called the "CoLaboratory". As opposed to a traditional computer lab, the CoLaboratory combines hi-tech tools such as computers, microcontrollers, and 3D printers with lo-tech tools such as nuts, bolts, hammers, and screwdrivers. The goal of the CoLaboratory is for students to explore concepts in the STEAM areas through the inquiry method and the design process. According to Zammarano and Jenkins (2013) projects in the CoLaboratory engage the students in STEAM content learning in a different way than traditional classroom activities. When students in the CoLaboratory were asked to design and build a maze using a recycled laptop box and a simple LED circuit, Zammarano and Jenkins observed: "the process of designing, problem solving, painting, questioning, cutting, pasting and presenting their final product makes this project engaging and relevant for the child" (Zammarano & Jenkins, 2013, para. 7).

Making Space for a Makerspace

There are many different levels at which school libraries can be involved in the Maker Movement and support STEAM learning activities. For example, in communities where Makerspaces are vibrant community centers, school libraries can support student's interests by developing a library collection following Makerspace and STEAM themes. Collection building should focus on the nuts and bolts of starting a Makerspace, including guidebooks for projects in the STEAM areas, and any related materials in multiple formats that occupy the 500, 600, 700 sections of the library collection. Support for community Makerspaces can be expanded through regular visits by students and school librarians to local Makerspaces with information related to the library's collection of Maker resources and programming. This type of outreach has the potential to develop a successful partnering of resources, expertise, and facilities. Either hosting or staffing a booth at a Maker Fair, where Makers gather to show off their projects, is also an effective means to support the Maker community and STEAM learning. As part of library advocacy and outreach programs, school librarians can assemble kits and portable programming materials to offer "Pop-up Makerspace" activities in classrooms or other areas of the school. Finally, if your school library has the space and resources to develop a Makerspace, attracting a new population of patrons to use the tools and resources inside the space and participate in programming activities is an easy task. Makerspace programming in school libraries can transform libraries into spaces to "create,

build, construct, do, and express all kinds of both personal and collaborative products" (Loertscher, 2012, p. 45).

Advice for Maker-Librarians

The school library as Makerspace is a new concept in library services and there are some serious issues to consider when wading into these uncharted waters. Primarily, schools should consider the liability involved with housing potentially harmful tools and equipment, the expertise required to maintain equipment and train students in their use, and how to program Makerspace activities so that they effectively introduce STEAM concepts and spark interest in STEAM careers.

With liability on the minds of every public institution, public libraries with established Makerspaces, such as the Westport Public Library in Connecticut or the Allen County Public Library in Indiana have liability waivers and user agreements that can be used as a model for schools and districts to follow. The Michigan Makers club at East Middle School requires a permission slip and parent orientation. These agreements can be found on most websites connected with library Makerspaces. It is good advice to have a waiver and user agreement in place before any Makerspace programming takes place in the school library.

Space and facilities are always a primary consideration for any innovative school programming initiative. School librarian, Leslie Preddy (2013) offers a number of suggestions to consider when planning Makerspaces:

1. Adequate space for autonomous activity, storage, and instruction – Preddy suggests creating a space for students to be autonomously productive and active in a space that can be used for multiple purposes and is easy to clean.
2. Adequate lighting and electrical outlets – Considering that technology will play a key role in most Makerspace activities, Preddy suggests a well-lighted space with room for students to spread out and work on projects, and plenty of electrical outlets be provided for tools and computer technology.
3. Flexible, mobile, convertible furnishings – To create a flexible Makerspace in the library or one that can "pop-up" throughout the school building, Preddy suggests that furniture be as mobile as possible.
4. Self-instruction via library resources, DVDs, pathfinders, etc. – From the beginning, Maker-Librarians should develop the school library collection to support and create interest in Makerspaces. Preddy suggests both physical resources, such as how-to books and DVDs, and virtual resources, such as Pathfinders and websites, be part of the library collection.

When considering the staffing and program development required for the Makerspace, East Middle School Maker-Librarian, Rachel Goldberg emphasizes the importance of enlisting a core of volunteer mentors to assist students with their projects and help them develop their ideas. She suggests tapping resources found in local high schools, universities, and community groups who have an interest in Makerspaces. According to Goldberg, "Partnering with enthusiasts and giving them a space to share their craft with young people is an excellent way to build community relationships and develop lasting partnerships." (2013, par. 4)

Imagine it! Do it!

Makerspaces in school libraries that support 21st century learning strategies and STEAM content have the potential to disseminate interest in science, technology, art, and mathematics to a large number of students, including minorities and youth from low-income families who are under-represented in careers from these subject areas. School libraries have a long tradition of serving the education and information needs of the school

community, and providing free programs and services for all. There are many ways school libraries can support Makerspaces and STEAM learning, from stocking library shelves with books and magazines, school visits to community Makerspaces and Maker Fairs, to housing a full-fledged Makerspace in the building. Given the financial considerations, physical space, and staffing needs associated with leading the way in educational innovation, what is required is for school libraries to imagine the different possibilities for supporting Makerspaces and STEAM-related programming in their own communities. In a recent issue of *Teacher Librarian*, David Loertscher advises school librarians to ride the wave of innovation:

> As teacher librarians we can embrace new and innovative ideas or allow them to grow up around us, excluding us, ignoring us, or we can embrace, join, encourage, and move to the center of both serious academics and the exciting movements in education. It's our time folks (2012, p. 46).

Key Resources for Kickstarting a Makerspace

Makerspaces: A new wave of library services. ALA TechSource Webinairs – A four part series of webinairs on Makerspaces from alapublishing.webex.com

Makerspace.com – Comprehensive resources for developing Makerspaces and Makerspace programming including the free *Makerspace Playbook* ebook guide.

Makerbridge - Comprehensive resource for those involved in community Makerspaces from http://makerbridge.si.umich.edu/

Maker Education Initiative – Educational arm of the Maker Movement with a focus on youth Maker education programs and resources http://makered.org

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Dr. Cynthia Houston is an Associate Professor in the Library Media Education program at Western Kentucky University. Her research interests include digital resources, the status of school libraries, and international comparative librarianship.

Effective Learning in the School Library: the Portuguese School Libraries' Learning Standards Framework: Conception and Framing

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Abstract

The purpose of this paper is to present School Libraries Network Program (Ministry of Education) and its strategy concerning the creation and development of a national network, the elaboration of an Evaluation Model and the reference corpus of Learning Standards. This is the main goal of this presentation.

Nowadays educational agents have a general concern regarding the tremendous transformation that technologies and social networks brought up to the present, placing on the agenda of educational institutions, policies, and new standards of reference about curricula and learning that today schools and school libraries must ensure. The conviction that school libraries can play an undeniable role in the acquisition of a set of critical skills vital in 21st century education, led us to the creation of learning standards for school libraries, associated with their mission and intervention in schools, called "Effective Learning in the School Library: the Portuguese School Libraries' Learning Standards Framework".

Keywords: School libraries, learning standards framework, curricula, literacies

Introduction

Launched in 1996, the School Libraries Network Programme, (SLNP) was aimed at installing and developing libraries in state schools at every level, supplying its users with the necessary resources to read, access, use and produce information, regardless of the format. The organization and operation of school libraries are guided by principles, namely its development within a school community perspective, calling for articulation and networking principles, like the collection that should be updated and suitable to the students and teachers' needs, including curricula supporting documents, literature collections, children and young readers and, to empower the collection, the practice of library interloan.

The process of integration of schools in the School Libraries Network Programme is carried out through annual applications, based on definite criteria and established principles. The schools that offer the most qualified projects are selected and receive technical and financial support for the acquisition of specified equipment and furniture, collections and management software. Now, all state schools have a library or, a library service in very small schools.

Regarding primary schools, the Municipalities are involved in the installation of school libraries. They have a financial responsibility, when space intervention is necessary and the Public Library is, from the beginning, involved at a technical level, assuring the treatment of all documents and helping schools with the different tasks, namely with the collection procedures, through the School Libraries Supporting Service (SLSS). This structure was created to promote collaborative work beyond the technical work, such as reading promotion activities and exhibitions, among others, and are developed by these two partners.

These procedures are formalized with the signature of a Cooperation Agreement between the Ministry of Education, the Municipality and the school clusters involved. These agreements also reach interlibrary loan services, allowing a real articulation and sharing of resources which is a significant added value.

The National Reading Plan launched in 2006, an initiative from the government which is of the responsibility Ministry of Education together with the Ministry of Culture. The National Reading Plan is considered a national goal to increase reading and reading literacies. Research on the Portuguese reality is only partial, the National Reading Plan also includes a set of studies which will allow a better understanding of the reality, and also monitor and evaluate the National Reading Intervention. Research will also be aimed at creating tools which may serve as guidelines to support and motivate reading, literacy, and cultural promoters – teachers, educators, librarians, school librarians, mediators, parents and guardians.

To accomplish its main goals, School Libraries Network Programme tried to respond to training needs of the school librarian and of the team, either continuous teacher training or by higher education institutions. So, the human resources allocated to school libraries have been consolidated, evidenced by the 2009 law that created the position of the teacher librarian in all schools, with adequate training. As a teacher librarian he/she plays an important role, not only in library management, and supporting curricula, but also in pedagogical and cultural promotion, namely all that concerns the articulation with school communities of reading programmes, but also supporting the activities of the National Reading Plan.

The role of teacher librarian can make the difference. Focusing on literacy development in the school educational project (School Mission Goals) is the first step. The commitment with stakeholders as School Boards, all staff, seems to be crucial to accomplish our work strategies to develop collaborative partnerships with teachers, support curriculum activities, make connections, create opportunities for cooperative learning and develop a learning environment. Working with a teacher or a group of teachers providing strategies, materials and resources, according to their needs and evaluating the impact on students' achievement, is the only way to promote changes in the teaching and learning process and place the school library at the core of instruction and to achieve curricular goals.

To support school libraries, School Libraries Network Programme has a team in charge, a vast group of teachers with library training and experience in the management of the school libraries known as Municipal Coordinators, that provide consultancy and technical support in the field, both in library installation and in optimizing the qualified work developed by teacher librarian and the library staff. These teachers are also in charge of encouraging municipal

working groups, in articulation with the Public Library, in order to develop structured projects in the promotion of reading and literacy to render people aware of the need to adopt resource sharing policies and joining organisational activities to stimulate the creation of network information management systems. This group of teachers is another important support not only for school libraries but also to the development of a national reading plan activities, carrying out a set of projects that we have running in the field, such as the creation and development of regional networks and to the implementation of the Evaluation Model, (since 2008) and now for the implementation of the School Libraries' Learning Standards Framework.

Effective Learning in the School Library: the Portuguese School Libraries' Learning Standards Framework: conception and framing

1. Digital Era and new challenges

Nowadays, educational agents have a general concern regarding a tremendous transformation that technologies and social networks represent, placing on the agenda of educational institutions policies and new standards of reference about curricula and learning that today's schools and school libraries must ensure.

The new digital media, as we know are changing the nature of our societies and economies, either on an individual level or as in a global and collective plan. Industrial economies change to knowledge economies, and it is now a driving force of economic activities based on lifelong learning, innovation, and creativity.

The impact of networked technologies in our cognitive abilities and learning is huge, and their nature is growing more difficult to understand/clarify.

The digital revolution has transformed many of our practices, from accessing information to knowledge construction. Reading has also changed; it is multimodal and hyper-textual, fragmented, superficial, and multi-sensorial today.

Our cognitive structure continues to change, influenced by the new contexts and instruments, acting in the capacity of reasoning, problem-solving strategies, knowledge transfer, information handling and flexibility, reflective consciousness, etc.

Our students live and interact in a set of social media, having great expectations and trust related to their technologic skills, use these as a way to achieve what they want in a very short time, the nature of activities being more important than the kind of technologies that support them.

They live surrounded by all kind of media, (social networks, Youtube, videogames, MP3 …) Besides this brief landscape and despite this picture, and in contrast with the view that young people have an intuition and confidence in the use of new technologies and digital environments that dismiss any difficulty or need for educational intervention, research has been emphasizing/stressing a lot of reservations about these qualities, namely in what information skills are concerned, critical thinking, and responsible attitudes, with huge importance in the learning and educative processes.

Great challenges for schools and teachers. Libraries are, due to their environments and reception conditions, easy providers of information access and learning opportunities that become vital hubs either for schools or students to develop all these complex literacies, competencies, skills, values, and attitudes, regarding 21st century demands. Reading, regardless of what format or support, is the great agent of change and a means to achieve educational success, and therefore the best cross-strategy to develop understanding in all other areas of knowledge.

2. New learning environments
To understand the scope and impact of these changes in education and in learning, there is nothing better than to reflect on the way the new ways of learning are characterized, physical or virtual:

The conviction that school libraries can play an undeniable role in the acquisition of a set of critical skills, vital in 21st century education, led us to the creation of learning standards for school libraries, associated with their mission and intervention in schools, called "Effective Learning in the School Library: the Portuguese School Libraries' Learning Standards Framework".

2.1 Goals:
- Promote students' improvement in literacies in defined areas
- Set the library's areas of intervention in relation to learning.
- Give school libraries an instrument that defines its role in the promotion and improvement of a set of literacies associated with civic and personal training and learning.
- Contribute to the integration and enhancement of the role of school libraries in schools and in the educational process, through the articulation and collaboration with school library/ teachers.

We start from a set of assumptions such as the alignment with the educational goals of the school curriculum, associating the implementation of school activities, projects or programs in development, through the collaboration with teachers or other actors; the relationship with learning documents, advocated by curriculum guidelines at national level: education and teaching programs, learning and curriculum goals; by the integration of literacy skills associated with reading established by the framework standards; the use of ICT and different media; research work; use of information in personal and social life, in school learning, and knowledge creation.

The document is based on many initiatives and publications in Portugal of Curricular Standards and Goals, identifying the performances that reflect the knowledge and skills to be carried out by students in different subjects, which add a transdisciplinary perspective, which is related to the contexts, knowledge, and levels of analysis about disciplinary content and helps to promote the necessary skills so that they can consider themselves literate citizens.

The learning *corpus* that structure these learning standards framework are part of not only the inherent knowledge related to disciplinary fields, but also other nuclear knowledge, to which libraries contribute.

The knowledge, skills, attitudes, and values that this document refers to can be worked into different contexts through the curricula and many other extracurricular activities: disciplinary, interdisciplinary, or multidisciplinary by promoting the collaborative work among teachers' subjects and the teacher librarian; empowering the role of school libraries; and enabling the practice and integration of global skills, transferable to new situations, such as critical thinking, self-assessment, metacognition, cooperation, creativity and imagination, among others.

These standards are organized according to three major areas of work of school libraries: reading literacy, media literacy, and information literacy.

The reading literacy area includes the use, reflection, and understanding of multimodal texts, printed or digital, and the different forms of expression: oral, written and multimedia. Working on reading in a changing context requires much more complex capacities.

The media literacy area aims to train students for the critical analysis and understanding of the nature of the different products, communication techniques, and messages used by students, as well as its impact on individuals and society, giving students critical thinking skills. Students need to use media to learn, interact, and participate in social spaces of communication.

The information literacy area aims to equip students with knowledge that enables them to search for, access, and evaluate ethical and effective production and use of resources and information and communication tools, regardless of their format or support.

Technology and digital literacy across all areas reflect the ubiquity of digital technologies, tools, and environments in social life, either at school or in teaching and learning activities.

Technological literacies do not have a relevant space in the Learning Standards Framework. It is a transversal issue, crossing and reflecting its presence in all learning areas, such as tools, digital environments, and in all technological environments and learning situations, in or out of school.

The elaboration of this Learning Standards Framework comes from the need to orientate the pedagogical work of school libraries, in order to integrate the teaching of different curricular content, as well as in the development of other projects and activities, the knowledge, skills and attitudes inherent in the different literacies. This tool is intended to guide the school work to offer others opportunities and possibilities, strengthened by the school library, contributing to the increasing reflection on curriculum management practices, learning, and assessment of students' achievement. While it is an orientation tool to schools and libraries, this Framework establishes school library initiatives and promotes partnership activities of curricular or extracurricular character.

These Guidelines are organized in two parts. The first one is composed by a set of tables relating to the three areas that make up the benchmark and a set of implementation strategies to be developed in each one of them.
The second part of the document is dedicated to the presentation of examples of application in different discipline's activities and curricular areas.

3. Organization
All areas are organized in the same way:
•	Knowledge/capacities
•	Attitudes/values
•	Strategies
•	Activities examples

3.1 To a better understanding, we present the general table for the different levels reported to reading literacy areas:

3.1.1 Knowledge/Capacities

Table 1. Knowledge/Capacities

1st cycle	2nd cycle	3rdcycle

Reads, freely or orientated, full fiction or non-fiction books.	Reads, freely or orientated, full books of different kinds of progressively more complex books	Reads, freely or orientated, full different kinds of books, bigger and complex
Chooses reading, according to his/her likes and interests and reading competences addressed to this level	Chooses reading, according to his/her likes and interests, needs and reading competences addressed to this level	Chooses mainly reading to different criteria, using reading competences addressed to this level
Builds scenarios from reading Books and other multimodal texts (audio, video, multimedia)	Builds scenarios, recognizes different kinds of texts, and establishes inter-textual connections in a multimodal reading base line	Builds and discusses scenarios and identifies different connections and functions related to diverse multimodal texts
Expresses ideas orally and presents short talks using adequate grammar structures and vocabulary	Express ideas orally with cohesion and sequential discourse, using progressively more complex vocabulary and grammatical structures	Expresses ideas orally, manifesting a domain of organization mechanisms and a discursive cohesion, using diverse vocabulary and complex grammatical structures
Reports reading experiences, expressing feelings and opinions	Reports reading experiences, identifying texts, authors, characters or events that have marked his way as a reader.	Reports reading experiences, expressing, the preferences that define their identity as a reader
Expresses ideas writing different types of texts correctly and consistency, in the different supports indicated by teacher	Expresses ideas writing different types of texts, in various media, according to its purpose.	Expresses ideas, composing with correcting and adjusting the speech to language conventions, specifics to the type of text, support and selected genre
Acquires progressively reading habits	Develops reading habits.	Consolidates your readings habits
Searches information in order to respond to daily situations and learn more about topics of his interest.	Searches information and applies it to new situations, according to personal or learning needs.	Seeks and uses information autonomously, to solve of everyday life problems, expand knowledge and make decisions.
Uses technologies and digital tools to communicate and achieve their interests and personal or scholar needs, under the guidance of an adult.	Uses digital tools and technologies to communicate and respond to their interests, personal and school needs, respecting instructions and safety rules	Uses, independently and safely, digital tools and technologies to communicate in everyday situations and in learning process
Uses the school library to answer their needs and interest.	Knows school library organization and uses it autonomously digital and physical resources.	Uses school library and other libraries, autonomous and systematically, either digital or physical libraries

		for his formative process.

3.1.2 Attitudes/Values
- ✓ Demonstrates curiosity
- ✓ Shows interests and likes reading
- ✓ Participates in exchanging and debating ideas
- ✓ Reveals critical thinking
- ✓ Respects different opinions
- ✓ Recognizes the importance of information
- ✓ Reveals initiative and creativity in problem solving
- ✓ Communicates with accuracy
- ✓ Values the use of library and its resources

3.1.3 Reading Literacy implementing strategies

- ✓ Creating conditions to access in the school library, in the classroom, at home and at distance to a variety of resources to recreate and support learning, in order to provide reading experiences and information research that promotes critical and motivated readers.

- ✓ Developing activities:
- Reading loudly and retelling stories associated to free time activities integrated in learning contexts;
- Talking about books and writers;
- Monitoring and giving advice to readers;
- Encourages participating in events, initiatives and reading programs.
- Developing projects in order to promote diverse literary genres and/or curricula objectives:
- Reading clubs
- Creating a digital library with books from students' production using e-books tools, such as, for instance: Myebook (http://myebook.com), Calaméo (www.calameo.com) or other;
- Promotion of physical and online forums, or blogs, about books or writers that school library has pointed out.
- Collaboration and support for classroom activities and projects related to the development of skills in the context of language and reading.

3.1.4 Support for students:
- Giving advice and guidance of readings;
- Research experiences;
- Relating learning to reading
- Treatment and production of information.

- ✓ Creating situations that promote the development of communication, visual, oral, writing or others skills:
- Debates about books, movies or other media;
- Communities of practice;
- Creation of sites about authors or themes;
- Creation of blogs and wikis for collaborative texts production or other media content.

- ✓ Making available, in print, on the library blog or web page support materials to the production and use of tools: collaborative production of texts or other media content:
- Research Guides;

- Written Tutorials, audio (podcasts) or video (screencasts), for the use of different features such as, for example: how to use the library catalog; how to make a quotation; how to write a bibliography; how to present a written work or a multimedia presentation; how to search the Internet; how to create an email account; others;
- Creation of a feature on the blog or school library web page, from which the students can post questions.

✓ Provision, on the blog or library web page of reading suggestions made by students

✓ Provision of information to students, through publication on the blog or library web page of highlights for digital or printed books:
- News;
- Works related to topics covered under the classroom curricula projects or other projects;
- Works of an author or authors' visits to school which are being prepared.

✓ Development of projects with families:
- A set of reading volunteers parents;
- Awareness-raising sessions for reading;
- Reading in "coming and going"

3.1.5 Activities examples
To promote the implementation of this framework, sample activities were created and teacher librarians can access them in our web page. The other main goal of this pilot project is the creation of their own products by TL and curriculum teachers, such as this one we will present:

Teacher librarian's appreciation
"In Porto de Mós cluster, the Framework was applied by one the teacher librarian, under the pilot project, in a class of 5th year at the school library of EB2 Manuel de Oliveira. The chosen area was information literacy and the subjects were Sciences, Portuguese and Portuguese History and Geography. There have been four sessions of 90 minutes each, being the first part of each one of exposive character and the second a practical application. The themes of the first three were: research and document location in SL; how to make quotations and references; how to search on the internet. The fourth session was the implementation of a «webquest» on «the crisis of 1383-85 (HGP).
The Framework was an excellent starting point, providing models and clues which proved to be very useful. Students participated in the activities on a committed and enthusiastic way."
The materials produced under the project can be consulted at:
lermos.net/index.php/aprender-com-a-be

Carlos Alberto Silva
Teacher librarian

4. Procedures to development and implementation process

How do we proceed to implement this Learning Standards Framework?
✓ Analysis of Curriculum National Standards Framework, in the different disciplinary areas, by Minister of Education, in relationship with School Libraries Learning Standards,

✓ Consulting by academics of Language Departments, Information Science and Communication of Lisbon New University and Minho University, in the design and definition of Learning Standards and following the implementation of pilot testing,

✓ The Guidelines are being implemented since this year, in 28 schools (15% of our global public schools, in a pilot testing, The schools chosen according the different realities of our country – interior, littoral, schools with good national ratting and with high levels of school rate,

✓ Consulting and involvement of School Libraries Regional Coordinators, in the collection of information relating to the schools for which they are responsible and in the definition of strategies of engagement and implementation of Learning Standards, of teacher librarians, directors and all content teachers.

5. Outcomes:
5.1 School Library Network Agency – Outcomes expected:

- Increasing of reading;

- Improvement of students' skills in the identified Guidelines areas, related to the work and action of the school library;

- Coherence and quality of educational activities to develop;

- Exploration of new contexts and practices of teaching and learning based on collaborative experiences and joint assessment.

- Use of new tools and technologies. Integration and use of information in diverse learning situations and knowledge construction;

- Integration, sustainability and impact of school library in the school and training and improvement of students ' learning;

- Recognition of the importance of the project and the potential of the Framework in learning and educational improvement by school and pedagogical board.

- Teaching and learning practices sustained in collaborative experiences and joint assessment.

5.2 Teacher Librarian outcomes:
At the moment, and on a preliminary basis, we only have findings, perceptive findings and teacher librarians answers in different meetings, related to the Framework general analysis, and the first monitoring implementation process in these first 28 schools involved in the pilot project, so we choose to translate their opinions:

a) General structure and organization of the document and its relevance:
"It's relevant. Relevant working areas. Mentoring and facilitator".

b) Adequate to the philosophy and to the problems of today's school:
"The Reading area are adequate (reading, media and information literacy) are up to date to today's school challenges."

"Regardless of the growing concern with the national final exams it is important that SL are enchased to the development of these skills."

"Link to curricular learning. Relationship among knowledge and transversal skills with the scientific content and teaching methodology / techniques of disciplinary contents." "The document is transversal and strengthens in the diverse disciplinary contents"

c) Standards defined. Adequacy, relevance, and quality, as in cognitive or psyco pedagogical terms.
"Adequate Standards, rigorous and relevant. We cannot find discrepancies as they are defined in the Framework"

d) Nature and pedagogical and operational value of the proposed strategies and examples.
"Mentoring and facilitator".

e) Receptivity and implementation
"The choice of the curriculum teacher is important for the successful implementation of the benchmark (receptivity, availability, initiative). The mobilization of teachers, is not easy, especially when we think in different levels of education and the amount of work to which they have.

Aspects to be taken into account in the future: difficulties of cooperation from teachers; the higher is the level of education, more difficult to achieve partnerships; Teacher Librarian's access to the classroom is still very difficult in some cases; we must involve the Coordinators of Departments and school coordinators in the case of pre-school and first cycle in this process."

f) Application. (Collaborative work, situations and strategies of implementation).
"The application was easy and motivating considering the collaborative work carried out, the sharing of opinions and activities development."

g) Evaluation. Tools. Articulated management of evaluation data. Data.
"The instrument type is suitable. The process of evaluating in articulation with subject teachers was positive because it allowed to discuss extracurricular student skills".

h) Value. Effective impact on learning
"For the value of the work already carried out were referred the following aspects: the interest, motivation for reading, the approach of new content, collaboration between TL and another teacher, knowledge and participation of the family in the context of this project (pre-school) and concentration of students."

"For the impact on actual learning taking into account the activities already carried out under the Framework we need to take into account the difference between the results obtained (and these are positive in general both to students ' learning or for the implementation of this process) and impacts (which still cannot generalize because only it is a half medium term and with a more consistent and systematic implementation of the Standards you can assess the impact of these results in educational success of students)."

Conclusions
In general, this document was well accepted by facilitators and mentors, easy to apply, and useful for the articulation and integration of school library resources and curricula contents and in the improvement of literacies and knowledge, contributing student achievement, as we saw in teachers' responses. Furthermore, according to teacher librarians and curricula teachers, it seems to help students to achieve the knowledge and the skills inherent to the challenges of a complex, hybrid and constantly changing society. This is a working document being tested and aims at being reformulated according schools inputs.

The results of this first year of implementation of Learning Standards Framework is an experimental baseline, to show us that we must reflect on different issues that teacher librarians reported, like: generalization is difficult at a national level, collaboration remains a problem, and it is timing consuming, apart from the others we have already referred.

Next year the Framework will be expanded to wider audience and it will be possible to have more outcomes. Then we think that it will be useful for other countries to access the Standards, adapting them to their reality.

The generalization will be progressive and free, according to schools conditions.

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The references that support Portuguese Learning Standards Framework, can be accessed from our web page:
http://www.rbe.min.edu.pt/np4/np4/?newsId=681&fileName=Aprender_com_a_biblioteca_escolar.pdf

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

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Abstract

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

Introduction

Teacher-Librarians (TLs) are educational leaders who infuse information literacy in curricula delivery and collaborate actively with other teachers in facilitating the development of information literacy in schools (Rosenfeld & Loertscher, 2007). The launch of the New Senior Secondary (NSS) curriculum, with a stronger emphasis on inquiry based learning, there is a growing demand for information literacy training among students in Hong Kong. The educational role of TLs has become more significant as partners for teachers implementing inquiry-based project work, as they conduct information literacy programs and scaffold students' development by participating in students' inquiry-based project work.

While the importance of including TLs in collaborative teaching has been increasingly acknowledged (Chu, 2009; Kafai and Bates, 1997; Kuhlthau et al., 2007), the educational roles of TLs are mostly under-valued in various regions and countries (Doskatsch, 2003; McCarthy, 2002; Mokhtar and Majid, 2006). In addition to low collaboration levels between subject teachers and TLs, Mokhtar and Majid (2006) observed that school librarians were usually neglected and denied by subject teachers as educational counterparts. In light of this phenomenon, this study aims to present a more comprehensive understanding of the professional development and current work situation of TLs in Hong Kong. Additionally, it identifies and compares the educational roles of TLs in primary and secondary schools.

Literature Review
Professional development of Teacher-Librarians
Rapid advances in educational technology and the changing literacy landscape in the Twenty-first Century have led to TLs transforming into a library media professional and information specialist (McCracken, 2001). TLs play an essential role in developing book collections in school libraries and designing appropriate reading programs that enhance students' reading abilities. Moreover, TLs are generally experts in information literacy. They are able to "encompass knowledge of one's information concerns and needs, and ability to identify, locate, evaluate, organize and effectively create, use and communicate information to address issues or problems at hand" (U.S. National Commission on Library and Information Science, 2003).

Prior research demonstrates that integrated library programs can have a positive impact on students' achievements and collaboration when "the teacher-librarian has experience as a classroom teacher, qualifications in teacher-librarianship and information studies and learning resources management, preferable at the graduate level" (Haycock and Jopson, 1999, p. 18). Regarding the educational qualifications of TLs, Abdullah (1998) also suggests that a master's degree should be considered as the entry-level degree for the TL profession.

The Association for Teacher-librarianship in Canada (1998) developed a list of professional competencies for TLs. They are:
  a. placing a priority on staff relationships and leadership in the implementation of change.
  b. providing leadership in collaborative program planning and teaching to ensure both physical and intellectual access to information and commitment to voluntary reading.
  c. knowing curriculum programs mandated by the province, district and school.
  d. understanding students and their social, emotional and intellectual needs.
  e. having expert knowledge in evaluating learning resources in different formats and media, both on-site and remote, to support the instructional program.

f. developing and promoting the effective use of informational and imaginative resources in all formats through cooperative professional activities

g. providing appropriate information, resources or instruction to satisfy the needs of individuals and groups.

h. using appropriate information technology to acquire, organize and disseminate information.

i. managing library programs, services and staff to support the stated goals of the school.

j. evaluating program and services.

(Association for Teacher-librarianship in Canada et al., 1998, p. 23-24).

Educational roles of Teacher-librarians

Information literacy is defined as "the ability to use information meaningfully in all aspects of our lives" (Kuhlthau, 2003, p.3). Contemporary students need to possess information and search skills because the competence to "access, evaluate and use information from a variety of sources is central to successful learning" (Scheirer, 2000). As TLs are information specialists, it is important for them to take a proactive role in teaching and guiding students how to develop, locate, retrieve, evaluate and use information critically and ethically. In addition to instilling information skills in students, TLs also equip other stakeholders with the knowledge of information literacy. TLs are trained to locate resources, to evaluate information, and to select materials, so they can apply information skills across curricula and grades, and educate other teachers about information literacy (Baule, 1999; Hylen, 2005).

TLs work with subject teachers in curriculum development and delivery through collaborative planning and teaching (Scheirer, 2000). Prior research indicates that "test scores rise in both elementary and middle schools as library media specialists and teachers work together" (Lance, Rodney, & Hamilton-Pennell, 2000, p. 7). Lance, Welborn and Hamilton-Pennell (1992) also note that students demonstrate superior academic achievement when TLs assist in preparing teaching materials, or when they cooperate with subject teachers in planning instructional units. It illustrates that partnerships between teachers and TLs can result in better teaching and learning outcomes because the subject teachers know the course content intimately whereas TLs are more capable at addressing the students' information needs and infusing information skills in the curriculum (Hylen, 2005).

Recent studies also indicate that the collaborative teaching between language teachers, subject teachers and TLs can facilitate students' acquisition of information literacy and information technology skills, and promote the students' reading abilities and interest (Chu, Chow, & Tse, 2011; Chu, Tse, Loh, & Chow, 2011). Although researchers acknowledge the importance of the inclusion of TLs in collaborative teaching (Chu, 2011; Kafai and Bates, 1997; Kuhlthau *et al*, 2007), the role of TLs is under-valued in practice (Doskatsch, 2003; McCarthy, 2002; Mokhtar and Majid, 2006). Mokhtar and Majid (2006) examined the collaboration between teachers and school librarians in Singapore primary and secondary schools and found that the level of such collaboration was very low. Worse still, teachers did not even view school librarians as educational counterparts.

The importance of TLs as advocates for improving reading ability and fostering reading interest is widely recognized by educators and researchers (Fisher, 2008; Yip, 2007). Ogunrombi and Adio (1995) identified that the lack of functional libraries in schools, the unavailability of trained librarians and the failure to provide library periods are some inhibiting factors for developing reading habits among secondary school students. Since TLs are responsible for managing the precious resources in the library, it is important for them to employ a strategic use of library materials in order to establish a strong reading culture (Scheirer, 2000).

As Broaddus and Ivey (2002) suggest, maintaining a wide range of library collections on topics under investigation and allotting time for students to read in class can support readers regardless of their motivation and ability. Fisher (2008) also notes that TLs can nurture students' reading habits by regularly introducing specific texts for specific students, actively engaging them with nontraditional texts, and creatively using Web 2.0 technologies to let students share and produce their reading products.

Research Objectives

Based on the research problem discussed earlier, i.e. gaining a more comprehensive understanding of the professional development and current work situation of TLs in Hong Kong, this study attempts to address the following research objectives:

  • to explore the professional development of TLs in Hong Kong
  • to identify the current situation of primary and secondary school TLs in Hong Kong
  • to investigate and compare the educational roles of primary and secondary schools' TLs in teaching subject courses, developing stakeholders' information literacy, collaborating with teachers and cultivating students' reading habits.

Methods

This study used a mixed methods research design, combining quantitative and qualitative data to generate a more in-depth understanding of the educational roles of TLs in primary and secondary schools in Hong Kong.

Participants

This study involved 56 TLs from primary (n=28) and secondary schools (n=28) in Hong Kong. They were selected on a simple random sampling basis from the school database. The sampled participants were interviewed by telephone, email, and face-to-face communication.

Data collection

Two data collection methods were employed in this research. First, self-report questionnaires were distributed to the participants via email, fax, and in-person. Subjects were required to provide their demographic information and respond to a standardized set of questions about the educational role of TLs in: subject teaching, developing stakeholders' information literacy, collaborating with teachers, and cultivating students' reading habits. The survey utilized a five-point Likert-type scale (-2 being "strongly disagree", -1 being "disagree", 0 being "neutral", 1 being "agree", and 2 being "strongly agree"). Open-ended probes were also included to surface additional comments on their current situations and educational capacities as TLs.

Additionally, semi-structured interviews were conducted with 5 selected participants to understand their perceptions about the educational roles of TLs. The first part of these interviews contained questions developed from the results obtained from the survey. In the second part of the interviews, TLs were required to answer some open-ended questions to further describe their perceived roles in developing information literacy and reading habits among students.

Data analysis

The statistical data obtained in the survey were analyzed using SPSS version 19.0. Responses from the Likert-type scales were summarized using descriptive statistics. Mann–Whitney tests were also employed to compare the perceived educational roles between primary and secondary TLs. Statistical significance level was set at $p < 0.05$, associated with a 95% confidence interval.

The semi-structured interviews with the respondents were analyzed qualitatively. The researchers first reviewed and analyzed the interview transcripts to identify excerpts pertaining to descriptions and explanations for the current work situations and educational roles of TLs in Hong Kong. These excerpts were then organized and categorized according to the type of educational roles involved.

Results and Discussion

Professional background and development of TLs in Hong Kong

Primary and secondary school TLs gained knowledge and skills in librarianship through a similar process of professional development. Table 1 demonstrates that the respondents pursue professional development by attending training courses, self-learning, broadening professional networks or communication channels, participating in conferences related to the library profession and visiting other school libraries.

Table 1: Professional Development of TLs

I strengthen my professional development through:	Primary school TLs (n=28)	Secondary school TLs (n=28)	Sig. Mann-Whitney
	Mean (SD)	Mean (SD)	*p* value
Attending training courses (e.g. Information Literacy, cross-curriculum reading, and topics about supporting General Studies courses)	1.36 (0.56)	1.29 (0.53)	0.605
Self-learning (e.g. reading publications related to my work)	1.25 (0.59)	1.21 (0.42)	0.683
Broadening my professional network /communication channels (e.g., being a professional member of Hong Kong Library Association)	1.18 (0.77)	0.96 (0.64)	0.171
Participating in conferences related to my profession	1.25 (0.52)	1.00 (0.61)	0.114
Visiting other school libraries	1.14 (0.71)	1.18 (0.48)	0.928

Notes: * indicates p<.05
-2=Strongly Disagree, -1=Disagree, 0=Neutral, 1=Agree, 2=Strongly Agree

As shown in Table 2, 14% of primary school TLs did not receive any formal librarianship training whereas *all* secondary school TLs had or are undertaking formal librarianship training. In terms of work experience, the majority of the primary school respondents (M=43%) had 10-14 years of work experience as TLs, whereas 62% of the secondary school respondents have worked for less than four years in school libraries (Table 3). This indicates that the secondary school respondents in this study tend to possess higher-level educational qualifications in librarianship while the primary school respondents have more hands-on work experience of being TLs.

Table 2: Professional Qualification of TLs in Primary and Secondary Schools

Formal Librarianship Training	Primary school TLs (n=28)	Secondary school TLs (n=28)
Do not receive any formal librarianship training	14%	0%

Diploma in Teacher Librarianship	Studying	4%	52%
	Completed	46%	32%
Bachelor in Library & Information Management	Studying	4%	0%
	Completed	25%	5%
Master in Library & Information Management	Studying	0%	5%
	Completed	21%	23%

Table 3: Years of Experience of TLs in Primary and Secondary Schools

0 – 4 year(s)	25%	62%
5 – 9 years	11%	23%
10 – 14 years	43%	4%
Over 14 years	14%	12%

Primary and secondary school TLs have a similar perceived level of information literacy. Table 4 shows that both primary and secondary school TLs agree that they have the ability to teach students in: identifying information needs, identifying relevant information sources, formulating search strategies, evaluating the information found and using information ethnically. For example, a primary school TL commented that, "*I can relate the library resources to the curriculum according to students' need*" while another TL also noted that, "*I can understand what my students needed and select the suitable information sources for them*".

Table 4: Information Literacy of TLs

I am confident in teaching the following areas of Information Literacy:	Primary school TLs (n=28)	Secondary school TLs (n=28)	Sig. Mann-Whitney
	Mean (SD)	Mean (SD)	*p* value
a. Identify information needs for a problem on hand.	0.93 (0.86)	0.75 (0.84)	0.279
b. Identify relevant information sources / databases.	0.97 (0.64)	0.71 (0.90)	0.255
c. Formulate different kinds of search strategies for inquiry-based learning projects.	1.04 (0.74)	0.86 (0.76)	0.371
d. Evaluate the information found.	1.14 (0.52)	0.86 (0.80)	0.158
e. How to use information ethically, e.g. referencing.	1.18 (0.67)	0.96 (0.83)	0.382

Notes: * indicates $p<.05$
-2=Strongly Disagree, -1=Disagree, 0=Neutral, 1=Agree, 2=Strongly Agree

Current situation of TLs in Hong Kong

The workload distribution of primary school TLs differs from that of secondary school TLs. As indicated in Figure 1, secondary school TLs spend a larger proportion of time on administration of the school library (M=30.00%) and preparing and teaching subject courses (M=27.04%) as compared to primary school TLs. For instance, a TL mentioned that she was responsible for, "*handling library administration, such as updating news on new books, updating relevant archives regularly and arranging books in order*". In contrast, primary school TLs were more involved in preparing and teaching library lessons (M=21.03%) than primary school TLs. For example, a primary school TL said that she teaches students, "*how to use different types of searching in online search engines and evaluate the source for their projects*" during library lessons. However, both primary and secondary school TLs spend less than 10% of their time

collaborating with teachers in curriculum development and teaching information skills collaboratively with teachers.
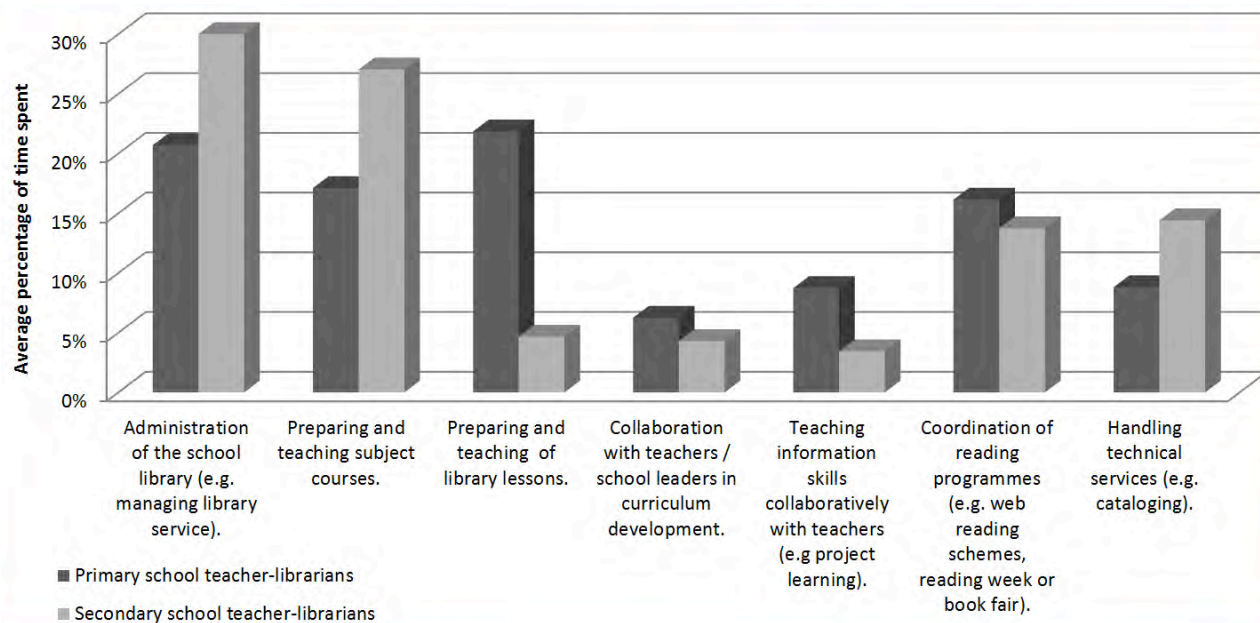
Figure 1: Workload distribution of primary and secondary school TLs in Hong Kong

Educational roles of TLs in Hong Kong

As shown in Table 5, there is a statistically significant difference over the perceived role of TLs in course instruction between primary and secondary school TLs (p=0.017). Primary school TLs generally disagreed that subject teaching is part of the professional role of a TL (M=-0.61) while secondary school TLs tended to be neutral to the statement (M=0.07). This finding further shows that 62% of primary school TLs believed that a TL should not be involved in teaching a subject course whereas only 32% of secondary school TLs agreed with the statement.

The Mann–Whitney test demonstrates that there is a significant difference over the perceived benefits of subject teaching between primary and secondary school TLs (p=0.003). Secondary school TLs agreed that a moderate amount of subject teaching helps them to successfully carry out their professional roles (M=0.73), whereas primary school TLs were neutral towards the statement (M=0.07). A secondary school TL noted that, "*engaging in teaching can allow the librarians to understand more about the contemporary education syllabus … and integrate library lesson knowledge into core subjects*". These findings indicate that secondary school TLs are more inclined to consider subject-course teaching as one of the educational roles of TLs, compared to their primary school counterparts.

Despite different views about subject teaching as a role of a TL, both primary (M=0.52) and secondary school TLs (M=0.64) agreed that the amount of subject teaching has restricted them from effectively carrying out the professional roles of a TL. One primary school TL mentioned that, "*my role is to assist the subject teacher in preparing project teaching materials if they need to use some library tools for P1 to P6. If I were to teach a core subject, there wouldn't be enough time*".

Table 5: The Roles of TLs in Subject Teaching

TLs and subject teaching	Primary school	Secondary school	Sig.

	TLs (n=28)	TLs (n=28)	Mann-Whitney
	Mean (SD)	Mean (SD)	*p* value
Subject teaching is part of the professional role of a TL.	-0.61 (1.03)	0.07 (1.09)	0.017*
The level of subject teaching has restricted me from effectively carrying out the professional roles of a TL.	0.52 (0.98)	0.64 (0.87)	0.427
A moderate amount of subject teaching helps me to successfully carry out my professional roles.	0.07 (0.87)	0.73 (0.83)	0.003*

Notes: * indicates p<.05
-2=Strongly Disagree, -1=Disagree, 0=Neutral, 1=Agree, 2=Strongly Agree

Developing stakeholders' information literacy

Primary and secondary school TLs shared similar perspectives on the role of TLs in developing information literacy among stakeholders. As shown in Table 6, both groups agreed that they infuse subject courses with elements of information literacy (M=0.57). For example, a primary school TL responded in the survey that she has, "*integrated information literacy skills into the curriculum, lobbied the colleagues that students need to acquire information literacy skills, and worked with subject teachers to develop students' information literacy skills in subject context*". On the other hand, primary (M=0.00) and secondary school TLs (M=-0.08) were neutral that they help educate subject teachers about information literacy. Both groups disagreed that they help parents understand information literacy (primary school TLs: M=-0.22; secondary school TLs: M=-0.52).

Nevertheless, the finding shows that TLs in primary and secondary schools have incorporated information literacy in their teaching to a significantly different extent (*p*=0.001). It was more likely for primary school TLs (M=1.22) to agree that they teach information literacy during library lessons than secondary school TLs (M=0.37). A primary school TL noted that, "*I support students' project learning by teaching them to identify information source and search for relevant information*", while another TL said that she, "*provides instructional guidelines for students to search and find information properly during library lessons*". This finding is consistent with the result shown in Figure 1 in the sense that primary school TLs spend more time on the preparation and delivery of library lessons than their secondary school counterparts.

Table 6: The Roles of TLs in Developing Stakeholders' Information Literacy

Information literacy provision	Primary school TLs (n=28)	Secondary school TLs (n=28)	Sig. Mann-Whitney
	Mean (SD)	Mean (SD)	*p* value
I infuse elements of information literacy in subject courses	0.57 (1.23)	0.57 (0.92)	0.736
I teach information literacy during library lessons.	1.22 (0.80)	0.37 (0.97)	0.001*
I help educate other teachers about information literacy.	0.00 (1.05)	-0.08 (0.98)	0.772
I help parents understand information literacy.	-0.22 (1.15)	-0.52 (0.80)	0.242

Notes: * indicates p<.05
-2=Strongly Disagree, -1=Disagree, 0=Neutral, 1=Agree, 2=Strongly Agree

Collaborating with teachers

As shown in Table 7, primary and secondary school TLs have collaboration with other teachers to a similar extent. They cooperate with other teachers in library collection development (primary school TLs: M=0.86; secondary school TLs: M=0.79) and work together to prepare acquisition of curriculum resources and reference materials (primary school TLs: M=1.04; secondary school TLs: M=0.86). A primary school TL commented that, "*I am in charge of developing 80% of the library materials … but in general meetings I encourage other teachers to request the materials they want to buy. For example, I work with religion studies and Chinese teachers to purchase more books in that particular subject for students to do their assignments*". Compared to secondary school TLs, primary school TLs are significantly more active in promoting reading interest through course curriculum, activities and/or reading schemes (*p*=0.009).

In contrast, both primary (M=0.54) and secondary school (M=0.14) TLs tended to be neutral that they work with teachers in collaborative teaching. It suggests that the level of collaboration between teachers and TLs in primary and secondary schools was very low indeed.

Table 7: Collaboration Between TLs and Teachers

Types of TL collaboration	Primary school TLs (n=28)	Secondary school TLs (n=28)	Sig. Mann-Whitney
	Mean (SD)	Mean (SD)	*p* value
The school has guidelines on how TLs can collaborate with subject teachers.	-0.29 (1.33)	-0.11 (1.07)	0.505
I am clear about how subject teachers can collaborate with me.	0.75 (0.11)	0.21 (0.99)	0.051
I work with teachers to			
a. Collaboratively develop library collection.	0.86 (0.85)	0.79 (1.03)	0.978
b. Prepare acquisition of curriculum resources / reference materials.	1.04 (0.84)	0.86 (0.93)	0.425
c. Engage in collaborative teaching (e.g., decide on topics of information literacy to be covered in subject courses).	0.54 (1.20)	0.14 (1.04)	0.172
d. Promote reading interest through course curriculum / activities / reading schemes	1.43 (0.57)	0.83 (0.79)	0.009*

Notes: * indicates p<.05
-2=Strongly Disagree, -1=Disagree, 0=Neutral, 1=Agree, 2=Strongly Agree

Cultivating students' reading habits

The findings in Table 7 suggest that primary and secondary school TLs share similar views on the facilitating factors in developing students' reading habits. They agreed on the importance of 4 listed factors: parents' nurturing, school's reading programs, a well-developed school library

and services, and incorporation of reading initiatives into course curricula for cultivating students' reading habits.

Recognizing the importance of parents' role in nurturing children's reading, a primary school TL mentioned that, "*we do have some parent-student reading activities. Every student is given a handbook so that they can go home and read with their parents and write reports*". Another TL also actively recruited parent volunteers to participate in the reading program and, "*they tell stories in Cantonese, English, and Mandarin*".

In terms of schools' reading programs, primary school TLs are more inclined to consider it as an important factor for facilitating students' reading habits (M=1.28). A primary school TL commented that she "*launched reading programs like peer reading sessions, story sharing competitions and World Reading Day*", whereas another TL also noted that, "*I organize some games for students so that they can feel more motivated to read these books as well. We will also invite some expatriate teachers to do some reading with students*".

Table 8: Factors for Developing Students' Good Reading Habits

Students develop good reading habits through:	Primary school TLs (n=28)	Secondary school TLs (n=28)	Sig. Mann-Whitney
	Mean (SD)	Mean (SD)	*p* value
a. Parents' nurturing	0.94 (0.94)	1.14 (0.71)	0.933
b. School's reading programs	1.28 (0.67)	0.86 (0.71)	0.107
c. A well developed school library and services	0.84 (0.96)	1.29 (0.66)	0.659
d. Incorporation of reading initiatives in course curriculum	0.67 (0.84)	1.25 (0.64)	0.306

Notes: * indicates p<.05
-2=Strongly Disagree, -1=Disagree, 0=Neutral, 1=Agree, 2=Strongly Agree

Conclusion and Limitations

To conclude, the educational roles of TLs are generally acknowledged in this study. TLs shoulder the important tasks of developing information literacy and cultivating reading habits among students, and play a significant role in working with teaching staff on library collection development. Secondary school TLs participate in the instruction of subject courses, which is not conventionally regarded as a role for TLs. It is a pity, however, that their potential contribution to collaborative teaching with subject teachers is still underestimated, if not ignored, by contemporary curriculum planners and educators.

The present study has a number of limitations. Since the study lacks comprehensive evidence from other stakeholders such as students, teachers, parents and school administrators, it may limit understanding about the actual and perceived educational roles of TLs. Future studies could extend this work by comparing the roles of TLs in Hong Kong and other regions. A more sophisticated methodological design with a larger sample would allow future studies to better disentangle the educational roles of TLs and enhance the possibility of better integration of TLs into the local education system.

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Cultural Arts in the Library: Students as Consumers and Creators

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

Key words: School libraries, teacher librarians, culture, cultural arts, literacies

In the area of globalization, societies increasingly uses visual and performing arts to communicate and teach. Moreover, technology has put a new "spin" on these literacies. Libraries need to embrace cultural arts, both in terms of resources as well as instruction. This paper explains the role that cultural arts plays in helping students gain and apply information literacy. Furthermore, it discusses the universal and culturally-defined aspects of information literacy in light of cultural arts.

Culture

When people form together into stable groups with sustained shared value and belief systems and act according to normative expectations, they comprise a culture. UNESCO (2002) defines culture as: "the set of distinctive spiritual, material, intellectual and emotional features of society or a social group, and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs." An individual may belong to several cultures: family, worksite, neighborhood, race, profession, social club, political party, country. Likewise, a group may belong to several cultures; students may be members of a school, a family, a club, a neighborhood, a religion, and a country. Some of these cultures may overlap or even contradict, in which case, the individual or group must either live with the disequilibrium or resolve the conflict (i.e., reject one or the other, reject both, or incorporate parts of each).

Cultural heritage has gained status throughout the world. Mexico and other Latin American countries, for instance, are realizing the need to maintain the languages and cultural identities of indigenous peoples before they become extinct. Populations of new Americans in the United States tend to join their first country counterparts who emigrated earlier, so, for instance, significant pockets of Khymer, Samoan and Hmong may be found in the Long Beach, Carson, and Fresno areas of California, respectively.

Groups and individuals perceive and respond to cultures at various levels, both intellectually and emotionally. Ideally, cultural competency consists of a congruent set of knowledge, skills, and dispositions about one's own culture and others' that enable people to work effectively in cross-cultural situations (Isaacs & Benjamin, 1991). Cross, *et al*. (1989) lists the

following criteria for cultural competency: 1) cultural self-assessment, 2) cultural knowledge, 3) valuing diversity, 4) management of the dynamics of different, 5) adaptation to cultural contexts. In response, teacher librarians need to demonstrate competence working with diverse populations, just as they need to inculcate cultural heritage awareness and sensitivity at their school site.

Cultural Arts

Cultural arts consist of different art forms that reflect unique characteristics of specific cultures. They are original visual and performing arts that express a cultural world view, which may be the result of a single artist or a group. In any case, these creations demonstrate several literacies: visual, aural, and media.

Visual Arts

Visual images were important at least as far back as 30,000 years ago, as demonstrated in the French caves of Chauvet-Pons-d'Arc and Lascaux. Even then, visual images were used to represent things and events, both to document same as well as to express a human consciousness. Lines on a stick were precursors to numbers; the first writing was pictographic. Still, pre-historic vessels were not only functional, but many were also decorative. Now the digital world enables visual artists to choose from a wide range of tools to express a variety of realities. One substantially new factor of digital images is the capacity to modify and repurpose them. Nevertheless, visual images continue to be both concrete and abstract, depending on the artist and the objective of the creative expression.

The most basic definition of visual literacy is "the ability to understand, create and use visual images." A more thorough definition was generated by consensus of visual literacy experts:
> "A group of acquired competencies for interpreting and composing visible messages. A visually literate person is able to: (a) discriminate, and make sense of visible objects as part of a visual acuity, (b) create static and dynamic visible objects effectively in a defined space, (c) comprehend and appreciate the visual testaments of others, and (d) conjure objects in the mind's eye." (Brill, Kim, Brant, 2001)

The International Visual Literacy Association developed the following visual literacy indicators in 1996:
- Interpret, understand, appreciate meaning of visual messages
- Communicate more effectively by applying visual design principles
- Produce visual messages using technology
- Use visual thinking to conceptualize solutions to problems.

In any case, visual literacy is a learned set of skills and knowledges, not an innate ability. Interestingly, when teachers have students create visual images as part of a learning activity, they seldom evaluate the effectiveness of the visual image, and instead comment on the image's neatness. Such an attitude devalues visual literacy.

Aural Literacy

As old as visual literacy, aural literacy enables people to make sense of the sounds around them, and to produce meaningful sound purposefully. One may further distinguish between oral literacy, referring to speech, and aural, which is more closely associated with listening. Auditory skills are usually associated with reading skills, although its elements are generalizable to non-linguistic sounds. These include: auditory awareness and attention, sound localization, auditory memory, and auditory closure (Project Slate, 2002). Musical literacy overlaps this definition since it also deals with non-aural elements of music notation. In contrast, aural literacy can exist independently of the visual world, although visual elements sometimes provide clues to a sound's meaning.

Halle and Stevens (1962) proposed a model based on active listening. Listeners bring their relevant predispositions, their past experiences, their knowledge about the sound's

perceived subject matter, and their knowledge of language to the sound event. Based on those factors, listeners make decisions and apply rules to derive meaning quickly. Isolated sounds are combined to form ideas that then constitute a message.

In communicating aurally, students need to use the tools of sound critically. They have to have a message or objective in mind, know the content, determine an effective aural delivery mechanism, locate or produce appropriate sounds (be it speech, music, or environmental), organize the components, and share the results (Ferrington, 1993).

Bhogal (1996) asserts that oral literacy, by necessity of communication channeling, is always contextualized in terms of real-life situations. Oral communication is also considered a public (or at least social) act. Additionally, orality may be considered an ephemeral, dynamic experience; recording of the same constitutes a way to preserve it but does not equal the original transition. Recording also decontextualizes the communication.

Media Literacy
In the most narrow definition, media literacy is associated with mass media, with the implication that a corporate entity has an agenda to gain power or influence others. The Center for Media Literacy (2005) has developed core concepts relative to media messages:
- All media messages are constructed.
- Media messages are constructed using a creative language with its own rules.
- Different people experience the same message differently.
- Media have embedded values and points of view.
- Media messages are constructed to gain profit and/or power.

The critical features are the purposeful means and end of the production. In that respect, cultural arts are seldom media products even though they may be multi-media and mass media products. However, they may well try to be communicating cultural norms and values that they want to promote.

Libraries and Cultural Arts
In 1999 IFLA (International Federation of Library Associations) and UNESCO approved a School Library Manifesto, which states that the mission of the school library is to "offer learning services, books and resources that enable all members of the school community to become critical thinkers and effective users of information in all formats and media" (p. 1).

UNESCO and other United Nation entities have developed initiatives and other documents that complement the school library manifesto and build on cultural heritages. In 1959, the UN General Assembly adopted the Declaration of the Rights of the Child, which defines children's rights to protection, education, health care, shelter, and good nutrition. "The Right to Education" is at the very heart of UNESCO's mission and is an integral part of its constitutional mandate. UNESCO's Constitution expresses the belief of its founders in full and equal opportunities for education for all [...], and to advance the ideal of equality of educational opportunity. UNESCO is making its expertise on modernizing and developing national legislation focused on the right to education available to all. UNESCO's 2004 statement about "Art, Design and Technology" asserts that

> If the **steam engine** was the corner stone of the industrial society, the **media-machine** is the corner stone of the information society. A Media-machine is a computer with (1) information and media processing ability, and (2) a network for communication, group work, sharing of resources as well as for information and media distribution.

This statement further emphasizes the need for multidisciplinary approaches and artistic creations: "We may adopt the existing cultural heritage, cultivate it and create something new out of it. Then we share our artefacts with others – contribute our artefacts to the pool of cultural heritage."

Cultural Arts Resources

Certainly school libraries are well positioned to provide resources that cross academic domains. The emphasis on the creative arts helps students appreciate and build on cultural arts. Again, cultural and social factors impact the implementation; in this case, cultural arts artifacts should be collected by school libraries.

Supportive United Nations Programs

The UN has helped libraries in terms of cultural arts. UNESCO's Memory of the World program (http://www.unesco.org/webworld/mdm/) was launched to guard against cultural memory extinction by preserving valuable archive holdings and library collections all over the world and ensuring their wide dissemination. In that archive are several collections of interest to K-12 students:

- 19th century Brazilian photographs and American Colonial music from several South American countries
- photos and audiofiles documenting Bushmen and African poems
- Persian illustrated manuscripts and Phoenician alphabet artifacts
- Images from the Qing dynasty and James Cook's diary
- Gothic architectural drawings and Jewish musical folklore.

In addition, the United Nations has supported several cultural heritage education programs that encourage people to produce cultural arts of their own.

- Cambodia: promote living cultures and artistic creativity through social services
- Guyana: support educational initiatives to revitalize traditional cultural events
- Jamaica: improve educational services, particularly for socially excluded and at-risk populations, to develop skills in creative industries
- Pakistan: revive and develop Pakistani cultural arts and crafts through cultural heritage and art education.

Other Cultural Websites For School Library Literacy Efforts

Throughout the world school librarians, library schools, and library associations have explored ways to help their colleagues record, organize, and share cultural arts. Here is a sampling of websites that can be used to foster literacy and cultural competence.

- University of Maryland's International Children's Digital Library (www.icdlbooks.org/) includes traditional and contemporary books from around the world in the original language. The many picture books provide visual cues to meaning; culture-specific details such as regional plants and traditional food help students learn vocabulary. Students can search for books by theme to ascertain cultural differences and universal ideas. Some of the books include audio, students can use that track to help them decode words.
- International Association of School Librarianship Children and Youth Adults SIG has created a WiggleIT project to collect children's cultural jokes and riddles (www.iasl-online.org). Jokes can motivate students to read and identify their humorous features, some of which do not translate well. Students can determine how cultural competency helps them "get" the joke or riddle. Students gain literacy skills by gathering jokes, critiquing them, and then recording or writing them down. Submitting their jokes to WiggleIt empowers students, giving them a global authentic audience.
- Taiwan's Digital Museum Project preserves their national collections, promotes Taiwan's cultural holdings, and encourages information sharing. This project was begun because educators found that millenials often did not know their own cultural heritage. The site links geography and artifacts, and provides a historical context. By seeing these realistic images, students can understand history more easily. Even

captioned images help students learn vocabulary. This project melds cultural facts and literature, so students can start with literal reading and then apply cultural background to understand more literacy expressions of culture.

- MIT developed a curriculum that visualizes culture (http://ocw.mit.edu/ans7870/21f/21f.027/home/index.html). This rich website has several lessons that help students become visual historians.
- ECAI has developed a global digital cultural atlas that records cultural artifacts.
- The U.S. Library of Congress's American Memory digital collections (www.loc.gov/ammem/) enable students to explore U.S. history using primary sources. The collections can be searched along several dimensions: theme, date, location, and format. Young students can "read" visual resources such as historic photographs and documents. Students can read captions, using visual cues. More sophisticated readers can compare different writing genres (e.g., diaries, letters, lyrics, laws, propaganda), and critique writing patterns over time (e.g., typical writing style during the Colonial Period in contrast to contemporary letter-writing or instant messaging).
- Global Memory Net, supported by the U.S. National Science Foundation, is intended to be a model global digital library of cultural, historical, and heritage image collections.

Literacy Strategies

In an instructional mode, school librarians should also provide opportunities for student to create their own cultural arts expressions. High-quality websites about cultural heritges can provide a student-friendly way to get more comfortable about using technology to get information, to communicate, and to create and share cultural products. A good starting exercise is to "read" 19th century Japanese woodblock prints, an exercise found at http://academic.csuohio.edu/makelaa/lectures/index.html. The website author then provides textual cultural information for each print, and invites the viewer to analyze the same prints in light of the added information. Using this strategy, students learn the power of dual coding: gaining cultural understanding through image *and* text.

As students understand the basic concepts of culture, they can begin to identify unique characteristics of different cultures. With that knowledge base, they can view examples of cultural arts, and distinquish between cultural expressions. Cultural arts exploration can address several questions.

- What cultural patterns cross formats?
- What cultural skills are endemic to a specific culture, such as modes of singing, dance, ceramics, or weaving?
- How do different cultures express beliefs and values, such as love and death?
- How have cultural arts reflected historical and social events?
- What cultural messages are conveyed in the arts?

As students view digital collections of cultural arts, they can also curate their own virtual collections. That process can incorporate research, just as curators provide background information about the exhibitions they produce. In addition, students can generate their own cultural creations based on the cultural patterns they have identified. They might also examine contemporary cultures to which they belong, and identify unique artistic elements that can be combined to generate emerging cultures. That process is evident particularly in recent fashion statements such as Goth, Punk, and cosplay.

Of particular importance is students' self-awareness about their own cultural backgrounds. In some cases, they may have limited knowledge of family history because of adoption, blended family configurations, or family attitudes about culture. Many students have a mixed cultural background, which may raise sensitive questions about cultural identity and affinity,

especially for teens who experience peer attitudes about culture. Even today, cultural prejudices and cross-cultural conflict can impact students' attitudes and behaviors. These issues need to be treated with care, but at the same time they do give students opportunities to gain cultural competence. The cultural arts provide a positive opportunity to experience and appreciate creative expressions that affirm each culture.

Links to projects that support students' involvement in cultural arts broadens their perspectives and empowers them to appreciate their own cultural identity as well as to work with other cultures. Teacher librarians should also alert their colleagues about these sites, and develop learning activities that use these websites. Not only should school libraries include such sites on their web portals, but teacher librarians can "push" technology by sharing these sites to appropriate classroom teachers in a timely fashion. Teacher librarians can encourage students to locate, evaluate, organize, and post these web sites on classroom or school portals. As students assume control for web content, they model literacy competency and influence.

Conclusion
Teacher librarians can contribute significantly to the well-being of the school community through incorporating cultural arts into the curriculum. More than ever before, teacher librarians can leverage students' interest in technology to help them access cultural artifacts from around the world. Building on academic subject matter benefits, incorporating cultural aspects facilitates the transfer of skills and knowledge across cultural settings. Cultural arts as content matter helps learners understand the values and belief systems that drive expectations and behaviors of people of different cultures. This knowledge aids in communicating effectively and working together for mutual goals. At the same time, cultural arts can affirm each person's identity and empower him or her to feel more comfortable about tackling new experiences, and expressing their own cultures.

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Biographical note

Professor **Lesley Farmer** coordinates the Librarianship program at California State University Long Beach. She earned her MLS at UNC Chapel Hill and her doctorate at Temple University. In 2011 Dr. Farmer won ALA's Phi Beta Mu Award for library education. Dr. Farmer has worked in school, public, special and academic libraries. She serves as IASL VP Association Relations, IFLA School Libraries Section Editor, and Special Libraries Association Education Division Chair. A frequent presenter and writer for the profession, Dr. Farmer's research interests include digital citizenship, information literacy, assessment, collaboration, and educational technology.

Empowering Students' Abilities and Personalities through Student Librarians Programs

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Abstract

Learning Resource Centre will be a meaningful and engaging learning environment if there are interactions between librarians, students, teachers and all staff. Creating programs which involve students to be more active not only in the learning process but also in encouraging their abilities and talents will benefit them in the future. Having interesting and fun activities can be the best way to promote the library for all learners. Students as the main users of the library are introduced and welcomed to design programs that can make library more alive. This paper looks at the need of the students to develop and build up their confidence, creativity, commitment and enthusiasm as a part of the library and learning community.

Understanding Human Personalities toward Students' Growth

Looking at the child development cannot be separated from their personalities. They were born with their own characteristics. Some children are too shy, while the others are very diligent, and some children get along with others easily, but some dominate their friends. This is simply because every human was born with different personalities. Knowing what pupils want and the way they interact with others will help us understand their need. By learning their major and minor personalities we will find out about human interests and how to have fun with it.

Basically people are differentiated into four personalities, sanguine, melancholy, phlegmatic and choleric. Each person will have one dominant personality and followed by the other three minor personalities. These personalities are shaping the way they think, act, make a decision, and also interact with others (Littauer, 1992). A Sanguine child is very expressive and enthusiastic. He or she will mingle and get along with others so easily. However, this child cannot be given a lot of responsibilities, since he or she is forgetful and talkative. Moreover, she or he is a type of person who can only be given easy tasks of short duration. This is the opposite of a melancholy child. A Melancholy child has a very high standard for himself or herself. He or she is a perfectionist. Working with this type of student will give us a lot of benefits since he or she is an analytical and a creative person. However, if we want to work with this student we have to be careful because he or she has negative opinions of other students: he or she can be so sceptical, suspicious, and sometimes overly critical of other works. A Choleric student is

different. He or she is a visionary person. Working with this type of student will allow us to explore ideas, set and achieve goals, and organize a lot of activities because this pupil is an energetic, dynamic, active, target oriented, free, and independent person. As a contrary this type of student likes to dominate others, is sometimes manipulative, and also a workaholic. If we want to work with this type of student, you will have to remind him or her to give chance to others and work as a team. The last personality is phlegmatic. Phlegmatic is a caring person. He or she is lovable, calm, patient, quiet and generous. He or she can be a problem solver, good administrator and good listener. This student tends to avoid conflicts and fights. However, if we want to work with this type of student we should be more patient because he or she works very slow, is sometimes too passive, and has less motivation and enthusiasm.

Having the knowledge of human personalities will enable us to work more easily with other people. By looking at their major personality and minor personalities we can find out how the students work, associate with others, and plan activities. This information can be used as a guideline for teacher librarian or librarian to design and promote the library program. One of the effective ways is by organizing and promoting Student Librarian Program.

The Bright Sight of the Library in Developing Students' Abilities

Library as a learning resource centre (LRC) is the same as the heart of the school. A school is considered as a great school if it can use its library to its full potential. One way to do this is by involving the students in the planning of every activity and program that the library has. Running a Student Librarians program is one way every school can use to make the library more alive

Student Librarians is an organization that a library can have to help students take ownership of their library. It is a voluntary program that is run by the students and for the students. The system in forming this organization is also based on students' willingness: if they are interested in this organization, they need to apply and follow all the qualifications including experiencing the selection, test, and interview session. The reason for having these steps in the selection process is to find out their sincerity and motivation in joining the program since they are going to have duty period of one year.

The members of student librarians are taken from year 3-5 for primary students, year 7-8 for secondary students, and year 10-11 for high school students. Students in these years are allowed to participate because of Indonesia's education policy regarding final exams for national curriculum in each level of education (primary, secondary, and high school) and we do not want the students' exam cycle to be interrupted with the SL program.

After the selection is finished, new student librarians will discuss their one year program including their regular meeting time, programs, ideas to make their library more colourful and useful, and budget needs. These conversations and processes are the most important and interesting part since we can see their abilities and personalities grow, especially when they need to work together as teamwork, or accept differences for the sake of everyone's needs. Student Librarians can develop programs for the school or community, and can serve as an example for other schools to promote the same programs, or find sister schools in order to expand students' knowledge.

The student-developed program can be a competition, charity, creativity, fair, or an excursion. One of the most favourite competitions is storytelling. It gives students not only the opportunity to perform, but also encourage them to be a risk taker and communicator. Moreover they are also challenged to be creative so that their story will not be too boring for the audiences.

Holding a Book Fair is one of the best ways to gain new books for the collection for schools with a very minimal budget for their library resources. Book Fair can help raise funds and get donations not only from parents but also from book vendors. By inviting book vendors and selling stall space, for example, student librarians and the library can earn more money that they can use for adding resources.

Student librarians can also help students increase their self-esteem. Some shy and quiet students can improve their teamwork and leadership skills in this organization. This is simply because each member of student librarians engages in leadership every time they run a program. One good example is the workshop program, where each student shares their experience and knowledge with other students and teachers from other schools about their library. This is also talking about the information literacy lessons that they get in school. So at this point students not only develop their skills in public speaking, but also share their understanding and abilities with other students, which we hope can be shared again with other students in other schools creating a snow ball effect.

In conclusion, we need to realize that the library is a treasure land for students if we as teachers know how to use our library to support students' abilities and personalities. Basically children are like a blank page to write on. It depends on our creativity and willingness to help them grow to be more independent and to become life-long learners. Involving students in each program that we plan will help them grow and learn more. It does not matter how big our library is or how complete our collection is, but rather how we can empower them to learn and become someone with great meaning and life experiences.

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Biographical note
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School Libraries on the Agenda: An IFLA / IASL Project

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Abstract
School library advocacy is a concern worldwide. Getting school libraries on the agenda for consideration by a school staff, or a ministry of education, or a library association is often a challenge. This paper describes the process being undertaken by two international school library groups to develop school library advocacy training materials which will be freely shared through the Online Learning Platform of the International Association of Library Associations and Institutions (IFLA). The two-year project, entitled School Libraries on the Agenda, *is funded by IFLA and is being managed by the Joint Committee of the International Association of School Librarianship (IASL) and the School Libraries Section of IFLA. The final project will include a variety of materials: a trainer's manual, workshop plans, case studies, and video clips.*

Keywords: Advocacy, leadership, online education, professional development

Overview of the *School Libraries on the Agenda* Project

In October 2011, the Joint Committee of the IFLA School Libraries Section and the IASL submitted a proposal to the Professional Committee of IFLA for a two-year funded project to develop school library advocacy materials that would contribute to IFLA's Building Stronger Library Associations initiative and to IFLA's Online Learning Platform. The proposal was in line with the ideas presented by then-president of IFLA Ellen Tise at a meeting of the Joint Committee at the IASL conference in Kingston, Jamaica in August 2011.

The goals and objectives of the project were: (1) to develop a module of training materials for school library advocacy, including association development, communication skills, professional development design, and collaboration and advocacy skills; and (2) to disseminate these through IFLA's Online Learning Platform.

The project was designed to contribute to IFLA's strategies for building stronger library associations in two ways: (1) to contribute to improving school libraries (IFLA Strategy: "Empowering libraries to enable their user communities to have equitable access to information"); and (2) to develop the leadership skills of those involved in school library development (IFLA Strategy: "Building the strategic capacity of IFLA and that of its members"). These are strategies that align with the goals and objectives of IASL as well.

Early in 2013, the Joint Committee was informed that the two-year project had been approved for funding by the IFLA Professional Committee under the Building Strong Library Associations (BSLA) program. The Joint Committee was awarded 850 euros to support the first year's work, to be undertaken in 2012, to develop an online training module for school

library advocacy. Randy Lundvall, Chair of the IFLA School Libraries Sector took on the responsibility of manager for the project. This included reporting to the IFLA Professional Committee on the progress of the project and applying for the funding for year two of the project.

The proposed project included providing opportunities for presenting draft materials to the international school library community, obtaining feedback on the materials, and consulting regularly with the executives of the two international school library groups and with IFLA staff. Members of the Joint Committee met with Fiona Bradley and Joanne Yeomans from IFLA staff in August 2012 at the Helsinki IFLA conference. A workshop on *School Libraries on the Agenda* was held November 2012 at the IASL conference in Doha, Qatar (reported later in this paper). Future workshops include a one-day satellite conference on school library advocacy in Kuala Lumpur, Malaysia on August 24, 2013 and a three-hour workshop in Bali at the IASL conference on August 26, 2013. Testing the materials in an online workshop with IFLA / IASL members is an important last step in validating the School Libraries on the Agenda Module before adding it to IFLA's Online Learning Platform.

Formation and Membership of the Joint Committee

The idea of a joint committee of the two international school library groups had been discussed repeatedly over the 40-year history of the two groups. The current joint committee was an initiative of James Henri of Australia in the early 2000s. He had served on the executives of both international school library groups, and he saw the need for the two groups to unite their school library advocacy efforts. Lourense Das facilitated the contact between the two groups, since she had been involved with both groups for a long time and she lived closest to the IFLA headquarters in The Hague. Formal discussions about how the two school library groups might work together took place at the 2006 IASL conference in Lisbon, Portugal. The IFLA secretary at the time, Sjoerd Koopman, travelled to Lisbon especially for the meeting. At the meeting the collaboration was outlined and later formalized into a memorandum of agreement. That agreement was reviewed and renewed in 2009 and in 2012.

By 2011, the IASL-IFLA Joint Committee had developed a strong history of successful collaborative work. For example, it had sponsored two satellite conferences (*Reading in the Digital Age* in 2009 in Italy and *School Libraries: Best Practices for e-Learning* in 2011 in Jamaica) and had developed the content for the book *Global Perspectives on School Libraries: Projects and Practices* (IFLA publication, no. 148, 2011, co-edited by Luisa Marquardt and Dianne Oberg).

As of July 2011, the members of the Joint Committee were Dianne Oberg (Canada, Chair), Randi Lundvall (Norway), Diljit Singh (Malaysia), Lourense Das (Netherlands), Luisa Marquardt (Italy), and Lesley Farmer (USA). In April 2012, because of the demands of the school library advocacy project, two new members were added to the Joint Committee: Jeff Yasimchuk from Canada (VP-Advocacy, British Columbia Teacher-Librarian Association) and Barbara Schultz-Jones from the USA (Secretary, IFLA School Libraries Section).

Initiating the *School Libraries on the Agenda* Project

Members of the committee started the project by collecting and analyzing school library advocacy materials, primarily materials available in English, including those developed by school library associations in the UK, Australia, USA, Canada and elsewhere. They also reviewed the library advocacy modules that had already been developed and posted on IFLA's Online Learning Platform.

Plans began almost immediately to identify potential writers for school library advocacy case studies and to develop other draft materials for piloting in a face-to-face workshop in conjunction with the IASL conference in Doha, Qatar in November 2012.

Developing the *School Libraries on the Agenda* Materials
The Joint Committee has used a variety of communication media in its work: a blog; a wiki; a virtual meeting space on Tapped In; Skype conversations; phone calls; and emails. Lesley Farmer wrote the first draft of the trainer's manual and related resources. Writers have agreed to serve as lead writers for case studies about school library advocacy work in various parts of the world: Canada (Jeff Hasinchuk), Norway (Siri Ingvaldsson), Sweden (Helle Barrett), ENSIL-Europe (Lourense Das), and Indonesia (Diljit Singh). The ENSIL, Norway and Sweden case studies have been completed. Discussions are ongoing about creating some multimedia resources for the module and for using the module as an online short course. Testing the *School Libraries on the Agenda* module in an online workshop with IFLA / IASL members, as mentioned earlier, is an important final step before adding it to the Online Learning Platform. The three completed case studies should be posted on the Online Learning Platform soon; they have already been posted on the blog for the project.

Sharing the Project at the IASL 2012 Conference
A workshop on the *School Libraries on the Agenda* project was presented at the IASL 2012 Conference, "The Shifting Sands of School Librarianship," in Doha, Qatar. This workshop gave the committee an opportunity to pilot draft materials and to get feedback from the workshop participants on the draft materials.

Summary of Workshop
Approximately 35 participants attended the *School Libraries on the Agenda* workshop presented by three members of the Joint Committee of IASL / IFLA SLRC: Dianne Oberg (Chair) from Canada; Luisa Marquardt from Italy; and Barbara Schultz-Jones from the USA. Participants received a handout including the workshop slides, the case study *Making a Difference,* and descriptions of the BSLA modules and case studies. They also received a USB drive loaded with school library advocacy materials including the UNESCO/IFLA *School Library Manifesto*, IFLA *School Library Guidelines*, and the draft Trainer's Manual for the *School Libraries on the Agenda* module.

Dianne Oberg gave an overview of IFLA's program for Building Strong Library Associations (BSLA) and explained that the *School Libraries on the Agenda,* which is being developed as a part of BSLA*,* is a joint project of two international school library groups, IASL and the School Libraries Section of IFLA. She also explained that the goal of the project is to develop online advocacy materials specific to the school library sector and that the project is being funded for two years by the Professional Committee of IFLA.

Barbara Schultz-Jones then led an activity focused on school library advocacy values/goals. She pointed out that the two international groups working on the project have shared values, values that participants as individuals and as association members also share.

Dianne Oberg then led the group through *Making a Difference*, a case study about the advocacy work of a teacher-librarian in Australia. She reminded the participants that case studies are an important way of expanding our learning and our practices through exploring the experiences of others.

Because the participants had chosen this particular workshop, we expected that they would be interested in learning how to be more effective advocates for school libraries. Barbara presented some ways in which participants might work as advocates.

Luisa Marquardt presented a second case study, telling the story of how the associations and individuals involved in the school library advocacy program in Italy were challenged to shift into lobbying activities when the Ministry of Education issued a decree eliminating

school library positions. This remains an ongoing situation—the decree has been suspended, but this may be challenged again after the upcoming national elections.

At the end of the workshop, participants completed the feedback form and were invited to provide their contact information if they wished to be updated on the work of the School Libraries on the Agenda project.

Summary of Feedback
As promised in the PC proposal for the project, the workshop participants were asked for feedback on the draft materials for *School Libraries on the Agenda* project. Of the 23 participants who submitted feedback forms, 9 were aware of the BSLA program prior to attending the workshop. Just over half of these had heard about BSLA from IFLA members. Considerable interest in receiving updates on the School Libraries on the Agenda project was evident: at the end of the workshop, 18 participants requested to be updated on the progress of the project.

The case studies were most frequently mentioned as useful sources of advocacy information (e.g., being able to see how others deal with problems). Building networks and networking were also frequently mentioned as valuable for advocacy purposes.

Viewed together, the responses to the questions about information/materials that should be added to the module and about "takeaways" from the workshop suggest some considerations for future development of the School Libraries on the Agenda materials: incorporate more information from IFLA's *School Library Manifesto* and *School Library Guidelines* (e.g., mission, standards, roles) and enhance development of materials to support the long-range planning of advocacy programs and the targeting of specific stakeholder groups.

The participants could foresee using the BSLA materials for offering local workshops (34 checks), for individual study (28 checks), and for online courses (20 checks). Four participants saw the materials as useful in library education. The participants' preferred communication media were listservs (13 checks) and Facebook (11 checks).

The workshop presenters observed that interest in the *School Libraries on the Agenda* workshop was likely increased by an earlier conference presentation by Ann Ewbank (Arizona State University), entitled "School Library Advocacy Literature in the United States: A Content Analysis." Dr. Ewbank attended the *School Libraries on the Agenda* workshop and has committed to working with the Joint Committee on the project.

Sharing the Project at the IFLA / IASL Satellite Conference
Getting school libraries on the agenda of a school staff, a community of educators, a ministry of education, or a library association is often a challenge. The morning session of this full-day workshop on Saturday, August 24, 2013 in Kuala Lumpur, facilitated by IASL President Diljit Singh, will begin with the status reports (successes and challenges) related to school libraries in various countries. The IFLA School Library Manifesto will be discussed in relation to the role of school libraries, and IASL Vice-president Lesley Farmer will present insights via the Internet on the present and future role of school libraries. Advocacy tools and techniques, including those from the *School Libraries on the Agenda* module, will be presented by Joint Committee Chair Dianne Oberg.

The afternoon session of the workshop will focus on developing advocacy plans, facilitated by Joint Committee members Barbara Schultz-Jones and Lourense Das.
Participants will work in small groups to develop advocacy plans for an institution / school, region/state/province, or nation, or even at international level, using the *School Libraries on the Agenda* module plus any other resources they may have, and the knowledge gained in

the morning. At the end of the working session, each group will present their advocacy plan, briefly, using a single PowerPoint slide. The day will conclude with a wrap-up summary and participant feedback. Advocacy materials on USB drives will be a "takeaway" for all workshop participants.

Sharing the Project at the 2013 IASL Conference

The *School Libraries on the Agenda* workshop will be presented in Bali by three members of the Joint Committee: Dianne Oberg (Chair) from Canada; Lourense Das from the Netherlands; and Barbara Schultz-Jones from the USA. This three-hour workshop is designed for school library practitioners as well as for school library association and leaders.

The first part of this three-hour workshop will provide a summary of the work of the Joint Committee of IASL and IFLA's Section of School Libraries and Resource Centers (SLRC) in developing advocacy materials. Highlights of the Kuala Lumpur satellite conference will also be presented. At the end of the workshop, upon completing a brief feedback survey, participants will receive a flash drive containing materials that they may adapt and use in their own advocacy work.

The second part of the workshop will focus on planning an advocacy program. Participants will be introduced to an advocacy planning template and then work in small groups to draft a plan for an advocacy program. Participants will share their ideas with others in the workshop and discuss ways in which an advocacy program might be planned and implemented in their local or national context.

Future Plans for *School Libraries on the Agenda*

Work remains to be done to complete the project by December 2013:
- Processing the evaluation forms from the Kuala Lumpur and Bali workshops
- Revision of the trainer's manual to incorporate suggestions from workshop participants
- Completion of two more case studies, on collecting data for advocacy purposes (Canada) and on establishing a new school school library association (Indonesia)
- Creation of multimedia resources for the module (likely video clips)
- Testing the *School Libraries on the Agenda* module in an online workshop with IFLA / IASL members
- Possibly, arranging to use the module as an online short course
- Creating an online tool, perhaps based on the current bog for School Libraries on the Agenda, for participants to ask questions and to share theiur experiences and ideas
- Providing resources on school library advocacy (e.g., reference lists, blogs, websites) for the websites of IASL and IFLA School Libraries
- Translation of the module into other official languages of IFLA

School Libraries on the Agenda has proven to be an ambitious project, one that has tested the mettle of the members of the Joint Committee, all of whom carry responsibilities for executive roles in local, national, and/or international school library associations as well as their personal and professional responsibilities. Despite the challenges, our commitment to placing school libraries on everyone's agenda remains unwavering as we continue to advocate the value of the school library's contribution to student achievement.

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Biographical note

Dianne Oberg (Canada), PhD, Chair, Joint Committee of IASL/IFLA School Libraries Section. Dianne is a Professor Emerita in school library education at the University of Alberta (Teacher-Librarianship by Distance Learning program). Previously, she was a classroom teacher and teacher-librarian. Her research focuses on school library program implementation and evaluation. Her publications include *Focus on Inquiry: A Teacher's Guide to Implementing Inquiry-based Learning* (2004), co-authored with Jennifer Branch, and an IFLA/IASL publication, *Global Perspectives on School Libraries: Projects and Practices* (2011), co-edited with Luisa Marquardt.

Barbara Schultz-Jones (USA), PhD, is an Associate Professor and the Director of the School Library Program in the College of Information at the University of North Texas. Her research interests include the school library learning environment and the organization of information. She is an active member of ALA, AASL, IASL, and IFLA. She also leads study abroad projects setting up library automation systems in school libraries, including automation projects in Thailand, Albania, Ukraine, Peru and Russia. Visit her Web site at: http://courses.unt.edu/bjones/index.htm.

Lourense H. Das (Netherlands), BA in Library Sciences, specialization school libraries. Lourense has worked in various schools and educational libraries and founded Meles Meles SMD, a private consultancy company in 1996. She has worked as executive officer for the Dutch School Library Association (LWSVO) and the Dutch Library Association (NVB). In 2009, she won the National Education Fair Innovation Award for FacTotem 2.0 and was nominated for the SME Limburg Innovation Award. Lourense's international work includes secretary of the IFLA SLRC (2005-2007); coordinator and chair of ENSIL (since 2003); Director Europe (2003-2009) and VP Association Operations for IASL (since 2010).

The Virtual Learning Commons:
A Facility Designed for Students to Experiment with Meeting the Challenges of Everyday Life and Learning

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Note: A URL is available to expand this paper: https://sites.google.com/site/balivlc2013/

Until the mid-20th century, most school libraries in the U.S. were collections of books. A concern for the need to provide a better education particularly in the areas of math and science led to a funding for materials for schools in those areas. Then President Lyndon B. Johnson created the Great Society and even more funds were given to schools for materials, some of them dedicated to school libraries and the addition of audiovisual media to their collections.

At the end of the century, computer and Internet technology had expanded to allow access to time-saving management tools and access to information in digital formats. School librarians, welcoming the Internet as a way of moving library resources into the teaching and learning in their schools, created library websites for their teachers and students. These websites were designed to help students link in the OPAC and various helpful databases useful for their assignments. This was, however, a one-way resource recommendation leaving the library isolated and invisible when students seemed to prefer that Google search engine rather than the resources supplied by the school librarian.

We are now living in a world where one can download information onto smaller laptops, notebooks, and even cell phones. This opens the school library to the wide world, and, for school librarians, it requires them to rethink their role in the lives of students. Loertscher et al in their *The New Learning Commons: Where Learners Wi*n! *Reinventing School Libraries and Computer Labs* describe a physical facility with a "completely flexible learning space where neither computers nor books get in the way." (p. 11) This open, flexible space has two major functions, the Open Commons and the Experimental Learning Center. The central focus was to transform the idea of a library as a storage and retrieval space into a fresh new learning space. By opening up the space and using various movable pieces of furniture, the space could be re-arranged at any time of the school day to accommodate individuals, small groups, and large groups while balancing the need for quiet, purposeful group work, mobile technology, project-based learning, and even performance.

The Open Commons has been designed by the potential users, students and adults who will be consulting with the students. These adults include the teachers, staff, and also volunteers as well as learning specialists. Any "rules" or policies and behavior guidelines for the use of the space are developed by students to provide a "collegial social environment."

Another major change proposed for the Learning Commons was that it no longer be the kingdom of the librarian who had an office there. Instead, other specialists in the school would join the Learning Commons staff for a more central program pushed by all the specialists into the various classrooms of the school. In the movie, *Casablanca*, the

policeman is always lining up the "usual suspects" and the Learning Commons is the meeting area of all the "usual suspects" within the school, those "special" teachers who are always so vulnerable when positions are cut: school teacher librarian, technology specialists, reading specialist or literacy coach, art, music, and physical education teachers, counselors and the school nurse. However, by combining their special strengths, this "army" of specialists could create a different and collaborative school culture in ways that they could not have done by themselves in separate departments.

By broadening the program of the library into a Learning Commons, the entire culture of the facility would change. In addition to the traditional functions of reading and researching with instruction in information literacy, one might observe other activities:

- A group talking with an expert to plan that expert's school visit.
- A counselor explaining the practice software available for students who are going to take the PSAT or SAT at the school in the coming weeks.
- Students crowding around a "genius bar" getting advice on their computers from volunteer student iTeam members.
- A docent from the local museum talking to the art teacher, three classroom teachers, and three students whose classes are going to visit the local art museum the next week.
- The choir director with the 26 chamber singers and the 10 chaperons who will be accompanying the tour to Italy over spring break looking at information about the cities and their treasures where they will be visiting.
- A group of students who are practicing for their participation in the city-wide storytelling event.
- A maker space where a group of students are building a robot for a competition.
- The school nurse reminding a kindergarten class of the reasons for washing their hands regularly.
- The school teacher librarian and a group of students on an interactive conversation with students in Australia discussing their holiday celebrations.
- A teacher with a final consultation with the library technician on mounting her e-book for the next semester.

The second function of the Learning Commons was to be the Experimental Learning Center which is "the heart of professional development and school improvement initiatives." (p. 14)

> Governed by its own calendar, it draws upon the expertise of school, district, and outside experts and learner representatives who coach, do action research, and test new ideas for implementation throughout the school as a whole. Administrators walk through regularly to monitor initiatives and provide guidance and encouragement. This is the center of the school's professional learning community, focusing on instructional improvements that deserve full implementation based on pilot testing.

A former library classroom might be converted into the Experimental Learning Center and could also be used as a general meeting area where the superintendent presents information across the school district at times during the school year meeting all the teachers without their having to dismiss school early and drive to a central location. It is the place where new teachers in the building are given orientation to the school and where that beginning of the year meeting of all teachers is held to remind them of legal responsibilities related to students and to discuss new rules and regulations from the state department of education or the local school board. Here is where all teachers are given updates on the new trends in education and the new technologies available to them for the coming year.

This center could provide the meeting room and research support for teachers who want to write grant proposals or to write their own e-books. They have the technical and information staff to help plan what to add to their management sites for their classes. Changes in the curriculum can be discussed with teachers in the grade level or those before and after the grade level so everyone is informed. It is the place to demonstrate good teaching and good behavior management practices.

However, the Experimental Learning Center was not to be only a place where adults were learning, thinking, testing, failing, succeeding, and experimenting. Rather, it also included students, particularly the volunteer iStaff for the school, who would be testing out new technologies, Web 2.0 tools and then recommending them to the Learning Commons staff for implementation across the school. Another group of students might be testing various proposed online learning courses in order to recommend the best to the school administrator and department heads. Another group of students might be working with a teacher on flipped education models using Kahyn Academy or open source textbooks to test out this learning structure. Still other students might be creating their own learning experiences under the coaching of various mentors in the Learning Commons.

Thus, the concept of the Learning Commons transforms the former library into a vibrant school-wide culture of learning, creating, testing, experimenting, thinking, doing, and performing. It is a true extension of the classrooms throughout the school.

The Virtual Learning Commons
With this dramatic a shift in the physical space thus transforming the library into a Learning Commons, Loertscher, et.al. developed a Virtual Learning Commons (VLC) space just as radical but as a replacement for the traditional library website.[1] Realizing that the large majority of students bypass the school library website in favor of Google and Wikipedia, the authors envisioned a virtual space that would actually compete with Google and social media.

The authors defined the VLC as follows (p.2):
> The Virtual Learning Commons (VLC) is the online force of the Learning Commons, a digital learning community in which the whole school participates. It is not a library website which only provides a one-way stream of useful information. Instead, both the instructors and the students of the school collaborate to establish the VLC as a place where individuals and groups are actively learning, communicating, and building together in real time. This participatory community of learners is powered by software, which allows many contributors, and it is as public or private as the school wishes it to be.

The idea stemmed from the question: "How can the library move into the center of teaching and learning rather than being peripheral to it?" And, if this virtual place was really to compete with the Internet and social media, how would it be constructed to be a truly participatory culture.

Fortunately, free and ubiquitous technologies now exist that make a participatory culture possible across the various devices available in the school and in the hands of students and teachers. In other words, a technology had to exist that would be at the fingertips of each user and available 24/7 if it had any possibility to compete in a crowded information world.

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[1] Loertscher, David V., Carol Koechlin, and Sandi Zwaan. *The Virtual Learning Commons*. Learning Commons Press, 2012.

A number of emerging platforms meet the criteria and more are appearing all the time. The authors considered WordPress and other free website construction tools, but settled on Google Sites as their experimental platform. This tool was selected because it is a part of the Google Apps for Education suite of tools that is free to educational institutions around the world and can be used with various native languages. While not as sophisticated as WordPress, early experimentation demonstrated that Google Sites was not only ubiquitous but also simple and sustainable. We were looking for a platform where editing rights to the various digital rooms could be given to selected individuals rather than editorship being given to the VLC as a whole. Like Wikipedia, there needs to be certain restrictions on who can actually post and edit various parts of a website.

Over a period of three years, students in the Master's program at San Jose State University's School of Library and Information Science began experimenting with the idea of a VLC. At first, they built prototypes but soon began to create actual VLCs that worked in actual schools.

What emerged was the creation of a Virtual Learning Commons template freely available as a Google template that anyone in the world could download and begin creating their own VLC. This template is at http://sites.google.com/site/templateVLC or, you can just google: virtual learning commons template. Here is a picture of the template:
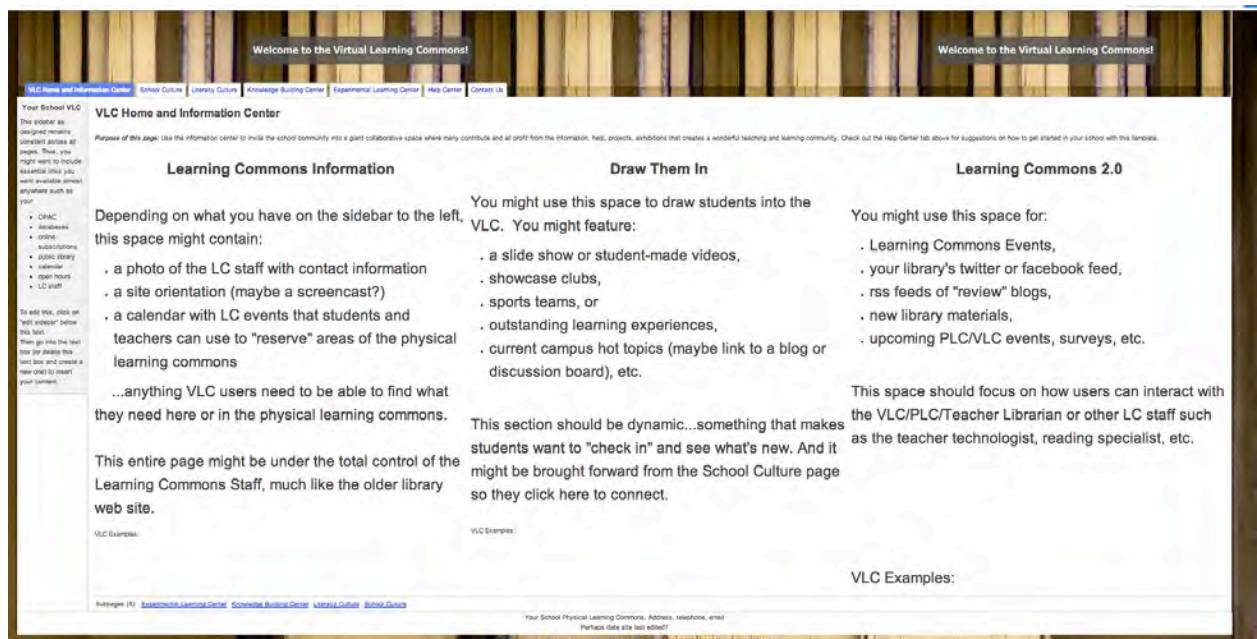
The template, when downloaded and renamed now belongs to the user and can be modified and changed in any way to fit a local school. Or, as an idea template can be used to fashion a VLC using any technology that is available and would provide access to the entire school community.

As envisioned, the VLC contains five major "rooms," each with a group of editors having the rights to edit and upload content:

As pictured, the five rooms are: The Information Center, The Literacy Culture, The Knowledge Building Center, School Culture, and The Experimental Learning Center. Each room was created not only to supplement what should be going on in the Physical Learning Commons, but could provide unique learning opportunities and participatory features that could not be done in physical space.

The Information Center

The Information Centers is something like the old library website. It contains information that everyone needs access to immediately such as the OPAC, databases, links to other libraries, etc. It may have calendars, people to contact, etc. It also should contain a hook from the school culture page where something happening today draws the viewer to the VLC as a whole

The Literacy Center / Culture

There are all types of participatory activities connected to reading, writing, speaking, listening, digital citizenship, technology literacy, etc. Of course, a list of books to read or new books in the library are shared here, but students and teachers need places where interactive activities are happening. These might be digital book clubs, writing centers, places to contribute student-written books, showcases of work that can be commented upon, reading initiatives, and places where older students are commenting or helping younger students construct digital storytelling, presentations, or anything else connected to literacy projects throughout the school.

The Knowledge Building Center

This center is where all the units of instruction that are collaboratively created by any of the professionals in the Learning Commons are featured. It is not only the link to those collaborative projects but also a museum and record of the intervention of the Learning Commons staff in teaching and learning across the school. It is the place where administrators can collaborate on learning experiences and watch the track record of the interventions of these interventions grow over the year. Learning experiences can be designed with the help of another free template on Google known as Knowledge Building Centers at: https://sites.google.com/site/knowledgebuildingcenter/

School Culture

This room draws students and adults into the VLC. It is the living school yearbook where selected editors are posting sports events, music concerts, poetry readings, individuals or groups who have won awards, school initiatives, celebrations, and anything else of interest that is going to draw a crowd. If there is a yearbook team or club in the school, they can have this as their project in addition to the production of a printed volume.

The Experimental Learning Center

Adults and students are testing technologies, teaching techniques, and piloting school initiatives in this center. It is the virtual compliment to the physical space where school

improvement and professional development is happening. And this room includes not only adults but students who are helping and experimenting on their own.

Here are three brief video tours of existing Virtual Learning Commons:
- o   Video tour of a learning commons, Hancock School
  at: https://sites.google.com/site/loyolaschoolvlc/home/vlc-video-tour
- o   Video tour of the VLC from Malibu High School, California
  at: http://screencast.com/t/eoepjcukA
- o   Lincoln Middle School VLC video tour
  at: http://screencast.com/t/hHva1sem8j1b

More examples are being built all the time and a contact message to the authors can provide more examples over time.

What Is the Expected Impact of the VLC?
For a half century, librarians have been talking about a collaborative outreach and moving to the center of learning. It has remained an elusive role. Many claim that there is little time to plan and carry out joint learning experiences or that the teachers are unwilling to collaborate. Now, the free technology exists that can revolutionize the role and actually bring it into existence.

What is a participatory culture? How and why would teachers collaborate virtually? How could we attract children and teens into such a collaborative space? How would such a space be organized so that many contributors could be working simultaneously without bringing the entire site down or adding inappropriate content? Each question has its own set of challenges worth experimenting around and not merely discarded as an improbably idea. The VLC is always in beta. That is, it is constantly evolving as the participatory culture arises. It is simple to construct. It is free. It is available 24/7. It can be accessed on most current devices. It begins to transfer ownership of the library from the librarian over to other specialists, the faculty, and to the students in the school. It is a flat community rather than a top-down place that students google around rather than enter. It is a place to teach digital citizenship. It is a place to collaborate across the globe. It is a place where a single professional teacher librarian can make a difference in multiple schools. It can be created at the district level. It can be created at the state/provincial level; at the national level, and at the international level. It is certainly the place where students can learn to meet the challenges of everyday life while they are in school and when they leave.
It is a frontier worth exploration and leadership.

Creating Buzan Mind Maps with Existing Knowledge – Developing Cognitive Skills for Teachers & Students

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Abstract

This workshop proposal responds to the 2013 IASL Conference sub-theme "Cognitive Skills (analysing and using information)".

(The first part of this proposal is for a 90 minute workshop. The option of extending it to a 180 minute workshop to further enhance participant understanding and application of Mind Mapping is provided on page two. A 180 minute workshop ensures participants will confidently be able to introduce Mind Mapping techniques to students and colleagues).

This workshop introduces Buzan Mind Mapping techniques. Mind Maps are the highest form of graphic organisers and are used for a variety of purposes. This workshop demonstrates how Mind Maps can identify and record existing knowledge on any topic.

When teacher librarians incorporate Mind Mapping activities in life skills' programs they are developing and extending students' cognitive skills and abilities.

Mind Mapping enables students (and teachers) to draw upon existing knowledge and information in a way that allows them to identify what is not known about a subject or topic. This enables students to confidently strengthen self directed learning skills and assists in supporting them to deal effectively with the demands and challenges of everyday life, in and away from formal schooling.

This 90 minute workshop ensures participants are actively involved in the learning process through the following activities:

❖ *The workshop group will be introduced to Buzan Mind Mapping through a*
❖ *power point presentation*
❖ *The Laws of Buzan Mind Mapping will be presented and explained.*
❖ ***Activity 1)*** *Participants create 'Brain Blooms' illustrating the wide variety of*
❖ *brain associations found in any group*
❖ *Participants compare 'brain blooms'*
❖ ***Activity 2)*** *'Brain Flow' to broaden participants' understanding of how people*
❖ *respond differently to one theme or concept,*
❖ *A short group discussion on how teacher librarians can use these activities*
❖ ***Activity 3)*** *Participants complete a guided Mind Map*
❖ *A brief discussion on the Laws of Mind Mapping*
❖ ***Activity 4)*** *Participants create individual Mind Maps on a set theme*
❖ *Participants compare and discuss other Mind Maps. This demonstrates the range of presentation, key concepts, main ideas, brain associations and thought processes involved in creating individual Mind Maps and reinforces*

that every Mind Map will be different. This reflects the unique nature of the individual.

❖ *The 90 minute workshop ends here.*
❖ *A 180 minute workshop continues as follows:*
❖ *The presenter leads a discussion on how Mind Mapping can determine existing student knowledge on any topic at any level*
❖ ***Activity 5)*** *Participants form groups of similar teaching areas/backgrounds and experience, and decide an assignment topic and outline an introductory lesson for student individual Mind Mapping. Each member of the group creates a Mind Map as an example*
❖ ***Activity 6)*** *The Mind Maps are combined creating a master Mind Map. The group explores the Master Mind Map as the basis of a KWL chart for student self directed learning.*
❖ *Groups report on their activities - end*

Keywords: Mind mapping, existing knowledge, creativity

Biographical note
Nerelie Teese has been a teacher and teacher librarian in Australia's three education systems: state government schools, catholic education and independent schools in Queensland and Victoria for more than twenty years. She is an avid reader and in 2012 initiated a 'Tablet Book Club' for her middle school students, supporting the school's move to BYOD technology. Nerelie Teese is a co-ordinator of the international literacy project 'Books Through The Seas' that provides books and other resources for school and community libraries in The Philippines. She is on official leave from her school for 2013.

Developing Transliteracy Skills Continuums across the School; Led by the Library

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Abstract

Transliteracy skills are a set of 21st century skills necessary for all students to obtain before moving from school to tertiary education. These skills embody traditional library taught information skills as well as digital and communication skills, ethical behaviours, and online skills in students.

The process of developing a school specific set of transliteracy skills requires whole school involvement from classroom teachers to the heads of curriculum. The teacher librarian has the opportunity to lead the development of the skills because they work with the whole curriculum and have a broad understanding of the skills that make up Transliteracy expertise in students.

Kambala has used documents such as the 21st century literacy skills from AASL (http://www.ala.org/aasl/guidelinesandstandards/learningstandards/standards), the NETS skills developed by ISTE (http://www.iste.org/standards/nets-for-students/nets-student-standards-2007) and the Australian National Curriculum General Capabilities (http://www.acara.edu.au/curriculum/general_capabilities.html).

These documents formed the basis for discussion across the school about what skills we thought were important for our students to have by the time they reached their senior studies.

The workshop would guide interested librarians through the process we engaged in at Kambala in developing the Transliteracy continuum and embedding it in the curriculum of the school from Preparatory school to the end of Middle school. The process will be discussed from inception to finalization, and ratification of the documents in the school. Participants will get the opportunity to look at the seminal documents and discuss what they think is relevant and important in their own school environments.

Keywords: Transliteracy, Information literacy, ethics, digital citizenship, ICT

Biographical note

Stacey Taylor is a Teacher Librarian in an independent Sydney school that delivers both the local curriculum and the International Baccalaureate Diploma. She has worked in schools and public libraries for over 25 years and now leads a team of seven in three libraries across the school. In 2012 she won the John Hirst award for her services to Teacher Librarianship and is an avid social media users and proponent. She is a regular blogger and tweeter and

is interested in the notion of Communities of Practice in education generally and School Librarianship specifically.

She is the conveyer of the Sydney IB Librarians network and is her own school's Extended Essay coordinator. She is interested in whole school skills development for students and in learning and the opportunities it affords education.

Becoming Your Own Best Advocate: Using Research of Persuasive and Influence

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Abstract

Advocates for school library programs have focused on messaging and evidence, yet the support for school libraries continues to decline, paradoxically in the era of information access and management. Working with a team of researchers, Ken Haycock has been investigating the principles by which some school districts and principals support school libraries and others do not. Through extensive examination of decisions taken in difficult financial times, and the behaviors of teacher-librarians and school administrators in determining financial, policy and administrative support, six principles have been validated and several conclusions drawn, not the least of which is that attitude does not necessarily translate to behavior, in other words, hearing words of support does not necessarily mean that action follows the words.

The six principles, first enunciated and applied here, are:
Authority, as we listen to those with expertise and we follow those with power and influence (school principals are influential as opinion leaders as well as decision-makers);

Commitment and Consistency, wherein one's values and beliefs and prior statements are determinants of how and why we make decisions (a decision-maker's beliefs about education become important);

Liking, or liking one or the other (one gets a hearing if one is liked, or at least perceived to like the decision-maker);

Reciprocity, as we are more inclined to return favours than support those who are not perceived as helpful;

Scarcity, as we value what is not available from any other source (distinguishing oneself from the classroom teacher's contribution alone as well as from the crowded world of "free" information is critical);

Social Proof, such that we look to see what others in the same position are doing (which is why cuts in one area quickly become endemic).

Examples of what teacher-librarians and others do to become more effective become apparent to help inform future directions in education and training and workplace behaviors.

Keywords: school libraries, school librarians, staffing decisions

Biographical note

Ken Haycock is research professor of management and organization at the Marshall School of Business, University of Southern California, where he directs graduate programs in library and information management. He was previously director of the San Jose School of Library and Information Science, Silicon Valley's global e-campus and the largest graduate LIS program in the world. He previously had a distinguished career in public education as a senior education official, school principal and coordinator of school libraries. Dr. Haycock is an award-winning researcher and teacher and a life member of the IASL.

Designing Guided Inquiry for Asian Context: "Waza for Learning" An Example in a Japanese K-12 School

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Abstract

Workshop Objectives:
1. *To introduce the Guided Inquiry approach as a means for developing cognitive, personal and interpersonal skills through the school library.*

2. *To demonstrate an example of the Guided Inquiry approach in the Japanese context at the Tamagawa K-12 School.*

3. *To have participants consider enablers and inhibitors of the Guided Inquiry approach in the context and culture of their schools and strategies for getting started.*

Workshop Summary:
Guided Inquiry is an innovative team approach to teaching and learning where teachers and school librarians, with other experts and specialists, join together to design and implement inquiry learning. It engages children in constructing personal knowledge while using a wide range of sources of information and creatively sharing their learning with their fellow students in an inquiry community. Guided Inquiry accomplishes five kinds of learning: curriculum content, information literacy, literacy competence, social skills, and learning how to learn that encompass cognitive, personal and interpersonal skills. The Guided Inquiry approach is based on Kuhlthau's highly regarded research on the Information Search Process (ISP) that describes students' process of learning from a variety of information sources in extensive research projects. The ISP research goes inside the inquiry process to reveal ways to guide learning that prepares students for learning, living and working in the information age. The Guided Inquiry Design Framework is built around the model of the ISP with specific direction for guiding students in eight phases of the inquiry process: Open, Immerse, Explore, Identify, Gather, Create, Share and Evaluate. This approach may be adapted to different contexts and cultures for enhancing students' life skills for the 21st century through the school library.

An example of adapting the Guided Inquiry approach into a school culture will be drawn from the Tamagawa K-12 School in Japan that participated in a residential professional development institute on Guided Inquiry at the Center for International Scholarship in School Libraries at Rutgers University USA in 2012. Participants in the workshop will consider enablers and inhibitors of the Guided Inquiry approach

in the context of the culture of their schools and identify strategies for getting started. The workshop is timely and important for school librarians that are seeking new ways to prepare children for developing life skills that are not encompassed by traditional transmission teaching and rote learning.

Workshop plan:
1. *Explanation of the Guided Inquiry approach and demonstration of the Guided Inquiry Design Framework. Kuhlthau*

2. *Small group discussion about Guided Inquiry approach and Design Framework drawing one question from each group.*

3. *Demonstration of the Tamagawa K-12 School Library - facility, philosophy and program. Kasai*

4. *Description of the Tamagawa K-12 School Team that attended the Rutgers Guided*
5. *Inquiry residential institute and presentation of the example of the Guided Inquiry project they designed for their school culture. Kasai*

6. *Presentation of enablers and inhibitors for adapting the Guided Inquiry approach. Kuhlthau*

7. *Small group discussion on adapting the Guided Inquiry approach in the context and culture of participant's schools considering enablers and inhibitors.*

8. *Strategies for getting started - Kuhlthau and Kasai*

Keywords: Guided Inquiry, learning, school libraries, Asian context

Biographical note
Carol Collier Kuhlthau is Professor Emerita of Library and Information Science at Rutgers University where she directed the graduate program in school librarianship that has been rated number one in the country by U.S. News and World Report. She was founding director of the Center for International Scholarship in School Libraries (CISSL). She is internationally known for her groundbreaking research on the Information Search Process and for the ISP model of affective, cognitive and physical aspects in six stages of information seeking and use. She has authored Seeking Meaning: A Process Approach to Library and Information Services and Teaching the Library Research Process and published widely in referred journals and edited volumes. She has received numerous awards, visiting professor appointments and is a frequent lecturer and keynote speaker. Her latest books are *Guided Inquiry: Learning in the 21st Century* and *Guided Inquiry Design: A Framework for Inquiry in Your School* coauthored with Leslie Maniotes and Ann Caspari.

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My Book Buddy: A Special Children's Library at School

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Abstract
In 2010, the My Book Buddy foundation started the first children's library at a primary school in the slums of Nairobi in Kenya. Not a children's library in the traditional sense of the word, but an evidence based concept which is already embraced by 18 countries, and which has allowed 22,500 children to participate in active reading.
This paper gives an insight into the various aspects of the concept, the success factors in the different developing countries, and the necessity to realize more My Book Buddy children's libraries in co-operation with expert librarians who have knowledge of knowledge of children's literature and insight into the reading process of children.
A window to the world has been opened for children who are usually deprived of books because they are too expensive or out of reach for them, not only figuratively speaking, but also in the literal meaning of the word.

Keywords: School library**,** developing countries, teacher-librarian, reading

Introduction

'Every child has the right to read, and the facilities that make this possible', is an accepted statement.

Every parent, teacher, librarian, politician and director will endorse this fundamental right, and accept its consequences, for example by helping to realise and utilise libraries and school libraries in the children's environments.

By creating and maintaining physical spaces where children's books are available and can be read, local and national governments and private initiatives respond to this variation of the Rights of the Child, ratified by 189 countries in 1989.

The Millennium Development Goals of 2015 (United Nations) emphasise further access to education in Objective 2, and this should go beyond creating schools and the right to free education.

My Book Buddy stimulates children's reading and therefore supports the regular language and reading instruction which are compulsory subjects in primary education in all countries. To read texts fluently and to interpret them forms the basis for all other subjects. But there is more.

"Literacy unlocks the door to learning. Throughout life, is essential to development and health, and opens the way for democratic participation and active citizenship."
(Kofi Annan, former United Nations Secretary-General)

The emergent literacy in the early phase of child development is a three-dimensional process where the children, the teachers, and the parents inspire, inform, and stimulate each other.

My Book Buddy argues in favour of the signing of the My Book Buddy Bali deal by all the present members during the IASL meeting in August 2013. This deal includes the right of reading and the facilities which make it possible, by signing it a statement will be presented to the world.

In the following we will cover in more detail the necessity and how this can be achieved in both an attractive and effective way, for little expense, in places in the world where there is no electricity, which makes a properly equipped school library impossible. Here theory and practice go hand in hand.

The 10 Principals for the My Book Buddy system: Back to Basics
My Book Buddy is a private non-governmental organisation, that focuses on school libraries for children in need by placing bookcases in every existing primary school, made by local carpenters, and that give credit to the name of My Book Buddy. This case is filled with reading books with the educational level of the children in that particular class, and they are written in the language of that particular country. The number of books is calculated so that a child can read one book every week at home for the duration of a whole school year. The My Book Buddy rucksack that every child receives makes sure that the books won't get wet or dirty on the way from and to school. Once a week the My Book Buddy flag will fly so that the children know it is time to choose a new book. The teacher will maintain an easy administrative system, which is made available by My Book Buddy. The children record their reading results on their own bookmark. All elements are an integral part of the My Book Buddy system, and the school agrees to the terms and conditions of My Book Buddy by signing the contract.

1. The My Book Buddy bookcase
The local carpenters receive instructions with the correct measurements and know how to build the bookcases. Included is a shopping list, so that the carpenter can buy the right materials, for example the right amount of wood and paint, to build a My Book Buddy bookcase for every classroom. The bookcase can be built in one day, the wheels and lock included. After the bookcase has been painted it will look like a book itself. The colourful logo is an eye catcher in every classroom. The back of the bookcase is coated with chalkboard paint, thus giving the opportunity to visualise relative information. In schools where the classrooms can't be locked, the bookcases can easily be moved to a room where the door can be locked, such as the teachers' lounge. The production process is followed by many people, which makes the involvement of children, parents, and teachers in the My Book Buddy programme very present in the community.

2. The books

The amount of books per class has to be sufficient to provide a choice for every child to read a new book each week for the duration of the school year.

This implies that with a minimum of 50 children per class 60 to 70 titles should be available, with 20 children there should be at least 40 titles.

The selection consists of different categories: fiction and non-fiction, animal stories, poetry collections, fairy tales and folk stories, books on religion, informative and instructive books. For the highest classes a dictionary, an atlas, an encyclopaedia with lots of pictures and a Bible, Koran or book on world religions should be always available for use in class as a source of reference, and not be taken home. Additionally, every teacher will be supplied with a book to read from in class.

The level of the books should be matched with the age and development of the children. The pre-schoolers and kindergarten children should be supplied with books with simple and limited text and lots of pictures for the teacher to read from and books for beginning readers. The increasing difficulty of the books is visible in the use of language: from books with one sentence per line for the 4 to 5 year-olds to novels with sentences of more than 14 words per sentence and 3 or more polysyllabic words for the advanced readers.

The books should be selected in the language which is used in school, and the amount of books in the mother tongue, if available, should be a maximum of ten percent. In a number of countries bilingual books are available for children to practice bilingual reading.
The purchasing of books should take place in close coordination with a librarian, a professional bookseller, and a teacher or director at the school in question. Guidelines on language, categories, publishers etc. for buyers for My Book Buddy are available.

3. The rucksack
A waterproof rucksack in the colours light blue and dark blue with the logo of My Book Buddy protects the book during transport from and to school. The rucksacks are produced in sewing workshops in the country in which they are sold. Using this method we try to support the local economies. At the launch, every child receives one rucksack.

4. The flag
The My Book Buddy flag, made from firm polythene, with the full colour logo, flies once a week on the school playground. The ceremony consists of the children raising the flag, a short introduction by the school principal about the importance of reading, and the announcement that on that day a new book can be chosen. A self-composed My Book Buddy reading song will be heard regularly at the time of the ceremony.

5. The lending system
Because of a lack of electricity there are no computers, and therefore the teachers will receive a folder with the student registration system in it and a list to write down the books in alphabetical order. Every book will be marked with the My Book Buddy stamp to prevent theft and to mark the books as part of the My Book Buddy collection. On the supplied labels a number is written down that will also be noted in the folder behind the title in the book. Once a week every child returns the borrowed book and chooses a new one, that will also be recorded in the lending system.

Library passes with personal data are therefore unnecessary and irrelevant because the huts and the houses where the children live aren't built in streets and don't have numbers. The teachers who are responsible for the My Book Buddy library at their schools, progress gradually to teacher-librarians. The developed profile meets the following abilities:

Knowledge
- knowledge of the environment and perceptions that children have
- knowledge of the books in the My Book Buddy Bookcase

Skills
- can advise children in their selection of the books
- can assist children in which level of book to choose
- can give challenging and inspiring library classes
- organises reading-related activities in the classroom and at school
- implements the classes in the schedule and in other subjects
- carefully keeps the registration system in order
- actively participates in staff meetings and places My Book Buddy on the agenda
- hosts parent meetings
- creates and encourages a reading culture

Attitude
- is interested in children's literature
- is alert and critical to the supply and content of the books
- visits bookstores
- seeks cooperation with the librarian

6. The bookmark
On the reverse side of the My Book Buddy bookmark the children record and can see the number of books they have read. This encourages the reading habits of children, and after primary school they are in possession of their own reading history, which often amounts up to 240 books. For children who in the past had no book resources it is a true revolution, and a huge boost for their individual development.

7. The contract
At the official opening of the My Book Buddy library, usually accompanied by speeches, singing and dancing, the parties sign the contract. In this contract they promise, for instance, that they will actually lend the books out at least once a week. A huge cultural shift will thus take place, because in the past people thought books were too expensive to be lent, especially to children who could not be trusted in bringing them back. The contract is signed by the head of the school, individual teachers, representatives of parents and representatives of the students, both boys and girls, so that the responsibilities of all concerned are assured.

8. Suggestions for library classes
Easy-to-do and reading-related activities are described for teachers who have never had any children's books at their disposal, and paid no attention to children's literature during their teacher training. They are often not familiar with reading as a leisure activity or reading just for fun. Suggestions from My Book Buddy include dialogic reading, reading contests,

making a written summary, delivering a classroom lecture, etc. It turns out that children master the characteristics of the various genres surprisingly quickly. The scheduling of a weekly library lesson as part of the curriculum is usually achieved after one year.

9. Activities for community involvement and parent participation

A reading culture at school and at home requires a number of cross-curricular activities which are innovative for existing schools with disadvantaged children and their teams. It will take time to bring about that change, because the frame of reference is completely missing. Reading aloud at home for family members and siblings, and looking at pictures together adds a new dimension to the oral culture that is widespread in many regions.

10. Annual evaluation

The evaluation form, which must be completed by the school management each year, gives My Book Buddy an insight in the quality of the processes, the progress, the needs and problems, so that the system can be constantly improved.

Application

My Book Buddy offers existing organisations focusing on supporting disadvantaged children the opportunity to apply for a My Book Buddy Library.

Criteria for awarding the My Book Buddy programme in schools:

1. My Book Buddy is realised at an existing school for primary education.
2. The school building must have at least one lockable classroom for storage of the book cases.
3. A continuous reading pathway is guaranteed for at least four classes at school.
4. There are at least 15 students per class.
5. The school team supports the application, and is willing to participate in the programme with all classes.
6. A school team who encourage the students to take their books home to promote a reading culture.
7. Annual progress reports are submitted.

How can the success of My Book Buddy be explained?

The basic principles and brand values that are applicable to the concept, and form the main ideas for the vision, mission, strategy and operation of My Book Buddy can be summarised in the following terms

1. expertise
2. pro-children, child friendly
3. simplicity
4. impact

(Strategic plan and Long-term policy plan My Book Buddy, 2012)

1. Expertise

The expertise must be visible and recognisable in the following areas where theoretical and practical knowledge and experience play a role in the approach, products and services.

1.1. Knowledge of the development and needs of children

The motor development, social and emotional development, speech and language development, cognitive development, and the development of childrens' imagination all

evolve in certain steps, and are strongly influenced by environmental factors that may vary by social background or country (Notten, 2012). An understanding of the characteristics of the infant, toddler, preschool, and school phases are essential for choosing the right games, books and media (Mediasmarties, 2010), (Murphy,2008).

However, not every child has access to materials supporting the development stages and stimulating the senses. For the majority of children a self-made football of waste paper is a very precious toy. This contrasts sharply with the toy cabinets their peers in other parts of the world can choose from. But children around the world have one thing in common: they are curious, inquisitive and eager to read. (My Book Buddy Strategic plan, 2012).

 "A growing body of research recognises that ECEC brings a wide range of benefits, including social and economic benefits; better child well-being and learning outcomes; more equitable outcomes and reduction of poverty; increased intergenerational social mobility; higher female labour market participation and gender equality; increased fertility rates; and better social and economic development for society at large."
(Organisation for Economic Co-operation and Development OECD, 2012).

But all these benefits are conditional on quality. Expanding access to services without attention to quality will not deliver beneficial outcomes for children or the long-term productivity benefits for society. Furthermore, research has shown that if quality is low, it can have long-lasting detrimental effects on child development, instead of delivering positive effects.

Statement
My Book Buddy provides a system that meets the needs of children, suits the development and is geared to their natural curiosity and inquisitiveness.

1.2 Knowledge of the importance of reading and development in children
The basis for teaching good reading skills is the same for all children regardless of their background, gender or specific learning needs (Allington, 2008). Reading is a basic skill that will largely determine the quality of life and success that adults will enjoy later in society. The school curriculum requires good reading skills and as children have an improved vocabulary, they read easily and have fun whilst doing so.

The reading development of children begins by putting the child in contact with the right books, at an early stage of development, starting with the colourful laminated picture books and ending with voluminous novels and reference books in print, e-readers or tablets. Garbe (2009) distinguishes between different reading goals:
• Required reading (for work, study or school)
• Instrumental reading (for work, study or school, but of free will)
• Conceptual reading (not for work, study or school, but for an intrinsic development goal)
• Social Reading (to participate in the community)
• Discursive reading (comprehend and analyse a text for personal satisfaction)
• Aesthetic Reading (experience the beauty of a text for personal satisfaction)
 • Intimate reading (own subjective reading, reading pleasure, and happiness)
(Stichting Lezen, 2012).

The lack of books and texts or other media are the reason why a large proportion of the children throughout the world do not read, and remain illiterate with all its consequences. They lack the information and knowledge, but also the ability to dream in a wonderful world without worrying whether the story has a happy ending or not! Or identify with their hero who overcomes the difficulties, which they themselves continue to face in daily life with lack of water, food, and appropriate shelter. Children and adults in developing countries often call conceptual reading as their main objective.

Continuous reading pathway
Children who are being read to at an early age turn out to be more interested in reading by themselves at the age of four or five than children who are being read to occasionally or not at all from the age of three.

Reading to children has a number of positive effects on their development. It encourages reading and language skills. It is an important activity that brings them into contact with books, and prepares them to read by themselves when they are older. Their literary literacy develops when children focus their attention on the story while being read to. They develop an understanding of the structure of stories, the building of tension, the difference between fiction and non-fiction, and they are able to enjoy the style of storytelling and dialogue.

As the teacher of the nursery class (Kindergarten, ECD) has access to books, she can start interactive reading (dialogic reading). Asking questions about the pictures, characters and events in the story ensures that the children's vocabulary is expanded and diversified. Establishing connections between the text and their own experiences is essential (Mol, S, 2010). Children refine and automatize their reading technique and they can recognise words increasingly fast during regularly reading education. After a period of three years they read fast and more fluently (Huizinga, 2010). Readability indices can determine the difficulty of texts (Staphorsius, 2008).

In Western society, many educators are concerned about the decline in children's reading, and reading skills (Senechal, 2006). A variety of expensive programmes for reading promotion for children have been launched. Bookstart is a reading promotion programme based in the UK and in the Netherlands, which brings parents and care-givers, at home and at the nursery, in contact with books sending children book packages, and promotes visiting the library.

In developing countries, there is a chronic lack of good books to learn to read from and a shortage of well-qualified teachers.

Statement
My Book Buddy offers a variety of books to read and to be read from, which encourages the continuous reading pathway from early childhood education onwards, after which each class of the school has access to books at the relevant reading level of the children.
My Book Buddy stimulates reading promotion by selecting the appropriate books.

1.3 Knowledge of the book sector
Renowned educational publishers have provided a separate fund for storybooks for children matching their reading development in primary schools. In the former British- and French-

speaking colonies one encounters publishers who have settled there and have provided an opportunity for the writers and illustrators to publish their books locally. This creates an availability of well-translated and beautiful children's books that appeals to the imagination and add to the culture of a country which makes it easier for children to identify.

While in the Western countries and the US publishers are eagerly looking for a multimedia approach to reading instruction and children's books, traditional children's books in print are found predominantly in developing countries. Digitised picture books, book apps, and filmed books are also very popular in some countries.

In many countries, the traditional blackboards make way for digital whiteboards, and publishers respond to this by adapting their reading materials to the specific requirements of changing didactics. Reading is no longer reserved for the printed book, but other carriers make reading attractive and publishers also need programmers in addition to writers and illustrators.

"The development of Internet sites with appealing stories for young children, must be a top priority in education in the coming years. These web sites provide new opportunities for meaningful use of ICT in the lower classes of primary school".
(Bus & De Jong, 2007).

However, due to lack of electricity and hardware these developments remain as yet unattainable for underprivileged children in developing countries.

Statement
My Book Buddy facilitates the reading process in a traditional but effective way.

1.4 Knowledge of the library sector
The World Guide to Library, Archive and Information Science Education (K.G.Saur Verlag, Munchen, 2007) offers a clear overview of the organisations that present themselves professionally and work towards a social goal.

In many countries, however, it is hard to find high-quality training for children's librarians or multimedia librarians. Working in the library of a university requires other interests and qualities than assisting children at the children's books department or a public or school library. However, these are the places where the foundations are laid.

The changing reading habits and digital innovations bring libraries in a transition phase where purchasing, cataloguing and lending books are no longer the sole core business. Cultural entrepreneurship with well-founded business models makes way for government-subsidised institutions. The prioritisation of activities and programmes, and optimizing the processes require careful consideration in which librarians are trained to become media coaches and information specialists, who guide the media literacy of society. The children who have access to all media are often ahead of the librarians.

This paradigm shift does not yet take place in a number of locations around the world, where digital media are not available, and where children live who have never even set eyes on a book.

Professional educators discover more and more the importance of a well-equipped, modern school library, the content, nature and size of which can vary considerably.

"• The school library programme supports learning and teaching for the entire school community

• This service provides expertise in two different disciplines: Education and Library Information Science (LIS)

• School librarians offer advice, professional development and knowledge of appropriate learning and teaching materials, digital and non-digital (Phillips, 2011)

• School libraries throughout the world are run / managed by school librarians / teacher librarians who have been educated to carry out this work and have received an applicable accreditation.

• The most important resource services are the human resources. Teacher librarians contribute to quality teaching and authentic learning (Phillips, 2011)

• One of the functions of the school library is to teach learners media and information skills.

• The promotion of literacy and the love of reading is perhaps the school library's most important function".

(Boelens, 2012)

Attractive, coloured, open spaces with floor cushions, tables and chairs, bookshelves with an abundance of children's books by renowned children's authors, richly illustrated, and an accessible catalogue are reserved in particular for the richer countries.

At many schools in underprivileged areas, the concept of the (school) library is reserved for a wooden or iron storage box with exercise books and dusty textbooks.

Drawing up a list of requirements, and the building and furnishing of a library in developing countries is time and labour intensive, and requires a high budget and the ability of dealing with corrupt contractors and landowners. After the construction, the space often turns out to be too small for the large number of children who want to read a book. A table with ten chairs is not enough for a primary school with 2000 pupils. Children who spend more than an hour walking to school every day often don't have the time or energy to visit a separate library building, where the lending of books is an unusual thing. The lack of electricity is also a major problem in the slums and rural areas of many developing countries.

Statement
The My Book Buddy concept utilises the existing infrastructure of the school and classroom, and because of the small-scale class lending system, the monitoring of the reading progress is easier to record and realise.

My Book Buddy redefines the concept of children's libraries for underprivileged children in certain disadvantaged areas in the world.

1.5 Knowledge of the education system
The education system, didactics and pedagogical insights differ from country to country. The number of children per class varies, and the principles for this number are applied in a free way.

The difference between public, private and informal schools also show major differences in quality. Children sitting on the floor instead of benches, or with too many children on crowded school benches, is a situation to which people resign themselves. The overcrowded classrooms are often dusty, poorly maintained, too hot with no or poor ventilation, toilets and water. The public schools in developing countries are characterised by a chronic lack of teaching materials (Lohani ,2010). One notebook and pencil per child for a whole year is more the rule than the exception.

The training of teachers leaves much to be desired. The status of this poorly paid occupational group is low, and as a result the children are confronted with de-motivated teachers. The quantity is insufficient for the ever increasing demand. The handwritten records on posters in the principal's room give a transparent insight into this permanent shortage.

Statement
My Book Buddy focuses on early childhood and primary education, because that is where the basis is laid for later reading development, and the learning process for this can evolve in a natural way.

My Book Buddy is not limited to providing a collection of books, but stimulates the different teaching methods and the school management in a practical and inspiring way.

1.6 Knowledge of the country
History, religion, politics, size, location and composition of the population, and the proportion between urban and rural areas strongly determine the state of prosperity in a country. The contrast between rich and poor is still very large in many countries. A fast-growing young population in developing countries calls for large-scale facilities and education, which the elderly can hardly produce (Boelens, 2012). Co-investment of the community where My Book Buddy is realised encourages independence, and enhances the commitment, responsibility, and education of the population.

Statement
My Book Buddy combats illiteracy and promotes literacy in several developing countries.

The simplicity of the concept and the direct connection to the children's lives and environment in the various developing countries show that the impact of the My Book Buddy programme is huge. This investment in children contributes to the future of a nation.

Table 1: Results June 2013 (My Book Buddy 2013)

Number of children actively reading	25.000
Number of involved teachers	560
Number of countries	18 countries: Colombia, Peru, Panama, Bangladesh, Ethiopia, Kenya, Tanzania, Vietnam, Zanzibar, China, Cambodia, Indonesia, Ghana, Gambia,

	India, Thailand, Nepal, Senegal
Number of schools	114
Number of classes/book cases	560

"My Book Buddy is a goldmine," said a school inspector in Kenya, and he is right.

Funding My Book Buddy

The organisation and financing of the non-governmental organisation is completely dependent on donations. The fundraising takes place in the Netherlands, through individuals, as well as the service industry, companies, and schools.

Although everyone recognises MBB's objective, and is sympathetic towards it, there is no sense of urgency like there is in fundraising in the event of a natural disaster or serious illness, and the effort to raise money should be greater. Partnerships at home and abroad, such as the Children's Book Week in 2012 in collaboration with the CPNB and Vara, one of the many broadcasting companies, generated a lot of free publicity. Participation and accountability are crucial to charity organisations.

Students of teacher training courses, and students in other relevant undergraduate programmes, can use their international internship to the further implementation of the My Book Buddy programme on a cluster of schools in one of the developing countries.

Reading marathons and sponsored reading in schools, or organising a children's book fair can be planned throughout the world, and provide not only considerable sums of money, but also necessary awareness. This form of development aid is geared to the level of children, and is easily transferable because of the positive approach. It is supported by professional educators, who know the importance of reading.
My Book Buddy lets children read!

Figure 1: Reading in Kenya

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Biographical note

Cathy Spierenburg (1946) was a formal teacher at primary schools and at a Training College for teachers. She managed the Dutch School television for more than 9 years and in 2000 she started the children television channel of the Public Broadcasting Zapp/Zappelin who is very successful. During that nine years period as a channel manager she was involved with different projects in developing countries. She is active in the field of children media and member of the board of Stichting Lezen in the Netherlands.

"Cultivating 3Cs of students through the school library": Turning theory into practice, 10 projects at G.D. Goenka world School, India

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Cultivating 3Cs of Students through the School Library

Communication, creativity, and collaboration are life skills that if honed well make our students better scholars and successful citizens in their lives. The web and its tools have created tremendous opportunities for global outreach and multicultural understanding. It is now more desirable and essential to share human experiences of teaching and learning and integrate the contents in all subject areas. In today's education context, global collaboration requires being embedded in the curriculum content so that "action learning in real world contexts" Kristi (1996) is encouraged and attained.

Year 2012-13 has been a year of extensive global collaboration and outreach for G.D.Goenka world School, India. Ten projects based on curriculum content were planned and launched during the year under British Council International School Award, involving whole school community. For each project connectivity was established with students from many countries and projects were jointly accomplished with evidence that school libraries develop student's life skills in a multi faceted mode. After each project evidence was collected by way of feedback forms from various stake holders such as students themselves, teachers, parents and visitors, pictures, e-mail exchange, newsletters, postings on web sites, wiki and blogs which prove in very many ways that School libraries can be that center of augmentation which not only build capacity of the students to connect effectively with global partners and learn collaboratively but also progressively develop life skills such as Cognitive, personal, and Inter-personal.

The workshop aims:
• *Sharing evidence based practice with professional partners.*
• *Develop further international links and collaboration and collaborative projects.*
Content:
• *Participants study projects in groups.*
• *Use technology/Internet to learn and register for the projects for their schools.*
• *Discuss new projects with partners.*
• *Each participant designs a project for students and finds a partner to collaborate.*
Outcomes:
• *At the end of work shop each participant will know important organizations which provide secure space for international projects.*
• *Participants will see live and completed projects.*
• *Will be able to register for participation.*
• *Will be able to find international partners for collaborative projects.*
• *Will have innovative ideas for projects.*
• *Will get step wise information on 'how to go about?'*

- *Will get a tool kit for future use.*

Keywords: *International collaboration, life skills, international projects, connecting classrooms.*

Part I   (15 minutes)
Contents of this part of work shop will be in the form of a presentation to the audience divided into at least 5 groups. This 15 minutes presentation will cover definitions of 'Life Skills' and why is it vital for educational institutions while imparting formal education, to imbibe in the curricula.

The Centre for International Scholarship in School Libraries (CISSL) at Rutgers University holds the belief, substantiated by five decades of research, that school libraries help young people learn. School libraries are learning laboratories where information, technology, and inquiry come together in a dynamic way that resonates with 21st century learners. School libraries are the school's physical and virtual learning commons where inquiry, thinking, imagination, discovery, and creativity are central to students' information-to-knowledge journey, and to their personal, social, and cultural growth. School librarians understand that children of the Millennium generation are consumers and creators in multi-media digital spaces where they download music, games, and movies; create websites, avatars, surveys and videos; and engage in social networking (National School Boards Association, 2007) Over the last 3 decades the approaches to literacy and education seem to be swinging away from literacy and education for its own sake to their potential and actual use in real life contexts. They need to help people develop better life skills and livelihoods (Oxenham et al., 2002).

Life skills defined in a general way mean a mix of knowledge, behavior, attitudes, and values and designate the possession of some skill and know-how to do something, or reach an aim. They include competencies such as critical thinking, creativity, ability to organize, social and communication skills, adaptability, problem solving, ability to co-operate on a democratic basis that are needed for actively shaping a peaceful future. A number of such lists exist which show a high degree of correspondence, though few lists are in complete agreement (Singh, 2002).

There are many different understandings of life skills but no definition is universally accepted. Different organizations attach different meanings to the term. The International Bureau of Education (IBE) derives its understanding from the Delors four pillars of learning - learning to know, learning to do, learning to be and learning to live together - and defines life skills as personal management and social skills which are necessary for adequate functioning on an independent basis. (See: http://www.ibe.unesco.org/international/DocServices/Thesaurus/00003739.htm).

UNICEF has defined life skills as psychosocial and interpersonal skills that are generally considered important. The choice of, and emphasis on, different skills will vary according to the topic. For example, decision making may feature strongly in HIV/AIDs prevention whereas conflict management may be more prominent in a peace education program. According to UNICEF, it is ultimately the interrelations between the skills that produce powerful behavioral outcomes, especially where this approach is supported by other strategies such as media, policies and health services
(See: http://www.unicef.org…me/lifeskills/whatwhy/skills.html)

Why life skills?

It is not enough to ask how life skills are defined in general; rather it is essential to ask how they are defined in particular life situations and throughout life (Ouane, 2002; Goody, 2001). Life skills are developed as a result of a constructive processing of information, impressions, encounters and experiences - both individual and social - that are a part of one's daily life and work, and the rapid changes that occur in the course of one's life. The social dimensions are particularly important as they condition life itself and compel individuals to purposefully acquire skills, and develop attitudes and values in order to face and master real life situations (Ouane, 2002).

Life skills learning need not be confined to a specific age or stage in life. The idea of understanding life skills from a lifelong learning perspective rests upon integrating learning and living both horizontally across family, community, study, work, leisure, and 'life spaces' and vertically from birth to death. Lifelong or in this case 'life skills learning' is reflected in the knowledge, experience, wisdom, harmony, and self-realisation rooted in the practical affairs of ordinary men and women (Yeaxley 1929:165 quoted in Ouane 2002). From the Faure Report (1972) to the Delors Report (1996), it has been recognised that lifelong learning is integral to a meaningful human life.

In the future every educational endeavour will have to ask itself whether and to what extent it promotes learning activities that help develop life skills that are vital to coping with the key issues of one's life and survival, and to what extent it stimulates requisite attitudes and motivations (curiosity, interest, self-starting qualities) for lifelong learning. Learning to learn is itself is a basic need; one could say a life skill. In the Jomtien Declaration of The World Conference on Education for All (WCEFA) "basic learning needs comprise both essential learning tools (such as literacy, oral expression, numeracy and problem solving) and basic learning content (such as knowledge, skills, values and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning."

The critique on formal education is that it has concentrated too much on the instrumental and vocational skills and on the cognitive dimension (literacies) rather than on other dimensions such as the reflective and the psychosocial dimensions. On the other hand research has shown that life skills can be systematically acquired and reinforced through informal learning settings. Such learning occurs in families, communities, organisations and associations, the workplace and through the media. They focus attention on people's empowerment and on values and attitudes such as promoting a better understanding between individuals, active participation, and the capacity to negotiate, to live together, and to develop critical thinking. Life skills learning need to be included in curricula and not delivered as separate, stand-alone programmes except where conditions may require.

Part II   (20 Minutes)
Each group will get a copy of 2 projects which have successfully accomplished the objective learning life skills to study, and groups exchange the projects within groups, so that by the end of 15 minutes everyone has studied 10 projects. A presentation will accompany to showcase the projects. Real action plan and dossier of activities is shared with the audience.

G.D.Goenka World School, India is an international school, hosting students of about 39 nationalities. The school has many challenges in providing relevant international education which must address not only a holistic education approach but have value embedded internationalism at the core. It must be able to create unity in the diverse cultures of the world it is catering to. We as educators must accept the fact that our students are 21st century students who are born just a few years ago, are digital natives, and are used to rapid

technological advancements. We cannot expect them to be seated in front of the teacher taking notes with chalk and talk methods which cannot adequately prepare these young people for future.

In the process of self-evaluation to see how far the school embeds internationalism and international mindedness in the curriculum and beyond, we applied for the International School award to the British Council which is an authority to evaluate those elements. An action plan with a plethora of activities was designed, interwoven with the curriculum and submitted to the British council, which was approved in February 2012.

These activities were an incredible value addition….enriching… enchanting….catalytic and captivating….a truly international experience for the whole school community. I was appointed additionally as International School Award coordinator, with a laid out job profile to connect our students with international partners and accomplish activities of the action plan (Annexure 1). I was successful in establishing partnerships with school students in the USA, UK, Brazil, Egypt, Croatia, Portugal, China, Japan, France, Germany and many more. Every project opened myriad communication channels like epals, connecting class rooms, IASL list serve, wikis, blogs, emails, and Skype. These created a stir not because these are new to the students but these were used for curriculum projects. Our primary schools students were excited to the hilt when they shared Indian folk tales on Skype with their partner school in China. Their enthusiasm was also high when their partner school in the USA posted their pictures on Google Earth for another project 'Teacher in space'. E-pals have proved to be a super tool for classroom to classroom communication for teaching and learning this year.

Now we will look into the projects for better understanding. The whole school community collaborated to accomplish the projects which have left the school with echoing harmony and positivism. Student community has honed the number of skills which includes Communication, creativity, and collaboration. Our students have deployed management skills and have learned to appreciate multinational, multicultural, and multilingual differences. We have very successfully established long term partnerships in many countries and strengthened previous ties.

Part III   (25 Minutes)
In this session the audience will discover a tool kit of websites where they will register themselves and their school for collaborative projects with international partners. Sample activities and action plan template will be shared. (Annexure 2 for websites toolkit and sample activities with learning outcomes of life skills of Communication, Creativity, Collaboration and many more…).

At least two or three projects will be revealed to the participants who will use these as models to design new projects. The participants will also see evidence of the project development on following web sites:
http://schoolsonline.britishcouncil.org/learn-to-preserve-endangered-species/project-space/exchange-area?page=5
http://schoolsonline.britishcouncil.org/blog/58732
http://gdgws.gdgoenka.com/
http://iaslasia.pbworks.com/w/page/58688285/FrontPage

1. World Wild Life
2. Reading…a Life long journey
3. Jamboree

Part IV   (30 Minutes)

All workshop participants will be given a hard copy of the template to design a project. Group members discuss new projects adding more life skills and designing better evaluation methods and better use of technology. Each participant designs a project and will be given an opportunity to showcase one to all the participants.

Citations

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Annexure 1

Project 1 (Title and brief description): Journeys of Rivers

The project will allow students across two Standards to explore facts about prominent rivers in 3-4 different countries and understand the similarities and differences in issues that affect the lives of people who live around the rivers.

Learning Outcomes (max. 3) - at the end of the project the students will be able to:

1. Explain key facts about the rivers they study and articulate the issues related to the rivers
2. Present in groups, a comparative study of life around different rivers and how it has changed over a period of time
3. Identify at least 3 other examples of issues related to sustainable development

	Description	Month & Duration of activity	Classes/ No. of students involved Countries covered	Subjects covered	Teacher(s) responsible	Evaluation methods
Activity 1	Research work and Picture-essays on prominent rivers like Ganges, Mississippi, Nile and Thames - students will do the research work independently and work in small groups to compare and contrast the features and issues. They will then present their work in the form of Picture-essays to the entire class. They will also use the Template Project on Rivers from Schools Online website.	2 weeks in Aug. 2013	Std. VII; 130 students India, Egypt, UK,	Geography English Arts EVS	Ms Vidya S.	Students' presentations Feedback questionnaire Peer assessment Teacher report
Activity 2	Student Panel Discussion (inter-section competition) on economic-social issues related to rivers and impact of modern day changes on sustainable development of places located around rivers studied	1 week in Aug. 2013	Std. VIII; 100 students One student panel from UK partner school via video-conferencing	Economics Geography English	Mr. Shankar Ms Sujata Roy	Student questionnaires Focus group discussion Teacher report Audience feedback

Project 2 (Title and brief description): English Language e-Week

The project will allow students across primary classes to practice English language skills, specifically comprehension and creative writing, through a range of online international projects. While developing language skills, students will also learn a few facts about the other countries.

Learning Outcomes (max. 3) - at the end of the project the students will be able to:

1. Explain key facts about the rivers they study and articulate the issues related to the rivers
2. Present in groups, a comparative study of life around different rivers and how it has changed over a period of time
3. Identify at least 3 other examples of issues related to sustainable development

	Description	Month & Duration of activity	Classes/ No. of students involved Countries covered	Subjects covered	Teacher(s) responsible	Evaluation methods
Activity 1	Students will be involved in different online projects (resources from British Council Schools Online) • Worksheets from LearnEnglish Kids website will be used to develop writing skills • Monster Exchange - students will draw their monsters and exchange written descriptions with link schools in Africa and Thailand. They will also learn 5 things about each of the countries.	1 week in Sept. 2013	Std. II & III; 200 students Africa, Thailand	English Arts Social studies ICT	Ms Rashmi	Students' actual work Feedback worksheets Class quiz Teacher report
Activity 2	• Using School Online Project Template - Shared learning in English literature, students in our school and partner UK school will study a Shakespeare play and exchange survey questionnaires to understand the characters from different points of view • 100 word short film - students will participate in a scriptwriting workshop and write film scripts in groups using only 100 words. Five films will be developed into short films by the Film Club of the school. Teachers to do online course English for International Exchange	1 week in Sept. 2013	Std. IV & V; 225 students UK	English Social Studies Drama ICT	Ms Kiran Singh	Feedback questionnaires Teacher report Partner school feedback Participants' reflection on the online course

....	....	....
(Principal's Signature)	Date of submission	Approval status

Annexure 2

Tool kit of useful web sites:
Schools Online- http://schoolsonline.britishcouncil.org/regions/isl
Connecting Classrooms world wide- http://schoolsonline.britishcouncil.org/programmes-and-funding/linking-programmes-worldwide/connecting-classrooms
100 words- http://www.100wordplay.com
http://schoolsonline.britishcouncil.org/projects-and-resources/projects/100-words
World Voice- http://schoolsonline.britishcouncil.org/projects-and-resources/world-voice
ePals- www.epals.com
United Class Rooms- http://www.uclass.org
Oxfam Education- http://www.oxfam.org.uk/education/
World Info Zone- http://www.worldinfozone.com/
Teachers' TV- www.teachers.tv
Cyber School Bus- http://www.un.org/cyberschoolbus/habitat/index.asp
BBC- www.bbc.co.uk

Biographical note

Madhu Bhargava is currently Dean of Libraries with G.D.Goenka World School, a premier chain of schools in India. She is a long time school library professional with approximately 26 years experience. She also develops and coordinates International activities and connections of the schools. She is a teacher trainer for a chain Army Public Schools of India and has also developed capacity building modules for National Council of Educational Research and Training, India. She has also been honoured by Indian School Library Association and International Association of School Librarianship with "S M Ganguly Best School Librarian Award 2002-03", "IASL Ken Haycock Leadership Development Award-2005", "IASL Softlink Excellence Award-2008" respectively. She has presented number of professional papers at national and International conferences. Recently the school has been accredited with "British Council International School Award" under her leadership.

"What's Luck Got to Do With It?" Wishes and Family Stories Spark Student Writing Through GiggleIT

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Abstract

Do you wish upon a falling star or a rainbow? Carry a rabbit's foot or a special coin? What's your favorite saying about luck? This workshop will immerse attendees in the 2013 GiggleIt Project where students interview their families for stories and proverbs about luck and good fortune, then direct this inspiration into their poetry and prose writing projects facilitated through the school library.

During this hands-on workshop, participants will tap one another's cultural heritage for symbols and sayings about wishing, luck, and good fortune. Small group discussions will explore how teacher-librarians and teachers can help students see connections between these proverbial expressions and their personal choices to work hard toward success in school and in life.

Based on this collected cultural wisdom, participants will write poetry and alternating-viewpoint tales together in pairs or small groups, as students do during their GiggleIT Project writings. There will be time set aside during the workshop for volunteers to share their poems and stories aloud with the entire group.
Additional writing and creative projects which can easily be sponsored through the school library will be outlined, and several effective methods for students to use when selecting a few options from many choices (such as picking 3 GiggleCritters for class mascots from the 40 choices in GiggleTown) will be actively practiced during this workshop as well.

After participating in this workshop, teacher-librarians and teachers will be prepared to coach their students in interviewing skills, guide them through collating their family stories and proverbs about good fortune and bad luck, teach them techniques for making timely selections when numerous options are presented, help them explore poetry styles, and assist them as they collaborate to write a story using input from all group members.

The free GiggleIT Project is sponsored by IASL- Children's and Young Adult Literature Special Interest Group.

Keywords: Creativity, appreciation of cultural heritage, communication, information seeking, decision making

Biographical note

Katy Manck is a retired academic/corporate/school librarian and currently serves as IASL Treasurer. She recommends young adult books beyond bestsellers on her BooksYALove blog and at www.Abookandahug.com. Katy promotes IASL in her home state of Texas and is a founding member of the GiggleIT Project.

Patricia Carmichael is presently Deputy Principal at St Paul's College in Australia. She is also Chair of the Children's and Young Adult Literature Special Interest Group for IASL and has been nominated for the IFLA Libraries for Children and Young Adults Section standing committee. Her teaching and librarianship honors include state and national awards from The Australian College of Educators and the School Library Association of Queensland. She was awarded the Inaugural Alan Drury OAM Excellence in Teaching Award –Senior Teacher of the Year by the Queensland College of Teachers in 2009. Patricia is one of the founders of the GiggleIT Project.

Barbara Combes lectures for the School of Information Studies, Charles Sturt University, Australia, specialising in Teacher Librarianship. Major interest areas include the role of teacher librarians in education, information seeking behaviour, elearning and the online experience in distance education particularly for first time users, information literacy, policy and planning. Barbara is completing her PhD on the information-seeking behaviour of the Net Generation. Previously she lectured in the School of Computer and Information Science at Edith Cowan University, Australia. She is President WA Operations of the West Australian School Library Association (WASLA), past Vice President Advocacy and Promotion of the International Association of School Librarianship, and a founding member of The GiggleIT Project.

Bibliotherapy: Using Books and Stories for Growth and Healing

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Abstract: *Bibliotherapy, akin to reading guidance, is one library service that can foster and enhance life skills. This workshop paper is designed to introduce the basic techniques of developmental bibliotherapy to school librarians servicing children and young adults. Sample bibliotherapy activities are included in the workshop paper as well as bibliotherapy programs and services being implemented in libraries in the Philippines and other countries like the UK.*

Keywords: bibliotherapy, reading guidance, library programs and services, children's library services, young adult library services

Introduction

In the IFLA/UNESCO School Library Manifesto of 2002, one would find there this statement: *The school library is integral to the educational process.*

School libraries not only support instruction and strengthen the content and concepts of the curriculum, but through its services and programs, can foster the enhancement of life skills. Librarians are capable of designing and implementing programs and services that support the acquisition of literacy skills; the growth of cultural knowledge; and the development of social skills, particularly those of the students and generally those of the learning community. With enough administrative support, libraries are part of a person's and a community's journey to lifelong learning.

Life skills, as defined by the WHO, pertain to the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life *(*WHO, 1999*)*. A person endowed with a set of life skills is flexible and able to survive challenging situations in life. Moreover, UNESCO and UNICEF list ten life skills that are best applied in health and social contexts. These life skills are: problem solving, critical thinking, effective communication skills, decision making, creative thinking, interpersonal relationship skills, self awareness building skills, empathy, and coping with stress and emotions. (UNICEF, 2003). Life skills enable a person to think clearly leading to a healthy life style and well-being.

As school libraries provide the fundamental function of access to books and literature appropriate for children and young adults, this contributes to the development of their life skills. By structuring a reading guidance program and services geared to this objective, children and young adults are given a support system as they grow and learn through life. Librarians become partners of parents, teachers and the school staff in raising children and

young adults as healthy citizens of their country and the global nation.

Bibliotherapy

Bibliotherapy as a service under a library's reading program is not new at all. The American Hospital and Institution Libraries, defined bibliotherapy as guidance in the solution of personal problems through directed reading (ALA, 2013).   Brain research has something to say about this response of the brain when reading a book. During reading, the brain simulates what happens in the story, using the same circuits used when the actual event is taking place. On a neurological level, since the brain is active when reading, the reader becomes part of the action (Sautter, 2010). When literature is read, the brain is stimulated to imagine, to visualize and act out the words in the pages of the mind.

Brewster (2007) in her study of book prescription shops in the UK identified bibliotherapy as the therapeutic use of the written word to help people in any situation in life; and the provision of health information through books. The Kirkless Council in the UK that runs a bibliotherapy service makes use of books, stories, and poems to make people feel better about themselves and about others. These are recent definitions and applications of bibliotherapy. Nonetheless, it has been around since the ancient time. Two Greek words, biblion and therapeia make for bibliotherapy. Biblion means books. Therapeia means healing. In Thebes, a library held the sign, "the healing place for the soul" (Afolayan, 1992).

Libraries then and now function as places where a person's knowledge, mental health and personal well-being are nourished and nurtured all together. School libraries are ideal venues of bibliotherapy service since education is aimed at the development of the whole person. To quote Aristotle, "educating the mind without educating the heart is no education at all".

Techniques in Bibliotherapy Services

There are two ways to conduct bibliotherapy: clinical bibliotherapy and developmental bibliotherapy (CMU, 2013). The former may be called as medical bibliotherapy and the latter as social bibliotherapy.

Clinical bibliotherapy is prescriptive. Used by doctors and mental health practitioners, the technique is aimed at solving a particular emotional and behavioral problem of a patient. On the other hand, developmental bibliotherapy focuses on personal growth and self knowledge. This is a bibliotherapy technique that teachers and guidance counselors can employ with their students in their classes and in the school. Guidance counselors and caregivers of children have the academic and professional preparation in counseling and the understanding of developmental stages of children. This does not mean that developmental bibliotherapy is exclusive to them. They have an edge since they are equipped with counseling techniques. Teachers can perform well as developmental bibliotherapists because they have learned a set skill in crafting questions and inquiry based discussion strategies geared to the understanding and mirroring of literature to a reader.

Where do librarians fit in the delivery of developmental bibliotherapy?

The Kirkless Council is encouraging. There are two requirements that bibliotherapists must have. These are the passion for reading and the ability to communicate with others.

Librarians can help guidance counselors and teachers by providing a bibliography of books with summaries, classified according to age and theme. Such a list would be helpful for bibliotherapy purposes because this counseling technique depends highly on the book used (Pelias, 2010). If the librarian has a passion for reading and is able to communicate well with others then there is reason to take on the role of bibliotherapist.

Pelias, a trained guidance counselor and bibliotherapist, offers these tips for librarians and non-counselors interested to wear the bibliotherapist's hat:

1) Read so that you know a variety of materials that can be used - nothing beats personal knowledge of a story especially a personal connection to a story;

2) Identify significant points of the story that touches on the theme. Make sure not to miss asking questions that dwell on these;

3) Be keen to connections you know the student can make with the selection at hand.

Looking at these practical tips, it seems that the librarian bibliotherapist can administer bibliotherapy service in the library. After all, library guru RS Ranganathan taught many librarians in his day and in this age this fundamental tenet: to every book a reader; to every reader a book. It will be beneficial though, if the education of some librarians should also include courses in psychology and literature (Jackson, 1962).

The Bibliotherapy Process
When conducting bibliotherapy, the librarian bibliotherapist needs to be aware of the three stages happening in the reader. These stages are identification, catharsis, and insight.

In the first stage, the reader identifies the existence of a personal problem; an anxiety; a dilemma; the presence of a challenge and difficulty currently happening in his or her life. The second stage is catharsis or "mirroring". The reader sees the character in the story having the same problem or going through similar challenges. It may also be that the theme and subject of the story or the situation the character is in presents the same quandary the reader is in. This is important since a reader needs to realize that certain challenges, difficulties, and problems encountered are not isolated to his or her own sphere of experience. In this stage, the reader is made aware that he or she is not alone in facing up to a problem or a difficulty. The last stage is insight that leads the reader to a resolution or a course of action that will solve his or her problem.

In preparing for a bibliotherapy session, the librarian bibliotherapist follows a process of identifying the needs and profile of his or her readers. Partnering with teachers and collaborating with the guidance counselors is an integral part of this process. Next is the matching of books, literature, even media, to the needs of the readers. There should be a specific time and place to conduct the bibliotherapy session. The bibliotherapy session must follow a design that primes and motivates the reader, engages the reader in the text, and the conduct of follow up activities. Lastly, closure on the session should take place by helping the reader articulate his or her insight and resolution.

BIbliotherapy Programs and Services
In the Philippines, bibliotherapy services in school libraries and academic libraries are just starting to be explored by librarians and school personnel. The high school library of Miriam College and the grade school library of San Beda College have a bibliotherapy collection. Both libraries have not gone to conduct bibliotherapy sessions, nor have they collaborated with the guidance counselors. When guidance counselors and teachers ask for book titles and list of books for developmental reading, then, librarians turn them to the bibliotherapy

collection. Similarly, the Adamson University library has a collection for college students. Servicing older readers, books in the university's bibliotherapy collection include worksheets for readers to fill out and aid them in reflection. The librarian gathers the answers of readers from the worksheet, and then, identifies books that match reflections and insights of regular readers who troop to the bibliotherapy collection. These books are then placed on specific display shelves in the collection.

In the Beacon Academy, a startup bibliotherapy collection is in place. This is a growing collection as the librarian and guidance counselor have begun identifying issues, problems, concerns, and challenges that the Academy's high school students face. Once the bibliotherapy collection is sturdy and sufficiently answers the needs of the students, the conduct of a one-on-one bibliotherapy session shall take place. This is a program, a work in progress, between the library and the guidance office in light of strengthening services for students.

In the UK, the Kirkless Council and the School of Life carry bibliotherapy programs and services for individuals, families, and married couples (The School of Life, 2013). The former conducts group discussions on books read focusing on reader responses to literature. In Australia, the welfare system set up a bibliotherapy service for adolescents with chronic illness in secondary colleges there (Harvey, 2010). Although this is a study that looks at bibliotherapy in a clinical method, books and reading are used to assist adolescents towards well-being.

Sample Activity Worksheets

Sample1- Book/Story: The Giving Tree

Reader's Response: The Giving Tree

A. Describe the two characters of the story The Giving Tree.

The Boy	The Tree

B. Reflection on these questions. Answer them as spontaneously as possible :-)

1. Which character can you relate more to?
_____
_____

2. What similar experiences do you have with the Boy or the Tree?
_____
_____

3. Think of a time in your life when you gave so generously like the tree. How did you feel?

_____
_____

4. Think of a time in your life when you have been generously given like the boy. How did you feel?

_____
_____

5. Can you measure generosity? Is there an end to giving and receiving?

_____
_____

C. Action: Something to do

Thank a person in your life, a family member, a friend or a colleague, who has greatly helped you. Write that person a letter or make a small card to express your gratitude.   What acts of love can you show to others?

Sample 2- Pied Beauty by Gerard Manley Hopkins

Reader response to the poem

A. Personal Timeline

	Grade school	High School	College & Adult Life
Highlights			
Lowlights			

Can you see patterns and cycles? What are these patterns and cycles? How often did these pattern and cycle appear? What does the highlights and lowlights of your life tell you?

_____
_____
_____

B. Reflection points
What did you see in the poem?

_____

What did you feel or hear in the poem?

_____

What aspect in your life you consider as strange, fickle, dim, sour and sweet?

_____

_____

What do you make of the colors and flavors in your life?

_____

_____

C. Action: Something to do

Listen to Katy Perry's song, Fireworks.

What unique beauty do you have? How can you let your inner beauty shine?

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http://www.who.int/mental_health/media/en/30.pdf

Biographical Note

Zarah C. Gagatiga is teacher librarian at the Beacon Academy, an IB World School offering the Middle Years Program and Diploma Program, in Binan, Laguna. She is the president of the Philippine Board on Books for Young People (PBBY 2009-2013). Her first book, *Tales From the 7,000 Isles: Filipino Folk Stories* is co-authored with international storyteller, Dianne de las Casas and was published by ABC-CLIO in the US in 2011. She has two books for children, *A Tale of Two Dreams* and *My Daddy! My One and Only!* to be launched in August 2013 through Lampara Publishing House. She blogs at *http://lovealibrarian.blogspot.com*

Approaches to the Teaching of Indonesian Literacy in the Primary Classroom

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Abstract Heading, Arial 11 point, Bold

Literasi Anak Indonesia *is an innovative project that was launched in 2011 to support Indonesian Literacy. The project provides a model for teaching and supporting literacy as a catalyst for change within the Indonesian education system, by introducing internationally recognized pedagogy on best teaching practices. This successful model of teaching literacy uses interactive children's literature and guided reading resources in Bahasa Indonesian to promote literacy development in Indonesian kindergarten and primary schools. Current methods of teaching literacy in government schools generally focus on more formalized practices which tend to use whole class approaches and text book learning. Our proposed workshop will focus on teaching methodology to support the development in children of the important life skills of critical thinking and problem solving through the use of quality literature. We will model some of the approaches to the teaching of literacy through interactive read-alouds, guided reading, and shared reading, where there will be opportunities to reflect on the value of literature that connects to children's lives and supports the development of life skills. This approach is already operating successfully in the teaching of the Indonesian Literacy within the Dyatmika bilingual Primary School in Bali, where this project Literasi Anak Indonesia is based. We believe this project has enormous potential for the teaching of early literacy in kindergarten and primary schools in Indonesia, so we look forward to sharing the programme with interested schools, teachers, and librarians who are seeking to enrich their Indonesian literacy curriculum.*

The greatest need in introducing an enriched approach to the teaching of literacy through quality literature is to first produce the resources required for this approach. Presently, there are very limited resources in national schools, apart from textbooks, available in Bahasa Indonesian, the instructional language in schools. As a result there is little evidence of literacy development being taught using "real" books that connect to children's lives. Therefore, an important aim of this project is to support the development of class and school libraries by producing a context-based reading series and relevant literature. As a result, local illustrators, photographers, and writers have been working on this project to produce high quality books. To date we have produced 45 titles across 5 levels of reading at the early literacy stage, and are adding a further 3 levels of 24 titles to the series. Additionally, Big Books for interactive reading, teaching guides, student activity books, and assessments have been produced. All these resources will be shared during the workshop. We believe literacy is the foundation of education, and

Indonesian children deserve the best literature and reading opportunities that can be provided in their own language through the classrooms and school libraries.

Biographical note

Aprile Denise, M. Ed.

I am originally from New Zealand and have lived and worked in education in Indonesia for 30 years, both in international and national settings. I began working as the international Head of Early Years and Primary at Dyatmika School in 2008; I was also at the time completing my master's degree with a focus on language, literacy and bilingual education. The two worlds came together in the Literacy Project we launched with funding in 2011, where I had the opportunity to support our Indonesian teachers more fully to develop a comprehensive literacy programme for the kindergarten and primary school.

Dra. Ni Ketut Ayu Sugati

I am currently pursuing a career in a school that has a very strong vision and mission to improve education in order to create a better world. I am proud to have joined Dyatmika since the founding of the school in 1996 and in 2007 I was appointed as the national Head of Early Years and Primary School. In this role I have direct responsibility to supervise the Indonesian Children's Literacy program, where I never cease to encourage the literacy coordinator and also the teachers sitting on the Indonesian book committee of Literasi Anak Indonesia. I hope we can unite our thinking around the teaching paradigm for Indonesian literacy for the sake of our nation's children!

Sri Utami, S. Pd., SD.

I have been working at Dyatmika School since 1996 as a national teacher with early primary years. I have always been interested in developing innovative methods in my classroom, and creating resources to support literacy. In 2011 our school began the project Literasi Anak Indonesia and I was appointed to the position as a fulltime literacy coordinator. I feel very fortunate to have the opportunity to jointly develop Indonesian language reading resources as well as sharing a more innovative approach to develop students ' literacy skills through teacher training in national schools.

Waza for Learning – Practice of Guided Inquiry Learning for a Student

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Abstract

Tamagawa K-12 School has an inquiry based learning unit called "Manabi no Waza". "Manabi no Waza" is a Japanese translation from English words of "Learning Skill. The Japanese word "WAZA" broadly means from arts in general to great master's artistic skills. "Waza" is a sequence of actions, steps, procedure, and method of doing something only if each process is skillful. We call this subject "Waza for Learning" in this poster for readers.
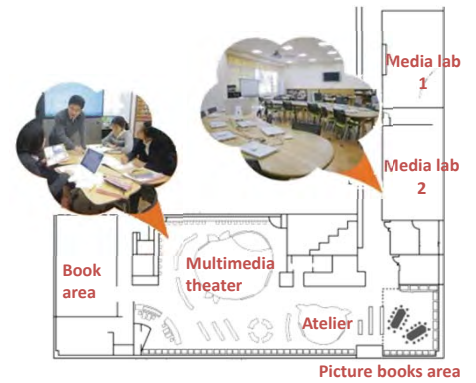
The "Waza for Learning" all takes place in our MMRC (the Multimedia Resources Center), K-12 school library media center. The main role of the MMRC is to support students with the development of their learning skills, and we provide the facilities, resources, and the support necessary for this purpose. Today's society requires us to make choices from a vast amount of information. Providing intellectual and physical access to informational materials in a variety of formats and media, the MMRC is an ideal training ground. All of our digital media is accessible from anywhere within the MMRC through a wireless network.

Teaching team consisting of subject teachers and library staff provide 9th grade students a 50-minute "Waza for Learning" class, twice a week. The final goal of "Waza for Learning" is to develop and write a thesis at the end of the school year.

Since this is the first time for the 9th grade students to write a formal thesis, we explain the composition of the thesis like Research Questions, Basic knowledge or Background, Evidence (1 & 2), and Conclusion. Developing a research question is especially important. A research question is always expressed with an interrogative. The research intention becomes clear, and a research question and a conclusion always become a pair.

In particular, we utilize thinking tools like "Inquiry Map", "Evidence Book", "Mind Map" in this subject. "Inquiry Map" plays an important role. Students are first asked to come up with a research question and a conclusion and then they are asked to collect the evidence to support their thesis statement.

Students are required to write a bibliography and an evidence notebook and create a Mind Map prior to deciding on a research question and collecting information. It helps the students to find where they need more information.

Before writing a thesis, learners have an opportunity to present their topic using PowerPoint. Then, the students try to write their Research Paper.

Through "Waza for Learning", students will be provided with opportunities to attain mastery of various learning skills. Tamagawa teachers and library staff expect that all students can prepare well in order to appreciate their lifelong process of learning. In June 2012, Tamagawa team participated in CiSSL Summer Institute of the Rutgers University in the United States and had an opportunity to learn how to guide our students in their own inquiry journey. That experience at the Rutgers gave us great influence to keep thinking of our curriculum. I present all the tracks of Tamagawa's "Waza for Learning" in detail.

Biographical note
Yoko Noborimoto, B.A.(Kokugakuin University, Japanese Traditional Literature, 1998), M.A.(The Open University of Japan, development of education, 2006). She worked as a market trend analyst in IT company (1998-2003).

After that, Yoko started working for a vocational school (2003-2009) as head of IT & Business department. She held the chair of IT knowledge and skills, network, business, bookkeeping and provided support for the systemic employment of the students. She is also a Microsoft Certified Trainer, CIW Certified Instructor, and IC3 Authorized Instructor.

Now she has been working for Tamagawa K-12 School as Information Technology teacher (2009 – present). In Japanese high schools, the ICT subject became one of the compulsory subjects since 2003. Information literacy education has a significant meaning to raise the young as ones who can survive in highly informative society. She is working actively as head of Information Technology unit in school library media center (MMRC in Tamagawa K-12 School) with the other teachers and library staff to integrate inforamtion literacy and inquiry learning into the traditional subjects in the school and national curriculum in Japan.

Yumiko Kasai, Ph.D (The University of Tokyo, Graduate School of Interdisciplinary Information Studies, 2008) After working as information specialist in a private company and a government body, Yumiko started working for educational institutions like Doshisha International High School (Kyoto, Japan), Communication Center as Cybrarian (1997 -2000) and Tamagawa K-12 School (Tokyo), Zenjin Education Institute as Researcher (2000 – 2003). She has been designated as Lecturer and Associate Professor in Tamagawa University, School of Education (2003 – present). She also worked as a manager for Tamagawa K-12 School's Multi-Media Resources Center (school library media center).

Waza for Learning – Practice of guided inquiry learning for a student

Yoko NOBORIMOTO (Teacher for ICT, Tamagawa Academy K-12),
Yumiko KASAI (Associate Professor , Tamagawa University)
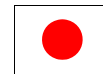
1. Introduction

Tamagawa Academy is located on rich green hills at west part of the greater metropolis of Tokyo, Japan. There are K-12, university and graduate school in one campus.

WAZA
技

We started an inquiry based learning unit called "Manabi no Waza". "Manabi no Waza" is direct translation from English words of "Learning Skill" into Japanese. However, the Japanese word "WAZA" means not only skills in general but also great master's artistic skills. "Waza" is a sequence of actions, steps, procedure, and method of doing something only if those each process is skillful.

2. The flow of "Waza for Learning"

Inquiry Model
Alberta, Canada
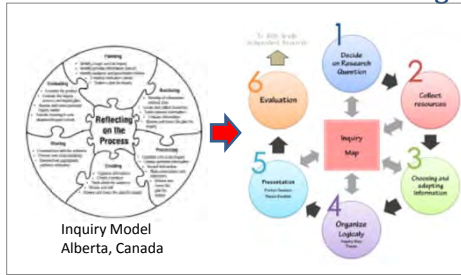
"Manabi no Waza - Waza for Learning" was initially planned based on the 'Inquiry Model' of the 'Focus on Inquiry' in Alberta, Canada.

Syllabus-Annual

SCHEDULE	CONTENTS
April - July	How to Use MMRC, Research Skills
	Experiencing Short Track of Inquiry Learning
	Setting a Research Question Collecting Information
Summer vacation	Mind Map (Organize Information)
September - October	Preparing Poster Presentation
November 9th	Presentation
December - February	How to write a thesis

"Waza for Learning" is 50-minites long class for 9th grade students and held twice a week. This subject is teaching research skills and enhancing culture of inquiry across the curriculum in school. Collaborative discussions with curriculum coordinators and a teacher librarian has been central to develop this subject.

3. MMRC (Multi Media Resources Center)

Media lab 1
Media lab 2
Book area
Multimedia theater
Atelier
Picture books area

The "Waza for Learning" all takes place in the MMRC, K-12 school library media center. The main role of the MMRC is to support students learning. MMRC provides resources, ICT equipments and facilities and all the support for students to raise their leaning skills and reading literacy.

◆Open and Transparent Space Design

◆Flexible and Human Centered Design

4. Collecting Information

The goal of "Waza for Learning" is to write a thesis. For this purpose, students set a research question for each and begin to collect information. The collected information is noted in "Mediagraphy Card" contained in a bibliography note. "Evidence Book" is ready to fill core information for students' research. Drawing Mind Map is required prior to set a research question.

pair

Evidence Book   Bibliography Note

Mediagraphy : Books
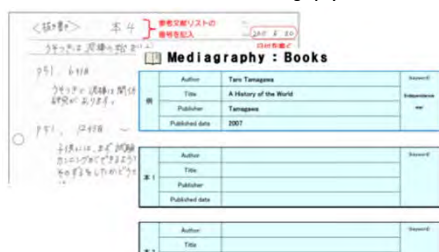
5. Composition of Thesis

Research Question → Basic knowledge → Evidence 1 → Evidence 2 → Conclusion
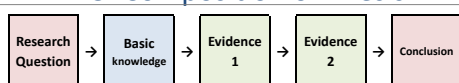
Research Question must be expressed in interrogative Style. (Yes/No)

> Is today's children's athletic ability really declined?

✕ Too Large research question
✕ Special knowledge is required

Setting a research question is essential for research. As Kuhlthau's ISP Model indicated, students' thoughts become gradually clear on the information seeking process.

Kuhlthau, C., Maniotes, L., Caspari, A. GUIDED INQUIRY © 2012
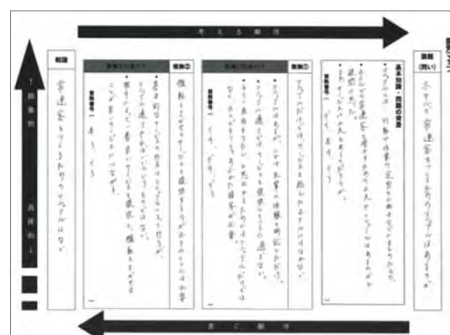
After creating Mind Map, students write the "Inquiry Map". While inquiring, the research question and the conclusion might change.

6. Presentation

Opportunity for poster presentation is given to learners before writing a thesis.
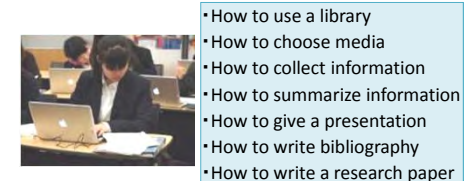
· How to use a library
· How to choose media
· How to collect information
· How to summarize information
· How to give a presentation
· How to write bibliography
· How to write a research paper

Through "Waza for Learning", opportunities to attain mastery of various learning skills are provided to the learners. Tamagawa teachers and library staff support all students' literacy and inquiry learning.

In June, 2013, the team of Bosnia and Herzegovina visited Tamagawa K-12 Academy and observed the "Waza for Learning" . The team consisting of the staff and teachers from the Federal Ministry of Education and Science of Bosnia and Herzegovina, Gymnasium Brcko, and Pedagogical Institute had good discussions after the campus tour.

# The Power of Learning Resource Centre at Sekolah Ciputra towards Students' Growth

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Abstract Heading, Arial 11 point, Bold

Developing programs for a school library is not always something that can be done alone by librarians or a single teacher librarian. Involving the students, teachers, staff, and school community can be very interesting but also very challenging. The library is a learning resource centre that can be a treasure land for everyone who wants to develop his or her creativity. Therefore, this poster will explain about the ways learning resource centre at Sekolah Ciputra involves every person at school to promote the library programs.

Keywords: Library Programs, Student Librarians, Creativity, Interpersonal skills, Comunity

The Power of Learning Resource Centre
at Sekolah Ciputra towards Students' Growth
by
Stefana Evi Indrasari, S.S
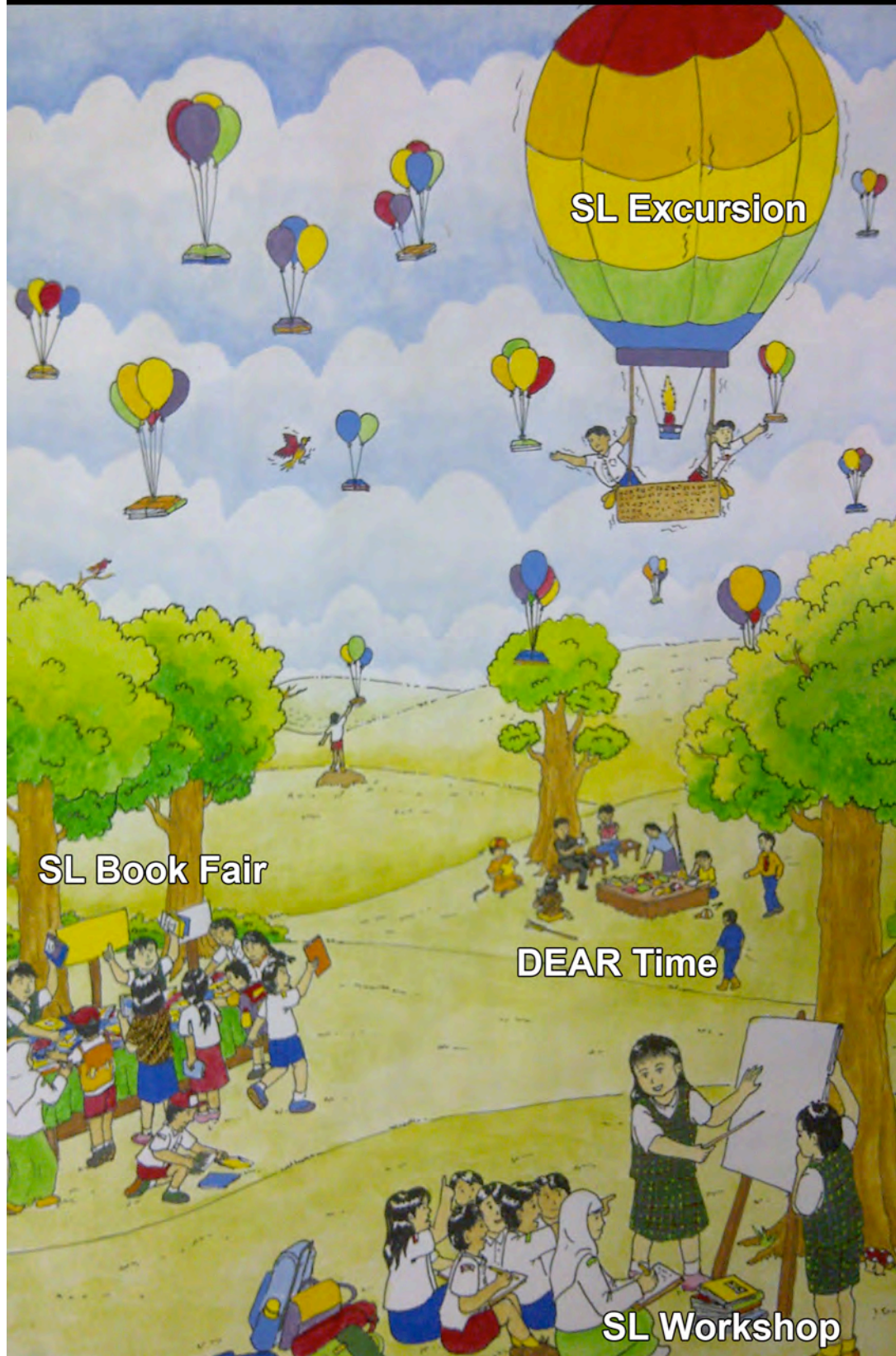
SL Excursion

SL Book Fair

DEAR Time

SL Workshop

Service Repair Book In Library SMAN 9 Bandar Lampung In Preservation of Library Materials

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Abstract

When there is a library, like school, university, and public libraries, they are often not new to the community. Libraries of all types provide services of all types to their users.

In addition to circulation services and library reference services, SMAN 9 Bandar Lampung provides a book repair service. This service repairs books that are damaged due to frequent use, whether they have minor or heavy damage.

This service repairs old books if the cover is damaged or the binding is loose, but the book still has a lot to provide for both the students' and the teachers' needs. So the service is very helpful in sustaining the collections of old books to be retained by the user library.

The book repair service of the library of SMAN9 Bandar Lampung requires only very simple tools such as adhesives (glue), carter, hammer, hacksaw, and gauze. Even with very simple tools, the results are created by the service are very neat and make old books almost good as new.

This book service is a form of preservation of library materials, which are done in order to preserve the information content of library materials and library physical materials.

Keywords: Up service, book repair

Book Repaired Service in Library High School 9 Bandar Lampung In Preservation Of Library Materials

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Abstract

Library is not a new thing among the community, when there is a library, like in schools, universities, and public libraries. In the implementation of school libraries have a service intended for library users. The service is a service that offered to the users of the library.

In addition to circulation service and library reference service high school 9 Bandar Lampung have a service that is book repaired service. Books repaired service in the library of high school is a books repaired service, that are damage due to frequent use, whether minor damage and heavy damage.

This is service starts from the number of old books published that the cover damaged or lose binding but the books still have a lot to look for and need both the students and the teachers. So the service is very helpful in providing the collections of old publications book to be used by the user library.

In service activities of the library of high school 9 Bandar Lampung is only supported by a very simple tools such as adhesives (glue), carter, hammer, hacksaw, and gauze. Event with a very simple tools, the results are created in the service is very neat and not inferior to the new book.

This book repaired service is a form of preservation of library materials. Which these activities are done in order to preserve the information content of library materials and library physical

Preliminary

School as institutions of formal education is one of the institutions that provide the library as a place to find the information needed related to teaching and learning activities for students and for teachers.

Library is a unit of a particular agency or institution that manages material - material library, either in the forth of a book - a book and not a book (non-book material) are systematically arranged according to certain rules that can be used as a source of information by each wearer (Bafadal , 2001:3).

In the implementation of school library has services intended for library users. Services are services offered to library users. In addition to the circulation and reference service services state high school library 9 Bandar Lampung has services such as book repaired service.

Service workshop this book to be a service to repair the books that were damaged due to frequent use, event if the books still in the good situation or in the bad situation.

The damage such as book covers or cover damaged or loose, loose binding books, torn paper, and so forth. This damage is caused more by factors such as termite biology and the human factor.

Equipment

Function service of repair book

Function of the service is to provide service to library users (Saleh and Fahidin, 1995 : 178), while the service shop in this book provide services to protect the books : books or library materials to users of the library for books that they have remained in good condition and not broken, so that you can stay longer and sustainable.

The Role of School Librarians in Increasing the Reading Interest of Children Through Storytelling

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Abstract

The period between 0-12 years is the most important time for children in absorbing the values of life which will shape their character. In other words, experiences which occurred in that period will have an influence on the child's future. From where do they get the values of life which will shape their character? These can be obtained among others, through the various information sources which surround them. Currently, information technology has developed rapidly. The child's skill to access the internet can cause negative consequences, such as most of them will be addicted to playing games, get lazy to study and have no interest in reading. Most fatal is that children can access information which are inappropriate for them and which could harm their mind and behavior. How can we implant good values of life in an enjoyable way to children? Here the school librarian plays an important role to prevent negative effects of the development of information technology by increasing the children's book collection, introducing the children's collection, selecting appropriate books, which will provide a positive effect to the child's development. In addition, the school librarian can also help the child to develop an interest in reading children's literature by organizing activities, such as storytelling. Story-telling is similar to talking to children: giving them certainty, entertainment, interweaving relationships, giving information or explanations, arousing curiosity, and giving them inspiration. When reading aloud, the librarian actually conditions the child's brain to associate reading with happiness, creating information which functions as a back-ground to increase the child's vocabulary, and giving role-models of reading interest (Trelease, 2008:23). Story-telling is a form of communication. Its aim is to convey values of life, developing literate abilities, transferring knowledge, developing emotions and characters, strengthening family ties, entertaining and improving quality time (Faridh Zidni).

Keywords: Up to five keywords, separated by commas, Arial 11 point

Biographical note

Evi Rosfiantika and Herika Rainathami are lecturers at Information Science and Librarianship Department, Communication Scicence Faculty, Universitas Padjadjaran. A series of social services on Story telling in Elementary School level since late 2011. Evi Rosfiantika wa born May 17th, 1976 and got her undergraduate degree from Indonesian Literature, Institute of Education, Bandung and her master degree from Communication Faculty, Universtiy of Padjadjaran, Bandung. Herika Rainathami is a member of IASL. She was born on May 23rd, 1973 and got her undergraduate degree from Library Science, Universitas Padjadjaran, Bandung, and her master degree from Information Science, Librarianship and Archive Science, Universitas Indonesia, Jakarta. She had seven years experience as a librarian before she become a lecturer.

Pathways to effective school libraries in Samoa

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Abstract

This poster will document the training pathway available to school libraries in Samoa. It will highlight the importance of partnerships to develop the skills of library staff and the resources required for effective school libraries in Samoa. Experiences of basic library training in Vanuatu will be included.

Keywords: Samoa Vanuatu Training Partnerships Pacific

Biographical note

Now retired, **Rosa-Jane French** has worked in school libraries in UK and New Zealand, as well as Samoa, Tonga and the Cook Islands in the South Pacific. Recently she has linked with the Library Association of Samoa to provide professional development for members and to conduct a survey of school libraries. This was published in IASL newsletter, vol.42, no.1. Rosa-Jane lives with her husband in Christchurch, New Zealand.

The Role of School Library Support Centers in Enhancing Students' Collaboration Skills through Group Reading

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Abstract

The purpose of this poster presentation is to clarify the effect of the desirable relationship among classroom teachers, school librarians, and city librarians in Niigata City, Japan. When classroom teachers in Japan plan to introduce effective reading strategies using books and novels, they usually rely on the books in their school libraries. In order to provide enough materials and resources for elementary and secondary school classrooms, the Niigata City Library has the Niigata City School Library Support Centers. Niigata City Board of Education settled on "The Vision of Education in Niigata City" in 2005 and "Action Plan for the Promotion of Children's Reading Activities in Niigata City" in 2010, which include the establishment of the Niigata City School Library Support Centers. There are currently four School Library Support Centers in Niigata City. The author of the presentation provides classroom teachers and school librarians with opportunities for professional development in order to enhance students' collaboration skills through group reading activities, such as Literature Circles and La Animacion a la Lectura. Literature Circles is a fabulous reading activity in the U.S., developed by Harvey Daniels. La Animacion a la Lectura is a teaching method on reading in Spain, developed by Montserrat Sarto. Both activities use group discussion with inter-personal skills in order to share their reading. When a school teacher needs many books for group reading activities in his/her classroom, the Niigata City School Library Support Center gathers books which the teacher needs from all branches of Niigata City Library, and provides him/her with enough books and resources. In this presentation, the presenter will describe the effects of activities of Niigata City School Library Support Centers for incorporating La Animacion a la Lectura and Literature Circles into elementary and secondary schools in order to enhance students' collaboration skills.

Keywords: Literacy, La Animacion a la Lectura, literature circles, children's literatures, professional development

Biographical note

Ms. **Sachiko Adachi** is an Associate Professor of Language Arts Education in Faculty of Education at Niigata University, Japan. She was a visiting scholar of University of Illinois at Chicago in 2003-2004. Her research interests include reading assessment, literacy education, and collaboration between school librarians and school teachers. She provides professional development opportunities for classroom teachers and school librarians in Niigata City and neighboring areas. She also serves as an instructor of some professional development seminars sponsored by Japan School Library Association. Her one of recent publications is "Development of a reading instructional method Partner Reading for junior high school students which used two persons" in Bulletin of the Faculty of Education at Niigata University, Volume 4(2), 2012. She received the Young Researcher Award,

administered by Japan Reading Association in 1998. She serves as a board member of Japan Reading Association. She is a member of International Reading Association, Literacy Research Association, Japan Reading Association, Japanese Teaching Society of Japan, and Japanese Cognitive Science Society.

SL @Bibli8, What did we do for ISLM 2012

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Abstract

SL stands for student librarians, and @Bibli8 is a short name for our library. This is about our routine yearly event. For the third year of our participation in International School Library Month (ISLM) 2012, we did several events. Some of them are common events that we always hold, and some others are new activities.

Some new events were guitar clinic and Hangeul lesson. The guitar clinic involved a room with the guitar coach (which were students), the participants (which were also students) and me – as the moderator. This clinic facilitated sharing knowledge between students. Sharing knowledge between students could happen anytime and anywhere. But here, I played a role as a mediator, who prepare everything for a great event.

Being able to use a musical instrument is a life skill. I knew some students who knew how to play a guitar, and students who wanted to able to play guitar. I arranged a time to facilitate a meeting between the two groups and they met in the library. The guitar clinic event was very successful, as the students were able to easily share their knowledge and learn how to play.

The Hangeul lesson was similar in concept to the guitar clinic. In the Hangeul lesson, those who attended were students who are able to read and write in Hangeul words (Korean words) and those who wanted to learn that skill.

These two events were new in my school. They were not expensive to facilitate, and the students were able to easily share their knowledge and learn from each other, enhancing their life skills, both for those who taught and those who learned.

Keywords: ISLM activities, students activities, creativity, library events

Biographical note
Inez Kinanthi: I am currently working as a school librarian in SMPN 8 Tangerang Selatan. I have been worked there since July 2007. I received my library diploma in 2012, and now continue in that discipline while also still in open university, taking a bachelor program.

In my spare time, I love to capture landscapes and share photographs with friends. I enjoy tea all day long, especially while reading books.

I love to attend seminars or workshops about libraries, upgrading my skills and learning about new issues happening in the library world, meeting new people and sharing ideas about all new things. I am a life-long learner, always eager to learn new information and skills that are useful for life.

Proceedings

The 42nd Annual International Conference Incorporating
17th International Forum on Research in School Librarianship
Bali – Indonesia 26th – 30th August, 2013

IASL
2013
CONFERENCE

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP 2013 CONFERENCE