**IASL Conference Proceedings: Past Papers recommended for Professional Development**

*Selected by Jennifer Branch, Tom Kaun, Katy Manck and John Royce*

**Sustaining the Vision: A Collection of Articles and Papers on Research in School Librarianship, in Honor of Jean Lowrie** – **1996** – edited by Laurel A. Clyde [from *School Libraries Worldwide*]

[*Research in Teacher-Librarianship and the Institutionalization of Change*](file:///C:\Users\staff\Downloads\IASL1994_Research_Haycock.pdf) – Ken Haycock (Canada)

Delivered as conference paper at IASL 1994

[*The Barkestorp Project: Investigating School Library Use*](file:///C:\Users\staff\Downloads\IASL1995_Barkestorp_Kuhne.pdf) – Brigitte Kühne (Sweden)

Published in School Libraries Worldwide 1995

[*Principal Support: What Does It Mean to Teacher-Librarians?*](file:///C:\Users\staff\Downloads\IASL1995_Principals_Oberg.pdf) – Dianne Oberg (Canada)

Delivered as conference paper at IASL 1995

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***School Librarianship: International Issues and Perspectives*** – **1997** – edited by Ken Haycock and Blanche Woolls

[*Student Research: Productive or Counter-Productive*](file:///C:\Users\staff\Downloads\IASL1996_Student_McGregor.pdf)*?* – Joy McGregor (USA) - 1996

In talking with students in Canada and the United States and recording their thoughts and feelings about their work, the author makes it clear that copying and plagiarism are endemic to the research process unless teachers and teacher-librarians plan effectively for student achievement.

[*Managing School Library Change*](file:///C:\Users\staff\Downloads\IASL1992_Managing_Heeks.pdf) – Peggy Heeks (England) - 1992

A perspective on the nature of change from initiation through implementation and finally integration, drawing from studies in education and business; offers strategies for managing change in school libraries.

[*Implementing Library Resource Center Programs: Providing the Personal Touch*](file:///C:\Users\staff\Downloads\IASL1991_Implementing_Austrom.pdf) – Liz Austrom, Roberta Kennard, Jo-Anne Naslund, and Patricia Shields (Canada) – 1991

Helping teachers through the change process while implementing cooperative program planning and teaching; based on the book Implementing Change, written by a district coordinator, teacher-librarian, university librarian, and school principal.

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***Education for All: Culture, Reading, Information* - 1998**

**IASL 29th Annual Conference and 2nd International Research Forum**

**Ramat-Gan, Israel**

*The principal's role in developing information literacy: findings from Australia and Canada* - Lyn Hay and James Henri (Australia), Dianne Oberg (Canada)

IASL and IFLA have provided funding for an international study of the principal's role in developing and supporting information literacy. In this paper, the researchers describe the development of this international project and report on the progress of the study in two of the participant countries, Australia and Canada. Some preliminary findings are presented related to both the research questions and the research methodology. This information will be of interest to researchers who might want to replicate the study in other countries. The completed research should provide information that will be useful to principals and school librarians in countries throughout the world, as they struggle in difficult times to provide quality schooling and information services and to contribute to the development of literate and independent library users.

*Students' Information literacy needs: competencies for teacher-librarians in the twenty-first century* - Ken Haycock (Canada)

In 1995 Association for Teacher-librarianship in Canada (ATLC) and the Canadian School Library Association (CSLA), a division of the Canadian Library Association, established a joint committee to define the competencies necessary for effective teacher-librarians for the twenty-first century. The project was intended to revise the Canadian School Library Association's Qualifications for Teacher-librarians (1979) and to serve the needs of both teacher-librarians and educational administrators.

This paper presents the professional and personal competencies required for effective teacher-librarians; the conference presentation focuses on the process of development and plans for implementation.

[*Information literacy: what is it? Are you information literate? How do you know*?](file:///C:\Users\staff\Downloads\IASL1998-RG-Riedling.pdf)  - Ann M. Riedling (USA)

No other change in our nation has offered greater challenges than the emergence of the Information Age. In an information society, all people should have the right to information that can enhance their lives. To neap the benefits of our global society, individuals must be information literate on a global basis.

This article discusses several aspects of information literacy, from characteristics of an information literate person to information literacy education, including the role of the library media specialist, to educational criteria for evaluating electronic information literacy. It is our job as educators to teach students to become critical thinkers and lifelong learners— information literate citizens.

[*From Net surfers to Net seekers: the www, critical literacies and learning outcomes*](file:///C:\Users\staff\Downloads\IASL1998-RG-Todd.pdf)- Ross J. Todd (Australia)

This paper provides a conceptual discussion of the critical and information literacies that underpin the effective integration of Internet based information into learning. The analysis and documentation of a case study of classroom use of the Internet during a class research assignment is provided to highlight the importance of developing these critical literacies. The paper recognizes the substantial contribution of Celeste McNicholas, Director of Information Services at Marist Sisters' College, Woolwich, Sydney where the case study was undertaken.

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***Information Literacy: Key to the Future*** – **2000**

**IASL 29th Annual Conference and 4th International Research Forum**

**Malmö, Sweden**

[*Competencies for Teacher-Librarians: The Malaysian Perspective*](file:///C:\Users\staff\Downloads\IASL2000_Competencies_Abdullah.pdf) - Abrizah Abdullah and Diljit Singh.

Teacher-librarians need specific competencies, knowledge, and skills in order to perform their roles effectively. Very few guidelines and standards exist, however, in developing countries for these competencies. The primary goal of this study was to determine the competencies needed by teacher-librarians in Malaysian secondary schools to effectively perform their roles. The study employed a survey methodology using a population of professionals directly involved in the field of teacher-librarianship: teacher-librarians, library educators, and supervisors. The findings present a Malaysian perspective on the roles and competencies for teacher-librarians and will also be useful in working toward an international framework of competencies.

[*A Case Study of Partners in Educational Change: Teacher-librarians and Pre-service* *Teachers*](file:///C:\Users\staff\Downloads\IASL2000_CaseStudy_Asselin.pdf) – Marlene Asselin and Jo-Anne Naslund (Canada)

This case study aimed to clarify the role of the teacher-librarian and the nature of the school library program to pre-service teachers. Nineteen pre-service teachers collaboratively planned curriculum with teacher-librarians in their practicum schools. Data consisted of pre- and post-experience concept maps and interviews with all participants. Results showed pre-service teachers (a) significantly increased their knowledge of collaboration, resource-based learning, and information literacy, and (b) learned that collaboration helps refine and extend their teaching ideas. Teacher-librarians identified flexible scheduling and collaborative culture as conditions for curriculum-based library programs. Authentic experiences with teacher-librarians appear to be a promising means of preparing new teachers as partners.

[*Knowledge Management: Key to Partnerships, Learning Outcomes, and Resourcing a Learning Community*](file:///C:\Users\staff\Downloads\IASL2000_Knowledge_Todd.pdf) – Ross J. Todd and Gray Southon (Australia)

This paper provides an understanding of the concept of knowledge management and its role in the creation of an integrated information environment for effective learning in schools. It presents findings from a research project being undertaken at the University of Technology, Sydney that seeks to identify from the perspective of librarians, including teacher-librarians, the significant dimensions of knowledge management, the key understandings and skills required for effective knowledge management, and the role of librarians engaging in knowledge management processes in libraries and information agencies. The implications for teacher-librarians are examined in this report.

[*Information Literacy? Seeking Clarification*](file:///C:\Users\staff\Downloads\IASL2000_Langford.pdf) – Linda Langford (Australia)

This paper begins with a brief overview of the concept of information literacy. It then focuses upon a series of definitions that deal with an expanding notion of literacies and finally refocuses on information literacy.

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***Inspiring Connections: Learning, Libraries and Literacies* - 2001**

**IASL 30th Annual Conference and 5th International Research Forum**

**Auckland, New Zealand**

*Factors of Effective School Libraries...*: ASSELIN

*Behind the Inspiring Connections...*: CLYDE

*Building Understanding of the Information Search Process...*: HARADA

*Perceptions of Reading of Children with Comprehension Difficulties*: MANIOTES

*Addressing Plagiarism Through Improved Notetaking*: WILSON

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***School Libraries for a Knowledge Society* 2002**

**IASL 31st Annual Conference and 6th International Research Forum**

**Petaling Jaya, Malaysia**

*The Cultural Dimension of School Libraries in a Knowledge Society* - Tom Jorgensen (Denmark)

My research project concerns the cultural dimension of the Danish school library.  It consists partly of a theoretical section, in which I try to discover how the school library can contribute to the cultural education of students.  It also consists of an empirical section, in which I try to sketch a picture of the school librarian's perception of their own practice as cultural intermediaries.  Initially in this paper I will present one small part of the theory and then I will consider on the questions from a questionnaire used in a survey carried out in the autumn of 2001: activities organized to process culture through the school library.

*Research in Children's Information Seeking Behavior* - Yushiana Mansor

Provides an overview on the significance of studying information seeking behavior of children to enhance the role of school libraries.  The literature on children's information seeking behavior is reviewed and integrated into the perspective of school library services. Discussion on the different models of information seeking is presented.  Focuses on children's information seeking behavior in the electronic environment. Outlines issues related to children's access and barriers to information.  An analysis of research methodology used is provided.  Offers suggestions on the future research direction with emphasis on the Malaysian school libraries environment.

*Teaching for Information Literacy: Online Professional Development Challenges* - Penny Moore

Awareness of the need for all teachers to be information literate has prompted a proof-of-concept project to create an online resource for use in self-directed study by teacher-librarians and teachers.  The resource includes information literacy theories and teaching strategies that are modelled in supporting adult educators and students as learners.  The professional development gains for participants, evidence of student learning resulting from teaching for information literacy and factors to be considered in moving from live workshops to online environments for self-directed study are examined.  Questions are raised concerning the nature of online in-service education to promote information literacy.  Implications for teacher-librarians as collaborators and information leaders are discussed.

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***School Libraries: Breaking down barriers* - 2003**

**IASL 32nd Annual Conference and 7th International Research Forum**

**Durban, South Africa**

*Meaningful Research Projects: Perspectives from High School Students* - Lois Barranoik

This study explores what students view as meaningful in a curriculum-based research project.  A participatory action research approach was used to investigate the experiences of one classroom teacher and nine students while completing a curriculum-based research project in a senior level high school English course.  The design of the research project was based upon the students' shared definition and understanding about what comprised a 'meaningful' assignment.  Choice, relevance, reflection and application were considered essential components by the students.  Feeling played a primary role in the choices made and significantly influenced student learning and project completion.

*An Enabling Adult: The teacher-Librarian and the Reading Environment* - Susan LaMarca

This report is an analysis of the role of the teacher-librarian, as an enabling adult, in creating a reading environment within a secondary school library.  It will briefly discuss the major factors that impact upon this role.  The identified factors are: Attitude, Relationships, Library Organization, Access, Ambience and Professional Debate.

*Breaking Barriers with Student-centred teaching and learning using library books in the United States' Poorest Schools* - Eliza Dresang and Bowie Kotrla (USA)

An analysis of a random sample of the 2930 applications for library books to a private US Foundation from schools having 75% or more of students of free or reduced lunch identifies characteristics of these poorest schools and demonstrates how they would use the newly acquired books in relation to student and collection needs.  Results reveal the impact of national and state legislation, the widespread use of the Accelerated Reader System, and the need for bilingual and multicultural books.  These libraries appear more focused on improving student achievement test scores than on promoting general information literacy.

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***From Aesop to E-book: the story goes on…* - 2004**

**IASL 33rd Annual Conference and 8th International Research Forum**

**Dublin, Ireland**

[*Narrative Inquiry as an Assessment Tool: A Course Case Study*](file:///C:\Users\staff\Downloads\IASL2004-Dub-Farmer.pdf) - Lesley S. J. Farmer (USA)

In an effort to study assessment as an element in the scholarship of teaching, the investigator incorporated narrative inquiry into two courses. A content-analysis matrix of student reflections was developed to capture choice of topic, source of conflict/programme, interaction with information/situation, and demographic information. Electronic journaling enabled students to self-assess areas for improvement and to assess peers' situations and problem-solving approaches. Journals helped instructors to assess students' areas of concern; how students solved critical issues; and degree to which course content dealt with the critical events. The activity also fostered a sense of a community and helped link academic coursework and field experience.

*13,000 Students of Ohio Tell Their Story: "Yeah, The School Library Rocks"* - Ross J. Todd, Carol Kuhlthau, Ann E Tepe (USA)

This paper reports on some of the findings of a large research project undertaken in 2002-2003 in Ohio, USA. The findings of this study are numerous, and this paper specifically focuses on some of the 10,316 stories told by 13,123 students in relation to reading. The findings present a multi-faceted picture of the school library's role in the fostering of reading literacy. The study raises some significant challenges for all school librarians, and provides an invitation to reflect on, critique and re-engineer services to ensure the library's role in reading literacy development is a powerful and visible one.

*Toss Out the Textbook! The Power of Story in Bringing the Curriculum to Life* - Jane Connolly (Australia)

The challenges posed by curriculum renewal are familiar to teachers the world over. In Queensland such renewal has led to the introduction of new syllabuses in each of the key learning areas. The opportunities to engage with and share literature are fewer and the lure of the textbook stronger as teachers grapple with new underpinning philosophies, organisation of curriculum materials, concepts and content. Brisbane Catholic Education teacher-librarians have been working to ensure that story does not become a casualty of the demands of curriculum change and implementation by forging links between literature, syllabus concepts, and content.

*Lighting The Fire: Inspiring Boys To Become Readers* - Elizabeth Greef (Australia)

What aspects of reading engage boys? This paper looks at the importance of reading, some of the current thinking about boys and reading, and research carried out among students of St Andrew's Cathedral School, where a reading culture has developed. What implications do these findings have for our profession - for school libraries and teacher librarians? What other strategies can we employ to encourage our students to develop a lifelong love of reading? The strategies include the idea of a Literature Festival, other reading programmes, ways of integrating technology into the reading experience and the Literature Circles model at St Andrew's.

Reading books is of paramount importance for boys, 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. Boys need books for inspiration for images to think with. With books, boys can explore the diversity, complexity and strangeness of human experience. (Sanderson, 1995, p.156)

[*From literacy to information literacy: reading for understanding in the real world*](file:///C:\Users\staff\Downloads\IASL2004-Dub-Royce.pdf) - John Royce (Turkey)

Good readers evaluate as they go along, open to triggers and alarms which warn that something is not quite right, or that something has not been understood. Evaluation is a vital component of information literacy, a keystone for reading with understanding. It is also a complex, complicated process. Failure to evaluate well may prove expensive. The nature and amount of information on the Internet make evaluation skills ever more necessary. Looking at research studies in reading and in evaluation, real-life problems are suggested for teaching, modelling and discussion, to bring greater awareness to good, and to less good, readers.

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***Information Leadership in a Culture of Change* - 2005**

**IASL 34th Annual Conference and 9th International Research Forum**

**Hong Kong**

*Factors Hindering High School Library Success as Viewed by Librarians, Teachers and Principals in Israel* - Moshe Yitzhaki and Dania Anzenberg (Israel)

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

Recommendations include: promoting understanding of school library and librarian roles by writing Israeli Information Power and by offering courses to principals and teachers on school library's roles, adding personnel positions in school libraries and emphasizing technological topics in library education programs.

[*Supporting Information Leadership in a Culture of Change: Researchers in School Librarianship*](file:///C:\Users\staff\Downloads\IASL2005_Clyde_paper.pdf) - Laurel A. Clyde (Iceland)

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

[*Connecting and making coherent teachers' knowledge: Building a knowledge-oriented culture*](file:///C:\Users\staff\Downloads\IASL2005_Langford.pdf) - Linda C. Langford (Australia)

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

[*School Librarians and Educational Leadership: Productive Pedagogy for the Information Age School*](file:///C:\Users\staff\Downloads\IASL2005_Todd.pdf) – Ross J. Todd (USA)

Against a backdrop of emerging paradigms of educational leadership, this research paper will explore and elaborate some of the fundamental dimensions of quality teaching and learning in information age schools based on the framework of Productive Pedagogy, and in the context of instructional interventions of school librarians in partnership with classroom teachers. This exploration is based on an analysis of extensive data collected during an extended school librarian-classroom teacher collaboration at Gill St Bernards’ School Gladstone, N.J. in 2003-2004. Underpinning productive pedagogy is the belief that high quality teaching and learning should be the focus of professional learning communities and all stakeholders in the school environment. This paper overviews the significant findings of this study, with particular emphasis on an elucidation of the dimensions of productive pedagogy that have enabled students to learn successfully in this collaborative inquiry learning program.

[*Regional School Library Coordinators’ Visions of Quality School Library Programs and Their Role in Helping to Achieve Them*](file:///C:\Users\staff\Downloads\IASL2005_Buckley.pdf) - Jeanne Buckley (Canada)

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

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***Cyberspace, D-World, E-learning: Giving libraries and schools the cutting edge* - 2007**

**IASL 36th Annual Conference and 11th International Research Forum**

**Taipei, Taiwan**

[*Usage of distance and blended learning in educating school librarians*](file:///C:\Users\staff\Downloads\IASL2007Zorica,%20Mihaela%20Banek.pdf) - Mihaela Banek Zorica, Sonja Špiranec,

Nikolaj Lazić (Croatia)

Paper shows the case study of transforming traditional learning environment (based on teacher-centred instruction), to the blended learning environment (based on student-centred instruction) using Open Source Learning Management Systems, like Moodle. Special attention was on the advantages in usage of this tool in educating LIS professionals. Authors try to investigate whether new technologies help and motivate students master the necessary knowledge, especially when applied to the mandatory courses. Differences in motivation and access to the studies between the full-time and part-time students are also compared. Data for the evaluation have been gathered through numerous satisfaction surveys and interviews with the students of Department of Information Sciences, Faculty of Humanities and Social Sciences, University of Zagreb, both full-time and part-time, as well as through the analysis of the data from the faculty’s e-learning system.

[*Predictors for Success: Experiences of Beginning and Expert Teacher Librarians*](file:///C:\Users\staff\Downloads\IASL2007_Farmer,%20Lesley%20S.%20J..pdf) - Lesley S. J. Farmer (USA)

The current research examined the experiences of beginning teacher librarians (TL) and expert TLs to ascertain the factors that predict practitioner success. In the process, the study compares southern California TLs (and their academic preparation) with the experiences of TLs in other representative countries (e.g., Australia, Brazil, Canada, European Union, South Africa, Hong Kong, and Singapore). Factors were identified that link to TL preparation, with the intent of determining: 1) at what point in the academic practice continuum identified skills, knowledge, and dispositions should be addressed; 2) what pre-service and in-service activities optimized learning. The investigator also uncovered universal and culturally determined practices.

[*Getting past “shsssh”: Online focus groups as empowering professional development for teacher librarians*](file:///C:\Users\staff\Downloads\IASL2007_Mardis,%20Marcia%20A..pdf) -

Marcia A. Mardis, Ellen S. Hoffman (USA)

This methodological review reports how online focus groups not only benefit the qualitative researcher but also provide professional growth among participants. The authors suggest that for school librarians, who often have limited opportunities for tailored professional development, focus groups can rapidly build a community of practice that transcends the original purpose of the researcher, enhancing knowledge and empowering new actions within schools following the model of Denzin (1997). By providing interaction, self-reflection, and professional sharing, the online focus group is a potentially powerful tool to include educators who share a professional culture but would not easily be reached by in-person techniques, as well as a method through which researchers can foster meaningful beneficial opportunities for professional learning and empowerment.

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***World Class Learning and Literacy through School Libraries* - 2008**

**IASL 37th Annual Conference and 12th International Research Forum**

**Berkeley, CA, USA**

[*World Class Learning and Literacy through School Libraries: Preparing Teacher Librarians for a Web 2.0 World*](file:///C:\Users\staff\Downloads\IASL2008_branchrf.pdf) -

Joanne de Groot, Jennifer Branch (Canada)

This paper presents the initial findings of a study that looked at students’ experiences with and reactions to learning about Web 2.0 tools. The research questions guiding this study were: How effective is a graduate-level course in helping teachers and teacher-librarians learn about and integrate new Web 2.0 technologies? And, What are the knowledge, skills, and attributes that these teachers and teacher-librarians develop as a result of undertaking this inquiry? Participants were students enrolled in a graduate-level technology course offered through the Teacher- Librarianship by Distance Learning program at the University of Alberta. The major assignment for the course was an inquiry on Web 2.0 and students were required to write blog posts as they explored 10 new tools. The major source of data for this paper came from the first blog posts, which were analyzed and then categorized into four main themes: feelings, experiences, design of the blog, and challenges. Although this paper only reports on the initial stages of the study, early analysis of all the data indicates that this course has been a great success in helping teachers and teacher-librarians learn about and integrate new Web 2.0 technologies into their personal and professional lives.

[*The Net Generation: Tech-savvy or lost in virtual space?*](file:///C:\Users\staff\Downloads\IASL2008_combesrf.pdf) - Barbara Combes (Australia)

Recent findings from PEW Internet and American Life studies in the US, the JISC Information Behaviour of the Researcher of the Future report and the Educational Testing Service 2006 ICT literacy assessment, all indicate that the students from the Y or Net Generation are not as tech-savvy as portrayed by the world’s media and large Internet software providers. If this is the case, then assumptions currently being made about the information-seeking behaviour of today’s students need to be rectified at the school level to ensure that tomorrow’s citizens are not disenfranchised or disempowered as users in a world where Governments are increasingly committed to the provision of essential services and information wholly online. This paper discusses the secondary results of a much larger PhD study on the information-seeking behaviour of the Net Generation and the need for schools and particularly teacher librarians, to become more involved in teaching students how to use the electronic environment effectively.

[*The Status of Technology, Science and Mathematics in U.S. Middle School Media Centers: A National Survey*](file:///C:\Users\staff\Downloads\IASL2008_hoffmanrf.pdf) -

Ellen S. Hoffman, Marcia Mardis (USA)

In a national survey of U.S middle school library media specialists (SLMS) in 2005, respondents were asked about their roles in schools related to science, mathematics, and technology. Most indicated that they rarely collaborated with science or mathematics teachers and that their knowledge and professional development in these areas was limited. However, those SLMS who took an active role in the technology integration activities at their schools were more successful in the four roles defined in “Information Power”: teaching, instructional partner, information specialist, and somewhat less, program administrator.

[*Elementary School Students’ Perceptions of School Library and Expectations of Library Space*](file:///C:\Users\staff\Downloads\IASL2008_linjenhuangrf.pdf) - Lin-jen Huang, Jiann- cheng Shieh (Taiwan)

This study’s main research purposes were to explore elementary school students’ perception of school library, understanding elementary school students’ experience of school library use and explore elementary school students’ ideal library. Data for this study have been collected chiefly through semi-structured interviews and analysis of drawings. This study was targeted at mid-grade and high-grade students of elementary school. It is expected that understand the students’ perception of library and provide a suggestion for improving library space.

[*Building capacity and continuous improvement of school libraries: The Delaware experience*](file:///C:\Users\staff\Downloads\IASL2008_toddrf.pdf) - Ross J. Todd (USA)

This research paper is in two parts. “Part I: The Evidence” documents the background, purpose, methodology and findings of the Delaware School Library Infrastructure Study undertaken on behalf of the Delaware Governor’s Task Force, and highlights some key issues and concerns that have formed the basis for . “Part 2: From Evidence to Action” documents the processes and professional actions involved in developing a sustainable program of improvement for school libraries in Delaware through engaging with the research evidence. This research and development process, initiated in 2005, is an ongoing evidence-based practice program engaging multiple partnerships at school district and state department of education to focus on continuous improvement and capacity building of school libraries in the state of Delaware. At its center is a process of engaging school librarians in a research-based, data-driven cycle of transforming school libraries so that they can play a central and identifiable role in curriculum implementation, student achievement, reading, and literacy development in Delaware’s schools, and to ensure that Delaware’s school libraries play a role in world class learning and literacy in the state.

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***School Libraries in the Picture: Preparing pupils and students for the future* - 2009**

**IASL 38th Annual Conference and 13th International Research Forum**

**Padua, Italy**

[*Increasing Science Literacy through Collaboration between Teachers and School Library Media Specialists*](file:///C:\Users\staff\Downloads\IASL2009_PP_SCHULTZJONES-LEDBETTER-JONES.pdf) - Barbara Schultz-Jones, Cynthia Ledbetter, Richard C. Jones (USA)

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

[*Designing, Implementing and Evaluating Training for School Librarians in Rural China: A Case Study*](file:///C:\Users\staff\Downloads\IASL2009_PP_HENRI-WARNING-SHEK-LEUNG.pdf) - James Henri, Peter Warning, Jacqueline Shek, Angel Leung (Hong Kong)

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

[*WorldReaders: Young Readers Reading the World. Teacher-librarians Using Social Networking to Promote Reading Interests*](file:///C:\Users\staff\Downloads\IASL2009_PP_DOIRON.pdf) - Ray Doiron (Canada)

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

[*Guided Inquiry: Learning in the 21st Century*](file:///C:\Users\staff\Downloads\IASL2009_2_KN_KUHLTHAU.pdf) - Carol Collier Kuhlthau (USA)

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

[*School Libraries as Learning Environments: Examining Elementary School Students’ Perceptions*](file:///C:\Users\staff\Downloads\IASL2009_RFP_SCHULTZJONES-LEDBETTER.pdf) - Barbara Schultz-Jones, Cynthia Ledbetter (USA)

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

[*Espoused Theories and Theories-in- Use of Information Literacy: Reflecting for Effective Practice*](file:///C:\Users\staff\Downloads\IASL2009_RFP_KERR&TODD.pdf) - Paulette A. Kerr, Ross J. Todd (USA)

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