

**IASL 2011**

*40<sup>th</sup> Annual Conference &  
15<sup>th</sup> International Forum on Research in  
School Librarianship*

The University of the West Indies, Mona

August 7 - 11, 2011



**School Libraries: Empowering the 21<sup>st</sup> Century Learner**



**LIAJA**

Library and Information Association of Jamaica

**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.**

**Three Concurrent Sessions**

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

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 21<sup>st</sup> century teacher-librarian*** (Dr Jennifer Branch and Dr Joanne de Groot, Canada)  
(Venue – MR)

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 21<sup>st</sup>-century library and delineate how that mission can better support both education and culture?

**TRACK: PROFESSIONAL - SUBTHEME 4**

**12.30 p.m. - 1.30 p.m.**

Lunch

**1.30 p.m. - 2.30 p.m.**

**Plenary Session – Subtheme: Teaching the 21<sup>st</sup> 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 – NELT)**

The demands of life in the 21<sup>st</sup> 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 21<sup>st</sup> century realities? This paper explores these issues and clarifies the characteristics of 21<sup>st</sup> century learners and learning, and provides ideas for re-visioning school libraries to meet the expectations for 21<sup>st</sup> 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 – N1)**

Library and Information Science (LIS) education faces considerable opportunities and challenges in the 21<sup>st</sup> 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 21<sup>st</sup>-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 21<sup>st</sup> 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 21<sup>st</sup> century learner. This project will implement the BOST™ 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™ method into their teaching. (3) Students will learn of, and practice, the BOST™ 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.**

**Three Concurrent Presentations**

**6.1 Developing scientific literacy through reading: A collaborative approach (Ana Martins and José Saro, Portugal)**  
(Venue – N1)

This paper describes the School Libraries Network Programme and a project developed in collaboration with Aveiro University through “Science Factory” to promote scientific literacy. The project “Newton loved reading” was launched in 2010/11 on a trial basis in 19 schools at the primary and secondary levels. The main goal of this project is to create an annual reading programme using science books and doing small experimental activities in the school library involving low-cost materials and simple reproduction (at home or in the classroom).

**TRACK: PROFESSIONAL - SUBTHEME 5**

**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**

**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**

**8.2 Building excitement for literacy learning through collaboration: Empowering mobile and other vulnerable students in the twenty-first century**

(Dr Barbara McNeil, Canada)

(Venue – MR)

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**

**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)**