An important highlight of ‘Bringing the Gap’ is the First International Forum on Research in School Librarianship featuring presentations of 14 research papers and a research methodologies panel. Each of the papers in its entirety plus a synopsis of the study illustrating each of the methods presented in the panel discussion will be published in the conference proceedings available to all delegates at registration. Additional copies may be ordered from Hi-Willow Research and Publishing.

The Research Forum is an integral part of the program with a number of sessions offered each day. Please check the sessions as appropriate on the conference registration form.

**Tuesday, July 8**

TU-06 Libraries and Reading Habits among Elementary School Students: The Concept of the Classroom Collection
By: In Israel, the Ministry of Education and Culture has conducted a class-library project for a number of years for grades 2 and 3 (recently extended to the first grade). In this study the reading patterns of 300 fourth-grade students were assessed according to amount of weekly reading, regular turnover of books, who initiated the turnover, and whether the child was also registered at the public library.

**Presenter:** Dr. Snailith Stoham (Senior Lecturer, Dept. of Information Studies and Librarianship, Bar-Ilan University, Israel)

**6:00-12:00**

TU-10 Meeting Drug Information Needs of Adolescents: This paper reports on research that examines how adolescents cognitively process information about drugs. It explores why they chose and rejected information, and how they put it to their own use. This has important implications for teaching-learning processes and information literacy instruction, as well as for the roles of teachers and teacher-librarians in shaping the knowledge and attitudes of young people toward a drug-free lifestyle.

**Presenter:** Dr. Ross Todd (Senior Lecturer, Dept. of Information Studies, University of Technology, Sydney, Australia)

**13:15-14:45**

TU-14 Teacher-Librarians in Learning Organizations: The authors’ empirical research has convinced them that leaders (including teacher-librarians) must function both as members of teams engaged in organizational learning and also as leaders of leaders. The teacher librarian therefore must be a mirror image of other teacher leaders while also bringing added value as a leader in teacher-librarianship.

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