MESSAGE FROM THE

MAYOR OF KINGSTON/CHAIRMAN OF KINGSTON AND ST. ANDREW CORPORATION

40th ANNUAL CONFERENCE OF THE INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP (IASL)

UWI Mona Campus

Senator/Councillor Desmond McKenzie

A warm welcome to the members of the International Association of School Librarianship who will be holding their 40th Annual Conference in Kingston, Jamaica in August.

A special welcome to our visitors who, I am sure, you have been looking forward to this trip to Kingston since your last conference. I know you will not be disappointed in terms of your anticipations, and you will no doubt enjoy the beauty and culture of our city and the warm hospitality of our people.

You could not have chosen a better time to be in Jamaica, as our annual Independence celebrations, including the Jamaica Festival, ends in the first week of August, and this year will mark the commencement of a milestone, as we prepare for our 50th anniversary of independence in 2012.

Like all Jamaicans, I am a firm believer in education as the stepping stone to a successful life, and we recognize the value of information and the library in particular, in that process.

I am fully aware of the role of school libraries in encouraging and developing information literacy and student engagement and the importance of a library in every school: a well-stocked library staffed by certified library media specialists will always have a positive impact on student achievement, regardless of the socio-economic or educational levels of the community.

We look forward to the day when all our schools will be fully equipped with the most up-to-date libraries, with all the gadgets of modern technology and well trained professionals to guide those activities.

I welcome your theme for this conference, "School Libraries: Empowering the 21st Century Learner", and I hope that the City of Kingston will provide the right climate and the perfect environment for your deliberations.

Thank You.

I am,

Senator, Councillor Desmond McKenzie, CD, JP
Mayor of Kingston

MESSAGE FROM THE PRESIDENT – INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP (IASL)

It is a pleasure to welcome you to this 40th Annual Conference of the International Association of School Librarianship (IASL) and 15th International Forum on Research in School Librarianship.

IASL was founded 40 years ago, and a number of Jamaicans played a key role in its establishment. As we celebrate our anniversary, it is appropriate that we return to Jamaica to look back and be reminded of the past. The past influences the present, and the future. Our future is closely linked to creating a better world for our children through school libraries, and IASL is dedicated to the development of school librarianship all over the world.

In this age of rapid social, technological, economic, cultural and political changes which provide such potential, yet accompanied by inequalities and barriers that exist all over the world, there is an even greater need for school libraries. School libraries provide access to a wide range of information resources for learning, they develop information literacy skills, they equip students for participation in a knowledge society, and they develop good reading habits. In short, schools libraries help prepare children for a better future. The theme for this year's conference, *School Libraries: Empowering the 21st Century Learner*, is thus very appropriate as we explore ways of developing the potential of today's child.

IASL conferences present wonderful opportunities for learning, for sharing, networking with local and international colleagues, getting acquainted with emerging leaders, discovering new research ideas, and of course experiencing the beauty and culture of the host country. I hope everyone will take advantage of the many opportunities presented.

The organization of an international conference is not an easy task. The Local Organizing Committee has been working hard on the organization of this conference for more than a year and I wish to thank each and every one of them. Sincere thanks also go to all presenters, exhibitors, sponsors, staff, and all others who have helped in one way or another.

I wish you a pleasant and rewarding conference.

Sincerely,

Diljit Singh, PhD
President
International Association of School Librarianship

MESSAGE FROM THE PRINCIPAL - THE UNIVERSITY OF THE WEST INDIES, MONA

It gives me great pleasure to welcome the International Association of School Librarianship (IASL) 40th Annual Conference, which incorporates the 15th International Forum on Research in School Librarianship, to the University of the West Indies and particularly to the Mona Campus. The IASL holds special significance for Jamaica, as it was in Ocho Rios, Jamaica, that the Association was inaugurated in August 1971. The UWI notes with particular satisfaction the role of our late staff member Mrs Amy Robertson, who served as President of the IASL from 1977 – 1983.

Since its inauguration, membership of the IASL has been worldwide, and includes school librarians, library advisers, teachers, consultants, educational administrators, and professors and instructors in universities and colleges. The IASL therefore provides an impressive global forum for promoting effective school library media programmes as vital instruments in the educational process, and the UWI congratulates the Association on its support for and encouragement of research in areas related to school librarianship. There is no doubt that the research grants available to members stimulate the design and implementation of research projects which seek to provide solutions to major problems.

I note the significance of the theme of this year's Conference: *School Libraries: Empowering the 21st Century Learner,* to our University. This theme is closely linked to our activities in the Department of Library and Information Studies, and the network of UWI Libraries, which focus on practice and research on librarianship, school library media programmes, information literacy, and children's literature and support provision by libraries of research related to learning at various levels.

We congratulate the Library and Information Association of Jamaica (LIAJA) and the IASL for mounting this 40th conference, and for focusing on practice and research for advancing school librarianship.

Prof Gordon Shirley

Principal

The University of the West Indies, Mona

MESSAGE FROM THE CHAIRMAN - LOCAL ORGANIZING COMMITTEE (LOC)

It seems like it was just a few months ago when a group of us who attended the IASL 2010 Conference in Brisbane, Australia sang "IASL 2011 Come to Jamaica and You'll be Alright". The moment is actually here and so on behalf of the Local Organization Committee it is a pleasure to welcome you to the IASL 40th Annual Conference and the 15th International Forum on Research in School Librarianship.

The theme "School Libraries: Empowering the Twenty-First Century Learner" was carefully selected because we are aware that school libraries can empower our students who are now more technologically inclined to function effectively and efficiently in whatever sphere they find themselves.

We welcome every one of you. We are especially honoured to have Mrs. Ellen Tise, President of IFLA with us. A special welcome also to our IASL President, Dr. Diljit Singh. It really feels good to have these two presidents here with us. We would also like to specially welcome all delegates who have come from outside of the shores of Jamaica and I am sure that you will feel the warmth of our Jamaican delegates as you move around each day. Welcome to all the exhibitors who have come to introduce us to instructional materials that will enhance our teaching and our library environment. We hope that you will find the conference both enjoyable and valuable.

This conference is organized to provide professional development for library professionals as well as to offer a venue for fun, socializing and networking. The Local Organizing Committee has worked assiduously to make this conference memorable, interesting and informative. We have selected places of interest for the tours, various school libraries to give you an insight into what our school libraries are like, and several keynote speakers who are known for their research in the field of librarianship.

On behalf of the Local Organizing Committee, we thank the volunteers who have worked or are working tirelessly to make everyone comfortable. I thank the members of each committee for the tremendous work that they have done to make this conference a success.

Welcome again to IASL 2011.

Paulette Stewart, PhD
Chair
Local Organizing Committee

LIAJA
Library and Information Association of Jamaica

MESSAGE FROM THE PRESIDENT

The International Association of School Librarianship (IASL) Conference returns to Jamaica!

Nineteen seventy-one is etched in our minds as the year that school librarians decided to officially band together internationally and thus the International Association of School Librarianship was inaugurated. More significantly, Jamaicans such as Mrs. Amy Robertson and Dr. Joyce Robinson were among the pacesetters who made this indelible mark in the history of this Association. In 1996 history repeated itself, and today the stage is set for another - the 40th Annual Conference and the 15th International Forum on Research in School Librarianship. This is indeed a significant moment and I know it is going to be a great and memorable one.

It is therefore, my distinct pleasure to bring you greetings and welcome you on behalf of the Library and Information Association of Jamaica. Welcome to Jamaica and the scenic and illustrious institution of the University of the West Indies, Mona Campus. You are here in one of the most beautiful islands in the Western Hemisphere – a land of wood and water, an island populated by more than 2 million people, the majority of whom are hospitable and friendly. The ethnic and cultural diversity of our nation makes this venue a unique setting for the meeting of great minds and the exchange of great ideas. Undoubtedly, there is no place more appropriate to discuss the issues that can make the difference in the school systems and transform the lives of our children who will be the men and women of tomorrow.

This great convocation of school library media specialists, librarians, educators, publishers, and friends of the library from around the world are here not out of mere curiosity but because they believe in something fundamental - that school libraries can make a difference to students' achievement and hence the theme - **School Libraries: Empowering the 21st Century Learner** aptly reflects that global ideology. As information professionals, we have noted with much dismay that while there has been great emphasis on improving health care, increasing agricultural output, providing access to good education and other basic needs, there is not much reference to the key role that school libraries play in harnessing information and knowledge in these fields. This international conference will raise that awareness and highlight the importance of school librarianship. At the same time, it will provide you, participants, with a very good opportunity for professional networking, collaboration, shared experiences and skills. This is indeed a "not-to-be-missed" opportunity.

With such a large number of participants from all over the world, we are sure that this conference will be highly educational and informative. We truly value your participation and support for this conference and once again I thank you so much for coming. I wish the conference complete success and all the participants and international friends a good time in Jamaica.

Pauline Nicholas
President
LIAJA

MESSAGE
From
THE DIRECTOR GENERAL OF THE JAMAICA LIBRARY SERVICE

The Jamaica Library Service extends a very warm welcome to the President and all Directors, participants, presenters, exhibitors and sponsors of the 40th Annual Conference of the International Association of School Librarianship (IASL). We sincerely congratulate the IASL on consenting to this productive collaboration with our own illustrious Library and Information Association of Jamaica.

As a proud fore parent of both the IASL and LIAJA, the Jamaica Library Service (JLS) expresses freely its justifiable feeling of achievement that its two "children", now aged 50 and 40 years, have seared their mark both nationally and internationally as responsible mature adults.

This Conference re-affirms our own mission and is a testament to the fact that the JLS, the IASL and LIAJA share the conviction that Libraries are an essential force in the development of society. The Jamaica Library Service has been operating on this premise since its establishment in 1948. The vision that inspired its early pioneers and motivated those who have carried the baton through the years is the same one that envisaged the stimulating content of this Conference and that will guide our deliberations on *"School Libraries: Empowering the 21st Century Learner".*

The comprehensive programme outlined for this, the 2011 Annual Conference of the International Association of School Librarianship (IASL) offers numerous opportunities for exploring through interaction and participation, new and exciting ways of supporting formal education. We urge you to take full advantage of the scheduled sessions, the workshops, presentations, formal and informal discussions, visits and social occasions. These have been arranged to assist in the execution of the School Librarian's mandate to deliver reliable information, accelerate the demand for quality education and equip all those who strive to offer this vital service through well-resourced, efficiently operated School Libraries.

Through this message, the Jamaica Library Service articulates its best wishes for a very productive and fulfilling Conference.

Patricia Roberts (Mrs.)
Director General
Jamaica Library Service
July 2011

President's Message
IASL 2011
40th Annual IASL Conference and 15th International Forum on Research in School Librarianship
The University of the West Indies, Mona Campus, Kingston, Jamaica
August 7-11, 2011

The Jamaica Teachers' Association (JTA) welcomes school library professionals from across the world to Jamaica and the 40th Annual IASL Conference and 15th International Forum on Research in School Librarianship. In a year when the JTA is operationalizing the theme "***Creative partnerships: sustaining educational opportunities for national development***" we acknowledge library professionals as crucial partners in educational delivery and development. The JTA also extends heartiest congratulations on the association reaching this significant milestone; its 40th anniversary. The members of the Library and Information Association of Jamaica (LIAJA) in collaboration with the International Association of School Librarianship (IASL) are to be lauded for the considerable support that is experienced by schools as a result of the work that you do in each of the world's schools individually and collectively.

In addition, you are commended for bringing together the considerable expertise of your membership for four days of intellectual sharing and reflection. The teachers of Jamaica are proud to acknowledge the foresight that led to the formation of the association here in Jamaica in 1971 and looks forward to this conference being no less fundamental in its contribution to the growth and development of the field and its service. In one sense, "Welcome home!"

In an era when the pace of technology and lifelong learning define the ideal individual you are commended for taking the time out to retool and broker opportunities for professional development, communication and networking at the local, regional and international level. The JTA sincerely hopes that new ground will be broken for the betterment of this necessary, dynamic profession.   It is certainly important that this conference has included research as a critical element of its offering. The plethora of new knowledge that is generated each day globally renders library professionals key stakeholders in the business of education and as such any support in honing skills and interest in this area will only redound to the validity, veracity and influence of their contributions.

Thus we warmly welcome the local, regional and international participants to our beautifully diverse island. As you engage in enriching discussions and interactions, formal and informal we anticipate that you will benefit professionally and personally. Please take time out to enjoy slices of Jamaica's culturally rich capital city Kingston, an equally educationally and entertaining experience. The JTA wishes you many blessings as you briefly reside with us and travel back home.

Nadine A Molloy, JP, MLS, MA, BA, Dip. Teach.
President - Jamaica Teachers' Association
July 18, 2011

LOCAL ORGANIZING COMMITTEE MEMBERS

Local Arrangements

Dr Paulette Stewart	Chair
Mrs Eunice McKenzie	Co-Chair
Mrs Norma Amenu-Kpodo	Member

Secretariat/Recorder

Mrs Christina Stewart-Fullerton	Chair
Mrs Karen Barton	Member
Mrs Patsy Gordon	Member
Mrs Judy Rao	Member
Ms Rosemarie Runcie	Member
Ms Kishma Simpson	Member

Programme

Ms Myrtle Harris	Chair
Mrs Karen Barton	Member
Mrs Mary Bewaji	Member
Mrs Norma Burton	Member
Dr Paulette Kerr	Member
Mrs Eunice McKenzie	Member
Mrs Karlene Nelson	Member
Mrs Judy Rao	Member
Mr Mark-Shane Scale	Member

Budget and Finance

Mr Matthew Blake	Chair
Mrs Arlene Ononaiwu	Member
Mrs Koren Witter-Thomas	Member

Fundraising

Mrs Pamela Blake	Chair
Ms Eva Barnes	Co-chair
Ms Dorreth McKnight	Member
Ms Hermine Salmon	Member

Social Events

Mrs Rosella McCarthy-Spencer	Chair
Mrs Patricia Cuff	Member
Mrs Eunice McKenzie	Member
Ms Hirfa Morrison	Member
Ms Elinor Sutherland	Member

Logistics

Ms Dorothy Palmer	Chair

Tours

Ms Janet James	Chair
Mrs Karlene Nelson	Co-Chair
Mr Reynaldo Hamilton	Member

Accommodation

Mrs Joan Vacianna	Chair

Publicity

Mr Winston Wright	Chair

Exhibits Chair

Ms Marlene Hines	Chair
Ms Glenda Dalling	Member
Mrs Doolarie Hopkins	Member
Ms Trecia Pryce	Member
Mrs Monique Forgie-Scott	Member

Conference Webmaster

Mr Mark-Shane Scale	

Hospitality

Ms Beverley Gibbs	Chair
Mr Mathew Blake	Member
Mr Demar Cornwall	Member
Mrs Pauline Nicholas	Member
Ms Claudette Thomas	Member
Ms Thelma White	Member
Mrs Vivienne Kerr-Williams	Member

Programme at a Glance

FRIDAY, AUGUST 5

8.00 a.m. – 4.30p.m.	IFLA SLRC/IASL Pre-Conference Satellite Meeting

SATURDAY, AUGUST 6

Jamaica Independence Day

9.00 a.m.	Tours (excluding libraries)

SUNDAY, AUGUST 7

8.00 a.m.	Onsite registration begins for Pre-Conference Workshops, Conference and Library Visits
9.00 a.m. – 10.30 a.m.	Workshops 1 &3 begin
10.30 a.m. – 10.45 a.m.	Coffee Break
10.45 a.m. – 12.30 p.m.	Workshops 1 & 3 continue
1.30 p.m. – 3.00 p.m.	Workshop 4 begins
3.00 p.m. – 3.15 p.m.	Tea Break
3.15 p.m. – 5.00 p.m.	Workshop 4 continues
5.00 p.m.	End of Workshop 4 and Registration
7.00 p.m.	Welcome Reception & Awards Ceremony

MONDAY, AUGUST 8

8.00 a.m.	Registration
8.30 a.m. – 10.30 a.m.	Opening Ceremony & Keynote Address
10.30 a.m. – 11.30 a.m.	Opening of Exhibits & Coffee Break
11.45 a.m. – 12.30 p.m.	Three Concurrent Presentations
12.30 p.m. – 1.30 p.m.	Lunch
1.30 p.m. – 2.30 p.m.	Plenary Session
2.45 p.m. – 3.30 p.m.	Three Concurrent Presentations
3.30 p.m. – 4.00 p.m.	Tea Break
4.00 p.m. – 4.45 pm.	Three Concurrent Presentations
5.00 p.m.	Registration ends
5.00 p.m. – 6.00 p.m.	IASL Regional Meetings
7.30 p.m.	Entertainment

TUESDAY, AUGUST 9

8.00 a.m.	Registration
8.30 a.m. – 9.30 a.m.	Plenary Session
9.30 a.m. – 10.15 a.m.	Poster Presentations
10.15 a.m. – 10.45 a.m.	Coffee Break
10.45 a.m. – 11.30 a.m.	Four Concurrent Presentations
11.45 a.m. – 12.30 p.m.	Four Concurrent Presentations

12.30 p.m. – 1.30 p.m.	Lunch
1.30 p.m. – 3.00 p.m.	Panel Presentations/ Discussion
3.00 p.m. - 3.30 p.m.	Tea Break
3.30 p.m. - 4.15 p.m.	Three Concurrent Presentations
4.30 p.m.	Assembly of Associations
5.00 p.m.	Registration ends
5.30 p.m.	Assembly of Associations ends
7.00 p.m.	Dinner and Auction

WEDNESDAY, AUGUST 10

8.00 a.m.	Registration
8.30 a.m. – 10.00 a.m.	Panel Presentations/ Discussion
10.00 a.m. – 10.30 a.m.	Coffee Break
10.30 a.m. – 11.30 a.m.	Plenary Session
11.45 a.m. – 12.30 p.m.	Four Concurrent Presentations
12.30 p.m. – 1.30 p.m.	Lunch
1.30 p.m. – 2.45 p.m.	IASL Annual General Meeting
2.45 p.m. – 5.00 p.m.	Library Visits
5.00 p.m.	Library Visits end at the Jamaica Library Service
5.30 p.m. – 6.30 p.m.	SIG Group Meetings
	FREE EVENING

THURSDAY, AUGUST 11

7.00 a.m.	Authors' Breakfast
8.00 a.m.	Registration
8.30 a.m. - 10.00 a.m.	Panel Presentations/ Discussion
10.00 a.m. - 10.30 a.m.	Coffee Break
10.30 a.m. – 11.15 a.m.	Four Concurrent Presentations
11.30 a.m. - 12.30 p.m.	Closing Keynote Address
12.30 p.m. - 1.30 p.m.	Lunch
1.30 p.m.	Closing Ceremony

Key to Subthemes:
1 Teaching the Twenty-First Century Learner
2 Engaging the Learner with Special Needs
3 Collaboration and Support
4 Providing an Enabling Environment
5 Developing and Supporting Twenty-First Century Readers
6 The School Library: Facilitating Multiple Literacies

Key to Venues:
AH   Assembly Hall
MR   Multifunctional Room, Main Library
MVL   Mona Visitors' Lodge
N1   Faculty of Humanities and Education
N3   Faculty of Humanities and Education
N4   Faculty of Humanities and Education
NELT   New Education Lecture Theatre (Faculty of Humanities and Education)

Friday, August 5

8.00 a.m. – 4.30 p.m.
IFLA SLRC /IASL
Pre-Conference Satellite Meeting

8.00 a.m.
Onsite Registration for Satellite Meeting
(Venue – MVL)

8.45 a.m. – 4.30 p.m.
Satellite Meeting
(Venue – MVL)

Saturday, August 6

Jamaica Independence Day

9.00 a.m.
Tours (excluding libraries)

Sunday, August 7

8.00 a.m. – 5.00 p.m.
Pre-Conference Workshops

Workshops 1 & 3 (9.00 a.m. – 12.30 p.m.)
Workshop 4 (1.30 p.m. – 5.00 p.m.)
Workshop 2 cancelled

8.00 a.m.
Onsite Registration begins for Pre-Conference Workshops, Conference and Library Visits
(Venue – N3)

9.00 a.m.
Workshops 1 & 3 begin

W.1 *Applying the Eight Principles of Effective Literacy Teaching to Support the School's Culture for Reading* **(Dr Ray Doiron, Dr Elizabeth Lee and Dr Margot Filipenko) (Venue – MR)**

Using the eight principles of effective literacy teaching (Tompkins, 2011), this workshop will help participants understand how teachers and teacher-librarians can create learning environments that encourage literacy development while nurturing an interest and love for reading. The workshop will be of interest to literacy teachers, teacher-librarians and Ministry leaders interested in learning effective ways to develop literacy. It will show how collaboration at the school level is critical for creating a culture for reading.

W.3 *Fun and Engaging Web 2.0 Tools to Build Participatory Culture Skills* **(Dr Jennifer Branch) (Venue – Computer Lab, Department of Educational Studies)**

This workshop will begin with a brief introduction to the work of Henry Jenkins and his ideas about the skills that young people need to be members of participatory culture in the 21st century. The rest of the session will give workshop participants an introduction to some Web 2.0 tools that they can introduce to young people to help them develop the skills to engage in participatory culture. These Web 2.0 tools will also help workshop attendees to participate and learn with others in professional learning communities.

10.30 a.m.
Coffee break

10.45 a.m.
Workshops 1 &3 continue

12.30 p.m.
Workshops 1 & 3 end

1.30 p.m.
Workshop 4 begins

W.4 *School Librarians: Harnessing Advocacy Skills in the Age of Web 2.0 Technologies* (Dr Cherrell Shelley-Robinson, Gerald Brown, Pauline Nicholas, Sasekea Harris and Elizabeth Watson)
Address: Ellen Tise, IFLA President
(Venue – MR)

The workshop will explore the importance and need for a more dynamic approach to advocacy for the survival of school libraries in the technological age; ways of forming strategic alliances and attracting government and private funding; and some of the practical ways of using Web 2.0 technologies to support advocacy. Finally, it will guide participants in developing a practical advocacy toolkit to assist them in gaining support for their libraries.

2.30 p.m. - 2.45 p.m.
Tea Break

2.45 p.m.
Workshop 4 continues

5.00 p.m.
Workshop 4 and Registration end

7.00 p.m.
Welcome Reception & Awards Ceremony
(Venue – Undercroft)

Monday, August 8

8.00 a.m.
Registration
(Venue – N3)

8.30 a.m. - 10.30 a.m.
Opening Ceremony & Keynote Address
(Ellen Tise, President, IFLA, South Africa)
(Venue – AH)

10.30 a.m. - 11.30 a.m.
Opening of Exhibits & Coffee Break
(Venue – AH)

11.45 a.m. - 12.30 p.m.
Four Concurrent Sessions

1.1 A Touch of humour! Captivating students through the GiggleIT Project (Kerry Pope, Australia)
(Venue – MR)

Come and learn about GiggleIT! See how we have successfully implemented the GiggleIT Project, an initiative of IASL, with Year 5 and 6 students as part of our library program at William Clarke College in Australia. Involvement in this new, exciting, online project based on humour has given the students a reason to read, research, discover, discuss, write, reflect, communicate with others and publish their work. The successful collaboration between teacher-librarians and teachers through this project has provided a platform from which to promote the library across the school community and beyond. Working closely with class teachers provides opportunities to assess evaluate and modify the program as necessary. The extensive use of technology and the strong international focus is appealing to all students. They can't wait to get to library lessons!
TRACK: PROFESSIONAL **- SUBTHEME** 1

1.2 *Professional learning in the digital age: Empowering the 21st century teacher-librarian* (Dr Jennifer Branch and Dr Joanne de Groot, Canada)
(Venue – NELT)

Teacher-librarians are interested in learning new things to be better able to meet the needs of the students and teachers in schools and school libraries. This paper reports the findings from a survey of Canadian teacher-librarians about their recent professional development experiences. While many teacher-librarians reported relevant professional development experiences at the school and district level (e.g. assessment, inquiry, information and communication technology, literacy, etc.), almost 20% of the respondents to this survey felt that they had received no professional development that helped them in their work in school libraries.
TRACK: RESEARCH **- SUBTHEME** 1

1.3 Notes from the noodle factory: 21st-century librarianship In search of new paradigms (Dr Ralph Turner, USA)
(Venue – N1)

Kurt Vonnegut compared a library to a *noodle factory*, noting that in a society where a majority of people do not really enjoy reading, "Noodles are okay. Libraries are okay. They are rather neutral good news." Such indifference could be tolerated three decades ago when libraries still maintained primacy as central repositories of information. However, in this era of *existential crisis*, and as libraries

scramble for "relevance," the urgent question arises: What new paradigms must be formulated to define the mission of the 21st-century library and delineate how that mission can better support both education and culture?
TRACK: PROFESSIONAL - **SUBTHEME** 4

1.4 Building excitement for literacy learning through collaboration: Empowering mobile and other vulnerable students in the twenty-first century
(Dr Barbara McNeil, Canada)
(Venue – N4)

Research indicates that there are a growing number of socio-economically-disadvantaged students who are caught in a pattern of changing schools frequently in North America. These mobile or transient students often struggle in school. The purpose of the study described in this paper was to support the literacy growth and development of mobile students in an urban community school in Canada. The study sought to build excitement for and engagement with school literacy through collaboration among a researcher, classroom teacher and a teacher-librarian.
TRACK: RESEARCH - **SUBTHEME** 3

12.30 p.m. - 1.30 p.m.
Lunch

1.30 p.m. - 2.30 p.m.
Plenary Session – Subtheme: Teaching the 21st Century Learner **(Dr Ross Todd, USA)**
(Venue – AH)

2.45 p.m. - 3.30 p.m.
Three Concurrent Sessions

2.1 Confronting the 'crisis of significance' in 21st century school libraries **(Dr Ray Doiron and Dr Marlene Asselin, Canada)**
(Venue – N1)

The demands of life in the 21st century have evolved dramatically, giving rise to the need for a complex set of interrelated and interdependent skills in order to cope with this complexity and to achieve success in life. Unfortunately, there is a widening gap between the world experienced and created by youth outside of school and their in-school experiences leading to what Michael Wesch has called a "crisis of significance" (2009) facing teachers and schools today. Many would suggest school libraries today are also struggling to find their place and regain their significance in the learning lives of students. How should schools and school libraries respond to this 'crisis' and change the learning landscape to better match 21st century realities? This paper explores these issues and clarifies the characteristics of 21st century learners and learning, and

provides ideas for re-visioning school libraries to meet the expectations for 21st century learning.
TRACK: PROFESSIONAL - **SUBTHEME** 1

2.2 Are we there yet? Students have their say about library and information science education in Australia and twenty-first century learning **(Barbara Combes, Jo Hanisch and Mary Caroll, Australia)**
(Venue – NELT)

Library and Information Science (LIS) education faces considerable opportunities and challenges in the 21st century. Institutions must produce a range of information professionals, including teacher-librarians. These future professionals must be able to respond flexibly to rapidly evolving social, economic and technological change. Multimedia e-learning environments and the interactive nature afforded by Web 2.0 technologies mean that LIS programs can be delivered globally and collaboratively to an international audience. Attracting students who will take LIS and the challenges posed by a rapidly evolving information landscape into the twenty-first century form an integral part of building strong and sustainable educational programs.
TRACK: RESEARCH - **SUBTHEME** 1

2.3 Incorporating information literacy in the Croatian school environment. **(Dr Mihaela Banek Zorica and Sonja Spiranec, Croatia)**
(Venue – MR)

Despite the relevance, potential and impact of IL activities on the wider social and pedagogical context, libraries in Croatia are lagging far behind the emerging global information literacy movement. Diagnosing the emerging problem and trying to find a solution, a pilot project was started. Research of theory, scanning of current education problems together with research on best case scenarios served as a foundation for the organization of workshops for educating school librarians. This paper presents the results of the pilot project carried out with the education and teacher training agency in advocating information literacy in the school environment.
TRACK: RESEARCH - **SUBTHEME** 1

3.30 p.m. - 4.00 p.m.
Tea Break

4.00 p.m. - 4.45 p.m.
Three Concurrent Presentations

3.1 Online programs in school library education: Preparing librarians to support twenty-first century learners
(Dr Dianne Oberg, Canada)
(Venue – N1)

The online distance education program, Teacher-Librarianship by Distance Learning (TL-DL), was developed and implemented at the University of Alberta, Canada beginning in the late 1990s. In this paper, TL-DL is used as an example to explore how an online program was established and maintained and how the challenges facing the program have been and are being addressed. TL-DL's approach to preparing school librarians to support student access to new and emerging technologies was compared and found to be similar to the approaches used in two other types of programs identified through recent research conducted in the United States and Australia. Emerging from the research are questions about the need for shifts in curriculum content and pedagogy to engage digital age learners.
TRACK: RESEARCH - **SUBTHEME** 1

3.2 The learning ecology of Web 2.0 tool use by teacher librarian candidates (Dr Cynthia Houston, USA)
(Venue – MR)

The learning ecology captured by this survey of Web 2.0 tool usage among teacher librarian candidates at Western Kentucky University paints a narrow landscape of social networking and communication tools used for personal activities, which are used to a lesser degree in the professional and academic spheres. Results indicate that the top five Web 2.0 tools (social networking, communication, photo/video sharing, blogs, and productivity tools) are being used more often in professional settings than previously reported in other national and state studies. This study confirms that the potential for educators to integrate Web 2.0 tools into all aspects of their lives is currently hampered by limited bandwidth at home and the use of restrictive acceptable use policies and filters in schools.
TRACK: RESEARCH - **SUBTHEME** 1

3.3 Developing student's "mini-c" creativity through inquiry (Dr Jami Jones, USA)
(Venue – NELT)

In 2007, the American Association of School Librarians (AASL), a division of the American Library Association, unveiled the Standards for the 21st-Century Learner to foster high expectations for today's learners. The purposes of this paper are to explore as well as operationalize the constructs of creativity to develop students' creative potential through inquiry. This paper introduces the potential of the AASL Standards to foster student creativity. Starko's contributions to developing the creative potential of children within a constraining educational milieu are presented.
TRACK: PROFESSIONAL **- SUBTHEME** 4

5.00 p.m.
Registration ends

5.00 p.m. - 6.00 p.m.
IASL Regional Meetings

7.30 p.m.
Entertainment

Tuesday, August 9

8.00 a.m.
Registration
(Venue – N3)

8.30 a.m. - 9.30 a.m.
Plenary Session – *Subtheme: Developing and Supporting 21st Century Readers*
(Dr Carol Gordon, USA)
(Venue – AH)

9.30 a.m. - 10.15 a.m.
Poster Presentations
(Venue – AH)

10.15 a.m. - 10.45 a.m.
Coffee Break
(Venue – AH)

10.45 a.m. - 11.30 a.m.
Four Concurrent Presentations

4.1 Multicultural books in the social studies classroom: Which Caribbean? (Dr Cherrell Shelley-Robinson, Jamaica)
(Venue – NELT)

The paper focuses on the portrayal of Caribbean culture in social studies books for young people that are widely used in North America and Britain in response to the demand for multicultural materials to support the curriculum. The books were evaluated using the general criteria for information books along with those for assessing multicultural works for their authenticity and in this case, their Eurocentricity. The findings reveal that while some of the social studies books do give a fairly accurate picture of the Caribbean, too often, the culture was not authentically represented as the authors, most of whom were from outside the region, saw the countries as little more than exotic tourist destinations, tended to emphasize the quaint

or unusual, made too many broad generalizations, and viewed the region largely through Eurocentric eyes.
TRACK: PROFESSIONAL - **SUBTHEME** 5

4.2 Fearless, playful and connected: Empowering teacher-librarians through an exploration of Web 2.0
(Dr Jennifer Branch and Dr Joanne de Groot, Canada)
(Venue – N1)

This paper presents findings from a graduate-level required class for teacher-librarians in Web 2.0. It provides a rich description of how teachers and teacher-librarians are using Web 2.0 technologies in their personal, teaching and learning, and professional development. No longer are they consumers of Web 2.0 but they are creators and sharers of new content on the Internet. There was a much more balanced use of Web 2.0 after the class – many of the teachers and teacher-librarians had never used a Web 2.0 tool in their personal, teaching or professional life before the class. Teachers and teacher-librarians who completed the Web 2.0 class saw themselves as technology leaders in their schools and districts.
TRACK: RESEARCH - **SUBTHEME** 1

4.3 Puppet dreams: An Ezra Jack Keats Grant Project
(Kay Hones, USA)
(Venue – N4)

The history of puppetry stretches from 1000 B.C and early Indian epics to Broadway's Lion King. The purpose of Puppet Dreams was to encourage and increase use of oral language and expand literacy skills and strategies of third grade English language students. Three classes learned about puppetry as they wrote and produced mini plays based on the Ezra Jack Keats "Dreams". Collaborative groups practiced reading, writing, listening and speaking skills. Students used a wiki to comment on activities and collaboratively develop their plays. High School student volunteers assisted with several including refurbishing an old puppet frame theater. Students developed a rubric for presentations and evaluated each team play.
TRACK: PROFESSIONAL - **SUBTHEME** 5

4.4 Reaching out through research: Contributing to school library research through the Research SIG and School Libraries Worldwide **(Marcia Mardis, Chair, IASL Research SIG)**
(Venue – MR)

Research on the effectiveness of school libraries and teacher librarianship is a major IASL priority. In this session, participants will learn about IASL's research activities and how to take part. In addition, the principles of conducting good research and preparing research publications will be discussed. The session will conclude with a question and answer period.
TRACK: PROFESSIONAL

11.45 a.m. - 12.30 p.m.
Four Concurrent Presentations

5.1 Introducing and establishing a wide reading program in the middle years of schooling **(Nerelie Teese, Australia)**
(Venue – N1)
This professional practice paper outlines some of the purposes of a Wide Reading Program and discusses ways in which this has been introduced to English classes in the middle years of schooling. Some of the challenges encountered in the introduction and establishment of this program are also discussed. These can include the reluctance of some readers to engage with the program and how teacher's administrative duties can prevent their full involvement in library reading sessions. The evolution of formats used for the collection and presentation of evidence based data is also outlined.
TRACK: PROFESSIONAL - **SUBTHEME** 5

5.2 Focusing the library on the reader: Special education students **(Dr Elizabeth Lee, Canada)**
(Venue – MR)

This study examined the effect of orientating library programming around the reading of manga by special education students in a secondary school. Data was collected through observation, student and teacher interviews, and videotaping student discussions of two novels. A social community of readers was established that altered student behaviour and views of reading.
TRACK: RESEARCH - **SUBTHEME** 2

5.3 Developing reading and analytical skills of students in education in Taiwan **(Tzong-Yue Chen, Taiwan)**
(Venue – NELT)

Trend master John Naisbit has pointed out that efficiencies in learning and change are crucial to the success of the 21st century learner. This project will implement the BOST^{TM} information analysis approach in classrooms. (1)Librarians will design and compile training materials and encourage teachers to form learning communities in their own schools. (2) Teachers will undergo training, and learn how to integrate the BOST^{TM} method into their teaching. (3) Students will learn of, and practice, the BOST^{TM} information analysis approach in their studies and extracurricular reading. Project evaluation will include pre- and post-implementation surveys of librarians, teachers, and students.
TRACK: PROFESSIONAL - **SUBTHEME** 5

5.4 Re-thinking the role of the teacher-librarian in a post literate society (Mark-Shane Scale, Jamaica)
(Venue – N4)

Traditionally, students learned by reading and writing based on printed texts supplemented by face to face instruction. Today our learners are more accustomed to learning from interactive and social online tools and technologies. This paper explores how teacher-librarians can become partners with students in preparing them for online writing and research.
TRACK: PROFESSIONAL **– SUBTHEME** 6

12.30 p.m. - 1.30 p.m.
Lunch

1.30 p.m. - 3.00 p.m.
Panel Presentation/Discussion – *Subtheme: The School Library: Facilitating Multiple Literacies***)**
(Venue – N1)

3.00 p.m. - 3.30 p.m.
Tea Break

3.30 p.m. - 4.15 p.m.
Four Concurrent Presentations

6.1 School Libraries: Creating a network model for the Brazilian educational system **(Carla Martins, Brazil)**
(Venue – N1)

Presentation by Da Vinci Huis/IASL 2011 award winner.

6.2 Directing the digital moral compass: Teaching digital citizenship **(Dr Lesley Farmer, USA)**
(Venue – MR)

As technology advances, so do the techniques for abusing it. While traditional crime has not increased in some countries, cyber crime is becoming increasingly common and steadily growing. One of the duties of teacher librarians is to teach the learning community about digital citizenship so everyone can understand, address, and prevent technology abuse. This paper defines digital citizenship, discusses its ramifications on individuals and the learning community at large, and recommends strategies for digital citizenship education.
TRACK: PROFESSIONAL **- SUBTHEME** 6

6.3 The role of the teacher librarian in the bookless library: Information literacy and resource creation
(Dr James Herring, Australia)
(Venue – NELT)

This modified Delphi study examined the views of the leaders of Australia's teacher librarian associations on the bookless school library – a library with no printed books or other printed material. Interviews were used to gather data on the participants' views of what a bookless school library might look like, and what the role of the teacher librarian would be in relation to information literacy and resource creation. Results showed that a bookless school library would contain flexible learning spaces and be a learning commons in the school, which made use of a range of advanced technologies, including interactive walls. The roles of the teacher librarian as information literacy leader and as resource creator would be more important than today.
TRACK: RESEARCH **- SUBTHEME** 6

6.4 *Utilizing the school library in a black area of a rural South African town* **(Nompumelelo Shongwe, South Africa)**

Presentation by Da Vinci Huis/IASL 2011 award winner.

4.30 p.m.
Assembly of Associations

5.00 p.m.
Registration ends

5.30 p.m.
Assembly of Associations ends

7.30 p.m.
Dinner and Auction

Wednesday, August 10

8.00 a.m.
Registration
(Venue-N3)

8.30 a.m. - 10.00 a.m.
Panel presentation/discussion – *Subtheme: Engaging the Learner with Special Needs*
(Venue – N1)

10.00 a.m. - 10.30 a.m.
Coffee Break

10.30 a.m. - 11.30 a.m.
Plenary Session – Subtheme: Providing an Enabling Environment **(Dr Hopeton Dunn) (Venue – AH)**

11.45 a.m. - 12.30 p.m.
Four Concurrent Presentations

7.1 Home broadband adoption and student achievement: Scenes from an initial examination of households in rural Florida, USA **(Dr Marcia Mardis, USA) (Venue – N1)**

The United States' broadband network is old, slow, and sparse. Federal investments to extend robust networks to rural areas parallel the U.S. Department of Education's emphasis on improving rural education and technology. Many rural schools received upgraded networks with federal monies, but home broadband is essential for maintaining the home-school learning connection in the face of impending digital textbook adoptions. Despite home broadband growth nationwide, rural residents have lower rates of adoption due to a lack of perceived need. A secondary analysis of home connectivity and middle grades student achievement suggested that students without broadband were also in districts with low student achievement. A lack of home broadband, then, can be possibly detrimental for rural children and further research is imperative.
TRACK: RESEARCH **- SUBTHEME** 4

7.2 Standards for Brazilian school libraries: Development foundations **(Prof. Bernadete Campello et al., Brazil) (Venue – N4)**

The article describes the process of developing standards for Brazilian school libraries. It presents the principles, theoretical framework and criteria upon which such standards were based. The main goal of the standards is to help schools implement the Law 12244/2010, which determines that, as of 2020, each Brazilian school must have its own library. More broadly, the standards allow comparative studies that may support public policies aimed at improving the quality of education. The standards may contribute to the creation of quality libraries in every school in the country, or in other words, towards each school having a true library.
TRACK: PROFESSIONAL **- SUBTHEME** 4

7.3 Researching data sets to develop state library standards **(Dr Lesley Farmer, USA) (Venue – NELT)**

California developed standards for library program factors that provide the conditions for students to meet library standard outcomes. To base those program standards empirically, the researchers analyzed three 2008-9 reputable data sets: California's school library data set, AASL's School Libraries Count data set, and a national *School Library Journal* data set. Standards were clustered into two sections: baseline factors, and statistical standards for resources. Findings revealed that school libraries that met the "baseline" standard were significantly different from those libraries that did not meet those standards. Once the baseline set of factors were determined, descriptive and correlational statistics were applied to the data sets, with the resultant figures based on the average figures supplied by those libraries that met the baseline factors.
TRACK: RESEARCH **– SUBTHEME –** 4

7.4 Transforming secondary school libraries to meet the needs of the 21st century learner: The case of Trinidad and Tobago **(Grace Achoy and Rachael Greene, Trinidad & Tobago) (Venue – MR)**

Secondary school libraries in Trinidad and Tobago have undergone a major transformation through the successful execution of a Secondary Education Modernization Programme (SEMP) This paper documents the achievements of the programme in upgrading the libraries' learning environment to meet the needs of the twenty-first century learner. The efforts of the Secondary School Libraries Unit to continue to provide for the learning needs of the nation's twenty-first century secondary school students through the implementation of a Library and Information Literacy Curriculum, provision of online databases, enhanced physical facilities and information resources are also discussed.
TRACK: PROFESSIONAL **- SUBTHEME** 4

12.30 p.m. - 1.30 p.m.
Lunch

1.30 p.m. - 2.45 p.m.
IASL Annual General Meeting
(Venue – N1)

2.45 p.m.
Library Visits

5.00 p.m.
Library Visits end at the Jamaica Library Service
Registration ends

5.30 p.m. - 6.30 p.m.
SIG Group Meetings

FREE EVENING
Thursday, August 11

7.00 a.m.
Authors' breakfast

8.00 a.m.
Registration
(Venue: N3)
8.30 a.m. - 10.00 a.m.
Panel Presentations/Discussion – *Subtheme:*
Collaboration and Support

10.00 a.m. - 10.30 a.m.
Coffee Break

10.30 a.m. - 11.15 a.m.
Four Concurrent Presentations

8.1 Collaboration is the key: Opening doors to deeper
student learning through working together
(Elizabeth Greef, Australia)
(Venue – N1)

Collaboration is the key for a school librarian to integrate information skills successfully into the curriculum and to become a vital cog in the school's teaching and learning cycle. What strategies can we use to develop opportunities for collaboration and to foster strong links across the whole learning community of the school? This paper considers a definition of collaboration, its various facets including theoretical and pedagogical foundations, the role and mindset of the teacher-librarian and practical macro- and micro-strategies for developing collaboration. It offers a self-diagnostic tool to evaluate collaborative opportunities.
TRACK: PROFESSIONAL **- SUBTHEME** 3

8.2The integration of the research techniques class into
librarianship and information literacy **(Sebnem Yalcin,**
Turkey)
(Venue – MR)
TRACK: PROFESSIONAL **- SUBTHEME** 5

8.3 Professional development of school library staff in
Trinidad and Tobago **(Simone Primus, Trinidad & Tobago)**
(Venue – NELT)

Using a qualitative case study approach, this study explored the impact of participation in a virtual community of practice on the professional development of secondary school library staff in Trinidad and Tobago. Participants engaged in forum discussions, Web meetings, and online collaborative problem solving over a twelve-week period. Preliminary findings suggest that participation in a virtual community of practice impacted participants in four areas: technical, social, cognitive, and tangible. School library practitioners and administrators could use this research to help them develop an informal ongoing professional development program.
TRACK: RESEARCH **- SUBTHEME** 3

8.4 Factors that support the development of exemplary
school library programs **(Diana Maliszewski, Canada)**
(Venue – N4)
This paper will examine a wide range of studies related to the factors that support the development of exemplary school library programs and then focus on the context for Ontario, Canada. In 2003, the Association for Supervision and Curriculum Development (as cited in IASL, 2008) reviewed research studies to answer the question: "What effects do school libraries have on student achievement"? They concluded that "school library characteristics may account for up to 8 percent of the variance in reading-related test scores". Consequently, it is important to identify the characteristics that make a school library exemplary although they are not always indicative of student achievement and learning.
TRACK: PROFESSIONAL **- SUBTHEME** 3

11.30 a.m. **- 12.30 p.m.**
Closing Keynote Address – *If the Future is Now…*
What's next? **(Lyn Hay)**
(Venue – AH)

12.30 p.m. - 1.30 p.m.
Lunch

1.30 p.m.
Closing Ceremony **(Venue – AH)**

POSTERS

1.1 *Digital Libraries to School Libraries (DL2SL): Strategy for including digital resources in library management systems* **(Marcia A. Mardis, USA)**

Digital Libraries to School Libraries (DL2SL): The Digital Libraries to School Libraries project (DL2SL) is a federal Early Career Researcher project to find seamless ways to integrate digital resources into school library collections. To date, this project has completed a national survey of school librarians' digital resource collection activities and developed a tool, Web2 MARC that creates catalog records for digital resources on-the-fly. The tool will be deployed in schools around the U.S. and the researchers will study school librarians' ability to use their enhanced ability to promote digital resources in classroom implementation.

1.2 *The Giggle IT Project and school libraries send student creativity worldwide* **(Katy M Manck, Patricia Carmichael & Barbara Combes, USA)**

Your students can be internationally published authors through the GiggleIT Project, which encourages reading, writing, visual and digital literacy, global citizenship, and teamwork. Using GiggleIT, TLs collaborate with teachers to help students, ages 10-14 showcase their imaginations through varied media and technology tools. GiggleIT can also be used with English Language Learners, gifted & talented younger students, and older students needing assistance with reading and writing. See student works from 6 continents and learn helpful hints for starting GiggleIT at your school with free resources, lesson plans, registration, and web hosting provided by the Children's and Young Adult Literature SIG.

1.3 *Engaging and supporting adept, yet reluctant teen readers* **(Renee-Amanda Heywood, Trinidad & Tobago)**

1.4 *Annotto Bay High School: Creating areas of special interest to students* **(Eunice L McKenzie, Jamaica)**
This poster describes a project incorporating various clubs and departments in the school. The objective is to enable students and teachers to use library resources and be motivated to transfer this value to subject area learning and recreation. The poster depicts the integrated approach undertaken by the library with various clubs and departments: Heritage, Chess, 4-H, Health & Wellness, Cheerleading, Art & Craft and English Language. The aim is to encourage students to read more, look up items of interest and in the process develop the skills of reading, research and retrieval.

1.5 *Download direct – a Pilot-project making audio books more easily accessible to reading- disabled students* **(Per G Johansson, Sweden)**
School libraries in the city of Stockholm, Sweden participate in a pilot project that aims to give students with reading disabilities permission to download and borrow talking books from the Swedish library of talking books and braille with their own personal logins. The project hopes to help school libraries to connect with students who normally do not come in contact with the services libraries can offer. It allows students with special needs to benefit from modern information technology in their learning process with access to 80000 talking books independently of their school libraries opening hours or the school librarians help to download talking books.

1.6 *The school library as a safe space for marginalized students* **(Susan P Cordell, USA)**

1.7 *School libraries: Successes and challenges* **(Ella Makinza and Carmen Dentlinger, Namibia)**

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Directory of Exhibitors

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IASL Auction

A display of unique and collector's items of cultural and historical value from past IASL conferences, Jamaica and other parts of the world will be available for Auction. **Participants are being asked to donate items for the auction.**
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OVERVIEW OF PRESENTATIONS						
Name	Title	Track	Subtheme	Room	August	Time	Presentation
Kerry Pope	A touch of humour! Captivating students through the GiggleIT Project	P	1	NELT	8	11.45 a.m.	1.1
Jennifer Branch and Joanne de Groot	Professional learning in the digital age: Empowering the 21st Century teacher-librarian	R	1	MR	8	11.45 a.m.	1.2
Ralph Turner	Notes from the noodle factory: 21st-century librarianship In search of new paradigms	P	4	N1	8	11.45 a.m.	1.3
Ray Doiron	Confronting the 'crisis of significance' in 21st century school libraries	P	1	NELT	8	2.45 p.m.	2.1
Barbara Combes, Jo Hanisch, and Mary Caroll	Are we there yet? Students have their say about library and information science education in Australia and twenty-first century learning	R	1	N1	8	2.45 p.m.	2.2
Mihaela Banek Zorica and Sonja Spiranec	Incorporating information literacy in the Croatian school environment	R	1	MR	8	2.45 p.m.	2.3
Dianne Oberg	Online programs in school library education: Preparing librarians to support twenty-first century learners	R	1	N1	8	4.00 p.m.	3.1
Cynthia Houston	The learning ecology of Web 2.0 tool use by teacher librarian candidates	R	1	MR	8	4.00 p.m.	3.2
Jami Jones	Developing student's "mini-c" creativity through inquiry	P	4	NELT	8	4.00 p.m.	3.3
Cherrell Shelley-Robinson	Multicultural books in the social studies classroom: Which Caribbean?	P	5	NELT	9	10.45 a.m.	4.1
Jennifer Branch and Joanne de Groot	Fearless, playful and connected: Empowering teacher-librarians through an exploration of Web 2.0	R	1	N1	9	10.45 a.m.	4.2
Kay Hones	Puppet dreams : An Ezra Jack Keats Grant Project	P	5	N4	9	10.45 a.m.	4.3
Marcia Mardis	Reaching out through research: Contributing to school library research through the Research SIG and School Libraries Worldwide	P		MR	9	10.45 a.m.	4.4
Nerelie Teese	Introducing and establishing a wide reading program in the middle years of schooling	P	5	N1	9	11.45 a.m.	5.1
Elizabeth Lee	Focusing the library on the reader: Special education students	R	2	MR	9	11.45a.m.	5.2
Tzong-Yue Chen	Developing reading and analytical skills of students in education in Taiwan	P	5	NELT	9	11.45 a.m.	5.3

Mark - Shane Scale	Rethinking the role of the teacher-librarian in a post-literate society	P	6	N4	9	11.45 a.m.	5.4
Ana Martins and José Saro	Developing scientific literacy through reading: a collaborative approach	P	5	N1	9	3.30 p.m.	6.1
Lesley Farmer	Directing the digital moral compass: Teaching digital citizenship	P	6	MR	9	3.30 p.m.	6.2
James Herring	The role of the teacher librarian in the bookless library: information literacy and resource creation	R	6	NELT	9	3.30 p.m.	6.3
Nompumelele Shongwe	Utilizing the school library in a black area of a rural South African town	P		N4	9	3.30 p.m.	6.4
Marcia Mardis	Home broadband adoption and student achievement : Scenes from an initial examination of households in rural Florida, USA	R	4	N1	10	11.45 a.m.	7.1
Bernadete Campello et al.	Standards for Brazilian school libraries : Development foundations	P	4	N4	10	11.45 a.m.	7.2
Lesley Farmer	Researching data sets to develop state library standards	R	4	NELT	10	11.45 a.m.	7.3
Grace Achoy and Rachael Greene	Transforming secondary school libraries to meet the needs of the 21st century learner: The case of Trinidad and Tobago	P	4	MR	10	11.45 a.m.	7.4
Elizabeth Greef	Collaboration is the key: Opening doors to deeper student learning through working together	P	3	N1	11	10.30. a.m.	8.1
Barbara McNeil	Building excitement for literacy learning through collaboration: Empowering mobile and other vulnerable students in the twenty-first Century	R	3	MR	11	10.30. a.m.	8.2
Simone Primus	Professional development of school library staff in Trinidad and Tobago	R	3	NELT	11	10.30. a.m.	8.3
Diana P Maliszewski	Factors that support the development of exemplary school library programs	P	3	N4	11	10.30. a.m.	8.4