

School of Communication
and Information

Developing and Supporting the Twenty-First Century Reader

School Libraries Empowering the Twenty-first Century Readers

International Association of School Librarianship, 7-11 August 2011

Dr Carol Gordon

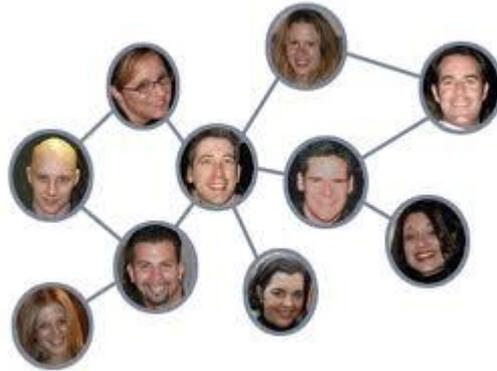
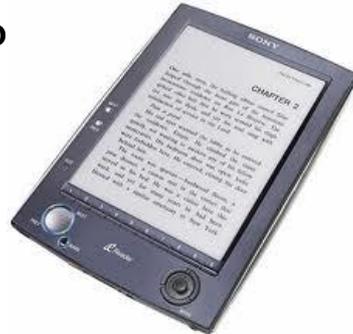
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What does it mean to be literate in the 21st century?

In terms of format?



In terms of the learner, literacy is...

- Comprehension
- Response to reading
- Aesthetic understanding
and cultural and multi-cultural
literacy



Comprehension: Reading is changing

Reading print text

- Readers need comprehension strategies;
- Vertical reading pattern;
- Deep sustained reading that develops comprehension;
- Reading is more interactive;
- People are printing out from screens when they want to read with focus;
- People gather, annotate, clip and share.

Reading digital text

- Readers develop new strategies to cope with information overload;
- Horizontal reading pattern;
- Skimming and scanning;
- Reading is passive, less interactive;
- People are spending more time reading mobile devices;
- People squirrel unread print-outs

What the research says about developing comprehension

- Free choice increases the breadth and depth of reading.
- The engagement model posits that reading comprehension is the consequence of an extended amount of engaged reading (Guthrie, et al., 2006). Engaged reading is motivated, strategic, knowledge driven, and socially interactive (Guthrie, et al., 2000).
- Sustained and deep reading is needed to develop comprehension

Response to reading

is not a half sleep, but in the highest sense, an exercise, a gymnast's struggle: that the reader is to do something for him or herself, must be on the alert, must construct indeed the poem, argument, history, metaphysical essay-the text furnishing the hints, the clue, the start, the framework." *Walt Whitman*



Response to Reading: A Structuralist Approach



- Knowledge is discipline-based;
- Disciplines add knowledge through inquiry;
- Each discipline poses its own questions;
- Each discipline has its own methods (Phenix, Philip H. *Realms of Meaning: A Philosophy of the Curriculum for General Education*. New York: McGraw-Hill Book Co., 1964.)

Six Realms of Meaning

Symbolics: Ordinary language, mathematics, non-discursive symbolic forms

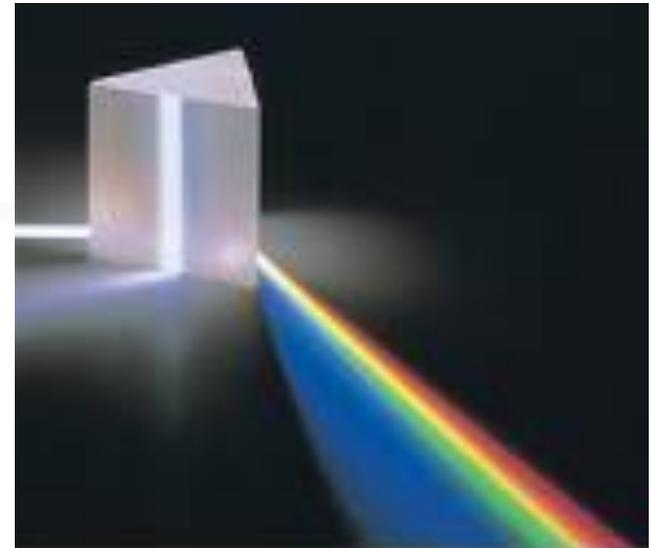
Empirics: Physical science, Biology, Psychology, Social Science

Aesthetics: Music, visual arts, dance, literature

Synoetics: Personal knowledge

Ethics: Moral knowledge

Synoptics: History, Religion, Philosophy



The aesthetic way of knowing

What kinds of questions do artists and writers ask?

Which sources or tools do they use?

What methods do they use to discover new knowledge or create an artifact to express new knowledge?

What does the new knowledge look like?

What do we want our students to learn about aesthetics? What do their learning outcomes look like?

What are the relevant information literacy skills that will help them to learn about aesthetics independently?

Jerome Bruner



“You can *teach any child* any subject at *any age* or stage of development in an intellectually honest way (Bruner, 1960).”

Jamaican folktale tradition

Anansi is a trickster god, and often goes against other animal-god characters.

Anansi was tricked when he tried to steal food from a child and became stuck. He gathered the stories from his father, the sky-god and spread them around the world. He gathered the world's wisdom but dropped the jar in which it was stored, spreading it thinly across the world.

A similar tale is found in the Uncle Remus stories in the southern U.S., featuring Br'er Rabbit, and adapted in Disney's movie, *Song of the South*.

Elements of the African Anansi tale were combined by African-American storytellers with elements from Native American tales, such as the Cherokee story of the "Tar Wolf" which had a similar theme, but often had a trickster rabbit as a protagonist.



Anansi the spider god

Storytelling

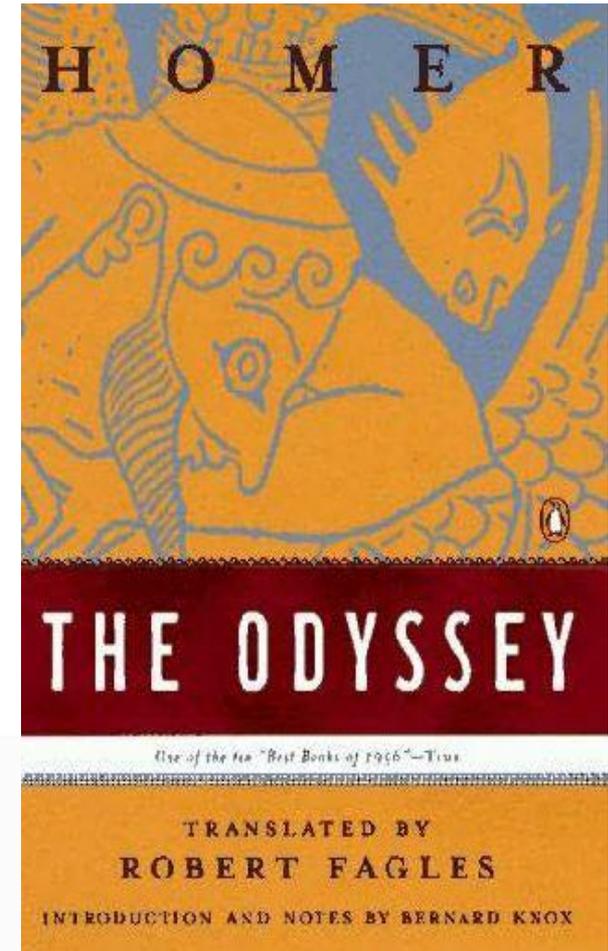
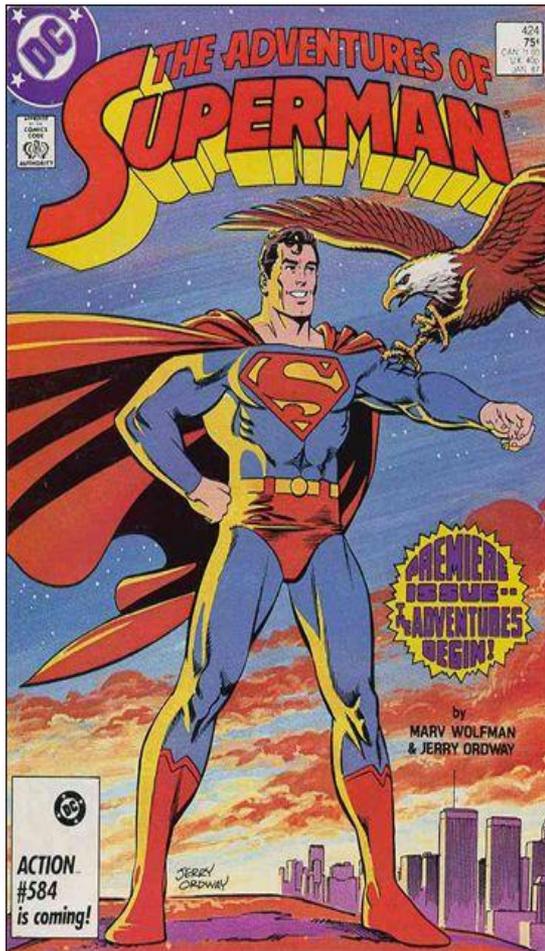
- The tales of Anansi, Br'er Rabbit and the Tar Baby represents a coming together of African, Jamaican, and American folk traditions.
- Storytelling traditions evolved from African stories carried across the sea to Jamaica and the U.S. by captured slaves. These stories are thought to be ways the slaves told about outsmarting their owners.



Mythology

Anansi is a cultural hero who acts on behalf of his father, the sky god. He brings rains to stop fires. In some stories Anansi is credited with creating the sun, stars, and moon, as well as teaching mankind the techniques of agriculture.

Making Archetypal Connections: Text-to-text



The Hero saves the day. If s/he can't, supernatural forces do!
Good over comes evil

Defining literature through myth and archetypes

Myth is a narrative presentation of archetypal, eternal, ideal, or eschatological meanings (Phenix, 1964), e.g., “hero;” “Good triumphs over evil.”

Myths are an expressions of important social meanings conveyed through images. They are a snapshot of a community’s struggles and beliefs.

If the Anansi stories became an episode in a written epic similar to the adventures of Odysseus in Homer’s Odyssey, the story would reach the status of a literary object of art that could be studied through aesthetic inquiry because it contains the archetypal ideals. However, the written language that is the medium of the story must rise to the figurative level of language and add imaginative quality of literary language and expression.

In going from an oral to written tradition, how does the meaning of literacy change?

Literary Language is

- exploited for its expressive, rather than descriptive effect;
- used to stimulate contemplation;
- intended as a source of aesthetic delight, not a means to an end;
- non-discursive; it is not exclusively meant to tell a story;
- symbolic and metaphoric, offering layers of interpretation.

Literary language

- Patterns of sound
- Imagery
- Symbolism
- Metaphor
- Myth

Are expressed into a single expressive whole.

Poetic language – exploits the rhythmic possibility of language

- Regularity in poetic devices, syntax (rhyme, rhythm, alliteration)
- Figurative language includes literary images which stand for something inner and ideal;
- Literary images may be connected with the senses and attach meaning to objects that become symbols;
- Symbols emerge as objects that refer to something other than themselves.

Metaphor

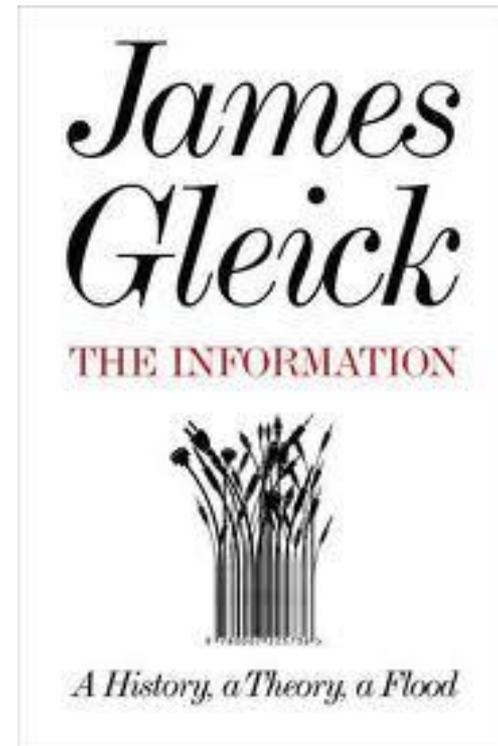
- A critical literary device is metaphor, which contains an analogy between two different things and uses both image and symbol;
- When literary language is explicitly taught in the context of the literature, students move toward understanding the meaning of the literary work.
- This poses challenges for designing learning experiences for aesthetic learning.

Language as a barrier to aesthetic understanding

- The same vocabulary and grammar apply to literary language and everyday language;
- The same vocabulary apply to literary language and other realms and disciplines;
- Students may confuse literary, or aesthetic meanings of words with other meanings;
- Students have trouble distinguishing the various functions of language (aesthetic vs non-aesthetic)

The Information: A History, a Theory, a Flood by James Gleick

- The transition from an oral to literate society;
- It's about the information, not the technology;
- How is the digital revolution changing what it means to be literate in the academic traditions that have shaped our understanding of the world and of ourselves?



The Challenge of Aesthetic Curricula

- How do we support developing comprehension in adolescents?
- How do we support emerging literacy that enables reading response?
- How do we nurture a language-based aesthetic understanding of language and literature?
- How do we close the information-knowledge gap using through inquiry?

Closing the Information-to-Knowledge Gap through Inquiry based on Ways of Knowing

Information

Knowledge

Information seeking
Information evaluation
Information selection

Information
use

The questions we ask and the methods we use to find new knowledge are critical to the rigor and authenticity of the inquiry



Multi-modal literacy: Transliteracies Project

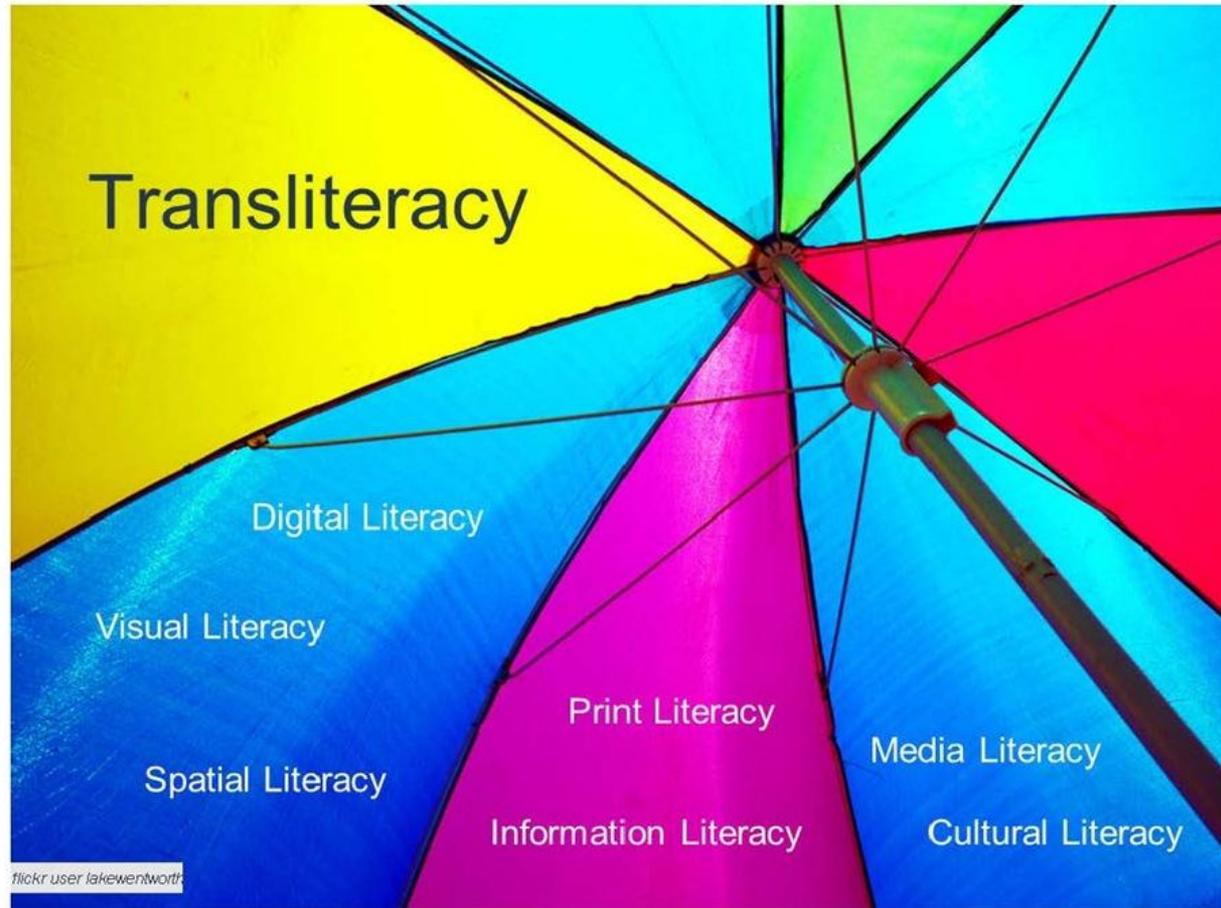
Alan Liu, University of California

Research in the technological, social, and cultural practices of online reading.



*“**Transliteracy** is the ability to read, write and interact across a range of platforms, tools and media from signing and orality through handwriting, print, TV, radio and film, to digital social networks.”*

The project studies and plans for innovations in online reading from the perspectives of the computer sciences, social sciences, humanities (including the history of the book field), and new media art. Project participants include faculty from seven University of California campuses and several other universities.



Transliteracy Initiative Example: Design a technology to improve the community experience of reading while accommodating different experiences of texts according to age, literacy level, nationality or background, professional or personal interests.



- Technological development is integrated with humanistic and social-science research (empirical, historical, interpretive, critical, aesthetic) that explicitly questions what “improve” or “community” might mean.
- The initiative exploits cross-disciplinary expertise to approach online reading from multiple angles simultaneously, rather than just as an engineering problem, just as a problem of interpretation, or just a social problem.
- The goal is avoid producing a quick-fix extra “feature set” for online reading, but instead to create a demonstration technology founded upon deep, wide reflection on the issues.

How can we support literacy in the 21st century?

What would happen if students:

- created an interactive website with illustrated , annotated reading lists;
- Surveyed their peers to collect recommendations and reviews of their favorite readings;
- created links to library catalogs and online bookstores;
- created podcasts of their friends talking about their favorite books;
- had access to a Twitter website and blog to create a community of book talkers;
- Used Voci, Voice Thread, MovieMaker, and other Web 2.0 tools to to create content that communicated their reading responses?

Does summer reading matter?

Cooper's meta-analysis of 39 studies of reading loss in summer:

- Loss equaled one month to three months as measured by grade level equivalents on standardized test scores;
- Family income is best predictor of loss word recognition, comprehension;
- Greatest effect is on children with special needs, ELL students, and children from low socio-economic backgrounds

What is wrong with summer reading?	What does the research say?
Mandated, grade-level reading lists	Choice; motivation; perceived control; Free Voluntary Reading
Limited to books, usually classics	Teens choose YA/current novels; Alternative media
Limited to print materials	Teens spend 9 hours a week online; they are motivated by digital reading; and self efficacy
Emphasis on fiction	Boys prefer non-fiction (Gurian, 2001)
Extrinsic motivation	Intrinsic motivation predicts amount and breadth read and promotes self-efficacy
Reading in isolation	Social aspects of reading

Should summer reading be curricular or recreational? What does the research say:

- The more kids read, the better they read;
- Reading should be fun so kids will do more of it;
- Free choice is the single most important factor in reading engagement;
- Reading has intrinsic rewards; extrinsic rewards are not needed;
- Teens want to read what is relevant to their lives.

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Surf Into Your Summer Reading!

About Us Genres Responses Reviews How To's Resources Contact Us

The Delaware Department of Education, Delcastle Technical H.S. & Howard School of Technology would like to welcome you to desurfsup summer reading website. An interactive website which strives to present current, relevant and high interest literature to foster reading for pleasure in our young adults. This website contains an extensive list of titles, representing a variety of genres, that appeal to a wide audience.

Surf your way through this interactive site to find something cool to read and then check out the different ways to respond to

Delaware Department of Education

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genres



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for the Working World





For Girls Eyes Only



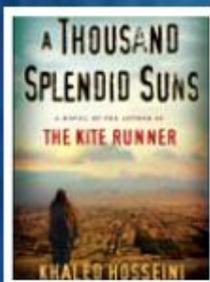
Fantasy



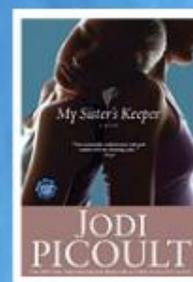
For Guys Eyes Only



Poetry

**A THOUSAND SPLENDID SUNS****Khaled Hosseini**

Khaled Hosseini's follow-up to the runaway bestseller **THE KITE RUNNER** is a worthy successor to that absorbing novel. Set against the turbulent and painful backdrop of recent Afghan history, **A THOUSAND SPLENDID SUNS** is the story of two remarkable women who endure persecution and violence.

**MY SISTER'S KEEPER****Jodi Picoult**

Jodi Picoult is widely acclaimed for her keen insights into the hearts and minds of real people. In **MY SISTER'S KEEPER**, she tells the emotionally riveting story of a family torn apart by conflicting needs and a passionate love that triumphs over human weakness.

**THE KITE RUNNER****Khaled Hosseini**

An epic tale of fathers and sons, of friendship and betrayal, **THE KITE RUNNER** takes us from Afghanistan in the final days of the monarchy to the atrocities of the present. The unforgettable, heartbreaking story of the unlikely friendship between a wealthy boy and the son of his father's servant, it is a beautifully crafted novel set in a country that is in the process of being destroyed.

**LUSH****Natasha Friend**

It's not easy being a 13-year-old girl. But it's even harder when your father is a drunk. For Samantha, this has been going on for so long that she's almost used to it. But, truthfully, you never get used to it. Especially when it starts to get worse.

Reading Reviews

You've reached the bulletin board of reading reviews...see what some of your favorite "peeps" recommend for your summer reading....



Maureen Keeney
Reading
DHS

I love the *Twilight Series* by Stephanie Myers. There are also so many great new books for young people in the Library. It is hard for me to pick a favorite. For example, *The Missing Girl*, *Back To Normal*, *Octavius Nothing*, and the *Sharon Draper Series* are all very good choices. *The Bluford Series* are also very good reads. They keep you very involved in the lives of teens you can relate to.

The Delaware News Journal
<http://www.delawareonline.com>
Washington Post
<http://www.washingtonpost.com/>
Teen Reads
<http://www.teenreads.com>

The Twilight Book is a love story with many interesting characters and conflicts. It keeps you on the edge of your seat from page one. I have read the next three books because I have enjoyed the story so much. It is set in a high school and discusses real issues with teens and you feel a real connection to the students in the story. Bella and Edward start a relationship and he is a vampire. I love the writer's style and the movement of characters and events. Give it a try...



Karla Rowe
Activities Coordinator
DHS

Martha Stewart -Living Magazine.

The Shack-book.
The News Journal-on
Thursdays-High School Report. -Delcastle Section
I love reading *Martha Stewart-Living*...it has great recipes and gardening ideas. *The Shack* is about a man who lost his daughter and how he comes to terms with his religious beliefs.(haven't finished it yet...almost done!)
I love seeing the names of our students in the newspaper every Thursday in the *High School Report*, - *Crossroads* section.

Books: *Twilight Series* by Stephanie Myers, *Nineteen Minutes* by Jodi Picoult, *The Last Lecture* by Randy Pausch, *Love You Forever* by Robert Munsch (favorite children's book)
Magazines:

The Reading Responses Pier

You have reached the pier of reading responses. Take a look around the pier and try out the different ways to respond to reading...



15 Novel Ideas

Click on the beachball for a list of 15 "novel" ideas for activities that involve writing, drawing and crafts.



Blog, Blogger, Blogging

Grab your headphones, beachchair and laptop and start blogging with your friends. Click on the computer to get started!

How about a whole page of cool **interactive websites**?...try out comic creator, design a book cover, make a podcast, listen to a book read in a different language and more....Click on the icon below to get to this exciting page....



Wondering what your desurfsup friends are...



OMG! Have you heard?

writing, drawing and crafts.

How about a whole page of cool interactive websites?...try out comic creator, design a book cover,make a podcast,listen to a book read in a different language and more....Click on the icon below to get to this exciting page....



Wondering what your desurfsup friends are doing...log into twitter and find out....click on the logo...join the site and begin your "tweets"! (remember to follow us desurfsup)



THE STACKS BETA

OMG! Have you heard? STACKS profiles have arrived! SIGN Into Scholastic Stacks to get started. Click on the logo above. Questions? Check out the FAQs on the Stacks homepage.



Getting Ready for College? Go to Collegeboard.com and establish an account and begin your college search. Click on the icon below.



Tuesday, June 23, 2009, 1:01:34 PM | noreply@blogger.com (Surf's Up! Summer Reading Blogspot) →

Today is Tuesday and we have some exciting news.... "Student's are taking advantage of the summer library hours at Howard High School!"(see the comment from Ms. D and Ms. L from yesterday's posting)...this is great news!!!!!! Keep up the good work and start spreading the news and if you have a chance, leave a comment to today's blog question of the day:

What is your favorite magazine?



Displaying 22 / 22
All 22
Sort by: Date, Title, Author

The Second Day of Summer!

Monday, June 22, 2009, 9:36:30 AM | noreply@blogger.com (Surf's Up! Summer Reading Blogspot) →

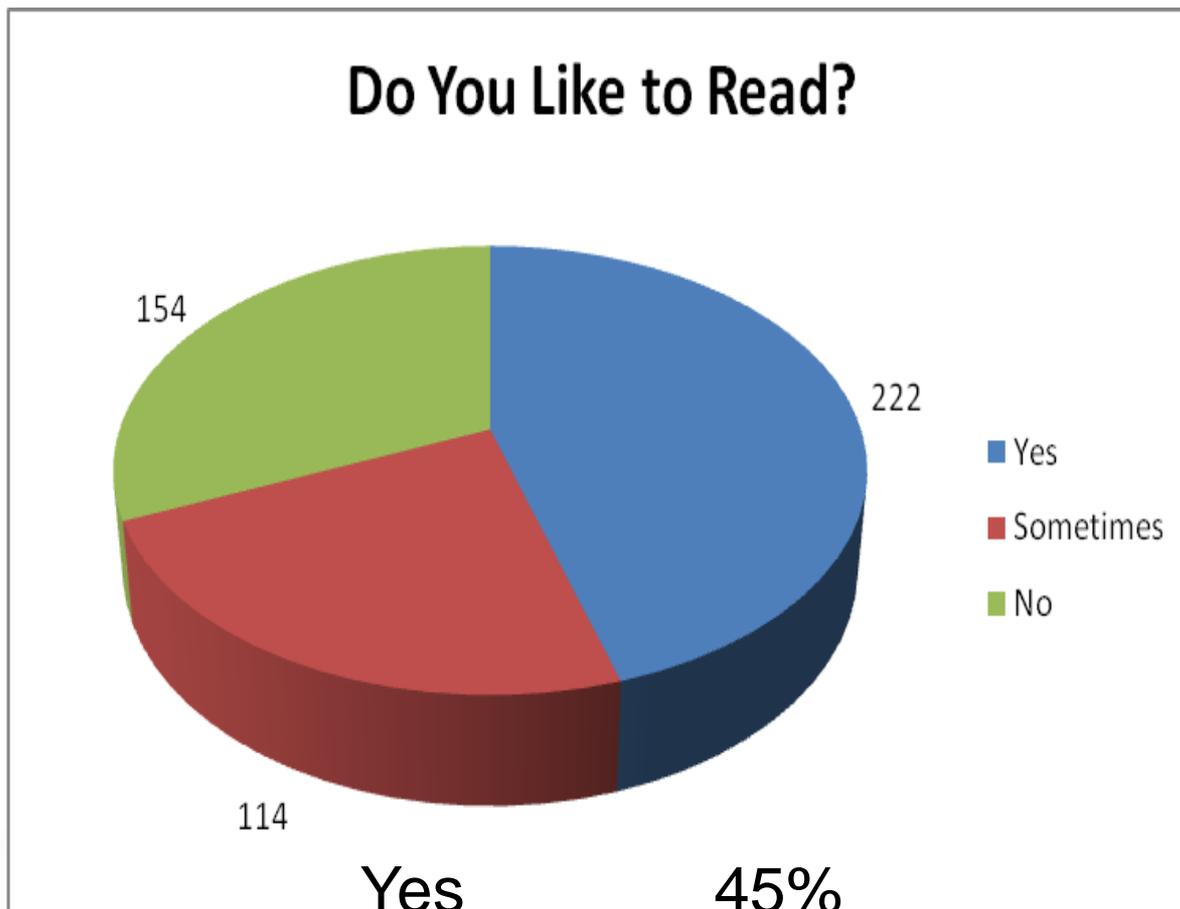


Today is Monday, June 22, SURF'S UP! and the SUN IS SHINING!....yippee....today's blog is asking...so what have you been doing on your summer vacation so far?....any reading?...any blogging?...twittering....leave a comment below and let us know....have a nice "summer" day!

Saturday, June 06, 2009, 10:15:04 PM | noreply@blogger.com (Surf's Up! Summer Reading Blogspot) →

Welcome all you surfers....
Today is Thursday, May 28
Today's post is about your favorite children's book....

Delaware Pre-Summer Survey



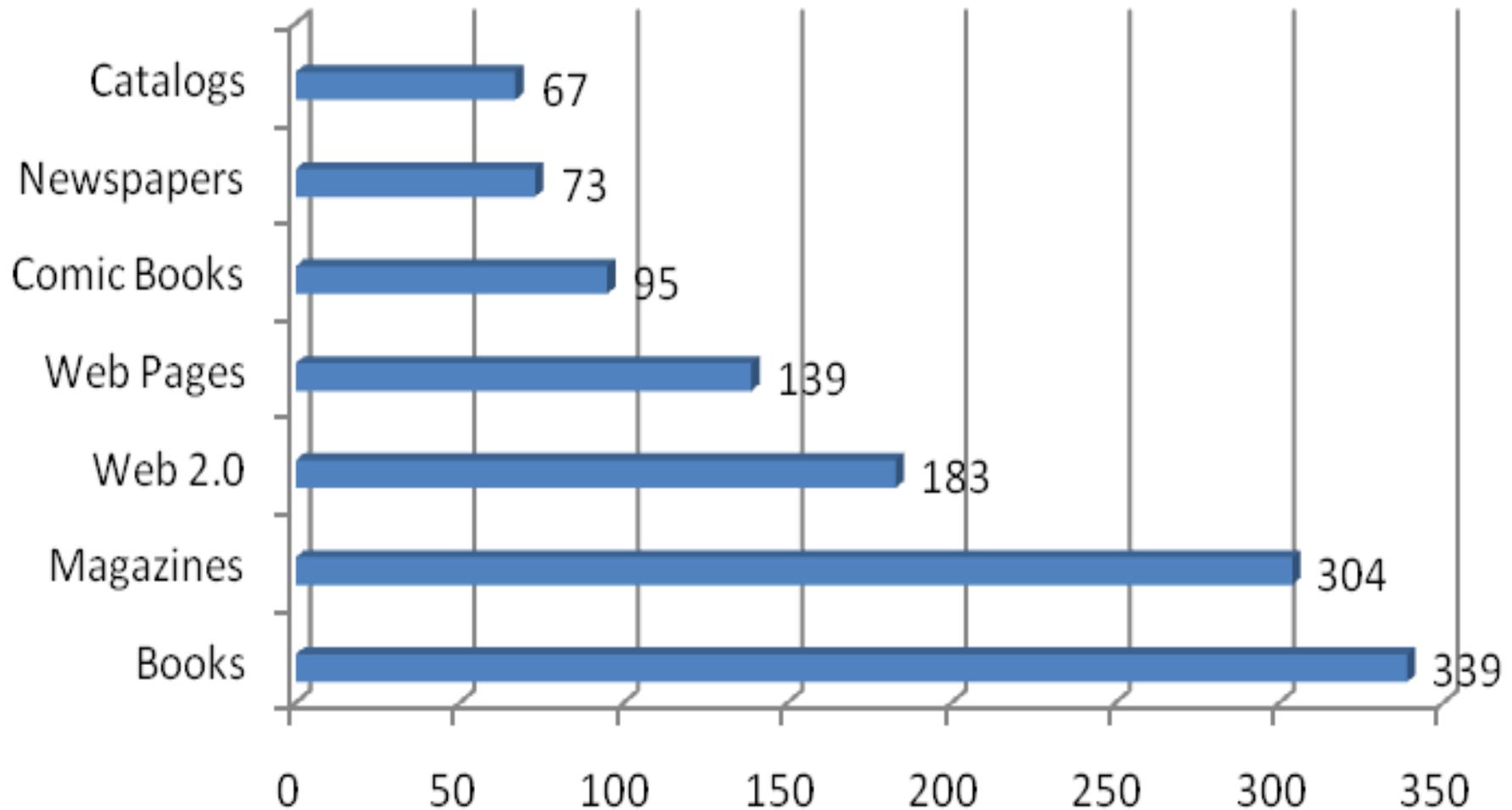
Yes 45%

Sometimes 23%

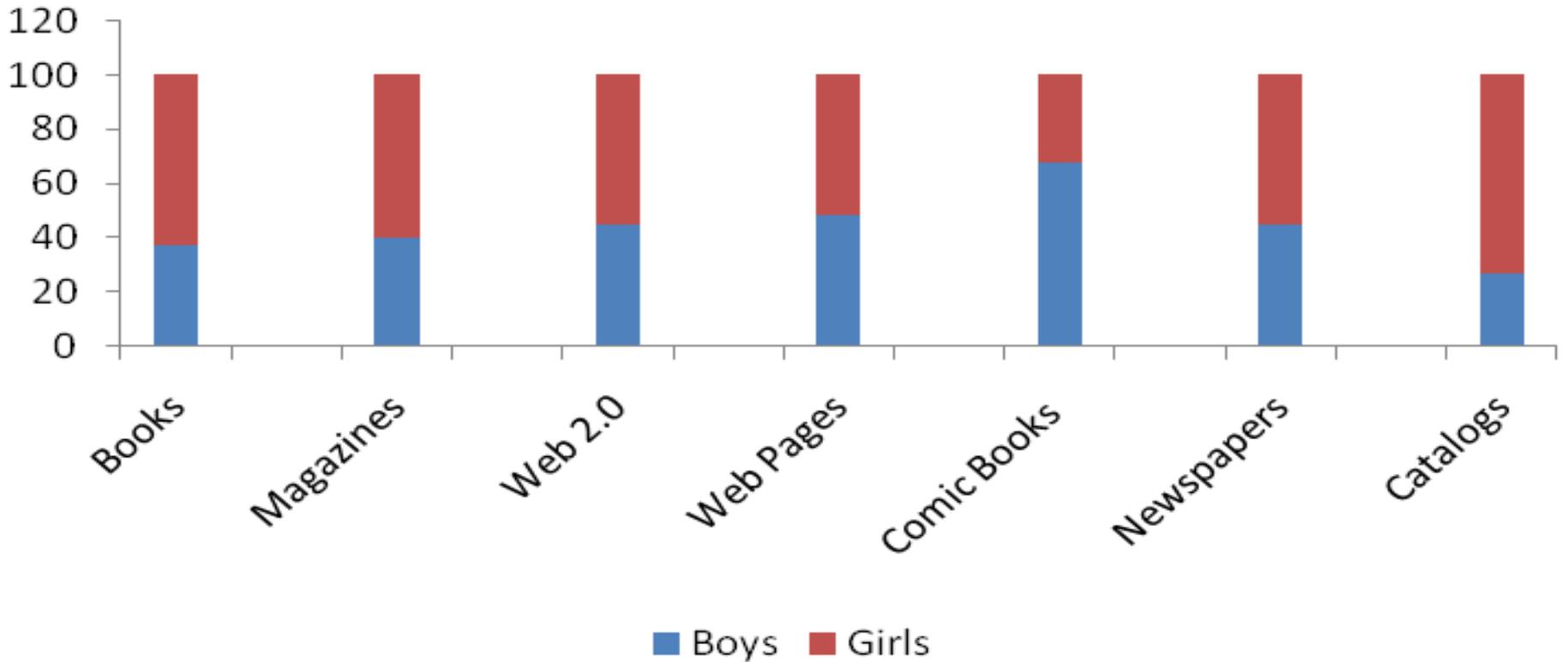
No 32%

N=490	I like to read [n=222]	Sometimes [n=114]	Do not like [n=154]
Free Choice	Not an issue; want to find the right book important. Gender specific about the books they liked.	Centers around having the chance to read specific genres that are interesting.	No free choice; everything they read is forced . They were not gender specific.
Reading takes me to another place	Reading transports them; they visualize and imagine	Do not feel transported Some like to visualize.	Are not transported. Would rather a movie.
Interesting or boring?	Reading is fun, interesting. Learn about life and gain skills.	Reading is interesting. They learn new skills.	Reading is boring and a waste of time.
Intellectual needs or mental barriers?	Meets intellectual needs to learn about life and become a better reader/writer.	Meets need to be a better reader, increase vocabulary, improve English. Reading is important.	Have trouble focusing or concentrating. Reading is difficult
Physical barriers?	Not mentioned.	Mentioned by a few.	Mentioned by several.
Time?	Is something to do WHEN they have time (21)	Is something to do IF they have time (4).	Don't have time It has no relevance to future
No reason	15	8	33

What do you like to read?

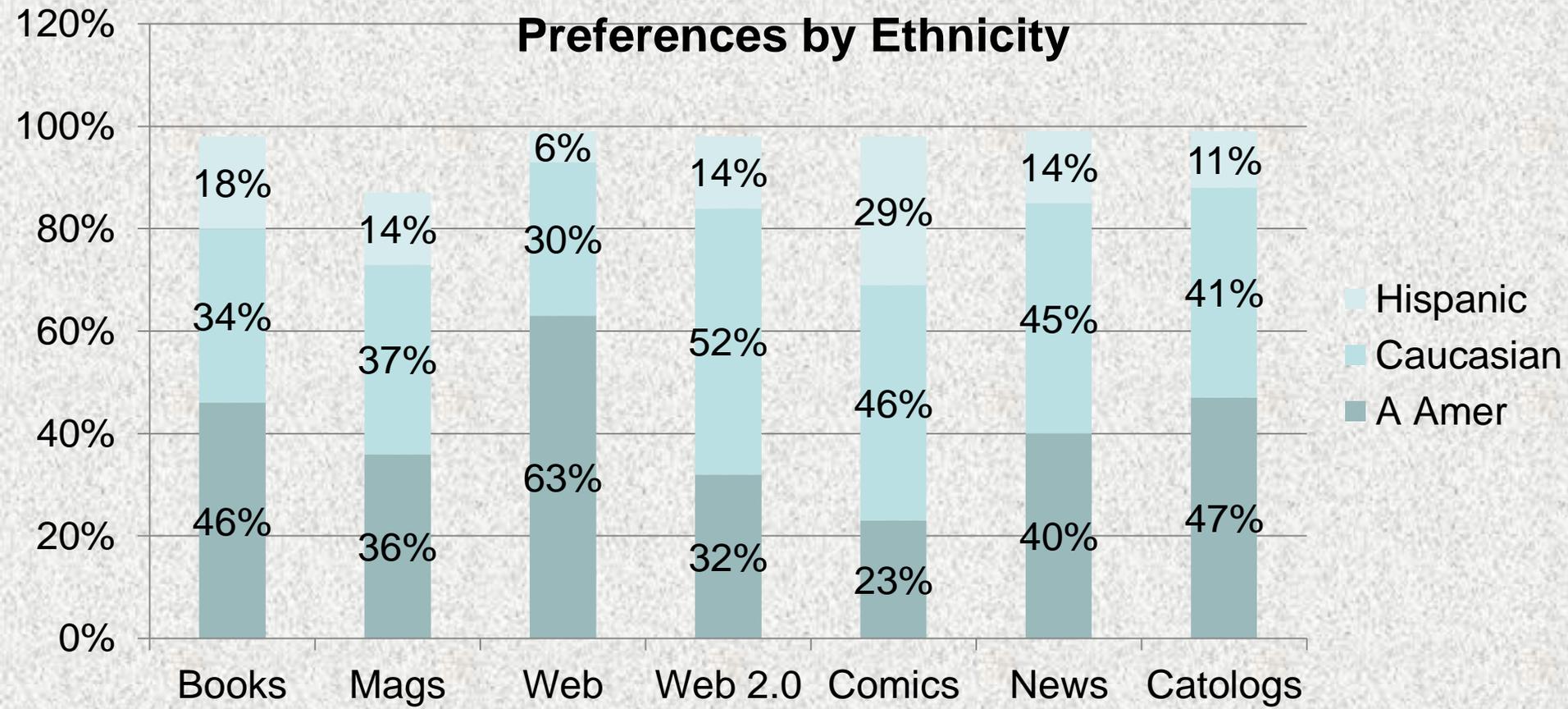


Reading Preferences by Gender



	Books	Magazines	Web	Comic Books	News-papers	Catalogs
Girls	63%	60%	55%	32%	55%	82%
Boys	37%	40%	45%	68%	45%	18%

Preferences by Ethnicity



	Books	Magazines	Web/Web2.0	Comic Books	News-papers	Catalogs
African American	46%	36%	63%/32%	23%	40%	47%
Caucasian	34%	37%	30%/52	46%	45%	41%
Hispanic	18%	14%	6%/14%	29%	14%	11%

Reading Behavior

- Fewer differences among gender and ethnic preferences than expected;
- Some differences in preferences for specific titles (Bluford series, urban fiction) that are socio-economic and ethnic;
- Pronounced preference for YA titles that adolescents can relate to their own lives.

Creating a hierarchy of reading

- Books are valued over alternative reading;
- Fiction is valued over non-fiction;
- Classics are valued over other forms of fiction; they are taught to everyone, regardless of reading levels and interests;
- Young adult novels are considered ‘inferior.’ They are only taught to low-achieving students.

Implications

- How do educators differentiate to accommodate personal reading interests to engage adolescents in sustained and deep reading using digital tools?
- How do we use digital environments to increase perceived control of reading for adolescents?
- How can digital environments support collaborative reading strategies?
- How can intrinsic motivation be supported in digital environments?
- How do digital environments develop self-efficacy?
- What will it take to reform the way reading is “taught” in schools?

What about reading motivation and engagement?

Confusion!

When the intent of the classroom teacher or teacher librarian shifts from teaching aesthetic appreciation to reading motivation, criteria for selection of reading materials changes.

There is a sliding scale of expectations for selection. If the purpose is to engage young people so that they will read more, and thereby improve as readers, it does not matter whether the reading matter is literature or not. What does matter is that the reader can be engaged in the reading

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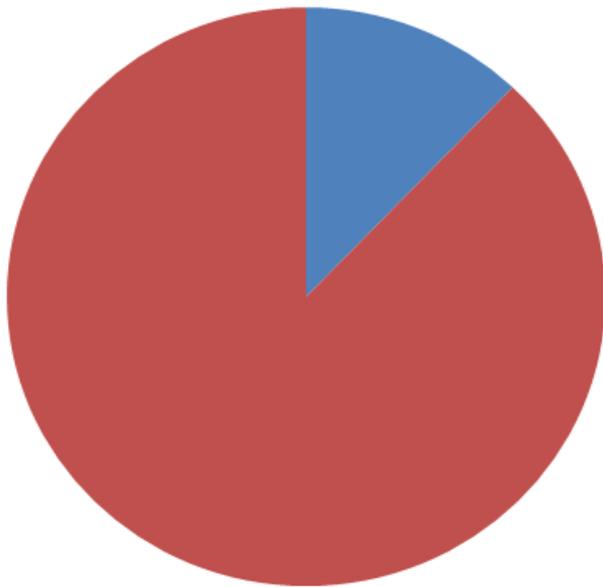
There is no confusion about this in the research:

Children need to view themselves as readers and writers to build knowledge about the forms and functions of language (Goodman & Goodman, 1983; Mayo, 2000; Miller, 1982).

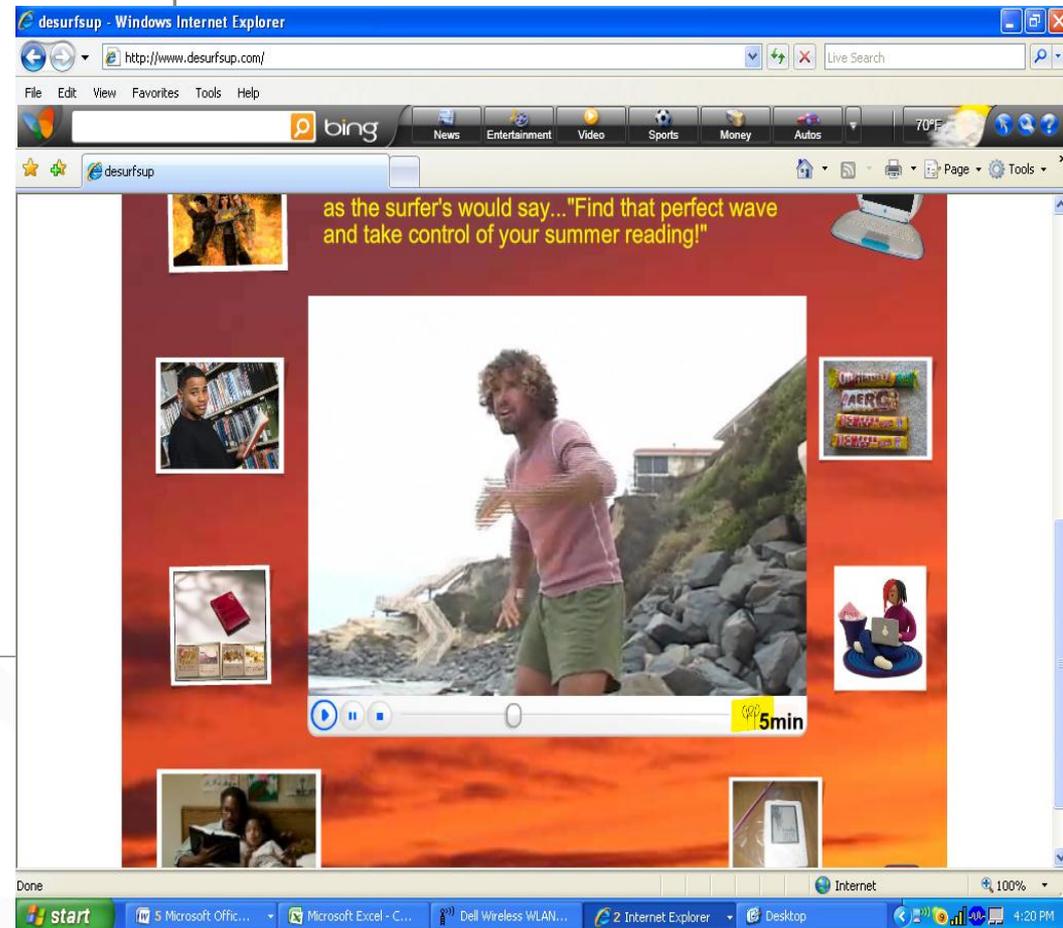
Post-survey response Reading Attitude

As the surfer would say,
“Find that perfect wave and
take control of your summer
reading.”

Opportunities to select own reading



Yes 87
No 12



Jamaica and the Harlem Renaissance

Jamaican Claude McKay is the founding  father of the Harlem Renaissance.

- Countee Cullen
- Arna Bontemps
- James Weldon Johnson
- Jean Toomer
- Langston Hughes
- Paul Lawrence Dunbar
- Louis Armstrong
- Josephine Baker



Adolescence

There was a time when in late afternoon
The four-o'clocks would fold up at day's close
Pink-white in prayer, and 'neath the floating moon
I lay with them in calm and sweet repose.

And in the open spaces I could sleep,
Half-naked to the shining worlds above;
Peace came with sleep and sleep was long and deep,
Gained without effort, sweet like early love.

But now no balm--nor drug nor weed nor wine-Can
bring true rest to cool my body's fever,
Nor sweeten in my mouth the acid brine,
That salts my choicest drink and will forever.



Claude McKay

A moveable feast: Concurrent sessions

DEVELOPING AND SUPPORTING 21st CENTURY LEARNERS

- Multicultural books in social studies classrooms;
- Web 2.0 technologies
- Puppetry
- Research SIG and School Libraries Worldwide
- Middle school reading program
- Special Education students and reading
- Reading and analytical skills
- Role of teacher-librarian in a post-literate society

SCHOOL LIBRARY: FACILITATING MULTIPLE LITERACIES

- Developing scientific literacy
- Digital citizenship
- Role of teacher-librarian in the bookless library