

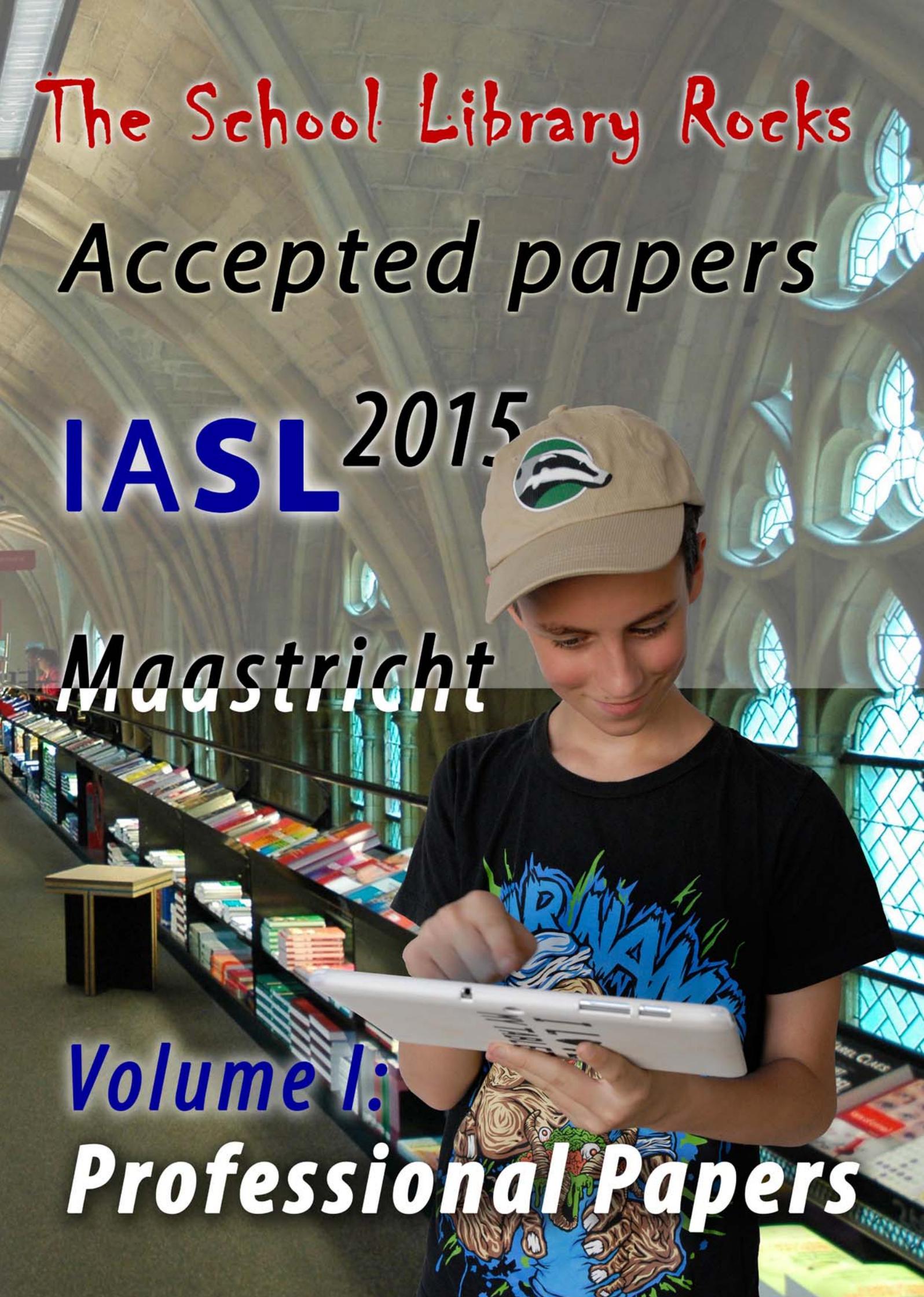
*The School Library Rocks*

*Accepted papers*

**IASL 2015**

*Maastricht*

*Volume 1:  
Professional Papers*





# The School Library Rocks:

*Living it, Learning it, Loving it*

June 28 – July 2, 2015, Maastricht, Netherlands

Accepted papers  
44th International Association of School Librarianship International  
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School Librarianship  
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Lourense Das, Saskia Brand-Gruwel, Kees Kok, Jaap Walhout

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Colofon

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# Preface

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The 44<sup>th</sup> Annual International Conference of the International Association of School Librarianship and the 19<sup>th</sup> International Forum on Research in School Librarianship was held on 28 June – 2 July 2015 in Maastricht, The Netherlands.

The Proceedings of IASL 2015 reflect the input of the conference' speakers to the conference theme and subthemes: The school library rocks: living it, learning it, loving it!

- The school library as a space and place: meeting, sharing, discussing. Collaborative learning and growing.
- The school library as learning environment: 24/7 access to materials, resources, teachers, electronic learning environment and more.
- The school library as laboratory: experience and discovery in science, arts and media- education
- The school library as a window to the world: reading, writing and communication

At IASL 2015, 275 registered participants from 41 countries attended the conference. 5 Keynotes, 96 oral talks, 9 workshops and 12 posters were presented.

In this volume of the Proceedings you will find the submitted Professional Papers of the conference. Research in school librarianship is a vital element in the development of school libraries and its implementation in education. The proceedings reflect the many appearances of 'the school library'. The main goal, however is always that the library in the educational environment meets the requirements of the school community, the curriculum, stakeholders and society and supports learning. Research shows that professionals who develop, maintain and manage such a library, play a significant role in student achievement. These proceedings will therefore contribute to further development of the profession and lay the foundation for new research.

I would like to express my deep appreciation to the conference research paper review committee for their valuable work and contribution to the IASL 2015 conference. I would also like to express my deep appreciation to the conference committee, the staff of the Open University of The Netherlands and our volunteers. The IASL 2015 conference could not have been possible without the ongoing dedication, tremendous efforts, hard work and professional input.

At the end of this preface, I would like to look ahead to the IASL conference. [IASL 2016](#) will be held August 22 – 26, 2016, at the Meiji University, Tokyo, Japan. We look forward to another professional and exiting conference on School Librarianship.

IASL 2015 Conference Committee Director,  
Lourense H. Das



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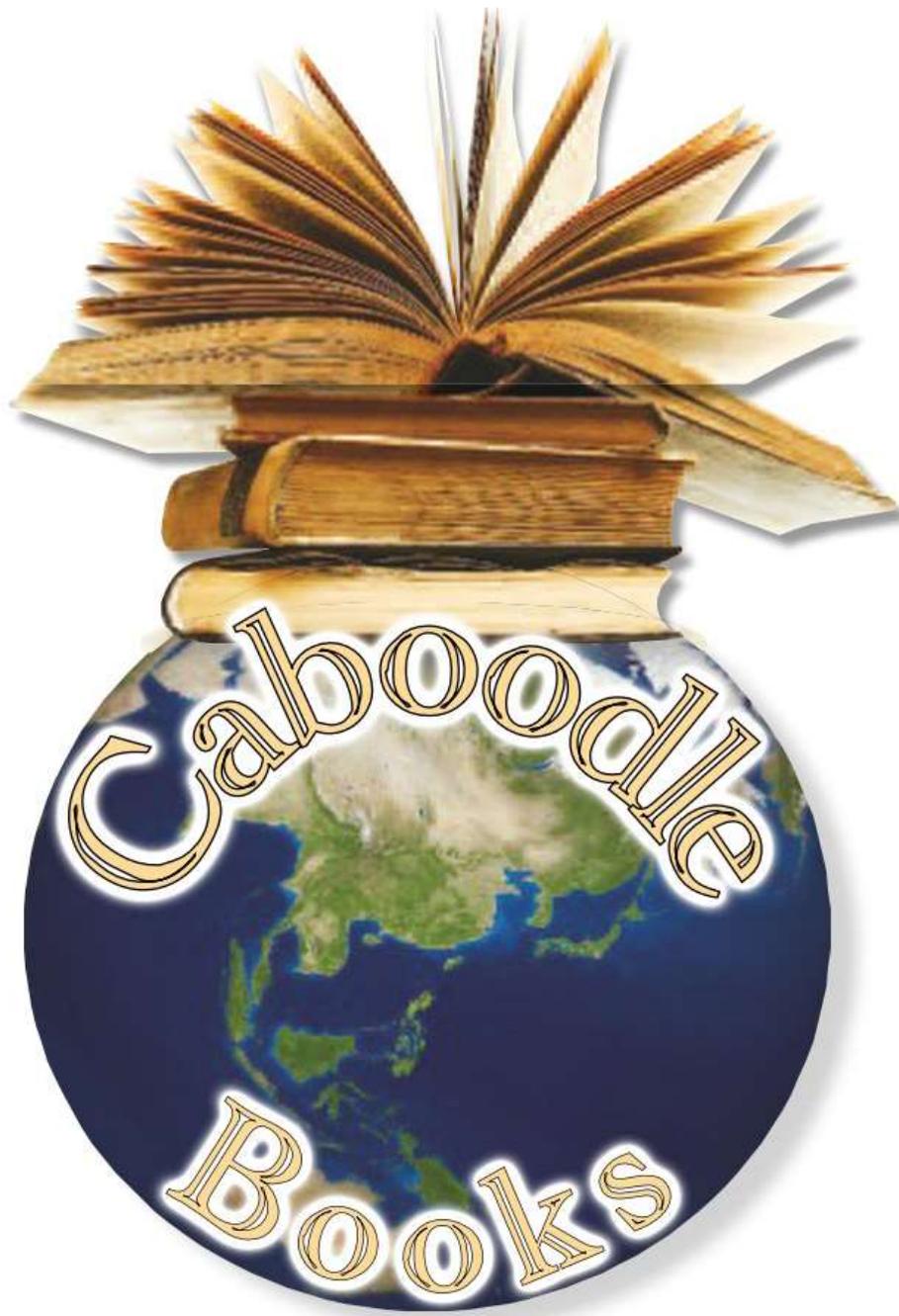


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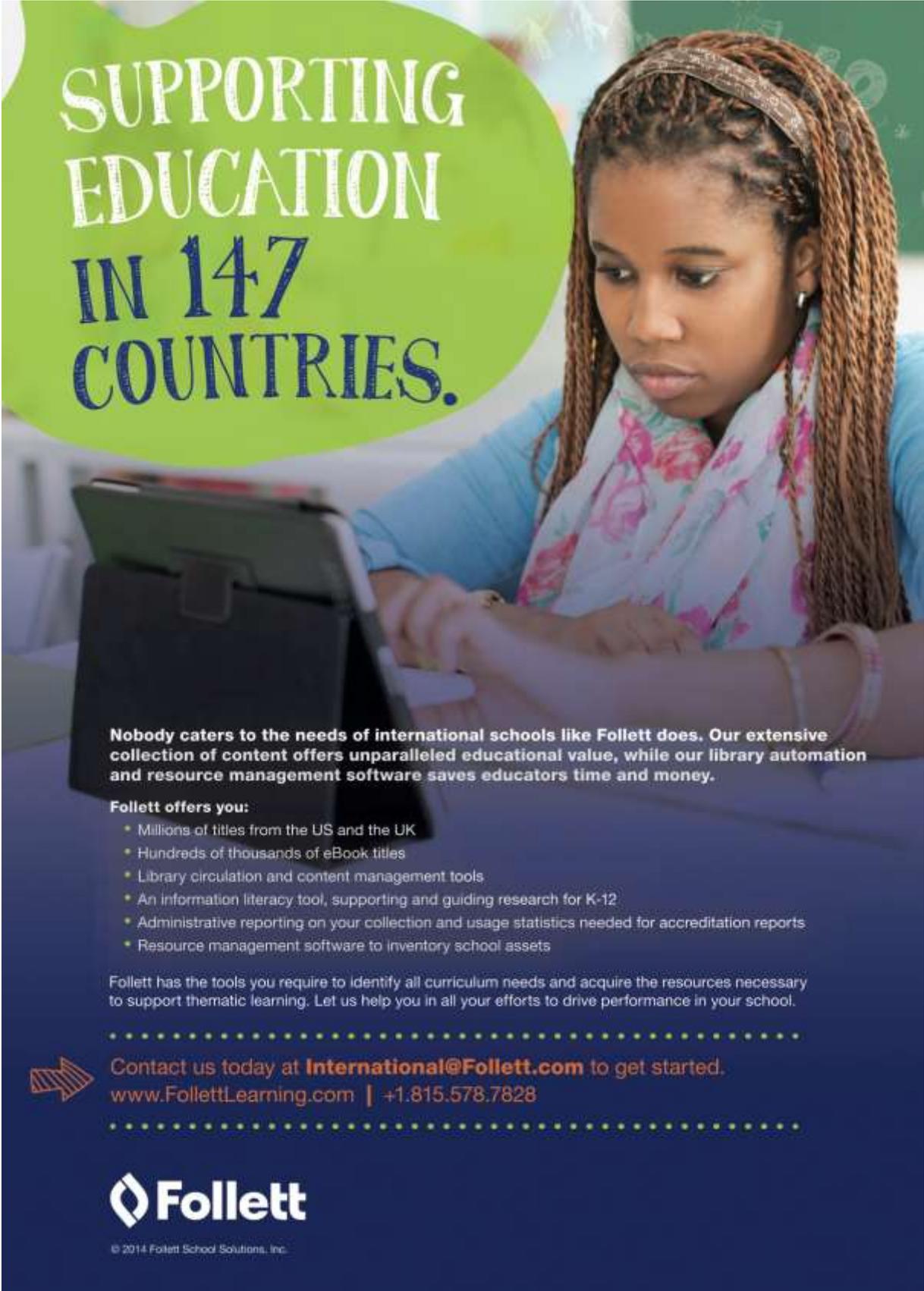
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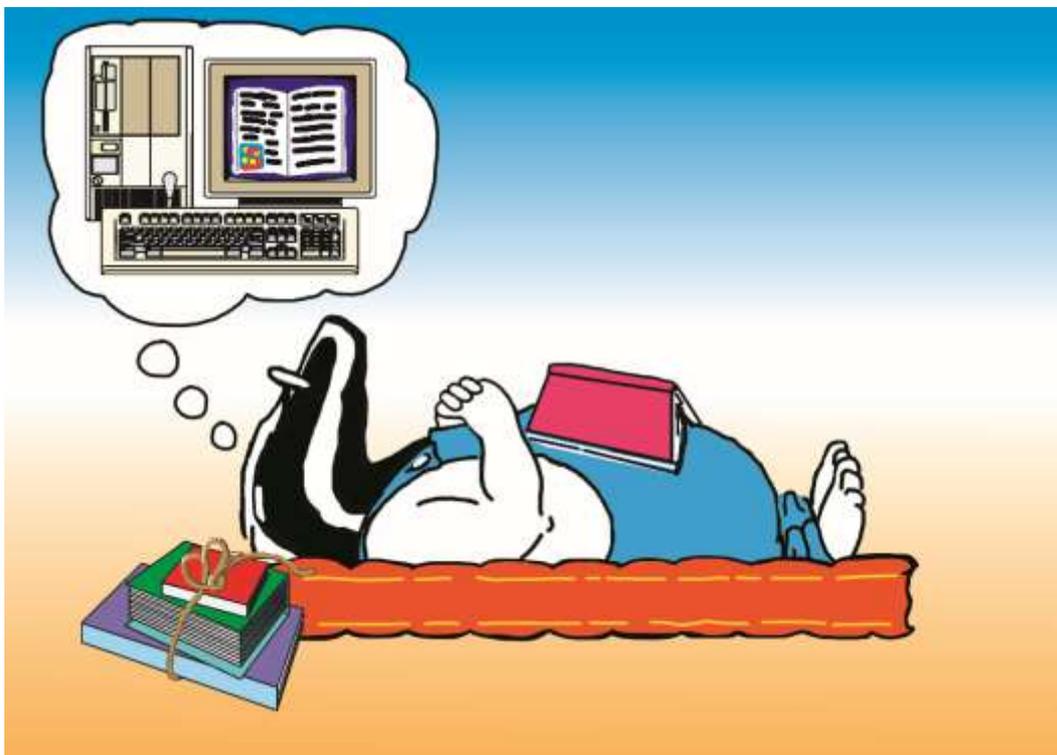
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# The Vibrant School Library: where dreams comes true

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**Dr. Swapna Banerjee**

Associate Professor

Dept. of Library and Information Science

University of Calcutta

[E-mail: swapna.banerjee98@gmail.com](mailto:swapna.banerjee98@gmail.com)

**Sudin Kr. Sardar**

Librarian, Jawaharlal Navodaya Vidyalaya

## **Abstract**

*The school library is the birthplace of dreams and fantasies. The stories heard from the grandmother, mother, aunts and uncles get a reality when the children touch and smell the books, and feel the color of the pictures. The pulse of the students is probably felt in the best way in a school library. In this paper, the real situations in the libraries of the Navodaya Vidyalaya India (boarding schools supported and subsidized by the central Government) have been discussed. These network of school libraries are scattered all over India, with a special purpose to reach the unreached. These libraries are always buzzing with a lot of activities—be it book exhibitions, library quiz, discussion forum etc. From the simple of the simplest of exploring a journey through a book, to searching information through e-granthalaya (the software used), the students are beaming with ocean of information. The book week program, story hour period, library quiz are only some of the activities mentioned. The paper will also discuss the dynamic effort of the librarians of these schools in trying to cater to fulfill the dreams of the students. The special effort of the librarians in training the students to love books is stated. Taking care of books by making special book covers, environment friendly book supports and book stands etc. are also explained in this paper. Last, but not the least, the paper brings into forefront the ways to harness a cordial relation between the librarian and the students.*

**Keywords:** Book exhibition, book week, national integration.

## **Introduction**

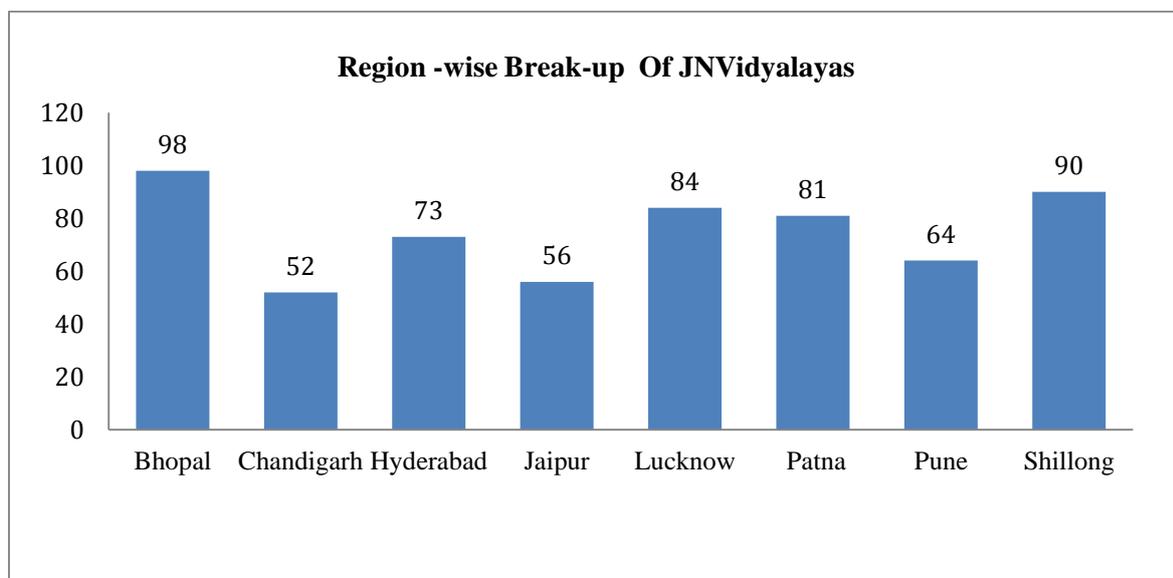
The school library is the birthplace of dreams and fantasies. The stories heard from the grandmother, mother, aunts, and uncles get a reality when the children touch and smell the books, and feel the colour of the pictures. The pulses of the students are felt in the best way in a school library. In India, the Jawahar Navodaya Vidyalayas (JNVs) in each district of the country are residential schools, supported and subsidized by the central government, and having a very good library. These networks of school libraries are scattered all over India, with a special purpose to reach the unreached. These Vidyalayas are mainly entrusted to

provide modern education for rural talented children, and also to inculcate cultural values to them. The vibrant school library is exemplified by the recent steps taken by the Jawahar Navodaya Vidyalaya (JNV) in transforming the libraries from passive repositories to active hubs.

### **Modus Operandi**

Jawaharlal Navodaya Vidyalayas are run by the Navodaya Vidyalaya Samity, an autonomous organization under the Government of India. For each vidyalaya, there is a vidyalaya advisory committee and a Vidyalaya management committee for the general supervision of the vidyalaya. There are in total 598 JNVs in India, scattered over eight regions. The special purpose of these schools is to reach the unreached, and the JNVs do this in a very bold way. These residential schools are comparatively new ones in India. There are eight regional offices, and a total of 598 JNVs fall under this scheme. The Regional offices of Jawaharlal Navodaya Vidyalaya Samiti are at Bhopal, Chandigarh, Hyderabad, Jaipur, Lucknow, Patna, Pune, and Shillong with jurisdiction over different states and Union Territories State (UTs).

‘Navodaya Vidyalayas provide all types of facilities, at a suitable stage, for instruction through a common medium, viz., Hindi and English, all over the country, and offers a common core-curriculum of ensuring comparability in standards, and facilitates an understanding of the common and composite heritage of our people, tries to progressively bring students from one part of the country to another in each school to promote national integration, and enrich the social content. It also serves as a focal point for improvement in quality of school education through training of teachers in live situations and sharing of experience and facilities. The prime aim of Navodaya Vidyalayas is inculcating values of national integration through migration scheme. Migration is an inter-regional exchange of students between Hindi and Non-Hindi speaking districts of India.



### **The Library of JNVs**

The role of libraries of JNVs is to provide education, entertainment, competencies in three languages ( English, Hindi and Regional language), promoting adventure spirit, national integration, and holistic growth, thus stressing on the personality development of the

children,. This infotainment (as we may call it) function is a very important function of these libraries. Since these libraries follow three languages system, so the libraries are stocked with sufficient number of books in different subjects in these different languages. The books are supplemented with non print materials, like CDs., DVDs, and E-books too. The main functions of JNV libraries are:

- a) To provide printed and non-printed documents according to the requirement of students, and staffs.
- b) To provide current, relevant and adequate information according to their need.
- c) To provide a lot of reading materials for developing the reading habit among the students, as well as teachers,
- d) To provide guidance to the students as to how to search for information, and overall how to use the library.

### **Library Activities:**

The libraries are always buzzing with a lot of activities – be it book exhibitions, library quiz, discussion forum etc. From the simple of the simplest of exploring a journey through a book, to searching information through e-granthalaya, (the software used), the students is encompassed with ocean of information. Apart from the regular lending and reference activities, the JNV libraries are active in other modes too. Being a part of the conglomerate of schools running under Central Board of Secondary Education, these libraries house a large number of books, and subscribe to a large number of journals and magazines, ranging from very simple recreational ones like Readers' Digest, Sport Star, G.K. Today, Science Reporter, Computer dot com, Discovery, India Today etc. Daily newspapers in three languages are subscribed too here. The types of activities the Jawahar Navodaya Vidyalaya libraries usually provide are:

- **Organization of story hour:** Children always enjoy listening to stories. An organized story hour for the students makes them motivated, and there is an increased tendency of reading books. Story telling helps to attract children towards the book, and to the libraries. This is done during the library class.
- **Reader's Advisory Service:** It is concerned with providing reading guidance to the students. Often the students are confused as to what type of book to choose for a particular purpose. The trained librarians guide him in this process. For this purpose, a good stock of books and thereby proper selection is very much necessary.
- **Developing the Reading Habit:** The development of reading habit is very essential for the school students. This habit must be formed at the school age. The librarians and teachers of every JNV'S try their best to develop the reading habit among the students. Providing every child his/ her book, and initiative from the teachers' end, also helps in the process.  
Education being a lifelong process, a school library serves as a stepping stone in this process. A child goes to school at a very early age, and his/her mind remains afresh. Once he is able to form the habit of using library, there is a great probability that he/she would continue the same throughout his/her life. If good reading habit is developed at the early stage, then it will continue later too. For this purpose, JNV'S librarian adopts a variety of methods to attract the students to the library.
- **Book Review:** This is very helpful to the students to know the summary of a book. JNVs librarians assign students to prepare book reviews of the books read by them. The best

book reviews are circulated to other students to motivate them for reading. Awards are also being given on this matter.

- **Library Quiz:** Quizzes are excellent for school students. A library quiz tests students' knowledge of what resource is available in the library, and helps to develop their library skills. Quizzes encourage students to use a variety of information sources – dictionary, atlas, magazines, and encyclopedia- and match up specific subjects to understand how to use a library properly. Students are actively participating in these schools in library quiz programmes, and express their interest about the library.
- **Book Exhibition:** A large number of libraries arrange book exhibitions during Annual Book week celebration. It is a must to attract the students as well as other staffs of JNV. Students become aware of the new books added to the library through this exhibition. Browsing old, new arrivals, 'not to be issued' books are all very fruitful for users.
- **Wall magazine:** Wall magazines are a medium within the institutions, for the students to express their creativity. Students and other members of the school can post their articles, poems, drawing and other such compositions to share with each other. It also helps them in developing their positive and latent qualities. The wall magazines in these school libraries are a sort of print form of social media, and help the students to socialize, and increase their harmonious attributes.
- **Annual Book Week Celebration:** The library programmes goes on throughout the year in these libraries and many schools organize 'Book Week' every year to focus the attention of the whole school- the Principal, the teachers, the students and parents-on the value of books and the habit of reading, and to make the school community more library-conscious. During the 'Book Week', a whole variety of programmes take place, catering to the interests of each age group of students. The programmes include talks and lectures, discussions, book reviews, book exhibitions, visits to local libraries, screening of films etc. The 'School Book Week' often coincides with the 'National Book Week', organized by the National Book Trust, or the Indian Library Association during 14<sup>th</sup>- 20<sup>th</sup> November every year.
- **Paper Clipping Service:** Paper clipping service is one of the important services being provided by the JNV's library for the students. It was started to serve the special information needs of the teachers and students of the school. The main objective of this service was a speedy glance of reference on current topics. The main topics covered under paper clipping collections are- International relations, natural disasters, environment, poverty, women studies, elections, education health and government policies, and other news related to national and international area, pertaining in and out of the syllabus.
- **Career Guidance Programme:** Career guidance is a process in which a qualified and experienced career counselor helps the students to learn about selecting a program of studies, and preparing for a career. Career guidance for students in the schools is an important programme to guide the students in an appropriate direction. The JNV'S maximum students hail from rural communities, who progress to Higher Studies and often do not find proper direction in choosing the best career options. The students are confused as to which course to choose. There is an absence of information mediaries in the community, who can be role models and guide the students in this direction. As a consequence, in many cases, the interested and aspiring students cannot achieve their ambition. So JNV's librarians take the initiative to navigate the students of higher standards in this task. This program helps

- To uplift and strengthen the children mentally, and to explore various learning experiences;
  - To make them aware of choosing the right career option, or the appropriate course according to their aptitude;
  - To identify their values, aspirations and goals;
  - To keep and preserve the dignity of the children with the academic proficiency.
- **Book Cover Making:** An unique endeavour on the part of the JNV libraries is to make an appropriate book cover, environment friendly book stands, and book supports. The children are being trained to do this, and this helps in protecting each and every book. So the students not only learn to take care of the books, but the books are not damaged, and get longevity by this method.

### **Librarian in JNV'S**

The role and responsibility of Navodaya Vidyalayas' librarians in the development of resource based programs ensures that all the young learners in these schools have the opportunity to learn the skills that will enable them to become complete users of current information. The librarians here are well qualified, and well trained in their profession. Every year special orientation courses are organized for the librarians to train them in recent technological and pedagogical development in the field of information organization and dissemination for the school children. This training helps them to bring out the imagination of the child, glimmering with manifold interests, and also inculcates in them an independent point of view. The librarians in the JNVs emphasizes that visiting the library is not only a part of the curriculum of the students, but it adds to their recreational activity too. An open minded, skillful, cordial, caring resourceful librarian, with a very much humanistic touch is the resource of all JNVs in India. The time spent by the librarian in the involvement with the children is really amazing. For them the words of Shakespeare "What thou wilt Thou must rather enforce it with they smile, than hew to it with thy sword" is really appropriate.

### **Conclusion**

Navodaya Vidyalaya inculcates a cordial atmosphere, where all teachers and librarians work together to plan, implement and evaluate resource based units, which helps in the overall development of the children. This active and advisory service provided by the teacher-librarians is inspiring, and need to be followed by each and every school. An open minded librarian is the best for each school, and the JNVs usually see to this at the time of recruitment. Creating the love for the books, promoting the children's involvement by interacting with them through books, and communicating with them in their own style, makes the JNV libraries an active, cosy, living platforms.

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**Biographical notes**

Dr. Swapna Bnaejee is presently working as Associate Professor in the Department of Library and Information Science, University of Calcutta. An MSc. in Botany, and Mlis. Ph.D., she is in this profession for the last sixteen years, and has a lot of publications including books and research articles. She has visited USA in 2010 under the IVLP program. Four students have been awarded Ph.D. under her guidance and many more are pursuing research under her. She has guided 15 students in M.Phil till date.

Sudin Kr. Sardar is the librarian of Jawahar Navodaya Vidyalaya Howrah., Holding a Masters in Library and Information Science, He has been in this profession for nearly 8 years. He has written a number of articles in library related journals.

# Education 2030 (EU), and Onderwijs 2032 and Excellent Education in the Netherlands: a vision of the role of the multicultural, multilingual school library within these concepts

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**Dr. Helen Boelens**

School Library Researcher and Consultant, The Netherlands

[helenboelens@xs4all.nl](mailto:helenboelens@xs4all.nl)

John M. Cherek Jr. MSc

Project Manager, Zorgboerderij “De Kweektuin”, Mijdrecht, The Netherlands

## **Abstract**

*This paper will attempt to identify a forward vision, challenges and concepts for education and school librarianship in the Netherlands, within Europe and at international level. It discusses the Dutch concept “Onderwijs 2032” (Education 2032) and its relationship to the promotion of “Excellent Education” by the Dutch Ministry of Education, the EU concept which are explained in “Project Europe 2030” and the UNESCO vision of Education after 2015.*

*Furthermore, within this forward vision, the importance and necessity of training of educators and library staff within the school community will also be discussed. It will also address the role which the IASL might be able to play at international level in supporting the school librarians, teachers, librarians, library advisers, consultants, educational administrators, and others who are responsible for library and information services in schools.*

**Keywords:** School libraries; Multicultural; Multilingual; European Union; The Netherlands.

## **Introduction**

The uncertainties which characterizes our times make it difficult to identify a forward vision for education and school librarianship worldwide. These uncertainties include the economic crisis, demographic changes, higher costs and lower wages (in education), multiculturalism, multilingualism etc. This paper specifically discusses some of these uncertainties, in the context of education (pedagogy) and LIS (Library and Information Science).

## Demographic changes throughout Europe

“*The EU explained: Migration and asylum*” clarifies that many immigrants come to the EU for work or for family reunification. These people may or may not have received primary, secondary and tertiary education in their country of origin. Asylum seekers who seek international protection within the EU are fleeing their home countries because of a well-founded fear of being persecuted. The Common European Asylum System (CEAS) states that EU Member States must provide asylum applicants with material support, such as accommodation, clothing, food and pocket money and must also ensure that the applicants receive medical and psychological care. In the case of children, they must have access to education. (European Commission 2014, p.10.).

Projections by Coleman (2013) indicate an increase of the population size of the minority groups to between 10% and 40% of the UK population by 2050. “The level of net migration is assumed to remain constant”, however projections for asylum seekers are much more difficult to make, since they depend on conflict situation throughout the world. Some projections assume “*major changes in migration trends, e.g. a decrease of migration because of projected economic downturns (Norway and the Netherlands)*”. Also, restrictive policy initiatives in Denmark and the Netherlands “*indicate more modest minority growth than earlier projections*”. The impact of these trends in low-fertility EU countries “*will eventually lead to the majority ethnic group becoming a numerical minority of the national population*”.

Eurostat, the statistics office of the European Commission, provides recent data about migration and immigration to and from the 28 member countries of the European Union) and also statistics about refugees and asylum seekers who arriving in Europe (Eurostat, 2015). Some of these statistics can then be broken down by country of origin and by age, making it is possible to estimate how many children from these groups are arriving in EU countries. The authors assume that the majority of these immigrant or refugee children will enter day care centers, primary and secondary schools in countries throughout Europe.

Table 1 (below) describes the countries of origin (and birth) of immigrants and asylum seekers who are entering the EU – (i.e. the names of countries which are most frequently mentioned in statistics) and the official languages which these people (may) speak (Eurostat, 2015; CIA, 2014).

Country of citizenship	Country of birth	Main citizenship of (non-EU) asylum applicants	Official language(s)
		Afghanistan	Afghan Persian or Dari (official) 50%, Pashto (official) 35%, Turkic languages (primarily Uzbek and Turkmen) 11%, 30 minor languages
		Albania	Albanian 98.8% (official)
		Algeria	Arabic (official), French (lingua franca), Berber dialects
		Eritrea	Tigrinya (official), Arabic (official), English (official),
	Germany		German (official)
		Iraq	Arabic (official), Kurdish (official), Turkmen (a Turkish dialect) and Assyrian (Neo-Aramaic) are official in areas where they constitute a majority of the population), Armenian
Italy			Italian (official),

Country of citizenship	Country of birth	Main citizenship of (non-EU) asylum applicants	Official language(s)
		Kosovo	Albanian (official), Serbian (official), Bosnian, Turkish, Roma
		Pakistan	Punjabi 48%, Sindhi 12%, Saraiki (a Punjabi variant) 10%, Pashto (alternate name, Pashtu) 8%, Urdu (official) English (official; lingua franca of Pakistani elite and most government ministries),
		Palestine	Arabic
Poland	Poland		Polish (official) 96.2%,
Romania	Romania		Romanian (official) 85.4%, Hungarian 6.3%, Romany (Gypsy) 1.2%
Russia	Russia	Russia	Russian (official) 96.3%
		Somalia	Somali (official), Arabic (official, according to the Transitional Federal Charter), Italian, English
		Sudan	Arabic (official), English (official)
		Syria	Arabic (official), Kurdish, Armenian, Aramaic, Circassian (widely understood); French, English (somewhat understood)
Ukraine	Ukraine	Ukraine	Ukrainian (official) 67%, Russian (regional language) 24%, other (includes small Romanian-, Polish-, and Hungarian-speaking minorities) 9%
		Vietnam	Vietnamese (official), English (increasingly favored as a second language)
		Stateless	Unknown

Table 1. Countries mentioned most frequently of citizenship, and country of birth of foreign foreign-born population, and main citizenship of (non-EU) asylum applicants and language of that country (Eurstat 2015, CIA 2015)

What does this mean within the context of education in the EU and specifically in the Netherlands?

- Children from 0 – 18 years of age who belong to these groups of immigrants or asylum seekers will be looking for education in primary and secondary schools or international schools throughout Europe.
- What is their cultural background?
- What languages to they speak?
- What is the level of their education?. Project Europe 2030 (European Union, 2010) suggests that some immigrant children have been well educated, however less is known about the education of asylum seekers from 0 – 18 years of age.

### Demographic changes in the Netherlands

The report of Project Europe implies that, *in 2030, the majority ethnic group of the Netherlands in 2015 will become a numerical minority of the national population.* European Union, 2010)

### The importance of language in education

Within the European Union there are 23 officially recognized languages Bulgarian, Czech, Danish, Dutch, English, Estonian, Finnish, French, German, Greek, Hungarian, Irish, Italian,

Latvian, Lithuanian, Maltese, Polish, Portuguese, Romanian, Slovak, Slovene, Spanish and Swedish. The European Commission (2012) clarifies that more than 60 indigenous regional and minority languages, and many non-indigenous languages are spoken by migrant communities and asylum seekers. Major languages are clarified in Table 1. Educational and language policies are the responsibility of each individual EU member state, however the EU is

*“committed to safeguarding this linguistic diversity and promoting knowledge of languages, for reasons of cultural identity and social integration and cohesion, and because multilingual citizens are better placed to take advantage of the economic, educational and professional opportunities created by an integrated Europe. A mobile workforce is key to the competitiveness of the EU economy”.* (European Commission, 2012).

Which official languages will be spoken and used throughout the EU in 2050?

Which languages will need to be taught in European schools, taking into account the official language policy of the specific country or school, while at the same time supporting the cultural identity and social integration of multicultural residents?

### **The importance of quality in education**

The importance of quality in education is acknowledged at international level, within Europe and in the Netherlands. A number of possible forward visions for education are being identified and published:

- Project Europe 2030: Challenges and Opportunities - A report to the European Council by the Reflection Group on the Future of the EU 2030 (European Union, 2010)
- Onderwijs 2032 - A project from the Ministerie van Onderwijs, Cultuur en Wetenschap, (Ministry of Education, Culture and Science), The Netherlands (OCW, 2015)
- Vision, principles and scope of the post-2015 education agenda (UNESCO 2014) and OECD (2005).

The purpose of these visions is to provide quality education for students throughout the world – education which will prepare young people to enter the labor force at the best possible level, and then take their place as reliable citizens in our globalized society.

### **Project Europe 2030**

In December 2007, a Reflection Group, appointed by the European Council, was asked to identify and address the challenges that are likely to face the EU in 2030 (European Union, 2010, p.3). The report states that *“the group was forced to base its analysis only on those long-term trends that are easier to discern”* (p.3). The findings (p.3) are not reassuring. Two chapters in this report are relevant to this paper.

*“Growth through knowledge: Empowering the individual”* discusses the importance of knowledge-based and creative industries and services which are the *“central pillars for employment and economic dynamism in Europe ... intelligence, innovation and creativity have become the relevant benchmarks and are Europe’s Insurance for future prosperity”* (p.

21). High value skills are essential, however, according to the report, Europe is falling behind in the skills race and in tertiary-level education, with only 27 European universities amongst the world's top 100 (*Times Higher Education*, 2015). EU members must deliver excellence at all stages of the education process if the EU is to take advantage of the knowledge society. The skills base of its population will need to be upgraded according to need, in order to “create a social, economic and regulatory environment in which research, creativity and innovation can flourish” (European Union, 2010, p.21).

European citizens require a solid educational foundation (in primary and secondary schools), however referenced report (p. 22), questions whether or not they have access to education systems of the highest quality. A comparison of expenditures on education between EU and OECD countries indicates that expenditures OECD countries are on average considerably higher than in EU countries, particularly in Japan, Korea and the United States.

“*The challenge of demography, ageing, migration and integration*” (p. 25).discusses these challenges in the EU until the year 2030 (European Union, 2010, p.25)

*“If Europe is serious about moving towards a knowledge society, efforts to enhance economic efficiency and upgrade the skills of the existing population must be complemented with active measures to address this demographic challenge“.... Not least, it must include a concerted effort to make the EU an attractive destination for immigrants. Without migration, the EU will not be able to meet future labor and skills shortages. It will also see a reduction in cultural diversity and experimentation, prerequisites for creativity and innovation (p. 25).*

This chapter also described demographic aspects such as life expectancy of populations of EU countries (increasing by 15-20 years by the end of the 21st century), pensions and, birth rates (1.5 children per woman at the time of writing of the report). Throughout the EU, a skilled, taxpaying labor force (both native born and immigrant) will be needed to support the government policies per country and the EU in its entirety,

Eurostat (2015), the statistics office of the European Commission (2014, 2015), provides detailed data relevant to this study, confirming the influx of young immigrants and asylum seekers into schools throughout the EU and also the difficulties which they are encountering with language acquisition and with other aspects of their education. The keywords to this study when searching the Eurostat database are:

- Asylum seekers in the EU: general statistics, the number of asylum applications, countries of origin of asylum seeker (to specific EU countries), by age (including information about the numbers of school-age children);
- Immigrants and Emigrants – including immigrants per EU country
- Teaching languages in EU
- Integration indicators
- Early childhood and care
- Education statistics 2012

- Demography statistics and a demography report 2010 describing older, more numerous and diverse Europeans

### ***Onderwijs 2032 (Education 2032)***

*Onderwijs 2032* is a project from OCW, the Ministry of Education, Culture and Science in the Netherlands (OCW, 2015). The government wants to work together with students, teachers, parents, schools, experts and other interested parties, to discuss the future of primary and secondary education. The question being asked is this: in primary and secondary school pupils are being prepared to take their place in society later in life. The society is changing rapidly. What knowledge and skills will students need in the future? How can we make sure that they receive an Excellent Education?

The dialogue began at the end of 2014 when members of the public were invited to submit their opinion, suggestions and comments to the OCW until the end of January 2015. In February 2015, the platform *Onderwijs 2032* was officially launched. A policy document, implementing the results of the brainstorming, is expected to be published in September 2015. The government expects that the dialogue will lead to an updated curriculum and a renewal of the key goals and objectives of education in the Netherlands.

The reason that the year 2032 is used in the title is because babies who are now being born (in 2014/2015) will supposedly reach the end of secondary education in 2032 (at 18 years of age), provided that they do not encounter any unexpected circumstances or become dropouts.

On 6 November 2014, the Board Members of the Beroepsvereniging Mediathecarissen Onderwijs (BMO) – the Professional Association for Librarians in Education – met with representatives of the Beroepsvereniging OOP (Professional Association Educational Support Personnel), representatives of the labor unions and with a policy officer from the OCW. The main purpose of the meeting was to discuss a proposed register of professional organization for Educational Support Personnel. During the meeting, the concept “*Onderwijs 2032*” was mentioned as one of the incentives for better education in the Netherlands. The Board of the BMO believes that it is important to participate in this discussion about the future of education. It was suggested that the BMO should present evidence about the importance of the role which the multicultural, multilingual school library plays within the EU Concept “Education 2030” and the Dutch concept “*Onderwijs 2032*”.

### ***International vision, principles and scope of the post-2015 education agenda***

Educational trends in the 21<sup>st</sup> century have been described by a number of international organizations. In 2014 UNESCO published a set of overarching goals and global targets for international education until the year 2030 providing a “*Vision, principles and scope of the post-2015 education agenda and Overarching Goal and Global Targets projections regarding global education*” (UNESCO, 2014). Seven targets to be reached by 2030 are defined in this document (p.3). During their implementation, special attention should be paid to gender equality and to the most marginalized children. Goals and targets which are particularly relevant to this paper are:

- To support the statement “Ensure equitable and inclusive quality education and lifelong learning for all by 2030” as the overarching goal of the post-2015 education agenda.

- The translation of this goal into global targets, for which minimum global benchmarks and relevant indicators will be identified/developed:

Furthermore, the Organization for Economic Co-operation and Development (OECD) recommends that schools around the globe “accommodate both the known and identifiable needs of today, and the uncertain demands of the future (OECD, 2005), providing a learning environment which will “*enhance the learning process, encourage innovation and foster positive human relationships*”. - it should be “a tool for learning”. The term “learning environment” suggests place and space such as a school, a classroom, however 21<sup>st</sup> century learning does not only take place in a physical space – it also uses virtual, online or remote learning environments.

### **What is a school library?**

In 2010, Boelens published her doctoral dissertation entitled “*The evolving role of the school library and information center in education in digital Europe*”. As this research progressed, questions started to arise about the actual “definition” of a school library. In January 2015, Boelens and Boekhorst wrote to School Library Associations throughout Europe, asking for copies of national or regional guidelines for school libraries in each country. Also, in January 2015, the draft version of the 2nd completely updated and enlarged edition IFLA School Library Guidelines was published (IFLA, 2015). How do these different sets of documents describe a “school library”? What is its role within the school?

#### ***International definition***

IFLA 2015 states that: “*A school library operates within a school as a teaching and learning center that provides an active instructional program integrated into curriculum content, with emphasis on:*

- Resource-based capabilities
- Knowledge-based capabilities
- Reading and literacy capabilities
- Personal and interpersonal capabilities
- Learning management capabilities
- It provides significant value to the educational community”.

Haycock (1992), has identified the following features that distinguish a school library:

- A qualified school librarian with an accredited, formal education in both school librarianship and classroom teaching that enables the professional expertise required for the complex roles of instruction, reading and literacy development, school library management, collaboration with teaching staff, and engagement with the educational community.
- Targeted high-quality diverse collections (print, multimedia and digital) that support the school’s formal and informal curriculum.
- An explicit policy and plan for ongoing growth and development of the school library.

IFLA (2015) states that

“*School libraries provide significant value to the educational community.*

*The value added extends beyond the materials in a school library collection to the services such as:*

- professional development for the teaching faculty, e.g., reading and literacy, technology, inquiry and research processes;
- a vibrant literature / reading program for academic achievement and personal enjoyment and enrichment;
- inquiry-based learning and information literacy development;
- collaboration with other libraries: public, government, community resources”.

It specifically defines a school library as follows: *“A school library is a school’s physical and digital learning space where reading, inquiry, research, thinking, imagination, and creativity are central to students’ information-to knowledge journey, and to their personal, social and cultural growth” (IFLA, 2015).*

### **European definitions**

School library guidelines from different countries throughout Europe are still being received. A report of this research project is expected to be available in July 2015.

### **Dutch definitions**

In 2015 two separate sets of guidelines have been received from two different groups in the Netherlands – one from the BMO (the Professional Association for Librarians in Education) which supports school librarians in secondary education. Its guidelines conform more or less to the IFLA guidelines (2015). The second set of guidelines is from a project which is known as *“Bibliotheek op School” (the Library at School)*, which is supported by the Stichting Lezen (Reading Foundation) in the Netherlands. The *“Bibliotheek op School”* project describes itself as:

*“a national strategic approach to structural cooperation between (public) libraries and primary and secondary education. The library aims to make all pupils better readers and also to advise them about the correct use of the media. ... The priority within the “Library at school” is a vast, diverse and current collection of books and related materials promoting reading for all groups in the school. This is achieved by making arrangements for a physical school library, possibly supplemented by borrowing in a classroom (mobile) establishment. (De Bibliotheek op School, 2015).*

In this program for primary schools, a “reading advisor” from the Public Library, who has received a short library training which is specifically related to this program, visits the primary school (perhaps for about 4 hours per week), assists the teachers with reading strategies and provides books for the school library. A monitor which has been developed to measure the success or failure of the “Library at School” strategy indicates that the reading skills of students in this program are improving.

The “Library at School” makes the following statement with regard to secondary schools:

*“The relationship between libraries and schools is expected to change drastically in the coming years. There is a growing cooperation between libraries and education. With the “Library*

*at School program, (public) libraries, secondary schools and the municipality form multi-year strategic alliances. The purpose is to demonstrate quality in education, more specifically improved student outcomes in the areas of reading skills, proficiency, media literacy and information literacy.*

Various programs support secondary education. Neither the primary or the secondary school programs employ a qualified school librarian who is present in the school during the entire school day. Librarians and other staff from the “Library at School” are employed by the public library, which receives a consultancy fee from schools for their services.

In fact, in the Netherlands, there are two completely different description of what a school library actually is. One predominantly assists reading skills and provides advice to the schools for a short period each week. The other is concerned with “*a school’s physical and digital learning space where reading, inquiry, research, thinking, imagination, and creativity are central to students’ information-to knowledge journey, and to their personal, social and cultural growth*” (IFLA, 2015). Both types of libraries are associated with Dutch-speaking children (reading mostly Dutch text), within the Dutch cultural identity. Neither of these attitudes or definitions specifically addresses the needs of immigrant children or asylum seekers (except perhaps in reading, in their second language or the policy language of the school). This statement would, however, need to be verified in a further study.

In April 2015, Kleijnen, Huysman and Elbers published their paper entitled “*The role of school libraries in reducing learning disadvantages in migrant children : a Review of the Literature*”. Whilst this is an interesting paper, it is mostly concerned with reading and literacy skills, nevertheless it states that school libraries are clearly related to positive learning outcomes in students, especially migrant children.

### **A vision of the multicultural, multilingual school library**

In 2012, Boelens, van Dam and Tilke began studying the various aspects of multicultural and intercultural education, identifying a symbiotic relationship with school libraries (Boelens, van Dam and Tilke, 2012). They discussed the support which was needed for both children who were immigrants, i.e. those permanently moving from one country to another, as well as more geo-mobile children, known as Third Culture Kids or Global Nomads. They also identified various relational features such as literacy, language, bilingual education, world languages. In 2015, Boelens and Tilke once again discussed subjects such as “diversity” and “difference” in multicultural situations within the school community and how these matters affect the school library (Boelens and Tilke, 2015, p. 2). Later in 2015, Bailey, Boelens, Cherek and Tilke focused on school library services which would meet the needs of multicultural/lingual students (especially immigrants and asylum seekers (Bailey, Boelens, Cherek and Tilke, 2015). This paper posits the role of the library in multicultural/lingual school communities from different areas of study: education and pedagogy, library and information science, psychology, sociology and anthropology, and linguistics. It places the school library in the context of:

### **Recent educational trends**

Schools must support both “the identifiable needs of today, and the uncertain demands of the future” (OECD, 2005) and should provide an environment that will support and enhance the

learning process, encourage innovation, foster positive human relationships - in short, be “a tool for learning”. In today’s interconnected and technology-driven world, a learning environment can be virtual, online, remote - it doesn’t have to be a physical place at all. Perhaps a better way to think of 21st century learning environments is as support systems that organize the conditions in which humans learn, within the globalized society..

### ***Library and information science trends***

The school library has now become the school’s learning commons (Canadian Library Association, 2014; Loertscher et al, 2008, 2011). Educause (2011) states that the learning commons

*“have evolved from a combination library and computer lab into a full-service learning, research, and project space. ... The learning commons provides areas for group meetings, tools to support creative efforts, and on-staff specialists to provide help as needed. The strength of the learning commons lies in the relationships it supports, whether these are student-to-student, student-to-faculty, student-to-staff, student-to-equipment, or student-to-information (p.1).*

Recently Bailey, Boelens, Cherek and Boelens (2015) have suggested that school libraries need to provide special facilities for immigrants and asylum seekers. Furthermore, librarians are described as co-teachers within multicultural/lingual school communities (Medaille and Shannon, 2014); co-teachers are “two equally-qualified individuals who may or may not have the same area of expertise jointly delivering instruction to a group of students” (Curry School of Education, 2012).

Krashen and Bland (2014) have identified the need for second language learners to develop competencies in academic language acquisition. Smallwood and Becnel (2012) identified various factors in successfully providing library services in multicultural settings – accessing and reaching the clientele; provision of appropriate materials; consideration of use of space; focusing services on linguistic and socio-economic needs; appropriate technology; professional development and awareness-raising amongst school librarians. Indeed, Welch (2011) promoted the idea of the library collection which aims to influence student behavior, in terms of increasing tolerance and sensitivity in a multicultural setting. Bailey, Boelens, Cherek and Tilke (2015) describe services which the school library can provide to meet the needs of multicultural, multilingual students.

### ***Identity issues and their importance in the school and the school library***

The feeling of belonging is critical to every child’s well-being and helps him/her to fulfill his potential in many different areas of development: physical, social, emotional and cognitive (The Welcoming Schools Childhood Education Program, 2015).

### ***Racial, Cultural and Ethnicity issues***

A healthy racial and ethnic identity can help youth to establish a consistent view of themselves. Using these factors, the school library becomes a safe “public” space where a healthy and proactive sense of diversity encourages deep and meaningful conversations with all members of the school community about stereotypes such as discrimination and racism. The key factors are:

- Students cannot start learning until they feel safe, seen and valued;

- Learning is diminished and/or does not occur without addressing equity and diversity topics;
- Equity and diversity topics are intertwined with academic achievement.

Subjects such as “diversity” and “difference” in multicultural situations within the school community and how these matters affect the school library, are very important (Boelens and Tilke, 2015, p. 2). Students from diverse cultural backgrounds, who differ from mainstream students in terms of ethnicity, socioeconomic status and primary language, and who are entering schools in growing numbers, need to receive education which addresses multicultural and intercultural issues. These issues relate to their own culture, religion, cultural diversity and cultural heritage. The school should respect the cultural identity of learners through the provision of culturally appropriate and responsive education, which focuses on key issues and interrelationships (UNESCO, 2006), impacting the learning environment as a whole. (UNESCO, 2003)

### ***Language acquisition***

Culturally and linguistically diverse students learn a language best when they are treated as individuals, experience authentic activities in communication in the target language and see teaching as relevant to their needs. They benefit from seeing strong links between language and culture and also from having helpful feedback on their progress, thus assisting them to manage their own learning. (Vale, Scarino and McKay, 1991)

### ***Global Literacy***

Jacobs (2013) describes three different literacies, which overlap each other:

- Digital literacy – the ability to select and apply and choose an application or digital tool to match a purpose;
- Media Literacy – the ability to be a good receiver of media literacy in multiple forms and also to be a good media maker;
- Global literacy – competencies which help students to be fluent investigators of the world around them and to examine different perspectives. These global literacies are only possible if students are already digitally and media literate.

If educators want students to become global citizens, then they need to develop these three literacies. Global literacy, taught in the multicultural/lingual learning commons, stresses the importance of links with other schools, making it possible for students from different schools and countries to discuss contemporary issues and common problems. These discussions should not be superficial. . The Curriculum 21 project (REF XXX) attempts to map the classroom of the future, while taking these three literacies into account.

The Global TL (Teacher Librarian) Community – Librarians without borders – constantly discusses these issues and provides support to teacher librarians throughout the world who are interested in global literacy issues (Global TL, 2015).

### **The involvement of the school library/ian in multicultural, multilingual education**

Ultimately, the aim is to ensure that students, teachers and librarians are prepared to safely and constructively deal with the dynamics of a multi-cultural society. Safe facilitation in the

school library learning commons requires “trained” leaders from the school community. School librarians will need to check their own qualification and also to attend personal development training so that they will be in a position to facilitate multicultural/lingual issues within the school community.

### **A training program about multicultural/lingual issues for the school community**

In 2015, Boelens and Cherek examined the possibility of creating a personal development training program for the entire school community, facilitated by the school library (Bailey, Boelens, Cherek and Tilke, 2015). This is an attempt to help teachers, school leaders, librarians and parents to better understand problems being confronted by the multicultural/lingual school community, especially immigrants and refugees. This program would be made available through the school’s electronic learning environment.

- The first part is a 24-minute video that provides an open conversation about race and ethnicity between professionals and young people. Here, participants listen to different perspectives about race and ethnicity, and appreciate why these topics are important to both caregivers (teachers, social workers, child welfare professionals) and young people. Finally, with the help of a study guide, participants explore the possibility of integrating racial and ethnic identity development into daily practice.
- The second part is an eLearning course that provides participants with necessary tools to develop a deeper understanding of issues related to racism and discrimination. The content is specifically designed so that professionals (adults, educators, caretakers) develop a vocabulary for discussing race and ethnicity with others who are interested in and concerned about these subjects.
- The third and final part of the curriculum is a two day in-person learning event. In this face-to-face meeting, trained facilitators guide participants as they begin to incorporate their new skills into daily practice.

This training program will help to establish a multicultural/lingual school community based not only on academic achievement but also on a healthy climate with regard to racial, cultural and ethnicity issues. .

### **Role of the IASL**

Members of the IASL come from all the world’s regions. They are educators, librarians, academics and other interested parties who are interested in the role and work of school libraries/librarians throughout the world. This association provides many different services, as described on the new website [www.iasl-online.org](http://www.iasl-online.org), including information about the multicultural/lingual school library at international level, however there is room for expansion on these specific topics. Also, it describes international projects which can be used during Global Literacy instruction, including a link to the E-book which is described by Boelens, Loertscher and Valenza (2015)

### **Conclusions**

This paper has discussed a developing role for the school library in the multicultural/lingual school community until 2030, in the Netherlands, in Europe and internationally. It promotes a training program for the entire school community, facilitated by the school librarian. It also describes how the IASL can facilitate this training program through its website.

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### **Biographical notes**

Helen Boelens (PhD) was awarded a Ph.D. degree by Middlesex University, School of Arts and Education in 2010. She now focuses her work on the development of and assistance to hundreds of thousands of school libraries in developing countries. She is the former coordinator of the Research SIG of the IASL (International Association of School Librarianship). She is also one of the founders of the ENSIL Foundation (Stitching ENSIL).

John Martin Cherek Jr. (MSc) received a Master's in Political Science from the University of Amsterdam (UvA) in 2009. His thesis examined the post-reintegration needs of former child soldiers in Sierra Leone. Before moving to Amsterdam to study at the UvA, John worked Casey Family Programs. As the largest operating foundation the U.S.A dedicated to improving outcomes for children in foster care, John developed programs related to life skills education, identity development and child welfare policy. Originally from the United States, John holds a degree in Psychology from Seattle University (2004). He works primarily with vulnerable populations and specializes in education, mental health and youth & child development.

# Communicating across cultures: cultural identity issues and the role of the multicultural, multilingual school library within the school community

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**Dr. Helen Boelens**

School Library Researcher and Consultant, The Netherlands

[helenboelens@xs4all.nl](mailto:helenboelens@xs4all.nl)

**John M. Cherek Jr. MSc**

Project Manager, Zorgboerderij “De Kweektuin”, Mijdrecht, The Netherlands

**Dr. Anthony Tilke**

Head of Library Services & TOK Teacher, United World College of South-East Asia  
(Dover Campus), Singapore

**Nadine Bailey**

United World College of South East Asia (East Campus), Singapore

## **Abstract**

*The arrival of increasing numbers of refugees and immigrants has caused large increases in multicultural school populations. This interdisciplinary paper describes an ongoing study which began in 2012, discussing the role of the school library in multicultural, multilingual school communities and offering suggestions about how the school library could become a multicultural learning environment. It provides information to help school library staff to look closely at these issues and to provide help and useful suggestions to the entire school community. The prime objective is to help the school community to safely and constructively deal with the dynamics of a multi-cultural society, using the school library as a base. Safe facilitation requires “trained” leaders from the school community. An e-learning program for school librarians is being adapted for this purpose.*

**Keywords:** Multi-culturalism, Multi-lingualism, languages, Cultural identity, Global literacy.

## **Introduction**

At the IASL Conference 2012, a paper discussed the role of the school library in multicultural, multilingual school communities and offered suggestions about how the school library could become a multicultural learning environment (Boelens, van Dam and Tilke, 2012). Since

2012, various factors have affected multicultural school populations in many different types of primary and secondary schools in countries throughout the world.

### **Limitation of this study**

This paper seeks to understand how learning experiences of multicultural, multilingual students can be accommodated in the school library. Boelens and Tilke (2015) recently described relevant trends and ideas which posit the role of the library in multicultural/lingual school communities from different areas of study: education and pedagogy, library and information science, psychology, sociology and anthropology, and linguistics.

### **Educational trends**

Some international organizations have indicated educational trends. UNESCO's statement on global education provides a set of objectives for international education until the year 2030. The Organisation for Economic Co-operation and Development (OECD) recommended that schools support both "the identifiable needs of today, and the uncertain demands of the future" (OECD, 2005); schools should provide an environment that will support and enhance the learning process, encourage innovation, foster positive human relationships - in short, be "a tool for learning". The term "learning environment" suggests place and space: a school, a classroom, a library. However, in today's interconnected and technology-driven world, a learning environment can be virtual, online, remote - it doesn't have to be a physical place at all. Perhaps a better way to think of 21st century learning environments is as support systems that organize the conditions in which humans learn. How does this affect the school library?

### ***Library and information Science trends***

How do these changes in educational theories and expectations affect the school library? Commentators in North America have suggested that the library has now become part of the school learning commons (Canadian Library Association, 2014; Loertscher et al, 2011; Loertscher et al, 2008). Educuase (20xx) considers that learning or information commons

has evolved from a combination library and computer lab into a full-service learning, research, and project space. ... In response to course assignments, which have taken a creative and often collaborative turn ... learning commons provides areas for group meetings, tools to support creative efforts, and on-staff specialists to provide help as needed. The strength of the learning commons lies in the relationships it supports, whether these are student-to-student, student-to-faculty, student-to-staff, student-to-equipment, or student-to-information (p. 1)

Can the needs of multicultural/lingual learners be specifically supported in a Learning Commons environment? Osborne (2014, p. 7) states that "more and more schools ... are committing to provide physical spaces that align with, promote and encourage, a more modern vision for learning" and asks "how might the library act as a 'third place' to provide unique, compelling and engaging experiences for staff, students and community that aren't offered elsewhere?" (p. 8)

Furthermore, librarians are co-teachers within multicultural/lingual school communities (Medaille and Shannon, 2014); co-teachers are "two equally-qualified individuals who may or

may not have the same area of expertise jointly delivering instruction to a group of students” (Curry School of Education, 2012).

### ***Racial, Cultural and Ethnicity issues (Psychology, Sociology, and Anthropology)***

Key factors are:

- Students cannot start learning until they feel safe, seen and valued;
- Learning is diminished and/or does not occur without addressing equity and diversity topics;
- Equity and diversity topics are intertwined with academic achievement.

This paper will also discuss subjects such as “diversity” and “difference” in multicultural situations within the school community and how these matters affect the school library, not only in developed countries, but also those which are located in emerging and developing countries (Boelens and Tilke, 2015, p. 2). Students from diverse cultural backgrounds, who differ from mainstream students in terms of ethnicity, socioeconomic status and primary language, are entering schools in growing numbers. The education which these students receive needs to address multicultural and intercultural issues. Intercultural education relates to culture, religion, cultural diversity and cultural heritage and respects the cultural identity of learners through the provision of culturally appropriate and responsive education, which focuses on key issues and interrelationships (UNESCO, 2006). It concerns the learning environment as a whole and impacts many different aspects of the educational processes, such as school life and decision making, teacher education and training, curricula, languages of instruction, teaching methods, student interactions and learning materials. (UNESCO, 2003a)

### ***Language acquisition***

Based on international research, practice and comment, Della Chiesa, Scott and Hinton (2012) identified strong connection between language and culture(s), looking for future benefits in human endeavor, partly as a result of recognizing that language acquisition and use does not develop in isolation from socio-cultural and indeed brain development. International understanding is perceived as a desired social outcome of such interventions.

Features of language learning assist teachers of culturally and linguistically diverse students. Learners learn a language best when treated as individuals, experience authentic activities in communication in the target language and see teaching as relevant to their needs. Learning should be relevant to their needs and they benefit from seeing strong links between language and culture. They also benefit from having helpful feedback on their progress and where they can manage their own learning. (Vale, Scarino and McKay, 1991)

### ***Background information***

Demographic shifts, i.e. changes in the demolinguistic situation, have taken place. Children from culturally and linguistically diverse backgrounds, including immigrant and refugee children, are entering schools all over the world; changing demographics will alter both

school practices and policies (Center for Public Education, 2012). Features of experiences for students in various countries include:

- Culturally and linguistically diverse students in Australia typically come from a wide range of language, socio-economic, cultural and religious backgrounds. Up to one-fifth of such students are newly arrived in Australia and with a language background other than English; even if some students are born in Australia, they may enter the school system with little or no English language. (Department of Education of Western Australia, 2011). Australian schools may experience large populations of immigrant and/or refugee students (Ho, 2011).
- The USA too has seen changing demographics in schools. Forty-seven percent of children younger than five belong to a racial or ethnic minority group, and “trends in immigration and birth rates indicate that soon there will be no majority racial or ethnic group in the United States” (Center for Public Education, 2012). Implications for such trends may include needs for qualified bilingual teachers, preschool programs, concerns over drop-out rates from mainstream education, and other resource issues in schools.
- There were similar issues in Canada, where students did not have language skills in the main languages used for teaching and learning, though differences in educational performance reduced as students progressed through the school system (Statistics Canada, 2001).
- The United Kingdom too experienced similar issues, where a focus on educating significant numbers of students who spoke English as an additional language (EAL) (British Council, 2014).
- Looking at countries where English is not the main or major language of teaching and learning, the European Commission (2015) reported very similar issues for schools and for students, not least for asylum seekers.

### **Important identity issues in the context of the school community**

This paper posits that the school library must be a safe space that welcomes all questions, perspectives and backgrounds. School libraries offer valuable resources (in both traditional and digital format), information, knowledge and insight. In a school context, a library space is one where students can explore their ideas and ask questions. Librarians provide specialized support within this domain and have a responsibility to support the growth of their students. Such healthy development of students can have a strong impact on self-esteem, academic performance and feelings of cohesion. In a multi-cultural school setting, issues of race, ethnicity and culture play a central role in the identity of the school and its students. Celebrating our differences is one way of acknowledging the diverse backgrounds of members of the school community, though such diversity can be overshadowed by a dominant culture and its narrative.

As professionals in education, it is our responsibility to develop competence in the areas that matter to our students, including our own understanding of race, culture and ethnicity, to ensure that young people receive targeted guidance and support they need in order to explore a healthy sense of self.

### ***Identity***

Central to identity formation is the “challenge of preserving one’s sense of personal continuity

over time, of establishing a sense of sameness of oneself, despite the necessary changes that one must undergo in terms of redefining the self” (Harter, 1990). Adolescence is an important and formative period in life that influences many parts of identity development (sexual, racial, ethnic, gender, etc.). Identity development is a dynamic process that plays a central role in developing our relationship to the self, the other and our social environment. It is especially during adolescence that we play around with multiple identities, experiment with “the rules” and test the institutions around us. As a result of this process, parts of our identity are kept and nurtured, while others are briefly worn and discarded.

Much research about racial and ethnic identity development has focused on adolescent and college age individuals. (Helms (1990) in Phinney, 2007, p. 275) This makes sense because self-reflection is an important part of collecting data. It does not necessarily imply that younger children do not have the ability to reflect, but their process of reflection may be different. For example, younger children tend to describe themselves in a more simple, less sophisticated way, according to their perception of personality characteristics -- "I am nice"/ "I like to make other people feel good"/ "I like to help people". This is less about their relationship to things (toys, food) and more about their understanding of certain qualities (both good and bad). For example, "I am good at writing and bad at soccer". This relates to ethnic identity development, when children become aware of good and bad qualities about their ethnic group. Understanding why society deems these certain qualities good or bad is perhaps one way to help prepare them for dealing with a multi-cultural environment with dominant ideas that are not their own. Ethnic identity has been studied largely with reference to one’s sense of belonging to an ethnic group, that is, a group defined by one’s cultural heritage, including values, traditions, and often language (Phinney 2007, p. 274). Finding interactive and "fun" ways to help children explore or even explain their understanding of these things is one role the school library can play; by facilitating access to information, librarians can guide students through relevant books, movies and other multimedia tools. Adolescence is a developmental stage between childhood and adulthood when individuals experience biological, social and psychological change. According to psychoanalyst Erik Erikson (1968), ego identity versus role confusion. It is the psychosocial stage of personality development that adolescents encounter when faced with the question, “Who am I?”. A healthy resolution of this stage can lead to strong ego identity. Unhealthy resolution of this stage will contribute to role confusion. Role confusion challenges our ability to build connections and participate as members of society. Here, adolescents create and recreate meaning to provide themselves with a sense of connection. When a lack of connection exists, the ego struggles to build a foundation for fidelity, based on loyalty. If adolescents lack fidelity, they might encounter, in extreme cases, a future of social pathology, crime and prejudicial ideologies. These negative characteristics can manifest when the individual participates as an adult, for example, in religious, athletic, national, and military rites and ceremonies (Engler, 2014).

### ***Racial, Cultural and Ethnic Identity***

A healthy racial and ethnic identity can help youth establish a consistent view of themselves. Many aspects of adolescence are transient and changing. One day we love the color yellow and the next day it is the color red. Thus, by creating a permanent anchor from which to develop, we give our students a better chance at achieving positive outcomes; without these anchors, many young people may identify with a completely different culture which has nothing to do with “who they are”.

## **Identity issues and their importance in the school and the school library**

The feeling of belonging is critical to every child's well-being and helps him/her to fulfill his potential in many different areas of development: physical, social, emotional and cognitive (Welcoming Schools Childhood Education Program, 2015).

Cherek's 2015 research is concerned with ways that students can develop a healthy racial and ethnic identity and improve their understanding and vocabulary around race and ethnicity, therefore contributing to increased cultural competence; this contributes to higher self-esteem and healthy development. By using these essential skills, students have the opportunity to take ownership over their ideas and are encouraged to examine the world around them -- at home, school, work and in the media – thus preparing them to thrive in multicultural environments.

Essentially, children who feel good about themselves may be more successful, not only at school but in different aspects of their lives (Tough, 2012). Identity is not something that individuals automatically have. Identity develops over time, beginning in childhood, through a process of "reflection and observation" (Erikson 1968, p. 22) Important questions to ask about a child's learning environment is does he/she see other teachers, parents or students in the school who represent his/her own culture or heritage? Who do these children identify with? Who do they see as a reflection of themselves, e.g. public figures?

Using these factors, the school library becomes a safe "public" space where a healthy and proactive sense of diversity encourages deep and meaningful conversations with all members of the school community about stereotypes such as discrimination and racism.

## **Involvement of the school library/ian in multicultural, multilingual education**

Ultimately, the aim is that students, teachers and librarians are prepared to safely and constructively deal with the dynamics of a multi-cultural society. Safe facilitation requires "trained" leaders from the school community.

In larger schools with academic disciplinary silos, it may be difficult to create positive messages about mother tongue and cultural identity and pride across to members of the school community as a whole – school leaders, teachers, students and parents. The EAL (English as an Additional Language) teacher is most concerned about getting the students up to speed and may inadvertently give the wrong message. The teaching of the student's (minority) language may not be part of the school language policy.

The Welcoming Schools Childhood Education Program (2015) suggests that children who are motivated and engaged in learning are more committed to the school. By providing books, information and other resources, the library can "provide an important mirror for children to see themselves reflected in the world around them". Here, library resources "also provide a window to the lives of others. ... [and] students also find positive role models through literature"; benefits from such activities are best seen when coordinated in the school community. The library can provide a stable permanent base for the length of the student's school career.

Research (Bedore and Peña, 2008) indicates that bilingualism can only be sustained if there is at least a 30% input in the less dominant language. If the less dominant language is not a language which is used and taught within the school community, then the library can provide access to relevant materials. This is an intellectual process of proving the benefit and a practical exercise of resource collection, curation, access, promotion and marketing. These can be very simple, such as the creation of displays of books about diversity, multiculturalism and multilingualism and about national days of the countries which are represented by children at the school, and reflecting their cultures.

In any event, the school library is a helpful environment where students can reflect on these issues. It can highlight resources, or profile individuals relevant to various ethnic groups. This can be achieved by exploring literature authored by individuals from their ethnic own group or by reading about the history of their own ethnic group. Additionally, the library can give students the basic skills to find or locate this information.

### **Multicultural, multilingual school libraries**

In 2012, Boelens, van Dam and Tilke focused on various aspects of multicultural and intercultural education, identifying a symbiotic relationship with school libraries. It reported on support needs for both children who were immigrants, i.e. those permanently moving from one country to another, as well as more geo-mobile children, known as Third Culture Kids or Global Nomads. Various relational features were identified: literacy, language, bilingual education, world languages.

Krashen and Bland (2014) have identified the need for second language learners to develop competencies in academic language acquisition. Before that, self-selected recreational reading habits were partly dependent on a varied, indeed wide, selection of reading matter. In itself, this reading matter did not provide access to academic language acquisition, but it prepared children to do so. This reading stamina also had an effective domain, in that it motivated students to become readers, and arguably gave them confidence. For some children who use school libraries in multicultural education environments, the digital age was not wholly relevant, as eBook use was associated with affluence. For children whose socio-economic experience is that of poverty, libraries represent the only stable source of access to reading materials, especially in developing and emerging countries. The provision, promotion and use of such reading materials is a feature of the work of (school) libraries/ians in these countries. These libraries/ians support students and teach them to navigate abundant sources of information. Such skills and aptitudes are commonly known as information literacy skills. Sometimes, the prevalence of information literacy skills is perceived as being a main role of the school library/ian, however the teaching of these skills and the provision of reading materials need to be symbiotically linked.

Smallwood and Becnel (2012) identified various factors in successfully providing library services in multicultural settings – accessing and reaching the clientele; provision of appropriate materials; consideration of use of space; focusing services on linguistic and socio-economic needs; appropriate technology; professional development and awareness-raising amongst school librarians. Indeed, Welch (2011) promoted the idea of the library collection having an aim of influencing student behavior, in terms of increasing tolerance and sensitivity in a multicultural setting.

Whilst not substantially different from good practice elsewhere, the International Baccalaureate Organization (IBO or IB) has identified good practice in library support for multilingual learning environments (International Baccalaureate, 2012). Schools that offer IB programs comprise state or government schools, semi-independent, independent and international schools. When a school adopts IB programs, it needs to also take ownership of IB philosophy, including a holistic approach to language and international-mindedness (Singh and Qu, 2013). There is, therefore, a symbiotic link between language and intercultural education approaches in schools which may (or should) experience strong ESL (English as a Second Language) support (Carder, 2014), though the IB stance is that every teacher is a teacher of language (International Baccalaureate, 2011).

Therefore, the literature has identified a need to develop competencies in academic language proficiency and a resource/information role for (both public and school) libraries, especially for children, sometimes immigrants or refugees, who are affected by poverty. Therefore, libraries may be part of scaffolding strategies to support children who need language support, and which include resources and facilities (space). Thinking and planning for such library services and support needs to be holistic and wide-ranging (from facilities and plant to professional development), all based on an understanding of the needs and concerns of targeted client groups.

### **Focusing services on the needs of multicultural/lingual students**

The librarian needs to establish the current and future users of the school and its library, and user demographics (i.e. how many students come from which minority or language group). Library collection and services should then be related to such information.

School libraries have roles related to literacy and reading, and teaching and learning of information literacy skills. To support this, resources - mainly physical - have been curated to serve a mainstream interpretation of students' needs, often curricular, and in the dominant language (often English). This role could be broadened to meet the needs of the multicultural/lingual school community.

The library collection should contain books and information (in traditional and digital format) which reflect the diversity of the children in the school. The library exposes the entire school community to many different cultures and languages. This collection can help students to understand that while their families are unique, they share many common values, beliefs and traditions.

The collection should contain literature in the native language of students, and link to digital international children's libraries and also digital libraries for children from relatively small indigenous groups. This could include online links to songs, poems and stories from many different cultures and in many different languages. It should also contain current information about student countries of origin. Parents could be asked to help the librarian with this task. (Smallwood and Becnel, 2012)

Using these guidelines, the school librarian can strengthen the collection, and then present this information in attractive ways to the entire school community, so that it becomes aware of the extent to their library's resources.

Librarians can provide an enabling portal function for immigrant, refugee and Third Culture Kids. They may be hesitant to assume this role, perhaps due to mono-lingual experience or lack of expertise in the creation of digital personal learning environments (PLEs) or personal learning networks (PLNs).

The librarian may consider applying principles of information ecology to the school library. This multi-disciplinary emerging field offers a framework within which to analyze the relationships between organizations, information technology and information objects in a context whereby the human, information technology and social information environment is in harmony (Candela et al., 2007; Wang et al., 2015).

Steinerová (2011) and Candela et al., (2007) looked at features of digital libraries and suggested that librarians examine where value integration can take place between the library service, technology, scholarship and culture, adding value through new services or contributions to learning, user experience, research productivity, teaching or presenting and preserving cultural heritage. Applying these ideas to the school environment, constituents of the eco-system include teachers, teacher librarians, students administration, parents and custodial staff (Perrault, 2007). Elements of the system will co-exist but also compete and share, converge and diverge in a dynamic interactive, complex environment (García-Marco, 2011). The role of the library is such that information ecology needs to be understood in order to support information-seeking behavior and thereby discover zones of intervention and areas to leverage to optimize advance information-seeking, usage, creation and dissemination within that eco-system and beyond. In response, curriculum, content and subject delivery can be collaboratively reshaped and constructed according to changes in the environment or needs of students (O'Connell, 2014).

Different kinds of resources and adaptive technologies can optimally support students with special educational needs (Perrault, 2010, 2011; Perrault & Levesque, 2012). This type of thinking can be adapted to considering the needs of bi- and multi-lingual students who are part of the school's information ecology, but have linguistic and cultural learning and informational needs. These can be seen as a potential zone of intervention for collaboration between the teacher, teacher librarian (TL), family and community.

Literature intended for school librarians generally discusses cultural diversity in materials and the building of a world literature collection in response to student diversity or as part of language and humanities curricula (Garrison, Forest, & Kimmel, 2014). Some schools build a "Languages other than English" (LOTE) collection. To do so, schools may try to recruit bilingual or minority TLs or ask for help from parents; schools can also provide training in competencies in multicultural education (Colbert-Lewis & Colbert-Lewis, 2013; Everhart, Mardis, & Johnston, 2010; Mestre, 2009).

The main educational and social issues within schools are to ensure students acquire the official language of instruction so that they can adapt to the new learning environment without loss of educational momentum, while maintaining and developing their mother tongue (Kim and Mizuishi, 2014). Carder (2007) and Cummins (2001; 2003) suggest that even though there is evidence that supports the maintenance of mother tongue (the most effective way of supporting such students), schools place most effort and resources on the

official language of instruction of the school. Evidence now presented above suggests that by doing so, children may lose some of their own healthy cultural and ethnic identity.

School librarians may be aware of geographically dispersed personal learning networks (PLNs) in order to create a personal learning environment (PLE) using various technological tools (McElvaney & Berge, 2009; O'Connell, 2014), and could assist different individuals throughout the school community to make use of a PLE. For instance, the International Baccalaureate (IB) allows students the option of guided mother tongue self-study if the school does not teach that specific language. Figure 1 below describes a PLE of an IB self-taught language student.

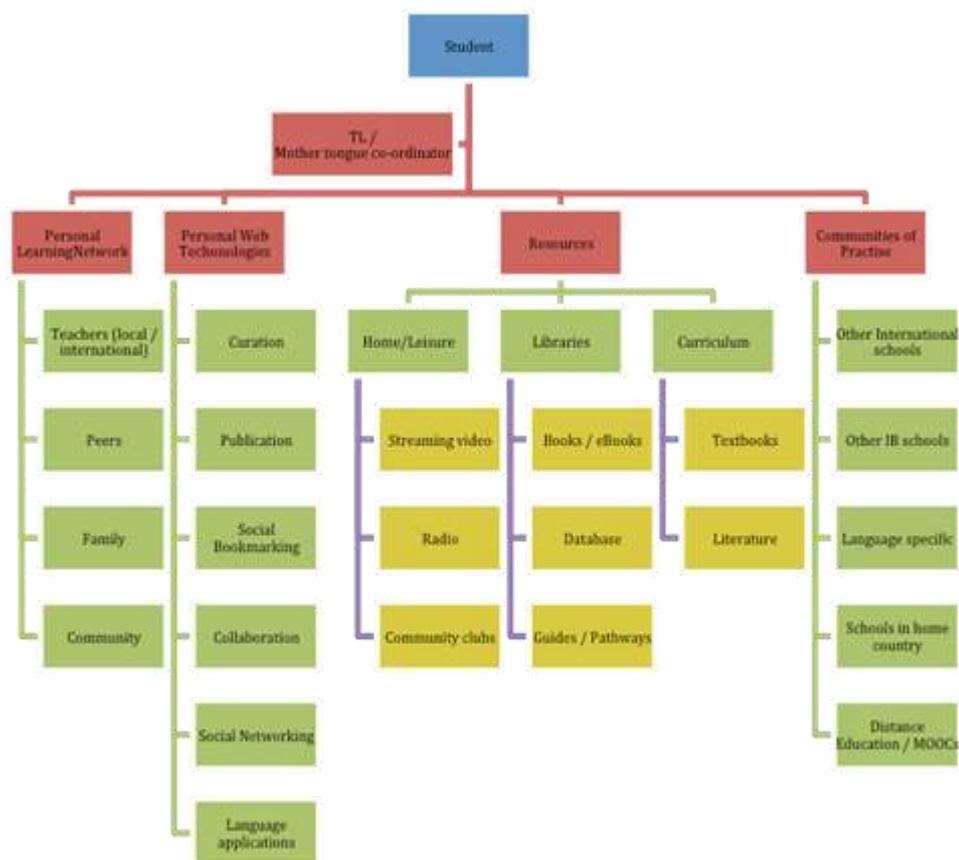


Figure 1: PLE of an IB self-taught language student

### A training program about multicultural/lingual issues for the school community

In 2015, Boelens and Cherek examined the possibility of creating a personal development training program for the entire school community, facilitated by the school library. This is an attempt to help teachers, school leaders, librarians and parents to better understand problems being confronted by the multicultural/lingual school community, especially immigrants and refugees. This program would be made available through the school's electronic learning environment.

The first part is a 24-minute video that provides an open conversation about race and ethnicity between professionals and young people. Here, participants listen to different perspectives about race and ethnicity, and appreciate why these topics are important to both

caregivers (teachers, social workers, child welfare professionals) and young people. Finally, with the help of a study guide, participants explore the possibility of integrating racial and ethnic identity development into daily practice.

The second part is an eLearning course that provides participants with necessary tools to develop a deeper understanding of issues related to racism and discrimination. The content is specifically designed so that professionals (adults, educators, caretakers) develop a vocabulary for discussing race and ethnicity with others who are interested in and concerned about these subjects. A constructive vocabulary is an essential tool when discussing identity development, as it enables participants to safely address issues of racism and discrimination. Finally, participants can further integrate this deepened knowledge into daily practice. This is an important part of the training because it prepares participants for a facilitated in-person learning event.

The third and final part of the curriculum is a two day in-person learning event. In this face-to-face meeting, trained facilitators guide participants as they begin to incorporate their new skills into daily practice. The most effective and powerful events occur when both young people and professionals are present. The training is highly interactive and challenging. Participants are encouraged to openly discuss the impact of stereotypes and the social influences that affect their own racial and ethnic identity.

A similar training program is by The Welcoming Schools Childhood Education Program (2015), which provides a starter kit for a personal development training program for members of the school community, relating to equity, school climate and academic achievement.

Tapping into the experiences and communities of practice (COP) of distance education, massive open online courses (MOOCs), school librarians could be trained to facilitate this training program through PLNs and PLEs, Training programs would be available at any time and in any geographic location providing internet access is available. Initially, a pilot program would be tested with one language group, and could later be extended to other groups.

This training program will help to establish a multicultural/lingual school community based not only on academic achievement but also on a healthy climate with regard to racial, cultural and ethnicity issues. It will also contribute to a school's goals of equity in teaching and will require the support and involvement of the entire school community. Since library staff will be facilitating this program, their reputation will be enhanced, and be perceived as integral members of the school community.

## **Conclusion**

This paper has discussed a developing role for the school library in the multicultural/lingual school community in 2015. It promotes a training program for the entire school community which will be facilitated by the librarian. Because of their involvement in the school's learning commons, the librarian is already involved in interdisciplinary activities related to the multicultural/lingual nature of the entire school.

While all aspects of identity development are valuable, one area that is often ignored, especially when talking about young people who are detached from their culture, is racial and

ethnic identity. Along with ever-changing realities of society, demographics and politics, the impact of race and ethnicity have never been more important.

With an increasing number of migrant and immigrant students, the acute reality of living in multiple worlds becomes more apparent. Social norms and values become entangled. Home life, school life and street life compete for attention. Without proper guidance and support, alienation that occurs when individuals feel split between dissonant forces results in a confused sense of “Who am I?”. Addressing these issues in an educational setting means that we as educators have the power to create “safe spaces” for our captive student audience. Thus, students can be prepared to effectively deal with the realities of a multi-cultural society while at the same time developing a healthy sense of racial and ethnic identity.

As a result of the proposed training program, students at the school will learn more about ‘who they are’, especially those who come from an immigrant or refugee background. With the support of the entire school staff, they will come to terms with their own cultural identity and ethnicity in their new school and in their new place of residence, and have positive feelings, with an expected corrolorry that their academic achievement will increase.

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### **Biographical notes**

Helen Boelens (PhD) was awarded a Ph.D. degree by Middlesex University, School of Arts and Education in 2010. She now focuses her work on the development of and assistance to hundreds of thousands of school libraries in developing countries. She is the former coordinator of the Research SIG of the IASL (International Association of School Librarianship). She is also one of the founders of the ENSIL Foundation (Stitching ENSIL).

John Martin Cherek Jr. (MSc) received a Master's in Political Science from the University of Amsterdam in 2009. His thesis examined the post-reintegration needs of former child soldiers in Sierra Leone. Before moving to Amsterdam to study at the UvA, John worked Casey Family Programs. As the largest operating foundation the U.S.A dedicated to improving outcomes for children in foster care, John developed programs related to life skills education, identity development and child welfare policy. Originally from the United States, John holds a degree in Psychology from Seattle University (2004). He works primarily with vulnerable populations and specializes in education, mental health and youth & child development.

Anthony Tilke\_(PhD)\_has spent nearly 20 years in the international school sector, in Asia and Europe. His doctoral thesis (from Charles Sturt University, Australia) focused on the impact of an international school library on the International Baccalaureate (IB) Diploma Program, and which subsequently fed into his book about the Diploma and the school library/ian. A common feature of his work is supporting mother tongue programs in schools, and he has contributed to an IB document "An IB educator's story about the role of librarians in multilingual learning communities".

Nadine Bailey (MPhil, MBA, MIS) has lived and worked internationally for 20 years, in Africa, South America, Europe and Asia. Her area of interest lies in language and identity particularly related to students educated in a third culture environment. In an increasingly digitized educational environment she argues that librarians play an important curation and leadership role in guiding and enabling students to create personal learning networks in and for their mother tongue language. In that way libraries are both a safe physical and virtual space.

# School Libraries in Kid's Voices: multilingual, multicultural open access eBooks written by children themselves

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**Dr. Helen Boelens,**

School Library Researcher and Consultant,  
The Netherlands

[helenboelens@xs4all.nl](mailto:helenboelens@xs4all.nl)

**Dr. David V. Loertscher,**

Professor, School of Library and Information Science,  
San Jose State University,  
California, USA

**Dr. Joyce Valenza,**

Assistant Professor and Director of the MLIS program, Rutgers University School of  
Communication and Information,  
New Jersey, USA

## **Abstract**

*Research confirms that there is a serious shortage of reading materials in school libraries, especially in developing and emerging countries. Students who were interviewed during surveys, some of whom attend very poor schools which have no electricity and no internet connection, told the survey team that they wanted to be able to read about things which are familiar to them, preferably in their mother tongue.*

*Discussions have been held with school library colleagues about the possibility of children writing their own stories and poems, in their mother tongue, resulting in a series of books where children will respond to a variety of prompts. Members of the school library community throughout the world are being asked for their help to collect the required material. Children's drawings, and writings will be forwarded to the international team of editors.*

*A publisher has been found for the first open-access book and an editorial team is being formed. Collecting of stories, drawings, poems etc. will begin in 2015. The first prompt is "Why I love my school library."*

**Keywords:** School libraries, Reading, Global literacy, eBooks, Multicultural schools.

## **Background information**

Since 2010, a group of people who are based mainly in the Netherlands have been working together in an attempt to help and advise educators in Sub-Saharan Africa to set up or improve school libraries. Discussions about different possibilities have been held at the

Royal Tropical Institute in Amsterdam. These efforts have resulted in a large number of presentations and papers which will be referenced later in this paper.

Not all school library programs in Sub-Saharan Africa are mentioned in this paper. Only those which have been affected by the Dutch support group are discussed.

In 2010, The Equal Education (EE) Campaign for School Libraries in South Africa published "*We can't afford not to*" describing the urgent need for the provision of functional school libraries in South African public schools (Equal Education, 2015; Equal Education Campaign for School Libraries, 2010). The Dutch group supported EE throughout this campaign. In November 2013, this campaign eventually resulted in the publication of legally binding norms and standards for school infrastructure, which included the provision of a library in every school. (Ministry of Basic Education, 2013). Unfortunately this law did not provide a clear description of what these school libraries should be like and who should run them, however indications are that school libraries throughout South Africa are improving.

Also, in 2010, a message appeared on the IASL listserv requesting volunteer assistance and consultation with the establishment of a library at the Université Chrétienne Bilingue du Congo (UCBC) in Beni, Democratic Republic of Congo (DRC). This request was answered by Boelens and Van Dam. A report of the ongoing activities at both the university and school library will be presented at the IASL 2015 Conference in Maastricht (Henton, Shaw, van Dam and Boelens, 2015).

Furthermore, in 2012, Helen Boelens and Albert Boekhorst were approached by Daniel Mangale with a request to carry out a survey of school libraries in Kenya. Boelens and Boekhorst agreed to do so (Boelens, Boekhorst and Mangale, 2012). A presentation about this research project, entitled *A pilot survey of 19 primary school libraries in (rural) Kenya: A voyage of discovery* was presented to the IASL Research Forum at the IASL 2012 Conference in Qatar.

In the meantime, both Boelens and Van Dam have taken an active interest of the Dutch school library project *My Book Buddy* (2015), which supports basic school libraries in developing countries throughout the world, providing reading materials to 119.000 children in 260 schools, in 20 countries throughout the World. In Sub-Saharan Africa, schools in the following countries receive support from *My Book Buddy*: Senegal, The Gambia, Ghana, Uganda, Kenya, Tanzania, Zambia, and Zanzibar (and also Ethiopia which is located in the Horn of Africa).

## **The need for school libraries**

### ***School library buildings and associated services***

The Kenyan report reveals that very few of the schools which were surveyed actually have a school library room or building (Boelens, Boekhorst and Mangale 2013). Books are usually kept in a large box, under lock and key, with limited access for the school community, however some schools reported that library shelves had been built for the books.

Many of the schools in rural areas which were surveyed during the research have no electricity and no internet access. In some cases, where these facilities were available, the internet access was very unreliable. Similar problems are reported in DR Congo.

### **The need for reading materials.**

As Henton ... et al (2015) have clarified, there may not even be a reading culture which supports reading in some of the countries or regions mentioned above. Public and school libraries are almost non-existent, although some private and/or mission schools have good facilities. All of the projects mentioned above have clearly indicated the desperate need for reading materials, especially in normal (rural) public schools.

Also, very little funding is available for the purchase of new books. Indeed, in some areas there are very few bookshops, because there is no reading culture to support them. Some schools rely on donated books, however these are

*“frequently culturally irrelevant or confusing to students, especially young children. Early readers full of foreign images or concepts make it difficult to use context clues to figure out words or phrases. Donated books often arrive in various states of use or disrepair. Without access to supplies and skills to repair and protect books, even those arriving in good shape quickly become dog-eared in the loving and careful hands of students and teachers. Replacing books locally is not possible, and regional selections are limited. ... transportation costs of bringing books to schools often make a donation null and void. (Henton ... et al, (2015).*

During the Kenyan research, it became apparent that some schools did not have even one story book (reader) per child. The research report shows a ratio of one book for three children at some schools. Some of these books are more than 20 years old, are dirty and in generally poor condition (Boelens, Boekhorst and Mangale, 2012).

Members of the school communities, including the students, were asked to describe the kinds of books which they would like to have in their school library. The answers from these children were quite blunt and very revealing. They wanted stories about things which they know and love, taking place in a location which they understand. These books should be preferably in their own, native language. They should also be suitable for children of their own age group (and not for babies). Teachers confirmed these statements, however they also mentioned that books in English were needed because this is the official language.

Contact with a librarian from Zimbabwe, Mr. Hosea Tokwe, who does much to support the Matenda Primary School in Gweru, revealed that there is also a great need for books for “slow readers”. This statement has been confirmed by Prof. Genevieve Hart from South Africa.

Children who are fortunate enough to attend a school which is supported by the *My Book Buddy* program are given access to books which meet these needs. The My Book Buddy Facebook page shows that these children are delighted. They are even allowed to take a book home (in a special bag which is supplied for that purpose). This is very unusual. It

should be noted however that when a child takes a book home, he reads it to the entire family, by sunlight. Few homes have electricity or electric lights.

### ***The Bookery, South Africa***

Currently over 90% of public schools in South Africa do not have functional libraries. The Bookery (2015) is working towards ending this shortage.

*“It sets up and supports functional school libraries across the country, Each library established by The Bookery contains a minimum of three books per learner per school, and caters for the needs and interests of its readership through a comprehensive selection of fiction, non-fiction and reference works. To ensure sustainability, each school has to have an existing library space and a member of staff committed to fulfilling the role of teacher librarian.”*

One of services that The Bookery provides is this: donated books for school libraries can be sent to The Bookery for distribution to school libraries throughout South Africa. When these books arrive, they are sorted, and then distributed to schools which have requested these particular titles or topics of interest. Unwanted books are sold to provide funds.

In South Africa, school library collections and facilities seem to be slowly improving, however this is a slow process.

### **A solution to these problems – Kids writing books themselves.**

Discussions have been held with school library colleagues about the possibility of children writing their own stories poems and pictures, in their mother tongue, resulting in a series of Open Access E-books. The concept is as follows: Educators and members of the school library community throughout the world are being asked for their help to collect the required material School librarians and educators throughout the world will be asked to talk to children about writing their own books, in their own languages. I simple set of instructions with regard to format etc. will be available at the end of this session. They will also be available through a website.

For the first book, children will be asked “*Why do you love your school library?*” They can answer this question with a story, poem, picture etc.. Some children may not like their school library. Why? Stories can be submitted in any language, however the teacher who sends in the story will be required to “sign off” – i.e. to verify that the story or text does not contain unsuitable ideas, suggestions, etc.. If appropriate, children can include a photo of themselves, or of their school library.

### **Publication of the book**

A printed and eBook would be made available from Learning Commons Press at [Imcsource.com](http://Imcsource.com). The printed and eBook would be more of a pamphlet describing the idea and providing an online resource of actual examples from children in a variety of formats that could be downloaded to computers, library digital collections, and to handheld devices. The first edition could showcase essays on “*Why do you love your school library?*” but could also include creative pieces of stories, poetry, and informational pieces about home, family, culture, etc.. Some examples would include those with illustrations or multimedia and also

just plain text that could be read on a variety of devices from simple flip phones to smart phones and on to tablets of various types.

Children's submissions will be forwarded to the international team of teacher librarian editors. If you would like to be part of the Editorial Board, please contact us either through the IASL or at the E-mail address shown on the instruction sheet. The editorial board will select the content of the first E-book from these submissions.

Children, teachers and schools from all over the world will be able to access the E-books free of charge via the internet. It is hoped that this very special E-book will draw attention to the benefits of school libraries throughout the world, and that it will be publicized and advertised through websites and list-servs.

Earlier in this paper, reference was made to the fact that some children or schools have very little (or no) access to the internet, for various reasons. It has been suggested that

### **Rationale**

While children in many different countries are being encouraged to write stories and poems for various national competitions, we, as librarians and educators, have not yet leveraged our true power as global connectors. Technology and social media make it far easier for *some of us* to realize opportunities to break down the walls of our libraries and model what geo-collaboration looks like for learners. Never before have we had truly effective tools for synchronous conferencing and media-rich asynchronous group discussion. Never before have we been able to leverage our emerging online communities of practice. Never before has participation been so possible.

Never before has our world been so flat. Never before has it been more obvious that the prefix *geo* might amplify themes in any curriculum. Along with the impact of social media, publishing and communication technologies, we see the convergence of a number of powerful themes or movements: crowdsourcing, participatory culture, online communities of practice, global citizenship. What we are learning is that we can consider any issue from both a local and a global lens to amplify what students are already learning.

As far as we can tell, there has been no formal collaborative book project, however, we see examples of informal collaborations in the form of global digital storytelling efforts.

The *IFLA School Library Guidelines*, 2<sup>nd</sup> edition (2015) encourage school librarians to “think globally,” (p.13) remembering that “worldwide, people’s lives are being affected by trends such as globalization, economic and social instability and change, evolving digital and mobile technologies, and sustainability or “greening” of the environment” (IFLA, 2015).

Furthermore, the ISTE (International Society for Technology in Education) Standards for students (standard 2) refer to:

*“Communication and Collaboration: Students can use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*

- Interact, collaborate and publish with peers, experts or others employing a variety of digital environments and media.
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.(ISTE, 2015)

Connecting children across continents with shared projects is a way to keep young generations aware of their international peers and identify commonalities between them. Student-produced content has a positive effect on creators as well. Having ownership over content and receiving recognition from peers encourages children to take pride in their work. In a public school in Norfolk, Virginia, the library created a “Read and Rock” center specifically for student-produced content, and before long “authors and illustrators appeared in ever increasing numbers...These books became the most popular reading material in the school (Madison, 1977). Students taking an active role in their education “facilitates a sense of ownership, motivation, and the foundational constructivist principle of embedding content in what the student already knows and is familiar with” (Hills, 2015). This is a way for children to make sense of their world using their own experiences to facilitate learning (Hills, 2015).

Students interacting by sharing their self-produced content across countries can also “[heighten]...awareness of differences and similarities across cultures” (Song & Donovan, 2013). Using Voice Thread, Song & Donovan facilitated a project in which students in Massachusetts and South Korea wrote poems about the ways in which the places they live influence who they are. The format of the poem and the decision to have children write in a common language (English) initially made the project harder for the South Korean students. However, as the project developed and different media was introduced, all students enjoyed finding commonalities across cultures and expressing themselves in a more creative and collaborative way.

Another example of storytelling by children is the Talisman Chronicles: a collection of stories written and illustrated by children. *“Children of all ages have been finding magical talismans all over the world. In some cases, the talismans take them on a magical adventure and in other cases, the magical charms give them a vision of someone else's magical adventure.* These charming stories have been created by children from all around the world

Furthermore, in 2012, Andrea White, a popular American children’s author invited children to help her to edit her latest novel.

## **Global literacy**

Global is the new literacy. Educational leader Heidi Hayes Jacobs (2013) describes three different literacies, which overlap each other:

- Digital literacy – the ability to select and apply and choose an application or digital tool to match a purpose;
- Media Literacy – the ability to be a good receiver of media literacy in multiple forms and also to be a good media maker;

- Global literacy – competencies which help students to be fluent investigators of the world around them and to examine different perspectives, to be able to report on and share ideas, and to take action on those ideas. She writes: “The globally literate individual possess current knowledge about the world, has the ability to connect people to places, and can develop informed decisions regarding contemporary issues” (Jacobs 2013, p.89). These global literacies are only possible if students are already digitally and media literate.

If educators want students to become global citizens, then they need to develop these three literacies. Global literacy, taught in the multicultural/lingual learning commons, stresses the importance of links with other schools, making it possible for students from different schools and countries to discuss contemporary issues and common problems. These discussions should not be superficial. The Curriculum 21 project (2015) attempts to map the classroom of the future, while taking these three literacies into account.

Free and inexpensive connection/conferencing platforms like Google Hangouts and Skype, with its new translation service, allow us to connect and participate beyond our walls. As school librarians, we’ve recognized this capability in the form of virtual author visits and field trips, as well as activities like Mystery Skypes, International Dot Day, and The Global Read Aloud. Students collaborate on writing projects as modeling in the Flat Classroom Project and Quadblogging, This year, teacher librarians launched the GlobalTL: Librarians Without Borders Google+ Community to facilitate collaborations through curricular connections.

We can regularly and transparently partner with other classrooms and libraries in inquiry learning, synchronously or asynchronously. We can engage in global citizen science projects and move science fairs beyond our brick and mortar gyms and cafeterias. With our knowledge of the curriculum and understanding of emerging technologies, teacher librarians ought to be the ones to hit the *start button* on connections for curricular and meaningful project-oriented purpose, leveraging global communities of practice on a global scale.

The book, or book series we propose will engage students in writing and sharing their own stories and poems, in their mother tongue. Inspired by a series of prompts, members of the school library community throughout the world will collect children’s drawings, and writings and possibly other media to be juried and curated by an international team of school librarian editors.

This open-access work in progress will celebrate and advocate for school libraries and school librarianship globally, demonstrate the potential for international professional collaboration, and present children with opportunities to take pride in new opportunities for authorship. We hope our first publication becomes a proof of concept and launches a series of works inspired by prompts relating to global issues and literacy. Furthermore we hope it inspires links and activities between the young writers, who may or may be living in similar circumstances.

### **WikiScibi: And International Writing Project**

Perhaps a current project in proof of concept development would assist librarians in understanding how to actually participate in a global literacy initiative. While librarians are

already experts at assembling the best of what is available through commercial sources and distributing those resources to youth, the central idea of a logical next step is to have young people *create* and *share* their own stories and created materials via the ubiquitous technology: the cell phone soon to become a smart phone or other preferred device.

Currently, the most international participatory writing culture is Wikipedia. Their model embraces the idea of international authorship in a wide variety of languages. Its model of volunteerism is the largest example of a participatory global culture or crowd sourced publishing in the history of the world. What it does not do is to collect literary creations of stories, poetry, narrative non-fiction, etc. More multimedia sharing is underway in YouTube, but neither Wikipedia or YouTube is quite there as an international literacy movement aimed at basic and advanced literacy across the young peoples of the world.

We would propose a fresh idea for a global literacy culture known as WikiScribi. Modeled after Wikipedia, the word scribi is “write” in Esperanto.” Aided by a local mentor such as teacher or librarian, children and teens would write their own books, stories, etc. and learn how to present them properly to be read by other children and teens around the world. To protect privacy, each child or teen would create their own pseudonym under which they would contribute to the collection. As soon as an adult mentor felt that the piece was ready for consumption, they would forward the piece to a super moderator for approval. Upon acceptance, the piece would be uploaded to the main WikiScribi site and become available anywhere in the world. Children and teens could then read from the collection in their own language or in a language they would like to learn much as they would connecting through social media.

The practicalities of such an approach have been designed to use free, ubiquitous, and available technologies and at times when children and teens have Internet access so that both on and offline activities could happen and serve a variety of phone devices or other preferred and available technologies. Currently Project Gutenberg is the best example of the distribution of literary materials in a wide variety of formats and platforms and their examples and experience can inform this project.

WikiScribit is currently available at: <https://sites.google.com/site/wikiscribi/> and we encourage the reader to probe that site for specifics, languages, and ideas.

We would propose that individual librarians, teachers, schools, public libraries, and national libraries do their own investigation of this project and conduct local tests of feasibility, communicating back to Dr. David Loertsher at [reader.david@gmail.com](mailto:reader.david@gmail.com) their successes, challenges, and ideas for improvements.

## **Conclusions**

This open-access work in progress will celebrate and advocate for school libraries and school librarianship globally, demonstrate the potential for international professional collaboration, and present children with opportunities to take pride in new opportunities for authorship. We hope our first publication becomes a proof of concept and launches a series of works inspired by prompts relating to global issues and literacy. Furthermore we hope it

inspires links and activities between the young writers, who may or may be living in similar circumstances.

A simple idea which began as an attempt to provide open access online reading materials in their own language for students in developing and emerging countries has exploded into an exciting project which will encourage children all over the world to become globally literate. School librarians and educators are encouraged to investigate the possibilities which are explained above and to contact the authors of this paper for more information.

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### **Biographical notes**

Helen Boelens was awarded a Ph.D. degree by Middlesex University, School of Arts and Education in 2010 after carrying out research into the role of the school library and information center in Education in digital Europe. She now focuses her work on the development of and assistance to hundreds of thousands of school libraries in developing countries. She is the former coordinator of the Research SIG of the IASL (International Association of School Librarianship). She is also one of the founders of the ENSIL Foundation (Stichting ENSIL).

David V. Loertscher has degrees from the University of Utah, the University of Washington and a Ph.D. from Indiana University. He has been a school library media specialist in Nevada and Idaho at both the elementary and secondary school levels. He has taught at Purdue University, The University of Arkansas, The University of Oklahoma, and is presently a professor at the School of Library and Information Science at San Jose State University. He served as head of the editorial department at Libraries Unlimited for ten years and is President of Hi Willow Research & Publishing (distributed by LMC Source at [www.lmcsource.com](http://www.lmcsource.com)). He has been a president of the American Association of School Librarians.

Joyce Valenza has been studying and writing about young people, technology and information fluency for more than twenty years. She is currently Assistant Professor and Director of the MLIS program at Rutgers University School of Communication and Information. Joyce has worked in special, public, and school libraries. She earned her doctoral degree from the University of North Texas in 2007.

For ten years, Joyce wrote the *techlife@school* column for the *Philadelphia Inquirer*. Joyce has authored books on information skills for ALA Editions and Information Today and developed video series for Schlessinger Media. Joyce writes the *NeverendingSearch* Blog for *School Library Journal* and also writes *VOYA's* Technology Tag Team column. Her Library Technology Report, *Social Media Curation* for ALA Editions was published in October 2014..

Joyce is active in ALA, AASL, YALSA, and ISTE and speaks internationally about issues relating to libraries and thoughtful use of educational technology.

# LAG - The Regional German School Library Association of Hesse: a success story?

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**Hans Guenther Brée, Chairman,**  
LAG Schulbibliotheken in Hessen e. V.  
[gb@schulbibliotheken.de](mailto:gb@schulbibliotheken.de)

**Guenter K. Schlamp, Honorary Chairman**  
[gs@schulbibliotheken.de](mailto:gs@schulbibliotheken.de)

## **Abstract**

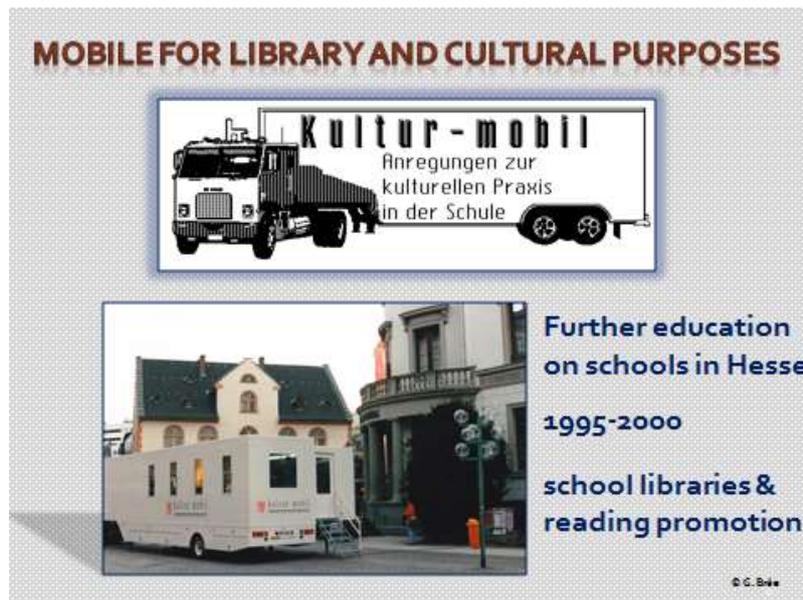
*A report on successful projects and the humble chance to establish a school library system in a German state.*

**Keywords:** School library, Germany, Hessen, school library association

“A country without a library would be like a garden without plants, a meadow without flowers ...” wrote Umberto Eco in his novel “The Name of the Rose”, and in the course of a School Library Seminar the participants collected statements, which were just as striking, such as “A school without a library is like a journey, which takes you nowhere” or “A school without a library is like a desert without an oasis”. These metaphors emphatically express the absolute necessity for school libraries. When in 1987 approximately 30 persons from 16 school libraries in Hesse first came to an informal regional meeting, which we later called the first Hessen School Library Day, we were in agreement that we need school libraries, and that in all schools in Hesse.

Because, long before the so called PISA-shock, we all realized, that to work on the pupils' problems extracting information from texts, we need well equipped libraries. This was the idea, but we had no concrete concepts about how the library should look.

A travelling library, which goes to its customers, was partly put into practice in 1995 with the “mobile for library and cultural purposes”. The suggestion was made by the LAG and it was really put into practice. When, at the beginning of the 90s our high-flying plans for regional headquarters came to nothing, only the proposal for a traveling advice center remained. Under the control of our honorary chairman Guenter K. Schlamp, the Ministry of Education developed this mobile education unit, a truck with a draw-out extension for cultural purposes. However, because of the structures of the cultural practice, library advice could only be offered in a very restricted way.



Slide 1 Mobile education unit

After that the Project Office for School Libraries was developed - a more suitable structure. The Project Office, under the Ministry of Education is responsible for conceptual work in the areas of remedial reading, media and library education, and advises schools in the development of and the work in the library. There is also one teacher responsible for North Hesse, and one for South Hesse working at the Hesse Department for Public Libraries, that belongs to the Ministry of Science and the Arts.

In 2015 we met for the 22nd time at the biannual School Library Conference, and more than 250 participants have come, and like all the years before is this day THE Hesse further education course and consequently the crystallization point of a lively Hesse School Library Association - with 30 seminars on remedial reading, media education, library education, and organizational matters. Guests, who take part regularly, are doing a round trip of the Hesse school libraries, because each time one of our member schools hosts the conference.



Slide 2 Hessian School Library Day

The map of Hesse is not suffering from measles; the spots show the 22 places, where the Hessian School Library meetings have already taken place - at 13 comprehensive schools, 6 grammar schools and 2 vocational schools ... and today at a private school. 170 speakers carried out the workshops or introduced the different emphasis or motti. There were 13 authors among the speakers, which definitely shows, that the main emphasis of school library meetings is remedial reading.

The range of the themes of the different school library meetings is reflected in today's program with workshops on the topics of remedial reading, media education, digital media, library education, teaching in the library, building up a library, organization, IT and data protection; important issues for all school forms, in primary and secondary education.

The mother of all school library meetings - for years the Hessian School Library Meeting was unique in Germany - now has imitators. We are happy that there are now school library meetings in several states, like North Rhine-Westphalia, Berlin/Brandenburg, Bavaria, Saxony-Anhalt and in Schleswig-Holstein.

There is also international response to the Hessian School Library Meeting. Following the visit of Prof. James Henry of Melbourne, a former President of the International Association of School Librarianship ISAL, to the 19th School Library Meeting, this year again we could welcome Ms. Lourense Das from the Netherlands, the representative of European Network for School Libraries and Information Literacy ENSIL.

At the beginning of the nineties the change of the informal working group for school libraries into an association under German law was requested. The founding of LAG Schulbibliotheken in Hessen e. V. enabled teachers to become active and work on school library topics outside the official channels. The Hessian Ministry of Education was open-minded from the beginning and so a close cooperation, which has lasted until today, came into existence - the LAG became an non-governmental organization, whose verdict was highly valued.

Up until the central Hessian Teacher Education Organization was closed down, 25 one-week-courses on school library topics were held. In this way we reached more than 400 teachers, librarians and parents who helped to run school libraries.

There was also a course in working with the thematical book case "Die Bibliothek in der Kiste" - library in a box -, a reading project. The participants could spend a week reading and planning, how to use the book case in teaching.

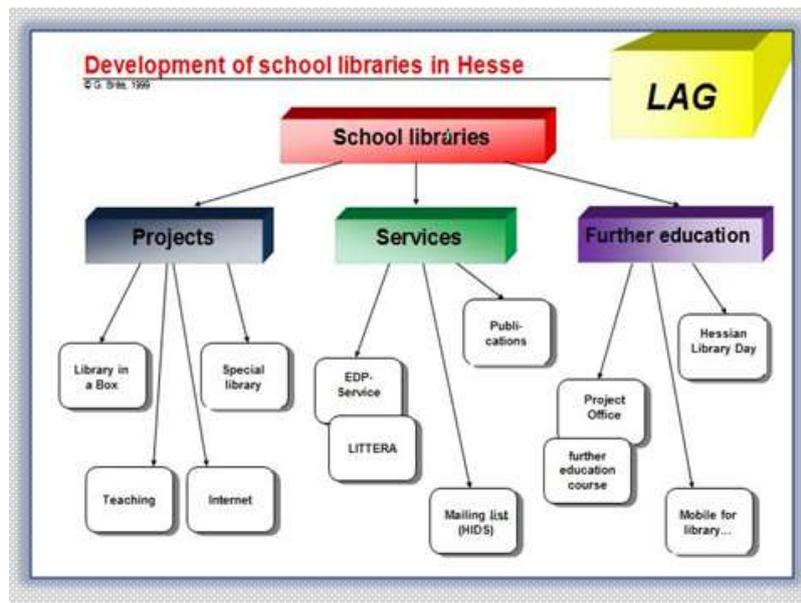


The very successful project "Die Bibliothek in der Kiste", initiated by the LAG and financed by the Ministry of Education, was started in the founding year of the LAG and has reached 60,000 pupils up until the project's end after 20 years. The list of 30 to 40 books and other media for one topic - in German a Handapparat - was often used by some schools to help build up their own library. Other schools without a library could use the thematical book cases for 8 weeks - free of charge!

1992 was an eventful year for the school libraries: It was not only the start of the reading project, it also saw the introduction of the Austrian library program LITTERA in our school libraries in a version which met all the users' needs in Hesse.

Supported by the "Servicestelle EDV in Schulbibliotheken", a special institution to help work with LITTERA in schools, the program became available to schools, for their libraries and their text book stock as well, and to institute and seminar libraries for a moderate fee. In the meantime the program is used by approximately two thirds of all schools in Hesse. Their catalogues can be networked through a common web.OPAC, the hessen.OPAC.

There is an organigram from 1999, which sums up, what was already mentioned and which also shows further initiatives and perspectives.



Slide 3 Modules of a school library system

In 1996 the Ministry of Education was prepared to help finance a project suggested by the LAG. This project “Internetnutzung in Schulbibliotheken”, a project to improve the use of the internet in school libraries, was submitted to the Federal Commission for Education and Research. Unfortunately, experts from the Federal Ministry of Science rejected to finance the project, with the extraordinary argument, all these things were already available in public libraries!

The LAG also uses the internet for their own communication. After waiting in vain for a national platform, in 1979 the LAG went online with a homepage and a mailing list. A digital newsletter took its place several years ago. And our honorary chairman writes about topics concerning school, the school library and pedagogics in his weblog “Basedow1764”.

The documentation of teaching, using the library, in order to publish best practice examples, can be difficult; on the one hand the copyright is a problem, on the other hand colleagues cannot be expected to take the time, to document these examples, because of their already high workload.

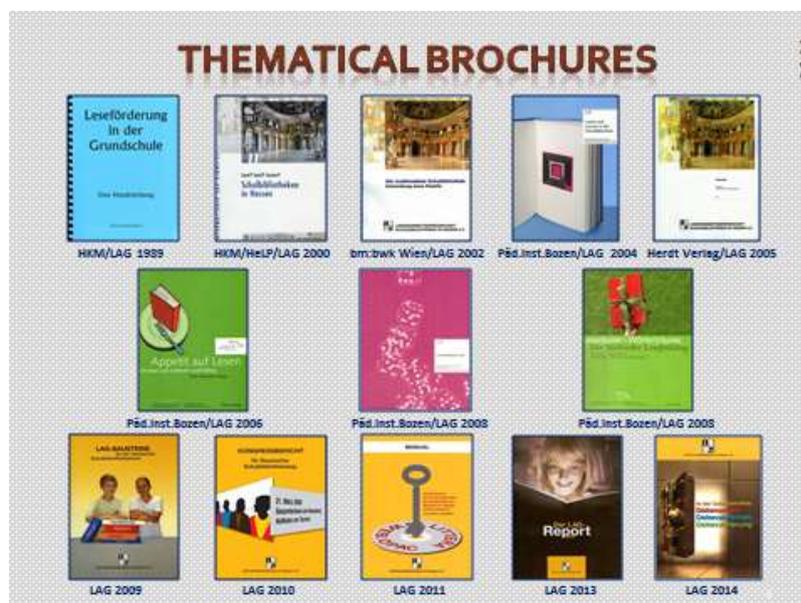
Nevertheless the LAG in their latest project has attempted to persuade colleagues to send in reports about their work in the library for publication. For, how often is the work that goes on in the library, invisible, even for the colleagues and the headmaster in their own school. Reports about literary events or special teaching projects should be placed on the school homepage or published in the local papers. This would increase awareness about the work done in the library, using the library.

School libraries need support. The projects show examples of, and ways to successful work. Additional ways to enhance awareness of colleagues about the work done in the library are the prizes the LAG has offered: The prize “The Little Hessian Bookcase” honored special and attractive reading activities in the library. Later the “School Libraries of the Year” were awarded a prize. To become school library of the year, you had to document extensive school library activities and the presentation of the school library on the school homepage.

Then came the prize “The School Librarian / the School Library Team of the Year”, which invited Heads of School to acknowledge the achievements of those responsible for the library.

Further vocational education widens your horizon and promotes the personal competence of those responsible for the school library. In 1995 the LAG pursued the concept of “teacher librarian” by suggesting a further education course for colleagues to promote the pedagogical use of school libraries. The concept was not realized. In view of the further vocational training courses for teachers, as successfully practiced in a number of our European neighboring countries, this concept should not be forgotten. The concept, which is important for the development of school libraries in Hesse, must be revised because of digital media, without which a school library is no longer functional; as a modular element for a new concept of further training, it certainly is suitable.

The publications of the LAG are a service of a special kind, particularly the thematic brochures, which deal with central issues of the daily running of a school library.

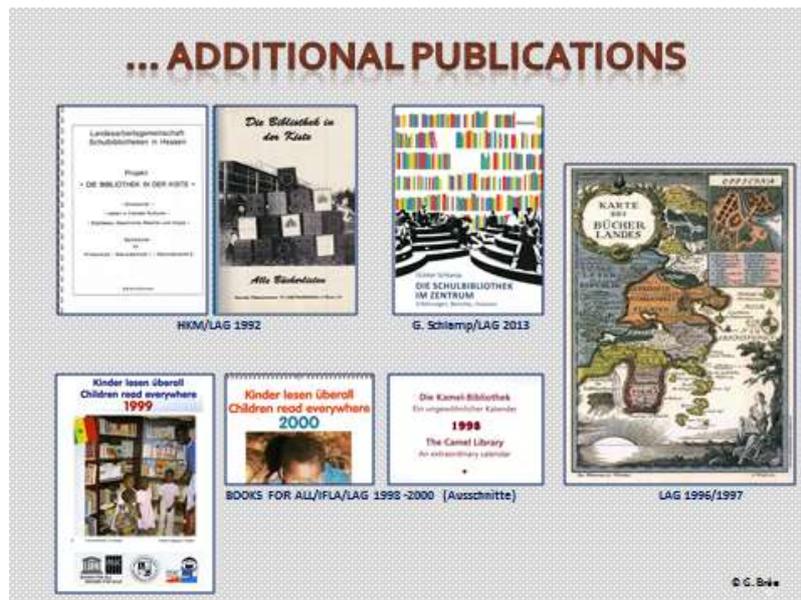


Slide 4 LAG-Publications

Some of the brochures reflect the friendly cooperation with the colleagues in Austria and Southern Tyrol.

Topics are remedial reading, the multi-media library, building up and organizing the school library, research, encouragement to read and learn, use of LITTERA, and data protection.

Not only the brochures, but also the calendars and the “Map of Bookland” are annual gifts for our members, whose number has increased to almost 300 - of those, 200 are schools, an equivalent of roughly 10 per cent of all Hessian schools.



Slide 5 Additional publications

The fact, that there are quite a number of working school libraries and multi-medial information centers in over two thirds of all Hessian schools, is mostly due to a concept of the LAG, that can be described with three maxims:

The first maxim is “Begin here and now” and do not wait until a local or federal institution presents a library to the school for free. This is the trademark of the LAG, the narrow path to a library, created by your own initiative and hard work, using all available school resources.

The second maxim: The school library is an essential component of the school’s concept of remedial reading, media education and library pedagogics.

And the third maxim: The school library has to be closely integrated into teaching and the organisation of the school. The library must be stocked in cooperation with the school departments and in accordance with the school program.

All that creates an active school library, which does not wait for the users, but is visible in everyday life in school and a central issue in all governing bodies of the school. It is part of the school, integrated into the school program, a place of learning and is regularly evaluated. The latter was proposed to the authorities by us.

The LAG sees its concept proved true by American studies - let me mention the studies carried out in Ohio and Colorado - which, after the evaluation of thousands of school libraries, confirm that students, using good school libraries achieve better results in school tests. It depends on the competence and commitment of the teacher librarians, whether students and colleagues see their library as a place of learning, yes, even as an alternative to the classroom.

It is hard to judge, if the concept of the “Library From Below” can create permanent structures; however, one can realize, that in schools, where the project “school library” has been running for ten years or even much longer, certain habits have emerged, not only in

teachers, who have direct access at any time to the media of a central multi-media library, but also in students, who can read and learn and work in various social forms in rooms equipped to a very high standard.

In its manifesto "What the LAG wants" the LAG has set down its views on integrating the school library into the daily life at school, aspects, which can advance the Hessian school library concept in a sustainable way.



**WHAT THE LAG WANTS**

The school library is **part of school and teaching**. Its embedding means:

- ❖ Part of the school programme: The headwords are reading promotion, media education, information literacy
- ❖ Part of the curriculum
- ❖ Funded by state and local authorities
- ❖ The governing body of the school is responsible
- ❖ The school library is a department as are languages, sciences, physical education
- ❖ The teacher librarian has access to all decision making bodies of the school

Slide 6 LAG-basics

The institutions supporting the schools and the county have to take on responsibility. Last but not least, it's about equal opportunities for all students in Hesse, independent of where they live or what status their parents have. Part of modern education policy is the promotion of multi-medial and multi-functional school libraries. For modern multi-media libraries enhance the quality of schools.

The Hessian school libraries from below, mostly run by volunteers, depending on donations, supported by the self-help organisation LAG, are a success story. Absolutely no reason to stop here. The LAG will continue to work actively for what it stands for in cooperation with the Ministry of Education and the Forum Schulbibliotheken, a board of the public libraries concerned with school libraries.

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Homepage of the Landesarbeitsgemeinschaft Schulbibliotheken in Hessen e. V. (LAG)  
<http://www.schulbibliotheken.de>

School library weblog of the LAG. <http://basedow1764.wordpress.com>

Johann Sebastian Basedow was a school reformer. He called in 1764 a library in every school in the state of Prussia, The goal was reached at the end of the Weimar Republic. Prussia no longer exists. Now there are school libraries in every other school, but usually in the basement or under the eaves, organized by parents and idealistic teachers. Only a small number meet modern standards.

A school library wiki. <http://schulbibliothek.wikispaces.com>

# Showing the impact of school-library cooperation through digital monitoring

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**Kees Broekhof**

Sardes Educational Services  
PO Box 2357, 3500 GJ Utrecht

[k.broekhof@sardes.nl](mailto:k.broekhof@sardes.nl)

The Netherlands

## **Abstract**

*As part of the national Dutch Library at School program, a digital monitor has been developed which collects data on pupils, teachers, schools and school libraries. This article describes the aims, the content and the use of the monitor, as well as the context in which it was developed. The monitor is described as a multi-purpose instrument for practical, policy and research purposes. Examples of data collected in primary and secondary schools are presented and discussed. Specific attention is given to the role of public library staff can play in using the monitor to optimize collaboration with schools.*

**Keywords:** Monitoring, School-library cooperation, Reading promotion, School library, Public library

## **Introduction**

How can we, as librarians, make our cooperation with schools more effective? More targeted? More tailored to the needs of individual schools, forms and pupils? And how can we show that our work with schools actually has an impact on pupil and teacher behavior? These are the questions that the Dutch Library at School monitor seeks to answer. It does so by annually providing clear-cut figures on developments in pupils' reading motivation and behavior, teachers' reading promotion behavior and school reading promotion policy at pupil, school, local, regional and national levels.

The Library at School monitor is part of the Dutch national Library at School program, in which it has been used for three years in primary schools. In this contribution we will look at monitor in the wider context of the Library at School program and consider specifically the results of the recently completed first round of data collection in secondary schools.

## **The Library at School**

The impact of reading on language development has been extensively investigated (Clark & Rumbold, 2006; Mol & Bus, 2011). Research studies consistently show that frequent reading correlates with positive developments in various domains of language development, such as vocabulary growth, reading comprehension, decoding skills, spelling, grammatical knowledge

and writing skills (Krashen, 2004; Mol & Bus 2001; Kortlever & Lemmens, 2012). This evidence constitutes the scientific rationale behind the Dutch 'Library at School' program.

The Library at School is a national program seeking to promote reading among pupils in primary and secondary schools by improving cooperation between schools and public libraries and creating high quality libraries in schools. The program is part of the national Art of Reading initiative, which was launched by the Ministry of Education, Culture and Science in 2008 and which includes, besides the Library at School, Boekstart (the Dutch version of the British Bookstart project) and a program aimed at creating regional reading promotion networks. The overall aim of the Art of Reading is to promote a culture of reading among children nationwide. The program, which received a budget of EUR 20 million in the period 2008-2015, is managed jointly by the Reading Foundation and the Royal Library.

Three rounds of data collection: 2012-2013, 2013-2014, 2014-2015

Participants in the program:

primary schools: 2,385

public libraries: 119 (74.4%)

Participants in the monitor (2012-2015):

1,100 primary schools (ca. 10% of all primary schools)

96,000 primary school pupils

9,600 primary school teachers

1,000 reading consultants (public library staff)

Textbox 1: The Library at School – facts and figures

The initial focus of the Library at School program was on primary schools. Since 2014, successful pilot studies have been conducted to extend the concept to childcare centers (connected with Boekstart) and to secondary schools. The ultimate goal is to reach children with reading promotion activities from an early age until the end of secondary school. Research shows that early exposure to books and storybook reading, followed by independent reading at primary and secondary school age (and beyond) has an accumulative effect on language development (Mol & Bus, 2011). Following the successful dissemination of the program in primary schools, then, current attempts are focusing on the periods before and after primary school.

A note on school libraries in the Netherlands

School libraries in the Netherlands are generally not run by teacher-librarians, as in many other countries. They may be run by a librarian from the public library, by volunteers (parents), by pupils or by a school librarian (whose professional background is not necessarily school library work or teaching). Libraries of schools participating in the Library at School program are on average open for 10 hours per week.

Textbox 2: A note on school libraries in the Netherlands

## **The Library at School monitor**

The Library at School monitor is a digital instrument on the internet that is used to collect annually data on pupil reading behavior, teacher reading promotion behavior, school reading promotion policies and school libraries (run in collaboration with public library staff). Libraries and schools can use these data to evaluate the results of their cooperative work and to make decisions about steps to take next and thus enhance the effectiveness of their collaboration. To this end, the monitor collects information on the following topics:

### **Pupils**

- reading motivation
- reading frequency
- visits to public and school libraries
- home reading culture
- perception of school library
- information skills

### **Teachers**

- reading promotion behavior in the classroom
- information skills
- information teaching skills
- perception of the school library

### **Library staff**

- the school library (e.g., collection, opening hours, staffing)
- school reading promotion policy (including curriculum time for silent reading)
- school media education policy
- pupils' book borrowing rates (school library and public library)
- library services offered to schools

### ***Data collection and feedback***

Data are collected once per year, through digital questionnaires administered to pupils, teachers and library staff. Local public libraries recruit schools for participation in the monitor as part of the standard Library at School 'package' for schools, which generally includes the creation or upgrading of the school library, in-school support by public library staff (ranging from one to several hours per week) and school participation in the monitor. In addition to the standard package, the local libraries provide services tailored to the schools' specific needs. The libraries receive concise standardized reports on each of the schools participating in the monitor, showing graphs with the key data on pupil and teacher behaviors, set off against national average figures. In addition, library staff (the so-called 'reading consultants') have the opportunity to enter the database and to create tailored reports for individual schools, geared to the school's own reading promotion policy priorities. The reading consultant presents the results to the teachers in a meeting, interprets the data with them and discusses what steps should be taken in the next period.

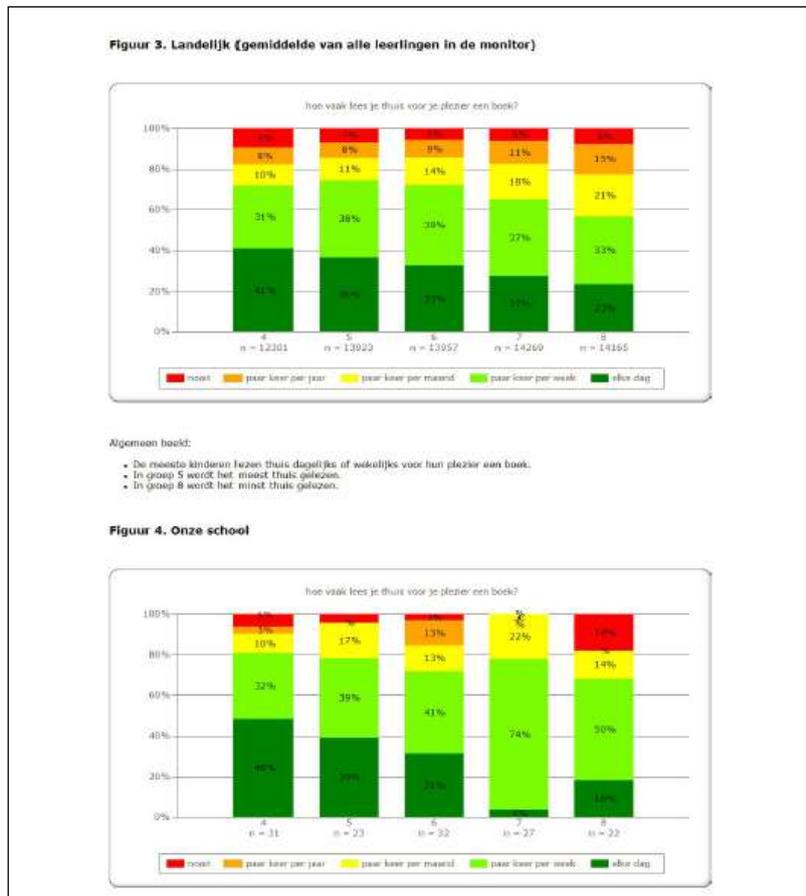


Figure 1 – page from a standard report

Figure 1 shows a page from a standard report on a school, presenting national average figures (figure 3, top) and school figures (figure 4, bottom) for reading frequency per year group, ranging from ‘never’ (red), to ‘every day’ (dark green).

### Levels of data

Data in the monitor can be viewed at six levels:

1. national level
2. provincial level
3. municipal level
4. library work region level (does not always coincide with municipal borders)
5. school level
6. classroom level (also by gender)

These different levels of data make it possible for libraries to carry out analyses, for different purposes. Most important, of course, are the analyses at school and classroom level, as these are used inform cooperation decisions at the individual school level. But libraries can also look at developments at the municipal level, with a view to reporting to the local authorities (who fund the local library); or at the provincial level, to inform provincial library policy making.

The huge amount of data, collected across the country, also makes it possible to conduct large-scale analyses at the national level. This is not the work of individual libraries, but of

universities and other specialized institutes. One such analysis has looked at the impact of school libraries on reading motivation (Huysmans et al., 2013); another has analyzed the overall picture emerging from the data (Broekhof & Broek, 2014).

In short, the different levels of data make it possible for the monitor to be used as a multi-purpose instrument: as a work instrument, for making practical decisions about school-library cooperation at the everyday work level; as a policy instrument, for collecting baseline data, formulating policies, evaluating policies and accounting to local authorities; and as a research instrument, for conducting analyses to inform national project management and the scholarly community.

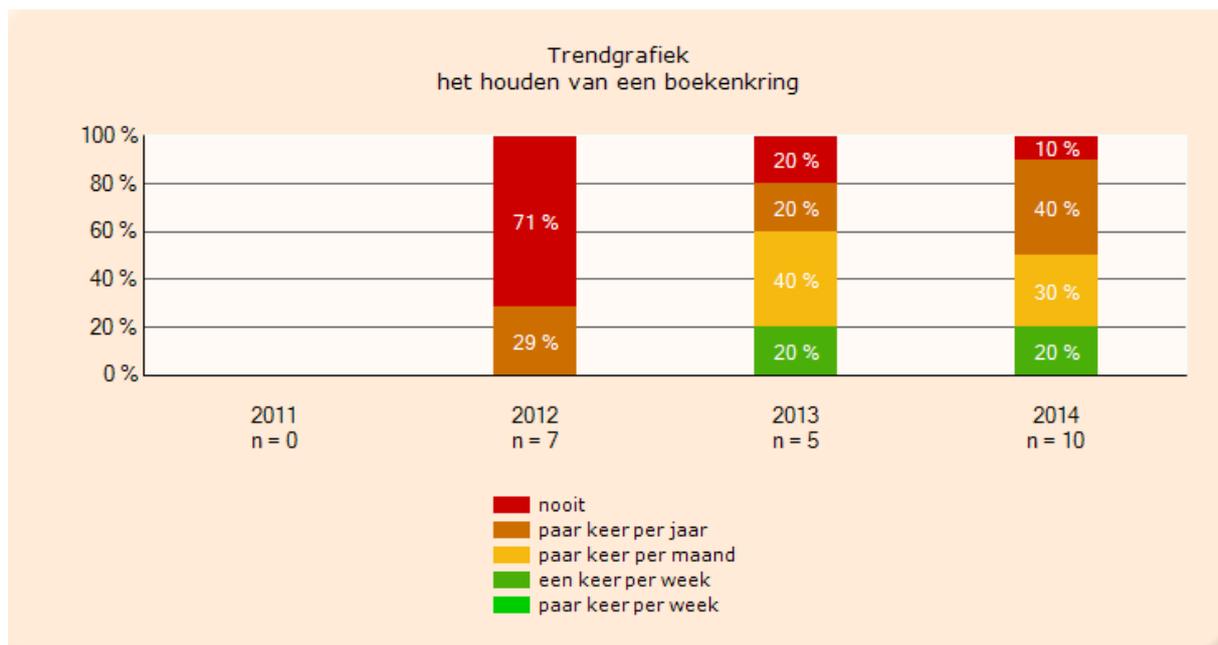


Figure 2 – Percentage of teachers from one school reporting to hold a book circle in their form in 2012, 2013, 2014 – frequencies ranging from ‘never’ (red), via ‘several times per year’ and ‘several times per month’ to ‘once a week’ (dark green); the highest possible frequency ‘several times per week’ is not reported.

Figure 2 shows the reported frequency of holding reading circles in one school in three consecutive years. If a school has adopted reading circles as a priority in its reading promotion policy, these percentages will be discussed by the reading consultant with the teachers, addressing the question of to what extent the goal set for the year concerned has been attained. It is for instance possible that the goal for 2014 was: all teachers hold a book circle at least several times per year. This goal has not been attained. Incidentally, the percentages appear to show a positive development over the years, but exact interpretation is hampered by changes in the numbers of respondents – unfortunately a well-known obstacle in the use of the monitor.

### The monitor in secondary schools

In 2014, following a successful pilot project, the monitor was made accessible to a limited number of secondary schools. It was decided to focus on junior secondary vocational schools (vmbo), i.e. the lower strands of secondary education, as pupils in these schools are considered to be in greater need of the linguistic benefits of reading than their peers in more academic types of education.

Working with the monitor in secondary schools is more complicated than in primary schools. First of all, secondary schools are larger organizations, catering for populations of on average 1,400 pupils. This makes it unfeasible to organize a data collection in which all the pupils participate. Secondly, the relations between teachers and pupils are different, as teachers do not work with just one form, as in primary schools, but with various forms, which they see a limited number of hours per week; moreover, not all specialized teachers (such as auto mechanics teachers) consider their pupils' language development as their responsibility. This makes it more difficult to use the teacher as a change agent to change pupils' reading habits. Finally, secondary schools may already have a school library, staffed or not, which can make cooperation with the 'outside' public library more complicated.

Given the considerations above, the working model used in primary school was adjusted as follows. The reading consultant decides with the head teacher and the teachers who are directly involved in the project (generally language teachers and tutors) which year groups to involve in the project. The monitor questionnaires are then administered to a sample of 25 percent of the pupils and the teachers in these year groups. The results are fed back by the reading consultant in a meeting with the teachers in the sample and other teachers who are invited but not required to attend. If the school has a staffed school library, the school librarian is also involved in the project. The reading consultant from the public library and the school librarian decide among themselves how to divide tasks and responsibilities.

One round of data collection: 2014-2015

Participants in the program:

21 secondary schools (vmbo, junior secondary vocational education)

12 public libraries

Participants in the monitor:

101 secondary school teachers

1,550 secondary school pupils

13 reading consultants

Text box 3: The Library at School monitor in secondary schools – facts and figures

### ***First outcomes***

Let us now look at a selection of the outcomes of the first round of data collection in vmbo schools. The monitor holds a huge amount of data. To look at even a representative sample goes beyond the scope of this contribution. We shall therefore look at a small, but telling selection, relating to reading motivation, teacher behavior and perceptions of the school library.

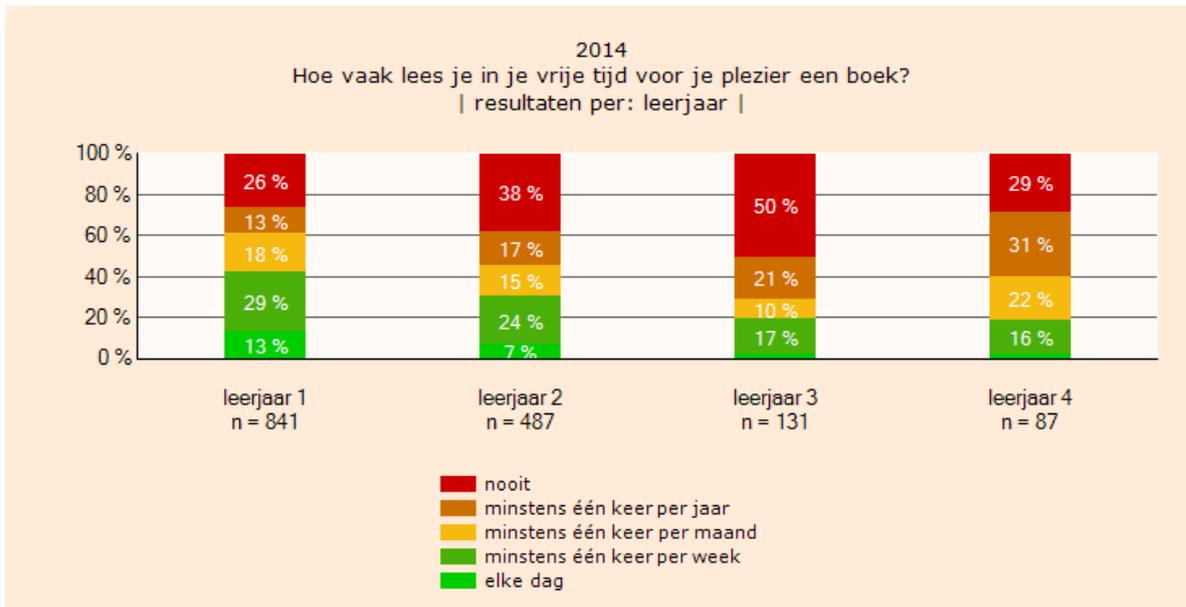


Figure 3 – reported reading frequency by pupils in junior secondary vocational schools, national averages, by form

Figure 3 shows how often pupils report to read for pleasure in their leisure time. ‘Leerjaar 1’ is the first form; frequencies range from ‘never’ (‘nooit’, red), via ‘at least once a year’, ‘at least once a month’ and ‘at least once a week’ to ‘every day’ (‘elke dag’, bright green). The high percentage of non-readers is probably explained by the fact that language-delayed pupils are overrepresented in this type of school; many of them were low attainers as well as reluctant readers in primary school. Surprisingly, the downward trend in reading frequency is not continued to the fourth form, where the percentage of non-readers suddenly declines from 50 percent in the third form to 29 percent in the fourth.

Let us now look at the figures for one particular school:

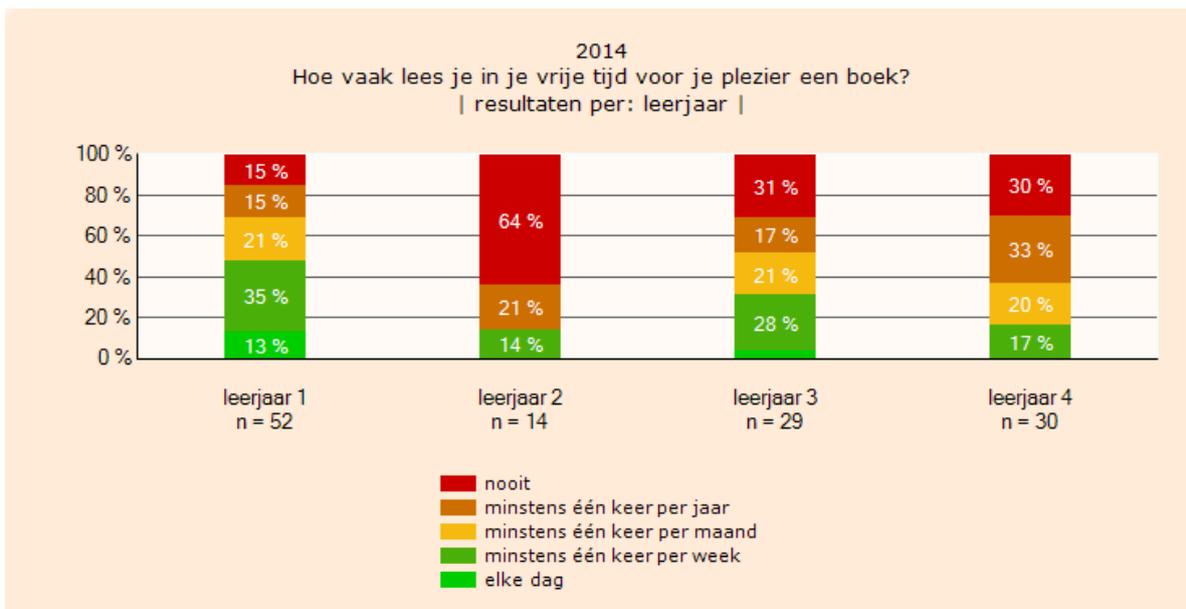


Figure 4 reported reading frequency by pupils in one school, by form

Figure 4 shows data similar to those in figure 3, from one school. The figure shows that the reported reading frequency is highest in year 1 and lowest in year 2. If we disregard year 2 (on account of the low number of respondents), it is clear that the downward trend continues from year 1 tot year 4. In the discussion with the teachers, these figures will be compared with the national averages. The reading consultant and the teachers will attempt to interpret the school data and to decide what measures might be called for to reduce the decline.

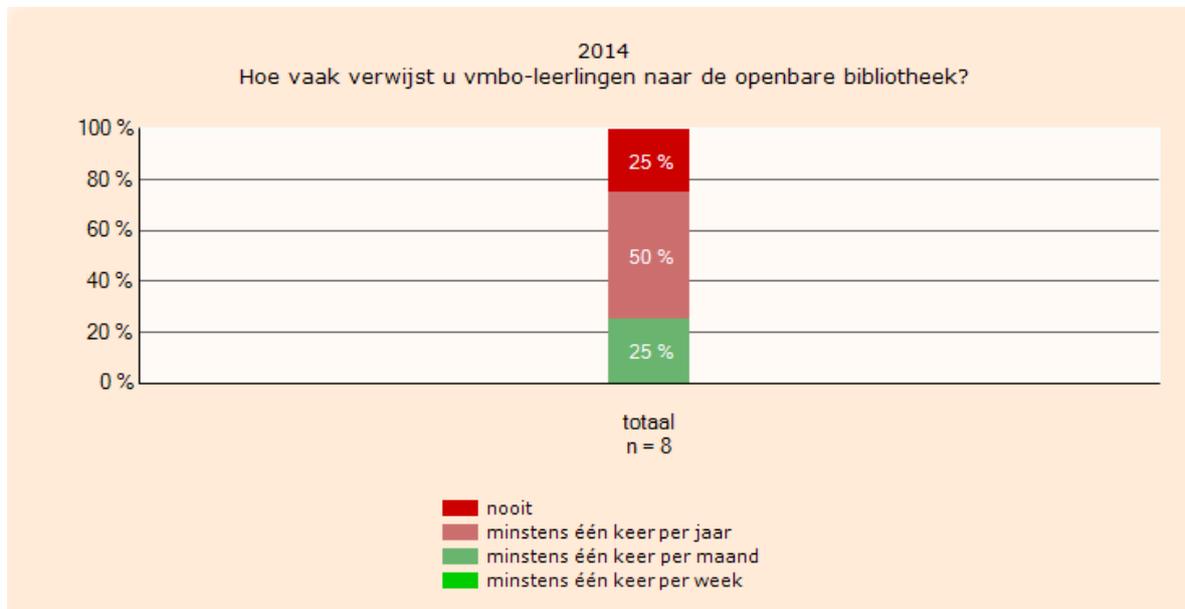


Figure 5 – Reported number of times teachers from one school refer pupils to the public library, frequencies ranging from ‘never’ (bright red), to ‘at least once a month’ (dark green); the highest possible frequency ‘at least once a week’ is not reported.

Figure 5 shows the number of times teachers from one school refer pupils to the public library. It appears that three quarters of the teachers ‘never’ or ‘at least once year’ refer pupils to the public library. This would certainly be a topic for discussion during the meeting between the reading consultant and the teachers, even though teachers report to refer pupils more frequently to the school library (not in this figure). This might result in the formulation of a ‘SMART’ goal for the next period: ‘all teachers refer pupils at least once per month to the public library’. The next round of data collection will reveal whether this goal is reached.

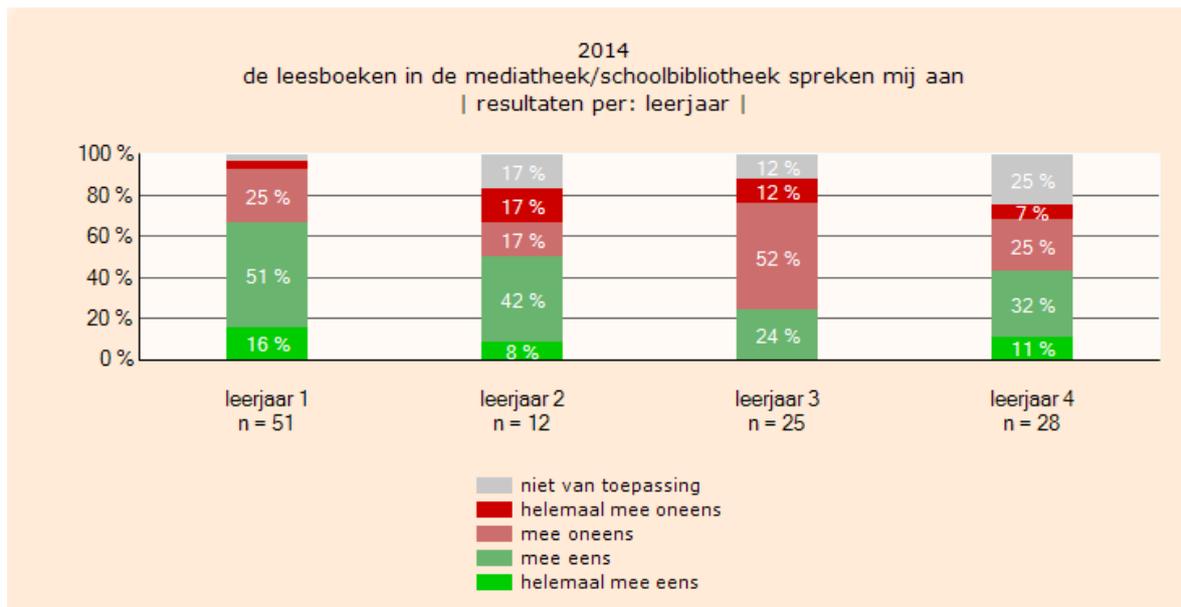


Figure 6 – One school's pupils' level of agreement with the statement 'I think the novels in the school library are attractive', levels ranging from 'not applicable' (e.g. pupil does not visit the school library), 'totally disagree' (bright red) to 'totally agree' (bright green).

Figure 6 shows the extent to which pupils in one school agree with the statement 'I think the novels in the school library are attractive'. It appears that 67 percent of first form pupils agree with this statement (highest score); in year 3, 24 percent of pupils agree with this statement (lowest score). This is an interesting topic for discussion. Is the collection less suitable for third-year pupils? If so, how is it that a much higher proportion of fourth-year pupils do find the collection attractive? As is often the case, the figure tells only part of the story and it is up to the reading consultant and the teachers to discover what is needed to improve pupils' perceptions (and use!) of the school library.

### **Next steps?**

It is clear from the first round of data collection in secondary schools that the monitor offers interesting and useful data for libraries and school staff. At the same time, there are also a number of problems that have yet to be solved. Firstly, the representativity of the data is an issue. Low response rates make the data less reliable. This is also a well-known problem with the primary school monitor – one that we have not yet been able to solve satisfactorily, but that we will need to continue to look at. Second, how do we move from data on a sample of pupils and teachers to changing the entire school reading culture? How to make every teacher feel responsible for contributing to a positive reading climate in school? How to make all pupils susceptible to such a climate, taking into account the differences between avid readers and obstinate non-readers? This is a question that needs to be addressed by the librarians and the teachers who are actually carrying out the project in a particular school. Evaluation of the experiences in schools in the wake of the first round of data collection will have to show whether the monitor in its present form provides a useful basis for improving the reading climate in junior vocational secondary schools and, consequently, for supporting pupils' language development.

## Conclusion

The monitor is a powerful multi-purpose instrument for optimizing school-library collaboration, providing libraries and schools with rich data on pupils, teachers, schools and school libraries, which they can use to take informed decisions for further targeting their cooperation. The monitor is part of the Library at School program, which includes, besides the monitor, a variegated toolbox supporting librarians to follow up on the monitor with materials, projects and services. A recent study has shown that in primary schools participating in the Library at School program, pupils attain higher scores on standardized reading comprehension tests (Nielen & Bus, 2015). Hopefully, this success will be repeated in secondary schools.

## Note

The concept of the Library at School monitor was developed by Sardes Educational Services, Utrecht, and Thomas van Dalen consulting, Amsterdam, on a commission by the Art of Reading program. The technical infrastructure was developed by DESAN Research Solutions, Amsterdam.

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# Audiobooks as a window to the world

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**Maria Cahill, Ph.D.**

University of Kentucky  
School of Library and Information Science  
355 Little Library Building  
Lexington, KY 40506  
United States of America  
[maria.cahill@uky.edu](mailto:maria.cahill@uky.edu)

**Jennifer Richey, Ph.D.**

Texas Woman's University  
School of Library & Information Studies  
Stoddard Hall, Room 404  
P.O. Box 425438  
Denton, TX 76204-5438  
United States of America  
[Jrichey1@twu.edu](mailto:Jrichey1@twu.edu)

**Abstract**

*Library, literacy, and children's literature professionals promote the benefits of transacting with audiobooks, and awards are bestowed upon audiobooks worldwide. Research spanning decades and conducted worldwide has explored the use of audiobooks for promoting literacy skill development. These studies have explored various uses of audiobooks and report mixed results for different types of readers and for readers of varying levels of proficiency. Yet, huge gaps exist in the research with many aspects of audiobook use still uninvestigated. This paper reports the disconnect between professionals' claims regarding the benefits of audiobooks for children and those verified by empirical studies. It identifies the gaps in the scholarship surrounding audiobooks and calls attention to those areas in which audiobooks have potential to support children's interests and needs.*

**Keywords:** Audiobooks, Reading research

**Claims about audiobook benefits**

Many educators and literacy proponents advocate audiobook use for literacy development purposes (Grover & Hannegan, 2012). Articles touting the benefits of audio text use with children of various ages are found in numerous education publications, and children's and teen librarians have also endorsed the use of audiobooks with children of all ages.

Advocates of audiobooks have lauded the format for its role in:

- Motivating reading (Chen, 2004; Maughan, 2004; Neuman, 2005; Rickelman & Henk, 1990; Serafini, 2006);
- Increasing literary appreciation; (Rickelman and Henk, 1990);

- Encouraging children to explore new titles and genres (Serafini, 2006);
- Piquing children's interests (Varley, 2002);
- Enhancing literacy engagement (Clark, 2007);
- Developing children's language (Neuman, 2005; Wolfson, 2008);
- Improving reading fluency (Chen, 2004; Neuman, 2005; Serafini, 2006);
- Promoting listening skills (Burkey, 2009; Clark, 2007; Neuman, 2005; Varley, 2002);
- Helping struggling readers connect sounds to text; (Serafini, 2006);
- Supporting multiculturalism (Yokota & Martinez, 2004);
- Instigating critical thinking (Clark, 2007);
- Introducing children to high quality literature (Ferrerri, 2000; Maughan, 2004; Serafini, 2006);
- Supporting English language learners in their acquisition of English (Chen, 2004; Skouge, Rao, & Boisvert, 2007);
- Promoting discussion (Varley, 2002);
- Developing children's vocabularies (Chen, 2004; Maughan, 2004; Rickelman & Henk, 1990; Serafini, 2006; Varley, 2002; Wolfson, 2008);
- Improving general reading skills (Ferrerri, 2000); and
- Facilitating comprehension (Chen, 2004; Rickelman & Henk, 1990; Serafini, 2006; Wolfson, 2008).

Some of the benefits attributed to audiobooks have been investigated by researchers, others are extrapolations from studies of reading in other contexts that have subsequently been ascribed to audiobooks, and some are anecdotal in nature.

## **Contributions of audiobooks as reported by research**

### ***Fluency***

Audiobooks can be used in a reading-while-listening (RWL) which calls on the reader to listen to an audio recording of a text while following along with the printed version in one of the following manners: either reading along silently, subvocalizing, or orally reading. Many studies have examined the effect of RWL on fluency development. This method has been used successfully with English language learners (Blum, Koskinen, Tennant, Parker, Straub, and Curry, 1995) with maintained improvements in general oral fluency beyond the intervention period (Kupzyk, McCurdy, Hofstadter, and Berger, 2011).

Similarly, the method has been viable for young struggling readers (Gilbert, Williams, and McLaughlin, 1996) as well as pre-adolescents (van der Leij, 1981). The overall conclusions of these studies is that RWL is as effective as other methods for improving reading rates and accuracy for struggling readers and that it is more efficient than some. Hollingsworth (1970) examined the effectiveness of a RWL technique for fourth grade students without reading difficulties and found no significant differences in performance on speed or accuracy compared to students in a control group.

All of the studies reported above used researcher-developed audio recordings. Carbo (1978) found that her students could not adequately follow along with commercially produced audiobooks because the reading rates were too fast. Yet, several studies have investigated

the impact of commercially produced recordings on students' fluency development. Elementary students with reading disabilities in the U.S. used digitally downloaded audiobooks on MP3 players daily for eight weeks during Sustained Silent Reading. The students showed significant gains in words correct per minute compared with a control group. Similarly, elementary students in Edinburgh, Scotland used commercially produced fiction audiobooks during English language arts study. Though these students made gains in accuracy and rate, the differences were not significantly different from students who had engaged in silent reading nor those who had continued with regular instruction (Bircham, Shaw, and Robertson, 1997). Finally, four African American students in a fourth grade classroom in the US participated in a study that compared repeated reading with RWL. Students listened to the publisher produced audio edition of the instructional materials. Both interventions resulted in increased fluency and increased comprehension rates for all students. One of the students performed better in the repeated reading condition, but the RWL condition resulted in more time spent reading for three of the students.

### **Word reading**

Two of the studies that investigated the impacts of RWL on fluency also examined its effect on isolated word reading. In one of the studies, participants were students who struggled with reading, while students in the other study represented average readers. Twenty reading disabled children in the Netherlands were matched and divided into listen-while reading or control groups for four sessions over two weeks. Of the lowest performing children, those in the listen-while-reading condition made better gains in reading a list of words that were contained in the books. In this same classroom a small group engaged in RWL over 8 weeks. Compared to a control group, these children also showed improvements in reading words in isolation. (van der Leij, 1981). Seventy-two children ranging in age 6.8 to 7.5 years, with an average of 7.2 years were assigned to one of four conditions: guided reading, RWL, speech-select (in which touch technology enabled students to hear selected words at the point of need), and control. Students in the guided reading and speech-select conditions had significant increases in word recognition compared to RWL and control conditions. The researchers concluded that "only when beginning readers are engaged in efforts to read on their own as much as possible can gains in reading skill be expected (Reitsma, 1998, pp. 233-234)."

### **Reading comprehension**

As with research investigating other components of reading, studies exploring the effects of audio delivery on reading comprehension primarily employ researcher-created audio recordings. In fact, only one study (Abelson and Peterson, 1983) used commercially produced audiobooks, and only half of the recordings used in the study were commercially produced. This study found no differences in comprehension for male struggling readers in grades 4 through 6 across three listening conditions: RWL with a recorded book, listening only to recorded book, and RWL with a live reader. In studies described previously (Hollingsworth, 1970; Lionetti, and Cole, 2004) no significant differences in reading comprehension were noted for typical fourth graders engaging in RWL nor for struggling 4th and 5th grade boys at either RWL rate.

Other research shows variable effects of auditory delivery for advancing reading comprehension. In the study described previously (Hawkins, Marsicano, Schmitt, &

McCallum, 2015) in which fourth grade students engaged in repeated reading and RWL conditions, both interventions resulted in increased comprehension rates for all students, though one of the students performed better in the repeated reading condition. Across three weeks, thirteen above grade level readers in grades one through five engaged in reading and RWL essays at varied reading levels. Five of the students performed better on comprehension measures in the RWL condition, 4 in the read only condition, and 4 showed no differences (Simkins, 2004).

Finally, other studies demonstrate the benefits of RWL on reading comprehension. In a study that investigated the efficacy of round robin reading, in which students take turns reading aloud, RWL, and silent reading, researchers found that students' comprehension was best under the listening condition (Lynch, 1988). Similarly, Shany and Biemiller (1995) found significant advantages in reading comprehension for 3rd and 4th grade students receiving teacher assistance and RWL compared to controls; however, they also found that RWL led to more actual reading and greater gains in listening comprehension than teacher assistance.

### **Reading Comprehension strategies**

Researchers in the Netherlands tested the efficacy of teaching reading comprehension strategies in the listening context. Students in experimental conditions were trained to apply the four reciprocal teaching strategies (clarifying, questioning, summarizing, and predicting) using auditorily presented texts; while, students in control conditions received normal classroom reading comprehension instruction. Experimental and control groups exhibited significant differences in ability to use strategies but not in general reading comprehension nor listening comprehension.

### **Vocabulary**

Only one study formally (Hollingsworth, 1970) assessed vocabulary growth as a result of RWL interactions and no significant growth was detected. Wellner (2010) explored the effects of an audiobook home reading program on the book interactions of three limited English proficiency kindergarten students in the United States. The children's parents reported that the audiobooks helped their children learn English and English pronunciations. A middle school teacher with a large portion of English language learners reported action research which demonstrated improvement in the quality of students' writing journal entries in terms of vocabulary used, and quality of writing (Patten and Craig, 2007).

### **Reading Motivation**

Though reading motivation is frequently discussed as a beneficial consequence of engagement with audiobooks, only one study (Esteves & Whitten, 2011) formally assessed it, and no difference in reading attitude (measured with Elementary Reading Attitude Survey—McKenna & Kear, 1990) between students in an a control group and those who engaged in RWL with commercially produced audiobooks. Nevertheless, changes in students' attitudes are conveyed through posture (Carbo, 1978), appearance (Boeglin, & Donovan, 2013), willingness to engage with them again (Whittingham, Huffman, Christensen, & McAllister, 2013), and teacher reports (Koskinen, Blum, Bisson, Phillips, Creamer, and Baker, 2000). While two of the three kindergarteners in an audiobook home program reported that they enjoyed listening to the books, they indicated that they would rather have

their parents read books to them (Wellner, 2010). In a study which measured the effects of an online audiobook program in Hong Kong, the majority of students reported enjoying use of the database but nearly a third did not, and over half expressed a preference for stories to be told by a live person (Lo, 2009).

## Discussion

Audiobook proponents confer many benefits upon the medium, yet few studies have examined the use of audiobooks beyond a RWL approach. Regardless of validation through research, many librarians have witnessed first-hand the joys of children transacting with audiobooks, and they should continue to encourage children to use this medium as a form of entertainment. As we did in a previous analysis of audiobook research (Cahill & Richey, 2013), we echo the sentiments of other researchers (e.g. Moran, Ferdig, Pearson, Wardrop, & Blomeyer, 2008): more studies investigating audiobooks and other technologies are necessary for truly understanding the nuanced contributions of audiobooks to children's literacy development and proficiencies.

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### **Biographical Notes**

Maria Cahill is an Assistant Professor at the University of Kentucky where she holds a joint appointment in the School of Library and Information Science and the Department of Educational Leadership. Her research focuses on the role of libraries in supporting the literacy development of children.

Jennifer Richey has worked as an Assistant Professor at Texas Woman's University's School of Library and Information Studies in Denton, Texas since 2011 where she teaches courses focusing school library certification, young adult literature, and youth library programs. Her primary research interest is on health information literacy of adolescents. Prior to that, she was an elementary school librarian in the Austin, Texas area.

# Ditching Dewey and developing a love of reading

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## **Sally Cameron**

Marymount International School  
Marymount International School, Via 191,  
Roma, Italy  
[scameron@marymountrome.it](mailto:scameron@marymountrome.it)

### **Abstract**

*This short professional paper takes a look at how I developed a love of reading by removing the Dewey Decimal system from the school library. I detail how I came to the decision, the process I followed and how the library is arranged and used today. There is also reference to other practices that have encouraged life-long readers, such as removal of all reading “incentives”, parent helpers, and ways to encourage families to use the library.*

*The actual presentation of this paper is in the form of a slideshow. There will be talking, but every stage of the process and the ideas shared have pictures to go with them. Come and see it!*

**Keywords:** Reading promotion, Dewey Decimal System

### **Introduction**

First, let me tell you about my school. Marymount International is a set in 40 acres of national park on the northern outskirts of Rome. It is both beautiful and wonderful.

The school was founded in 1946 by the Religious of the Sacred Heart of Mary to educate the children of allied troops and personnel stationed in Rome after WW2. Today the school has taken students at age three and sees many of them through their IB examinations. Students at the school currently represent more than 60 countries and while the school is a catholic school, all faiths are accepted.

### **The room of books**

The school has two libraries, one that serves the secondary school and one that serves the elementary.

When I took over the elementary school library in 2007 it was a room of books. Students came, enjoyed a story and then chose a book to take home. Choosing the books was difficult, students didn't seem to have an idea of what they wanted and were quite apathetic about looking for books.

Now I should probably tell you about me. I am not a librarian. I was a teacher at the school, an early childhood specialist, who had been begging to be moved to the library. The librarian was begging to move to be a classroom teacher. Finally all the pieces fell into place and we swapped. So, as I looked at the children and their lack of enthusiasm, I looked at them as a teacher would.

What I noticed was this: the picture books were on the shelves in alphabetical order, spines out. It was difficult to see where the letters began and ended, so my first move was to get a label for every shelf so it was easy to see where all the “a” books were, etc.

The following week, the children were very excited to see the labels, but were still not much more interested in the books. I thought that maybe if they helped me put some books away they would be enticed by those books, picking up things they hadn’t tried before. It didn’t work and the main outcome of that exercise was that I spent a day reordering the shelves.

### **Dewey must go**

As I reordered the shelves it began to dawn on me that most of these students, aged 5 – 11, couldn’t put books in order. While the older students were more able, the younger ones could not. Taking a look at the standards and benchmarks for the school, which ring true even today, children learn the alphabet in Kindergarten, they use beginner dictionaries in grade 2\*, but the three-letter alphabetical order knowledge needed to re-shelve or find books is much more complicated than beginner dictionary, and not something that is required of students until they are in fourth or fifth grade. My whole library was organized to be easy for adults and two of the six grade levels that use it.

I decided the most sensible thing to do would be to ask the children how I could help them enjoy the library more. They were pleasantly surprised to have this kind of input and said they wanted to find books quickly, seeing the cover would be helpful, and have a nice place to sit and read them.

I decided on drastic measures. I talked to the teachers and told them I had a new plan for the library but I needed funds. So, they all agreed to bake and we had a cake sale for the library. We raised close to €400 and I dashed off to Ikea and spent it all on containers, rugs and cushions.

The first step in the process was sorting through the books. I had a serious weeding session, and got rid of over 1000 books. By then it was 2009 and I felt that no library needed to have a copy of “George Washington Carver, Negro Scientist” on the shelf. The students helped, the older ones were particularly good at finding old looking books, and we looked them up to see when they had last been checked out, if it was more than 3 years, the book went. If it was less than that, but looked awful we got rid of it and I replaced it. A good proportion of the books were sent to be recycled, but many were put out on the window ledge with a sign inviting students to give the books a good home. All were taken.

### **A slight tangent**

At this point we must digress a little. It was around this time that a parent came to volunteer to help me in the library. She brought a friend, who brought a friend and they came every week. In fact, they came for a whole day every week. The small group grew and they began to bring lunch with them. We would eat together and share our meals. Thursdays were Library Day. I got so much done having this amazing team helping me. They cleaned, they catalogued, they put stickers on books, they labelled and repaired and became experts with contact paper... The trick was the lunchtime. It was their time. The social aspect of it made it work. We would share our food, so you’d have a lunch of homemade sushi, Egyptian mince,

Danish bread and Italian cold cuts. One of the parents stood up at the meeting to welcome new families and told them that volunteering to work in the library was the best thing she had done, not only was she helping the school but she had made a wonderful network of friends from all around the world.

The group is still going today, none of the original members remain and sometimes the group is smaller than others, but I still have help. Make it a time for them too, have them teach each other a new task – have a cataloguing expert and pair them up with the new parent who prefers computer work to re-shelving. It really works.

### **Back to the picture books**

As the space cleared and I could finally see what I was working with I decided that the best place to go next was designating major authors a box each, followed by favorite characters, and then various topics. For example, there were boxes for Mem Fox, Tomie DePoala, Dr Seuss, Dora & Diego, Star Wars, Clifford, Dinosaurs, Families and Inventions.

Each box had a label and the books went in the box. There was a matching label on the shelf so that they children could take the box down and walk off with it, to a comfortable place where they could look through the box. It was then very easy for them to replace the box in the right place. The books in each box had the name of the box written on the back (thank you volunteer Mummies!) next to the barcode.

Think for a minute about how that revolutionizes your re-shelving. The book needs dropping into a box, anywhere in the box will do. Give a Kindergartener a handful of Star Wars books and ask them to put the books away, and they can. In the right place too!

### **Non-fiction books**

To my delight, the older students were now using the picture book section as much as the rest of the library. They loved the layout, and asked if we could do the same for the non-fiction books and novels. So I began the process again with them. The observation previously made about teaching alphabetical order is reflected when we talk about hundreds and decimals. Beginning in grade two\*\*, students are being taught to compare two three-digit numbers and say which is  $<$  or  $>$ , actual decimals are not taught until grade five. The library system was not age-appropriate for my students.

We weeded and sorted and labelled as before. Along with the students I decided to put all of Ancient Egypt in one box, all the art, technology, math, and history all in one box, so everything is in one place. We followed this example for all major social studies topics. The students loved it and so did the teachers.

In case you are wondering, ditching Dewey has not been a problem for the students as they move on to the secondary school library. They are familiar with decimals by then and able to manipulate larger numbers almost without thinking, and they learn the system in no time at all.

### **The genrefication of chapter books**

When it came to the novels, the students told me that they liked certain kinds of books and it would be good to have all those kinds of books together in one place. So, we set about organizing the books into genre. They had a great time doing this, reading the back of the book to see what it was about and making a decision about where it went.

One day a student came to me with a Roald Dahl book and said, "I'm confused. This book is really funny, but there are talking animals in it, and there is a sort of mystery too. I don't know where to put it." I called the class together and we talked through the problem together and a student suggested that, as many of his books could not be sorted into one genre, maybe Roald Dahl should have a shelf of his own. And so the author shelves were born. We collected the books by their favorite authors and shelved them together. Each author has their own section and their shelf-label also includes a couple of facts about them.

Now, they have read so much of what they like that when they re-shelve they do sit down and try something new.

### **Other sections**

Some special areas we have are: books in other languages, which is important for new students coming in who do not speak much English, they can still choose books at their reading level in their language. This section relies a lot on parent donations due to the expense of books in other languages, but we are slowly building up a good collection. Another special area we have is our Global Calendar section. Our school selects a UN day each month to celebrate and there is a box for the most often selected days, such as: World Human Rights Day, International Day of Peace, International Mother Earth Day, etc. Partner Books is the section of the library where pairs of books live. We have discovered that children love to read books together, teachers send students down for partner books. They read the same book, agreeing how much they will read each day and talk about it, like a mini book club. This has branched out from a structured thing, initiated by teachers, to students coming and asking for partner books to read for fun. They are learning to love talking about what they are reading, sharing their ideas and arguing their point of view. I have now begun to order second, or third copies of the most popular books to keep this section going.

### **Independence**

Not only can the students independently find books and out books away, they can check them out too.

The scanner. The Holy Grail of library equipment, the much desired laser of power that the children dream of... I set up a computer for check-out and the children do it themselves. This must be the most popular thing ever! I have a book of student barcodes ordered by homeroom. They scan their code and then the book. They LOVE it! I spent the first two weeks teaching them how to do this, how to use the scanner safely, how to replace it properly in the cradle. We practice and they learn it quickly. By the end of the third visit the Kindergarteners can check out their own books. This frees me up to be talking to students about what they are looking for, or finding a new author for them to read. They know when to call me for help, and when to click "yes" and carry on. I would highly recommend letting go of the scanner.

### **Ownership**

As this system was being used by the children I noticed two main things. Firstly the students were much more interested in the books. They were asking for authors and series by name and asking to check out more than one book at a time, more parents were coming in because their child had been talking about the library. Secondly, the students were gaining ownership of their library. They could find books and make informed selections, they could put books away and take care of the space. They had been heard; the library was theirs.

I cannot underline enough the importance of their feedback, asking for it and acting on it. Last year we were rearranging the library, our plan was to move the computer lab down into the library, so the computer teacher and I could co-teach. Without telling the students our plans, I asked them what change they would make. Younger students wanted more sofas and chairs so they could sit together and read, older students wanted more “secret” cubby holes and dens where they could go and read with a friend or two. Many mentioned moving the computers, so they were delighted to discover that was happening!

Our students feel like they own the library, it is theirs and they love to be there. I have a suggestion book on my desk where students, and parents, are invited to write suggestions – they request books or suggest new layouts, offer new ideas. This is what makes the library successful, having them understand that the library is not mine, it is ours.

## **Developing a love of reading**

### ***No reading incentives***

It took a while to convince some teachers, but I do not endorse any kind of reading incentives. I got rid of the Reading Counts program when students would only read books they could do a quiz on. I object strongly to these quizzes, firstly because knowing the name of the author (always the first question of ten about the book) has nothing to do with comprehending the book and because they give children the idea that there is a right or wrong answer to a book. I refuse to have this in the library. Your response to the book you have read is yours, and as long as you can defend it is always right.

We do not have reading competitions, or Accelerated Reader programs because research shows that children only read until they win or finish, they do not carry on reading afterwards (links to articles about this below). You cannot foster a love of reading in this way.

I ditched the reading games and competitions and now have students who really enjoy reading for the sake of enjoying reading. The reward for finishing a book, or for deciding that you don't want to finish the one you are reading, is that you can start a new one. It is that simple.

### ***The Reader's Bill of Rights by Daniel Pennac***

This hangs on the library door.

1. The right to not read
2. The right to skip pages
3. The right to not finish
4. The right to reread
5. The right to read anything
6. The right to escapism

7. The right to read anywhere
8. The right to browse
9. The right to read out loud
10. The right to not defend your tastes”

It can be controversial and some parents don't like that their children have "The right to read anything" when their child has been seduced by Captain Underpants and Goosebumps, but I stand by this bill of rights and it gives children the courage to read as they want to. It empowers them to make choices about their reading, which is exactly what they should be doing. A recent article in the Washington Post discussed research findings that "middle and high school students who have time to read books of their own choosing during the school day are also more likely to read frequently for pleasure." (Link to full article below). So shouldn't we be teaching and allowing our students to do this as soon as possible? Making it second nature for them?

### ***The Library Challenge***

Each week I post a question and the students use the resources in the library to answer it. They get a point for a correct answer that has the reference cited. No cite, no point! When they have 5 points they can choose a free book from the Scholastic Magazine, I use points for the books. The challenge questions are always two step questions and some examples are, "What is an Akita and what is it commonly used for?", "What might you see coming from an embrasure?", "What is the name of the currency used in Africa's smallest country?", "What do you get if you multiply all the numbers on a telephone together?". The challenge is for fun, no-one is required to take part. It appeals to my nerdier and geekier students, and a lot of boys. The answer is posted in detail so they can read up about it if they didn't get it right. It gives students who are not enthusiastic readers another reason to enjoy being in the library, and they get to choose a book for their efforts.

### ***Welcome Baby***

I used some Scholastic magazine points to buy board books. When a student has a new addition to their family they come and choose a book for their baby. I put a book-plate saying that the book is a gift to the baby from the school, and we hope they will grow to love reading as much as we do.

This tiny thing has a big impact. Students get extra recognition and attention when a new baby is born, they are excited about choosing a present for the sibling. Parents love that their child is bringing home a gift for the baby, and many report that the older child love to read that book to the baby often. If the baby has two siblings in school, they get two books, each sibling chooses one.

### ***Rise and Read***

There may be times that you wonder why on earth you began something as crazy as Rise and Read. You need to push on through that because it is wonderful. Rise and Read takes place every month (I began weekly, you pace yourself as you need to!). The library is open to everyone from 7:45 until the school bell rings. Families are invited to come and read together before school. Parents can read their newspapers, books and kindles while children read theirs, or parents can read to their children. I supply tea, coffee and juice; the PTO supplies cookies or cake. Books and Breakfast – probably the best combination in the world. Children spring out of bed and are dressed in minutes when we have Rise and Read, I see

parents that I didn't know existed, grandparents too. Teachers come down and read, parents stay after the bell and browse through the books. All siblings are invited. It's messy, but it is lovely. There is a wonderful sense of community. Books are being loved, read and shared. It brings whole families into your library, what's not to love?

## References

### Common core standards and UK national curriculum

Common Core: Literacy \* <http://www.corestandards.org/ELA-Literacy/L/3/>

National Curriculum: English

\*[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335186/PRIMARY\\_national\\_curriculum\\_-\\_English\\_220714.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf)

Common Core: Math

\*\* <http://www.corestandards.org/Math/Content/2/NBT/>

### Articles about reading incentives

A Closer Look at Reading Incentive Programs By Alfie Kohn

<http://www.alfiekohn.org/teaching/readingincentives.htm>

Summer Reading Incentives Positive or Pernicious? Suzanne M. Stauffer

<https://resources.oncourse.iu.edu/access/content/group/6eed208c-bc4b-4658-ab50-6c9ee012c201/Public%20Library%20Services/Week%206/Summer%20Reading%20Incentives.pdf>

Creating Readers: A Case Against Extrinsic Rewards By Angela Bunyi

<http://www.scholastic.com/teachers/post/creating-readers-case-against-extrinsic-rewards>

The Reader's Bill Of Rights

<http://www.goodreads.com/quotes/19297-reader-s-bill-of-rights-1-the-right-to-not-read>

Washington Post Article

<http://www.washingtonpost.com/blogs/wonkblog/wp/2015/01/10/if-we-stop-telling-kids-what-to-read-they-might-start-reading-again/>

# School Libraries to read the world

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**Elsa Conde**

School Libraries Network Agency  
Av. 24 de Julho, 140 1399-025 Lisboa  
Portugal  
[elsa.conde@mail-rbe.org](mailto:elsa.conde@mail-rbe.org)

## **Abstract**

*The main purpose of this paper is to present the intervention of the School Libraries Network Program in establishing projects and enlarged partnerships that leverage and consolidate the role of libraries in communities and open the students' access to knowledge and learning beyond the school boundaries. In this context a few examples are given and we describe some of the cooperative projects developed by the Program with different partners, public and private, in areas related to students' education and the construction of citizenship: reading, information, media, science, digital technologies, health, inclusion, heritage and others. These projects and partnerships are an important factor of strengthening, projection and sustainability of school libraries in the context of today's society and its new challenges.*

*O principal objetivo desta comunicação é apresentar o trabalho do Programa Rede de Bibliotecas Escolares (PRBE) no estabelecimento de projetos e parcerias alargadas que potenciam e consolidam o papel das bibliotecas na comunidade e ampliam as aprendizagens e o acesso dos alunos ao conhecimento para lá dos limites da escola. Neste contexto, são dados exemplos e descritos alguns dos projetos de cooperação desenvolvidos pelo Programa com diferentes parceiros, públicos e privados, relacionados com a educação dos alunos e a construção da cidadania nas áreas da leitura, informação, media, ciência, tecnologias digitais, saúde, inclusão, património e outras. Estes projetos e parcerias são um importante fator de fortalecimento, projeção e sustentabilidade das bibliotecas escolares no quadro da sociedade atual e dos seus novos desafios.*

**Keywords:** School libraries; School Libraries Network Program; Partnerships; Projects; Cooperation

## **Introduction**

The School Libraries Network Program (SLNP) was launched in 1996 by the Ministries of Education and Culture of Portugal. The program aimed at installing and developing libraries in state schools at every level, supplying its users with the necessary resources to read, access, use and produce information, whatever the format.

Since its beginning the Program has left a mark of quality, highlighting the role of the school library in its multiple educational, informational, recreational and cultural functions.

Once consolidated the infrastructure of the SLN, consisting of over 2400 libraries, its development is currently undergoing according to a growing network philosophy, adopting a strategy of partnerships and joint projects of different size and scope (cultural, scientific, technological, artistic, ...) with universities, foundations, corporations, associations, media, public institutions and other organizations, through which one tries to combine synergies, enrich learning and enhance the integration of libraries in schools and society.

The field of education is not limited to teaching and pedagogy, including a variety of other practices and ways of intervention that, whilst acknowledging the centrality of the school, go beyond the strictly academic world and are today a condition to face the challenges of the contemporary world.

Current requirements to be successful in academic and professional life, civic participation in community life, for personal growth and cultural expression, are much more demanding, complex and extensive than in the past, and libraries must answer them reconfiguring as spaces for social inclusion and multidimensional building of individuals and knowledge. Libraries need to develop as real and virtual meeting places of discovery, learning and experimentation, open to the community and the outside world.

Hereby we describe different projects and partnerships set up by the SLNP that stimulate new logics and learning modes in schools, by mobilizing other entities with educational responsibilities to share with schools the task of educating and promote knowledge, science, culture and personal development of children and young people.

These projects involve entities such as the National Library of Portugal, the Calouste Gulbenkian Foundation and the Foundation for Science and Technology, the Pordata and the National Institute of Statistics, the Departments of Education and Health, and several universities, corporations and other organizations, covering different areas linked to the development of knowledge, skills and attitudes in reading, information, media, digital technologies, citizenship and curricula.

This idea of cooperation in accordance with the design of a public space for education promotes the development of projects and partnerships in school libraries, while non-formal learning spaces, beyond the space and time of traditional classrooms. Through them is intended to seek support and recognition to keep answering to a set of comprehensive knowledge and practice necessary for the integral education of students that courses only focused on curriculum goals cannot reach.

The education system needs more than ever of solid libraries capable of promoting the mastery of essential skills to face the challenges arising from the digital revolution and fight the social exclusion. The SLNP contributes to this goal through the development of new projects and partnerships, implementing policies, purposes and innovative intervention methods adapted to these challenges, which help students “to read the world”.

## **Projects and partnerships**

It is recognized that cooperative work consolidates network organization, promotes the sustainability of each institution and turns its usefulness and social relevance more apparent.

The SLNP seeks to develop a network philosophy, through partnerships with other services of the Ministry of Education and Science, other educational agents, whether public or private, local authorities and civil society.

Through these partnerships the SLNP promotes innovation and excellence projects, which highlight a more skilled intervention in curricular learning, reading, ICT, information and media literacy and encourages citizenship.

Scrolling the large number and diversity of projects and partnerships established we've picked up a few representative examples.

### **Reading projects: The project “aLeR+”**

The project “aLeR+” [Reading+], released in June 2008, is a joint initiative of the SLNP and Reading National Plan (RNP), in collaboration with the National Literacy Trust and the Reading Connects Project (UK), aimed at supporting schools that intend to develop an integral environment of reading.

The main objective is to place the reading and the pleasure of reading in the center of the school's educational projects and of its effort to raise levels of student's literacy, learning and educational success.

The project has been gradually extended to a greater number of schools (currently includes approximately 150 school clusters) with consistent reading practices.

The sustainability of the project is based on responsibility, participation and local involvement of schools boards, teachers-librarians, school library staff, teachers, employees, families, mayors, public librarians, animators, technicians and other cultural mediators as well as local entities (associations, corporations, etc.).

The main goal is therefore to give maximum visibility to reading in the school context, establish relationships with local communities, articulating efforts in promoting the pleasure of reading, and work with families to uphold reading at home.

The schools attached to the project benefit from suggestions and guidance materials, “aLeR+” certificate and logo, and financial support for the development of actions in schools. In “aLeR+” schools, libraries take on the dynamics of a bookstore, with frequent changes in the presentation of resources, with panels to highlight information, etc. The school entrance, corridors, classrooms and other spaces feature festive elements related to the project and the reading activities. The same happens in schools sites, blogs and in school newspapers, highlighting the importance of all types of reading.

The visibility and the centrality of reading are highlighted, for example, through the designation of classrooms with names of authors that students know and appreciate, the

exhibition of photos of teachers, staff and students reading ("Caught reading"), the issue of interviews with local personalities about what they're reading, video presentation of books by readers, the inclusion of reading tips on school bulletin boards, aloud readings in different places, distribution of school kits with books and suggestions of useful sites, the exhibition of books with links to movies, music, and other art forms, reading passports and monthly disclosure of Top book and Top reader, setting up competitions and prize awards, etc.

The school teachers are part of the project in their school subject and actively promote reading in class and during school activities, acting as models. The work of the various courses covers the development of reading fluency in class and autonomous, and the pleasure of reading both in class as beyond it.

Libraries have the resources and organize activities for boys and girls as well as to the student's several cultures, backgrounds and mother languages. The information collected related to their readings is used to fulfill individual needs and customize counseling and books choice.

Students reading recommendations among themselves are also encouraged. Students are involved in the selection of reading resources and in the management of the library as monitors and encouraged to use the internet to publish comments and express opinions on books and other reading resources.

Exchanges between schools and older student's visits to previous level schools, with the aim of promoting reading progress from year to year or from cycle to cycle are also frequent.

Communities and book clubs for students are created to debate and share readings.

Parents, the all school teachers and the wider school community often participate in reading groups. Regular support sessions are provided for families and parents to choose books according to children's age and organize activities with the families.

Class tours are held to the public library and initiatives and common events are organized by them such as: writers' visits, book fairs, writing workshops, special date's celebration, etc. These strategies are intended to increase the use of libraries by students, as well as the number of books requests and the multiplication of reading experiences.

Every year take place in school and public libraries reading events linked to national events such as the World Book Day, the Children's Book Day, the Reading Week and the National Reading Contest.

Schools use network technologies and social networks to connect to other schools in reading projects, disseminate their practices and participate in the "aLeR+" annual national meeting which gathers the schools within the project.

The project "aLeR+" articulates with other partner projects in the context of reading, such as:

- the "Amostras para ler+" [Samples for reading+]: where moments are designed in the classroom, specifically to introduce books and support students on free choice of works for personal reading;

- the "Ler+ jovem" [Reading+ youth]: together with the NRP and the University of Minho, it seeks to involve secondary level students on the choosing of texts and the promotion of reading activities among their communities elders;
- the "Ler, é para já!" [Reading, is right now!], which aims to motivate both young people and adults with limited reading habits that need to increase their literacy levels and consolidate the learning process required to their professional qualification or for reading pleasure, offering them specific suggestions of reading and activities;
- the "Voluntariado de leitura" [Reading volunteering]: created in 2012 by the New University of Lisbon, it intends to promote the development of a national network of volunteer work in the area of reading promotion, in which the school libraries have a key role in the volunteers catchment and framing.

### **Media literacy projects**

Media projects are generally organized around annual contests.

The "Conta-nos uma história! – Podcast na Educação" ["Tell us a story! - Podcast on Education") initiative is a competition promoted by the Ministry of Education and Science, through the Department of Education, SLNP and NRP, with the Microsoft support.

This contest aims to design and develop digital audio and video resources arising from the creation of original stories or re-telling of stories, fables, parables, myths, legends or other existing texts.

The contest is targeted to Pre-school Education (3-6 years old) and 1st cycle Basic Education (7-10 years old).

The partnership between SIC Esperança and the SLNP, launched the initiative "Liberdade de expressão e redes sociais" [Freedom of expression and social networks].

This is a competition for the 3rd cycle Basic level and Secondary level students, aged 13 years old or more, with the presentation of collective work with original contents in text format, video, podcast, comics, photography or drawing under a previously defined topic. It intends to cause reflection on the essential nature of freedom of expression in democratic societies and the contribution of digital networks in widening access to information and interactive communication. It also intends to promote more ethical and responsible behavior, leading to the identification of risks and abuses arising from the misuse of social networking.

The contest "7 dias, 7 dicas com os media" [7 days, 7 tips on media] is an initiative promoted by SLNP in partnership with the Department of Education, the Foundation for Science and Technology and the Mass Media Agency.

The contest, open to all educational levels, aims to produce tips on media (alerts, recommendations, advises, etc.), using several formats (audio, video, electronic presentation or poster), aiming to foster in students the critical and creative use of the media, a safer use of the internet and the respect for copyright.

In the media literacy scope we must also note the participation of the SLNP along with other entities in the "Literacy, media and citizenship" congress organization, whose 3rd edition runs April 2015.

### **Digital literacy projects: the “ticEDUCA Júnior”**

School libraries are privileged spaces where activities promoting the ICT educational use take place. They constitute an essential structure for the development of digital literacy. The teachers-librarians are the engine of this work and it is crucial to share it and spread it.

In this context, the SLNP has signed, through the Competence Center for Technology and Innovation, a protocol of cooperation with the University of Lisbon - Institute of Education, aiming at the development of training activities for teachers in the educational use of digital technologies, through training actions, best practice seminars, workshops and other initiatives.

Under this partnership, a meeting takes place every year - the "ticEDUCA Júnior" [tic Education Jr.] in which teachers and teachers-librarians participate with their students in experiences exchanging, for discussion and reflection on the activities developed in schools.

In addition to this initiative, it should also be noted the existence in some school libraries of projects promoting reading, curriculum articulation and community liaison with a strong technological component and that were distinguished by the SLNP application as “Ideias com mérito” [Ideas with merit].

Actually in many school libraries the work done has long surpassed the settlement and organization level, developing projects that show a full use of the new available tools and devices (tablets, e-readers, smart phones...),, and allow the public presentation and spread of a wide set of good practices.

### **Information literacy projects**

The partnership projects on information literacy focus mainly on providing diversified information resources, expanding the activities carried out in the classroom and placing the interdisciplinary dimension and the project work on schools agenda.

To promote information literacy it is needed to integrate it in teaching and learning activities. The inclusion of information literacy in the school curricula allows students to acquire transversal skills that can be deployable and transferable to new situations and cross-cutting contents which because of its nature, extent or complexity, can only be taught through a cross disciplinary approach.

Through the partnerships of SLNP with other entities, the teachers-librarians, teachers and students were sensitized and trained for the use of information resources and tools, improving the quality of their teaching and learning practices.

Pedagogic exploration of the statistical information as a source of active learning was the target of the collaboration established with two important institutions: the Statistics National Institute (SNI) and “Pordata”. Through them teachers-librarians and other teachers were trained in the pedagogical use of a wide range of statistical information and digital resources

made available by the Portal of the SNI, by the site of the “Local Action Applied Statistics” and by the “Pordata” database.

In 2010, the SLNP established a partnership with the Torre do Tombo National Archive in order to train the elements of the Program to replicate and spread in schools and libraries the information resources made available by this Archive.

The Project “REAtar” [Open Educational Resources – Technologies and Network Learning] also fits this purpose of enrichment of work opportunities on the information, aiming to capture the interest of teachers, school libraries and students for the use of the Digital National Library as a source of resources with high potential for teaching, learning and research.

Thus, actions have been developed to promote the use of this Digital Library in educational activities and beyond, in particular through the dissemination of contents of interest to the curricula, training and publicizing the Digital Library as a source for identification and construction, adaptation, reusing and sharing of open educational resources.

The contact with these primary sources allows students to understand every situation depending on the original perspective and realize the path as well as the multiple ramifications that a same resource led, contributing to the development of critical spirit and consolidation of attitudes of respect for the diversity of opinions generated by the same object.

The “Escola Virtual” platform [Virtual School] also offers a vast range of interactive features, supporting the self-study of students at different levels of education and disciplines. School libraries can play a role in democratizing access to these learning resources, allowing all interested students who are unable to acquire a license, freely access the Virtual School in their school.

With this concern an agreement was established between the SLNP and the Virtual School, whereby it was defined a specific subscription plan for school libraries.

This plan is already running in several dozen libraries. By providing access to “Virtual School”, school libraries have not only the opportunity to enhance the pedagogical use of their computing resources as they can also take advantage of promotional actions, having as goal the acquisition of skills needed to exploit digital educational resources as well as custom content development tools accessible on the platform.

In the recent past the schools were equipped with interactive whiteboards and other related initiative took place. To improve the use of those equipments in libraries and classrooms, the SLNP and Promethean Planet promoted the contest "Teaching and Learning with Interactive whiteboards – Flipcharts competition", inviting teachers-librarians and teachers to create sets of flipcharts and make them available in the Promethean Planet Portugal repository.

## **Curricular projects**

### ***The “Newton enjoyed reading!” project***

The project "Newton gostava de ler!" [Newton enjoyed reading!] is the result of a partnership between the SLNP and the Live Science Center of Aveiro.

Scientific and technological culture is increasingly recognized as a strategic condition for the development of active citizenship and as an engine of innovation and competitiveness into a more qualified society.

The project created an annual program of reading books in which science is present, creating bridges and motivations for holding small experimental actions, involving affordable materials and of simple replication in libraries.

With this project it was intended to promote the love for reading science books, scientific and technological culture, provide moments of experimentation and reinforce the collaboration between entities of formal and non-formal education of science.

Teachers and teachers-librarians involved in the project have training on the activities to be implemented in school libraries (books, contents, scientific topics and practical or experimental components). The Live Science Center of Aveiro develops all the content, programming and practical or laboratory activities, trains all teachers involved and supports implementing the program in libraries.

Apart from this project, arrangements were also established for the dissemination of resources and teachers training on scientific literacy with other Alive Science Centers, and the "House of the Sciences", managed by the Calouste Gulbenkian Foundation.

### ***The Project “SOBE”***

The Health Department, the National Reading Plan and SLNP established a cooperation protocol for oral health prevention in Portugal, formalized by the Project SOBE [School libraries, Oral health], linking oral health, literacy and school libraries.

It is well known the implications of literacy on health and well-being of citizens and the particular importance of health literacy in the educational field.

The project acts in this policy area with the following main goals:

- Target the promotion of reading, writing and oral health activities towards families and the community;
- Provide students as enablers of health promotion messages to their family members;
- Work oral health subjects in connection with the skills, attitudes and values of students in order to integrate “SOBE” principles in the everyday life;
- Arouse in students the desire to explore the real world of oral health in a funny way and by crossing of several fields of knowledge.

The concepts of oral health can be strengthened in various ways and in different areas of the curricula. The project kits, consisting of books, games, DVDs and other materials allow a number of school activities that are able to draw the attention of students and teachers for the problems of oral health, through reading dynamics, dramatic expression, music, illustration, science, mathematical exercises,...; the participation of writers, illustrators, artists...; the liaison with vocational courses and the creation of multidisciplinary laboratories; the involvement of local authorities, municipal libraries, parents associations and other local entities; and the promotion of exhibitions, theatre festivals, competitions, training sessions, etc.

### ***The project "Know your city"***

Learn to act and better enjoy the urban space - that was the main challenge of the partnership launched between the Architects Order and the SLNP.

The promotion of a critical conscience and reasoned knowledge of issues related to urban and architectural heritage constitute nowadays a citizenship imperative. School libraries collaboration and cross-cutting action in the development of literacy and in access to knowledge makes them a privileged vehicle for the inclusion of these topics in the educational system.

The project proposed themes are: heritage, urbanism, and citizenship.

To develop the project "Conhecer a Cidade" [Know your City] a different range of resources and materials were provided such as: guides and book-games with guidelines, vocabulary, definitions, activities and several exercises challenging students to search, explore, discover and complete the missing information.

### **Projects for inclusion: the "All together we can read" project**

The SLNP, NRP and the Department of Special Education and Socio-educational Support Services conceived a joint project called "Todos juntos podemos ler" [All together we can read]. Its main purpose is the creation of inclusive libraries able to provide reading opportunities for all students.

Faced with the increasing inclusion of students with special educational needs in regular schools, nowadays school libraries see themselves facing the absolute need of reply to a school population with diverse skills and that requires in many situations different technological means of access to reading.

The creation of inclusive school libraries, which provide real reading opportunities for all students, is perhaps one of the greatest challenges that school libraries have nowadays.

Developed with the cooperation of Portugal Telecom, the project main goals are:

- Endow the school libraries of suitable resources in different formats accessible to students with special educational needs;
- Develop best practices for the promotion of reading, taking into account the capabilities and needs of individual students in special education.

## Conclusion

The development and consolidation of SLNP in a social and cultural context very different from its origin twenty years ago have placed new challenges and requirements, to which we have tried to answer in a renewed way and with a network philosophy.

The articulation of the libraries with other institutions, the increase of relations with the surrounding communities, the cooperation with local authorities, civil society, and other government projects and educational agents are key assumptions of this innovative way of thinking and acting.

Today, the development of partnership projects is widespread and also one of the main factors for the SLNP strength and sustainability.

Through these projects, innovation and excellence are promoted in different areas, showing a more qualified intervention on improvement of learning, literacy and the schools and educational agents' engagement.

These partnerships enclose a large number of activities, such as learning, pedagogical and cultural animation, training, technical assistance, dissemination of information, provision of resources, sharing of knowledge, reading promotion and improving of students' multiliteracy.

As stated in the Strategic Framework of PRBE (Rede de Bibliotecas Escolares, 2013, p. 21):

"The cooperation of school libraries with other organizations (universities, libraries, museums, archives, associations, companies, etc.) and the participation in collective projects of different size and scope constitute an indispensable added value to their strengthening and integration in society.

At a time when the networks and digital tools favor the conjugation of synergies and the implementation of common projects and activities, the library is further enhanced by the sharing of resources, by establishing partnerships and profitable collaborative work".

The development of these projects and partnerships has contributed to:

- the enrichment of students learning experiences, training and socialization;
- the improvement of school libraries services and activities;
- the increase of communities and external partners' participation in the activities of libraries and schools;
- the growth of visibility, credibility and projection of school libraries into the local community and in society at large.

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### **Biographical note**

Elsa Conde has an advanced degree in Library Science and a master's degree in Educational Multimedia Communication. She has worked as teacher in Basic and Secondary schools between 1980 and 1995. In 1997 she joined the staff of the School Library Network Program as school librarian adviser and regional coordinator. She is coauthor of several documents published by the SLNP. She is responsible for monitoring of the SLNP cooperation project in Mozambique and Timor. She has also been a trainer in the area of libraries. Her main professional topics are reading, media and information literacy.

# A librarian in the classroom: how does that affect student learning?

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**Liselott Drejstam**

Hjulsbroskolan  
Bokhagsvägen 5  
58181 Linköping  
Sweden

[liselott.drejstam@linkoping.se](mailto:liselott.drejstam@linkoping.se)

## **Abstract**

*In Linköping there is an ongoing investment in staffed school libraries, so-called focus libraries. Focus libraries has three aims: to be an integrated part of the school, to promote reading and develop students' information literacy. At Hjulsbroskolan the librarian cooperates with teachers in the classroom to implement these aims. The work to develop student's information literacy starts in preschool class. The development continues the coming years in close collaboration with teachers. The librarian devotes most of her time in the classroom with the teachers to plan, implement and evaluate the area of work and assess the students' efforts. This way, there has been an increased student learning. This is shown in the results of the national tests, regarding the issues of source criticism. A dedicated and structured teaching in information retrieval and source evaluation, implemented by teacher and librarian in cooperation, leads to increased achievement for students.*

**Keywords:** School libraries, School librarians, Source criticism, Media and information literacy, Cooperation

## **Introduction**

As a school librarian I meet students every day, both in the library and in the classroom. Sometimes you hear the description “the school library as a place for learning”. For me it is the function of the school library that is learning, not the place. It is particularly noticeable at Hjulsbroskolan. I spend most of my time in the classrooms, in cooperation with the teachers. This has been my ambition since I started working at Hjulsbroskolan. In the beginning it was because I did not want the library to be a parallel activity to other school activities. Now when the school library is fully integrated with school activities, I have begun to think about what students really benefit from a school library being integrated with teaching. In evaluations and surveys, I get proof of what the school library as a learning function does for student achievement. In this paper, I will describe what I do to increase student achievement, and what results I see.

## **School Libraries in Sweden**

Hjulsbroskolan is an F-6 school (preschool class – year six) with about 380 students. Since September 2010, the school had a staffed library. Linköping has an ongoing investment in school libraries, so-called focus libraries, more on that below. Unfortunately that is not the fact in all of Sweden. *The Education Act* of 2011 states that "students in elementary school, school for students with intellectual disabilities, special school, Sami school, secondary school and upper secondary school for students with learning disabilities should have access to school libraries." (*Skollag*, 2010, 36§)

The law says nothing about the staffing of school libraries, just the premises. Therefore, the school library situation around Sweden is not equivalent. Most schools have a school library, but no librarians. In Sweden, the Swedish Schools Inspectorate works to ensure that students in Sweden are getting a good and equal education. There are certain criteria they are looking at when to decide if the school actually has a school library:

- “1. Students have access to a school library in their own school unit's premises or at a reasonable distance from the school that makes it possible to continuously use the library as part of students' education in order to contribute to achieving the objectives of their education.
2. The library includes books, nonfiction and fiction, information technology and other media.
3. The library is adapted to the needs of the students in order to promote language development and stimulate reading.” (Skolinspektionen, 2013)

There are some municipalities that stand out: Lund, Växjö and Linköping. Municipalities where they have realized that staffed school libraries is an important part of student learning.

### **Focus libraries in Linköping**

In Linköping the municipality has chosen to make an investment in staffed school libraries. These are called focus libraries, to separate libraries with trained librarians from libraries without librarians. Right now there are 18 librarians in 20 schools. Schools may apply to have a focus library. Every year there are about four new focus libraries. The idea is that all school libraries in Linköping should be staffed in the future. When a school is granted a focus library they get a full-time librarian, additional funds for purchase of media and furniture. For two years the school receive money for this from the municipality. After two years, the school carries the costs gradually. This will free the money to invest in new focus libraries.

In the municipality of Linköping there is a plan for all types of libraries. This is what the plan says about school libraries:

"School libraries 'main mission is to support students' learning through teaching and tutoring in information and source critical thinking and reading promotion work that contributes to the love of reading and good reading development."

"School libraries are available at all schools within the local primary school. Schools have received development funds to renew and strengthen the library's media collection. The principal have appointed an instruction librarian; an educator who has a part of their employment dedicated to working with the

school library. The instruction librarians have received training through a study circle. "

"With the libraries as an integrated part of school education it opens for exciting possibilities of digital learning. Learning resources on the internet and educational materials in digital form is a reality today and librarians' skills are important for building strategies and for the use of digital tools and partly for information management process. The school library can contribute to a school on the cutting edge with motivated students. These wordings goes hand in hand with a focus libraries mission." (*Biblioteksplan för Linköpings kommun 2014-2018*, n.d.)

### **Focus libraries' mission**

Focus libraries have three aims:

- Be an integrated part of school activities
- Work to promote reading
- Develop students' information literacy

Each school has developed an action plan for how these three aims should to be realized. The action plan has been aligned to the school's own conditions and needs. It is important that all teachers at the school are involved in establishing the plan to realize the aims of it. The most important thing with the plan is that its contents are part of the school activities and does not consist of parallel activities. The action plan is revised every year and adapted to new conditions. The plan for the school library consists of two parts: reading promotion and information literacy.

In order to fulfill the goal of being an integrated part of school activities the librarian must cooperate with the teachers. The two other aims could be implemented without any connection to the school's regular teaching. But for them to have any effect on the students continued learning, they should be carried out in collaboration with the teacher. This is something that you need to make clear to the teachers from the beginning, when it is not obvious for them to have a librarian in the classroom. Now that teachers have received proof that there has been a development in goal achievement for the students they do not question my presence in the classroom. The teachers look upon it as a matter of course to work with me when they have an area of work involving the promotion of reading and information literacy.

### **Lgr 11**

2011, the Swedish school system got a new curriculum, *Lgr 11*. The curriculum consists of fundamental values and tasks of the school, overall goals and guidelines and syllabuses. In elementary school we read the following topics: art, English, home and consumer science, physical education and health, mathematics, modern languages, mother tongue tuitions, music, biology, physics, chemistry, geography, history, religious studies, civics, crafts, Swedish, Swedish as a second language , sign language for the hearing and technology.

The new curriculum opened up for greater cooperation between school librarians and teachers. The ability to critically analyze and evaluate sources is included in almost all syllabuses.

Education in Swedish schools "should promote the development and learning of all students, and a lifelong desire to learn." (*Lgr11*, 2011, p. 9) The school's mission involves that the students "should be able to keep their bearings in a complex reality, where there is a vast flow of information and where the rate of change is rapid" (*Lgr11*, 2011, p. 11), further, to develop "their ability to critically examine facts and relationships" (*Lgr11*, 2011, p. 11). Students should learn to "use modern technology as a tool in the search for knowledge, communication, creativity and learning" (*Lgr11*, 2011, p. 16). It's easy to find connections to the school library activities in these wordings. Even in the syllabuses there are many wordings that connects to the school library activities:

In the syllabus of civics it says that "teaching should give students the tools to manage information in daily life and studies, and knowledge about how to search for and assess information from different sources." (*Lgr11*, 2011, p. 189) The teaching should give the students opportunity to search for information about society from the media, the Internet and other sources and assess its relevance and credibility. In year 1-3 the teaching should deal with "methods of searching for information from different sources: interviews, observations and measurements. How sources and information can be assessed and processed." (*Lgr11*, 2011, p. 191) In year 4-6 the teaching should deal with "how to distinguish between messages, senders and purpose in different media with critical awareness of sources." (*Lgr11*, 2011, p. 191)

In the syllabus for Swedish it says that "teaching should stimulate students' interest in reading and writing" (*Lgr11*, 2011, p. 211) and that "teaching should also help students to develop their knowledge of how to search for and critically evaluate information from various sources." (*Lgr11*, 2011, p. 211) Students should take part of and learn about literature from different parts of the world and from different eras. They should be given the chance to develop their ability to "read and analyze literature and other texts for different purposes" (*Lgr11*, 2011, p. 211) and to "search for information from different sources, and evaluate these." (*Lgr11*, 2011, p. 212) In year 1-3 students are supposed to know a few fictional children's book authors and illustrators, be able to search for information in books, magazines and websites for children, and to be able to view them critically. In year 4-6 students are supposed to know about reading strategies in order to "understand and interpret texts from various media, and to distinguish between explicit and implicit messages in texts." (*Lgr11*, 2011, p. 213) Students need to be familiar with some literary significant child and young adult authors and their works. They have to be able to search for information in several different media and sources, and learn how to compare different sources and to determine its reliability with a discerning attitude.

### **Cooperation between teacher and librarian**

The research review *Students' knowledge work in the school library* by Jenny Henning Ingmarsson presents research on school libraries from the last ten years. Among other things it expresses that teachers and librarians must focus more on how students use the information they search for, as well as provide support to students through the entire process (Henning Ingmarsson, 2010, p. 9). Students are often left without guidance and it might be too great a responsibility. (Henning Ingmarsson, 2010, p. 12) When this happens, students focus too much on finding information rather than to process it. (Henning Ingmarsson, 2010, p.15) Common to all research is that the focus should be on guiding students through the

entire process, to help them to sort and evaluate the information. (Henning Ingmarsson, 2010, p. 15)

In Hjulskolan we write pedagogical plans for each area of work. The plan clearly shows how the work area is linked to the content of the curriculum. When I plan a work area with the teacher, I am involved in writing the content of the pedagogical plan from the start. This makes it easier for me to support students in the classroom. I know what they are aiming for in that particular area and what should be assessed. When I collaborate with teachers in the classroom there is opportunity and time to provide students with the support in the information retrieval process as the research shows that they need to develop a source-critical ability. I am in the classroom throughout the implementation and I take part in the evaluation of the work area along with teachers and students. If there are student work to be assessed, I am also involved in assessing their performance. In that way I evaluate my contribution to education, and I can see improvement areas to consider for next time.

As early as in preschool class, which is the year between preschool and school, I start the work which will give students tools to become source critically conscious. I work from a lesson approach to arouse curiosity and awareness among the students. They will learn to reflect on the origin of the source, the reliability of different sources and what we can find on the Internet. They get tools for how to think when they search and review the information. This is implemented in a playful way. I call the setup *Source investigators* and the lesson setup are in brief, as follows:

Lesson 1:

I read a nonfiction book for the group, for example *Fiskögon, sopor och annat smaskens* (*Fish Eye, garbage and other goodies*) by Thérèse Bringham, Inger Scharis and Lena Forsman. After reading, I ask the students how they think the author has done to find out all the facts. All proposals are written on the white board and the students tell how they themselves would have done, based on the proposals that have come up. The goal of this lesson is that students should think about how and where to find information.

Lesson 2:

I read a nonfiction book for the group, for example *Sov gott: upp och ner och under vattnet* (*Sleep well: upside down and underwater*) by Thérèse Bringham, Inger Scharis and Lena Forsman. After reading, I write the word *source* on the board. Then I ask if anyone knows what the word means. It usually isn't anyone who knows what it means. Some students talk about the basement, which is similar to the term source in Swedish. Proposals as spring also tend to arrive, because it is the same word in Swedish. I show the book again and tell them that the book is a source. I show some more sources, such as a newspaper, a magazine. Then we look at the suggestions the group came up with at the first lesson and I tell them that it is all different types of sources. The goal of this lesson is that students should become familiar with the term source, and realize that there are many different types of sources you can use to search for information.

#### Lesson 3:

I read a nonfiction book for the group with facts about for example an animal, such as *Hönan heter Hulda* (A hen named Hulda) by Leif Schack-Nielsen, which is about how to take care of a hen. Before the reading begins, the students tell what they know about hens, and I write them on the board. After reading, we compare what was in the book with what we wrote on the board. Then I ask students if we can be sure about what is in the book is true. We discuss what we can do to make sure the facts are correct. Here, some groups may begin to suggest that it might be good to compare with another source or ask an adult. The goal of this lesson is to get students to start thinking about how we can determine if what we read is true, and that what we know beforehand can help us to determine that.

#### Lesson 4:

I read a fiction book for the group, for example *Småkrypsjakten* (Bugs hunt) Helena Bross and Christel Rönns, which is about a school class that go outside to look for bugs. After reading, I ask the group what we can learn, for example about ants, from the book. Since this is not a nonfiction book we discuss if what is written in the book is true. After that, I read a nonfiction text about ants and then we compare the books' content with each other. The goal of this lesson is to give the students a chance to practice how to compare the contents of two texts and see if it matches.

#### Lesson 5:

I read the book *Snabel @ upptäcker sin bokstav* (@ discovers his letter) by Linda Palm and Jessica Lindholm, which teaches us how a computer works and what you can do on the Internet. After reading, I ask students what they usually do on the computer or iPad, and if it differs from what adults usually do on the computer or iPad. I tell the group that there are a lot of facts to be found on the internet. I show the site *Länkskafferiet*, which is a link collection for children, and tell them that there are a lot of pages with facts for kids on the site. After that I let them surf on *Länkskafferiet* and see if they can find any interesting pages. The goal of this lesson is that students should think about what you could use a computer / iPad to and to get acquainted with a link collection.

#### Lesson 6 and 7:

In this lesson, I read some short factual texts about, for example, an animal. We help each other to bring out the essence of the text together. Using key words we write a factual text together. After that, we search for a picture on the internet that is authorized to use, and insert it into the text, or the students themselves draw a picture to illustrate the text. The goal of these lessons is to write a factual text together from multiple sources, and to get an introduction to copyright.

In the following grades we repeat and deepen the knowledge they get in preschool class, always connected to an ongoing area of work. In year one, it may be to write simple factual texts about for example animals, flowers or any other subjects that might interest the students. First we repeat the *Source investigators*. We work according to genre pedagogy to give students tools to build factual texts. Students should compare at least two texts, and based on a mind map, write their own text. They insert an image that they have found on the internet to the text that is authorized to use.

In year 2 we repeat what they learned in the first grade, and implements a similar work. This may involve, for example, space or dinosaurs. In the second grade, they must also refer to what sources they have used. Throughout all grades each school year we repeat and deepen the students' knowledge of source criticism. In year 5 and 6, we usually test their skills in a written test. Then we can easily see what they need to learn more. In year 6 students get grades for the first time. Knowledge requirement for source criticism that are to be assessed in year 6 is formulated as follows, in the syllabuses for civics:

“For grade E:

Students can search for information about society and use different sources in a basically functional way and apply simple reasoning to the usefulness of the information and sources.

For grade C:

Students can search for information about society and use different sources in a relatively well functioning way and apply developed reasoning to the usefulness of the information and sources.

For grade A:

Students can search for information about society and use different sources in a well-functioning way and apply well developed reasoning to the usefulness of the information and sources.” (*Lgr11*, 2011, p. 195-196)

### **National tests**

In Sweden students are tested in year 3, 6 and 9 and in some courses in secondary schools using national tests. Tests are carried out in different subjects and the purpose is to support equal and fair assessment and grading, as well as providing a basis for an analysis of the extent to which the knowledge requirements are met at the school, in the community and in Sweden. The tests are not an examination tests, but the basis for the teacher's assessment of the student's knowledge. (*Nationella prov*, n.d.) The tests are corrected by the teachers at the school. Last year I was asked if I wanted to take part and co-assess the question that concerned source criticism in the civics test, year 6. In classes where the tests were carried out, we had worked a great deal with source criticism, connected to the areas in which the teacher and I worked together. The students performed well on these questions. For the first time, I felt that the part I had played had an impact on student performance. The students were also very pleased that we had worked a lot with source criticism. The evaluation of the work areas where I had worked with their teachers got these answer to the following question: Do you think you have practiced your source-critical capability in a good way? Two of student responded:

“Well, I really think so! It was great that we worked with source criticism because there were several questions about it on the national tests!”

“Yes! I have not found it to be so difficult with source criticism before, but I got better and learned what things I needed to check to see if the source was reliable or not.”

I felt it would be an interesting comparison to see if there was any difference in student performance in schools with a focus library, and schools that lacked focus libraries. Together with the school libraries manager, I have therefore examined the results of the five questions

related to source criticism, at the nine schools that got to do the test in 2014. It turned out that the results differed significantly in schools with a focus librarian and in those without. In test A 75.9% of students who went to a school with a focus library got grade A and C, while 41.3% of students in schools without a focus library got grade A and C. In test B, where the questions were designed so that they required a bit more input from the students, 69.9% of students in schools with a focus library got grade A and C, while 25.3% of students in schools without focus library got grade A and C. A direct proof that the librarian effort in the classroom, with the teacher, makes a difference in student performance. Even the results of the test as a whole, where all abilities of civics were tested, were higher for schools with a focus library. Here 68.8% of the students got grades A, B and C, while only 16.7% of students without a focus library got grade A, B and C. This proves that staffed school libraries raises the compliance rate for students in general. A focused and structured teaching in information retrieval and source criticism, conducted by teacher and librarian in cooperation, raise student achievement.

## Conclusion

For the teaching of information retrieval and source criticism to lead to students developing a discerning attitude, it should be a regular feature in teaching. It is important that teaching information retrieval and source criticism becomes a part of the regular education for better achievement among the students. It is also important that it becomes a natural part of many different subjects, so that students can see that a source-critical capability is useful in all subjects, and even outside of school. It is also important to start teaching early, for it to be a natural approach.

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## Biographical note

Liselott Drejstam is 38 years old. She has worked as a school librarian since 2002. She has a master degree in library- and information science. She is currently working as a school librarian at Hjulsbroskolan, an F -6 (preschool class-year 6) school in Linköping. Previously,

she worked as a secondary school librarian for several years. At Hjulsbroskolan, she works closely with teachers to increase better achievement among the students and to stimulate reading and increase students' media and information literacy. She is very interested in the work of increase students' source-critical ability, which begins in the preschool class. She has lectured at several school library conferences around Sweden. She lives in Linköping with her husband and two children, 5 and 7 years old.

# College-Level Information Literacy Framework: teacher librarians can prepare students

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**Dr. Lesley S. J. Farmer**

California State University Long Beach  
1250 Bellflower Blvd., Long Beach, CA USA

[Lesley.Farmer@csulb.edu](mailto:Lesley.Farmer@csulb.edu)

## **Abstract**

*U.S. K12 education increasingly emphasizes the need for students to be college and career ready; nevertheless, too many students come unprepared to learn effectively. This paper discusses the roles that teacher librarians can play in facilitating such readiness, especially in light of information and digital literacy. First, the American Association of School Librarians standards for 21<sup>st</sup> century learners and the Association of College and Research Libraries new Information Literacy Framework are detailed, noting implications for education and librarians. Next, models of effective articulation do exist, and strategies for optimizing articulation should be considered. Teacher librarians should collaborate with their post-secondary librarian counterparts; by articulating curriculum either to identify equivalencies or to build upon prior learning, librarians can promote seamless transfer from one level to another – including to the workplace.*

**Keywords:** information literacy, academic librarians, teacher librarians, curriculum, collaboration

## **Introduction**

College readiness has become a hot buzz word in education circles as post-secondary institutions decry students' inability to read, analyze, and communicate critically. Post-secondary librarians too often assert that students do not come into the library with these skills. Oakleaf and Owen (2010) examined the American Association of School Librarians (AASL) learning standards, and noted how the standards applied to sources that students use in college: websites, articles, books, reference materials, and data. Therefore, the potential for students to be college ready seems feasible.

Librarians are the logical articulators since they work with all students and all curricular areas, and witness the developmental aspects of learning. They can act as institutional representatives and catalysts, aware of student and faculty needs, practices, and parameters. However, the curriculum for teaching information literacy is seldom articulated, and even few scope-and-sequence information literacy curriculum are systematically implemented in K-12 or higher education settings. Part of that situation is the result of unsystematic library programs due to a lack of school librarians. Nevertheless, models of

effective articulation do exist, and strategies for optimizing articulation should be considered. School librarians and associated stakeholders can point to these endeavours as they seek support from decision makers.

Furthermore, for students to be college ready, it makes sense for school librarians to collaborate with their post-secondary librarian counterparts. By identifying needed knowledge, skills and dispositions for college success, librarians can determine what curriculum should be provided in K-12 settings. Furthermore, by articulating curriculum either to identify equivalencies or to build upon prior learning, librarians can promote seamless transfer from one level to another. Both types of librarians can work with their respective communities to advance the conversation about learning expectations and the roles that they can play. These conversations can inform standards development and deployment. Furthermore, academic librarians should lobby loudly for school librarians to be present and active at every educational level, insuring that K-12 students have the opportunities needed to meet K-12 American Association of School Librarians (AASL) learning standards, set forth in 2007, and be ready to address higher education information literacy.

### **Standards and Frameworks for Information Literacy and Learning**

Developing and implementing literacies/learning standards requires deep analysis about the knowledge, skills, and dispositions that one needs in order to be what was traditionally called the “educated” person. What does it mean to be educated? What does it mean to be literate? The definitions for both terms have changed greatly over time. Being educated could mean having the equivalent of a high school diploma and a European tour, to “An educated person is one who has undergone a process of learning that results in enhanced mental capability to function effectively in familiar and novel situations in personal and intellectual life” (Mohanam, 2005). Over the years, being literate has meant being able to decipher a known text (e.g., the Bible) to being able to write original text. Now literacy implies that one can create knowledge communicated through emerging technologies. Since libraries deal with recorded information, they can legitimately ask what knowledge, skills and dispositions are needed to consume and produce recorded information that contributes to society? And furthermore, to what level, how well, should students be able to do this?

In the larger context, today’s world is sometimes labelled the information society, or the knowledge society because of the vast amount of available information as well as the need to sort and manage it effectively. Business has increasingly realized the value of intellectual capital; information has an economic value and requires competent professionals capable of managing information. As early as the 1991 SCANS (Secretary’s Commission on Achieving Necessary Skills) report, governmental agencies noted the need for employees who can locate, interpret and organize information, communicate information, create documents, solve problems, work with a variety of technology, and know how to acquire new knowledge.

In sum, for today’s students to survive and thrive in society, they need to make informed decisions and act effectively and responsibly. The preconditions for those processes include the ability to determine what information is needed, how to find and evaluate it, and how to comprehend and interpret it. Because today’s society raises new issues, memorizing old answers to daily problems does not suffice, and even old responses to recurring issues may

result in negative consequences. In short, individuals need to keep learning – and know how to learn. In the process, individuals are creating new knowledge

#### *American Association of School Librarians*

The American Association of School Librarians (AASL) 2007 Standards for the 21st Century Learner were predicated on the ideas articulated in the paragraph above. The term “information literacy” occurs in just one paragraph, noting only that it has become more complex: “Multiple literacies, including digital, visual, textual, and technological, have now joined information literacy as crucial skills for this century” (p. 3). Interestingly, the International Federation of Library Associations and Institutions (2011) has adopted the wording of “media and information literacy” to capture the idea of content and format. Even the term “information” can be tricky to define, let alone “data.” Is a sunset data or information? The American Association of School Librarians (2007) cleverly sidestepped the problematic term “information literacy” when it used learners as its linchpin; they stated that “learners use skills, resources, & tools to:

- Inquire, think critically, and gain knowledge.
- Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
- Share knowledge and participate ethically and productively as members of our democratic society.
- Pursue personal and aesthetic growth.” (p. 3)
- Each standard is then parsed into specific indicators that demonstrate learner skills, dispositions in action, responsibilities, and self-assessment strategies.

It should be noted that academic librarians also run into the stumbling block of the term “information literacy,” particularly since it wasn’t in general parlance at the time of many professors’ own academic preparation. Academicians seem to be more comfortable with the terms “critical thinking” (which usually refers to the ability to comprehend and analyze a given document, but which excludes the ability to locate relevant and worthy documents) and “research skills” (which does not address the ability to respond to unintended information problems).

The AASL standards also cleverly begins the discussion by asserting common beliefs (or described as core values), which serve as preconditions for the learning standards: reading, inquiry-based learning, explicitly taught ethical behavior, technology skills, equitable access, expanding information demands, social context of learning, and the importance of school libraries. In recent years AASL has emphasized inquiry-based learning, which does not always align well with notions of high-stakes testing, although it has great potential since it typically involves students reading novel (as in new to them) informational text. The last belief underscores the contribution of school libraries: convenient equitable access to rich resources, and collaborative instruction and practice in using these resources.

These beliefs or pre-suppositions could well be mapped into higher education’s conceptual frameworks. The beliefs also make sense in the academic community as they stand, with the proviso of the academic librarian assuming the role of resource-rich collaborator. Fortunately, university library systems tend to assign subject liaisons to provide a dependable source of information and information literacy processes. The high stakes testing environment does not

exist to the same extent in higher education, except for some national praxis tests. However, even then, few faculty need to coach students in test-taking. Furthermore, programmatic comprehensive examinations are usually locally designed, and should reflect pre-identified student learning outcomes.

### *Association of College and Research Libraries*

At the post-secondary level, the Association of College and Research Libraries (ACRL) decided to revise its 2000 information literacy standards, re-conceptualizing them in light of emerging technology, educational trends, and workplace needs. The result was a set of “frames” or intellectual “lenses” with threshold concepts that defined essential ideas about information and its use:

- Authority is constructed and contextual
- Information creation as process
- Information has value
- Research as inquiry
- Scholarship is a conversation
- Searching is strategic

Each frame includes a description of the concept, followed by knowledge practices (which can be considered as representative indicators), dispositions, and sample learning activities and assessments. This approach helped to align the AASL standards with these higher education frames. For example, under the frame of searching, one knowledge practice is using different types of searching language appropriate, and one disposition is understanding that first attempts at search do not always produce adequate results. Academic librarians are intended to reflect on these frames, and use them to drive deep conversations with academic communities about the nature of information literacy, and how to help students understand and apply these concepts within and across academic domains from the freshman level to graduation in a developmentally appropriate manner. Building on the typical academic model, some competencies should be expected of all students, as it is with general education requirements. Students with a major should be able to apply those competencies at a deeper level within their area of specialty. For instance, mathematics majors should be able to think and solve intellectual problems as a mathematician; they should be able to identify, access, and use the canon of mathematics information sources.

Standards serve as concrete measures of competencies. Librarians use their informed perspective, taking into account the environments in which they work, to state what students need in order to be prepared for the next rung in life relative to recorded information. Since recorded information is used in all curricula, it makes sense that librarians should collaborate with the rest of their educational community to optimize the likelihood that students can meet those standards. To that end, AASL, ACRL and other library organizations are wisely and pro-actively re-examining the tough questions of learning, literacy, and education, and librarians’ roles in addressing these issues. Librarians can use AASL’s learning standards and ACRL’s framework as springboard for thought, particularly in terms of articulating learning. The result is a developmentally appropriate set of standards that reflects lifelong engagement with, and creation of recorded information. The implementation of those standards is another question, needing to identify the resources and services required to provide the conditions for students to meet the standards.

## Articulation

In the final analysis, learning should truly be lifelong, and it makes sense that K-16 formal education should try to build and articulate (i.e., compare across levels) curriculum either to identify equivalencies or to build upon prior learning. That articulation process tries to avoid too much overlap, and to promote seamless transfer from one level to another. To a degree, the concept of college-readiness assumes that kind of articulation in that high school graduates should possess the skills and knowledge to be able to learn and apply post-secondary curriculum.

Assuming that entering college students gained literacy based on the AASL learning standards, what information literacy competencies should post-secondary librarians expect those students to demonstrate? Many such librarians would probably respond with a sigh, and say, “none.” Nevertheless, academic librarians could set baseline expectations, and then identify next-step literacies/learning standards. Then school librarians and other teaching faculty can provide the opportunities for students to meet reasonable learning standards through instruction and practice, and provide timely interventions, so that graduating students are indeed prepared to survive and thrive in college and today’s society – and improve it.

To that end, curriculum mapping offers a viable way to build the information digital literacy curriculum. School librarians should lead this effort, with administrative support and participation by the entire faculty. Each grade or department reviews information literacy outcomes, and identifies their own learning activities that address the outcome. This basis then leads to determining delivery details such as space, time, resources, instructors, and assessment.

Because information literacy undergirds lifelong learning, school librarians and other educators should also think about articulating information literacy curriculum between school levels, such as elementary to middle school, middle school to high school, and high school to local post-secondary institutions. By providing a seamless information and digital literacy curriculum, educators can build on prior experiences and optimize learning.

Especially as policy makers are pushing career and college readiness, the need for articulated information literacy curriculum becomes even more apparent. Technically, these literacy outcomes should be met, at least at a basic level, by the time that the student finishes sophomore year because junior college courses and technical courses may be educational options for students. In such cases, junior and senior students can focus on applying their literacies in light of specific disciplines such as economics or history. Such articulation demands that librarians build relationship across educational borders. For instance, middle school librarians can work with their feeder elementary school librarians to make sure that students from various sites have a level playing field when they enter middle school. In the process, elementary school librarians can compare their information and digital literacy curriculum, and share beneficial practices that support all students. Librarians can also share student assignment and sample work, which provides authentic evidence of developmentally appropriate learning activities. In some cases, librarians may discover that students in earlier grades have similar assignments at higher grades – and the products may also reflect more advanced knowledge than was assumed.

## Facilitating Articulation

The AASL/ACRL Interdivisional Committee on Information Literacy focuses on articulation of information literacy between K-12 and higher education, examining both the new ACRL and the AASL standards. At the 2015 ALA conference, held in Las Vegas, the committee sponsored a session on successful articulation efforts.

Rationale: Academic and school librarians serve as liaisons to their respective institutions. They perform parallel functions at their sites: collection management and instruction to support curriculum. They also theoretically serve all their parallel respective constituencies: students, faculty, administrators, and selected community members (e.g., parents, alumni, local agencies, etc.).

Steps:

1. Identify counterpart librarian:
  - feeder schools/ school for graduates
  - library staff contact information
2. Make initial contact
  - schedule meeting
  - find common ground
  - share informal needs and successes
3. Librarians gather data about their respective institutions:
  - library mission, resources, facilities, staffing, instruction (including documents), library usage
  - clientele demographics, information literacy competency, curriculum, typical library-related assignments
  - analysis of data if possible, such as information literacy gaps
  - means to address information literacy gaps
4. Set up follow-up contact meeting:
  - share data
  - share information literacy instruction/learning activities
  - determine juncture of information literacy competencies
  - design method of informing respective faculty of issue (e.g., speak to each other's faculty about information literacy needs and gaps; include IHE students who can talk with their high schools about information literacy needs)
5. (optional) Set up regional librarians meeting:
  - each librarian identifies and contacts peers
  - arrange meeting time/place/PR/supplies
  - agenda: discuss efforts to this point by original librarian pair, set up way to communicate and coordinate efforts regionally
6. Librarians work with their respective faculty
  - share information literacy standards and issues with respective faculty through staff development/meetings

- identify curriculum
- design instruction
- implement instruction and assess process and results

7. Set up follow-up contact (F2F or online)

- share efforts and results
- bring a faculty member (and student) to the meeting to share experiences and broaden support base
- discuss how to involve more faculty and articulate information literacy instruction
- develop a database or repository structure to gather information literacy instructional documents (e.g., assignments, presentations, assessments)

8. Follow-up faculty meeting between sites

- share information literacy efforts by subject domain
- articulate information literacy standards, instruction, and assignments

9. Librarians and teachers work with their respective site personnel

- develop a school wide information literacy initiative: standards, learning outcomes, scope and sequence
- develop a repository of learning activities and assessments

10. Hold regional summit about information literacy

- assess student learning (improvement, hopefully)
- train others in use of repository/database

### Conditions for Learning

It should be noted, however, that these standards, be they at the K-12 or post-secondary level, do need to have the pre-conditions set in place, including high-quality library programs of resources and services -- and professional librarians to plan and implement those programs. To that end, academic librarians should lobby loudly for school librarians to be present and active at every educational level, insuring that K-12 students have the opportunities needed to meet AASL standards. Even though librarians are seldom the top decision-makers, they can yield powerful influence when both school and academic librarians support articulation between educational levels. Strong professional partnerships can provide informed support.

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### **Biography**

Dr. Lesley Farmer, Professor at California State University Long Beach, coordinates the Librarianship program. She earned her M.S. in Library Science at the University of North Carolina Chapel Hill, and received her doctorate in Adult Education from Temple University. Dr. Farmer has worked as a teacher-librarian in K-12 school settings, public, special and academic libraries. She edits the International Federation of Library Associations' School Libraries and Literacy/Reading Sections blogs. A frequent presenter and writer for the profession, she won IASL's Research Award, American Library Association's Phi Beta Mu Award for library education, and Library Instruction Round Table's Librarian Recognition Award. She is also a Fulbright scholar. Dr. Farmer's research interests include digital citizenship, information literacy, collaboration, assessment and data analysis. Her recent books are *Introduction to Reference and Information Services in Today's School Libraries* (Rowman & Littlefield, 2014) and *Library Services for Youth with Autism Spectrum Disorders* (ALA, 2013).

# Changing the shape of the library: shaking it up and putting it down

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**Marlene Filippi**

Department of Education NSW  
25 Sabre Crescent,  
2173 Holsworthy  
Australia  
[marlene.joe@optusnet.com.au](mailto:marlene.joe@optusnet.com.au)

## **Abstract**

*Whilst teaching years 5 and 6 I was once asked to describe my library. My response to this was 'it rocks'. The staff viewed me quizzically and subsequently moved on to their lunchtime conversation. Little did I know this would be the theme of the 2015 conference?*

*In 2013 I inherited my current library as the stereotypical 'quiet', very structured environment of the past century. It was visited by few students during their lunchtime as they required a lunchtime pass (only 6 per class) which was given to them by their classroom teacher. These passes were then collected by library monitors at the door - no pass, no library!*

*Library lessons consisted of 30 minute sessions whereby books were loaned, returned, a story read and the class departed and then the next class arrived to repeat the procedure regardless of age. The schedule was busy as there are 24 classes. There were occasions whereby a book was recommended as a great read and short listed books from the Children's Book Council were shared. How to change the mind set of both staff and students to see the library and its potential was both my challenge and my goal. It was time to move towards 21st century learning whereby students can develop the skills of creativity, communication, collaboration and critical thinking. This is not rocket science as this is every teacher librarian's goal. I can successfully say that 2 years later my library rocks and this sentiment is wholeheartedly shared by students, staff and the community.*

*'So much time and so little to do. Wait a minute. Strike that. Reverse it. Thank you.'*  
*(Willy Wonka, 1971) That was 2014.*

**Keywords:** School libraries, Change,

'In schools where the library and librarian are properly recognized as integral to student success, the library is a powerful arena for transformation' (Hartzell, 2003). Libraries should be the center of any school environment but are they? If you think about just the resources which are held in this location, which amounts to a considerable amount of the school funding, then this alone should make the library a priority, but unfortunately that is not always true.

A school which will both lead the way in the 21<sup>st</sup> century and facilitate a learning environment in which your students may 'confidently define, locate and critically use information from across a broad range of information sources and technologies' (Todd 1996), is a school which through problem-solving, decision-making, exploration and creativity develops students who are information literate.

However, change may be necessary to create this environment. To implement successful change practices within a community and your school library, an understanding of the theories which underpin a successful learning community is first required. Fullan (1999) cites the Child Development Project which succeeded, because as a model, it encompassed dual theories -pedagogical reform and shaping local conditions. With the implementation of new curriculum in New South Wales, it is an opportune time in which to affect change. This has been my endeavor at Newbridge Heights but change does not just happen. It takes time and it needs to be a journey that is shared.

Having spent 8 years overseas, and returning to Australia in 2011, I was fortunate enough to gain a temporary position at Newbridge Heights Public School. In 2012 the position of teacher librarian became vacant as the previous teacher librarian had retired. The position was advertised and I was the successful applicant who then became a part of the team at Newbridge Heights. During the interview for the position I was asked what I would do if I was successful. I had the advantage of already working in the school so I had grand plans and a list! I replied 'I would pick up the library, give it a severe shake and put it down. It will never be the same again!' I also remember saying I would liberate the cushions. Sounds like a strange remark, but the scatter cushions, which had been purchased for the library, were kept in large tubs and only liberated on special occasions. Why? I will never know.

In 2013 I began the transformation of the library. What would I change immediately, which would have an impact, establish goals which would encourage staff to be part of the journey and how would I go about it? Kilpatrick (2003) acknowledges that learning communities are formed with people who share a common purpose and are able to achieve a solution to a problem – at Newbridge Heights this was easily achieved as I was working with a Principal who shared my vision and a staff who were ready for change. The staff had already moved on from what was once the traditional library where students visited for half an hour, exchanged their books, read a story (if time allowed), discussed information literacy skills and left. Many viewed it almost as a waste of time and an unnecessary intrusion into the learning happening in the classroom. It was a half hour which existed in isolation. It was now time for Newbridge Heights to change and become a learning community.

Learning communities have two major foci, these being the human element and the curricular structures which are used to develop knowledge (Kilpatrick, 2003). Consideration of the human element is important and it is imperative that within educational learning communities there is a feeling of trust which has been developed between the principal and the staff, and the staff with each other. Change is not sustainable if this is not evident. An autocratic leader can only achieve and sustain change whilst they are present. The community must believe in the common purpose of an information literate school community and a changed library. The teacher librarian giving orders or even suggesting change was not going to be sustainable. This needed to be a shared journey.

This change needed to be seen as a benefit for the teachers and the students so I decided to tackle the physical environment of the library first. This would provide evidence of an

immediate reinvigoration and one which I felt would benefit all and inspire all to accept change.



Newbridge Heights was built in the early 80s and the library is large with a computer lab attached, a pit, (a step down 2 tiered learning space), and a loft which holds teacher resources. It has timber panelled walls, lots of character and has a large teaching space. However, the library configuration which I inherited was crowded and the layout outdated. It needed a major cull of the collection, movement of furniture – tables and shelving - and the relocation of the enquiry terminals. It was like buying a house with the sole purpose of renovating. It had 'good bones', but needed changing. The enquiry terminals which were situated almost in the middle of a teaching space needed to be relocated towards the rear of the library. This was quite an easy task as there were supporting posts around which the enquiry terminals were situated and as there were two of them, both of which had power points and internet connections, moving from one to the other

required little effort. This resulted in a less cluttered appearance and a bigger floor space in which students could sit and work.

Following this was the moving of the library office into the reading resource room and vice versa. I had been into the reading resource room whilst on class and found it daunting, claustrophobic and very user unfriendly. (I was told that the office restructure I was suggesting was the way in which the library had been originally designed. It had been this way sometime previously but had been changed by a former teacher librarian.) There was definitely no room to turn, discover or access the readers which were needed for classrooms. The office in comparison was huge, by office standards, and cluttered with miscellaneous 'stuff' and disorganized. It was time to change.

Fortunately there is a very capable General Assistant at the school who has the ability to turn ideas into reality, so he was able to construct the new hanging space for readers and relocate shelving into the designated office spaces. This was achieved over the Christmas break and was ready for staff usage when they returned. It had an immediate impact. This was the beginning of a learning community which would share a common goal and support each other in learning.



Newbridge Heights was taking the first step towards becoming a dynamic learning community which had the capacity for change. My vision of the school library being the center of learning was beginning its realization. The professional learning community, which the school was becoming, reflects changes that occur 'in relationships, culture, roles, norms, communication patterns and practices' (Huffman 2001). The creation of a school vision is integral to this change process and although it can be implemented over time it must be based upon the common values and beliefs of the community. It is a vision which must be shared by all, collaboratively written and not just invented by the administrators to frame and display in the foyer. Physical changes are easily seen, immediate and can rejuvenate staff and the community in developing a vibrant learning center which is no longer static.

Changing the collection was the next major challenge. There was shelving everywhere and there was no clear line of sight of students and movement around the shelving was limited. This was an opportunity to cull outdated and damaged resources and reorganize shelving. What a task! Hartzell, (2003) states change inherently involving conflict can be minimized by utilizing the skills and knowledge of the teacher librarian. As the teacher librarian has the opportunity to interact with all others across the school community they are in an ideal position to implement change. The teacher librarian has an advantage in that they have access to information and knowledge about curriculum across all grade levels. This results in the teacher librarian having access to considerable information which then creates the perception that the teacher librarian is a person with considerable influence and can be trusted when it comes to culling or rearranging the collection. This enabled me to be ruthless. Much of the non-fiction collection was 15 to 20 years old.

I then completely revamped the layout of the collection and moved non-fiction from its place in the library and reshelved it where it was more easily accessible. (A year later after attending a Kevin Henna workshop I installed some front facing shelving.) This was an excellent way for me to understand and know the collection, as I reviewed each book before returning it to the shelf, or designating it to the recycling bin. With the responsibility of resource management the teacher librarian is able to directly influence staff and students by providing advice on suitable purchases which will then support teaching and learning. Teacher librarians also have the practical skills of organization. These organizational skills need to be utilized for the benefit of all (Hartzell, 2003). Reorganization would provide a relevant and easily accessible non-fiction section.



With the inclusion of new chairs for the student tables the physical layout of the library had undergone a radical change. It was now time to tackle the teaching. The teacher librarian who is involved in collaborative teaching and learning practices accommodates, and is cognizant of teachers' instructional styles and capabilities, in order to develop successful working relationships. Understanding this, I suggested moving away from the half hour lessons and implementing team teaching. Kilpatrick (2000) acknowledges that learning communities can be deliberately fostered through the sharing of leadership and utilizing the skills and knowledge of all contributors. I was able to join 2 classes together (60 students) for an hour with 3 rotational activities, therefore fully utilizing, the teaching spaces, the available technology and expertise of the teachers whilst working with smaller groups. Library skills would no longer be taught in isolation but would become part of the 'classroom'

curriculum. Stage 3 (years 5 & 6) were happy to give this a try as was Stage 1 (years 1 & 2). Students would rotate through 3 activities, using iPads, the computer lab and interacting with each other and the teacher librarian through the use of the Commbox.

Fullan (1999) says 'it is the quality of the relationships among organizational members, as they evolve, that makes for long term successes.' 2013 was a resounding success with staff totally supportive and engaged in this new teaching method in the library. All staff involved saw it as supporting and adding value to what they did in the classroom. 2014 saw Stage 2 come on board with this team teaching and rotational activities. As the school was also moving to increasing the number of iPads it provided a non-threatening environment in which staff could familiarize themselves with the capabilities of the various apps and the subsequent inclusion of this new technology into their teaching and learning.

The physical aspect of the library continued to evolve with the purchase of book bins for the Junior Fiction, replacing the standard library shelving, and the replacement of the Interactive Whiteboard with a Commbox – an interactive LED screen which has the capability of an iPad and the resolution of an LED television. There was no longer a need to close blinds to enhance picture quality. In addition there is a half boat, with sail, which acts as a display for books and changes its 'persona' annually. It has been a pirate ship, a rainforest ship and it is currently a pink ship with butterflies, fairies and cobwebs. There is also a bridge, left from last year's Book Week display on which students can sit on cushions and read. The bridge was a part of the Book Week display and was used to connect the outside world to the library, supporting the theme of 'connect to reading'.

2015 Saw the staff in stage 2 and 3 take another 'leap of faith' as we introduced Kath Murdoch's model of inquiry based learning. This style of learning supports the new curriculum focus of developing creative, critical thinkers who can independently search for and use information. As Hay and Foley (2009) state 'the basis of student learning through the school library is an inquiry-based instructional program. School library programs build students' deep knowledge and understanding through effective inquiry when they connect with students' existing knowledge and interests to establish relevance, and engage students in learning about and solving real world problems'.

This is a steep learning curve for everyone as we assist students to tune in to a big question and then develop the skills to research a solution. In an inquiry classroom we encourage students to notice their learning (Murdoch, K. 2011). Although only using this inquiry learning model for one term the students have developed a real purpose for learning research skills and sharing their information with each other. They are becoming critical learners who question and discuss rather than accept blindly.



Teacher librarians do not have all the answers to all the questions but they can guide and demonstrate the ways in which to find solutions and they can be the driving force behind change in a school. Principals who have developed information literate school communities acknowledge the worth of their library and the teacher librarian and the teacher librarian in turn must articulate their beliefs and act on those beliefs in concert with their school community. An information literate community is not achieved solely through the inclusion of a teacher librarian, within the community, but rather through the combined effort of the learning organization. Newbridge Heights Public School is a learning organization which continues to strive for excellence and one which is not afraid to change. As Llopis (2014) states, “change is difficult; not changing is fatal”.

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# LGBTQ Curriculum Inclusion: the role of the school library

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**Elizabeth Gartley**

MC School,

Santo Domingo,

Dominican Republic

[e.gartley@mcschool.edu.do](mailto:e.gartley@mcschool.edu.do)

## **Abstract**

*Research has found that LGBTQ-inclusive curriculum improves the school experiences and achievement of all students, LGBTQ and straight. The school library has a unique opportunity to support a safe learning environment and provide a more accurate representation of the diversity of the world through LGBTQ inclusion. This paper provides school librarians working in a variety of cultural and political settings strategies to support LGBTQ inclusion through identifying barriers, reviewing library policies, assessing the information needs of LGBTQ students, providing access to information, and promoting LGBTQ inclusion in the library and in the classroom.*

**Keywords:** LGBT, Diversity, Equity, Inclusion

## **Introduction**

The school library offers a window to the world, and school librarians have a responsibility to accurately reflect the diverse world in which students live. Although their voices are often silenced, this diversity includes the experiences and contributions of LGBTQ (lesbian, gay, bisexual, transgender, and questioning) people across cultures and history. School libraries, the heart of the school community, have the opportunity to create a more inclusive learning environment. School librarians play a central role in the school community by selecting materials for the collection, providing access to information, promoting intellectual freedom, participating in curriculum development, working with administrators, providing instruction to students, and collaborating with teachers. However, little has been written about the potential role of the school library in supporting LGBTQ inclusion beyond gay and lesbian book lists.

This paper provides school librarians, who may be working in a variety of cultural and political settings, the strategies needed to support LGBTQ inclusion through adopting a human rights based framework, identifying barriers, reviewing library policies, assessing the information needs of LGBTQ students, providing access to information, and promoting LGBTQ inclusion in the library and in the classroom.

## **Terminology**

For the sake of recognition and simplicity, this paper will use the acronym LGBTQ as an umbrella term to refer to people who identify as LGBT and those who may not identify themselves as LGBT but experience same-sex attraction. For the purposes of this paper, LGBTQ also includes other marginalized gender and sexual minorities, such as asexual, pansexual, intersex, or non-binary genders. Similarly, the term homophobic bullying is intended to include transphobic bullying. When referring to specific populations in surveys or studies, the paper will use the terminology used by the survey authors.

## **Background**

LGBTQ population estimates vary widely. Some studies report as little as 1.5 percent to 4 percent of the population is lesbian, gay, bisexual or transgender, while other estimates are as high as 20 percent (BBC, 2010; Eveleth, 2013; Gates, 2011). While different factors may influence survey results, the distinction between identity and behavior often influences the range in LGBTQ population estimates.

The Williams Institute found that 4 percent of U.S. adults identified themselves as lesbian, gay, bisexual, or transgender, but just over 8 percent reported having engaged in same-sex sexual behavior and 11 percent reported same-sex sexual attraction (Gates, 2011). Similarly, another U.S. survey found that 7 percent of adolescents identified as gay, lesbian, or bisexual, but close to 10 percent identified as gay, lesbian, or bisexual and/or reported some same-sex sexual contact. A U.S. study of such surveys found that bias and anti-gay sentiment lead to inaccurately low estimates of LGBT populations and concluded that up to 20 percent of the general population is attracted to their own gender (Coffman, Coffman, & Marzilli Ericson, 2013; Eveleth, 2013).

LGBT identities also vary across cultures. The concept of sexuality as a part of personal identity is often considered a Western concept. Same-sex attraction and behavior exist throughout the world, although these behaviors are often considered separate from sexuality or identity, particularly in the Global South. Similarly, non-binary genders and other gender nonconforming identities exist throughout the world, but may not identify as transgender or LGBT (Dankmeijer, 2008; Roughgarden, 2004; Rupp, 2009).

Although their voices or even existence may be hidden, LGBTQ people do exist in the world (Meyers, 2010). Educators must acknowledge that in every class of 20 students, one or two may currently or in the future identify as LGBTQ, and even more will have LGBTQ friends or loved ones.

## **LGBTQ students**

National and international surveys have found that LGBTQ students experience bullying and harassment at much higher rates than their peers. LGBTQ and non-LGBTQ (straight) students report hearing homophobic language and remarks at school (Attawell, 2012; Formby, 2013; Kosciw, Greytak, Palmer, & Boesen, 2014; Taylor & Peter, 2011). Studies in Canada, the U.S., and the Netherlands found that LGBTQ students are more likely to feel unsafe at school (Attawell, 2012; Kosciw, et al., 2014; Taylor & Peter, 2011). Similar findings have been found across Europe, Latin America, Asia, and the Pacific (Attawell, 2012). LGBTQ youth of racial or ethnic minorities experience homophobic and other forms of harassment at higher rates than their peers (Kosciw, et al., 2014; Taylor & Peter, 2011).

Homophobic bullying has been linked to a compulsion to police gender roles (Biegel, 2010; Meyer, 2010). In many cases, more students report being victims of homophobic bullying than the students who identify as LGBTQ. Students who are perceived as LGBTQ or who do not strictly conform to rigid gender roles, may become targets for homophobic bullying (Attawell, 2012; Meyer, 2010).

Within this climate, the quality of LGBTQ students' lives and education suffers. LGBTQ students are more likely than their peers to skip school, drop out early, or have lower grades and poorer academic achievement (Attawell, 2012; Formby, 2013; Kosciw, et al., 2014). UNESCO described homophobic bullying as "a threat to the universal right to education" and "a barrier to achieving Education for All" (Attawell, 2012).

While educators should be aware of the obstacles facing LGBTQ youth, they must also avoid assuming that all LGBTQ students are "at risk." Many LGBTQ students are successful at schools and grow up to be happy adults, despite suffering the internalized harm of growing up in a homophobic environment. A growing field of research shows that LGBTQ youth and adults demonstrate high levels of resilience (Lipkin, 2004; Mayer, 2014).

### **LGBTQ education**

As educators, school librarians have an ethical and professional responsibility to create a safe learning environment and to teach all students. Homophobic harassment and hostile school climates toward LGBTQ youth pose a threat to those students' right to education (Attawell, 2012). School libraries further aim to offer students a window to the world. Gender and sexual diversity exists in the world, and school libraries cannot in good conscience ignore one segment of the population.

Fortunately, studies have found that in schools with a LGBTQ-inclusive curriculum, individual students (LGBTQ and straight) report feeling safer at school, school climates are safer (reports of bullying and harassment decrease), and student achievement improves (Burdge, Sinclair, Laub, & Russell, 2012; Burdge, Snapp, Laub, Russell, & Moody, 2013; Russell, Kostroski, McGuire, Laub, & Manke, 2006). The school library, as the center of the school community, is in a unique position to foster LGBTQ-inclusive education and curriculum.

### **LGBTQ inclusion in the school library**

The IFLA/UNESCO School Library Guidelines state:

The school library staff have the responsibility to observe high ethical standards in their dealing with all members of the school community. All users should be dealt with on an equal basis regardless of their abilities and background. [...] [School library staff] must try to adopt the user's perspective rather than let themselves be biased by their own attitudes and prejudices in providing library service. (Sætre & Willars, 2002)

The school library is obligated to create a safe and equitable learning environment for all students. These ethical and professional responsibilities require more than "neutrality" regarding service for LGBTQ students, as neutrality is itself a position which favors the status quo (Schrader & Wells, 2011; Carmichael, 1998). However, school libraries still must function

within the legal framework and cultural context of the country or region in which they work. Organizations such as UNESCO and the Global Alliance for LGBT Education (GALE), a formal partner with UNESCO, have developed strategies for LGBTQ-supportive education in different settings.

### **Identifying and overcoming barriers**

UNESCO and GALE both acknowledge that integrating LGBTQ education and combating homophobic bullying can be difficult. Appropriate strategies depend on the country context, including laws and culture. UNESCO and GALE identified three “stages” used to describe the status of LGBTQ issues in countries around the world: denying, ambiguous, and supportive. In denying states, attention to LGBTQ topics is forbidden or strictly taboo. In ambiguous states, providing information about LGBTQ topics is not prohibited, and local organizations provide educational materials. However, an ambiguous state has not taken leadership on providing LGBTQ information, and the education sector views LGBTQ topics as private or the interest of marginal advocacy groups. In supportive states, the state has decided that combating homophobia is a relevant policy issue and has devoted time and energy to develop programs to integrate LGBTQ topics into the mainstream education sector (Attawell, 2012; Dankmeijer, 2012).

In denying states, where addressing LGBTQ topics directly is not possible, UNESCO and GALE recommend adopting a human rights education framework. In a human rights based approach, the school librarian can take steps to promote respect toward all people and the right of all students to an education free from bullying. School librarians may begin by removing library materials that contain harmful portrayals of LGBTQ people and negative stereotypes about gender roles. The school library can also support a safe learning environment by clearly expecting respectful behavior of all students, collecting or displaying materials which promote human rights and respect toward all people, and promoting local cultural or religious values of kindness toward others (Attawell, 2012; Dankmeijer, 2012).

In ambiguous and supportive states, more opportunities exist, although barriers may still be present even in supportive states. Working in the United States (an ambiguous state), Straut and Sapon-Shevin (2002) identified five barriers which preclude LGBTQ inclusion in education. These barriers include: the assumption of heterosexuality, the invisibility of such assumptions, curricular gaps, the perception that LGBTQ topics are too “dangerous” to cover in schools, and the fear that LGBTQ topics are too noticeable to confront (Straut & Sapon-Shevin, 2002). Research from Belgium, Canada, Finland, and Sweden, identified similar barriers, including silence on the part of teachers and school leaders, homophobia and heteronormative bias (that is, a worldview in which heterosexuality is the normal or preferred sexual orientation), and rigid gender roles (Chamberlain, 2010).

Heteronormative bias can be invisible even in LGBTQ-supportive environments. Lauren Kenney (2010) described her experience as a lesbian preservice teacher in a graduate-level education course in which the instructor asked students whether they agreed or disagreed with a series of statements (“You believe you will teach a gay or lesbian student” and “You believe you will have a gay or lesbian colleague”). Kenney reflected,

I had never before understood compulsory heterosexuality so clearly as that day when I witnessed and participated in its enactment. [...] While I (and any other

invisible LGBTQ students in that room) sat, passive, reduced to a hypothetical problem that straight people would have to struggle with in their careers. (Kenney, 2010)

Even well-meaning LGBTQ allies (or LGBTQ people themselves) can be unaware of their own bias or assumptions. Often the first step toward LGBTQ inclusion is to begin to challenge assumptions. School libraries can also help overcome LGBTQ invisibility by developing a more inclusive collection. Whether or not they are “out” or visible, LGBTQ students and those students with LGBTQ family and friends are using the school library.

School libraries are often community-centered and collaborative by nature, so they can serve as the ideal place for laying the foundation for LGBTQ inclusion. A school library can begin by developing a support base among teachers and administrators, students and parents, school clubs (such as Gay-Straight Alliance or Civil Rights Club), and the wider community. Similarly, the library can build connections with local and national LGBTQ organizations. Library staff should also continue to learn about LGBTQ issues and history, become familiar with local and national laws, and assess the current climate of the school community (Biegel, 2010; Meyer, 2010; Teaching Tolerance, 2013a/2013b).

### **Policies and book challenges**

In denying states, an LGBTQ-inclusive collection is likely not possible, whereas in supportive states, LGBTQ topics may be included in local or national curriculum. In ambiguous states, LGBTQ-inclusive collections are not prohibited, but librarians may fear book challenges or complaints. In all cases, the school library must review or create a comprehensive set of library policies which include statements in support of equitable service for all users, a collection development policy, and a procedure for the handling of challenged materials.

School libraries should aim to implement policies which reflect the spirit of national and international library guidelines and a human rights based framework. In accordance with national and international library standards, collection development policies should include statements in support of intellectual freedom, an unbiased approach to selection, and inclusion of diverse viewpoints. Where possible, such policies should also explicitly support the inclusion of under-represented groups, including LGBTQ people (Schrader & Wells, 2011). While having policies in place may not prevent potential challenges, they will help demonstrate that LGBTQ-inclusive materials are selected by the same criteria as all other library materials. Ann Symons, a former president of the American Library Association (ALA) and current president of the ALA GLBT Round Table, recommended school librarians build the collection they think they need and dealing with any controversy later (Whelan, 2006).

### **Information needs of LGBTQ students**

LGBTQ students face a variety of obstacles to find the information they need. According to the Gay, Lesbian, and Straight Education Network (GLSEN), only 44 percent of LGBT students in the U.S. reported that they were able to find LGBT-related materials in their school library, and less than half of LGBT students with Internet access at school were able to find LGBT-related information online via school computers (Kosciw, et al., 2014). This statistic has changed little in 10 years (Kosciw, 2004). Less than 40 percent of Australian LGBTQ students reported a presence of LGBTQ-themed materials in their school library

(Hillier, et al., 2010). In the UK, 35 percent of gay, lesbian, and bisexual students report that their school library does not have materials related to gay people and issues, so in this case, a small majority of those students are able to find such resources (Guasp, 2012).

Hughes-Hassell, Overberg, and Harris (2013) surveyed 125 school libraries for LGBTQ-themed materials, including fiction, nonfiction, and biographies. The study found that the average number of LGBTQ-themed titles in school libraries was 0.4 percent, and concluded that school libraries are under-serving LGBTQ students. The study also found that overall, school libraries collected more LGBTQ-themed fiction than nonfiction and biographies combined (Hughes-Hassell, Overberg, & Harris, 2013).

Linville (2004) surveyed LGBTQ teenagers asking what resources they most wanted from the library. The most common response, which outnumbered all other responses combined, was real stories about real people. Other responses, in order of greatest frequency, included: coming out stories, how-to information on activism (such as how to start a Gay-Straight Alliance club), stories about fictional characters, lists of community resources, information about being LGBTQ, information about safe sex and sexual health, information about transgender issues, and information about bisexual issues (Linville, 2004).

In a study of the information seeking behavior of adolescent gay men, Hamer (2003) found several commonalities among the experiences of study participants. Nearly all those surveyed reported some period of time of no information seeking or concealment of their information seeking activities, out of fear of the repercussions of identifying as gay. Most participants also reported a negative perception of the information resources available to them, particularly in school libraries (Hamer, 2003).

### **Access to information and the school library**

In the *Guidelines for an LGBTQ-Inclusive Education*, the International Gay, Lesbian, Bisexual, Transgender and Queer Youth and Student Organization (IGLYO) identified access to information and support as a key component for inclusion. The guidelines call on school libraries to make LGBTQ materials easily available for students. LGBTQ-friendly materials can be either generic materials that are LGBTQ-inclusive or resources that are LGBTQ-specific (Selun & Anderson, 2009). LGBTQ-inclusive materials, whether generic or specific, benefit all students by providing a more complete view of the diversity that exists in the world.

General materials that are LGBTQ-inclusive could include biographies which acknowledge the LGBTQ lives of historical figures (such as Alexander the Great, Emperors of the Han Dynasty, or Jeanne d'Arc). Although such figures may not have labeled themselves with terms used today, such materials help recognize that gender and sexual diversity has existed throughout history and across cultures. Other inclusive materials, particularly those related to health and sexuality, should treat sexual or gender identity as part of the human experience and not treat LGBTQ people or identities as abnormal.

For LGBTQ students, just seeing that LGBTQ materials are available in the library will help those students feel more included and safe at school (Martin & Murdock, 2007). LGBTQ-specific materials could include fiction with LGBTQ protagonists, biographies of important LGBTQ figures, resources on LGBTQ history and rights movements, "guidebooks" or books about being LGBTQ, or lists of community resources and organizations.

Providing relevant and inclusive resources is critical, but school librarians should also be conscientious of Hamer's (2003) findings which suggest that some LGBTQ students may suspend or conceal their information-seeking activities (Hamer, 2003). Libraries can implement practices which allow students to find LGBTQ materials discreetly, such as clear signage, using "honor system" labels, or removing security tags (Martin & Murdock, 2007). Librarians may also work with school administrators or technology personnel to override web-filtering software or "unblock" websites which contain useful information on LGBTQ topics.

### **Intersectionality**

Intersectionality refers to the ways in which individuals navigate intersecting marginalized identities, such as gender, sexuality, race or ethnicity, and class. LGBTQ representation in media, already limited, often fails to accurately represent the diverse, intersecting identities of LGBTQ people. In 2014, U.S. and Canadian entertainment media outlets reported that LGBTQ representation in media is disproportionately white, male, and wealthy and not reflective of the actual identities and experiences of LGBTQ people (Media Smarts, n.d.; McHenry, 2014; Lange, 2014). Malinda Lo, a Chinese-American author of LGBTQ young adult literature, tracks trends in LGBTQ young adult literature by mainstream U.S. publishers. She has found that less than 1 percent of young adult novels feature LGBTQ main characters. Of those, books about gay male characters have historically outweighed books about lesbian, bisexual, or transgender characters (Lo, 2011). In 2014, she found that of 47 LGBTQ young adult novels published that year, 15 featured main characters with intersecting identities, including LGBTQ characters of racial or ethnic minorities or with disabilities (Lo, 2014). While school librarians may not have control over what books are published, they can be conscientious when selecting materials to be as inclusive of intersecting identities as possible.

### **Inclusion and integration**

For those libraries which are able to develop an LGBTQ-inclusive collection, the next step is integrating those resources into the daily activities of the library (Martin & Murdock, 2007). The school library is often asked to pull resources for classes working on projects or research assignments. In these cases, the librarian can include those materials which are related to the topic and LGBTQ-inclusive. For example, if students are researching the lives of important national figures, the resources provided may include LGBTQ-inclusive biographies.

The school library can recognize gender and sexual diversity as part of the human experience as reflected through literature by integrating LGBTQ-inclusive titles into reading promotion activities, such as book talks, reader's advisory, and book displays. A book display featuring fantasy novels could include a couple of books of that genre which feature LGBTQ characters. Similarly, when conducting a book talk or reader's advisory with a stack of 10 books, one or two could feature LGBTQ characters or themes. Since LGBTQ books are selected by the same criteria as other books, they should have the same literary merit as any other library book. Librarians do not need to make assumptions about a student's sexual or gender identity, but rather conscientiously select books which suit the audience: if a student

asks for a good science fiction book, there may be at least one book in the library that meets that criteria and includes an LGBTQ character (Martin & Murdock, 2007).

### **LGBTQ inclusion in primary school**

Even those who otherwise support LGBTQ inclusion balk at the idea of LGBTQ inclusion in primary school (Hall, 2010). However, there are children who have LGBTQ parents or family members, and there are those students who will grow up to identify as LGBTQ themselves. Further, homophobic bullying and bullying based on gender stereotypes begins in primary school, so gender and sexual diversity cannot be ignored at this level (Baker, 2002; Meyer, 2010).

At the primary school level, LGBTQ topics focus not on sexual activities, but on relationships and respecting the differences of others (Hall, 2010). The primary school library collection should include picture books which challenge gender stereotypes and, where possible, books which feature same-sex parents. Children may have questions, and in that case, a teaching moment that arises is that people have differences and all people deserve the same kindness and respect.

Most LGBTQ people “come out,” or acknowledge their sexual or gender identity in adolescence or adulthood. However many LGBTQ adults recall feeling “different” or separate from their gender group as a child. For those children who feel different or who may grow up to identify as LGBTQ, silence sends a very clear message. If children are only exposed to heteronormative stories and characters, they will learn that anything different is abnormal and bad, and that they themselves are abnormal and bad (Baker, 2002; Flores, 2012).

### **Inclusive teaching strategies**

In addition to an inclusive collection and library activities, school librarians can adopt inclusive teaching strategies, such as using inclusive language, challenging bias, and fostering inquiry. Inclusive language means avoiding negative statements about gender roles (“Don’t be such a girl”), adopting gender neutral terms (parents instead of mother and father), avoiding connotative bias (sexual “preference” or “alternative lifestyle”), and avoiding assuming students are straight (Weinberg, 2009).

Educators can challenge bias by not permitting homophobic remarks or gender stereotyping in their classrooms. However, strictly policing language can be counterproductive. When students use the word “gay” as a pejorative term, educators often fall into the trap of prohibiting the word gay altogether, thus sending the message that anything “gay” is offensive. Instead, educators can have students reflect on their own use of language, for example, “What makes you think ‘gay’ is an insult?” or “How do you think a gay person would feel when you say something like that?” (Aaron-Brush, 2015; Gonzalez, 2010).

Hall and Blackburn (2009) found that literature teachers introducing LGBTQ content approached such lessons by positioning their students as straight and homophobic. Hall and Blackburn argue that this approach is counterproductive, because homophobia and heterosexist bias (the attitude that heterosexual relationships are normal or superior) is assumed and normalized. They suggest that teachers should assume students are LGBTQ or straight allies, thus normalizing acceptance (Hall & Blackburn, 2009). However, others

have found that those students with homophobic or heterosexist attitudes can feel silenced as teachers become more LGBTQ inclusive. The goal must be to maintain an accepting and respectful learning environment while keeping the lines for dialog open, allowing all students the opportunity to grow (Biegel, 2010; Copenhaver-Johnson, 2010; Gonzalez, 2010).

Inquiry and self-study can provide positive avenues for learning and growth. Students may engage in small-group discussions or reflect on their own lives and identities through autobiographical writing (Gonzalez, 2010; Letts, 2002; Meyer, 2010). Teachers must avoid the “foods and festivals” pitfall, by including LGBTQ content throughout their curriculum and not only once or during a special event (Kenney, 2010; King & Brindley, 2002).

### **LGBTQ inclusion in the classroom**

The school library is a learning center for the whole school community and as such, has the opportunity to foster LGBTQ inclusion across the curriculum. In most supportive states, LGBTQ inclusion is protected or encouraged, and in a few, including Brazil, the Netherlands, Norway, and the U.S. state of California, LGBTQ-inclusive education initiatives are in place (Chamberlain, 2010; “Dutch LGBT policy,” n.d.; “Fair, accurate,” n.d.; Norway, Ministry of Children and Equality, 2008). In ambiguous states, LGBTQ inclusion is not prohibited, but teachers may have hesitations or may not have the resources necessary (Chamberlain, 2010). School libraries can collaborate with LGBTQ education organizations and with teachers, invite guest speakers and trainings, offer teacher resources and professional development, and provide library resources to support LGBTQ inclusion in classrooms across the curriculum.

The clearest opportunities for LGBTQ inclusion are in literature and social studies. Throughout history and across cultures, LGBTQ people have expressed themselves through literature. Literature classes can include readings with feature LGBTQ characters, acknowledge the LGBTQ identities of existing authors of study, or even read texts with a LGBTQ lens (Clack & Blackburn, 2009; Meyer, 2010). As with other kinds of readings, different LGBTQ-inclusive texts should be included in different units of study, in order to avoid essentializing the experience of LGBTQ people, to present gender and sexual diversity as part of the human experience, and to avoid the “foods and festivals” pitfall (Clack & Blackburn, 2009; Kenney, 2010; King & Brindley, 2002).

Colleary argued that one goal of social studies is to prepare students to be active citizens who work toward positive social change, this cannot happen if one segment of the population is ignored or vilified (as cited in Straut & Sapon-Shevin, 2002). Where possible, LGBTQ topics can be included in the existing curriculum, such as civil rights movements or the study of World War II and the Holocaust. More opportunities and flexibility exist in social studies electives, such as sociology and anthropology, government and civics, and international relations (Meyer, 2010; Sieben, 2010).

Further opportunities exist in sciences and health. Science classes, particularly biology and life sciences, can explore gender and sexual diversity in nature, such as same-sex sexual behavior and non-binary genders in vertebrate animals. Science classes should also discuss scientific objectivity and gender bias in scientific writing (Meyer, 2010; Roughgarden, 2004). LGBTQ content is often most needed, but most likely to be excluded in health classes. Damaging messages are sent to students when LGBTQ people are only mentioned in the

context of the HIV/AIDS epidemic or are treated as abnormal or sick. The school library can be especially valuable in health education by providing inclusive resources for both teachers and students.

## Conclusion

School libraries provide resources and leadership within their school communities and are uniquely positioned to support LGBTQ-inclusion through collections, library activities, and curriculum support. By adopting a human rights based framework, school libraries around the world can begin to create safer learning environments for LGBTQ students. Although barriers to LGBTQ inclusion may exist even in supportive environments, barriers can be overcome through creating a support base, planning, challenging bias, and adopting appropriate policies. The school library can support LGBTQ inclusion within the wider school community by developing inclusive collections and activities. With an LGBTQ-inclusive collection and library activities, the school library is ideally situated to support LGBTQ inclusion across the curriculum by providing resources, using inclusive teaching strategies, collaborating with teachers, providing professional development, and working with LGBTQ community organizations. School libraries cannot afford “neutrality” as their students struggle to find their own lives and experiences reflected in literature and information resources. School library staff must have ethical standards which do not allow for the exclusion of one segment of the population and must actively work to create a library which accurately reflects the gender and sexual diversity in the world and supports a more just society.

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### **Biographical Note**

Elizabeth Gartley earned her Masters of Library and Information Science from Simmons College in Boston, Massachusetts, USA. She has worked as a school librarian in Samoa, the United States, and the Dominican Republic. Her professional interests include human rights and social justice education, serving LGBTQ students, the role of leisure reading and comic books in literacy, and guided inquiry.

# Information literacy as an advocacy tool by Indonesian school libraries: an APISI study

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**Hanna Chaterina George**

Association of Indonesian School Information Professionals  
(APISI-Asosiasi Pekerja Profesional Informasi Sekolah Indonesia)  
Rumah Ndekem, Tanah Tingal, Jalan Merpati Raya No: 32  
Sawah Baru, Jombang, Ciputat, Tangerang Selatan 15413  
Banten, Indonesia  
[hanna@apisi.org](mailto:hanna@apisi.org)

## **Abstract**

*This paper is a longer version and further elucidation of the version written for IFLA Conference entitled "The role of national associations in advocating for school libraries: The case of Indonesia" by the author and Diljit Singh. It will outline in more detail APISI's study on information literacy. APISI is one of the nationally recognized library associations in Indonesia that has actively promoted information literacy as an advocacy tool. This paper will discuss APISI's history, program and activities. It describes the sequential development of events and studies of information literacy conducted over the years highlighting the importance of school libraries in Indonesia and the significant role that school librarians play in information literacy, independent learning and responsible citizenship. The goal of APISI is to formulate a long term advocacy strategy to benefit school communities and all school library stakeholders.*

**Keywords:** Advocacy, APISI, Information literacy; School library association, Indonesia

## **Introduction**

A Provincial Library and Archives Deputy was recently re-assigned as Chair of the Service Department of library, much to his colleagues' dismay. It was considered as a demotion and he was generally regarded as someone whose career has turned an adverse turn in his new role in the library. But contrary to what his colleagues and everybody else thought, the new Chair of the Service Department relished his new role. He was grateful with the new appointment and pleased to hold this new position and have direct contact with users (personal communication, April 20 2015).

As mentioned by Pendit, et.al (2013) that disrespect towards the profession is shown in the tendency toward placing "problematic teachers" as a librarians, as the two examples below:

- In 2009, *Koran Tempo* (19/01) reported that a teacher was relieved from classroom duties and appointed to head a school library after being implicated in a case involving

harsh student disciplinary action. The appointment was considered as part of the punishment. (<http://tinyurl.com/7y9snpt>)

- The *Suara Merdeka* in 2012 published a report about similar case in which the appointment of a teacher as a librarian was considered “appropriate sanction” for breaching the ethical standard in teaching (<http://tinyurl.com/85kakgb>) (p.8)

Another recent report from a School Librarian in a private Catholic junior and high school in Makassar, South Sulawesi illustrates this point further. As a head of the library school, he was keen to know how much funding was allotted to the library annually to enable him to plan resourcing the library. He has not received a reply to his request to clarify budgetary allocation to the school library. Moreover, the Principal took it upon herself to buy copies of exercise books for the Science Olympic Competition for student representatives at the national level competition, clearly dissociating the library and the work of librarian with the life of the school (personal communication, April 24 2015). This is an evidence of what Pendit, et.al (2013) wrote that libraries are seldom considered part of teaching and their establishment at school level have always been hindered by scarcity of resources and funding (p.7)

This same School Librarian was challenged by an English teacher why the school library stocks fiction books and continues to acquire them. A healthy discussion was not possible as this teacher had preconceived ideas about books and libraries. Even so, for the care and effective management of the library, its collection and its users, this School Librarian received this year’s Best Librarian Award as recognized by the National Library of the Republic of Indonesia. This, however, does not guarantee a smooth upward career path.

The reports above indicate how the role of librarians and school libraries are often put at a low priority by school management and, in some instances, even unrecognized. George and Singh (2014) stated this could be due to several factors to include the lack of understanding on the role of school libraries in education and lack of training among school librarians (p.1).

As professional librarians we believe that school library plays an important role in teaching and learning. It provides resources and services that facilitate the development of students’ reading, academic achievement and lifelong learning (p.1). Some studies show that school libraries have an important contribution to the achievement of student learning The school library is central to learning and plays a key role in encouraging innovation, curiosity and problem solving (National Library of New Zealand, n.d.). In UNESCO/IFLA School Library Manifesto (1999), it is mentioned that the school library provides information and ideas that are fundamental to functioning successfully in today’s information and knowledge-based society. The school library equips students with lifelong learning skills and develops the imagination, enabling them to live as responsible citizens.

Again, one of important roles of school library is as a hub for problem solving using information available in many formats. Research work done for completion of assigned tasks and school projects are examples of how thought processes are used in problem solving. This is where information literacy should be adopted in learning and teaching process.

George and Singh (2014) stated that there is thus a need to advocate for school librarians so that they can be on the agenda of policy makers and administrators (p.1). One of the possible routes to gain more powerful voice in advocacy is via professional associations.

Professional association brings together members of similar profession for the development and advancement of their profession. There are several benefits derived from the activities of such organization, that is, to develop their knowledge and skills about school librarianship (George & Singh, 2014: 5). In Indonesia, many teachers and school librarians are administrative personnel who do not have a background in library science. That is why they need to learn about the school library so that they can manage the library. Obviously they would be able to do so by participating in the workshops and events run by the associations, in the absence of formal training.

However, the effort above is insufficient for advocacy. There is still much work to be done on the school-community level and on the level of national associations. What is clear though is that national library associations should have established presence in regional level so that schools and school librarians can easily access support from them.

### **Advocacy**

There is an urgent need for advocacy for school librarians. When the two reports of the 'problematic teachers' were made public, APISI enlisted fellow librarians and sympathizers to sign a petition to send to the school concerned and to the Ministry of Education and National Library (<http://apisi.org/?s=Petisi>) not to use the library as a punishment portal for erring teachers, thereby sending the wrong message as to its use. No reply was received. Advocacy efforts should not wait until a need arises or a crisis occurs (George and Singh, 2014:2).

A definition of advocacy developed by the AASL Advocacy Committee is that on-going process of building partnerships so that others will act for and with you, turning passive support into educated action for the library program. It begins with a vision and a plan for the library program that is then matched to the agenda and priorities of stakeholders (ALA). APISI sees that it is important to build partnerships as a process to make ourselves known. Many school librarians have carried their own advocacy individually by approaching their school principal and make their voices heard. Some efforts were successful, some were not. Therefore it is part of APISI's goal to plan better advocacy strategies.

### **APISI**

APISI is an independent and non-profit professional organization run by Indonesian professional librarians. It was established on August 26, 2006 in Bogor, East Java. It was established during the third meeting of school librarians that started in October 2005. It was deemed necessary that a proper professional association be formed to accommodate and develop skills, competency and bargaining position of school librarians. APISI promotes school library as a center of learning and to maximize the role of information professionals. Therefore, APISI invites other professions to be involved such as library workers, publishers, writers, teachers, library software developers and many more who are interested in school librarianship and education to take part in developing school library's role in Indonesia. Each profession contributes their expertise and help prepare and direct students to become media

and information literate and be responsible citizens, as shown in figure below (Latuputty & Mulkan, 2011:9)

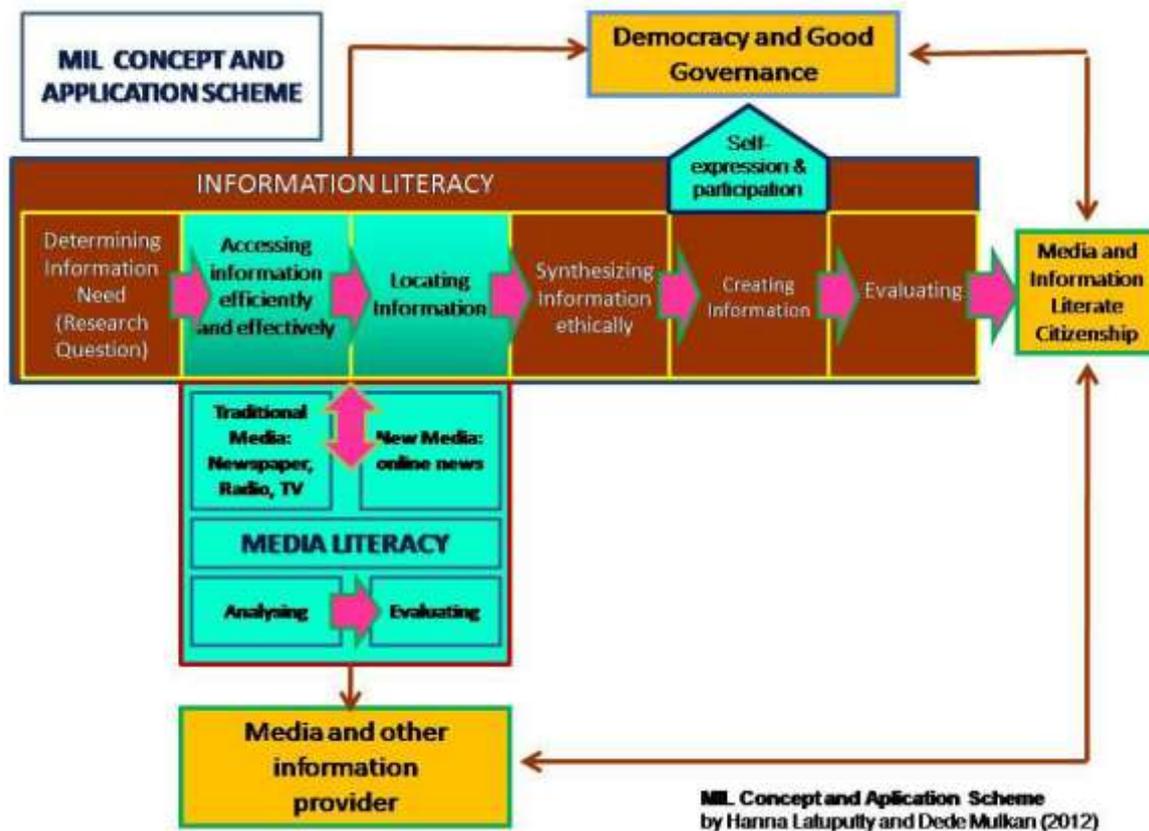


Figure 1. MIL Concept and Application Scheme

APISI uses the term Information Professionals instead of School Librarian since it promotes the new role of school librarians who are involved in information and knowledge management instead of other technical and administrative roles alone. The term also better reflects the service provided to students to prepare them to be independent learners. It takes adults around the environment of young people to support, teach and give them good models and to make good resources available in their learning. Parents act as models to develop children's reading habits, teachers encourage them to solve problems using a variety of information formats, and librarians teach them how to interact with information and be information literate.

### Information literacy in Indonesia

APISI has made information literacy its main campaign drive since 2006. Information literacy road shows have been conducted in some big cities in Indonesia such as Jakarta, Bandung, Surabaya, Malang, Sukabumi, Bogor, Denpasar, Medan and Makassar. The roadshow highlighted the importance of information literacy in teaching and learning process in school and at home. The target audience of this roadshow were mainly school librarians, teachers and principals, although very few principals accepted the invitation to attend and participate, preferring instead to delegate to underlings. APISI sees the importance of the involvement of school principals in order for them to develop new thinking and new paradigm for their respective school libraries. APISI runs events at regular intervals such as short courses,

seminars and consultancy. Almost always, information literacy and related topics are the main theme of these events. These events will be discussed and elaborated on in this paper as it also describes the understanding of the development of information literacy in Indonesia.

### **Information literacy concept: APISI studies on information literacy**

#### ***2005 - Dearth of research on Information Literacy***

Ten years ago in 2005, the first information literacy research conducted in Indonesia funded by UNESCO. Diao and Chandrawati (2005) stated that:

the aims of this study were to assess the awareness and practices of information literacy in public schools in Jakarta; to identify the role, readiness, and requirements of school libraries in promoting information literacy and to develop suggestions for appropriate action plans for the involvement of school libraries in the development of an information literate society (p.ii).

As anticipated, the awareness of the importance of information literacy was poor. The study reported that some respondents believed vaguely that information literacy is an important element to support national curriculum but there was no clarity of view or understanding of how it is to be practiced (p.ii).

This lack of awareness was clearly demonstrated when none of the respondents (author's note: the respondents were school principals, teachers, librarians) had a full understanding of the information literacy concept. Among the respondents, the librarians had the least understanding of this concept (p.54). Related to the management's intervention as stakeholder who formulated library management policy, no clear statement in the school policy on information literacy implementation could be found although more than 50% of the principals in this study reported that they were. As a consequence of the lack of school's support and commitment on information literacy implementation, the development of library and information literacy program is stalled.

Poorly defined roles of librarians in schools and their lack of readiness in their jobs point to their insufficient knowledge of information literacy, and in turn points to inadequate training and lack of support internally (within schools) and externally (Ministry of Education, higher education authorities). There is an urgent need for good and effective training on information literacy, as well as commitment from school authorities to support policies to develop school librarians and to properly equip libraries to an acceptable standard (p.56)

Finally, this study was recommended as essential reading to decision makers such as school principals, education authorities and the UNESCO whose work in Indonesia covers information literacy. On the level of librarians and Information Professionals, it was suggested that librarians have to be made aware of their strategic position in information-rich environment. They need to be equipped and have the ability to train others and to work in partnership with teachers to make information literacy skills development and assessment integrated in the curriculum (p.57). Follow-up studies were also recommended.

The first meeting of school librarians in 2005, which was held in an international school, Tangerang, Banten, gave an opportunity for both researchers, Diao and Chandrawati to

present their findings to participants. It was the first formal introduction of information literacy to a small group of school librarians.

### ***2006 – First report on School Library and Information Literacy: Examples of information literacy implementation***

An invitation was extended to Indonesia to participate in the International Workshop on Information Literacy (IWIL) in Kuala Lumpur, Malaysia in 2006. Latuputty (2006) took this opportunity to prepare a country report to present in that workshop. The report highlighted that Indonesia has begun its implementation of information literacy in schools although there were areas for improvement that needed to be addressed at the first stage (p.16). Latuputty recommended that school principals and their management need to be aware and to understand the importance of school library in terms of supporting student's learning process (idem). The awareness of stakeholders such as school principal would then give enough support to build and develop the school library. At the same time, to give more qualified program in teaching information literacy, a proper training of information literacy is needed to equip librarian's skills. At the top level, stronger cooperation among Ministry of Education; National Library and Library Professional Associations to support any type of school library in Indonesia. Finally and more importantly, Latuputty mentioned that there is a need to design information literacy models based on the curriculum applied in various schools.

This presentation was conducted after the first and second meeting of school librarians mentioned above. At that time, a questionnaire was given to the participants and the questionnaire revealed that the information literacy application needs to be improved. The questionnaire further revealed that school's committee and principals need to know and understand that information literacy skills are important in enhancing students learning ability (Latuputty,2006:7).

### ***2008 – Study on Schools' Lesson Plan and Information Literacy Aspects***

Inspired by IWIL in Kuala Lumpur Malaysia in 2006, APISI submitted a proposal to IFLA/ALP to fund a similar event called Indonesian – Workshop on Information Literacy (Indonesian-WIL). This workshop targeted representatives from selected provinces in Indonesia including some experts in education both from the academic community and practitioners from school libraries. The proposal was approved and a five-day workshop held in Bogor.

Workshop members reviewed some lesson plans made by teachers. These were chosen randomly from each school level: elementary, junior, secondary and vocational levels. There were four groups and each group studied the content of every lesson plan to see if information literacy was an integral part of it. The model used to hone the study process was *Tujuh Langkah Literasi Informasi* (Seven Steps to Information Literacy) developed by Ai Lien Diao et al. from Catholic University Atma Jaya, Jakarta. Some literacy experts from Malaysia, Singapore, Vietnam and Thailand were also invited.

The review of lessons plans in the workshop (APISI/IFLA,2008) indicated that no lesson plan included a full and complete strategy and stages towards achieving information literacy as spelled out in Diao and Chandrawati's study. The implementation of information literacy under this study showed that it was carried out in a certain structure within one semester. Based on the teaching and learning evaluation through the lesson plans mentioned above, there was a tendency for the teacher to be at the center of the process. The reason for this was that there were too many topics were to be completed in a semester. To ensure that all

topics are covered, teachers preferred to complete the lessons by providing students with what they thought was sufficient information on all assigned topics, rather than giving students the opportunity to do their own study and research on each given topic in the library and to process what they have researched themselves. There was a tendency to skim through all topics but there was hardly any in-depth learning taking place.

This particular finding had librarians, teachers, principals, professional organization, National Library, Ministry of Education collaborating and working together in implementing information literacy in the Indonesian education system. The result has been documented and has been passed on to the Curriculum Department, Education Ministry with expectation that they will be considered for integration in the National Curriculum.

***2011- Information Literacy is only applicable for international schools in Indonesia***

APISI has been fortunate to have the opportunity given by National Library to conduct a study to evaluate five years of information literacy campaign in Indonesia. This was important as the Department of National Education published Standard of Competencies for School Librarians as part of the Ministerial Decree No.25/2008. This standard recognizes information literacy as one of the competencies needed for both head of school library and its library staff.

This study examined how information literacy trained school librarians implemented information literacy in Indonesia. The aim of this study was to get an overview of school librarians' roles in implementing information literacy and the support received and obstacles encountered in the process (Latuputty, Wiyanti & Widaty, 2011:5)

From the study, minimum requirements for each the key actors and the school policy were established:

- School Library. It should meet standard of collection, services and qualified staff
- School Principal. He/She should give full support and commitment to allocate sufficient and appropriate budget to develop the school library and for continuing professional development of librarian
- School policy. It must be stated in the school policy and understood by the school community that the school library is an important learning source and that teachers and librarians should collaborate in the learning and teaching of students (p. 41).

The supporting factor in implementing information literacy successfully included the school policy and support from school management. It would give positive impact if school principal instructed to organize information literacy program in school. The curriculum type applied in a school also contributed to the success of the information literacy drive. This study found that a curriculum that gave students opportunity to solve their problems using library resources have better chance to implement information literacy skills. Usually, students are assigned a project to complete in a certain subject. Their teachers, who may have information literacy in mind, would encourage them to finish the project using varied resource materials. Therefore, they would appreciate information literacy program taught both as library program and embedded in the subject teaching. This study showed that successful schools with information literacy program were schools with non-national curriculum and a dedicated and

qualified librarian with a well-resourced school library. Most of all, a key to success depended on support from principal or school management.

### **2013 – Information Literacy: Socio-cultural context**

It was the first paper that analyzed information literacy from socio-cultural context. The authors agreed that the nature of information literacy is best revealed as situated practices in the learning process within a certain socio-cultural context that includes school social-setting and curriculum development. (Pendit, George & Dhamayanti,2013:14)

The aspects of context in this sense are:

- working relationship between school librarians & teachers
- how the library is perceived as a learning resources
- uncertainty surrounding librarians' position
- concept of "teacher librarian" is problematic

Therefore, the stipulation about integrating information literacy onto school curriculum appears to be a mission impossible.

It is suggested that professional associations such as APISI, ATPUSI, and IPI be active and work together in a coordinated approach to help school librarianship move forward. In particular, their active involvement in school curriculum development and teaching reformation is imperative, while the two formal institutions of the Department of Education and the National Library are best given the role of a catalyst to facilitate the reformation. At the same time and in the same vein, a major reform of education for library professionals, especially with regards to school librarians, will have to be conducted in earnest and in synchronized manner amongst the 13 (author's note: it is more than 20 now) existing library schools in Indonesia; their lack of orientation towards, and contribution to, school librarianships will only act as a further impediment. (p.14)

### **2013 - POLA LISA: An Information Literacy Model for National Schools in Indonesia**

POLA means a pattern or a model. LISA stands for *Literasi Informasi Santa Angela* (information literacy of Santa Angela School Library). This model was constructed on the basis of research findings by George (2013). Initially, Santa Angela School Library (SA) was a school involved in pre-assessment for accreditation by National Library. On the appraisal form, SA answered that they have applied information literacy in a structured way. This fact became interesting as the previous APISI study in 2011 found that information literacy was only applicable for international schools, because usually they have well-resourced library staffed by qualified librarians. The school principal of this school supported the librarian in developing the library and to conduct the library's program. In a best case scenario, the school principal encouraged teachers to use the library for learning activities. This was rare in national-curriculum based schools in Indonesia and this piqued author's interest as a focus of research.

SA has two librarians and they have very good support from school principal. The library collection including reference, fiction and non-fiction collection, magazines and newspaper were up to date, computer facilities with internet connection at the second floor were available for students use, the study area was enough for one class to use. Teachers were

asked to submit a library program at the end of school year to be implemented in the next year. Their library program included new students' orientation, reviews of journal articles, book reviews, silent reading and movie watching. Each class had regular visits that was timetabled by librarian every month. Moreover, there were many subject teachers who were sending their students to the library to complete assigned tasks and projects. This research found that the information literacy program at SA, as stated in the appraisal form was a program that was planned and applied during the school year. Meanwhile, the activities held were barely covering information literacy as a whole concept, such as formulating research questions using the information ethically and synthesizing information. Nevertheless, their program was a good start although there was room for improvement.

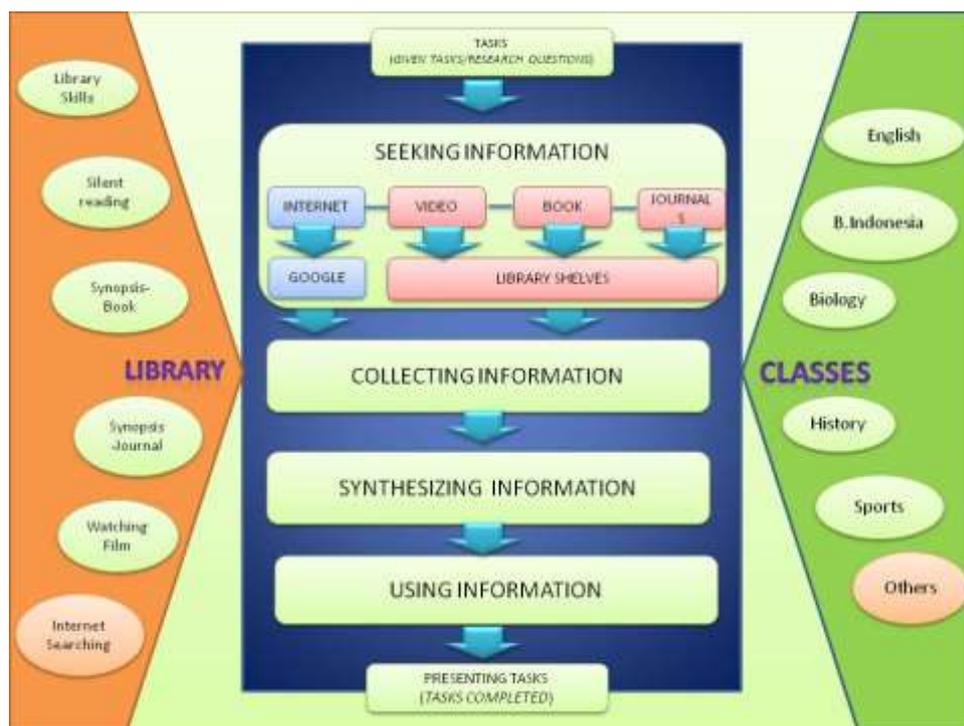


Figure 2. POLA LISA

The important key to the implementation of information literacy program in SA was due to the support of the school principal. She understood that the library is important by allocating appropriate funding to refresh their collection and facilities, and also encouraged teachers to use the library by allowing a certain period of time for their students to be in the library. She also listened to what librarians had to say in resourcing the library and gave her full support. The partnership between librarians and school principal was at its best. The library was freed from issues and problems regarding terms of policy in implementing its program. As a result, the library attracted many students, using it for reading or for doing their homework and borrowing from the collection.

The research recommended ways to improve information literacy program in SA. It was proposed that a more thorough and complete program be delivered such as learning to search information on the internet, how to use information ethically and how to synthesize information. Librarian needs to disseminate the information literacy steps to the teachers so that what was taught in the library is useful when students do their research tasks for the

respective subjects. It will then involve more subject teachers to be aware and actively use the library for their learning process.

### **Advocacy strategy through information literacy**

In his article, Horton (2011) mentioned that

“information literacy advocacy” means the actions that one takes to influence decision makers (whether policy makers in governments, business executives in private companies, or administrators in NGOs) to formally, officially, and publicly acknowledge, accept, and act upon proposed information literacy initiatives, in whatever form(s) they may be packaged—as plans, programs, projects, conferences, training workshops, seminars, colloquia, and so forth (p. 263).

Librarians in SA have shown that in adopting an information literacy program, they can effect changes as stated in Horton’s definition of information literacy advocacy.

What was described in SA may not be a perfect model applicable to all school libraries but it serves as an example of a successful library program that supports information literacy. We may face many and difficult situations but in looking at SA’s case, it was shown that difficulties can be overcome and a successful literacy program can be established given the right support.

Having engaged in the information literacy process and realizing the importance to advocate for it, some recommendations have been advanced for advocacy strategy through information literacy, as follows:

- Promote and maintain a sustained support of information literacy in as many schools as possible and initiated by school librarians. To facilitate a better understanding of the program, POLA LISA can be used as a model. If the concept of information literacy is understood and its importance recognized by every school principal, teachers, students and all stakeholders, then there is a better chance to establish better resourced libraries in schools and staff them with qualified librarians and personnel.
- School librarians themselves need to continuously develop professionally in their knowledge of the program and of new technologies and to be proactive in the school community. Expanding the network to as many people, professions, publishers and local school library associations would also give a positive impact in the work place. Sharing and keeping contact with fellow school librarians will give librarians a boost and this larger network always comes in handy in the work at hand.
- Be consistent and persevere. (Horton,2011:272). Advocacy may need a lot of processing time. As long as there is an objective to be met and a goal to be reached, we will move forward to reach that objective and goal.

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# To make every pupil stronger, a curriculum in information and documentation in every French CDI

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**Valérie Glass**

**Magali Bon**

FABDEN

25, Rue Claude Tillier

75012 Paris

France

[valerie.glass@yahoo.fr](mailto:valerie.glass@yahoo.fr)

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## **Introduction**

The FABDEN is the national association of professeurs documentalistes (teacher-librarians) in France. The professional association sees in the implementation of a curriculum in information and documentation the achievement of a triple convergence: first, epistemological, with the synthesis of information, media and digital literacies; secondly, professional, in contributing to the training and self-training of the professeurs documentalistes and thirdly operational, in programming the implementation of this teaching. This communication, divided into three parts, aims to show how this curriculum fits into the learning environment of the French school library. We will first explain the French context and then present the project of curriculum, with examples of teaching sessions integrated in this curriculum.

## **French context**

### ***Background history***

The first school libraries appeared in 1958 in France but at that time they were called “services de documentation”. In 1966 they became “services de documentation et d'information” (SDI) and the staff of those SDI was called “documentalists librarians”. This denomination shows that the school library was only dedicated to reading and documentation in those days.

In 1972, the FABDEN was created and had a major role in the evolution of the profession, along with trade unions and the French Ministry of Education. In 1977 the first mission statement for our profession recognized the “mainly educational mission” of the school librarian. Then, during the 1980's, several texts were published by the Ministry of Education that recognized the specific role of the school librarians in the students' training, and particularly the second mission statement published in 1986, that is still in effect nowadays, which puts the students' training as a priority in the school librarians' missions.

1989 marks an essential step in the evolution of our profession : a report attached to the Law on Education (Rapport annexé à la Loi n° 89-486) acknowledged that "the high level of skill required by the technical and pedagogical tasks of school librarians makes it necessary to create an appropriate status for the position. Recruitment for the position needed to be done by a specific CAPES", a certificate of aptitude for secondary education. The same Law on Education requires the implementation of a Centre de Documentation et d'Information (CDI) in each secondary school.

However, in the years after the establishment of the CAPES, actively supported and encouraged by the FADBEN, the Mission Statement texts have not been updated, while educational issues as well as pedagogical practices have evolved. Since 1989, school librarians being recruited as teachers, have been called teacher librarians, "professeurs documentalistes". But if they officially belong to the teaching staff of the school, the professeurs documentalistes have not completely been considered as such by school administrators and other teachers who don't really know the missions and instructional resources which the professeurs documentalistes are in charge of.

In the 1990s, the FADBEN contributed to the thought on the foundations of information teaching, that is, how to develop students' abilities to access and to use information. The FADBEN began to highlight informational culture as content to develop in school. In 1997, the Association published a Référentiel de compétences informationnelles des élèves, a reference table of information literacy skills, to define a corpus of school knowledge in information and documentation. This work consisted of highlighting research skills to acquire, with different levels of control depending on the grade-level and age of the students, helping professeurs documentalistes to build pedagogical projects. The process for pedagogical projects starts from the definition of the objective of the research to the evaluation of the global process: questioning the topic, gathering information from accurate sources, creating and evaluating the final product.

In the early 2000's, the concept of curriculum in information and documentation appeared and several research groups were created. In 2007, in the FADBEN publication, Mediadoc, 64 ideas or concepts were established in a framework of seven main ideas (Information; Document; Indexation; Source; Informational space; Information research; Information usage), in order to help the professeurs documentalistes to formalize their teaching. The objective of this corpus is to provide instructional sessions that make students able to build knowledge. This corpus, hailed by the Ministry of Education in 2009, provides a progressive tool that serves to develop pedagogical projects. In 2010, the GRCDI (Research Group on Information Culture and Didactics) edited 12 propositions to develop a curriculum in information and documentation. Those propositions were used by the FADBEN to structure its curriculum.

In the "2013 July Act", the status of professeurs documentalistes as being part of teaching staff was reaffirmed in the "Référentiel des compétences professionnelles des métiers du professorat et de l'éducation" (Reference System attached to the teaching professions). Some specific skills related to professeurs documentalistes practice are listed there, in addition to the skills they share with all teachers. This text does not replace the 1986 Mission Statement, but it does introduce some changes. It first recalls that professeurs documentalistes are "full members of the teaching and educational team" with a specific skill

to "create, implement and facilitate teaching and learning situations considering diversity of students". They "are responsible for the center of documentation and information, an area dedicated to training, reading, and access to culture and information", and they "contribute to the formation of all students in media and information literacy". As teachers, they can interact "directly with students in training and learning activities from their own initiative or according to the needs expressed by teachers in a discipline".

### **Current issues**

The professeurs documentalistes aim at making students, future citizens, independent and responsible in informational, media and digital environments. Indeed students need new skills and knowledge in today's information-based society. They need to develop scientific knowledge to acquire a culture of information. That's why information didactics is needed. And that's why the FADBEN defends the idea of a curriculum information and documentation to follow the recommendations of the research groups.

New additions related to teacher librarian duties in the "2013 July Act" confirmed the political will of a specific teaching mission given to them. Indeed, in the part called « Learning with digital technology », it is written that the professeurs documentalistes must « be fully concerned and involved in the learnings related to digital technology». This « 2013 July Act » met the claims the FADBEN has expressed since 1989 and give a real value to the work developed by our association since 1997. It also gives us an impetus to go further and confirms the necessity to develop a curriculum in information and documentation.

### **Curriculum and Wikinotions**

The lack of a learnings progression in most French school libraries is the point of the elaboration of a curriculum in information and documentation. For most of French teacher-librarians it's not possible to teach in every classes of each grade, either middle or high school. Most of the time teacher-librarians focus their teaching time on the first grade of the middle school. There is a real difference in information and documentation knowledge between students depending on each school.

That's why the need of information and media literacy leads the FADBEN's work towards establishing the standard of a curriculum in information and documentation. This work is reflected, firstly, in a collaborative platform called InfoDoc Wikinotions, and secondly, in an attempt at writing the curriculum.

The FADBEN calls for the implementation of a curriculum in information and documentation that defines the concepts to be transmitted and that determines their implementation in a progression of learnings, along with their evaluation. The professional association is convinced of the necessity of this progressive learning as a logic of a discovery, an initiation and a thorough analysis, for a true acquisition of knowledge and skills by the students. Formalizing a curriculum in information and documentation should also help to promote the acquisition of a professional culture because this plan deals with pedagogical approaches, as well as activities and instructional reference objects or different forms of assessment knowledge. It may also be the occasion of an important time to share practices, and to gain from each other's teaching models and methods.

The FADBEN's curriculum proposals are based on practical knowledge as well as theories that have already been developed in the field of information and communication sciences

research. The foundations of such a curriculum were initiated in 2003. Since then, discussions have carried on. In 2010, the contribution of the GRCDI, Research Group on information literacy and information didactics, clearly provided a curriculum, specifically from twelve proposals. The existence of a curriculum in information and documentation requires constructing a catalogue of references and resources constituting the curriculum, to carry on the reflection about the specific notions.

This work has a new impetus with the FADBEN Info-Doc Wikinotions, a collaborative platform in which academic and school teachers are invited to participate. This project aims at updating the corpus of knowledge, assembling educational activities, as well as providing an exhaustive list of scientific and professional references on the subject. These references can develop definitions of concepts considered as essential, definitions for students rather than professionals, in order to facilitate the educational and pedagogical work of teacher-librarians. For each concept, there are a number of features with a beginner level and an advanced level.

It seems important also to observe existing practices of professeurs documentalistes, and to compare them with the research field and observations on students' psychological and cognitive development. This reflective work on theory and practice allows us to identify on which level a discovery can be initiated or developed, or whatever specific notion, in relation to specific knowledge or skills in information and documentation. If we consider that the concepts of document and document structure can be developed very early, starting with teaching resources in educational situations of student activity, it is estimated that the concepts of classification, publication of the information economy can wait to be developed later on, as well as the concepts of catalog, editorial content, documentary instability. This reflection is accompanied by an interest in regarding the actual work of teacher-librarians: especially when pedagogical sequences which explain different notions are published on the Internet.

Then, to improve the current situation and identify rich collaborations and complementarities, we rely on existing curriculum, from kindergarten to high school, with programs that are about to be revised in the 2015 French context of a school reform. This examination of existing programs consists of identifying the specific elements of information and documentation in these texts, and also in beginning to understand the integration of a specific instruction in a new global curriculum.

From these elements, we should be able to provide programming, from the basic concepts of information and documentation in middle and high school, with considerations on organization and evaluation of the learning. The program is built around four fields. In each field, we do note the objectives set for the level, then the concepts developed, as part of a discovery, an initiation or thorough analysis:

- Informational and digital environments
- Process of information and documentation
- Critical distance on the media, ICT and information
- Legal and ethical responsibility on the information

For each level, in each field, the question is to explain the objectives, as well as the concepts and the skills that are associated with these objectives, without forgetting comments suggested with the associated activities.

This work developed from a programmatic framework, identifying the progression of the curriculum in information-documentation, in secondary schools and high schools, including a number of competencies to achieve, that are related to the essential ideas; this general knowledge is given through different pedagogical approaches.

### **Examples of learning sessions**

The pedagogical role of the professeurs documentalistes is to help pupils to master the tools provided by the school library, and so, to develop a rational control, with critical thinking about tools and about media and information. French professeurs documentalistes are specifically trained to teach and to implement learning sessions associated with the educational contents of the information, documentation, with a specific role in teaching medias and new medias.

We will show now some examples of learning sessions on different themes and at different grades.

Example of a course on “digital identity” with pupils in the second year of secondary school in France (about 12-13 years old)

The objectives of this instructional session are:

- Making the pupils realize that all they do on Internet leaves traces
- Giving them keys to keep their digital identity under control

This teaching session can be integrated to the curriculum in civics, which is a school subject in France. Indeed, in the curriculum of civics in that grade-level, there is a chapter called “Identity and the identities”.

Since we address students who are about 12-13 years old, we should refer to the beginner level definition of digital identity proposed by the Wikinotions, which is :

All the features that define an individual on the basis of the elements that one can find about him or her on Internet.

Here are some examples we can give to students to explain the notion

Digital identity refers to:

All the information available on a Facebook profile

- the analysis of one person's tweets
- all the digital profiles of one individual on the social networks

And as counterexample, we can give:

- a physical identity or a real identity
- a civil identity

Example of a course on “the evaluation of information on Internet” with students in the fourth year of secondary school in France (about 14-15 years old)

This teaching session can be integrated to any part of a curriculum but the one we present here is a collaboration with the teacher of SVT (natural sciences). Indeed, in this grade-level, the students have to write a paper and give a talk on a scientific subject. This work runs on 4 to 5 months and students they have to search information of course. They do this work in autonomy but at least 2 sessions can take place with the teacher-librarian : the first one to launch the project : brainstorming / subject analysis (= defining information needs) and the second one to learn how to assess the reliability of websites. This is this second session we are going to present here.

So the main objective of this session is to learn how to assess information reliability. Since we address students who are about 14-15 years old, we can refer to the advanced level definition of "information assessment" proposed by the Wikinotions, which is : The evaluation of information consists of assigning a value to information, with personal criteria of assessment. It is based on a comparative study of the sources, and it varies from one person to the other.

If we refer to the Wikinotions, here are some examples we can give to students to explain the notion

The evaluation of information is:

- To make the founded information correspond to the information need
- To search the author of a document and his/her authority
- To compare several information on the same subject.

As counterexamples, we can give:

- To take an information up as it is, without checking it
- To forget crossing one's information sources (when one makes a critical reading)

In the teaching session we present to you, we first teach the students how to analyze an URL in order to choose the accurate website in the results of a search engine, then we explain the difference between the relevance of information (it corresponds with my information need) and the reliability of information (its author is reliable or credible). We explain them that an information can be relevant but unreliable and, conversely, an information which is reliable may not be interesting for us because it isn't relevant. Finally, we teach them how to assess the credibility of a relevant information by making them use the Quintilien questionnaire.

In the Wikinotion, we can choose here the beginner level definition of the relevance of information, which is :

Relevance is one criterion of the evaluation of information. It is bound to the information need and is useful to select an information which enables to answer a question that was asked during an information search. A relevant information is an information that one can understand and use.

The teacher librarian can evaluate this teaching session immediately by asking the students to compare 3 given websites on a much debated subject (for ex. the GMO). There can also be a later or mid-term evaluation : when the students give their global work back, they have

to fill in a table in which they must analyze 2 websites they've used or just found during their information research.

## **Conclusion**

The FADBEN aspires to the formalization of a curriculum in information and documentation in order to give to the professeurs documentalistes the capability of implementing their teaching and enabling students to acquire information, media and digital knowledge and skills. A first realization attempt of this work is in this publication, written in French, under the title “Vers un curriculum en information-documentation” and published at the end of 2014.

The FADBEN wants to share its thoughts and works with national or international stakeholders to bring a reality to its project within an unlimited timetable. The FADBEN wants to carry on the work to which it has been committed since 2003. The FADBEN is dedicated to formalizing a new stage in the realization of this kind of curriculum with tangible proposals stressing theoretical and pedagogical reflections, as well as evolutionary and experimental practice, in educational terms.

2015 Is a very important year as French Ministry of Education is working to create new curricula for the secondary schools. The FADBEN has met minister's advisers several times to speak about the status of our profession and the educational contents we could be in charge of. Let's hope the reflections and work of our association will be taken into account and that the specific educational contents relating to digital, media and information literacies will be at last officialized.

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# An information literacy tutorial for the Valencian educational context (Spain)

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## **Rosa Maria Guerrero-Vives**

University of Balearic Islands (UIB)  
Carretera de Valldemossa, Km 7,5. Palma (07122)  
Spain  
[rosamaria.querrero@uib.cat](mailto:rosamaria.querrero@uib.cat)

## **Maria Dolores Rubio-Mifsud**

Institute of Valencian Librarians and Documentalists (COBDCV)  
Polytechnic University of Valencia. Camí de Vera s/n. 1H Building. València (46022)  
Spain  
[madorumi@gmail.com](mailto:madorumi@gmail.com)

## **Mercè Morey-López**

University of Balearic Islands (UIB)  
Carretera de Valldemossa, Km 7,5. Palma (07122)  
Spain  
[merce.morey@uib.cat](mailto:merce.morey@uib.cat)

### **Abstract**

*This paper presents an IL tutorial developed by the School Libraries Working Group from the Institute of Valencian Librarians and Documentalists and the Research Group on Education and Citizenship from the University of Balearic Islands (Spain). Firstly, a description of the information literacy training in Spanish educational centers is given. Secondly, the contents of the tutorial are explained. This tutorial has been developed by following the Three-Phase Model (Blasco and Durban, 2011), a model scientifically acknowledged and widely used in the Spanish context. Moreover, recommendations from educational researches and other IL tutorials are considered as well. Finally, an assessment tool is presented with the aim of improving this instrument and to adapt it to the real needs of teachers and students. The first assessment of this tutorial will be developed during the Doctoral Forum that will be celebrated on June-July 2015 in Maastricht.*

**Keywords:** Information Literacy, Secondary Education, Teacher Education, Information Literacy Tutorials, Critical Thinking, Secondary Education Students, València (Spain), Spain.

### **Introduction**

This document sets out the chosen procedure for the development of an information literacy tutorial in the Valencian (Spain) secondary education context. Given the Valencian outlook, and the Spanish one in general, the need to take action is clear, not only for the management of the school library as a service to the non-university educational community,

but also to promote the autonomous and free learning and to improve teachers education in this field.

We consider this tool will also be an interesting resource from which teachers -who generally feel unfamiliar with these skills (Probert, 2009)- will learn more about this learning resource and will appreciate its usefulness in promoting research in their classrooms.

### **An outlook of the school libraries situation and information literacy treatment in Spain. The Valencian case**

In less than forty years of political democracy, the Spanish educational system has been modified seven times. This fact has affected their management in general, as well as to their school libraries development (Gómez-Hernández, 2002).

The 113th article of the LOE (Organic Law for Education) (Order 2/2006) mentioned for the first time the school library and it stated the obligation of the educational center to have a place wherein to encourage reading promotion, access to information and to analyze data critically. This premise has remained in the current LOMQE (Organic Law for the Improvement in the Quality Education) (Order 8/2013), although with slight modifications that make the need to regulate the school librarian professional role clear. This role has been recently recognized in the list of profiles of the Spanish Library System (Tejada-Artigas, Martínez-González, Rodríguez-Bustamante, Cid-Rodríguez Comalat-Navarro, et al., 2013), to ensure lifelong learning in the information age.

According to Jiménez-Fernández and Cremades-García (2014), there is still a long way to go in terms of management and promotion of the school library in Spain. Firstly, there are no teachers-librarians work in the school library during the entire workday. Secondly -and paying attention to the IL promotion- teachers do not have time to teach it (as an extra-academic knowledge) because of the sheer size of the everyday curricula. In addition to this, it has been recently shown that teachers IL skills are inadequate to the teaching task.

Beyond the limits of the Public Educational context, we have to point out determinant actions like those developed by Germán Sánchez Ruipérez Foundation (FGSR), an institution focused on cultural and educational activities promotion. Thanks to this, a self-assessment tool for school libraries (Miret, Baró, Mañá, Velloso and Montero, 2010) and also a State Directory of School Libraries (FGSR, 2015) have been created. Certainly, we deal with fundamental actions that eventually will enhance the quality of library services at school centers and will be strengthened by individual actions undertaken by each of the autonomous governments in recent years.

There exists some examples of IL actions developed in the different autonomous communities such as: the collection of experiences and resources for the informational competences in the Murcia, Extremadura and Andalusia classrooms; studies on plagiarism (Comas-Forgas, Sureda-Negre, Angulo-Rasco and Mut-Amengual, 2011) and studies on informational literacy (Morey-López, Sureda-Negre, Comas-Forgas and Mut-Amengual, 2010) of the students from the Balearic Islands, and finally, the development of the Three-Phases Model (Blasco and Durban, 2011) in the context of the Catalan primary and secondary education. This last action has been taken as a reference for other reading and IL projects such as those of Andalusia, Astúries and Galicia.

Apart from a noticeable deficit on the educational legislation regarding IL promotion in non-university education, another factor that has influence negative in its promotion has been the ineffective teacher education programs in this field. According to Álvarez-Herrero, teachers have a distorted image of this kind of learning: “It is unfortunate that secondary education teachers tend to consider ICT have time-saving aids in their classes instead of considering their value in terms of professional development” (2015, 135). This idea is further supported by other studies which state that teachers themselves are unaware of the full value of the IL concept (Probert, Op. cit.; Guerrero-Vives, 2012).

The results of IL levels (Álvarez-Herrero, Op. cit.) make it clear that Spanish teachers even if they are able to identify an information need and use certain resources in order to locate it, they do not know how to evaluate nor organize information neither how to transform it into knowledge nor how to communicate it. This setback increases when we speak about the teaching professionals at the communities of Castile and León, Balearic Islands, Valencia and Navarre, where the conclusion is that “there is something wrong in these regions in terms of informational literacy” (Álvarez Herrero, Op. Cit., 140) and it indicates a need for a renovation of the teacher training plans in order to improve this learning.

Leaving a sight the problems of IL in the educational world we should point out that Spanish Public Libraries are working hard to meet the individual IL needs of each users profiles (Castillo-Fernández, Gómez-Hernández, Quílez-Simón, 2010). In the case of young users, they try to develop activities through which they become familiar with information resources and information processing (Generalitat de Catalunya, 2015). Little wonder then, that among the priorities of work in libraries, especially those in higher-education institutions, we find IL projects based on independent learning, documentary research and plagiarism escape.

Undoubtedly, teachers IL levels are alarming. There is no question but that it is essential to develop a training tool to which help teachers to embrace these skills and try to transmit these to their students.

### ***Current Valencian situation***

Despite the efforts of the Valencian autonomous administration during previous years with school libraries management software tool ‘PMB’, educational centers do not have the human and resources to start using it. Additionally, there is no Valencian school library network sufficiently established that allows the exchange of resources and teaching experiences. This situation highlights the difficulties of a hypothetical IL program school libraries because unfortunately neither libraries nor the teaching staff are provided with sufficient resources to teach the subject.

Being aware of the situation in this area, the Institute of Valencian Librarians and Documentalists (COBDCV), represented at the Valencian Libraries Advisor Council (Decree 4/2011), is conducting some training activities with the objective of introducing IL among the Valencian teaching staff. With this action it is intended to familiarize the course participants with this learning and to collect their perceptions about the quality of the research papers presented by their own students, in order to identify those elements requiring improvements. According to this second purpose, we can say that the research projects presented tend

towards the same discount reflected in similar studies (Merchant and Hepworth, 2002; Williams and Rowlands, 2007; Guerrero-Vives, Op. cit.).

In the Valencian secondary education curricula degree (Decree 112/2007), at the fourth course of the Compulsory Secondary Education (ESO) we find the optional subject 'Research Project'. This research project is an individual choice guided by the teacher.

This work is represented through an online tutorial that will help, firstly, to internalize the knowledge related to this learning for teachers, and secondly, to help as a work model for students who wish to do serious academic research projects. It is the intention of this working group to try to standardize the proposed tool so that it can be adapted to other social and cultural environments.

In the following section we will explain the process of the development of this tool and we will consider the fundamental elements required for this properly evaluation.

### **Description of the production of an online IL tutorial for secondary education**

In this section are described, firstly, the structure and contents of the online tutorial and secondly, the main elements which will be considered for the tutorial experts' validation.

#### ***Online Tutorial***

According to the Valencian secondary education legislation (Op. Cit.), students of fourth Compulsory Secondary Education course, are required to allocate an hour per week to the *Research Project* subject. The proposal is that the IL tutorial could be utilized in a step by step fashion over the course of the school year to assist in the production of each individual's research project. Besides explaining the main IL tasks, the examples given in this paper are related to the same subject: Les Germanies.

At the next step, the Three-Phase Model taken as our model basis, the online tutorial contents and its technical features are described.

#### ***The Model***

The Three-Phase Model (Blasco and Durban, Op. cit.) was developed according to the Catalan legal framework, but nowadays is widely used in the whole Spanish context. At the website *Biblioteca escolar: experiències i recursos per a la competència informacional* (Bibliomèdia, 2015) there are many educational sources based on this model.

According to Blasco and Durban, the importance of comprehensive in depth reading is rightly underscored in their model. Such reading being vital in knowledge location, retrieval and retention.

Although there are not much differences between other IL theoretical frameworks developed (Gómez-Hernández and Pasadas-Ureña, 2007), the main aspects of the Three-Phase Model are exposed:

Three-Phase Model		
1. Informa tion Retrie ve	Planning	Identify information needed Set features Organize a work project
	Searching	Know specific sources Outline searching strategies Search and locate sources
	Retrieving	Evaluate results Select the best sources Get information
2. Informa tion Proces s	Reading	Understand the information Read critically
	Synthesizing	Extract relevant information Organize the extracted information
3. Comm unicate	Generating knowledge	Integrate new information Incorporate personal experiences Behave ethically and responsibly
	Knowledge communicating	Prepare the final product Share the acquired knowledge
	Evaluation and application of the know-how	Judge the product and the process Transfer the acquired knowledge to others

Table 1. Three-Phase Model translated from Blasco and Durban (Op. cit.).

In this figure one can see that this model underlines the reading and synthesizing actions with the aim to develop a comprehensive reading. Also, the evaluation of the entire process is another interesting action which helps students to assimilate and think about information management and use in all life contexts.

### ***Tutorial Contents***

Knowing how difficult it is to transmit reading skills to students and the negative points detected in online IL tutorials (Michel, 2001; cited in Lindsay, Cummings, Johnson and Scales, 2006), the contents and the technical features of our tutorial are explained.

### ***The Subject Research***

With the aim of explaining as well as possible the IL contents, it was thought relevant to establish a one only subject and expound on it over all the IL tutorial stages.

The online tutorial is located in the website [www.alfinsecundaria.zyro.com](http://www.alfinsecundaria.zyro.com). The research samples given are connected with each general section (Search, Process and Communicate) and are focused of the subject of Les Germanies. This subject is included in the Valencian curricula of History (fourth course of Compulsory Secondary Education).

The historical episode of *Les Germanies* was an uprising which occurred between 1519 and 1523 by artisans guilds and farmers from different Valencian areas. The reason noted that in a few years the 500<sup>th</sup> anniversary of this event will be celebrated. And, in addition, the number of educational sources related with this item will presumably increase. Moreover, the information related with this item could be retrieved not only from libraries or information centers but also from local and historical archives. In this field, the possibilities of retrieving different kind of documents would be increased too. Finally, the retrievable sources were analyzed with the aim of checking that the contents were according to the comprehension level of secondary education students.

### ***The fictionalized contents***

To accord with the IL experiences in the use of graphic novels (Hoover, 2012; Upson and Hall, 2013), fictionalized contents in this tutorial are considered too. The reason why we include this kind of contents is because we thought it would be interesting to empathize students and teachers with the protagonist of a graphic novel: a fifteen year old teenager who needs to prepare a research project about Les Germanies. This young boy will face typical IL stressing situations such as procrastination, information anxiety or plagiarism temptation.

### ***Technical elements***

The tutorial was developed in the [www.zyro.com](http://www.zyro.com) platform, a quite intuitive website builder which does not require a high level of HTML or PHP language knowledges. Inside of this structure we can find other technical elements as follows:

- Explanatory videos on the use of online documentary resources, such as the Online Public Access Catalogue of the Valencian Public Libraries Network.
- Serious but simple games. Even the platform limitations where the tutorial is hosted, and being aware of the positive contribution of serious games to the library context (Markey, Leeder & Rieh, 2014), the tutorial includes easy and ludic activities.
- Internal links, that will take us to certain tutorial places such as the glossary.
- External links to other websites.
- Tutorial Guide for Teachers.
- Pre-test and post-test evaluations for each IL phases.

### ***The evaluation tool***

The technical evaluation tool of the tutorial will be done according to the recommendations of Somoza-Fernández and Abadal (2009). The indication of Information Literacy will be taken into account following the instructions proposed at the Three-Phases Model. Moreover, the evaluation will include a textual content analysis, with the objective of discovering whether these are sufficiently adapted for the level of students of the fourth course of the Compulsory Secondary Education. Data will be collected by a Likert Scale and some qualitative questions. However, these contents are not definitive yet.

## Conclusions

Information Literacy is a learning process that has not yet arrived in classrooms as itself. Educational centers have not yet allocated spaces, human resources or materials to exploit this valuable resource efficiently. The tutorial presented in this conference has been created with the objective to promote a potential answer to this obvious gap in the Education System with particular reference to the Valencian region.

Bearing in mind the kind of user for whom this tool is designed, it is considered essential to include dynamic elements and graphics that really attract and stimulate young people to learn more about information management and, needless to say, to apply critical thinking on what they read.

We think that this tool is an interesting way to introduce IL at secondary school, even though it is not fully comprehensive for all levels.

The Information Society to which young people adapt so easily need to carry out more solid action not only by schools but also by families (Marquina, 2013). The present digital divide could become even larger developing into a second digital divide (Busquet and Uribe, 2011). Any limitations in the use or access to information in the information age can have a negative impact on future employment prospects (Ruiz Antón, cited on Pérez de Pablos, 2015).

Note: contents have been developed using the [www.stripgenerator.com](http://www.stripgenerator.com) comic tool

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### **Biographical notes**

Rosa Maria Guerrero-Vives has worked as a documentalist at the University of Balearic Islands in Palma, Spain, since 2008; her main research topic is Information Literacy in the Secondary Education. She has investigated how do teachers promote IL skills in their classrooms. Recently, she has trained Valencian teachers in IL skills through the online training platform of the COBDCV.

Maria Dolores Rubio-Mifsud has worked as a documentalist and as a Librarian in different public libraries and information centers in Spain, since 2006. Nowadays, one of her professional duties are related with analyzing and improving studying abilities of young users at the library. She also manages documentation, reading clubs and activities.

Mercè Morey-López is working as a Researcher and as a Professor at the University of Balearic Islands in Palma, Spain; her research career is focused on following fields: Intercultural Education, Information Literacy and Academic Integrity. Her recent publications include: the article "Plagiarism and academic performance among students of Secondary Education" in the journal *Estudios sobre educación* (2013) and the article entitled "Detection levels of academic plagiarism by teachers of Secondary Education: analysis according to their areas of expertise and measures taken" in the journal *Revista de Estudios Pedagógicos* (accepted in 2014, to be published in 2015).

## Appendix I Tutorial Evaluation Tool

Item	Area of Evaluation	Question	Likert Scale				
			Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
			1	2	3	4	5
Technical evaluation	Contents	Does it have texts, hyperlinks, images and interactive tools like internal navigation or tests answers?					
		Does it have relevant and explanatory sections related with IL contents?					
		Does it have a glossary?					
		Does it have an enumeration of the website goals?					
		Does it have an index of contents?					
		Is the authorship of the web indicated?					
		Do the contents have a consistent structure?					
	Educational Features	Is the educational method appropriate for 15-16 year old children?					
		Are there enough IL resources for each one of the main sections?					
		Does it have a feedback service?					
		Is the explanation of the contents temporized?					
		Are there pre-test and post-test evaluations?					
		Is there an email contact?					
	Navigation & Design	Where is the navigation bar located?					
		Is there a navigation guide?					
		Does it have a web map?					
		Does it have multimedia elements?					
		Is the website personalized?					
		Is there a feature to allow for the changing of the font sizes?					
		Is it necessary to access throughout a password to the tutorial?					
	Technical features	What kind of programming language is used?					
Are there dynamic elements?							
Is there any possibility of plugging downloading?							
IL Indicators	Information retrieve	Is the identifying an information need process explained?					
		Is the setting features process explained?					
		Is the work project organizing explained?					
		Are there specific sources described?					

		Are there searching strategies explanations?					
		Are information evaluation and selection strategies defined?					
	<b>Information Process</b>	Does it have comprehensible and critical reading recommendations?					
		Does it have synthesizing and information organizing techniques developed?					
	<b>Communicate</b>	Does it have citing and referencing recommendations?					
		Does it give a guidance on preparation of a final acquired information product?					
Does it give a guidance on how to evaluate over the whole process?							
<b>General use of the tutorial</b>	<b>General Questions</b>	Is the educational method appropriate for 15-16 years-old children?					
		Are the contents well distributed all the tutorial long?					
		Would you use this tutorial for the IL contents introduction with your children?					
<b>Educational use</b>	<b>Teaching questions</b>	Do you think that plagiarism is well-explained throughout the contents of the tutorial?					
		Do you think that procrastination is well-explained in the tutorial?					
		Do you think this contents has clarified your perceptions about IL?					

Table 2. Likert Scale questions. Source: Prepared by the authors on the basis of Somoza-Fernández and Abadal (Op. cit.) and Blasco and Durban (Op. cit.).

### Other qualitative questions:

- Are there any elements of the IL missing from this tutorial? Which are them?
- Do you think students would be interested on the contents developed in this tutorial?

Why?

- Which other questions would you include in this evaluation tool?
- Which modifications would you do in this evaluation tool?

Note: Contents from this tool are not definitive.

# Social marketing: an impact strategy for school libraries in times of change

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**Barbara Immroth, Professor,**

School of Information, University of Texas at Austin,  
USA

[immroth@ischool.utexas.edu](mailto:immroth@ischool.utexas.edu)

**Bill Lukenbill, Professor Emeritus,**

School of Information, University of Texas at Austin,  
USA

[Luke@ischool.utexas.edu](mailto:Luke@ischool.utexas.edu)

## **Abstract**

*Social marketing as a concept was developed in the 1970s to help improve overall society and to bring about positive social changes. The concept of social marketing was first presented by Zaltman, Kotler, and Kaufman, in their 1972 book, *Creating Social Change*. This paper addresses the role of social marketing with specific examples of how social marketing associated with educational research can be applied to school libraries. Social marketing is based on general marketing principles and strategies aimed at selling products and services to consumers but with the purpose of improving society by providing socially relevant information; changing existing actions; and improving individual or group behaviors, attitudes or beliefs; and reinforcing desired behaviors. Since the 1970s, social marketing has been used widely in the United States to promote a variety of pro-social behaviors including: reducing smoking, reducing drug abuse, preventing heart disease, promoting contraceptive use, and promoting organ donation. In recent years the U.S. government has used social marketing to encourage enrollment in the controversial Affordable Health Care program. These marketing approaches are theoretically encased in well-conceived educational and public information programs and management. This paper will provide examples of social marketing research methods and results as used by the presenter in school and public libraries youth services. The paper will likewise highlight resources helpful to school librarians in designing and implementing social marketing strategies.*

**Keywords:** Social marketing

## **Social Marketing: An Impact Strategy for School Libraries In Times of Change**

Librarianship in general by the 1930s had accepted and promoted libraries of all types as important institutions serving broad-based social, cultural, educational, intellectual and scholarly needs in many societies. The 1930s was a decade of economic instability and social dislocations similar in many ways as to what we face today. Important research, theories and strategies targeting library sustainability grew from this general unrest. The

important research from the faculty of the Chicago University's Graduate Library School during the 1930 decade and beyond helped solidify the social expectations of libraries and provided means to solve problems. This research centered on the importance of reading in society; how to understand and solve pressing problems encountered by libraries, how to understand and engage political and social leaders; and how to expand the users of libraries (Waples, 1931, 1939; Wilson, 1938).

### **Social Marketing and Social Change**

By the 1970s newer approaches were added to what had gone before. Social marketing as a concept developed in the 1970s to help improve society and to change in positive ways the concepts that people hold about important issues. The concept of social marketing was first presented by Zaltman, Kotler, and Kaufman, in their 1972 book, *Creating Social Change*. Since then others such as Kotler and Lee (2008) have expanded on these basic ideas. In this discussion I will present ideas of how social marketing has and can serve school libraries.

Social marketing is based on general marketing principles and strategies aimed at selling products and services to consumers; but with the purpose of improving society by providing socially relevant information, changing existing actions; altering individual or group behaviors, attitudes or beliefs; and reinforcing desired behaviors.

Since the 1970s, social marketing has been used widely to promote a variety of pro-social behaviors including: reducing smoking, reducing drug abuse, preventing heart disease, promoting contraceptive use, and promoting organ donation.

A current campaign by the United States Health Department is aimed at informing women about the need for periodic health examinations especially concerning cancer. Such marketing approaches are theoretically encased in well-conceived educational and public information programs and management.

Positive behavior and attitude change is essential in social marketing. Social marketing is based on these responses patterns: AIDA.

- Attention
- Interest
- Desire
- Action

*Attention* asserts that a social marketing message must be noticed and attract attention. Only a brief look at commercial television provides examples how this is done in for-profit marketing. Fast-cars, beautiful country-sides, and even a talking duck and an English-accented gecko come to mind. For any social marketing message to be effective, it must provoke *interest*. Interests are generally based on psychological as well social needs that are important to the individual and group. In social marketing the message must generate interest in an organization and its services and/or products.

For example, an effective social message directed at a target audience of women who are concerned about their children's reading readiness prior to formal schooling must be carefully tailored to raise their interests in reading programs available at the public library. The

challenge here is to design a message that prompts attention and interests by centering on the positive social and psychological needs that most parents have about parenting.

Closely following this is the need that the message created a *desire* to acquire the particular service or product. The message must show that the service and/or product being marketed will be of genuine immediate and/or long-term benefit to the individual and groups. This aspect of the message must be strong enough to promote desire to take action that will lead to a reward of some nature. What follows design is *Action*. Action is the driving modification that propels individuals and groups to seek the services and/or products that are being promoted.

Social marketing is not indoctrination. Its primary mission is to provide information and education with guidelines and alternatives that help individuals and groups assume and form pro-social, attitudes and behaviors.

Current authorities writing on social marketing now stress the differences between social marketing and non-profit marketing, and cause marketing. Non-profit marketing campaigns are conducted by organizations or individuals that operate in the public interest. They foster causes and do not seek financial profits (Non Profit Marketing, n.d.). Charitable groups and universities in the United States are perhaps among the most visible examples in the American library and the information community. Cause marketing is the coordinate of efforts between non-profit groups and for-profit groups (Cause Marketing (n.d.). We see this when industry, whether local and national, cooperates with local entities such as libraries or school to support the cause of reading and education. National food chains often coordinate through local store outlets to encourage charitable giving for selected causes ([Three] Cause Marketing Trend n.d.).

Authorities are careful to clarify issues appropriate to social marketing and ethical considerations inherent in such research. They also outline how marketing research can well-serve social marketing campaigns (Kotler and Lee, 2008). These research suggestions are appropriate for library and information science education and will be discussed later.

Identifying a target audience is essential in social marketing. Archivist Dennis Meissner argues that information agencies such as archives may have focused too broadly on promoting their services as elements of social institutions with cultural identities rather than directing their services to well selected-target audiences as advocated in social marketing (Meissner, 2008).

### **Social Marketing for School Libraries and Information Centers**

Although librarians, including school libraries have not always identified their work in the context of social marketing, nevertheless, examples abound. Public and school librarians historically have used social marketing. For examples, early public library programs, along with developing school libraries, focused on encourage children to read; and citizenship education. In more recent times public libraries have offered English classes to non-native speakers; and child-care education programs for parents who live in poverty or social isolation. School librarians have liked promoted parental environment in existing social programs in neighborhood and communities.

Social marketing strategies used in school library environments are available on numerous websites located in the United States. These websites and pages offer information to teachers, parents, and of course students. Some examples include

For teachers--teaching units:

Life Skills:

StopBullying.gov

Stop Bullying kids' site

NetSmartz. Internet safety

How to Be a Good Sport

Out on a Limb: A Guide to Getting Along

Planet Tolerance. Activities from the Southern Poverty Law Center

Bullies. From PBS Kids

Volunteer: Give and Get Back From PBS Kids

Source: University Elementary School, Bloomington Indiana,

(<https://sites.google.com/site/ueslibrary/home/for-teachers>, n.d.)

Community: Announcement of Community Education Opportunities:

“Providing Lifelong Learning For All Ages: Early Childhood | Preschool | Youth | Adults | Seniors” [series of community-focused educational courses open to the community].

Source: Sartell-St. Stephen Schools, Sartell, Minnesota. Providing Lifelong Learning for All Ages (<http://www.sartell.k12.mn.us/pine-meadow-elementary/media-center>, 2015).

For Students:

Cyber Smart—Digital Citizenship; Grade 10. [On line tutorial about using and staying safe on the Internet, available through the library’s website.

Source: Abington Senior High School Library, Abington, Pennsylvania.

(<http://ahsresearch.wikispaces.com/Cyber+Smart>).

For Parents:

Parents Space. Offers access to sites and information on reading, Internet Safety, and number online library resources.

Source: Herricks Virtual Library Media Center, New Hyde Park, New York.

(<https://sites.google.com/site/herricksvlmc/home>, n.d.).

School libraries have at their core a target audience. These include parents, faculty, staff, and students. The most popular form of social marketing in schools is providing instruction in information skills and critical thinking. These instructions most often directed at a target audience identified by specific age and class groupings. These instructions are carefully coordinated with the overall curriculum structure of the school as well as the needs of a particular class and teacher.

### **A Research-Based Case Study in Social Marketing**

In 2007 my colleague Barbara Immroth and I, conducted a study on school librarians and social marketing (Lukenbill and Immroth). The major objective of this study was to understand the social and professional dynamics that occur when social marketing principles are used to encourage and promote collaboration between school librarians and classroom teachers.

Collaboration has been promoted throughout the history of school librarianship in the United States, but within recent decades it has taken on new importance in concert with the developing role of the school librarians as an effective part of classroom teaching. (Immroth and Lukenbill, 2007; Boyle, 2008). The basic design of our study used graduate students who were enrolled in a practicum course required for state certification as school librarians. These students were already certified teachers and they were at the end of their studies for the master's degree.

The design also included focus groups of teachers selected from elementary, junior high (middle school), and high school. Members of the focus groups were asked a series of questions regarding collaboration with school librarians. The focus groups were not selected from schools where the school practicum students were assigned. Invitations to join the focus groups were made by school selected school librarians to teachers in the respective schools.

The practicum students were given instructions concerning the major aspects of social marketing and asked to participate in a social marketing campaign at the school. They were instructed to follow the major principles of social marketing (Attention, Interest, Desire, and Action) and to select from applications one teacher in their school to become involved with them in a collaborative teaching project.

Because gaining attention was the first step in social marketing, students were instructed to design attractive leaflets for distribution to their faculty, explain the project and asking for volunteers. Teacher-participants were allotted \$100 each to purchase materials in their subject area for the library.

The collaborative units were not only to involve classroom subject areas, but to integrate information skill into the instructions. As a part of this collaboration, the student-librarians were provided instructions on how to unobtrusively observe, and take notes for a field journal. Final evaluation was based each project involved assessments from both the teacher and the student-librarian. A case study format was developed for each project, followed by qualitative synthesizing of information from all cases to determine major social and professional dynamics that occurred.

### **Major Findings: The AIDA Model**

Traditional means of gaining *Attention* such as leaflets, brochures distributed to faculty were not effective. The two most effective means were email messages and personal contacts initiated by the building librarian. The \$100 incentive apparently had little effect on promoting collaboration. We concluded from these data that the communication environment in which the collaboration occurs must be taken into account and that in school situations personal contacts might serve the *Attention* aspects of social marketing much better.

Teachers showed little *Interest* in the project. They cited time constraints, such as state-mandated test preparations. The data also suggested that interest does not come automatically, and that interest in collaboration is social process that requires gradual development. Our data strongly implies that the librarian must take initial responsibility for this.

The *Desire* and *Action* results this model was negative as reflected in the above data. For example, only one teacher responded directly to the advertisements. Although all student-librarians did find teachers willing to collaborate, these mostly came after the school librarian intervened and asked teachers whom they trusted to work with the student-librarians.

In terms of collaboration, this study reflected findings in a landmark study by Mettessich and Monsey (1992). The most effective predictors of collaboration included “shared interests, mutual trust, flexibility, adaptability and clear roles and policies” (Mettessich, and Monsey, 1992). In this particular case, predictors indicated that teacher and librarian shared goals, purposes, that leadership of the school librarian was important, and that confidence in the collaborating librarian (e.g., the student-librarian was essential. Underlying results of the collaboration from the teachers indicated appreciation for learning about new information resources and feelings of professional contributions.

The focus groups, although highly selective reinforced much of these ideas. The focus groups as a whole were supportive of collaboration. They noted that although they would initiate a collaboration project with a librarian, they would appreciate the school librarian communicating in various ways how they are willing to collaborate with teachers, setting collaboration boundaries (e.g., time, scheduling, and responsibilities for instruction designs and presentations).

### **Learning from these Case Studies**

School Library Collaboration and Social Marketing show that when social marketing concepts are introduced into a school environment they must conform to traditional forms of communication within the individual school environment. Social marketing ideas must have clear and appeal to faculty in terms of their teaching responsibilities and time. A social marketing are most likely to succeed in schools where there is a trust between teachers and their librarian; and a clear understanding by both teachers and librarians of the boundaries that affect collaboration.

### **How to Prepare for a Social Marketing Campaign**

When social marketing is used in school librarianship, we need not reinvent the wheel. Other professions such as public health offer us a great deal of guidance for adaption. These following suggestions are based on course design “CDCynergy: Social Marketing Edition” developed and promoted by the United States Centers for Disease Control (CDC) (CDCynergy: Social Marketing Edition).

The elements in the CDC design are based on traditional learning and instruction theories and approaches. Following are CDC’s guidelines:

- Learn basic social marketing concepts and vocabulary.
- Understand when and why one should use social marketing in school library settings. It is important to understand that one of the main principles of social marketing is to change attitudes and behaviors for the larger social good.
- Appreciate the difference between social marketing and commercial marketing. Commercial marketing is profit-driven while social marketing is designed to bring about social change for the betterment of society.

- Understand the meaning of audience within the context of social marketing. The term Audience Orientation is directed at knowing and understanding the large audience. The Target Audience is a selected part of the larger audience whose behaviors and attitudes might be improved through social marketing interventions. For example, we know the demographic makeup of our committee and we know that parts of this demographical population are not users of children’s services available to them within their home environments. How can we best target this market to change in positive ways their attitude and behavior of care-givers toward children services?
- Understand and not shy away from the major concept that social marketing is designed to influencing and change behaviors. In doing this, teacher-librarians take on some of the roles of social activists. Perhaps we know that low-income mothers do not participate in children’s story hours offered by the school and/or public library. What intervention techniques might move these mothers as a cohort to increase their participation by attending and bring their children with them to story hour at least two times a month? A review the AISA model discussed previously will help us better understand the integrating effects of intervention in bring about changes in behaviors.
- Appreciate the concept of “exchange” in social marketing. Exchange is widely used in commerce as well as social life. It simply means that we weight the cost of buying a product or considering the cost of participating in an activity. What will the cost be as well as the benefits for mothers bringing their children two time a month to story hour at the public or school library (cost of time away from work or home, transportation compared to the overall, but often intangible benefits that story hour has for their children).
- Recognize exchange values. These values include the product that one offers to the target market (free story hour); the price that the audience must pay (attending the story house), the place (it is convenience in terms of transportation, safety); and promotion-- how will the information about the story hour and its benefits be distributed (message content and descriptions, materials, channels, and staff activities).

Another important aspect of social marketing is the planning processes that are involved.

Plan carefully:

- Based on data at hand, recognize existing problems and issue;
- Identify the target market and its segments;
- Decide specific change strategies to use in promoting positive behaviors and attitudes through intervention;
- Design the product to be promoted that ensures acceptance;
- Evaluate the effectiveness of the plan and it delivery.

Learn more about audience analysis, or “mapping.” Consider audience mapping (community analysis) and its implementations.

### **Venues for Management Instruction**

Social marketing instruction for teacher-librarians is applicable to a variety of instructional models. These include:

- Short introductory units in management, library-type, and entrepreneurial courses and workshops offered in workshop environments;

- Fully developed courses and/or seminars based on theoretical concepts of marketing in schools and colleges of library and information studies;
- Independent study and/or research;
- Online instruction using existing programs such from CDC. A word of caution: Staff members and students may have difficulty learning from a discipline of which they are not familiar. Instructors within these venues may wish to help students adapt information from these programs to their professional interests by providing guides and/or questions. For example, the CDC program asks students to identify problems and issues in health care delivery. This can easily be adapted by teacher-librarians to identifying problems and issues in their own professional areas.
- In formal education settings, practicums and internships allow for “hand-one” experiences with social marketing. Schools often require field-work experiences prior to graduation and a social marketing experience can be beneficial to both students and agencies that that work with him. Staffs can often develop their own “coaching” approaches in cooperation with other staff members.

### **Recommendations for Research.**

Based on our research as well as other studies, research ideas and projects seem abundant. Often research projects relate directly to instruction and the improvement of educational models. These include:

- *Process Skills.* The processes involved in planning a social marketing strategy are paramount to successful campaigns. Just what skills are needed to successfully undertake social marketing? What process skills are needed within the environmental constructs as well as individuals who work within those constructs? What methodologies available to research can help determine those process skills? How appropriate will field work, focus groups, surveys, and case studies be? The case studies above highlight the need to know the history of the target audience, possible limitations and strategies necessary to overcome these impediments.
- *Analyzing the Social Market and Procedures for Target Market Selection.* Clear understanding of the environment of the audience and target audience for social marketing is fundamental. This is much akin to community analysis that libraries and information agencies have had experience. Kolter and Lee (2008) suggest that mapping both the internal and external environment is a useful technique. Mapping techniques are extensive. Mapping involves research, setting objective and actions, and determining devices for the market campaign (Social Media Marketing, n.d.).

Mapping also aids in deterring the target audience in that mapping gathers intelligence on the audience and their behaviors. Mapping also helps to narrow the target audience into segments and in profiling those segments more precisely.

Mapping research is likewise important because new technologies have open up a variety of means to reach a target audience. As we saw with Case 3, (the school social marketing situation), email was a useful contact method as was relying on personal contacts. Will other methods such as blogs, microblogging, social networking, multimedia sharing, and social bookmarking work? Research is needed to understand what situations in which these will work and/or not work? Budgeting is also a part of mapping. Research is needed to determine cost and available resources for mapping.

Can existing staffs be trained to conduct the mapping or will outside, fee-based consultants be needed (Social Media Marketing, n.d.)?

- *Crafting Promotion Strategies.* Library and information agencies will benefit from a variety of issues involving social marketing: In addition to those already discussed, these include research such as:
  - Setting objectives and goals. What background data do we have to guide information agencies in setting objectives and goals for a social marketing campaign? Are there historical records and experiments that will help us in this task?
  - Procedures for selecting target audiences
  - Staff training understanding in the principles and techniques of social marketing, including procedures for helping staff deepen their understanding of the target market
  - Creating platforms for social marketing. Among other elements this can include what products and services will be served best served by social marketing? What incentives are necessary; what are the disincentives found within the target market that both promote and discourage acquiring the services or product? This often referred to a pricing cost. (Social Media Marketing, n.d.). For example, Case 3 indicated that momentary reward in this environment had little influence on acceptance.
  - Message design and computer architecture. Social marketing requires a message designed to attract and sell the product or service. Research that helps us understands how the design of the message and its delivery are needed. This is particularly important because of the variety of target markets that exist in library and information agency environments. For example, designs that work well for public libraries may not do well in a school library. Numerous public libraries have posted social marketing-type messages that are available for research.
  - Communication delivery of the message. As mentioned earlier, research is required to help information agencies determine the most effect means of communicating the message. Will traditional public relations campaigns continue to work with a changing information technology environment?
  - Managing a social market campaign. Like any endeavor, social marketing must be managed based on sound research and management models. Will historical research help us identify successful management models from past experiments? Are existing monitoring and evaluation models useful in social marketing campaigns? If not, can research help us determine new models that apply to the information agencies?
  - What types of bibliographic research are needed? What resources are available to help in social marketing—print, online, paid consultants? What research will help determine the advantages or disadvantages for using for-fee consultants? Are online instructional units available that will fit the needs of non-profit agencies such as library and other information agencies? If not, what types of research are needed to determine the need for such instructional approaches?
  - Others theories to be explored concerning social marketing research. For example social exchange theory is very much relates to how both people and institutions share ideas, materials, knowledge and cooperate in ways to enhance their own productivity. Diffusion and innovation theories need further testing in terms of social marketing. As indicated previously, research in message construction and display of message in

various formats will prove useful. This in turn leads to testing learning and instructional theories as to how people and process instructional information within social marketing contexts (Lukenbill, 2012. pp. 108-138, 339-344; Neuman, 2006).

## Conclusion

Our challenge today is to better refine our practices and research methods and approaches to meet modern demands within school library environments. As defined in this discussion, social marketing in support of school library services and products is one avenue worth better exploration both in practice and in research.

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# Windows on the world with USBBY's outstanding international books

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## **Dr. Mona Kerby**

Professor & Coordinator of the School Librarianship Program  
McDaniel College at [www.mcdaniel.edu](http://www.mcdaniel.edu)  
Graduate and Professional Studies  
2 College Hill  
Westminster, MD, USA 21157-4390  
[rkerby@mcdaniel.edu](mailto:rkerby@mcdaniel.edu)

## **Dr. Brenda Dales**

Miami University  
College of Education, Health & Society  
Department of Teacher Education  
401 McGuffey Hall  
Oxford, OH 45056  
[dalesbl@miamioh.edu](mailto:dalesbl@miamioh.edu)

### **Abstract**

*This paper explains the purpose of the Outstanding International Books (OIB) Committee of the United States Board on Books for Young People (USBYY), the available resources on the USBYY OIB site ([http://www.usbby.org/list\\_oibl.html](http://www.usbby.org/list_oibl.html)), and highlights selected titles from the 2015 list. Celebrating its tenth anniversary, the OIB Lists have represented some of the most outstanding international books published, providing a range of titles appropriate for children from birth to 18 years of age. Titles were first published in another country and language before being distributed in English throughout the U.S. Some of the countries where these books originated include Australia, France, India, Italy, Mexico, the Netherlands, New Zealand, Sweden, and the United Kingdom. The paper includes an annotated bibliography of the 2015 OIB Book list for librarians who wish to have a selection aid when purchasing books for their school libraries.*

**Keywords:** Children's literature, Young Adult literature; International literature, Multicultural literature, Collection development

### **Introduction**

Books unite us, expand our horizons, help us understand differences and similarities, and can guide us to enhanced empathy for others. In helping us to understand others, books also help us to understand ourselves. According to Wolk (2009), quality literature can offer young people opportunities to "humanize other countries and cultures . . . and connect across

oceans” (p. 669). International books can do all of these things, and often extend the depth of concepts, ideas, and connections across boundaries and oceans by opening windows on the world.

An international book, according to the United States Board on Books for Young People (USBBY), is “a book published or distributed in the United States that originated or was first published in a country other than the U.S.” (USBBY, n.d.). In the United States, many of the publishers that are familiar to us, such as Scholastic, HarperCollins, Macmillan, and others, purchase rights from publishers from various countries around the world and include international books on their lists. Additionally, publishers such as Groundwood in Canada, and Tara in India, distribute books for young people in the United States and to other countries and areas of the world such as the United Kingdom, Ireland, Europe, and Canada.

The first Outstanding International Books (OIB) list was published in 2006. Here we highlight the 2015 list, which is the 10<sup>th</sup> annual list, honoring books published, distributed, or released in the U.S. in 2014.

On this current 2015 list are 42 books selected from over 375 books submitted by publishers to the OIB committee. Of these 42 titles, 11 are recommended for U.S. grades pre-school through grade 2 (which equates to the very youngest child to children age 7); 14 books for grades 3 to 5 (ages 8-10); 11 books for grades 6-8 (ages 11-14); and 6 books for grades 9-12 (ages 15-18). These age/grade levels are suggestions and are intended only as broad guidelines. The titles include picture storybooks, wordless books, informational books, graphic novels, poetry, folktales, and fiction (novels). The books originated in countries such as Sweden, Canada, The Netherlands, India, the UK, France, Italy, Germany, Mexico, Belgium, and Australia. All of the books are in English, either having been originally written in English, or they were translated into English.

### **International Books in the United States**

International books have historically been available to U.S. children. Children’s literature scholar Leonard Marcus (2010) states that during the early 1900s, U.S. public libraries “stocked picture books imported not only from Mother England but also from France, Germany, Sweden, Russia, and Czechoslovakia” (p. 43). He reasons that library holdings included these imported books “as a service to their immigrant populations but also to give native-born children their first window onto ‘other lands’ (p. 43). After World War II, Marcus explains that “an upsurge in enthusiasm for American editions of foreign picture books accompanied the founding of the Zurich-based International Board on Books for Young People (IBBY) and Munich’s International Youth Library, two institutions aimed at promoting global understanding through children’s books” (Marcus, 2010, p. 46). At this time, national sections of IBBY were established in many countries around the world. In the 1960s, the U.S. established its section of IBBY, known as USBBY, and the annual OIB list has become one of the premier projects of USBBY.

### **Selection Criteria**

USBBY has established criteria for international books to be considered “outstanding.” These criteria (which can also be found on the USBBY website) include:

- Books that represent the best of children’s literature from other countries

- Books that introduce readers in the United States to outstanding authors and illustrators from other countries
- Books that help children in the U.S. see the world from other points of view
- Books that provide a perspective or address a topic otherwise missing from children’s literature in the U.S.
- Books that exhibit a distinct cultural flavor
- Books that are accessible to readers in the U.S.

Additionally, criteria for evaluating the content and presentation of international books include:

- Artistic and literary merit
- Originality or creativity of approach
- Distinctiveness of topic
- Uniqueness of origin
- Qualities that engage and appeal to children (USBBY, n.d.)

Not every book selected for the OIB lists meets every criterion. However, members of the OIB committees use these criteria when examining and discussing the books for the final selections.

### **Worldwide importance of USBBY outstanding international books**

While the books on the OIB lists are selected to emphasize international literature for young people in the U.S., there are compelling rationales for using these books globally. The books provide multiple ways of presenting readers with windows on the world, regardless of where in the world the readers and the windows may be. Some of the reasons the OIB lists have world-wide relevance is they can present: perspectives for understanding the world; views of life within cultures; unique topics; universal human emotions; exceptional artistic styles; and opportunities for enhanced English language study. Furthermore, the lists include books created by internationally known and/or award-winning authors and illustrators.

A selection of books from the 2015 USBBY OIB list exemplify these concepts. Original countries of publication are included in parentheses.

- *OIB books can present perspectives for understanding the world*
  - *Norman, Speak!* by Caroline Adderson and illustrated by Qin Leng (Canada) tells the story of a dog named Norman adopted from an animal shelter. His new family believes he isn’t smart because he doesn’t seem to understand or learn commands. Yet when a man in the park who is speaking Chinese calls his dog, Norman responds too! What is the solution for Norman’s family? Learn Chinese, of course, so they can communicate with their quite intelligent dog.
  - Rather than merely stating statistical ideas and concepts about the world, David J. Smith presents world concepts in child-friendly ratios, in *If . . . : A Mind-Bending New Way of Looking at Big Ideas and Numbers*, illustrated by Steve Adams (Canada). Each double-page spread begins with “If,” such as “If the history of the last 3000 years were condensed into one month . . .” (Smith, n.p., 2014), which is followed by a calendar depicting significant events on certain days, such as when the Great Wall of China was built, (8<sup>th</sup> day), and when the dodo bird went extinct (27<sup>th</sup> day). Other

ratios represent the world's wealth, the planets, food produced in the world, and additional concepts made manageable and thoughtfully illustrated.

- In *The Story of Buildings: From the Pyramids to the Sydney Opera House and Beyond*, author David Dillon and illustrator Stephen Biesty (UK) explore world history through a fascinating examination of famous buildings and their architectural styles. Just a few of the buildings included are the Taj Mahal in India, the Forbidden City in China, Notre Dame in France, and the city of Saint Petersburg in Russia.
- *OIB books can present views of life within cultures*
  - In *Not My Girl*, co-written by Christy Jordan-Fenton and Margaret Pokiak-Fenton, and illustrated by Gabrielle Grimard (Canada), we learn of a young girl's dilemma after coming home from her residential school and no longer feeling comfortable with her family in the Inuvik Region of the Northwest Territories in Canada.
  - *Migrant*, by José Manuel Mateo and illustrated by Javier Martínez Pedro (Mexico), is printed in the style of a pre-Hispanic codex (accordion format), with text on the left side of the page and a continuous black-and-white illustration on the right. One side is in Spanish and the other in English. It tells the story of a young boy whose father leaves their Mexican village, and soon after, the boy and his mother take a dangerous journey to the United States.
  - *Dreaming In Indian*, edited by Lisa Charleyboy and Mary Beth Leatherdale (Canada) contains essays, poems, songs, and other formats and artwork by young adults and others from Aboriginal, Inuit, and other Native peoples in North America. The youth confront racism, identity issues, and their heritages.
- *OIB books present unique topics*
  - *Before After*, by Anne-Margot Ramstein and Matthias Aréqui (UK, and previously in France), is a wordless book presenting pairs of images that connect sequentially. A slingshot is followed by a broken window, a stalk of wheat is followed by a loaf of bread, a pigeon is followed by an air-mail letter—and these are just a few of the clean and colorful images in this 176-page book.
  - A unique graphic novel format, *Marx: An Illustrated Biography* by Corinne Maier and illustrated by Anne Simon (UK, originally from France), captures how this philosopher, writer, and influential socialist was also a fallible human being.
  - Set in London during World War I, a young boy, Alfie, worries that his soldier father has been killed after his letters stop arriving. When Alfie accidentally discovers that his father is in a London hospital, he sets out find him, only to discover that his shell-shocked father no longer recognizes him. *Stay Where You Are & Then Leave* by John Boyne (UK) describes the people left behind in war.

- *OIB books may present universal human emotions*
  - In *Hana Hashimoto, Sixth Violin*, by Chieri Uegaki and illustrated by Qin Leng (Canada), Hana demonstrates confidence and a willingness to do her best. Young Hana’s brothers laughed at her when she signed up to play her violin in the talent show. At the show, Hana compared the screeches from her violin to the sounds from a crow, her neighbor’s cat, rain on an umbrella, and other sounds. Back at home, her brothers requested an encore.
  - *The Lion and the Bird* (Canada), written and illustrated by Marianne Dubuc and translated by Claudia Bedrick, is a picture storybook with minimal text featuring a Lion who finds an injured bird, cares for the bird over the winter, and when spring arrives, the bird takes flight. Lion is sad during summer without his friend, but fortunately, there is more to the story of this friendship.
  - Zeina Abirached, born in Lebanon in 1981 during the Lebanese Civil War, presents events from her childhood in the graphic novel *I Remember Beirut* (France), translated by Edward Gauvin. Abirached’s insight gives a look at the resilience of the human spirit.
- *OIB books may present unique artistic styles*
  - *Princesse Camcam*, creator of *Fox’s Garden* (France), used layered paper and created shadow box scenes to add depth to this wordless story of a fox who seeks shelter but is turned away by humans, until she meets a young boy who extends kindness.
  - *Anna’s Heaven* (Norway), written and illustrated by Stian Hole and translated by Don Bartlett, is the conversation between a daughter and her father as they prepare to attend the mother’s funeral, and the daughter imagines what heaven is like. Hole’s surreal and fanciful images, with detail and color, plus unique surprises such as an image of Elvis Presley, are a playground for the eyes and brain.
  - On a train trip, author/illustrator Amrita Das sees two poor girls, one with a disability who is selling fruit from a cart. Using detailed art in the Mithila folk art style of traditional designs from India, Das ponders life and how one must “take what we have, go our own ways and try to make the most of it” (Das, 2014, n.p.) in *Hope Is A Girl Selling Fruit* (India).
- *OIB books offer opportunities for English language study*

English language learners can benefit from the OIB books since all were written in English or translated into English. Some readers will have background knowledge of the settings and locations of certain books, which contributes to comprehension. And, the titles that have been translated into English offer opportunity for readers to compare issues of translation between the original language and the English version. A few suggested titles include:

  - *A Pond Full of Ink*, a book of poetry by Annie M. G. Schmidt and illustrated by Sieb Posthuma, was originally written in Dutch, and was translated into English by David Colmer (The Netherlands). The poems are brief stories, and comparing the original Dutch version –*Een vijver vol inkt*—to the English translation would add to

understandings of word meanings as well as critical thinking about David Colmer's word and grammar choices.

- Originally written in German, a mouse named Lindbergh escapes predatory owls in Germany by creating a flying machine, in *Lindbergh: The Tale of a Flying Mouse*, by Torben Kuhlmann and translated by Suzanne Levesque (Germany).
- The novel *I Love I Hate I Miss My Sister*, by Amélie Sarn (France) was translated from French to English by Y. Maudet. Two sisters in a Muslim family living in France are opposites. Sohane, more conservative than her outgoing and fashion-minded younger sister, reflects on their relationship after her sister meets tragedy.
- *Many books, authors, and illustrators of OIB books have received worldwide acclaim*  
The OIB lists represent some of the best books in the world for children and young adults. The 2015 list is sprinkled with award-winning authors and illustrators, and many of the titles have received additional honors and awards. Here are a few of the most significant honors and awards for books, authors, illustrators, and even a publisher:
  - *Before After*, by Anne-Margot Ramstein and Matthias Arégui was originally published as *Avant Après* by Albin Michel Jeunesse in 2013. *Avant Après* received the BolognaRagazzi Award for Non Fiction at the Bologna Book Fair in Bologna, Italy, on March 30, 2015.
  - Chris Haughton, author/illustrator of *Shh! We Have a Plan*, received the 2015 Ezra Jack Keats Book Award for New Illustrator in the U.S., and the book has received numerous additional awards including the Book Award in the Specsavers Children's Book of the Year, Junior category.
  - Chieri Uegaki, author of *Hana Hashimoto, Sixth Violin*, received the 2015 Ezra Jack Keats Books Award for New Author in the U.S. Qin Leng, illustrator of this book, was nominated for a Governor General's Literary Award for illustration in Canada.
  - Marianne Dubuc, the author/illustrator of **Le Lion et l'oiseau, or *The Lion and the Bird***, received Canada's 2014 Governor General's Literary Award for illustration. The U.S. publisher, Enchanted Lion, was the North America winner for the Bologna Prize, Best Children's Publisher of the Year, at the 2015 Bologna Book Fair, awarded on March 30, 2015.
  - *Lindbergh: The Tale of a Flying Mouse*, by Torben Kuhlmann (Germany), and *Rules of Summer* (Australia), by Shaun Tan (German edition) have been nominated for the Deutscher Jugendliteratur Preis 2015 (German Youth Literature Prize), in the Picture Book category. The winner will be announced on October 16, 2015.
  - Laura Carlin (illustrator of *The Promise*, by Nicola Davies), William Grill (author/illustrator of *Shackleton's Journey*) and Shaun Tan (author/illustrator of *Rules of Summer*)—at the time of the preparation of this article—were shortlisted for the Kate Greenaway Medal for illustration in the UK. The winner will be announced on June 22, 2015.

- Some of the authors and illustrators of books on the 2015 OIB list are significant because of past awards. Annie M. G. Schmidt (*A Pond Full of Ink*) received the IBBY Hans Christian Anderson Award for Writing in 1988. Shaun Tan (*Summer Rules*) received the Astrid Lindgren Memorial Award in 2011. Laura Carlin, illustrator of *The Promise*, has twice received the Quentin Blake Award. Jan Pieńkowski (illustrator of *The Glass Mountain: Tales from Poland*) was awarded the Kate Greenaway Medal in 1971 and 1979. In 2009, author/illustrator Stian Hole (*Anna's Heaven*) received the Nordic Children's Book Prize.

### **Tools for using USBBY outstanding international books**

To facilitate the use of all of the OIB lists from 2006 to the current list, members of USBBY have created convenient and valuable resources. These resources are available for viewing or downloading from the USBBY website (<http://www.usbby.org/HomePage.asp>), specifically on the OIB page at [http://www.usbby.org/list\\_oibl.html](http://www.usbby.org/list_oibl.html). The resources include:

- **Bookmarks:** The books selected for each year's list are presented on a bookmark. Bibliographic information for the books and countries of origin are included.
- **Journal articles:** The highly respected *School Library Journal* annually publishes an article (typically in the February issue) with an introduction to the list, and with complete bibliographic information and annotations for the books. Links to the articles are found on the USBBY OIB site.
- **PowerPoint Presentations:** Beginning with the 2009 list, a PowerPoint presentation for each year is available, with images of book covers and bibliographic information. Background information, such as selection criteria, is also included.
- **Maps:** Beginning with the 2012 list, a map of the world for each list, with book titles and pins placing the books in their countries of origin, is accessible.

### **Worldwide windows with OIB books**

Books are windows on the world, and it just depends which window you choose as to how you see the world. We advocate you choose many windows for young people, in order to give them as many views as possible. USBBY Outstanding International Books are one way to do that.

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- Smith, D. J. (2014). *If . . . : A mind-bending new way of looking at big ideas and numbers*. Toronto, Canada: Kids Can Press.

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### **2015 USBBY Outstanding International Books List**

*Books are categorized by U.S. grade level recommendations. Bibliographic information is for U.S. editions, with the country of origin in parentheses.*

#### **Grades PreKindergarten - 2**

Arnaldo, M. (2014). *Arto's big move*. Toronto: Owlkids. (Canada)

Camcam, P. (2014). *Fox's garden*. Brooklyn, NY: Enchanted Lion. (France)

Davies, N. (2014). *The promise*. (L. Carlin, Illus.). Somerville, MA: Candlewick. (UK)

Dubuc, M. (2014). *The lion and the bird*. (C. Z. Bedrick, Trans.). Brooklyn, NY: Enchanted Lion. (Canada)

Houghton, C. (2014). *Shh! We have a plan*. Somerville, MA: Candlewick. (UK)

Kalluk, C. (2014). *Sweetest Kulu*. (A. Neonakis, Illus.). Toronto: Inhabit Media. (Canada)

Lagercrantz, R. (2014). *My heart is laughing*. (E. Eriksson, Illus.). (J. Marshall, Trans.). Wellington, New Zealand: Gecko Press. (Sweden)

Luxbacher, I. (2014). *Mr. Frank*. Toronto: Groundwood. (Canada)

Uegaki, C. (2014). *Hana Hashimoto, sixth violin*. (Q. Leng, Illus.). Toronto: Kids Can Press. (Canada)

Vallat, C. (2014). *Celia*. (S. Augusseau, Illus.). White Plains, NY: Peter Pauper Press. (Belgium)

van Hout, M. (2014). *Surprise*. New York: Lemniscaat USA. (The Netherlands)

#### **Grades 3 - 5**

Adderson, C. (2014). *Norman, speak!* (Q. Leng, Illus.). Toronto: Groundwood. (Canada)

Cole, T. C. (2014). *Wall*. Somerville, MA: Candlewick. (UK)

Grill, W. (2014). *Shackleton's journey*. London: Nobrow. (UK)

Hole, S. (2014). *Anna's heaven*. (D. Bartlett, Trans.). Grand Rapids, MI: Eerdmans. (Norway)

- Jordan-Fenton, C. & Pokiak-Fenton, M. (2014). *Not my girl*. (G. Grimard, Illus.). Toronto: Annick. (Canada)
- Kuhlmann, T. (2014). *Lindbergh: The tale of a flying mouse*. (S. Levesque, Trans.). New York: NorthSouth. (Germany)
- Landmann, B. (2014). *In search of the little prince: The story of Antoine de Saint-Exupéry*. Grand Rapids, MI: Eerdmans. (Italy)
- Millard, G. (2014). *Once a shepherd*. (P. Lesnie, Illus.). Somerville, MA: Candlewick. (Australia)
- Schmidt, A. M. G. (2014). *A pond full of ink*. (S. Posthuma, Illus.). (D. Colmer, Trans.). Grand Rapids, MI: Eerdmans. (The Netherlands)
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- Tan, S. (2014). *Rules of summer*. New York: Scholastic. (Australia)
- van Leeuwen, J. (2014). *The day my father became a bush*. (B. Nagelkerke, Trans.). Wellington, New Zealand: Gecko Press. (The Netherlands)
- Walser, D. (2014). *The glass mountain: Tales from Poland*. (J. Pieńkowski, Illus.). Somerville, MA: Candlewick. (UK)
- Walters, E. (2014). *Hope springs*. (E. Fernandes, Illus.). Toronto: Tundra Books. (Canada)
- Grades 6-8**
- Abirached, Z. (2014). *I remember Beirut*. (E. Gauvin, Trans.). Minneapolis, MN: Lerner. (France)
- Bassoff, L. & DeLuca, L. (2014). *Lost girl found*. Toronto: Groundwood. (Canada)
- Boyne, J. (2014). *Stay where you are & then leave*. (O. Jeffers, Illus.). New York: Henry Holt. (UK)
- Das, A. (2014). *Hope is a girl selling fruit*. (G. Wolf & S. Varadarajan, Trans.). Chennai, India: Tara Books. (India)
- Dillon, P. (2014). *The story of buildings: From the pyramids to the Sydney Opera House*. (S. Biesty, Illus.). Somerville, MA: Candlewick. (UK)
- French, S. (2014). *My cousin's keeper*. Somerville, MA: Candlewick. (Australia)
- Mateo, J. M. (2014). *Migrant: The journey of a Mexican worker*. (J. M. Pedro, Illus.). (E. R. Smith, Trans.). New York: Abrams. (Mexico)

McKay, S. E. (2014). *The end of the line*. Toronto: Annick. (Canada)

Prins, M. & Steenhuis, P. H. (2014). *Hidden like Anne Frank: Fourteen true stories of survival*. (L. Watkinson, Trans.). New York: Scholastic. (The Netherlands)

Ramstein, A-M. & Arégui, M. (2014). *Before after*. Somerville, MA: Candlewick. (UK, originally published in France)

Shyam, B., Wolf, G., & Rao, S. (2014). *The London jungle book*. (B. Shyam, Illus.). Chennai, India: Tara Books. (India)

### **Grades 9-12**

Bass, K. (2014). *Graffiti knight*. Ontario: Pajama Press. (Canada)

Charleyboy, L. & Leatherdale, M. B. (Eds.). (2014). *Dreaming in Indian: Contemporary Native American voices*. Toronto: Annick Press. (Canada)

Maier, C. (2014). *Marx*. (A. Simon, Illus.). London: Nobrow. (UK)

Sarn, A. (2014). *I love I hate I miss my sister*. (Y. Maudet, Trans.). New York: Delacorte. (France)

Shraya, V. (2014). *God loves hair*. (J. Neufeld, Illus.). Vancouver: Arsenal Pulp Press. (Canada)

Zail, S. (2014). *Playing for the commandant*. Somerville, MA: Candlewick. (Australia)

### **Biographical notes**

Mona Kerby, Ph.D., is Professor and Coordinator of the Graduate School Librarianship Program at McDaniel College, Maryland, USA and is a current member of the USBBY OIB Committee. (See <http://www.mcdanielschoollibrarianship.com>) She has been a kindergarten teacher, an elementary school librarian, and she writes books for children. Her latest book, OWNEY, THE MAIL POUCH POOCH, won several U.S. state awards.

Brenda Dales, Ph.D., is a Lecturer at Miami University in Oxford, Ohio, USA. She teaches children's and young adult literature to undergraduate and graduate students in the teacher preparation program. Her main research interest is international literature for young people. She has served both as a school librarian and as a district level school library coordinator. She is a former Chair of the OIB Committee for USBBY and a current member of the American Library Association's Notable Children's Books committee.

# Collaborative leadership in school library learning commons: new Canadian standards and new possibilities

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**Anita Brooks Kirkland**

Consultant, Libraries & Learning

[anitabk@bythebrooks.ca](mailto:anitabk@bythebrooks.ca)

[www.bythebrooks.ca](http://www.bythebrooks.ca)

**Carol Koechlin**

Scarborough, Ontario,

Canada

## **Abstract**

*We have a brand new school library standards document in Canada to assist schools with transitioning to futures oriented teaching and learning. Leading Learning: Standards of Practice for School Library Learning Commons in Canada was officially released to the world in June 2014 and is now finding its way into strategic planning around the country. The publication of Leading Learning is an event of true historic significance. As the document says, "Learners have a right to expect good school libraries in every school in Canada." Standards can indeed help measure practice, but Leading Learning does much more. By focusing on the needs of the learner, Leading Learning provides a framework for growth. Every school, no matter the status of its library program, can find itself in this framework and decide on tangible steps for improvement. The development of Leading Learning brought together input from every province and territory in the country, and successfully developed standards for growth that are meaningful within this very disparate context. This is a remarkable achievement.*

**Keywords:** Collaborative leadership, Learning commons, Standards, Canada

## **Vision Meets Reality**

The release of *Leading Learning* could not have been more timely. While learning commons thinking has captured the imagination of educators across the country, the reality is that its implementation remains somewhat elusive. Seminal and visionary documents such as the Ontario School Library Association's *Together for Learning: School Libraries and the Emergence of the Learning Commons* (2010) have inspired a wave of innovation, action research, and deeper professional learning; this is within a highly fragmented policy landscape across the country. Policy-makers in jurisdictions with library programs compromised by years of funding cuts need to understand the vision, but they also need to know that it is not out of reach.

While some education authorities have gone so far as to formulate policy about school library learning commons (i.e., Alberta Education, n.d., *Learning Commons/School Libraries*) and certainly the larger goals of education in Canadian schools focus on shifts in learning culture (Fullan, 2013); at the time of this project few provinces acknowledged the potential for leveraging the new school library learning commons for school success.

Shifts in education driven by global realities open up opportunities for school libraries to play a significant role in school improvement through the learning commons transformation. This capacity is growing in some schools across Canada and the standards will help all schools advance. The role and potential of the school library learning commons is rarely covered in teacher pre-service programs or principal preparation training. There are few universities in Canada offering education degrees that have school library related research capabilities. This situation has been documented in a research report *The crisis in school libraries in Canada* (Haycock, 2003). Over twenty years of research shows that student achievement and literacy scores advance where professionally staffed and resourced school libraries are thriving. *School libraries make a difference in student achievement* (International Association of School Librarianship, 2008). (CLA, 2014)

### **From Measuring Outputs to Measuring Outcomes and Impact**

The whole notion of standards for Canada's school libraries has been transformed with this document. It is not the first set of standards published by the Canadian Library Association. *Achieving Information Literacy: Standards for School Libraries in Canada* was published in 2003 and updated in 2006. A landmark document in its time, *Achieving Information Literacy* provided measures for collections, budgets, staffing, facilities, etc., and included associated rubrics that have been useful in assessing these concrete aspects of school libraries. The publication of *Achieving Information Literacy* was an accomplishment in school library advocacy at the time, providing standards to which school library champions could point in their efforts to mitigate against the emerging trend in K-12 education towards marginalization of the program.

Problems with the kinds of output measures that *Achieving Information Literacy* represented have gradually emerged. A large body of international research into the efficacy of school library programs demonstrates that while collections, hours of operation, facilities etc. do influence the quality of the library, the impact of school library programs on student success is derived from the actions of the teacher-librarian. After all, a great collection alone does not mean that learning is taking place. Teacher-librarians who teach information literacy skills, collaboratively plan with their teaching colleagues and facilitate professional learning have a direct impact on student success (LRS, 2013). New Canadian research also corroborated these findings, as summarized by the Ontario Library Association (OLA, 2015). Assessment practices in education were in a period of radical change. Research and practice in education demanded that clearer connections be made between actual instructional practices and student achievement (Marzano, 2003). Dr. Ross Todd was imploring practitioners to use evidence-based practice to gather information on the school library program's impact on student learning (Todd, 2008). Certainly his call to action, "If school librarians can't prove

they make a difference, they may cease to exist” had a profound and rather jolting impact on school library leaders in Canada, and thus were planted the seeds for a shift in focus.

Add to this shift the realities of school libraries in Canada. Education is a provincial jurisdiction, which means that there are ten provincial education systems, plus the schools administered by the federal government in Canada’s three territories, Yukon, Nunavut and the Northwest Territories. The place of the library in schools has always varied from jurisdiction to jurisdiction, and of course the general decline in funding has fragmented the situation even further.

### **Standards as a Framework for Growth**

The importance of establishing new national standards in this context was very clear, however many challenges remained in getting there. Reorganization of the Canadian Library Association which dissolved the divisions meant that there was no national body to lead the process. The broad range of program and staffing models across the country and even within single jurisdictions made it seemingly impossible to set standards that everyone could identify with and use.

The challenge was huge. How could we express standards in today’s evolving educational context? How do we deal with the broad range of understandings of the school library across the country, and even within provincial jurisdictions? How do we use the standards to unite rather than divide in this context?

The answers to these questions emerged from a series of research symposia, Treasure Mountain Canada (TMC). Modeled on Dr. David Loertscher’s Treasure Mountain symposia in the United States, and with Dr. Loertscher’s support, Canadian school library leaders have organized three TMC symposia so far, in 2010, 2012 and 2014. Part of the TMC objectives was to collaboratively move forward to reinvent school libraries and ignite interest from the education community in the potential of the learning commons model. Planning for new standards emerged from the 2012 symposium. *Voices for School Libraries*, an informal network of the CLA, along with the CLA’s School Library Issues Advisory Committee helped organize committees from every province and territory. This was an extraordinary process, with local input from educators and education leaders, teacher-librarians and other school library practitioners, parents and community members, often organized by local school library or teachers’ associations. Online collaboration was essential in this process, especially considering Canada’s vast geography. The online collaborative space remains available (*Voices for School Libraries*, n.d.) and provides a window into this process. The project focus group and national steering committee worked to refine themes, address concerns and build consensus.

The *Leading Learning* project builds on several important precedents of collaboration, with a history of important guidelines and resources for school libraries. As early as 1982 Canada was receiving international attention with the publication of *Partners in Action: The Library Resource Centre in the School Curriculum* by the Ontario Ministry of Education (1982). The document set partnership and collaboration as foundations of resource-based learning. More recently *Together for Learning: School Libraries and the Emergence of the Learning Commons* was published by the Ontario School Library Association (2010), with funding and support from the Ministry of Education. Envisioned as a living document, the *Together for*

*Leading Learning* project continues to collect ideas for implementation, shared on its website. Important projects have emerged from other jurisdictions, most notably the British Columbia Teacher-Librarians' Association's *Points of Inquiry: Inquiry-based Learning for Classroom and School Libraries* (2011), and the Saskatchewan School Library Association's *Teacher-librarians Constructing Understanding through Inquiry* (n.d.), better known as the Inquiry Project, which was created in collaboration with the Saskatchewan Teachers Federation and the Saskatchewan Ministry of Education. *Leading Learning* also draws on exemplars from other jurisdictions, particularly the American Association of School Librarians' *Standards for the 21<sup>st</sup> Century Learner* (2007) and associated publications.

There is no question that Canada's community of teacher-librarians has taken considerable inspiration from the work of Dr. David Loertscher and Carol Koechlin, writing coordinator for the *Leading Learning* project and co-author of this paper. Their vision for conceptualizing the school library program as the catalyst for transforming learning for the 21st century inspired *Together for Learning* and other landmark documents, and has captured the imagination of the wider education community.

Thus, we have proposed that the learning commons serve a unique purpose in the school as a bridge between educational philosophy being practiced and the real world. As such, the learning commons serves school curriculum but also is known as a place for experimenting, playing, making, doing, thinking, collaborating, and growing. For example, it may be the only place in the school where the networks are open; it may be the place where clients are experimenting with the latest 3-D printer; it may be the virtual hub of school activities. Although the learning commons will look and feel different in every school, it must be the center of inquiry, digital citizenship, project-based learning, collaborative intelligence, advanced literacy as well as the center of creating, performing, and sharing. It will sometimes take on a role as "third space," neither home nor school. It is the place young people love—their space. (Loertscher & Koechlin, 2014)

As a standards document, *Leading Learning* sets itself apart. The strong conviction that emerged from the massive collaborative process was that an arbitrary and inflexible set of standards, no matter if they were based on the latest thinking and best research, would not be useful in the Canadian context. Expectations of seemingly unattainable program and staffing models would disenfranchise many dedicated people who were nevertheless devoted library employees or volunteers. Standards that did not acknowledge and build on the compelling international research that indicates that the value of the school library is derived from the teacher-librarian (LRC, 2013) would, on the other hand, disenfranchise this dedicated profession and defeat the overall purpose.

Rather than setting an arbitrary assessment rubric, then, *Leading Learning* focuses on growth and a culture of learning and continuous improvement. The standards themselves are expressions of the core actions that effective school library learning commons programs take to have an impact on student learning. Progress in achieving effectiveness for each standard is expressed in terms of growth. The growth indicators help schools to identify strengths and areas of need, and steps that they can take to address those needs. Every school can find its place, and be empowered to move forward.

Evaluation of practice is an essential aspect of implementing the new Standards of Practice for School Libraries in Canada. School libraries and school librarians are rarely evaluated in a consistent and systematic way, but evaluations help to ensure that the library's programs and services are 'relentlessly focused on learning.' Evaluations can indicate the extent to which students and teachers perceive that they benefit from those programs and services, but they can also help to shape those programs and services and enhance the understanding of and commitment to those programs and services for both library staff and library users. Evaluations can enhance both accountability and transformation, addressing decision-making or problem solving concerns (accountability) and also influencing people's thinking about and developing support for the school library (transformation). (Oberg, 2014)

The document models formative assessment, and the indicators are expressed as impacts on learning, not as arbitrary outputs that are not expressly connected to student learning.

### **Overview of Standards**

The learning commons concepts for school libraries have roots in many districts in Canada and this approach to reinvention is cast in the document as a solution for developing a new culture of learning and leading us into designing for the future.

A learning commons is a whole school approach to building a participatory learning community. The library learning commons is the physical and virtual collaborative learning hub of the school. It is designed to engineer and drive future-oriented learning and teaching throughout the entire school. Inquiry, project/problem-based learning experiences are designed as catalysts for intellectual engagement with information, ideas, thinking, and dialogue. Reading thrives, learning literacies and technology competencies evolve, and critical thinking, creativity, innovation and playing to learn are nourished. Everyone is a learner; everyone is a teacher working collaboratively toward excellence. (CLA, 2014)

The framework for school library transitions consists of five bold standards of practice broken down into specific themes. The work of an effective School Library Learning Commons (SLLC) is most powerful when the core standards of practice weave together to generate dynamic learning.



The five core standards of practice from *Leading Learning: Standards Of Practice For School Library Learning Commons In Canada*. (CLA 2014)

**Facilitating Collaborative Engagement to Cultivate/Empower a Community of Learners:** Local, regional and global connections are a vital part of the 21st Century learning environment. The learning commons plays a key role in cultivating and facilitating collaboration to provide rich experiential learning opportunities. It provides not only a physical space to develop skills and engage learners, but also is a portal to virtual connections, both local and global. It is important to acknowledge the diverse needs of all stakeholders within the school learning commons community, both in terms of resource formats and access to information and collaboration opportunities.

**Leading the Learning Community to Achieve School Goals:** Strong leadership for the learning commons is vital to ensure sustainability and attainment of school, jurisdiction and provincial student learning goals and outcomes. Forming a team to lead the learning commons is an effective way to intentionally plan for and assess the success of the goals of this learning space. The ultimate goal is improved student achievement and the refining of essential literacy, information management and communication skills. As such, it is also key to build in opportunities for student learning and innovation to be demonstrated, shared and showcased.

**Cultivating Effective Instructional Design to Co-plan, Teach and Assess Learning:** Knowledge-building, creativity and innovation, and honing of information management and literacy skills are key goals of the learning commons. The intentional teaching of these skills, as well as opportunities to utilize a variety of resources, technologies and spaces to support learning require collaboration and planning and thoughtful instructional design, as does the effective assessment of learning. Learners also need to 'learn how to learn' through deliberate design of opportunities to build metacognition of learning skills, process and content. It is essential to support both student and teacher growth and success in these areas.

**Fostering Literacy to Empower Life-Long Learners:** With the explosion of new technologies and methods of communication come expanding understandings of literacy which have made the refinement and demonstration of strong literacy skills ever more

important for learners. Exploring and connecting various ways of knowing and learning is part of the process of personalizing learning and involves embracing new ideas and skills. The School Library Learning Commons has a leading role in assisting learners to hone and apply an expanded notion of literacy.

***Designing Learning Environments to Support Participatory Learning:*** Active and knowledgeable involvement in participatory learning is a necessary skill for today's learners. Learners are moving from being only consumers of information to active producers and participants. Recent advances in technology have enabled individuals to actively and quickly comment on the work of others, as well as produce and share their own work. Inherent in these activities is the importance of security, privacy and good citizenship practices as well as effective collaboration skills and ensuring accessibility for all. Working together in groups, both virtually and in person is the new norm. A learning commons can provide both the physical and virtual learning environments as well as support necessary to be an active participatory learner. Learning commons spaces, collections and tools are changing in response to this paradigm shift.

### **A Catalyst for Igniting Change**

"Learners have a right to expect good school libraries in every school in Canada." (CLA, 2014). The new standards call for a reinvestment in school library facilities, programs and staffing based on learner needs and the future of learning. With a deliberate focus on inclusion of every school regardless of the state of their school library this document provides points of entry for everyone and a framework for growth.

*Leading Learning* has the potential to transform school libraries in many ways. As a catalyst for igniting the design of futures oriented learning the document also can be viewed as an approach to building a new culture of learning (Thomas & Seely Brown, 2011) in a school. The standards are designed to foster teaching partnerships and build a community of learners. To be successful and sustainable these transformations need to grow from collaborative leadership. Administration, teachers, specialist, support staff, students and parents are all partners and leaders in this quest to provide the best learning environments and programs possible. *Leading Learning* calls for thoughtful action grounded in success indicators and based on best practice over a continuum of experience levels. Consequently the document can be used in many ways to meet the needs of each school community: as an implementation guide for transition to a school library learning commons, as a measurement tool and framework for growth, as professional development for teacher-librarians, administrators and school library learning commons teams and as a support for teacher action research.

### **Implementation Guide**

The document is deliberately designed to provide many points of entry for schools planning on transitioning the school library to better address the teaching and learning needs of the school. The standards are not aligned hierarchically because they are very dependent on one another and overlap to drive synergy and sustainability of this approach. Consequently trying to start with implementation as a step-by-step process through each standard is not recommended.

Key steps for implementation are provided in the Moving Forward section. The first key understanding is to establish right from the start that this is a whole school approach not just a library upgrade. The second concept to establish is that this is not the isolated work of the teacher-librarian or library support staff. A team effort is required if any lasting transformation is to be achieved. Implementation of the standards is more than changing the appearance of the library, although that may be a needed outcome to enable desired program. The standards of practice are designed to transition teaching and learning in concert with building collaborative physical and virtual learning environments. Best results will be achieved when the learning commons work is woven into addressing school goals through school improvement plans.

Renowned researcher and champion of the work of teacher-librarians and school libraries, Dr. Ross Todd, supports pedagogical function as the future of effective and sustainable school libraries. He outlines key principles that mirror the potential and possibilities overarching *Leading Learning*. “These principles center on the school library as a center for pedagogical development, innovation, and experimentation; the pervasive visibility of the school librarian as a teacher and coteacher; an inquiry-centered pedagogy; a content knowledge–outcomes orientation; and the advancement of social justice and learning for life capabilities.” (Todd, 2013)

Seven steps to success are outlined and expanded upon in the document and supported by worksheets and strategies and tips for achieving needed physical changes as well as building a virtual learning commons to provide support and learning spaces for students and teachers from any place any time they need it. The very first step is to establish a Learning Commons Leadership team committed to the long-term transition and implementation. This team should be as representative as possible of the school community and not appointed, but invited to lead. Then the team moves forward with study, analysis and action oriented stages of progress interwoven with constant review and evidence based growth. The final reminder is to know that there is no definitive destination point other than providing the best learning environment and program possible for learners. The learning commons is always in a state of beta, constantly evolving to address shifting needs. This is the strength and the promise for sustainable school improvement.

The writing team also recognized that support and inspiration is not limited to the school community. Indicators for needed actions by central support staff, consultants and administration are woven into the standards growth continuums. With commitment from regional and provincial leaders to futures oriented learning commons the potential of the standards can be recognized. Key recommendations are outlined with examples to support continued growth at the local, regional and provincial and territorial level.

## Measurement / Growth Tool

The standards are broken down into themes and then indicators of progress across a continuum of levels. Each level builds on the next from early ‘Exploration’ and progressing to ‘Leading into the Future.’



*Leading Learning Growth Stages (CLA, 2014)*

Each indicator is then illustrated with a ‘See it in Action’ experience from schools all over Canada. These real examples of library learning commons standards in practice will make it easy for schools to assess where they are in terms of each standard and theme. They will discover that they may be ‘Established’ in their practice in some indicators but ‘Exploring’ in others. This framework will help schools establish where their strengths are and also assist them to set goals for growth. With the focus on the learner the assessments schools and district will conduct will not be about the number of resources or technology tools available to students but how those resources and technologies enable learning and knowledge building. The indicators will help measure how the library learning commons program and facilities meet school goals by supporting inquiry, building reading capacity, enabling collaborations, igniting creativity, and so much more. The bottom line and the real strength of the standards framework is to invite and encourage continued growth for students, teachers and the entire school community.

### Professional Learning

The introduction of *Leading Learning* gives a good overview of the vision of a library learning commons and goals of the document. The entire document is rich with live links to illustrations of the document in action from almost every corner of Canada. These illustrations provide hundreds of authentic learning opportunities for administrators, teachers and parents new to the learning commons approach as well as extended learning for those already seasoned in this movement. In the Moving Forward section a page of illustrated suggestions for professional growth, reflection and renewal provide a practical entry point for professional learning. A glossary of terms and an extensive bibliography provide in depth support for further study. Training programs for teacher librarians and school library support personnel welcome a national set of standards to provide continuity of training from district to district. The online PDF and embedded links ensure that course instructors can easily embed elements of the standards into course work. The document itself is structured in such a way as to make it easy for professional learning communities in districts and schools to embark on studies of the learning commons approach.

### Teacher Action Research

Implementation and sustainability of the learning commons model like any pedagogical movement depends on continuous gathering of evidence and research to support growth. “Teacher-librarians can study issues pertinent to their own professional growth and the school’s student learning goals through action research as a professional development tool in order to take action that facilitates a desired change or answers significant questions

related to learning, teaching, and professional growth.” (Sykes, 2013). Teacher-led action research is key to moving forward the Canadian standards of practice for the school library learning commons within the context of each school. Principals, teacher-librarians, library support personnel and classroom teachers will approach the research from their respective perspectives and all are needed to ensure desired results. Collaborative teacher inquiry is another approach and fits so well with the co-teaching and collaboration goals of the learning commons.

Engaging in inquiry by oneself does not have the same impact as collaborative inquiry. Research suggests that teachers make and sustain valued changes to their practice when they collaboratively construct, monitor and adapt context-specific approaches to address their goals. In collaborative inquiry teachers work together to define problems, co-plan, co-teach, co-monitor and interpret outcomes, and then consider together “what’s next.” When teachers collaboratively develop and test their own conceptions, they can better grapple with new theories and practices. (Schnellert, 2015).

Researchers can target specific indicators from the standards to focus their research. What’s working well? What needs to change? What would you like to experiment with? What are you doing now that you can stop? How will you know you are making progress? These and many more questions will guide each inquiry in order to improve pedagogy and practice in the school library. The challenge remains to aggregate and share learning with the broader education community and for the benefit of overall program growth. This has been and remains at the core of Treasure Mountain Canada’s vision, the incubator for *Leading Learning*.

### **Collaborative Leadership Opportunities**

A successful school library learning commons has an impact across the school community and its learning culture. It is critical then, that the entire school community collaborate in building success. “It is to be emphasized that the transformation from school library to the learning commons perspective is a ‘whole school’ transformation. Thus this integral work around learning and teaching should not be viewed as ‘extra work’ or needing ‘extra time’ but inherent and vital to the support and growth of the whole school development plan.” (CLA, 2014)



Moving Forward (CLA, 2014)

Collaboration can exist on many levels, and indeed successful growth depends on the extent of that collaboration, and the extent to which it is perceived as being essential to overall school improvement planning.

*Leading Learning* describes opportunities for collaborative leadership on multiple levels:

***Learning Commons Leadership Team:*** Collaborative teams leading whole school ownership of learning commons development and responsibilities will propel transitions, implementation, experimentation and sustainability. Everyone needs to be welcomed to the process and do their part - principals and other school administrators, teachers, teacher-librarians, library technicians, community librarians, parents and students. Transitioning to effective learning commons practice is a continuous journey that will take different amounts of time for schools. It is a whole school effort with a team approach and varied roles and responsibilities. The important part is to begin, set goals, achieve, celebrate and keep getting better!

***Principal and Teacher-Librarian:*** Working together toward school goals the principal and teacher-librarian can develop action plans, align budget needs, plan for professional learning, foster dispositions and create learning environments to enable collaborations in the learning commons. "At the school level, the principal is key in establishing and encouraging working partnerships among staff and students. The principal must provide the climate for cooperation, experimentation and growth. The Learning Commons has great potential, but only when everyone participates." (OSLA 2010)

***Teacher-Librarian and Teachers:*** Teachers and teacher-librarians work together in many ways to implement curriculum enabled by literacies instruction and best technologies for

learning. They not only co-plan, teach and assess learning experiences but they also partner on literacy initiatives and cultural events.

***Teacher-Librarians and Specialists:*** Other specialists in the school such as technology and reading coaches, guidance teachers and special needs teachers can all benefit from the opportunities to partner with the teacher-librarian and other teachers in the learning commons. The learning commons provides common spaces and resources both physical and virtual to make working together more efficient and productive.

***Teacher-Librarian and Students:*** Students experience the library learning commons in many ways, as part of a whole class visit, individually as they pursue their own learning or explore their reading options, through participation in events and clubs, in every aspect of their development as learners and as responsible and caring citizens. Teacher-librarians cultivate relationships with students built on a culture of learning. Including student voice in program renewal keeps the focus on their needs.

***Students and Students:*** Collaborative learning is at the heart of the learning commons vision. “The library learning commons plays a key role in cultivating and facilitating collaboration to provide rich experiential learning opportunities. It provides not only a physical space to develop skills and engage learners, but is also a portal to virtual connections, both local and global.” (CLA, 2014). Most importantly, the instructional approach should intentionally help students realize the power of collaborative knowledge building, where “the smartest person in the room is the room itself.” (Weinberger, 2012)

***Teacher-Librarian / Learning Commons Team with Parents and Community:*** As the learning commons team builds capacity and connections, outreach to the broader community through the learning program and in school initiatives will build understanding of the school library at the core of the school and student success.

***District Level:*** Schools can accomplish significant improvement, but efforts may be significantly compromised if the value of the school library learning commons is not understood at the district level. At the most basic level, district administration provide efficient and effective technological infrastructure for library systems and networks. School districts where administration and program consultants work collaboratively with teacher-librarians for professional learning, and facilitating teacher research and experimentation with new technologies and learning strategies and support collaboration between teacher-librarians and teachers across the district build greater capacity for system and for school improvement.

If the transition to a learning commons is understood as only being the teacher-librarian’s responsibility, then it is doomed to failure. Collaborative leadership on multiple levels is essential for realizing the strength of the collaborative learning culture of a true learning commons approach. When the goals and strategies for improving the school library are an integral part of school improvement planning.

## Making a Difference

Barely a year old, the new standards have received recognition nationally and internationally. Provincial library associations and regional school districts have embraced *Leading Learning: Standards of Practice for School Library Learning Commons in Canada* as a framework for school libraries to move forward with pedagogical shifts and information and technology realities. Conferences, workshops, webinars and professional articles and blogs feature implementation of *Leading Learning* and the learning commons approach. Work to implement the Alberta Ministry of Education Learning Commons Policy turns to *Leading Learning* for robust standards and indicators of success in a webinar series developed by Judith Sykes and Linda Shantz-Kerestezes (2015).



CLA Executive Council representative Jane Schmidt cuts the ribbon, held by project steering committee members Linda Shantz-Kerestezes and Judith Sykes at the release of *Leading Learning* at the CLA National Conference 2014 in Victoria, British Columbia.

Ellen Goldfinch from the Quebec Ministry of Education (MELS) has been hired for a special project funded by the Canada Quebec Entente for Minority Language Education. Part of her role is to help school libraries implement the national school library standards within the English sector in Quebec. The Quebec School Librarians Network (QSLiN) has developed a digital badging learning incentive program (QSLiN, 2015) based on the five CLA national standards to lead transition of English school libraries in Quebec.

School library leaders from the four school districts in Winnipeg, Manitoba organized a full day of professional learning for their teacher-librarians centered around the implementation of *Leading Learning* (Brooks Kirkland, 2014). Jo-Anne Gibson, teacher-librarian at Acadia Junior High reports that the school administration included this statement in this year's school plan. "21st Century Learning: Library team will be evaluating where Acadia is currently on the library learning commons continuum as articulated in the document, *Leading Learning: Standards of Practice for School Library Learning Commons in Canada* (2014). Administration and the learning commons leadership team will meet to develop a 3-5 year plan to move Acadia forward along the continuum towards the highest level, *Leading into the Future*, as identified in the standards document" (Gibson, 2014).

In British Columbia the learning commons approach is gaining solid momentum. A group of dedicated elementary and secondary teacher-librarians conducted teacher inquiry on their transitions and have prepared a report of their findings transformed into action ideas and extensive narratives from each teacher-librarian project, in a document called *From Library to Learning Commons: A Proactive Model for Educational Change*, published by the British Columbia Teacher-Librarians' Association (Ekdahl & Zubke, 2014).

Chris Kennedy, Superintendent of Schools / CIO at the West Vancouver School District has embraced the learning commons approach for West Vancouver schools. "I walk into almost all of our schools in West Vancouver and very often the first thing people want to show me or talk to me about is the changes happening around the library. Or more specifically, schools are taking great pride in their learning commons spaces that are developing. While the physical spaces are exciting, the changes to our mindsets are far more powerful. We are not destined for new schools in West Vancouver anytime soon but the rethink of the library has been both a symbolic and concrete shift in how we think about space and how we think about learning. The school library – a center piece in schools – is now the modern hub for learning." (Kennedy, 2015)

The Royal Society of Canada's recently released expert panel report on the status and future of Canada's libraries and archives (Demers, Beaudry et al, 2014) made recommendations for improving standards for school library programs across the country. It cited *Leading Learning* and the Ontario guideline document *Together for Learning* as models for moving forward, and called for a national policy consensus on the most appropriate model for school library learning commons "to maximize their contribution to the K-12 experience and its learning outcomes". The Ontario Library Association awarded *Leading Learning* the very prestigious President's Award for Exceptional Achievement at OLA Super Conference in January 2015.

Internationally the standards document has been well received as a fresh approach. Lynn Hay, Head of Professional Learning at Syba Academy, Adjunct Lecturer, School of Information Studies, Faculty of Education Charles Sturt University and a noted champion of school libraries in Australia proclaims, "This is an important and timely document for teacher librarians worldwide. This document presents a vision-building blueprint for school communities to transform their school library into a 21C learning center. Strengths of this document include the standards framework for building a vision, and the transitional growth continuum of indicators of success from Exploring through to Leading – this is brilliant! This is a must read for all school library professionals and principals." (Hay, 2014). Dianne Oberg shared *Leading Learning* at IASL Regional Conference this spring in Austin Texas. Judith Sykes and Carol Koechlin have co-authored a chapter on the development of the Canadian standards for a new IFLA publication, *Global Action on School Library Guidelines*.

We celebrate this opportunity to further the vision and goals of our Canadian standards document with this international audience. One of the goals of this conference is to "arouse bustle and an atmosphere of 'revitalization' of the school library." (IASL, 2015). We hope readers of this paper are indeed excited by the possibilities we have shared. We are cognizant that not only every nation but every school will have different wants and needs for school libraries so no set model will work for everyone and so it should be. The very essence of a learning commons is responsiveness to evolving needs. Regardless of difference every school has a common desire to provide the best education possible for students and empower them with skills, dispositions and attitudes that prepare them for a lifetime of work, play and learning in our complex world. Nations invest in education because it matters. School libraries matter. *Leading Learning: Standards of Practice for school Library Learning Commons* offers a timely path for learning and growing today and into the future. It is time to reinvest in school libraries as learning commons.

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# School librarian, a successful job!

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**Janneke H. Krommendijk-Eshuis**

C.s.g. Reggesteyn  
P.O. Box 120,  
NL 7440 AC Nijverdal  
The Netherlands

[j.krommendijk@reggesteyn.nl](mailto:j.krommendijk@reggesteyn.nl)

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## **The school library**

The school library situated on the Noetselerbergweg, Nijverdal is open from 08.00 in the morning until 4.30 in the afternoon, and is fully integrated into school life. Students know where to find the school library, even when the school day is at an end, whether it's to work on a project, find a particular book, do necessary research or just to browse through the available magazines and newspapers. There is always something to do. It would appear to be quite normal, a school library buzzing with life, but a lot of hard work has gone into achieving this.

## **Make sure everyone uses the school library!**

This objective, easier said than done. Everything starts at the counter at the library. That is the place to ask questions and get information. 'Do you know where I can find (a book about Nelson) Mandela?'. Or what about the young girl who was convinced that 'sluifers' don't exist. She could not find anything, neither could her daddy and he used Google! There is nothing more satisfying than to find some information, on the internet or in the library! The library is well-known to the students, but how does the librarian reach the teachers? This is achieved by personal contact, either in the lunch area or while walking through the corridors. Department meetings were also attended in order to promote the possibilities of the school library.

## ***Embedded in the educational system***

At what point is the school library completely embedded within the educational system? The school library commission plays a prominent role. The task of this commission (members: two teachers, the librarian and a member of the management) is turning school policy into school library policy. For teachers it isn't always clear what contribution the school librarian can give within the teaching process, sometimes the librarian is seen as a 'busy body'. Her expertise however, proves her worth. The Librarian is an information specialist and by providing educational support and thinking through the didactics, he or she can become an equal associate.

The school librarian takes part in most assignments, provides extra information and orders the necessary material for projects. Students are also given guidance when gathering information for pieces of work, lessons are given in methods of research and all first year students are given introduction lessons showing them the wonders of the school library. The

librarian works closely together with the Remedial Teaching team, especially when it concerns students with reading problems such as dyslexia. Teachers also work together with the school librarian in preparing certain lessons. This is time saving as information is collected for them! One of the most enjoyable tasks for the school librarian is organizing workshops for students, teachers and even parents during parents' evening, in which the modern school library is brought to life.

### **A successful school library?**

Basic factors which contribute to the success are:

- Knowledge and commitment by the school management.
- A powerful school library commission
- The close co-operation with all public libraries in the immediate vicinity and the RBG (Library services for Overijssel). The school ID card for example, can be used at school and also for borrowing books in the local library.
- The connection with the local public libraries' network in the province of Overijssel.

With everything automated, does this mean that there is nothing more to do? Oh, no, there is always regular work next to participating in tasks and being innovative. What is required? Knowledge about new educational principles, in the school system, in given education and the expected examination subjects. Looking for innovation, renewal and development and of course not being blind to the weaknesses and threats that could possibly harm the school library. The school librarian is the person who has a vision and who shares that vision.

***Two projects making me very happy:*** 'Vrij vrolijk lezen' (reading for joy) and 'de doorlopende leerlijn informatievaardigheden' (the continuing learning curriculum in information literacy).

This reading project started (2010) as a pilot in two classes, then (and also now) it is not bound to a specific branch. During the lesson the teacher is reading just like the students. There is no time for checking homework or other little jobs. The attention is purely and solely addressed to reading. The thinking behind this: students work on their vocabulary with pleasure in reading, and more importantly focus their attention upon better results in future. It is so rewarding to do!

In 2015, reading has been embedded in the school program. Every student in the lower forms has a reading book in their school bag, for reading (one or more lessons a week), for use if the lesson doesn't fill a complete period, or during spare time after taking a test. Required for success: Support by management and teachers, extra money by way of collection for this specific new purpose. And the continued co-operation between Remedial teaching and the school librarian.

'Information literacy skills', was grounded by the school library commission. More than anything else was the behavior of our students seen in the library. They are not good at finding, retrieving or analyzing information or verifying sources. And committing plagiarism? Not a good idea! Teachers and parents often assume that students know how to find the correct information, but they rarely check this actually happens. How does one bring about change? And when there is change, how to ensure it is directly allied to all the departments in school. This will be my crusade. How and where did I start?

By reading professional literature and the master class given by Mr. Albert Boekhorst (University of Amsterdam) both of which were very important to me. I reported what I had learned, about principles of Marzano and new education of the 'big 6' to the library school commission. And then it started, in 2005. Questions were asked to the management about the responsibility at our school for information literacy skills and was there any development? Only a vague response was given. We, Mrs. Duenk, (History teacher and member of the school library commission) and I started what was later called 'Commission information literacy'.

This commission started by looking for support. This was done by continuing to stay in contact with teachers, promoting our ideas about the big 6 and the importance of those skills in schoolwork. We were able to start with reviewing and renewing the workbook for the 'profile project' (an extensive essay which is part of the final diploma mark) to be used in the last school year. The new workbook is grounded on the principles of Marzano and parts of 'the big 6'.

The most important step is taken by our students before starting their assignment. They activate their knowledge, then make one or two mind maps. Then it is time to determine what information is needed. Verify the information found and the sources. Start searching again, if necessary, then the writing can start. Finally, it is time for the presentation and evaluation. There are new assessment sheets, built up for the Alpha as well as the Beta department, with the focus on the process and less on the result.

What did I do? Talking, talking about the target and possibilities at our school. Saying "it is nothing new, only more structured in simple small things, providing better results for our students". Writing in the 'weekly staff letter' about recognizable situations in the school library. Writing about 'sluffers not existing' for example! Slowly the interest for information literacy skills came from the lower forms. Mrs. Duenk and I translated our work for use in the lower forms. Information literacy skills can be found on the electronic learning environment (elo).

There has been a success rate of 70% (even more) for information literacy skills in the two sixth form classes of our school. Some progress has been made in the lower forms, but has not transferred completely to all the departments. It is hard to imagine that a student does not use knowledge learned from one teacher automatically with other teacher. It is clear, information literacy skills should be used by all teachers in the same way. As a pilot, children of the primary school in Nijverdal used our more simplified skills. And it worked! I think we can conclude that working with fixed patterns will give students support in completing their assignments. And the quality of the work is better!

### **Problems...pitfalls..... and?**

One step forward, two backwards, this is how it feels for me. Being supported by the management is important to motivate teachers and to bring them onto the same page. And many changes in the management proved to be sometimes very disappointing for our project. New problems start when the project is ongoing. Not using the workbook, laborious co-operation, not enough attention paid to plagiarism. Or simply: lack of funding: 'please ask again next year!' And headaches about hardware and software not working. Needed: staying attentive and take action when it is needed to keep the project ongoing!

Very important is the co-operation between Mrs. Duenk (teacher+ member of the library school commission) and myself. With input from the education practice and the school library, we share our experiences and think about solutions. Now with information literacy skills in the school program, our idea has been brought to life. And the project goes on, even when we are both less involved.

The school library and future plans:

- Staying involved with information literacy skills
- Being involved with additions or changes to the Dutch/ French, English and German literature lists. One idea is to choose books which give the students information on other subjects in the curriculum. Compulsory reading for Dutch literature while at the same time learning for History, Geography or Social studies. This will help them broaden their knowledge regarding other subjects.
- Encouraging work on projects together with the public library, the RBG, and other local cultural partners.

### **Personal note**

There are some factors which give me cause for concern. One is the need for information literacy skills ,for example. It is of paramount importance to convince students of the necessity to verify all the information they find. Further serious thoughts about the profession of school librarian: Is the librarian part of the teaching staff or the administrative section? As a school librarian you cannot fix it by yourself. In the school library at the Noetselerbergweg we work as a team. The librarian, the librarian assistant and some volunteers. For me it is a chance to do my work in the school! Despite any misgivings I must say that I enjoy my work as school librarian immensely. We (the library) are here to help! And we do it gladly and with vision!

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Note: C.S.G. Reggesteyn on the Noetselerbergweg in Nijverdal provides educational facilities for (approximately 1200) students wishing to gain the necessary certificates needed for admittance to either college or university. See: [www.reggesteyn.nl](http://www.reggesteyn.nl)

# The experience of reading: exploring format

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**Susan La Marca**

Genazzano FCJ College  
301 Cotham Road, Kew, Australia  
[susan.lamarca@genazzano.vic.edu.au](mailto:susan.lamarca@genazzano.vic.edu.au)

## **Abstract**

*This paper describes an action research project conducted in 2013 that questioned 262 students from years 5 to 10 about their use of eBooks and audio books for pleasure reading. The students' responses demonstrated a strong preference for paper over digital versions of texts, a range of interesting feedback about their experiences with digital formats and their preferences for different formats in light of different types of reading needs. The responses also included a range of advantages and disadvantages, as perceived by the respondents, of the different formats. The survey responses, in line with current research, indicate value in exploring how readers respond to format types – the importance of format should not go unacknowledged, as it is clear that the interaction of the reader with format is complex. This paper considers the important areas of comprehension, concentration, eye strain the impact of format on our senses and the need for adequate support.*

**Keywords:** eBooks, Reading, Format, Comprehension

## **Background**

Genazzano FCJ College is a Catholic day and boarding school for girls in Melbourne, Australia. The college offers education, starting from the Early Learning Centre, for three and four year olds, up to university entrance at year 12, for approximately 1200 students. The college has three libraries catering for this community, offering excellent collections in all formats and a broad and successful range of library programs in well-staffed, interesting library spaces.

In 2013, library staff were part of a Leading Learning team created for the college's internal professional development program. Mr. Robert Tassoni Deputy Principal - Curriculum, Standards and Innovation, instigated a Leading Learning team approach to our professional development for that year. The program was designed to allow teams to investigate areas of interest to the teaching staff that impacted upon the learning of our students. The library had recently added a new eBook and audio book collection to our range of offerings for our students and we were keen to explore, through the Leading Learning team approach, how the students were responding to the new format. The project also included an analysis of the science e textbooks in wide use across the science curriculum, but that aspect of the project will not be addressed in this paper.

## Survey Structure

The team, made up of a variety of college staff, worked together to create a simple survey for students from years five to ten. All of these students had been introduced in their ROAD (Reading Opens All Doors) (La Marca, Hardinge & Pucius, 2011) reading classes, during the previous six months, to the eBook and audio book platform. They had been shown how to access the collection and encouraged to consider it as one of their reading for pleasure options. A questionnaire, created using Survey Monkey, was given to all students and they were given time to fill in the survey. We received the responses of 262 students from years 5 (10 year olds) to year 10 (16 year olds) to all 10 questions. The questions ranged from simple yes/no and ABC option questions, to open ended questions allowing for thoughtful, lengthy responses.

Our aim was to investigate the usage of eBooks for pleasure reading in our school environment in order to inform our provision of the current platform and better facilitate good reading experiences for our students. The platform we were interrogating was Overdrive. It must be noted, therefore, that this discussion does not refer to interactive eBooks but only to standard text-based eBooks and audio book formats.

Student comments in the survey were both illuminating and insightful and offer us a view of one school's experience. Whilst they reflect a range of interesting issues that can be explored in a wider context, extrapolation from the findings of this brief investigation to other communities of readers may be problematic.

## Students as readers

In response to the question 'What kind of pleasure reader do you consider yourself to be?' over 35% of students claimed to read regularly while 18% claimed to 'read every chance I get'. These are very pleasing statistics. Only 15% claimed to read rarely while the remaining 32% said they read occasionally. These statistics indicate that within the school community, the majority of students see themselves as readers, with many making reading a regular part of their pleasure pursuits. This is evident in the enthusiasm with which the majority of students approach their reading in ROAD classes and at other times. The college runs seven co-curricular book clubs and circulates over 25,000 items a year in support of all areas of the college's reading and research activities. Genazzano is proudly an active, committed community of readers and this must be noted when considering the following discussion of reading habits and formats.

When given the prompt 'I am most interested in accessing stories in...', the options of print, eBook, and audio books, the responses were overwhelming. 11% of students said their preference was eBooks, 5% preferred audio above the other options whilst an overwhelming 89% of students claimed to prefer accessing stories in print books. Whilst this indicates a distinct preference for print books, one limitation of this question is that it does not acknowledge that those who prefer print may still enjoy eBook and audio on particular occasions. Recent American research conducted by Scholastic Inc., found that:

"While the percentage of children who have read an eBook has increased across all age groups since 2010 (25% vs. 61%), the majority of children who have read an eBook say most of the books they read are in print (77%)."  
(Scholastic Inc, 2015, page 7)

This clearly indicates that many readers, possibly the most voracious readers, read across all formats depending on need. Our brief survey did not allow for a similar breakdown but it is likely that amongst our 83% who claim to prefer print we would have found students who also read eBooks or listened to audio too, on occasion.

### **Why eBooks?**

A large part of our survey explored why readers favored the various formats. 57% of students felt eBooks and audio books would help them “read, view and listen to books more often”. From this, we found that 29% recognized that eBooks would be preferable if travelling on a long trip, 14% felt they would be useful while travelling on public transport and 16% felt the format would improve their general pleasure in the reading experience. Interestingly, 39% claimed there were no circumstances under which they would prefer an eBook. It appears that, amongst our student population, we have a large contingent that see little value in the format even for the reasons that are generally touted as positive by the format’s promoters and those who appreciate what it can offer to readers.

The different features offered by eBooks that appealed most to students were:

- 53% liked that they did not have to worry about returning to book. (Overdrive has a pre-set return date – the book disappears from the device after two weeks)
- 50% liked that they could access the book anywhere, anytime.
- 41% appreciated that they could read on any device.
- 28% liked that they didn’t lose their place in the book.
- 27% liked that they could alter the size of the font.

Amongst those students who had read eBooks or audio books, how they had accessed the format was of great interest to our library service. We found that over 46% of those students who had read an eBook had accessed it on the Internet. In the main, these books fall into the category of fan fiction. In most cases the fan fiction being read is unpublished works that respond, in tribute, to current, popular titles. Anecdotally, it can be stated that this is an increasingly popular reading option for our teenage, girl readers. This is not the only option online that makes up this 46%. More investigation would be needed to discern exactly what material these students are accessing, as this was not part of our survey. 34% borrowed the eBook from our own school library system, while 27% had purchased the eBook and 12 % had borrowed the eBook from a public library eBook platform.

### **Issues with use of eBooks**

When asked why they had not borrowed an eBook almost 64% of students said it was because they were not interested in eBooks as a reading option. 23% could not find anything in the eBook/audio library offered by the school that they wanted to read, and 15% did not have a suitable device. Another 12% had experienced technical difficulties and a further 12% had trouble with the instructions for use.

It must be noted that the system was not introduced until all students across the college had access to a laptop computer through the school. It was decided that, from an equity standpoint, we could not offer a program that could only be accessed by those who had a device of their own. Therefore, it was not until the schools laptop program had completed its rollout that the audio book and eBook library was added to our library service. The students who felt they did not have a suitable device felt that reading on a laptop was not satisfactory.

These students were keen to read on a tablet, but they felt the laptop offered a lesser experience that did not interest them.

The technical difficulties referred to by 12% of students related to the slowness of Internet connection, on occasion, through the school network or a lack of adequate Internet connection at home. Our college connection has been strengthened recently and it would be interesting to see if this improvement changes students' experiences and perceptions. Such feedback, though, indicates an area worthy of investigation for those considering implementing an eBook/audio book platform.

The 23% of students who claimed to not be able to find anything of interest to read in our library is another response worthy of note. We have worked hard to select books for our eBook/audio book collection that are of interest to our students. We have built up a library of approximately 600 titles and are continually adding to our list. We have found, though, that a large number of the titles we would like to purchase are currently not available on the platform. In particular, we have found that titles by Australian authors are not readily available, severely limiting our choice. Whilst all companies claim to offer many thousands of titles, their lists do not always include the range of titles desired by our readers. We assume that this is an issue that will be addressed over time but it is important that we acknowledge that not all print titles are available as eBooks or audio books yet. We, and our student readers, exist within a period of exciting growth and change, but there is no doubt that, currently, the greatest variety is still only available in print. Shank (2012) in her article 'Pew Survey Shows How eBooks are Changing the Equation for Publishers, Readers' argues that we are in a period where the power is shifting due to digital publishing; that readers have the ability to move between offerings like never before and that digital publishing is keeping material in print, and available, at unprecedented rates. While all of these arguments are valid, it cannot be stated that we have reached the point where all books are available everywhere at anytime, and this has limited what we can offer our students as a part of our eBook and audio book library.

### **Do you think you read differently?**

One of the most fascinating sections of the survey was the responses to the question – “Compare reading an eBook to reading a traditional paper book. Do you think you read differently? Or comprehend the content differently?” I would like to discuss the responses from the students under a range of headings, in light of current commentary.

### **eBooks are great - “Makes the book more interesting”**

Recent National Literacy Trust research from Great Britain found that “print remained the favorite medium for reading fiction for most children” (Picton, 2014). This research also found that the “proportion of children reading eBooks more than doubled between 2010 and 2012 (increasing from 5.6% in 2010 to 11.9% in 2012)” (Picton, 2014). Jabr, in his excellent overview article, *The reading brain in the digital age: The science of paper versus screens for Scientific American*, found that:

“recent surveys suggest that although most people still prefer paper—especially when reading intensively—attitudes are changing as tablets and e-reading technology improve and reading digital books for facts and fun becomes more common. In the U.S., e-books currently make up between 15 and 20 percent of all trade book sales.” (Jabr, 2013)

The most common reason for using an eBook amongst our survey respondents was the ability to read the book anywhere. Many mentioned travelling or using a tablet device or phone on public transport. Recent Pew Research Centre research found this to be a common reason for reading in the eBook format, claiming: “Those who read both eBooks and printed books prefer reading in the different formats under different circumstances” (Raine, 2014).

Our students, who preferred the eBook format, gave the following reasons:

- “Book is safe on computer and cannot be lost”
- “Don’t have to remember to bring it to school”
- “You can bookmark points easily”
- “Use on multiple devices”
- “Switch easily between activities on a computer”
- “Multiple books on one device”
- “Good use of (school) laptop”
- “When I read on my iPod the pages are smaller, so it is easier to comprehend”
- “I don’t think about how thick or thin a book is” (on an eBook)
- “If it is audio I would enjoy it more as I can hear the voice of the person”
- “I read more (in eBook format) because I am more adjusted to the computer screen.”
- “You can make the font bigger”
- “There is less chance of losing your page”
- “I may just read more often because it is easier to carry.”
- “It is easier to read when you don’t need to hold the book open or you can search in the book if you want to re-read a part of the book”

One response not given in our survey that does appear in the wider research is worthy of mention. Picton, for the National Literacy Trust in Great Britain, found that one reason for preferring the format was the “privacy” that the ereader device offered (Picton, 2014, p. 9). Picton suggested that those who were reading below their reading age particularly appreciated that fellow students could not discern what they were reading when using a device, lessening their embarrassment at not being as proficient at reading as their peers. Whilst respondents in our small survey did not mention this, it is an observation worthy of note for school library and classroom practitioners as it suggests that the eBook format may have a place when working to encourage reluctant readers.

### **Paper Rules - ‘It’s fun to have a normal book.’**

Our survey indicated a clear preference for print over eBook or audio format amongst our students. This mirrored other more structured research findings from around the world. The recent Scholastic research from the US found: “Nearly two-thirds of children (65%) - up from 2012 (60%) - agree that they’ll always want to read books in print even though there are eBooks available” (Scholastic Inc., 2015, p. 7).

Jabr, in his synthesis of current research, found a range of similar findings:

“In a 2011 survey of graduate students at National Taiwan University, the majority reported browsing a few paragraphs online before printing out the

whole text for more in-depth reading. A 2008 survey of millennials (people born between 1980 and the early 2000s) at Salve Regina University in Rhode Island concluded that, 'when it comes to reading a book, even they prefer good, old-fashioned print'. And in a 2003 study conducted at the National Autonomous University of Mexico, nearly 80 percent of 687 surveyed students preferred to read text on paper as opposed to on a screen in order to 'understand it with clarity'." (Jabr, 2013)

The following comments are representative of students' reasons for preferring print over eBook or audio format.

- "can make notes and use sticky notes with a print book."
- "I can understand content of a book better if it is in print"
- "I don't believe everything should be in a technology form"
- "eBooks do not appeal to me at all"
- "Having print is easier"
- "eBooks are complicated and annoying"

In the main, many students found it difficult to articulate why they preferred paper for their reading experiences. Whilst they confidently said they preferred paper, they could not always explain why. More in-depth questioning and careful analysis would be needed to tease out the likely complex reasons for their strongly held opinions. The most often stated reasons from our survey are discussed in subsequent sections.

Sun, in a recent article for *SLJ*, titled 'EBooks take hold in schools – slowly', suggested that:

"The slow growth of eBooks adoption in typical school libraries is attributed to limited access to ereading devices and cost of eBooks, ...Low eBook usage is also due to user preference for print books, lack of student awareness of eBooks availability, and lack of training about the downloading process." (Sun, 2014)

These are all valid comments that need to be considered in what is a very complex scenario of interacting factors.

### **Physical responses – "When I read an ebook my eyes become watery."**

Jeong (2012) found that: "Regarding eye fatigue, students had significantly greater eye fatigue after reading e-books than after reading p-books". This finding was borne out in the comments from our survey. A sample of student comments on this issue is listed here:

- "it is bad for my eyes if I am constantly reading off the device."
- "I can't read for as long because I'm looking at a screen and it's sometimes harder to see."
- "I read differently because my eyes get sore quickly so I read less."
- "I wouldn't read as much on an eBook because my eyes hurt after looking at the screen for too long."
- "because it is on a bright screen and I find it harder to understand it and comprehend it than in print."

- “I don’t always enjoy it as much and when reading for a long time it can start to hurt my eyes”
- “Yeah, it’s hard to concentrate on a screen. It’s bad for your eyes. And I read a lot... “
- “Since I have trouble seeing and reading digital screens I prefer normal paper books”
- “In my opinion, I enjoy reading a print book better because when I read an eBook my eyes become watery.”
- “I think that is more difficult to read a eBook because I don’t like how the screen is so bright on the devices and because of the brightness it hurts my eyes.”

In an education system that increasingly relies upon the use of screens for various activities, these findings are noteworthy.

### **The haptics of paper books - “I prefer real books”**

Jabr (2013) refers to the “physicality in reading” and goes on to claim that:

“evidence from laboratory experiments, polls and consumer reports indicates that modern screens and e-readers fail to adequately recreate certain tactile experiences of reading on paper that many people miss and, more importantly, prevent people from navigating long texts in an intuitive and satisfying way.” (Jabr, 2013)

Paul (2014) discusses the “satisfaction of the senses.” And claims:

“The smooth feel of paper and the rich colors of illustrations are largely lost in eBook reproductions. The distinctiveness of the reading experience is reduced, as well – such as when an oversized picture book is squeezed down to the size of an ereader screen.” (Paul, 2014)

In undertaking our survey, we had not expected children and young adults, our respondents from the ages of ten to sixteen years, to agree with these views. The students had grown up with screens. Surely they would not prefer paper for the sensory pleasure it offered! These are some of their comments about the physical nature of the book and its appeal:

- “I like the feel of paper between my fingers”
- “I would much rather have a real print book in front of me. We use electronics already in society way too much. It is good for teenagers to have a break from technology and read a hard copy book.”
- “I like the smell and feel of a real book”
- “I cannot feel the pages.”
- “I think books are more captivating and there are less distractions because it keeps you interested and I like turning the pages. Reading a hard copy feels more authentic.”

Many decades ago, McLuhan (1964) told us that ‘the medium is the message’. He was not referring to the different formats of books but the statement appears to hold true; there is no doubt that format does affect the “message” and our overall reading experience. The feel of a book, its impact on all of our senses, is something we have not valued highly or acknowledged. It is definitely part of the “old-fashioned” reading experience that cannot be easily replicated. The physical nature of the book not only affects our senses but also the cues we are given as to how to progress through the text. Picton notes “...technology is unlikely to solve the problem of the tactile cues provided by the build up of physical paper pages read.” (Picton, 2014, p. 15)

### **Comprehension – “I don’t process the information as well..”**

Lam and fellow researchers found in their exploration of eBooks that: “...students indicated that eBooks are not yet a useful and practical tool for academic learning. Enjoyment of the eBook reading process was not high. Comprehension of digital text was also found to be challenging” (Lam et. al., 2009). This is not an uncommon finding. Jabr, in his overview, found “At least a few studies suggest that by limiting the way people navigate texts, screens impair comprehension (Jabr, 2013). Jeong (2012) found that “pbooks appear to enable better reading comprehension”. One of the most quoted recent research papers, by Mangen, Walgermo and Bronnack (2013), found that “reading linear narrative and expository texts on a computer screen leads to poorer reading comprehension than reading the same texts on paper.” (page 67)

These findings were borne out in the responses of our surveyed students:

- “I think it’s much better reading and comprehending reading from an actual print book and you also get a different but better feeling from reading from a printed book. So, I don’t really like eBooks as much.”
- “I think less about what I am reading (on an eBook)”
- “I don’t get into the books as easily (in eBook)”
- “Personally I find reading on a device harder to concentrate, as it looks very bland. I find books hard-copy better.”
- “I definitely prefer to read print books. I am less engaged, I find, when, if ever, I read an eBook.”
- “I believe it is harder to read on an eBook”
- “I find I tend to skip paragraphs without realizing it.”
- “I do not concentrate or pay as much attention to an eBook as I do to a print book. This will seriously hinder my learning if the school changes to eBooks.”

What this means for educators requires lengthy investigation. We take for granted the use of varied screens in today’s educational climate without really considering what this means for our students and their comprehension of a given text. Assisting young people navigate the world of screens in a meaningful way is important. To do this we need to better understand how we interact with not only eBooks as a format but all of the varied screen formats that we read. The way we interact with text in various formats is a complex interplay of many factors, not least of which is our own perception - “Whether they realize it or not, many people approach computers and tablets with a state of mind less conducive to learning than the one they bring to paper” (Jabr, 2013).

### **Distractions of format and connection to Internet**

Only a small number of students in our limited survey commented on the distraction of the Internet or the distractions offered by the functions of eBook technology and how these factors impacted upon their reading. Comments such as this were noted:

- “reading an eBook can easily distract students”
- “I also think that the computer or phone carries more distractions than a hard copy.”

### **Format/Function of eBook – “It is more confusing, annoying...”**

Research on electronic textbooks stresses the importance of “personal and technical readiness” (Kropman et. al., 2004). There is a sense amongst some of our survey respondents that they are somewhat unready for the experience of a different, or new, format

for their reading. Some certainly seem disengaged by the small amounts of technical knowledge they need to navigate the platform, while others appear to feel “safer” with a trusted format that they are familiar with. Students gave the following responses:

- “I think I read slower because I have to turn the page and make sure that I have only turned one page, not 5!”
- “It is more confusing, annoying and I would much rather a print book”
- “I think that it is better reading a paperback because you can also look at the blurb, front cover of the book and read whenever you want to, not just when your device has charge.”
- “You would find it harder to understand because you wouldn’t be able to look back with ease”
- “Computers always have problems”

Jabr (2013) noted that “surveys indicate that screens and e-readers interfere with two other important aspects of navigating texts: serendipity and a sense of control” and that reading on paper makes “it easier to form a coherent mental map of the text” (Jabr, 2013). These findings help explain the responses from our survey where students feel unsure of the medium and have difficulty finding their way around a text in its eBook format.

The NSW Curriculum and Learning Innovation Centre (2012), in their work on eBooks, found that “the readiness and training support provided at commencement contributed to... successful use.” This indicates the importance of adequate training in the use of even the simplest platforms and devices. We cannot assume that all students are either knowledgeable or comfortable with new approaches. Ongoing support and backup must also be in evidence if any new platform implementation is to be successful.

### **Implications for our library service**

The results of our survey indicated a range of areas for our attention in relation to the eBook and audio book platform that we provided for our students. We needed to recognize that not all of our students want to use the platform. Despite this, offering the platform to those who were interested is still an important part of the mix of collections that we provide our community.

Comments by some respondents made it clear that we needed to ensure adequate instruction was given to all students in using the platform. We can never assume that any collection, and how to use it effectively, is always straightforward and easy for everyone. This is a timely reminder for all of our library team to continually educate our community in many and varied ways about our collections and how to access them.

The survey results also indicated that the format in which we read is a more complicated interaction than we may ever have thought. The extent to which a format is distracting or impedes comprehension, the ways in which the format can impact on our experience of the text both good and bad and the extent to which the format affects our senses, are all of interest in our work with our students. As educators, the impact of format on learning is of prime importance and a factor that cannot be ignored as we work to continually improve the literacy abilities of our students. Wolf, in her fascinating text, *Proust and the squid: The story and science of the reading brain*, discusses in detail her concerns about how digital texts of varied kinds can impact on students’ abilities to interrogate information. She says:

“we must exert our greatest efforts to ensure that immersion in digital resources does not stunt our children’s capacity to evaluate, analyze, prioritize, and probe

what lies beneath any form of information. We must teach our children to be 'bitextual', or 'multitextual', able to read and analyze texts flexibly in different ways.." (Wolf, 2008, p. 226)

Wolf's comments resonate with our role as teacher librarians, reinforcing our need to understand and educate our communities about the nature of format and its impact.

## Conclusions

This paper is a report on a small action research project. Despite this, it has generated from students rich and insightful responses that are both useful and intriguing. All sections of this paper would be worthy of more rigorous, structured research. Dickenson, in a recent review for the Australian Council for the Arts, claimed: "No contemporary Australian research on children's leisure reading across different formats or media could be located" (Dickenson, 2014, p. 19). Obviously, work in this area would be timely in my own country and, despite there being more complex analyses already undertaken in other countries (Scholastic, 2014; Picton, 2015; Mangen et. al, 2013), more could still be done. The discussion of format and its impact on the reading experience exists within a complex, changing world of many variables each of which is worthy of intensive investigation.

In a recent *Guardian* article, David discussed why we work so hard to encourage pleasure reading amongst our students and why we search to find platforms and formats that will engage them and enrich the reading experience. She said: "Children who read for pleasure have increased concentration, memory, confidence, greater self-esteem and general knowledge. Reading builds empathy, improves imagination and language development. These are important and relevant benefits, whether we live in a digital or analogue world" (David, 2013). None of this is new to those of us working in school libraries, but it is worth reiterating. These benefits that David clearly describes are best attained through what Picton calls a "mixed reading diet" (2014, p. 17), and it is for this reason that we continue to offer new and different platforms and options to engage each and every reader. Adequate research into how these platforms interact with, and are used by, readers is of utmost importance if we are fully support each and every community of readers.

This paper has described what has proven to be a very valuable learning experience for all of those in our library team. It has enabled us to interrogate one of our collections and learn a great deal about its impact on our students. It has also encouraged us to think more deeply about format and the important role it plays in the reading experience. The final word, though, belongs to a wise and insightful year six student who, in response to one of our questions, claimed: "I don't think it matters how you read a book as long as you LOVE reading."

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### **Biographical note**

Dr Susan La Marca is Head of Library and Information Services at Genazzano FCJ College in Melbourne and the editor of *Synergy*, for School Library Association of Victoria. Her PhD, thesis, completed in 2004, analyzed the factors that contribute to the creation of a reading environment in secondary school libraries. Susan has edited a number of texts in the field of teacher-librarianship on reading and library design including *Back to Books: Creating a Focus on Fiction* (1999), *Rethink: Ideas for Inspiring School Library Design* (2007). Susan is the co-author with Dr Pam Macintyre of *Knowing Readers: Unlocking the Pleasures of Reading* (SLAV, 2006) and wrote the book *Designing the Learning Environment* (ACER, 2010). Susan is also co-editor of the short story anthology *Things a Map Wont Show You* (Penguin Books, 2012).

# The school library, a new space for knowledge: from “basic knowledge”<sup>1</sup> to school information culture

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**Vincent Liquete**

Université de Bordeaux-ESPE  
IMS CNRS UMR 5218 Equipe RUDII

[www.espe-aquitaine.fr](http://www.espe-aquitaine.fr)

France

[vincent.liquete@u-bordeaux.fr](mailto:vincent.liquete@u-bordeaux.fr)

## **Abstract**

*For fifteen years, educational actors (teachers, school librarians, academic advisors ...), among which the teacher librarian plays a major part in the Centers for Documentation and Information (CDI, school library), have been teaching, evaluating, requiring students expectations on a supposed "cultural background", commonly called "general culture" in French, supported by the educational institution and the social world. In a first part, we wish to define the question of an overall school culture and show how the school librarians have slowly claimed the development and support for a "Culture of information" for each student and, more broadly, each citizen. In a second step, we discuss the similarities, differences and links between "basic knowledge" and information culture. In which way are they similar, fundamentally different, what is specific and new in the "culture of information" for young people? In a third step, we frame the components of the culture of information, deeply rooted into culture and the digital developments of information. The culture of information is the field of curricula, educative actions and debates, revealing tensions within libraries, between school requirements and social expectations. In a fourth and final step, we will show and advocate for a dynamic conception of academic culture of information "in action", connected to the media and social events, in classrooms and school libraries, updating the weak links between general education and information culture.*

**Keywords:** Information culture, information literacy, informational competencies, digital competencies, basic knowledge

## **Introduction**

For at least the last three decades, it has been the job of all practitioners in educational establishments (teachers, school librarians, pedagogical advisers, etc.), headed in France by teacher-librarians in the documentation and information centres (CDI), to teach, assess, encourage and grade their pupils in accordance with the expectations and representations of a supposed “basic knowledge”, upheld not only by the educational establishment, but more

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<sup>1</sup> Basic knowledge for « Culture générale » in french language.

widely by the social world. In the field of documentation and information, the adjective “general” has gradually been replaced by “information” so that professionals are now talking more and more about information culture rather than basic knowledge. This concept has emerged in France relatively recently (1980s for *information literacy* in English-speaking countries, 1995 for *information culture* in France<sup>2</sup>), but it nevertheless represents a fundamentally different approach to information, documentation and media.

### **Basic knowledge, information culture: convergence and divergence of expectations**

In this paper, we intend first to discuss then define what is traditionally included within the scope of the general school culture, and then show how school librarians have gradually demanded that more encouragement be given to supporting the “Information culture” of each pupil and, more broadly, of the citizen. We shall describe the resemblances and the divergence between basic knowledge (BK) and information culture (IC) and the logical interconnections between them. In short, how are they similar, how are they fundamentally different, what specifically does information culture offer young people that is different and new?

#### *Basic knowledge and school*

BK, often seen as the goal to be achieved, has two main meanings, as described by Jean-Claude Forquin (1989). First, the “sociological” meaning which covers all the practices, values and spontaneous representations of a given population, especially in terms of information; the choices and interests surrounding the informational culture of young people, teachers, and information professionals fit directly into this environment. Second, the “heritage transmission” meaning, which corresponds to a body of knowledge, of uses and values, which are never stable and in a constant state of flux, depending on evolving technologies, practices and consumption modes in society; thus the role of the teacher is to transmit a set of educational, information heritages, where methods and content reflect a desire to attain mutual knowledge, shared between individuals from the same society and/or shared social space, where individuals can be brought together. All this knowledge is put in place and supported by strong formal systems, such as teaching programmes, guidelines, not to mention certification procedures.

In France, we seem to be gradually witnessing a confusion between BK and the prevailing academic culture: basic knowledge is dependent on strong social intentions, whereas the ultimate aim of academic culture is to ensure that the individual (in our case the pupil) becomes compliant with his surrounding environment (school, university, work). As early as 1952, in “*A critical review of concepts and definitions*”, A. Kroeber and C. Kluckhohn had already found more than 200 definitions of the word “culture”. We can see that meanings and definitions differ fundamentally, depending on whether the author is putting forward a linguistic, sociological, philosophical or psychological point of view, or on the levels of comprehensive analysis being applied (generic or specific).

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<sup>2</sup> Mollard, M. « Pour une culture de l'information, Les centres de documentation à visée pédagogique : les CDI, un "cas d'école" » ? *Documentaliste – Sciences de l'information*, 1996, vol. 33, n° 6, p. 275-279.

### *The 5 levels of basic knowledge (BK)*

Jean-Claude Forquin, in “*Ecole et culture*” defines five levels for understanding culture, levels which can also be used for an understanding of information cultures:

- first, culture in the clearly defined macro-social and philosophical sense, which positions man in relation to nature. Culture is learned, is transmitted, is enriched through exchanges and confrontation with others;
- second, culture is built up from a basis of traditional knowledge, which consists of completing an education process, after which the individual possesses a body of academic knowledge and operative skills, so that after his schooling he can be positioned in an “academic” classification of knowledge: the diploma is an excellent illustration;
- third, culture in its descriptive, or even naturalistic sense, considered as all the characteristic traits of a society or a group, including its most mundane aspects. This sociological standpoint leads us to think that classes and groupings of individuals can be constructed around culture and BK, according to their social and cultural practices;
- fourth, the heritage, differentials and identity meaning of culture, defined as all the knowledge and skills specific to a human community, where the heart of the concept lies in transmitting to others and to the young in particular, especially via teaching and cultural practices;
- and lastly, fifth, culture in its universalist and world sense, where the key is to look for links, points of convergence between individuals, so that ultimately preoccupations, representations and practices are considered the same everywhere in the world and shared by all: here we recognise part of the myth of universal man.

Thus the concept of IC forms part of a new vision of *information literacy* where the aim is gradually to leave the confines of procedural approaches and enable citizens and children of school age to comprehend the world and the information society not only through initiation into the basic concepts, but also by discovering the predominating rationales surrounding information: business, politics, consumerism, disagreement, etc. Consequently, we can now say that the aim of this IC is for even the youngest children to acquire a political, critical and civic culture.

### **Some basic elements of Information Culture (IC)**

The elements that make up Information Culture (IC) are firmly established in and around culture and the growth in technologies and digital content. Thus the information culture that is becoming the subject of more and more teaching, support and debates, is giving rise to tensions in school libraries between educational requirements and the expectations and influences of the social world; many professionals are now confronted with a widening gap between the desire to demonstrate and provide training in reflective and standard procedures, when the users often inhabit digital spaces and technologies quite spontaneously and without reflection. IC combines ways of learning, of living and of appreciating the social world with information, via the acquisition of knowledge, the desire to communicate with others and to create using digital technology. Thus IC is associated with a power of action, with the ability to knowingly influence the world, and is in fact made up of “reserve knowledge”, the expression used by Gilles Deleuze (1995): a store of information, individual and collective memorisation of knowledge, and contribution to strong social communication (especially with one’s peers through digital social networks). In this regard, the latest report by the *Conseil national du numérique* (French Digital Council) (2013) entitled

*“citoyens d’une société numérique : accès, littératie, médiations, pouvoir d’agir : pour une nouvelle politique d’inclusion”<sup>3</sup>* (“citizens of a digital society: access, literacy, mediations, power of action: for a new policy of inclusion”) is a perfect example of the realisation that this IC is necessary if we are to put our action as a citizen and our critical thinking to work in contemporary society, especially given that stakeholders in the educational world seem to be gradually wanting this role to make a greater contribution at school. For example, the ecological approach (Davenport, 1997) to informational practices highlights the fundamental role of the environment in which the subject establishes his relationship with the search tool, especially a digital one, and projects himself into situations of explaining or of information gathering. Informal practices, which relate to situated action, and which are barely or not at all visible to the teacher, are very reliant on the context in which they take place, and within which the subject negotiates his position, his space for expression and appropriation. The informal sphere (peers, home, close friends and family) structures the relationship with information, and with the search tool, especially when it is digital. In our opinion, information practices used outside the educational establishment should be described as “informal”, in that for their users they have a true legitimacy, and furthermore are considered to be efficient in terms of meeting their requirements. Information practices are legitimate for users, of whatever status, especially as they have been accorded a strong social legitimisation within the family and emotional sphere. In addition, using information practices inside the sphere of family, friends and sociability can lead to a collective imagining of information, information gathering activities and search tools, which may then become an obstacle to later learning in the formal context. Hence the advantage of studying this informal culture, structured outside the school establishment, but nevertheless a major component of the information culture specific to each individual. Schools at present, at least in France, are having difficulty integrating and fully understanding this social dimension of information practices, and treat them only as incidental. However, during class, taking this informal culture into account creates a problem for teachers, who have developed their own imaginings in relation to the pupils’ information practices, and these are often negative and moralising.

#### *Five characteristics to define Information Culture (IC)*

Information Culture has five main characteristics which accelerate behaviour changes, and even changes in values:

- Firstly, increased interactivity with Web 2.0 architectures, making information distribution and dissemination easier and increasing peer-to-peer exchanges and resource sharing; with IC we are seeing the first signs of a multifaceted interpretation of intelligence where the collective tends to take precedence over individual intelligence.
- Secondly, taking elements of the user’s profile and personality into account in contents and productions. In this way, digital (and analog) media promote user participation and encourage personal expression. IC is therefore based on personal experience and expressiveness.
- Thirdly, personal and private practices; faced with the boom in ownership of personal and family equipment, mobile technologies, laptop computers, etc., we are witnessing

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<sup>3</sup> « Citoyens d’une société numérique : accès, littératie, médiations, pouvoir d’agir : pour une nouvelle politique d’inclusion », Rapport du Conseil national du numérique, Octobre 2013. Available at: [http://www.cnummerique.fr/wp-content/uploads/2013/11/CNNum\\_Rapport-inclusion-num%C3%A9rique\\_nov2013.pdf](http://www.cnummerique.fr/wp-content/uploads/2013/11/CNNum_Rapport-inclusion-num%C3%A9rique_nov2013.pdf)

an overlapping of “information” practices in private, public, school and/or professional spheres. Most of our cultural practices and consumption happens in the domestic space, with much less in the school sphere. Thus the role of the school when confronted with IC is to try and understand and problematize familiar ways of being with others, ways of doing things with others, ways of becoming involved in a close relationship with others. To date, educational establishments are falling behind in this and are struggling to incorporate this digital social situation into information practices and teaching.

- Fourthly, IC is a culture centred on images, visual elements and navigation ergonomics (studies by Liu, etc.). The school still deals sufficiently well with the analysis and compared understanding of the image, whether it is still, moving, digital, or augmented reality. Alan Liu believes that the computer industry explores tactile, visual and audio methods at high speed, and this is not considered in the analysis made by ordinary schools.
- Fifthly, IC is an exploratory procedure, to analyse and understand spatial reorganisation, layouts and the expected informational uses. In fact, most daily activities, at home or at work, involve first of all an online access or connection, which has direct repercussions on the individual’s relationship with the information.

Thus IC, which is in essence technical, tries to help pupils carry out a comprehensive review of techniques and content production, which ranges far beyond the limits of mere documentation. IC can therefore be considered as a concept open to interpretation and multi-disciplinary analyses, drawing on other concepts such as *information literacy* or *transliteracy*. Mediators and practitioners in IC in school contexts in particular will have to ensure that the way it is approached is not by attempting to standardise information practices, but that on the contrary it promotes and examines cultural diversity linked with information production and the social circulation of information.

### **For Information Culture in action**

In this third part, we describe and argue for a culture of educational information “in action” in our classrooms and school libraries, a culture that is dynamic, in touch with the latest media and social events, keeping the links between basic knowledge and information culture up to date. We illustrate some aspects of an information culture in action, with some examples based on generic skills that can be worked on. And what if information cultures were to constitute a new form of basic knowledge with its point of departure consisting of technologies, digital technology and mass media and creative media?

#### *Information culture and targeted performances*

IC is used in organisations (school, business, university, etc.), and involves a real concern for efficiency and for improving educational or professional practices. Those advocating a strongly educational IC are aiming for 3 levels of performativity:

- first, pragmatic performance, where the question of information practices and an efficient search for information are linked together so as to optimise and improve information search skills while at the same time developing culture and knowledge of the subject. This first level combines the efficiency of the search with an enrichment of knowledge through reading. The aim of this first type of performance is to consider, organise and structure information practices better, and would only be meaningful in their view if it had a direct influence on improving the curriculum.

- second, social performance, in the sense that strengthening information practices should bring users closer to the other pupils (actors in the system), to public government bodies, thus enabling them to construct communities of users, informal networks for shared learning, exchanges on innovative and spontaneous practices.
- third, performance in environments: participants are constantly confronted with the question of the adaptability of their information practices to the needs and rules of the organisation to which they belong, and of taking organisational pressures into account as they work. Thus in the school environment, adolescents show that they can use different practices according to the chosen context (school, home), thereby demonstrating an ability to adapt these practices according to the rules set by the organisation. Some studies go so far as to describe uses specific to a supposed “school Internet” and another talks of a “personal Internet”, which is more open, adapted to centres of interest and to personal sociability networks (Dioni, 2008).

Consequently, these levels of performance encourage us to consider information cultures as intellectual processes turned towards the social world, and we are required to pick up information in order to develop our own professional, social and citizen commitments.

#### *Information Culture and convergences*

The aim of IC is to bring into conjunction zones of convergence between the worlds of media, documents and computer technology. This convergence can cover 3 levels of concern, which are:

- First, a “*semio-language*” level, based mainly on making comparisons then fixing a vocabulary that is common to the IC components (media, computer technology, documents), especially in what defines the understanding of a document, of information and of data.
- Second, a “*technical-media*” level which relates to identifying then understanding the potential and the technical constraints of each aspect of information technology and communication or of their dedicated digital environments. At this level, the aim is to define forms of writing, types of display, changes in substance and form of media transformations and transfers.
- Third, a “*social-relational-deliberative*” level, based on the abilities of each person to take a step back from their own reception of messages by defining forms of writing and information processing, personal modes of receiving information, the underlying and expected uses by those involved in production and publishing, also taking into account economic and legal frameworks, and the positioning of self in a networked environment that is on display and accessible via the various digital networks that have what is called a social and community dimension.

#### *Information Culture and meta-skills*

By putting together a set of data gathered during our field studies in universities and schools (mainly high schools), we gradually see the first signs of some skills emerging, which are sometimes being managed by the actors themselves in ways that are more or less intuitive and/or spontaneous. In the accounts that we collected, interviewees also demonstrate “implicit skills”, which were not put in place by the teachers and do not derive from guidelines for formal skills. Five of these meta-skills (MS) emerged and could be routes for future exploration in both professional and educational contexts.

**MS1:** “*information knowledge*”: the purpose behind this skill is to work on declarative knowledge linked with information, information dissemination and the existing tools. The key

to this meta-skill is to be capable of owning the vocabulary for expression, designation and representations linked with the world of information. Our studies show that the media, technical systems, information processing tools, etc., are not necessarily referred to in the same way, especially by the information practitioners (teacher-librarians, teachers, technicians, etc.) and the learners; this will inevitably lead to all sorts of misconceptions, misunderstandings and a discrepancy between intentions.

**MS2:** procedural knowledge relating to technical systems (or “*information application*”); the basic aim is to be able to use the main technological tools efficiently in order to be able to respond to a need and carry out a task. Knowledge of the technical capacities of the tools and the software is still closely linked with the opportunities the individual has to discover everything about the possibilities and features of the systems and the environments available to him.

**MS3:** the ability to appreciate the “*information potential*” of the environment or the technique being used. It has to be acknowledged that our interviewees assumed the potential rather than really testing it, and often discovered the functions and features that were available to them rather late in the day or merely by chance. Strengthening the way one uses and assimilates techno-media innovations involves this ability to project oneself into them and to gain expertise by oneself from the information environments that are available.

**MS4:** “*actional strategies*” are oriented towards the organisation and sustainability of one’s personal memory of work. The aim of information culture is to adopt personal procedures for processing content for future re-use and transfer to new professional and/or learning situations. Behind this meta-skill we are concerned with methods of classifying, indexing, describing resources and documents, with the aim of being able ultimately to re-use them in similar contexts, via transfer.

**MS5:** the last meta-skill is “*anthropo-centred*”, wherein each individual is able to identify and characterise his own cognitive style<sup>4</sup>. In order to be able to adapt to different environments, the user must be capable of getting to know himself by himself, by being able to define these predominant cognitive styles: is he more hyper-reactive, or more field-dependent, does he consider that he reacts by impulsivity or reflectivity, etc.? The ultimate aim is to act on one’s weak points to try and compensate for them.

In our opinion, these 5 meta-skills reposition the school librarian around support activities, expertise in resources and knowledge mediation. He must also be able to devote some time first to defining the users and negotiating with them, according to their information needs, of course, but also to the level of skill required and/or expected. From now on, the school librarian is not so much a supplier or even a recommender of resources, but more a specialist in working methods and in defining the rich deposits of resources and techniques that can be mobilised for an educational project. Areas such as “learning centres” are firmly committed to these new directions.

## **In conclusion**

In the course of our observations, the main point to be identified is that the teacher-librarian is virtually absent from info-communicational situations concerning IC, but only carries out reception tasks and sometimes logistic support for activities geared to information. It is still rare to find an establishment where the school librarian, or even the subject teachers, has an interface role in the educational and engineering aspects of organising knowledge, or is a

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<sup>4</sup> Consider studies by H. Witkin, S. Paper, J. Kagan or J. Bruner.

regulator of complex information situations. With regards to subject teachers, we identified extreme variations in the distribution of tasks and in the commitment of the different teaching teams. However, situations of exchange, advice, document analysis and information searches with pupils still take place more often, and are more formal and well organised. The high points of educational supervision occur when the issues for consideration are being determined, when the work plan is being approved and the type of content is being identified, and are therefore still based on traditional activities involving information searches and work with documents, techniques which are firmly anchored in IC.

Ultimately, working on IC in schools relies on upstream collaboration between teachers and librarians to identify key moments in the construction of knowledge by the pupils; they will therefore have to design beforehand the actions and facilities that are to be provided. Hence a reinforcement of the teacher's engineering and methodology skills is absolutely essential. From now on we should see the beginnings of a gradual rearrangement of the way school is organised, since thus far it has been organised partly around a division into teaching knowledge by discipline, with time segmented for organising and planning activities, but this seems to be declining in the midst of the "information culture" approach. In addition, for the meta-skills identified in school activities, it is clear that teaching teams will eventually have to devise procedures for supporting and managing these new educational goals; they cannot continue to be discovered merely by chance when navigating information processes and activities.

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### **Biographical note**

Vincent Liquète is a University Professor of Information and Communication Sciences. He is Vice-director of ESPE (*Ecole Supérieure* of Teaching and Education), University of Bordeaux [www.espe-aquitaine.fr](http://www.espe-aquitaine.fr) and is responsible for teacher training. He directs the RUDII research team and has recently published "*Cultures de l'information*", CNRS edition, 212 p. <http://t.co/iqE7fVhkPA>

# The school library that germinates in a very unfertile land and acts as a moon rise for Malawi's rural children's library

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**George G. Makhaira**

Librarian and advocate of Children Libraries

Malawi,

Africa

[makhairag@yahoo.co.uk](mailto:makhairag@yahoo.co.uk)

## **Abstract**

*The paper highlights a school library service in a rural set up in Lilongwe, Malawi. It is a school library that has germinated from a ray of hope from the primary school staff, the surrounding community members and leaders (village chiefs, religious leaders, etc.) who garnered to support their children to access printed materials.*

*In conclusion, the paper details how the author and the IASL 2014 Children Book Award has boosted the primary school library window to the world and the promotion of reading and access to printed materials.*

**Keywords:** School library- rural- Malawi, Rural Primary School-Africa, IASL Book Award-2014. Reading culture-Promotion, Africa, Malawi.

## **Introduction**

In recent years, the Malawi government in collaboration with other stakeholders has been in the forefront in sensitizing the public on the importance of child rights with particular emphasis on the right to education and protection. However, there is a growing concern that there is a problem of reading culture in Malawi. This observation seems to be correct based on the education structure and its supportive structures that are currently used throughout the country.

Studies carried out on the provision of school libraries throughout the world, has shown that countries that have taken the provision of school libraries to its nationals, has greatly improved in their reading culture and development of education.

You may note on the Malawi Profile data which the IASL uphold on its website as shown below.

<b>Population and literacy</b>	Population 16.36 million Literacy level: 62.7 % level
<b>Overview of School Library situation</b>	It is not yet developed due to lack of funds to support the growth and acquisition of reading materials
<b>Links to important associations/contacts</b>	Civil Service Forum for Library and Information Personnel(CSFLIP)Malawi and IASL Regional Manager Africa.
Particular issues and needs of the country	Reading materials and partnerships
<b>Famous authors</b>	<b>Dr Chimombo,M, Mr. Nsandala,S.</b>
Links to literature of the country	Book Publishers Ass. Of Malawi
Links to SL programs or advocacy	CSFLIP,IASL and Book Pub. Ass.Malawi
News/reports	MALA Bulletin, CSFLIP Newsletter

Malawi profile for iasl website

### **School library services landscape**

The school library service in Malawi has been influenced by numerous factors for instance:

- the early missionaries who mostly settled in rural areas to introduce Christian doctrines and education,
- the attainment of self-rule from the colonial government(British)
- the current government policies that had inclusively embedded the Universal Access of Education-UNESCO, Millennium Development Goals (MDG's) and Malawi Development Goals Strategy Paper.
- Illiteracy and poverty levels are among the notable ones.

Achitabwino (2005) said the future of each and every nation lies in the hands of the youth. If the young generation is nurtured taking into account the developments of tomorrow, that mark the basis of building a better tomorrow. Generations of tomorrow shall judge generations of today by the barometer of socio-economic developments inherited to them. Robert Wergeworth argues that perhaps the most important task each generation performs for the next generation is the transmittal of its culture. It is a fundamental aspect of a family and societal life.

Culture is not genetically inherent. The youth of the nation will learn more about culture through being taught and reading for proper acquaintance with their roots. It is for that reason that Wedgeworth stressed that libraries are institutions created in order to assist in accomplishing the task of transmitting culture. In varying proportions and under varying conditions, libraries preserve culture and make it available for current and future generations. It must be clear to everyone, says Lawal-Solarin, that unless our children are properly and well educated, the goal of a developed society will be extremely difficult to achieve in Africa. Books for children are the most important tool with which we can achieve this objective. For the sake of the future of our country, we need to "catch the children young" and educate them thoroughly not only through formal education but also by cultivating the habit for reading for information and pleasure. Having inculcated the habit it will be of extreme mutual benefit to the children and the society at large.

Teresa Samuel Ibrahim lectures that the recognition of the importance of the children's books is a reflection not only of changes of understanding and methods but also of the appreciation that today's children are tomorrow's adults. The advantages and opportunities that reading offers will be secured if the new generation grows up with the habit of using books.

### **Mphando Full Primary School- 2014 IASL books for children awardee**

Mphando is a primary school that is located in a remote rural west of the Capital City of Malawi –Lilongwe. It uses a co –education system and has classes from Grade 1 to Grade 8. It has pupils from age ranges from 6 to 16 years old and it is a government aided school. The school has a library that was designated in one of the rooms within the school blocks. It uses simple wooden book shelves, reading tables and chairs of wooden forms.

### **Library Support and Utilization**

The Mphando School Library is been in existence due to the desire of the teaching staff and the community around the school for untiring support for the library. The headmaster of the school formed a village library committee so that it acts as a body for promoting the development of the library. The committee is chaired by the local members in the village. Membership consists of local chiefs, women, headmaster, and priest among the membership.

The library committee has a major role of mobilizing resources to assist in maintaining the requirements for the information center. It also acts as a platform for encouraging the rural masses the importance of encouraging their children to read books through organizing events related to the use of reading books. Events like role models of the community like Policemen/women, Nurses, etc. come to address children in order to emulate them. The school does have reading open days where school children show case their ability to read books and recite poems.

### **Challenges**

The challenges facing the school library in Malawi includes funding, acquisition of locally produced materials, and security of the materials, preservation of the materials, maintenance of the library and the oral culture.

Funding has been a major problem to government aided schools because they can not afford to purchase up to date relevant library materials due to inadequate financial resources. Locally produced materials are in short supply to meet the demand for easy reading books as the collection development is bias for imported library materials. Mita, C (2011) lamented that "Malawians has lost preservation of the materials is a big challenge due to poor production and high usage of the little reading materials available.. Quality is poor and it cannot sustain to endure the high usage by pupils.

### **IASL Book Award-2014**

The IASL Book Award which the Mphando Primary won in 2014 became a big booster to the development of the school library as it was struggling to acquire relevant books for its users. Illiteracy and poverty is high in this area so the book award came at the right time to minimize the challenges faced by this primary school library.

The award assisted in purchasing dictionaries in both local and foreign language , vernacular books ,life skills books, pictorial/illustrated books for young learners.

## **Conclusion**

We the people of MALAWI we are very thankful to the International Association of School Librarianship for the Books for Children Award that helped us to buy books for Mphando Primary School. We look forward to your visit to our library in future and continue remember to support us. We have also made available electronic pictures in order for you colleagues appreciate the wonderful work by IASL in Malawi the Warm Heart of Africa. Thank You!!!!

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# Flipping the third space

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**Robyn Markus-Sandgren**

Library Manager, Senior Library,

Gold Coast, Australia

[library@sthildas.qld.edu.au](mailto:library@sthildas.qld.edu.au)

## **Abstract**

*Our school faced a particular problem. As in many other schools, teachers and students are increasingly mobile savvy and internet connected while at school. This affects how teaching is done and how libraries are used. In response proposed to bring the Library to the classrooms. We would move the existing library, from its own building, to share the center of the action, into learning spaces once occupied only by classrooms. While the digital integration had already begun, the physical integration would serve both the traditional and new ways in which libraries can be used. We propose that both library and classroom practices will be “flipped” so that putting ideas and information into action and thinking about what you have learnt will become the focus, using the new library to extend and enrich that practice. This paper will report on the practical implications and experiences of such an undertaking. In addition, the paper will outline some of the research concerning how the elements of the learning process are distributed across the day.*

**Keywords:** Flipping, Third space, School libraries

## **Introduction**

In March 2011 Australia’s House of Representative Committee on Education and Employment submitted a report on school libraries in Australia (Australia & Rishworth, 2011). The report consists of comments and recommendations about what school libraries in Australia could be like and what issues they face. In preparing to submit a statement to the committee, I engaged in an actual conversation with my Head of School about our library. He understood that the bustling library that we had did not come about on its own. He spoke of the fact that both parents and students wanted and used such a safe in-between space. He was also glad that I was not one of *those* teacher-librarians who attempted to tell him how to research in his own area and with his students. In the main, his comments seemed representative of the general attitude towards the library and library staff, across the whole school. What they wanted was not a library that led change and innovation, but one that support these as they occurred in teaching and learning, as a *library*. An example is found in the work of Tiffany Williams who looks at factors that might inhibit a student’s inclusion in STEM subjects and explores how a library might help (2013). Our school, a girls’ school, is introducing STEM subjects. We ask how could our library respond to and support more girls to be included.

In the half decade that followed, therefor, this has been the central tenant of my approach. There is plenty of work to do resourcing and supporting teaching and learning by being informed and responsive enough, IT ready and have the skills to do so. A second arm of the

work of the library is a co-curricular engagement with students and their reading and thinking. This arm has not been supported, in the main, but it has been tolerated by the teaching staff and roundly embraced by the students. Most importantly, it has allowed the library staff to better know the students. Crucially, also, it has prompted me to consider more closely the library's role for student learning and how this sits with negotiating a place for student interests outside the curriculum, in the library. So the idea of the library as a third space came about, as it has done for many others, mainly in higher education and in public libraries (Ali, 2013). I became excited!



The color coordinated big books... one solution to beautiful but impractical shelving

It is, perhaps, complimentary to a library when everyone who uses it feels as if it is theirs, and that they understand and use it as if it was theirs. Many feel perfectly able to speak for it and also, surprisingly, pronounce advice as if, should they be the manager of the library, that it would be no harder than organizing the books and materials on their own home shelves. Happily, readers feel like you are their best friend and continue to marvel at the wonder that is a library, concerned to lose the old one but hopeful for the new one, because of the ongoing relationship of trust and sharing they have with you. Non-readers feel sorry for you because you are managing a dying space that, though noisy with people, belongs to yesterday. They look blankly at the book shelves and are deaf to the sound of collaboration, conversation and concentration. They don't notice the sound of keyboards, the play of fingers on touch screens, the sight of paper being turned and written on, and the hum of people engaging with their work and relaxing; not hearing, perhaps, because of the "airport" music keeping buoyant a steady quietness.



The long view north

The IT Staff believe that Library technologies work at the kindergarten level of their expertise and that you are not part of any of the great trends in education, let alone technological innovation and expertise. If you need something technological they hope that if they leave it long enough you will give up or, be found technologically inept and be able to justify their perceptions. So great is their confidence in their own skills and beliefs that they are willing to lie to you and to others about you and, if you've established a level of independence from them as I have, they are then actually confirmed in their belief that nothing important technologically speaking occurs in a library.

The preconceptions about what a library is have remained with staff far more than with the students. Students flock to use the space in old and new ways, morning to night. The students, when not in subject classes, have already turned the Library into a Third Space. However, the capacity of the library to evolve and deliver to its potential has remained constrained by both the existing library space and by how the library is seen in the mind's eye of many educators and administrators. With the exception of the Senior History teachers, most rarely set foot in the old Library, which was separate from the teaching areas and staff rooms. Even though the library has evolved, is online and provides access to digital print and streamed video material as well as assignment research help digital portfolios, many teachers have stored their own collections in their own offices and network places, are reluctant to try and quick to condemn other technologies, sites or collections and deliberately limit their students to just the resources and research methods with which they are familiar. They, on the whole, consider the process of search, discover, reflect and create a waste of valuable time, unless it is to Google something for a quick level one answer. They believe that they have the technology and the specialist expertise to deliver all that their students need and, if they do not need the library anymore, why should the students? So, while the vast majority of staff view the library as only good for baby-sitting classes, for after school

care or for troubled loners seeking escape from the real world, students find the library a comfortable, safe, welcoming and interesting place to work, seek academic support, interact and meet, despite its reputation as a space for those not ready for the twenty first century.



The old library, nearly empty now

When it was announced that a 1980s teaching block for the senior students was to be renovated I saw a chance for the transformation of the Library into what I felt, what the professionals were saying, it could be. I decided that the Library should be part of the renovations, part of the thinking about what teaching and learning spaces could be like and part of a reconfiguration of the relationship between The Library and The Classroom. I looked at the L-shaped block and thought and asked, could we make the two above ground floors rectangles and one of the rectangles, flanked by an L of classrooms, could this become the Library? What if the library came to classes and teachers rather than them coming to the library? What if the library became an everyday part of teaching and learning? For my Head of School, a History teacher, the idea came alive immediately. We decided to test the idea. By knocking down a wall that divided two classrooms off from the old Library and timetabling them as permanent rooms for the Humanities, these classrooms and the Library became one. For the two years of the planning and building of the new Senior School teaching area, we have been able to test how the idea works and feels and to reflect on what the idea means for our library and for teaching and learning at St Hilda's. For those involved it was a resounding success and did much of the initial leg work needed to communicate the basis of the idea of the new library.

People not involved were surprised and shocked that I would give up the library space for something unknown. Just about everyone, even those who felt sorry for your lost status in the new world of the whiz bang, still wanted there to be a library and were worried that it would disappear. The hip teachers, as they undertook further and field studies, started

sending links and article references, ideas and advice from experts in their fields, about libraries. Just formulating the idea of uprooting the library and replanting it ready for engaging with the classrooms took effect, even before the first book left the old library for its new home.



Curved shelves on wheels and the laptops for loan trolley

### **Ideational reflections**

Life's spheres are many and varied. In a modern education each sphere has developed sets of knowledge, skills and concepts that underpin and define expertise. Following an industrial model, this warehousing of specialty areas seemed to be required to meet the sheer volume and growth of specialized skills and knowledge. However, along with technology, teaching and learning have evolved, especially over the last decade or so, and as the works of Rajala et al (date?), Zipin (2009), for example, reveal, there are significant inter-dependencies and, now, significant movement between different spheres of learning in and beyond schooling. Established programs and practices are being challenged in the light of a vastly different world of work and further learning. The citadel style is questioned because the evolution from a modern to a post-structural model is part of a more general evolution towards privileging relationships between knowledge, intentions and ideas from different spheres. Theorists of Complexity may call this anthropogenic complexity. This re-privileging is seen to empower young learners in a globally connected world. Yet to see oneself as part of this connected world and for others to see you as part of it too, remains problematic. The author proposes the view that the power and privileges of professional specialty seem to be threatened rather than informed in the process and "it is judged unsafe to stop pretending" (Strand, 2007, p.210). I give testament to the legacies of a generous and insightful education and thoughtful and literate, peopled spaces, especially at school and at university,

for incubating the idea that the world is learnt about in particular but understood and engaged with as a whole, that connections that matter occur both within and between things. As Rajala et al further explain, many different learning modalities play together and many different communities of practice interact in learning, across individual and group development and across time and space (2013). I looked for understanding that felt whole, first in my own learning, then in teaching and now in Library Management practice. I am driven to find ways of meaning and sense-making that are more connective, collaborative and inclusive and yet still go deep, to the undercurrent where the facts, or perhaps simply, the individual voice, resonate in the whole of experience.



A class begins

School library practice supports this quest. It is a reflective quest, which constantly references its resource provision, its processes and its space to the wider educational vision of individuals, schools and the communities from which and into which our students venture. Beyond my single professional experience there is significant educational research and practice about connecting in and out of school learning spheres as well as intermittent drives to make cross-curricular connections part of pedagogy. Two examples highlight the point. Most of our teachers are successful modernist specialists and the pushes to link learning across the subject areas are rarely greeted enthusiastically. The linking of the Visual Arts, Science and Geography, for example, with teaching about the environment is an example. In the individual subject areas, the technicalities of using visual language in Art or Media, the teaching of scientific research and report writing in Science or of doing field work in Geography subsume the seemingly obvious connections between the learning directions. Also, importantly, students bring to the classroom out of school learning and experience that affect their learning. Schools, in attempting to create a supportive culture for learning, often risk alienating difference, rather than developing inclusive practices. The reasons for doing so are many and varied and often framed as being in the interests of the child. At the broader policy making level, the Australian Government, applying thought to Australian

Indigenous Peoples' education states, "A good education ... helps keep culture strong and enable[s] future generations to share stories about their community, culture and kinship." <http://www.indigenous.gov.au/children-and-schooling> In support of this statement is a swathe of national and international research ( Rolstad et al, 2005) that bilingual programs are effective for promoting academic achievement amongst non-national home language learners. Australian Indigenous people speak many languages, so that when entering school English is often not their first or home language. Yet the "First Four Hours in English" policy went forward in 2012 in the Northern Territory. The policy insisted that only English was to be used to teach during the first four hours of school each day. It was supported politically at the National level and the teaching of home language and culture was, arguably, relegated to an after school activity. The spheres of national testing results, of employment figures, of public perception, of business or of polling were privileged in almost complete disregard of the contexts and the research in which successful Indigenous schooling operates. Indigenous student attendance rates dropped markedly and the policy was dropped. However, the perceptions of being threatened and disregarded remain and a world that had been whole was separated out into bits in order to legislate, promote, teach, and document learning, while the aspects of the process that make learning whole and, actually, efficient (but not cheap), were disregarded.

Despite the isolation in which many educational projects are designed, carried out and reported, each individual child and each sphere in which she sits is a site for multiple intersections, points of resistance and of opening, when learning occurs. Clearly, existing relationships between spheres can both hinder and/or promote learning and connection. When the traditional class has ended, when and where is the knowledge and thinking explored again? In the corridor, with friends and family, tutors, in the playground, in social media and on the internet in general, while doing paid work, playing sport or reading, while studying to pass tests, create works and complete assignments, students' school learning is either left behind or used and remade. What is a space like that supports the individual child to integrate and to powerfully make "new" school based learning, for themselves and in connection with their world? The project to integrate the Senior Library into the teaching spaces of the new Jennifer Reeves Building is an attempt to create such a Third Space and to be part of teaching and learning doing the same.

### **The process**

Once the main principles had been agreed upon, designs and funding were sought for the whole building: on the Ground Floor, a cafeteria, coffee shop, radio station, Year Twelve space and small performance area; on the First Floor, the Senior School offices, 6 classrooms, recording spaces as well as informal seating, a print station and a self-catering space and on the Second Floor, the Library, print station and 7 classrooms. All these floors were to be linked via internal and external stairways and a lift. Each floor is multi-functional, yet integrated and this made the consultation process enormously complicated. Complexities were over simplified and consultation minimized as a management style. The overall appearance was considered in detail, while the functional aspects were left languishing. Before planning had even begun came the questions like, "Why give up the old building?" and "Was the Library going to lose space?" etc. These questions were asked out of genuine concern or to confirm an individual's perceptions. Few understood that behind the decision lay theoretical and practical principles, experience and reflection and a body of knowledge and research that supported the decision. It was good to begin to be able to articulate a little

of what actually lay behind the decision but, perhaps not surprisingly, did little to allay the thought that this was the inevitable end of the library and for others that this was part of a conspiracy to hasten its end.

For the Library itself there were three main focuses:

1. The specialist technology and furnishings that linked the security software to circulation tasks. How could we use this technology to free library staff for more supportive and less purely functional roles?
2. The shelving design and layout. What happens to Dewey when you break up the warehouse style in shelving design?
3. Furnishings that would support Third Space interactions. As the classrooms were opening up to the Library, so the library would provide additional spaces for the classrooms. Would both be transformed in the process?



From the Main Entrance, classrooms to the left and straight ahead

- 1) As the external structure came into being, the block, as it looked then, with scaffolding all round, seemed shrouded in mystery and engineering issues. The existing roof, which was to be used as part of the renovated structure, was deemed unsafe and a new one redesigned while the old one was entirely removed. It must have seemed that the macro level problems would be the most problematic, though library practice has demonstrated that the details can be at least equally demanding. Consultations about the infrastructures that enabled the functioning of the various spaces were, supposedly,

discussed: telephone lines, TV aerials, network and power points, Wi-Fi, air conditioning, toilets and plumbing, staff and meeting area needs, numbers and styling of classroom desks and chairs and what technology was going to be repeated across the classroom spaces throughout the main construction period. In some areas there was a shared pool of knowledge and experience or a degree of influence that sometimes helped ideas reach decision making table intact. However, as the infrastructure needs for the Library began to be discussed it became clear that, where the needs applied to specifically the Library, a collective blindness and deafness existed. Just as people have home libraries, so many have security gates, right? It couldn't be that hard ... The architects, engineers, builders, the electricians, the IT people, everyone from the project managers to the maintenance personnel felt as if they had enough of a handle on the functioning of a library to get by. So profoundly confident were they in their own skills and beliefs that, during two years of infrastructure planning and building, not one person consulted about nor interpreted correctly the provided detailed library technology specs or my implementation plan and recommendations. In addition to the technology implementation specs, our library security technology provider supplied individualized advice about how the security hardware might best be placed as well as any design issues they foresaw from our architects drawings. Even so, and despite early documentation and numerous revisits, ultimately the external library chute was left off the final drawings. This necessitated a complete re-think of how library returns might best be managed at a time when all other layouts and furnishings were being finalized. The security gate infrastructure was mismanaged: data points were left in the wall, the electric wiring routed incorrectly and the conduit, embedded in the concrete floor for the antenna wires, led away from, rather than between, the gates. The benches for the self-check machines were also removed from the final drawings at some point.



Temporary Self Check Station near the Main Entrance

The pre-conceived notions that the needs of the Library were all non-urgent and could be solved with ease when they got to them meant that errors in executing the infrastructure were compounded in the work-arounds in small and large details. The errors were characteristic of a lack of consultation and enquiry as much as unforeseeable error. Switches, data points, virtual windows, towers, screens, furnishings etc., all okayed, all incorporated into a plan, nearly all eventually met the same end- an unapologetic no way, not now.

As the Library was completed last and as I was not included in every meeting in which decisions were made about the Library, these matters led to an extremely uncomfortable final period. The very principle of collaboration that the new Library sought to embody was denied it, at least in part, in the planning and also in the execution. Even when others have the final say and pay the final bill, unless stakeholders are fully included, these types of issues are likely to confound the work.

Clearly, it was not sufficient to present and contribute experience and some expertise, experts' plans and concerns, insights and ideas at crucial points. In retrospect, I needed to be present for the process, rather than handing over the details politely to the experts, expecting they would engage with them as thoroughly as was required. The same process error that keeps learning separated into subject areas, classrooms and times, applied in the building of the library. Expertise is needed, but so is free and fearless communication. There is so much to be learnt from each other. This insight has further confirmed and informed what my concept of the Library as a third space means. There should be a sense in which the Library is a space which grants the freedom to work, connect, be heard or relax without privileged influence being applied. A space where decisions are made and the process observed and participated in. What is a space like that has students engaged in thinking, relating and learning by choice? A reversed Frankenstein?

- 2) Even though the new library was to be a sleek and modern, clean lined space, there was a sense that the mood of a library should not be lost completely. To this end, a space was created with bookshelves built in, creating an air of permanence and a feeling of relaxed lounging and, hopefully, slow thinking and reflecting. It is a unique space in the whole of the three floors. It is lower lit, not Wi-Fi connected and not part of the traffic of teaching and learning activities. At the same time it is not cut off from the rest; the easy transition symbolizing the intention to relate to the past, present and future in one space. It is intended that this space will also be an overtly inviting space for our Indigenous students, though this is a tender and fraught vision. The shelving was designed specifically to create the space.



The Lounge Room with shelving overflow & without the lounge

The main part of the library was to have curved shelving, on wheels, in the industrial style. They are aesthetically pleasing and offer flexibility. Navigating the curves for search and shelving functions is going to be interesting. We are now in the process of designing signage.



The perception that moving the library was not simply about moving books across the courtyard and onto new shelves, proved to be difficult to change. Notwithstanding this, the sheer quantity of physical work involved was looked upon with concern.

Ultimately only about half of the required new shelving was actually able to be used effectively or delivered, when the books were to be moved. When the lift was not available on time and the quote and time to move increased accordingly, the professional removal group was cancelled and students were asked to help move the books, earning 10c a book for charity. The theory behind the decision was to help create a sense of student ownership of the Library. In practice, the students had no idea that both the order and the spacing of the books mattered, that the books were to be cleaned and that some of the old shelving needed to be dismantled and reassembled before some books could be moved. Some of the group of helpers held ongoing discussions with their teacher leaders about how much each book moved was actually worth, as well as how to move the books more efficiently, feeling that the library's concerns were simply slowing them down.

In this particular scenario, the intersection of a complex of theoretical, social, school political and economic factors can be seen. Also visible is the lack of reference to the facts about how a library is actually structured and functions in the present nor any conceptualization of how it might be transformed. If it is OK to simply use the internet without understanding how it works, uploading to YouTube and social media as events happen, then why is it not the same for books? If you can find books on your own home shelves without imposing directly a sense of order on them, then why should a library be so fussy about order? Again, the difficulties of those final weeks demonstrated a lack of engagement with planning developed over a period of two years. They have confirmed rather than frustrated the view that a school library needs to be in the face of the everyday activities of the school, so that it might be understood and used effectively. Also importantly, the specialist expertise and educational role of the library and its staff should be understood more widely, especially as they relate in the creation of more innovative and collaborative teaching and learning spaces.

- 3) Finally, the space itself. We were agreed to create a space in which students felt the offer to become engaged an inviting one. Teachers were to be part of the invitation, not as hosts, but as co-creators of the space. Glass classrooms, with nearly all walls fully opening, with no fixed teacher or screen positions and with little or no physical storage means that each time a class and a teacher occupy a classroom, the space seems ripe to made into something new and to live only until the class ends, when, except for writing on the glass walls, all traces of a presence should retreat, either to the internet, network or cloud or with the students themselves. What is left, written on the glass, something of a cave painting? In this sense the imperative to teach so that learning occurs is profound. For many of the teachers involved this is certainly a challenge to grow.

The Library will then help support the integration of such time and spatially fragmented, near invisible teaching and learning, firstly by its presence and secondly by its functions. Elmborg (2011) attempts a summary of Henri Lefebvre's work, *The Production of Space*, in which three ways of conceiving space are articulated: spatial practices, representations of space and representational spaces. The first two have been briefly addressed already. The third is about the ways in which people make use of the space as they live in it. "Representational space is individual, perceptual, intuitive, and symbolic." (p. 343) Between represented and representative spaces, the theorist Bhabha describes a dynamic new kind of space called the Third Space,

originally conceived as being created when two or more cultures converge to occupy represented or dominated space (Elmborg, 2011). In our case, we have classroom cultures, student cultures, the library culture inherited from educated white middle class mores, as well as the cultural practices that staff and students bring with them from home. Negotiating the power differentials and the different interpretations of the space will necessitate users to transcend and, as has already begun, contest, the boundaries of their conceptions for the space to create a “more open, symbolic, playful and generative” (Elmborg, 2011, p.345) space. If this can be done as part of practice, every user of the library can cross the boundaries between classes, between what was and what might be, despite, or perhaps because of a kind of supportive orderliness. In this sense the Library staff are companions in the world of the school, to all who enter.



The print station

The space between the bibliographic librarian, the classroom pedagogue and the companion in a negotiated space is the one we have been travelling through these last two years. It will be interesting to see just what our new third space might be like. One of the most significant changes is that there is very little small group seating within the main library space. There is the sense that the classrooms themselves will become part of the library when not being taught in. Conceptually this is a huge leap. It is however in keeping with the trend that sees people of all ages and stages appropriating virtual and real spaces and making them their own. Such spaces are

also made and remade flexibly. Conversations with distant relatives in trains, watching movies sitting in a covered walkway, lunching and even partying in the library are just some examples. Will the somewhat sterile ground of the warehouse style classroom finally be able to transmogrify?

### **Flipping the third space**

Technology, in particular mobile technology, promises to release teaching and learning from many spatial and temporal restrictions so that almost any space can be a learning space at almost any time any time (Kearney et al., 2012). Yet, despite the level of comfort, fashionable design features or even comfort, it is the way in which spaces lend themselves to sociability and collaboration that mark out what students want in the spaces they occupy by choice (Crook, 2012).

There are thousands of documents, videos and websites related to flipping classroom teaching. Below are just three:

<http://ctl.utexas.edu/teaching/flipping-a-class>

<http://www.uq.edu.au/tediteach/flipped-classroom/what-is-fc.html>

<https://www.youtube.com/watch?v=4JPdGlyt6gg>

<https://net.educause.edu/ir/library/pdf/ELI7081.pdf> (Seven things you should know about flipped classrooms)

<https://net.educause.edu/ir/library/pdf/ELIR1302.pdf> (Seven things you should read about flipped classrooms)

Each one emphasizes the value of increased time for social interaction embedded in pedagogy, at school, for enhancing learning and for creating a sense of ownership and belonging, some say a sense of place out of a space.

Flipping library (information literacy) instruction follows the same pattern. However, when it comes to flipping the library as a Third Space, the pattern is quite different. What I mean by flipping the Third Space is to work out and respond as a library to what it means to be a Third Space supporting flipped classrooms.

In flipped instruction, class time is more interactive, collaborative and exploration based. Higher order thinking and activities are central. Yet students do not necessarily do their flipped homework, study or research at home. Nor do they necessarily access classroom instruction from home. Depending on before and after school activities and family timetables, the library can be a site for any combination of all the modalities of the flipped and non-flipped classroom. Students and teachers have the opportunity to work flexibly with flipping. Missed class video and presentation modules can be watched “just in time” and classroom higher order interactions can call on an extended range of spaces, resources and, as appropriate, professional library support. Already, the Humanities Department for example, and they are not alone, while not formally flipping instruction, provides students with online reference materials for research topics as does the library. Students are encouraged to access such pre-prepared materials outside of class time. They then spend in-class time researching a topic of their own choice, supported in exploring widely beyond Google and accessing the range of expert personnel available. Such a space is both classroom and library and, because flexibility, choice and interactions are encouraged, can be a Third Space.

As a staff we decided to also experiment with extending our library hours. On a trial basis, our library will now be open from 7am to 8.30pm Monday to Thursday and from 7am to 5pm on Friday, during term time weeks. The library will continue to open from 1.30 to 4.30 on

Sundays. From 5pm to 8.30 Monday to Thursday, the space will also be for Boarders (aged 12 to 18 years) Prep. At this time, yet another convergence of cultures occurs. Just as the idea of breaking down the walls of the classroom and the library are central to this project, so is opening up the mood and the facilities to Boarders doing homework *alongside* Day Girls. In providing such a space, some of the lock-step nature of year level, class, time, space and individual difference is loosened. Is there something helpful to an ethic of enquiry, study, co-operation and friendship in being part of such a shared enterprise? It will be curious to reflect on all this thinking and changing as the realities hit home.

### **The first day**

The highlight of our first day was the overall positive response to a beautiful, if incomplete and not fully functioning, library. Classes desperately sought room to be there- even if it meant sitting on the floor or perched on a windowsill. We were asked to book three classes into the central part of the library- every class period if necessary. Despite there being next to no seating, they were *there*. The Lounge Room, even without any data or Wi-Fi connectivity was danced and sung in, as Vivaldi played. The old encyclopedias lending atmosphere and, well, weight, to the glass, the aluminium and even to the tasteful laminate prominent in the rest of the Library. Importantly, the lack of group homework seating was bemoaned. This is part of an overall issue with our space, I propose. There is a lack of nooks and crannies in the whole. We will have to make those slick, sleek glass classrooms able to be transformed more easily into something the students will feel is different from still being in a classroom.. We would like to, together, create and recreate private spaces in the whole as and when the teacher centered time gives way to individual and/or group use of the space. We will have to, after all, clutter up the smooth sweep of carpet between shelves for small groups “being and collaborating” together, by choice, here, in the library, out of school hours. As Wendy Stephens expresses it, the way forward for young adult libraries, in general, and our library in particular, is for them to evolve into a place for every learner, everywhere and all the time (Stephens, 2013).

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### **Biographical note**

Robyn Markus-Sandgren has been Library Manager of St Hilda's School on the Gold Coast, Australia since 2002. Before that she was a teacher of Mathematics for ten years, a Resource Teacher (designing innovative programs with teachers and their schools) for ten years and a Fruit Shop owner with her husband and three children for ten years. After completing her Masters of Educational Studies at the University Of Queensland, Robyn found libraries and library technology. Robyn has never lost her interest in education itself, along with reading for pleasure. She has remained passionate about them all ever since. A polymath approach to life and work, including painting, psychology, writing poetry, yoga and gardening, has informed her commitment a Trans disciplinary approach to education.

# Structural cooperation between teachers, public librarians and teacher librarians

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**Iris Meuleman MSc.**

Rijnbrink Groep  
Postbus 9052, 6800 GR Arnhem  
The Netherlands  
[iris.meuleman@rijnbrinkgroep.nl](mailto:iris.meuleman@rijnbrinkgroep.nl)

## **Abstract**

*According to the concept of 'Public Library at School', secondary schools and public libraries in the Netherlands are working on a structural cooperation. They collaborate at strategic, tactical and operating level to improve language skills, reading motivation and information literacy of students. This paper describes the experiences of the collaboration between several pre-vocational secondary schools and public libraries during the period of 2012 – 2015. Especially, the force of the collaboration of all the parties involved, is shown at all the components of the concept 'Public library at school'. In all the example-schools it is shown that collaboration pays off. There are results on the management, employee and student level. The most important improvements are: students read more, students visit the (school) library more often, reading is more and more seen as 'a normal thing to do' and reading attitudes of students are improved.*

**Keywords:** Reading promotion, Information literacy, School library, Public library, Pre-vocational secondary education.

## **Background**

This paper describes the experiences and the results of the collaboration between several public libraries and schools for pre-vocational secondary education, according to the concept of 'Public Library at School', in reading promotion. Before explaining the approaches and the results, we first have to explain the concept of 'Public Library at School' and some background information about the schools and the terminology.

### **'Public Library at School' and components**

Research from PISA in 2009 shows that 14% of 15-year-olds in the Netherlands have a language delay and don't understand all of the text in their textbooks (CITO, 2010). And from the working population on the level of secondary vocational education, 24,4% has problems with reading and writing (Lezen en Schrijven, 2014). Although there has been an improvement since 2009, language remains an important issue. At national level, stricter

rules are drawn. Schools are required to have a language policy, and the government has set up reference levels with minimum requirements for Dutch language, for different school levels.

Therefore, many schools are actively stimulating the language development and vocabulary of their students, by encouraging the reading skills and the amount of reading. To improve the language and reading skills, some schools collaborate on this with the public library in a concept called 'Public library at school'.

"Working with 'Public Library at School' means that reading promotion no longer depends on that one enthusiastic teacher, school library staff or public librarian, but is recorded in a language policy, working from a shared vision. The public library and the library of the school are natural partners." (De bibliotheek op school, 2014).

'Public library at school' is a broad concept for improving reading in a continuous line for children aged 0 to 16 years. In addition, there are different accents for the target groups pre-school (infants and toddlers), primary education and secondary education. The concept is developed in the Netherlands through research and support from a national policy. The implementation is done at the provincial level by support organizations, but especially at the local level by public libraries.

The concept works on improving the skills on reading and information literacy. In this paper, the focus is on the experiences and skills on reading and less on information literacy, in line with the case studies. The slogan of 'Public library at school' is 'More reading, better language skills' The idea, based on research, is that those who like reading, will read more. And who reads a lot, builds a larger vocabulary, and can read better.

The collaboration in 'public library at school' is build on a list of components:

- Network and policy: Phase where contracts are signed, strategy is determined;
- Operating plan: Plan to provide reading skills and media literacy, including vision, goals, and annual program of activities;
- Activities: on reading motivation and information literacy (like weekly or daily reading moments, and lessons to provide information literacy);
- Monitor: Measuring and comparing results on student reading fun, student reading behavior, student borrowing behavior and teacher reading promotion behavior;
- Expertise: Professional development for librarians, school library staff and teachers;
- Collection: Consists of collection at school, or a digital connection between the collection of the public library and the school library;
- Digital Portal: An online environment where students can request books, download e-books and audio-books, and search for reliable information.

The stakeholders annually evaluate the various activities, compare it with the results from the monitor, and make new plans. Therefore, the components can be seen as an iterative, data-driven process, as shown in Figure 1.

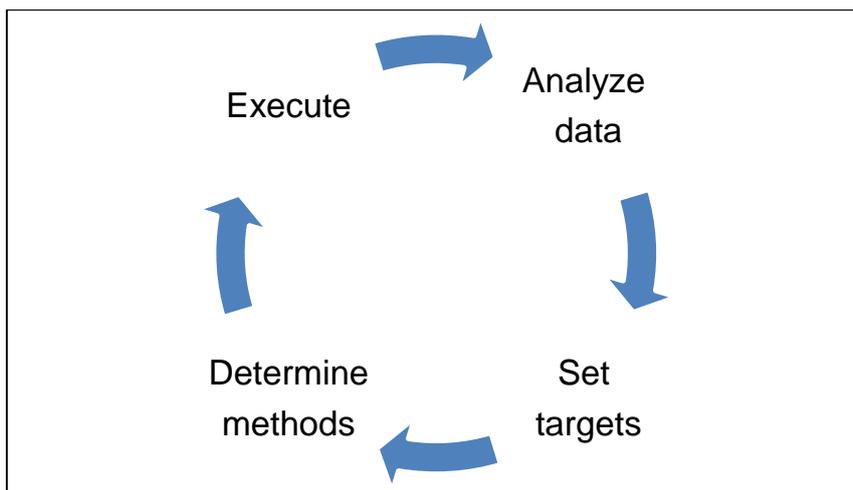


Figure 1; Data-driven cooperation with schools (Bon & Broekhof, 2014b).

### **Case studies**

The paper is a summary of experiences gained by the author as an educational consultant for three partnerships between schools and libraries in the province of Gelderland, Netherlands.

It is based on three pre-vocational secondary schools. The first one is a smaller school (<1000 students) which typically has many dyslexic students with learning support. The second school is larger (>2000 students) and has many hands-on learners. The third one is a secondary school (>2000 students), where almost all types of education are offered, spread over three locations.

As educational consultant at Rijnbrink Groep, the author has worked with all the schools and public libraries between 2012 and 2015. Rijnbrink Groep is a support organization for libraries in the provinces of Gelderland and Overijssel in the Netherlands.

### **School Library Staff**

Unlike other countries, a function of teacher librarian doesn't exist in the Netherlands. We do have school library staff, who are responsible for the school library, but they usually, are not certified as teachers. Sometimes they do support the teachers in the classroom. Therefore, in this paper the term teacher librarian is replaced for school library staff.

### **Joining forces**

In all the example-schools, different parties played their own role; the school board, the management of the public library, the staff of the public library, the teachers, the school library staff and the projectmanager/consultant. In the implementation phase, there were always three groups collaborating, as shown in figure 2. These are the teachers, the public librarian and the school library staff. In all the components these three partners play their role. Below, the collaboration will be discussed by each component of 'Public Library at School' as described before.

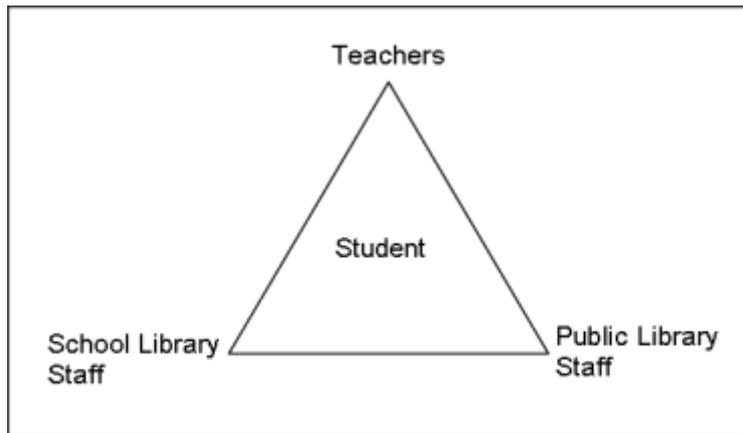


Figure 2; Three parties that join forces in 'Library at school'.

### **Component Network and policy**

In order to achieve the goals of the collaboration well and efficiently, there needs to be a good consultation on a strategic, tactical and operational level.

On strategic level it is important that the managements are listening to each other, share knowledge and agree on the main topics. The managers are responsible and determine the extent to which they make resources, time and people available. Without commitment from the strategic level, there is no chance of success.

At the tactical level, there are two contact persons (from both organizations) who have regular contact. One of them is the project manager. At the executive level there are one or more teams that make operating plans, containing a description of the tasks and responsibilities of the teacher, public librarian and school library staff. These teams are also responsible for the implementation and evaluation of activities. Regularly (preferably every two weeks) consultation is required. A good project structure (see an example in figure 3) is needed. The power of the collaboration between the three parties of figure 2, is making new activities and applications out of the different insights and angles. In teams, the parties jointly start writing a plan and implementing activities in a way they can strengthen and inspire each other.



Figure 3; Example of a project structure (Meuleman, 2014).

### ***Component Operating plan***

As mentioned above, the teams work on writing, implementing and evaluating an activity plan. Starting from an analysis of the current situation, they write a multi-year plan in which the intended objectives and foundation are described. From there an annual plan is made with attainable goals and activities. From experience, it turns out it works better to design several, complementary practical plans than one general plan for the whole school.

Often, activities are designed out of enthusiasm. Teachers want to achieve too much in a first year. Particularly enthusiastic teachers should be inhibited rather than encouraged. Important is not to start from the several activities, but from the targets. And the targets should be tuned on the target group. Most important is to make a selection of targets. The goals should be challenging but achievable in one school year. For example, a goal like 'improving literacy and reading attitudes of students', needs to be rewritten into a measurable and doable goal. Like: 'In school year 2015/2016, every student spent at least 800 minutes on free reading during school hours' or 'In May 2016 50% of the students gave a comment about a book he would recommend to a fellow student.' (Werkgroep Lezen, 2015).

The power of the school library staff and the teachers is that they can translate the input to activities that fit to the school and to the target group. A public librarian in one of the example schools, described that they achieved so much because the team discussed the subjects and came with the questions and possibilities themselves. When the public library had come up with an offer of products and activities, there wouldn't have been so much acceptance by teachers.

The power of the public library in this component is that it can present different angles on reading and new ideas of promoting reading to teachers. It is also a way to get acquainted with the products and services of the public library. As an outsider, the employee of the public library can break the standard practice in the school by asking questions and mirroring.

### ***Component Activities***

The foundation in all the example-schools is fixed time for free reading in class, so students get used to it, read more, read better and like reading more. That will increase the vocabulary and reading skills. Once free reading is a rule, it is good to build on that foundation with other activities. Therefore, the three parties need much tuning to achieve an efficient, effective collaboration. With their contacts, the public library can (help to) organize reading promotion campaigns like a national reading competition. From their experience, they can also help setting up the library in the school, or give advice on a good reading environment. Also, visits to the public library can be organized in which students learn about the library and how to find a book that fits their level and personal preferences. Then the school library staff can explain the differences and similarities with the library in the school.

A class visit to the public library is always a good idea to reduce the threshold. As the evaluation at one of the example-schools says, for some of the students it was the first time they visited the public library. Many other students had not been in the library for many years. Going as a group cleared the way, because they knew how everything worked and who to ask their questions. Another way for the public library to make sure that the students get acquainted with their services, is to visit them in school. For example, by showing new books, tell about it and read it out.

Besides reading in books, students read all the time, on the internet, the subtitles on television, etcetera. Therefore, lessons on information literacy can be organized to teach

more about reading on the internet and find reliable information. With their expertise, the public library can accompany these activities as well. So students can learn how to find information in the library, but also online by using the right sources and keywords.

There needs to be a distinction between classroom activities and activities for a particular target group. For example, an additional visit to the public library for children with reading disabilities can be arranged, or activities for students who can read well, to challenge them. An example of such a reading activity at one of the example schools is the book club which takes place during school hours, at the public library. Students who like to read are asked to voluntarily sign in to the book club to discuss a book they read and reflect on the subject. Within the activities there needs to be a clear division of roles. The public library can organize activities in the public library and connect schools to other schools to work together or challenge each other in a competition form. In this, public libraries make use of nationally organized projects. A great advantage of the public library is that they can put in a large collection of books in all activities, for example on a theme. These are not only the books from the local library, but also from a regional background collection.

The school library staff can match these activities by organizing activities in school. The power of the school library staff is that they are physically present in the school and can encourage pupils and teachers to participate. They can also take care of the overall organization and match it with the school curriculum. The power of the teachers in the team is participating and gaining support among colleagues. For example, it's not only the task of the teacher on Dutch language to participate in the activities and the free reading time. Moreover, teachers can inspire young people by talking about books and reading, lower the threshold by claiming no book reports, and (very important) set a good example by reading books themselves (De bibliotheek op school, 2014).

### ***Component Monitor***

This component is required to measure and show results, and to match new plans and activities with the target group. A measurement is done annually by three questionnaires, one for students, one for teachers and one for the school- or public library staff. The results can be compared with the results of the previous year, and with a national average. This average gives a national image, not a benchmark, of the whole population. Thus, 'the school and the library can analyze the proceeds of cooperation and, where necessary, adjust. The added value of the collaboration is immediately evident'(De bibliotheek op school, 2014). The strength of the three parties (teachers, school library staff, public library staff) is that they all participate in the monitor, discuss the results and make plans for the next school year.

“Using data from The Monitor to demonstrate how one-on-one cooperation between the library and schools can be effective, has made it very clear how it is possible for the public library to offer real customized services to schools. (...)Using data in this way requires a new way of thinking and acting. Data-driven means that the data collected by The Monitor can lead to new policy measures and real change. Library personnel and school staff can examine the results (presented as graphics), reach conclusions and formulate new agreements based on cooperation.” (Bon & Broekhof, 2014a).

Like the monitor for primary education, the questionnaires mainly measure the reading motivation. In addition to the regular tests for Dutch language, it gives a good picture of the

students in Dutch language and reading. For example, the national results of the monitor in 2013 show that most of the students don't like reading. There is a large group of students (35%) that never reads a book. And a small group (16%) that reads a book every week or every day. Compared with the figures for primary education, it is the opposite (Respectively 7% and 68%), therefore the policy, goals and activities for pre-vocational secondary schools are different from working with primary schools. To most the staff in public libraries, who often work with primary schools, this means a different expertise, which is further described in the next component.

### ***Component Expertise***

It is important that the parties work together to guide the students. To work together well, it is important that they (want to) learn from each other. As described above, the target group of students in pre-vocational secondary schools, is new for most of the public librarians.

Although the children are just a few years older, they can't be compared with children of primary education. This is because the behavior and peer pressure from students is different, but also because the school culture, education requirements and school curriculum are very different. In the example schools, we found out that it's better to choose a public librarian who can work with the target group, than a qualified reading consultant who has no bonding with the group. To get acquainted, the public librarians can visit the classroom, to learn more about the daily practice of the target group.

The teachers and school library staff can also learn from the public librarian. They can learn more about (research on) the effect of reading on vocabulary and language skills, new books for their students and how to encourage students to read more and choose the right book. In one of the example-schools the public library assists the volunteers who work in the library at school. In this case there was no school library staff, but the library at school was run by volunteers. They received explanation from the public library about placing and lending collection, appropriate books for young people, and how to promote reading.

Another example, is to create a setting where all parties can learn from teachers and from each other. Like participating collectively in a training session about reading and promoting reading among students and in the classroom. There, they can talk about it, get to know each other, and make plans together. A requirement is that all parties want to learn from each other, and that they are open and curious to each other's work, problems and ideas.

### ***Component Collection***

The basis for almost all activities in the area of reading is a good, current collection of books. It doesn't matter if those are physical or digital books, as long as it's inviting students to read. The point is that students have access to a wide selection of books that suit their level and interests. It is important that they find their way to the books, and see no obstacles for entering the library.

The example schools all chose for a combination of a smaller book collection at school and access to a broader, specific choice of books in the public library. Therefore, the students got a library card to download e-books and pick up books in the library, or in some cases even at school. Then, the public library collects the requested books and transports them to the school.

At one of the example-schools there was a small, outdated book collection at school, which was remediated by the staff of the school library and the public library. Together, they selected an additional collection of new books. Teachers could also indicate which books

they would like to find in the library at school. The remaining collection, and the new books were together incorporated into the lending system of the library. At school, equipment (hardware and software) was installed. Thus, the school library has become a lending establishment of the local library, where books, e-books, magazines and other materials can be borrowed.

In this collaboration, it is an advantage that the school library staff and the teachers know what the students like to read. For example, they know which magazines will be the most popular in which classes. There is sometimes a reading list or suggestions from the teachers about the titles that they would like to purchase, for example, for the subjects English, German and French. Teachers and school library staff also have a role in guiding students in finding a suitable book and downloading e-books. The advantages of working with the public library on collection, is that students can draw from a larger collection. And that the collection is more topical and variable because the books at school are not purchased, but borrowed from the public library. Also they can influence the reading promotion and the collection of books and magazines, from a different angle. As said before, in reading it's also about motivation and fun, and not just about performance, as is the case in most of the schoolwork. About one of the example-schools Meuleman (2014) describes: 'The Monitor shows that more than half of the students prefer to read a comic book or magazine. The main purpose is the reading and the motivation, therefore these are also allowed during the reading times.'

### ***Component Digital portal***

Besides collection at school it is also possible to give students the access to the whole range of other materials that the public library has to offer. Digital sources like newspaper articles, university library and encyclopaedias can be linked. Some of the example schools offer this at a digital portal. In the portal, there is a link of digital sources with the physical books of the public library and the school library. There is no need to search at various websites to find information or (digital) materials. The students can find it all in one search entry on a particular subject. The strength of the public library is the ability to link all of these sources in a digital form, and to teach the students how to use the website and find and use reliable information. The power of the teachers and school library staff is to make use of these digital portal and sources in the whole curriculum.

### **Conclusions and recommendations**

The examples show that structural cooperation between school and public library, pays off. Though the preamble can last a long time, they show that with a good foundation, policy at the management level and enthusiasm and a proper project structure, much can be achieved. Even in the first year of cooperation. In all schools the same results are visible. Below we summarize the results, with examples from one of the schools as described by Meuleman (2014).

Results at the management level:

- Management of both organizations are committed to continue the collaboration, even after expiration of the contract.  
Example: Even besides the contract agreements, managers of school and public library discuss problems, solutions and ideas for the school, the library and the community.

#### Results at the employees level:

- Compared to the initial situation, there is more consensus and cooperation between the librarians and the teachers.  
Example: Teachers, school library staff and public library staff are satisfied with the current cooperation, know each other, can find each other to discuss and explore new ideas. When one of them has a question, they jointly examine the possibilities. Often, activities are further developed by enthusiasm from all sides. Also, it is clear to the school library staffs what the teachers expect of them and vice versa.
- There is a uniform approach among the teachers in the field of reading promotion.  
Example: Not only Dutch teachers are responsible for improving the reading skills, but all of them. The daily free reading time is supervised by all the teachers, even the gymnastics teacher.

#### Results at the student level:

- Students read more in school time.  
Example: daily, ten minutes of the school time is reserved for free reading time.
- Resistance to texts and books is reduced and reading is more and more seen as 'a normal thing to do'.  
Example: It hardly happens that a student doesn't bring a book to class. The daily reading time was soon seen as normal. There was soon to see another effect that students, after work in other classes, start reading in their own books and asked if they could read more often.
- Reading attitudes (positive attitude towards reading and literature) of students are improved.  
Example: In the first measurement of the monitor, over 60% of the students said they didn't like reading books. Now, most of them are reading novels in the daily reading time and when students are asked if they like the book they're reading, they respond positively.
- The number of visits of the school library have increased.  
Example: The first measurement of the monitor and conversations with pupils showed that they barely visited the school library. Now, school library staff tells that more students and teachers have visited the school library.
- The number of visits of the public library have increased.  
Example: Before, most of the student didn't visit the public library with their parents at all. Now, they visit the public library two or more times a year with their teacher. And more young people are visiting the library after school time, and asking for the employee they know.
- The number of loans and downloads of the school library and public library have increased.  
Example: before, most of the students didn't read books at all. The monitor also turned off that many of the students (and their parents) didn't have books at home. Now, all the students are members of the public library and they have to read every day. The students in the primary grades read about one book a month. This corresponds to the average number of loans per month. Also, the use of digital resources and eBooks increases by the membership.

By continuing to follow the learning outcomes, including the monitor, the effect in the long term will also be visible. All parties are confident that the results of the reading education, will continue or even get better because of their cooperation.

Finally, we suggest a list of eleven do's and don'ts for promoting reading in 'VMBO' (pre-vocational secondary education) based on one of the example-schools (Meuleman, 2014):

- Ensure commitment from all teachers and other stakeholders;
- Tell students what is expected of them, no more and no less. (Stay with it, don't bother them with 'the importance for the future');
- Avoid the word 'Leesplezier' (fun for reading). (You can't force anyone to like reading, but you can obligate students to participate in an activity at school).
- Ensure that students have access to an appropriate collection. (Choose a mix of membership of the public library and books at school).
- Take the pupils to the public library and/or the school library.
- In the first weeks, don't judge about WHAT the students are reading. Just make sure THAT they are reading. Only judge about reading. (Decide with colleagues what you do / do not find acceptable, like magazines, levels, writers, etc., but allow students to choose for themselves first).
- Talk one on one with students about their book choice and support them. (Make sure they know what suits them).
- Schedule short, fixed reading moments in a rhythm that is a fast logical for students.
- Furnish the place where students will read as a reading area, with good balance between reading and order.
- Provide rest during reading time.
- Set rules for students. For example: Every day, everyone brings a book to class.

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### **Biographical note**

Iris Meuleman MSc. studied Educational Science & Technology and Twente University. She works as a Senior Consultant at Rijnbrink Groep, which is an organization that supports and advises libraries. Iris is involved in consultancy, research and development in libraries and (secondary) education. Themes are information literacy, reading and lifelong learning. In addition, she is a member of the supervisory board of a school board. Since her graduation on 'museum education for secondary school', she is interested in the connection between education, libraries and museums. She believes that cooperation between these institutions, encourages and motivates the learning of basic skills both within and outside the school. "*For who can read; can ask, learn, explore and enjoy the world around him.*"

# School libraries dynamics: crossing borders inside and outside the country

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## A Dinâmica das Bibliotecas Escolares: Vencendo Fronteiras Dentro e Fora do País

**Cláudia Mota**

Agrupamento de Escolas de Colmeias, Leiria  
Rua da Escola, Eira Velha, 2414-021 Colmeias, Leiria  
Portugal  
[claudiasousamota@gmail.com](mailto:claudiasousamota@gmail.com)

**Margarida Chaves**

Rede de Bibliotecas Escolares  
(Portuguese School Libraries Network)  
Avenida 24 de julho, 140, 1399-025 Lisboa  
Portugal  
[guida.aleixo.chaves@gmail.com](mailto:guida.aleixo.chaves@gmail.com)

### **Abstract**

*How can a school library shorten the distance between institutions, professionals, students and teaching methods? How can a Teacher Librarian and a School Libraries Inter-district Coordinator cooperate to conceptualize new strategies, expand students' learning experiences and reinforcing their involvement with the school library? How important is it for students to engage in different reading activities with partners from other European countries? How can a "Reading Plus Project" evolve to a "National Merit Idea Project" and to a "Comenius Project", where the role of the school library as an open door to intercultural competences is emphasized? How can we take advantage of the new technologies to modernize the school library and promote digital literacy? With this paper we aim to give an example of good practices in school libraries in Portugal, hopefully giving inspiration to others to overcome barriers inside and outside their country.*

**Keywords:** School Libraries, Reading Plus, Comenius, ICT, Portugal

### **Abstract in Portuguese**

*Como pode uma biblioteca escolar encurtar a distância entre instituições, profissionais, alunos e métodos de ensino? Como é que uma Professora Bibliotecária e uma Coordenadora Interconcelhia da Rede de Bibliotecas Escolares conseguem cooperar no sentido de conceptualizarem novas estratégias, expandindo as experiências de aprendizagem dos alunos e reforçando o seu envolvimento com a biblioteca escolar? De que importância se*

*reveste para os alunos a participação em diferentes atividades de leitura com colegas de outros países europeus? Como pode um “Projeto aLer+” evoluir para um “Projeto Ideias com Mérito” e, finalmente, para um “Projeto Comenius”, em que o papel da biblioteca escolar enquanto porta aberta para as competências interculturais surge enfatizado? Como se pode tirar partido das novas tecnologias para modernizar a biblioteca escolar e promover a literacia digital? Com esta comunicação, pretendemos facultar um exemplo de boas práticas nas bibliotecas escolares portuguesas, esperando inspirar outros a ultrapassar as barreiras dentro e fora do seu país.*

**Palavras-chave:** Bibliotecas Escolares, aLer+, Comenius, TIC

## Starting point

A library is not a sarcophagus of dead thoughts, but a lab of living Science.

Raúl Proença<sup>5</sup>, 1918

All projects have a story of their own and this one is not an exception to the rule. It is a story of experimenting, challenging limits, crossing borders in a physical and psychological way. It is also a scream or call for attention from a little, but highly organized and hardworking school community, situated in a rural area in the center of Portugal. Cláudia Mota is the only Teacher Librarian who works there and she never gives up the fight to achieve new goals. Agrupamento de Escolas de Colmeias is a group of eighteen schools, namely a Comprehensive School (which includes about 370 students), eight Primary Schools and nine Kindergartens. Altogether, 896 students attend this group of schools, split over an area of about 20 kilometers, at almost middle distance between the two biggest cities in Portugal, Lisbon and Oporto.

In Portuguese, “Colmeias” (the name of this joint group of schools) means “beehives”, the “man-made homes for bees”. In a strong sense, this image symbolizes the internal dynamics of the school staff. It is formed by a group of about 60 teachers who nourish a great sense of cooperation and frequently reflect on their praxis. Thus, they are able to take advantage of the individuality of each member to strengthen the sense of shared effort. In other words, day by day they get involved in a common mission: preparing their students for a competitive and highly demanding society, where the values of responsibility, discipline and solidarity cannot be forgotten.

Within this particular community, what is the role of the single Teacher Librarian, responsible for running two school libraries and coordinating the work of a little, but highly motivated team? It’s definitely not an easy job, but it is also a highly rewarding experience, because in Colmeias the school library is, in fact, faced as a nuclear part of the school and of the students’ learning process. Engaging in new projects has been the solution found to give these school libraries a new impetus of modernization, renovation and reconceptualization:

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<sup>5</sup> Raúl Proença was a well-known Director of the Portuguese National Library.

La biblioteca debe ser un agente catalizador e canalizador de acciones concretas que sin apoyo estable y continuado non podrían fructificar. [...] debe aglutinar como un imán, demandas y necesidades concretas surgidas en las distintas áreas curriculares.[...] Este imán puede y debe, a su vez, iluminar y canalizar, por caminos de corresponsabilidad e interdisciplinariedad, las demandas recibidas, vinculando las herramientas y recursos – tradicionales y digitales – más útiles para su realización, y asesorando en el diseño de propuestas concretas. (Roca, 2010, p. 97)

To make it clear, it must be said that each Teacher Librarian in Portugal not only supports the students and teachers who have the school library nearby, but also those who study and work in the other schools belonging to the same educational unit. He/She teaches one class (between three to six hours per week) and is responsible for the activities developed in the school library(ies) and its/their management. He/she helps with the customer service, controls the budget of the school library, promotes the curriculum articulation and engages on projects inside and outside the school.

## **The Road Ahead<sup>6</sup>**

### ***The first part of the road***

Once the background is clear, let's tell the story. Up to the present moment, a long way has gone by. Colmeias was one of the pioneer schools/groups of schools, chosen by the Portuguese School Libraries Network — the governmental entity responsible for the functioning of school librarianship in Portugal and its philosophy — to embrace the so-called “Reading Plus Project” in 2008. This national initiative was based on the “Reading Connects Project”, implemented in the United Kingdom<sup>7</sup>. The general aim of the project was, and still is, to build a strong community of readers within the school, involving students, teachers, parents, the school/local administration and so on.

By that time, a local “Reading Plus team” was created in Colmeias and its members decided to link the reading activities to other cultural/thematic topics, so that it would be easier for students to cooperate and feel motivated, especially those who didn't particularly enjoy books. For two school years many activities joined Reading with Music and, later on, a connection between Reading and Art was established and emphasized.

To keep its dynamics, Colmeias “Reading Plus Project” had to be reinvented and conceptualized from time to time until now. All kinds of activities were implemented and experienced, especially the famous “Reading Assaults”, which were later adopted in other schools throughout the country. What characterized the “Reading Assaults”? The intervenient students and teachers came by surprise to a certain classroom, to the library, to the Headmaster's office or to the local institutions, promoting musical and reading moments. Those short moments were carefully prepared to create some magic in the air. Then, they left by surprise as well. Later on, these events were expanded and became an opportunity for students from a specific class to present their work to colleagues attending another class in the same school or in a nearby school.

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<sup>6</sup> This heading was inspired by the title of Bill Gates's book, precisely named *The Road Ahead* (1995).

<sup>7</sup> For further details, check [http://www.literacytrust.org.uk/resources/practical\\_resources\\_info/358\\_archive\\_resource-reading\\_connects\\_primary\\_school\\_handbook](http://www.literacytrust.org.uk/resources/practical_resources_info/358_archive_resource-reading_connects_primary_school_handbook)

From 2013 to 2015, the emphasis was put on the creation of new reading experiences, by using iPads and eBooks, as well as exploring other types of functional reading formats, such as iPad applications, QR codes and other digital resources.

***Next step: a National Merit Idea Project and the perspective of a Comenius Project***

Since 2013, Colmeias “Reading Plus Project” evolved to a “National Merit Idea Project”, financially supported by the Portuguese School Libraries Network, giving it a new impetus. It also got finally linked to a “Comenius Project”, where the role of the school library as an open door to intercultural competences (SLODIC) is emphasized. How did this happen?

The Portuguese and Danish Comenius partners first met in the SLAMIT V (an European Grundtvig Course for School Librarians) in Ireland, in 2012, and decided to take the challenge of developing a joint work involving school libraries in a growing digital context. It was also in Ireland that Cláudia Mota (Teacher Librarian) and Margarida Chaves (School Libraries Inter-district Coordinator) first met. Then, they invited potential partners from other countries and met in a Preparatory Comenius Visit in Herlev, Copenhagen. There, they learnt how to use QR codes for pedagogical purposes and established a new common road to emphasize the role of the school library within their school communities.

Ready for new challenges, the Portuguese Teacher Librarian also prepared the application for a “National Merit Idea Project”, supported by the Portuguese School Libraries Network. This help from the national governmental institution allowed the local team to better structure the activities and get some financial support to buy iPads, eBooks and other technological resources.

In the meantime, the Comenius project was approved and all areas of intervention joined like pieces of the same puzzle. The School Library and the “Reading Plus” team finally had all the necessary logistic conditions to develop innovative ideas, which would influence the learning process of the Portuguese Comenius class in particular and, hopefully, focus its attention on new reading activities and methods.

***Embracing SLODIC***

SLODIC is the name of the Comenius project in question, meaning “School Libraries: Open Doors to Intercultural Competences”. Besides the arguments stated above, why is it important to engage in an European Project? The answer is clear. It is extremely useful for students’ present and future lives to develop new reading activities, keeping simultaneously in touch with partners from other European countries. It’s like opening a highway for them to use and explore. In the surveys and questionnaires carried out at the beginning and at this last phase of the project (the Comenius project is going to end in June 2015), most of the involved students recognized it was a privilege to participate in such an experience<sup>8</sup>.

The project also aims at: making the school library an open door to cultural diversity and empathy; reinforcing students’ English knowledge by using ICT tools; learning to find and understand the ‘ethos’ of ourselves and of the others (within the perspective of an holistic education), by allowing students to meet and make new friends; making students aware of

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<sup>8</sup> To get further information about the project and its evaluation, please check its homepage, in <https://slodic.wordpress.com/>.

the cultural realities in Europe and around the world; learning to be tolerant by understanding and respecting people's background; and improving language competence in a real life context.

The last, but not less significant, purpose of SLODIC is to prepare students for future labor market needs. Thus, the project had a fundamental European added value from the beginning, which the partners have seen positively confirmed through the development of the proposed common activities. Students have definitely been using a foreign language, English, and the new technologies as important means/resources for universal communication. In fact:

Raising the language competences of children, young people and adults will foster the mobility of workers and students and improve the employability of the European workforce. Therefore, improved language competences will contribute to achieving the objectives of the Europe 2020 strategy of growth and jobs. (European Union, 2012, p. 1)

Increasing internationalization and globalization have changed the way students meet the surrounding world and the school has to take that reality into account. In the light of the gradual transformation of the European countries into multicultural societies, it has become necessary to help students to develop a wider cultural understanding. Thus, they get better qualifications to cope with the globalized world of which they are a part.

To sum up, the SLODIC project pretended to develop some basic/core competences set by the European Union (European Union, 2005): communicating in a foreign language; improving digital competences; getting to know interpersonal and civic abilities and recognizing the cultural expression.

In order to achieve these objectives, all the teachers involved in SLODIC first met in Portugal to thoroughly define the procedures and steps of the project. Then, students and teachers undertook different activities — with the school library as a mediating platform — to cover everyday life in the participating countries, seen through the eyes of young people. They focused on students aged 12 to 16 and decided to divide the project into two parts. In the first year, the focus was on the pedagogical use of QR codes, starting with a set of QR codes about the Christmas traditions of each country. These were shared and an exhibition with all the codes was prepared in each school library. The second task was the thorough analysis of the film “Bend It Like Beckham” and the conception/creation of short films about friendship (when the mobility to Iceland took place). Through these media, students examined and promoted similarities and differences within their countries.

In the second year they prepared a marketplace, which took place in the Czech Republic, where students from the different countries had the possibility to meet other youngsters, get to know more about the represented cities and landscapes, and share ideas/information/experiences. Finally they studied a short story, prepared some outcomes about it and focused on running a multicultural campaign. They created a logo for this campaign and interviewed colleagues who were born (or had lived part of their lives) abroad. The second part of the campaign took place in Denmark, where students made different contributions that, in many ways, tell about the benefits of multicultural connections.

### ***The cooperation between a Teacher Librarian and a School Libraries Inter-district Coordinator***

The next aim of this paper is to show how professionals working for the central institutions, like the Portuguese School Libraries Network, can articulate their work with those who are working in the field, that is, directly with the students. The case of Cláudia Mota and Margarida Chaves is even more interesting because they work in two different geographical areas. What could be felt as a difficulty eventually reinforced the working links and broadened the dimension of their experience. Sometimes in person and mainly through online contact, they were able to rethink the praxis and give it a theoretical support based on their experience. They were not alone in this task, because they could always count with the help of the other “Reading Plus” team members, namely Bernardete Francisco (Portuguese and French teacher), Francisco Mendes (Physical Education teacher) and Rosário Madeira (Portuguese teacher and a member of Colmeias Headmaster’s team). It must be said that the support of those who run the school is also fundamental for such projects to evolve, assuring conditions for the action to take place.

As no other country, besides Portugal, has Inter-district coordinators, the different delegations agreed that Margarida Chaves should participate in the project because she was linked to it from the start and due to her expertise in connecting Teachers Librarians and their schools projects; projects of schools and the goals of Public Libraries and City Councils (with their Local Educative Project) and gathering information on institutions that could add value to the school projects themselves. One thing is clear: as educative competences are set according to a specific social context, it is the society we’re living in that sets the goals to achieve. However, we also have to consider the transversal competences that run across the curriculum and that belong to all subjects. So, in many ways, education becomes a synonym of socialization ( (López & González, 2008, p. 91).

What’s the role of the Inter-district Coordinators? They connect different people and help establishing links between institutions. They are also information curators and organize field trips, so that the Teacher Librarians can replicate the recently acquired experience in their own educative community. They contact specialists, writers and public personalities, in order to help the Teacher Librarians in the organization of short events or brief training sessions, either for students or for teachers. Being part of the National School Libraries Network, they have facility in promoting cooperative environments.

Because it was not her first experience as far as an international project involving school libraries is concerned, Margarida Chaves was able to keep a critical look, simultaneously internal and external. This was very significant to monitoring and evaluating the project itself. Her goal was also to learn from the experience, in order to help other Teacher Librarians to shape — and engaged in — new international projects, which may put the emphasis on the school library as a vital element of the Pedagogical and Educational School Project. Margarida also had a significant role in the dissemination of this project among the fifty one Teacher Librarians that she has been coaching in seven municipalities. Thus, she motivated other teachers to follow this particular example of initiative and organized professional presentations for her colleagues in regular meetings. The participation in the IASL conference is also part of the dissemination process.

A few teacher librarians that are coached by Margarida Chaves are already implementing some of the pedagogical practices experienced in SLODIC. These are meant to fulfil the strategic advocacy framework of the School Library Network Program 2014-2020 in general, and some of its guidelines in particular<sup>9</sup>. According to this document, School Libraries are:

1. Places of knowledge and innovation, able to incorporate new pedagogical practices; [...]
  3. Teaching places for developing the reading competence, which is the core to access all kinds of knowledge; [...]
  5. Crucial teaching fields to learn all digital, media and information literacies; [...]
  10. Sustainable dynamic networks, with consistent practices within the community. [...]
- (PORTUGAL. Ministério da Educação e Ciência, 2013, pp. 9-10)

### ***Exploring new ICT tools and resources***

How can someone take advantage of the new technologies and electronic tools/resources (iPads, QR codes, wordclouds, and so on) to modernize the school library and promote digital literacy? Due to this intertwining of projects, the ICT equipment of Colmeias School Library improved. Now there are 8 computers, 2 printers, fourteen iPads and an acceptable (although slow) wireless internet connection available. The iPads can be individually used in the school library (for educational or recreative purposes), in the classroom or at home, both by the teachers and students/families, as long as the regulation topics are strictly followed. Besides, the most relevant activities which take place at school are now shown on a TV screen placed in one of the main halls, following the purposes of dissemination of the school library dynamics.

Thanks to the Comenius project activities and the National Merit Project, many ICT tools or resources have been used, such as google docs, wordclouds, storyboard, prezzi, edmodo, delivr, i-nigma, and so on. Some eBooks have been also read and many iPad applications have been tested, for instance: socrative, kahoot, geogebra, storybird, makebeliefscomics, etc.

### ***Establishing further links***

The desirable articulation with the University Libraries personnel and Public Libraries professionals (who belong to the City Council staff) can also be promoted by these innovative projects, which give a lot of work and sacrifice, but also pleasure, to take into one's own hands. Other regional and national contacts naturally follow.

When the Comenius partners came to Portugal, the organization committee (actually the "Reading Plus" team, coordinated by Cláudia Mota) addressed some of the local authorities, in order to prepare interesting activities. They also came in touch with some touristic institutions and the staff of the local university, named Instituto Politécnico de Leiria (IPL), where one of the working days took place. These initiatives gradually create a net of contacts that allows different institutions to get closer and to pursue common objectives. The "Reading Plus" team has also been invited to present its work (orally or by preparing a poster) in different local and national events, both at other schools and universities. This motivates the team to go further, but also promotes the image of the school internally and externally.

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<sup>9</sup> This quotation was translated from Portuguese to English by the authors of this paper themselves.

On the other hand, some teachers coached by Margarida Chaves are implementing some of the SLODIC pedagogical practices. They actually established a partnership with the librarians from the Technological Department of Universidade Nova (in Costa da Caparica). These librarians have planned sessions for teachers from all grades, especially for those working with secondary students, as they will soon become college students. The aim is to harmonize /create standard procedures related to: best internet resources and their evaluation; ethics in education/information research; models for bibliography, quotations and references when writing a school paper. They help other teachers to understand the importance of teaching/learning Literacy from an early school age.

In Portugal, Teacher Librarians, University Librarians and the Public Libraries staff members join efforts to do a better job and organize common literary or cultural events in their area of intervention. All of them want to keep up-to-date knowledge of the school system as far as literacy skills are concerned, so that each professional can serve his/her public in the best possible way. So, it's not too much to say that Portuguese Librarians are really working together, keeping in mind a common intention: to teach Literacy to all kinds of audiences.

### **Conclusion: always moving ahead**

This story is not finished: there are still new ways to follow, new roads to cross, new bridges to build. When people engage in experiences like these, they always dream to go further, to cross (even more) borders and put their professional and personal limits to the test. This article and the participation in the IASL conference 2015 are just two more steps ahead.

Therefore, this is a *work-in-progress* initiative which represents, not only the effort of the authors of this article, but also the decisive collaboration from other colleagues. Hopefully, they will give inspiration to others to follow their example, adapting the described experience to new realities, school systems and cultural horizons.

One last point is clear: projects like these will definitely make the school library *rock*. They will also strengthen the role of the school library as a *rock* — in the sense of a nuclear and steady part — of the school and of society.

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### **Biographical notes**

Cláudia Mota is an English Teacher since 1995 and a Teacher Librarian since 2006 at the Agrupamento de Escolas de Colmeias, Leiria, Portugal. Coordinator of a “Reading Plus Project” since 2008 and a “Comenius Project” since 2013. She graduated in Modern Languages and Literatures (English/German) - University of Coimbra (UC), has a Master in English Studies (UC) and three Post-graduation courses: Translation Studies (English/German) (UC); Animation of Libraries (ESEPF); Management of School Libraries and Reading Promotion (Open University-Portugal). She is preparing her PHD Thesis in Comparative Literature, linking it to Creative Writing and Children’s Literature (UC).

Margarida Chaves is a Language and Literature Portuguese Teacher since 1984, and a former Teacher Librarian at Fernão Mendes Pinto High School, Almada, Portugal. Inter-district Coordinator for the School Library Network since 2007. She graduated in Modern Languages and Literatures (Portuguese/English) – University of Lisboa, has a Master in Documentation, Universidad Alcalá, Madrid, and has two Post-graduation courses: Evaluation in Education (UL) and Documental Sciences (ULHT).

# Immersive fantasy writing using role playing and augmented reality apps

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**Cathy Oxley**

(With special thanks to Anne Weaver, Melinda Egan and Sue Miles)

Brisbane Grammar School

Gregory Terrace, Brisbane 4000

Australia

[cathy.oxley@brisbanegrammar.com](mailto:cathy.oxley@brisbanegrammar.com)

## **Abstract**

*Collaborative writing has been shown to improve students' writing enjoyment, and to improve writing outcomes for some students. Building on past experiences with collaborative writing workshops, the teacher-librarians from four schools decided to change the focus of the workshop this year to a fantasy writing workshop. To simulate the challenges of a hero's quest, immersive role playing activities, team-building and problem-solving games and the use virtual and augmented reality apps were introduced. This paper investigates experiential learning as a means by which teacher-librarians can add value to their school's curriculum and learning outcomes. It looks at ideas from other educators which were incorporated into the workshop, the challenges and successes of the workshop, and feedback given by the students.*

**Keywords:** Collaborative writing, Fantasy writing workshop, Immersive role-playing, Team-building games, Augmented reality apps.

## **Introduction**

For three years the teacher-librarians from four neighboring schools had developed and refined a creative writing workshop, the Spring Hill Young Writers (SHYW) Workshop, exploring ways of enhancing creative writing with an author in a collaborative setting. Evidence-based practice involved monitoring student involvement and engagement, and seeking feedback from them and the author through the use of survey tools. This allowed improvements to be made each year.

In 2015 the idea of incorporating gamification and a shared online adventure quest was explored. One of the teacher-librarians undertook a significant amount of research into various role based games and online fantasy games, and some of her research can be seen here: <https://readingpower.wordpress.com/2014/12/15/draft-immersive-fantasy-writing-quest/> Students and colleagues were asked for suggestions of multi-player role-playing games which might be useful for the workshop. Those suggested by students were either too young and unappealing, too violent and not G / PG rated or did not involve a band of avatars working together to survive a malevolent force. Other concerns with online games were: how long it would take to learn them, the difficulty of organizing all students in a group to be online together, difficulties with setting up the groups to meet each other in the time frame,

problems with parental consent and concerns over possible gaming addiction. In the end, online gaming was rejected as an unsuitable option.

Based on research and ideas from other teachers using experiential learning activities and augmented reality apps, planning took a new direction when it was decided to develop a series of physical and sensory challenges and immersive role-playing to provide a more authentic base from which to write. The aim of this workshop then became an investigation into whether simulating some aspects of a fantasy quest would improve student writing. By using augmented reality apps, game theory, sensory activities, various mobile technologies and collaborative team challenges, it was hoped that students' imaginations would fill in the gaps – that the Roma Street Parklands really would become the Land of Remorse, a land where dragons, monsters and fearsome spiders lurked along with an abandoned castle, where quicksand and minefields could trap unwary heroes, where armour and weapons needed to be chosen carefully, and where guessing the answers to riddles could mean the difference between life and death.

### **Overview of the Workshop**

Four teacher-librarians from two girls' schools and two boys' schools each selected eight Year 8 students to participate in this creative fantasy-writing workshop. The intention was to utilise the Roma Street Parklands adjacent to the street on which three of the schools are located, and eight activity stations were planned for the students to rotate around in groups of four. A map of the 'Land of Remorse' was drawn up, which included each of the activities stations: the Armoury, the Field of Doom, the Stone Table, the Epic Citadel, the Cursed Quicksand, the Fiendish Forest, the Eerie Escarpment and the Tunnel of Terror. Each activity would focus on a different sensation – touch, smell, hearing, sight – as well as incorporating different augmented and virtual reality iPad apps at as many of the activity stations as applicable. Local fantasy author, Kirilee Barker, was invited to participate as the Supreme Sorceress. In costume on each of the days, she gave instructions, helped with challenges and taught creative writing skills.

On the first afternoon the students were allocated a team, with one student from each school in each team. Each student chose a special character strength from the Choosing Bowl, which they then were expected to incorporate into their story. They were given writing journals and a coloured bandana to denote their team. Team names were taken from fantasy stories: Hermione, Aslan, Atreyu, Eragon, Dumbledore, Gandalf, Excalibur and Artemis. Team problem-solving games were played as ice-breakers.

The following day each team completed a number of physical role-playing and team-building challenges on their quest to free their village from a monstrous evil. (See Table 1) At each challenge they were also given time to write about their feelings, reactions and teamwork issues as they developed their setting, characters and storyline. (See Table 2) A number of augmented reality apps on iPads were incorporated into the activities: *Aurasma* was used for accessing riddle clues; *Anomaly* was used in conjunction with the Anomaly book (<http://www.experienceanomaly.com/anomaly>) for viewing monsters and battles; *Dragons!* enabled students to see fire-breathing dragons flying above them; and *Real Scary Spiders* allowed students to make huge virtual spiders crawl over their team members. For developing the setting the virtual castle app, *Epic Citadel*, was used. These activities were meant to be held in the Roma Street Parklands, the 'Land of Remorse' but, due to heavy rain, they had to be relocated to the All Hallows Library instead. While this was disappointing and not the original intention, it did show that a parklands was not necessary for the activities to occur.

On the third day of the workshop the students worked with the author to structure their ideas and to craft them into a short story. Some time was allowed for the students to work together as a group to plan their shared story structure and setting. A wiki was set up so that the author, teacher-librarians and students in each group could share common ideas, communicate with each other and read each other's stories. Students were given a further opportunity one afternoon to meet face-to-face, plan, write and edit and, on a final presentation afternoon, the author awarded prizes for the best individual and group stories. Participating in this creative writing workshop provided an authentic experience to enrich students' writing and also deepened their understanding of the complex physical and emotional factors involved in the hero's quest.

### **Inquiry Questions**

- Would the inclusion of experiential learning - physical and sensory activities focusing on touch, taste, smell, sight and hearing - improve students' writing by making this a more authentic experience?
- Would the inclusion of team-building and problem-solving games help students to become more cohesive in their groups?
- Would changing the focus of the workshop from creative writing to a fantasy hero's quest engage the students more and further improve their writing?
- Would it be better to have fewer in-depth activities and to allocate longer time to each?

### **Significant Influences**

Five factors influenced the development of the 2015 SHYW workshop in its current format:

- ***Past SHYW workshops***

From a shared interest in the ability of collaborative writing to improve students' engagement and writing, the Spring Hill Young Writers workshop was born. This involved eight Year 8 students each from two inner city boys' schools and two inner city girls' schools. Joined by a road called Boundary Street the motto, aptly, was 'Pushing the Boundaries.' The initial three years of the workshop involved 32 students working together in groups of four (one from each school) to create and write a shared story with the same four characters, the same plot and the same setting, but with each story told from a different character's point of view. Author, Brian Falkner, worked with the group for these three years, and developed a valuable rapport with the students across the 4 days where he was involved with them. (Information from these workshops can be found here:

<http://www.slideshare.net/ASLAonline/collaborative-writing-9583106>)

- ***Year 8 Fantasy Adventure Writing Camp***

In 2013, Lyndell Sellars and Peter MacGregor won the Queensland School Library Association's Brian Bahnisch Award for their innovative Year 8 Fantasy Adventure Writing Camp, a joint initiative of Malanda SHS and Tinaroo Environmental Education Centre:

"Our aim is to create a fantasy setting on the banks of the Lake of Mirrors and to stage a quest designed to inspire young creative writers. Integration of outdoor experiences and physical challenges (canoeing, hiking, raft building, high ropes) with iPad technology and explicit teaching of writing techniques

result in an enriched learning experience to extend students with a passion for writing. The writing process is further enhanced by a creative writing workshop hosted by a guest fantasy author, (Karen Healey 2011 and Michael Pryor 2012, 2013 and 2014). The culmination of the program is the student presentation of a piece of writing inspired by their experience.”

<https://tinarooec.eq.edu.au/Programsandactivities/Ourprogramsandactivities/Pages/Year-8-Fantasy-Writers-Camp.aspx>

Based on the success of their work, it was decided to add in an extra physical role-playing dimension to the SHYW workshop, hypothesizing that this would encourage the students to write even more creatively. The four teacher-librarians met each week for 10 weeks, planning and developing each of the eight activities to be included. These were to replace the writing day normally held on the second day of the workshop; however, writing was still planned for that day and the students were given journals with prompt questions and space for notes at each activity.

- ***Band of Heroes Fantasy Blog***

In 2012 Elizabeth Chase, working for the NSW Department of Education and Training, developed the Band of Heroes fantasy writing activities, a five week unit which became a source of inspiration and helped to shape the SHYW 2015 workshop.

- Elizabeth’s Band of Heroes are:
- *Complex*: “The problems faced by the heroes are complex. The real world backdrop may be implied, not stated: Environmental, social, political, personal, class and economic issues compete for human attention in the 21C.
- *Collaborative*: The problems require a group solution.
- *Contextual*: The place, people and problems are specific, not universal. eg The place is conjured up with great care and is very evocative.
- *Champions*: Different heroes come into focus in different episodes/chapters. Point of view is critical to conveying their journeys. The heroes are flawed and have specific strengths – in combination the band of heroes is strong. The heroes are often home town. Sometimes, they share characteristics with the outsider hero – there is not a complete disjunction.”
- Their mission, over 10 levels, is to save a magical world from evil:

Level 1 – Pulled to a new world

[Level 2 - New world setting](#)

[Level 3 - Meet the band & wise one explains quest](#)

[Level 4 - Magical strength](#)

[Level 5 - Weapon & band plans a group attack on the evil ruler](#)

[Level 6 - Individual battle with evil minion](#)

[Level 7 - Magical helper activates magical strength](#)

[Level 8 - Battle scene, combined strengths of band, evil ruler destroyed](#)

[Level 9 - Quest object gained, celebrations in kingdom, new ruler chosen](#)

[Level 10 - Farewell by band members, return home or stay](#)

Read more at: <http://www.band-of-heroes.net/band/>

- **Tim Ryland's work with the iPad app Epic Citadel**

Tim Ryland is an extremely gifted and inspirational teacher, who encourages literacy and creative writing through the activities he helps teachers to develop with online games. He is known for his use of the Myst series of games to promote literacy and inspire creativity; he has also helped to design creative writing units of work using the app Epic Citadel.

Tim comments:

"I've always coupled this work on King Arthur and the Knights of the Round Table. I'm sure the chronology doesn't match entirely but it works well regardless!

Recently I coupled this with [Myst](#) and a few other games-based learning activities over a 5 months period. I also took some baseline and summative data on attainment and attitudes towards writing. My plan was to see if I could get the boys in Y6 to radically improve both of these. It worked. Hugely."

(Read more at: <http://www.gamesrichclassroom.blogspot.co.uk/2014/04/epic-results-with-citadel-planning.html>)

- **Augmented Libraries Teacher Librarian Network Day**

Attendance by some of the SHYW teacher-librarians at an Augmented Reality workshop was instrumental in the investigation of many different free augmented reality apps and the subsequent inclusion of some of them in the workshop activities. Those included were Aurasma, Real Scary Spiders, Dragons! and Anomaly.

## **Analysis and Reflections**

### **Problems with the 2015 SHYW workshop**

- Rain – Due to torrential rain in the early morning, the Land of Remorse activities had to be relocated to a school library. At first some students didn't know where they were going as the map had to be re-drawn to suit the library; some activities were not in the same sequence. There was some confusion early in the day as one group stayed in the same activity for an hour instead of moving on after ½ hour. This meant they then had to catch up at lunch time.
- The journals were given out on the first afternoon but then collected again in case the students forgot to bring them the following morning. In retrospect this was a mistake, as the students did not have a chance to read through the journals when they were enthusiastic and had time. In the confusion and disappointment of the relocation the following morning, there wasn't time for the students to look in detail at their journals. Some activities were so involved that there was not enough time left for completing their journal entries.
- Some activities were perceived by some students as inferior to others. Student feedback:
  - "I'd like less technology like the spiders and epic citadel that really didn't help our writing."
  - "The tunnel of terror was, personally, quite pointless and didn't help."
  - "Some of the activities such as tunnel of terror, cursed quicksand, field of doom weren't as effective as they weren't as relevant."

- Maybe the library assistants hadn't been prepared properly about the need for metacognition related to experiential learning and didn't give as much time as the teacher-librarians did to making the students reflect on how each activity could be incorporated into their stories. Student feedback:
  - "The contemplation and discussion sessions were very good."
  - "More analysing – which character would be strongest to defend against this obstacle and which character strengths would be most useful."
- There was not as much time for students to write together. Maybe the students should have stayed on after the physical activities were finished to go through their journals together, answering all of the questions and making notes, talking to their group members and beginning to plan their group story.
- On the writing day, the author had prepared four very helpful writing activity sessions with ideas for developing characters, storyline, setting and descriptive writing. However the students were very keen to write their own stories and they only had two hours or less after lunch to do this. There was a noticeable drop in input on the wiki pages compared to the last time this workshop was run. Group homepages were generally better than individual pages, maybe because this was modelled. Student feedback:
  - 12 out of 21 students said they would like more time on the third day to plan with their groups and write their stories.
- There were too many writing activity sessions one after the other. In the past these were spread out at the beginning of each session over two writing days and then the students had time to write. Possibly next time the author could give an activity about setting or descriptive writing, then give the students time to write in their own journals/ on the wiki after this. Group planning time on the second afternoon would also have helped.

### **Experiential Learning Activities – did they help?**

Definitions:

"Experiential learning is authentic, first-hand, sensory-based learning. Experiential activities explore, touch, listen to, watch, move things, disassemble and reassemble. Learning consists of grasping an experience and then transforming it into an application or result." (Kolb, 1983, quoted in ).

"In its simplest form, experiential learning means learning from experience or learning by doing. Experiential education first immerses learners in an experience and then encourages reflection about the experience to develop new skills, new attitudes, or new ways of thinking." (Lewis and Williams 1994, p.5, quoted in Schwartz)

<http://www.ryerson.ca/content/dam/lt/resources/handouts/ExperientialLearningReport.pdf>

One of the aims of the workshop was to investigate whether the experiential learning activities would be transferred into the students' own stories. This was never stated as a requirement; the students could set their fantasy story in any location or time period.

However, many of them chose to incorporate aspects of their quest in the Land of Remorse into their stories.

By far the favourite activity was the Armoury, where the students were able to try on armour and practice jousting and javelin throwing. 16 out of 31 students mentioned the Armoury in their feedback and how much they enjoyed it. Student feedback:

- "I liked the armoury because it was immersive and really helped character development. It gave me a great feeling on how the weapons and armour would feel and which would suit my character the most."
- "I think the armoury will help me with my writing because it will help me understand the preparations needed for a quest."

There were many other favourable comments about the activities. Student feedback:

- "The stone table is a pivotal moment in the story."
- "The Epic Citadel will be our Sorcery Academy."
- "The activity contained writing a paragraph about dragons and this is an idea that can be put into any story."
- "I think it helped me get in the mood and see how my character could escape from danger and how she could help her group."

It was also satisfying to see that some students appreciated the teamwork games. Student feedback:

- "It showed the importance of teamwork and communication while enjoying a fun challenge."
- It will help me to understand better how to write about working as a team.
- "I liked it because we got to work well as a team."
- "I really enjoyed it as it was great fun to have your partner as your 'eyes'. It was fun to put your complete trust in your partner so that you could survive the challenge."
- "I think the Cursed Quicksand will help the most as I will be able to write about the teamwork involved, and I will be able to write about the growing fear as each lily pad was lost."

Most groups used some aspects of the activities and locations in their shared story details on their wiki homepages:

#### *Group 1 Dumbledore*

Characters and Traits:

Determined- Carlos

Humble-Mattias

Wise- Evanlyn

Enthusiastic- Grace

"We might like go into a maze where one of us is blindfolded or we have had a potion that makes us blind for like the entire maze, then we might come across a cross road where a stone table is set with all these riddles."

#### *Group 2 Excalibur*

- "Sorcery school finds out its students' elemental powers, looking for the four who have the powers of fire, water, air and earth to go on a quest

- 4 main characters are found to possess these elemental powers and are chosen for the quest to the Land of Remorse
- They go into forest and encounter Nixies (evil faeries)
- Nixies try to lure them into a trap
- They refuse and start to walk away
- Nixies begin chase
- They encounter a swamp and quickly cross over via magical lily pads
- They manage to escape forest and continue onto their next obstacle”

### Group 3 Gandalf

- “Amity, Eldrid and Maple meet at swamp
- We get through the swamp and meet Sly
- We find a note addressed to us saying we have to get to the Epic Citadel via the Stone Table (I’m not sure why we *follow* what the letter’s saying but sure)
- We go to the Stone Table and figure out the riddles
- Xander falls unconscious (we think he’s dead) and Amity goes blind as a result of the poison
- Amity keeps seeing a weird dark angel even though she’s blind
- We carry on to the Fields of Doom where Eldrid and Maple have to tell Amity where to go
- Finally, we get to the Epic Citadel where we meet Xander who is actually alive \*gasp\* and tells us we’ve walked into a trap (set by the weird dark angel) \*gassssppp\*
- He also has a dragon :3
- Amity disappears looking for the angel and is suddenly *not blind* \*small crowd of children cheering\* by finding an antidote for the poison she drank
- The angel ambushes us and tries to kill us but we use our awesome powers and our dragon to defeat it
- The people who abandoned the citadel are so grateful they make us general rulers

### Weapons

- Maple Hartley - Longsword and shield
- Amity Irons - short sword
- Eldrid Lymp - dual tomahawk”
- Sly - dagger

### Group 4 Aslan

“Lionel: character strength – risk taker

I barreled through the wreckage of a wagon and up constricting alleyways, dodged around a labyrinth of streets and ducked into a dimly lit avenue. Pausing for breath, I twisted as I heard the sound of pursuit on the densely packed cobblestone. Two girls barreled around the corner, eyes rapidly widening as they focused on my silhouetted figure, flickering in the red light of the flames in my palm. I didn’t blame them. I was tall and well build, with arms hardened and strengthened by the hours of sword fighting.”

### Group 5 Atreyu

“Meet at the funeral, find a portal, takes us to the epic citadel, we find the armoury, we escape, we travel through the fiendish forest to get to the evil guy (WHAT IS IT) and we have to get past the stone table, and then we defeat the evil guy. (WHO IS THE EVIL GUY?)

The setting is Earth first and then Land of Remorse.

They arrive at the Citadel and locate an armory. Here the local blacksmith makes weapons for them. The blacksmith also tells them that dragons have been sighted in caves in the middle of the fiendish forest.

We travel through the Fiendish Forest. During our time there we come across challenges such as: Spiders, Barbarians. Finally we reach the cave. And battle with the dragon. We kill it and take the tooth.”

Group 5 also included their character strengths in their story:

“Four children: Jono, Edmund, Emma, Libby. They are offspring to 4 senior officers in a secret Order. From birth they have been raised to one day step into the place of their parents. Being descendants of the Secret Order, they were born with special powers; Endurance, Honesty, Persuasion, Intelligence. One day, their parents tell them that they need to create a magic potion, and they have all the ingredients except for a dragons tooth. The potion is supposedly to heal the head of the organisation, Ezra Ordure.”

#### *Group 7 Hermione*

- “Citadel of Malevolence and Agony Keep
- Sinister Swamp/ Cursed Quicksand
- Fiendish Forest
- Blazing Battlefield (Against the Evil Creature)

“The story is set in the vast world of Alanguish. The world includes many castles and strongholds, as well as mystical areas. These include the steel tower, stone fort, castle paladin, citadel of malevolence, and agony keep. These are occupied not only by the good forces of Alanguish, such as the iron heart paladins and the rangers of gold, but also the forces of evil such as the dark archers of agony keep and the lancers of doom.”

#### *Group 8 Artemis*

“Tristan - Fights with a hand axe and rounded shield, with a Kukri knife sheathed on his belt. All the blades are Damascus Steel. His shield bash can send enemies flying, and a strike from the edge of his shield will break the nose and teeth of anyone in his way.”

### **Conclusion**

As part of the deconstruction process for this workshop, it's always interesting to reflect on how much more could be achieved if there was a longer period of time allocated for the workshop.

Three of the significant factors which shaped the 2015 SHYW workshop took place over a much longer time period:

- Year 8 Fantasy Adventure Writing Camp – 1 week
- Band of Heroes Quest – 5 weeks

- Tim Rylands' unit using Epic Citadel – 5 months

It would be interesting to gain student feedback on whether they thought it would be more useful to reduce the number of activities but to spend more time on each. Having one group begin at each of the activity stations and then rotate each half hour was exciting and engaging for the students, but did not always allow time to tap into ideas that shape learning and lead to mature story-writing – e.g. which of the heroes in the group would dominate or struggle at each activity, due to their character strengths and weaknesses? Would the characters admit that a particular challenge might make them feel confronted or fearful? Would the characters find it difficult to get along with everyone in the group, particularly if they had strong personality traits?

Overall, however, there were many successful elements in the workshop this year, some of which were sourced from other teachers. While the ideas from Lyndell Sellars and Peter MacGregor gave an insight into the potential of immersive experiential activities to promote creative writing, there was never an intention to copy exactly what they had done. The SHYW workshop has always entailed students working in groups of four, developing a shared plot, setting and characters, and then writing the story from the perspective of one of those characters. Similarly, while the Band of Heroes activities gave excellent guidance for developing a hero's quest, this activity was purely online and did not suit the needs of the SHYW workshop. Tim Ryland's work with *Myst* and *Epic Citadel* was influential in the development of the *Epic Citadel* activity and the word walls in the student journals, but this activity was just one of eight half hour sessions, rather than a ten week unit. However all of these ideas had an important influence on shaping the direction of this year's workshop. The added dimension to the workshop of a physical quest with a group of fellow travellers (albeit strangers) was a very engaging strategy, particularly for boys who love to be moving and physically active. Being able to move between activities and to physically hold items or solve problems as a group was a successful bonding and unifying experience. Having to rely on your team-mate while blindfolded was also highly effective in teaching the value of accurate communication. The getting-to-know you activities that the author brought to the first afternoon were a very effective fun way of making the students interact and appreciate the value of communication – e.g. untangling a human knot. The Supreme Sorceress dressed in costume over the course of the workshop helped to cement the fantasy setting and time period for the students.

While each activity was excellent and highly worthy in its own right, some were considered by the students as inferior simply because of the strength of competing activities in the quest. It was like offering the students Disneyland and asking them to compare attractions. The addition of a whole day of physical activities meant that there was far less time than in the past for sitting and writing. While each activity station was meant to allow time for writing in the student's journals, some stations had lengthy activities and so the students did not have time to write. Some of the activity supervisors did not encourage group reflection and journal writing. The journals very clearly stated that students were to write about their emotions and feelings at each of the activities. However there was not much evidence of this in their stories. Maybe they thought it was irrelevant, or maybe they did not realise this was an important aspect of character development.

Including the augmented reality (AR) apps added a dimension which would not have been possible in earlier years. While the teacher librarians thought these were very engaging, many of the students had smart phones with them and effortlessly used these as well as the iPads to engage in the AR activities. Some students strategized and worked out that they

could scan the AR images in their journals ahead of each station to collect the magical power prize first. Their ability to navigate games quickly and easily was also underestimated. Some finished exploring the castle and controlling the spiders very quickly and were keen to move on immediately to the next activity; they were impatient when made to stay and discuss and write in their journals. Being used to highly detailed and interactive computer games, some found the AR apps a little boring.

While there was no doubt that the students were learning, focused, engaged and having fun, the pivotal question remained: Was there enough depth in each activity for them to assimilate the experiences into their own writing? While the students loved the activities, did we capitalise on this for their learning? Did they write any differently to how they had previously? Student comments say it all: "It gave us a world to explore and really got me thinking about possible stories and explanations and how best to describe them." "I liked it because it was extremely realistic."

Just another example of libraries making learning real.

## References

Behrendt, M. & Franklin, T. (2014). A Review of Research on School Field Trips and Their Value in Education. *International Journal of Environmental & Science Education*, 6(3), 235-245. doi:10.12973/ijese.2014.213a

Schwartz, M. (n.d.). Best Practices in Experiential Learning. *The Learning and Teaching Office*. Retrieved from <http://www.ryerson.ca/content/dam/lt/resources/handouts/ExperientialLearningReport.pdf>

## Additional Resources

Activities for the Year 8 Fantasy Adventure Writing Camp by Lyndall Sellars and Peter MacGregor  
<https://tinarooec.eq.edu.au/Programsandactivities/Ourprogramsandactivities/Pages/Year-8-Fantasy-Writers-Camp.aspx>

Activities for the Band of Heroes unit

<http://rapblog15.edublogs.org/>

<http://www.band-of-heroes.net/band/>

<http://bandofheroes.weebly.com/>

[http://www.readwritethink.org/files/resources/interactives/herosjourney/heros\\_journey.html](http://www.readwritethink.org/files/resources/interactives/herosjourney/heros_journey.html)

[http://www.schools.nsw.edu.au/raps/twist13/twist13pdf/Bandofheroes\\_TaskWorksheets.pdf](http://www.schools.nsw.edu.au/raps/twist13/twist13pdf/Bandofheroes_TaskWorksheets.pdf)

[http://www.schools.nsw.edu.au/raps/twist13/twist13pdf/Bandof%20heroes\\_SampleImageCards.pdf](http://www.schools.nsw.edu.au/raps/twist13/twist13pdf/Bandof%20heroes_SampleImageCards.pdf)

[http://www.schools.nsw.edu.au/raps/twist13/twist13pdf/Bandofheroes\\_ImageCardTasks.pdf](http://www.schools.nsw.edu.au/raps/twist13/twist13pdf/Bandofheroes_ImageCardTasks.pdf)

[https://online.det.nsw.edu.au/blog/258571-fantasyfanfiction/entry/band\\_of\\_heroes\\_incursion](https://online.det.nsw.edu.au/blog/258571-fantasyfanfiction/entry/band_of_heroes_incursion)

<https://onedrive.live.com/view.aspx?cid=985D506652839C93&resid=985d506652839c93%21743&qt=sharedby&app=PowerPoint&authkey=%21AEm2IKPZBWQi-Mg>

<http://bandofheroes.weebly.com/blog>

<http://www.mixbook.com/photo-books/interests/campground-adventures-8963841?vk=mK4wXkUjgU>

Activities from Tim Rylands' units using *Myst* and *Epic Citadel*

Tims' story of The Pickpocket, recorded over images from Epic Citadel.

<http://www.porchester.notts.sch.uk/citadel/2010/10/the-pickpocket.html>

Youtube clip of Tim encouraging creative writing with Myst Exile

<https://www.youtube.com/watch?v=X5xFMmK5Ujs>

Other Myst teaching ideas

<http://www.teachingideas.co.uk/themes/myst/>

Example of use of Epic Citadel in the classroom - Digital Teacher

<http://www.digital-teacher.co.uk/2010/11/an-epic-project-draws-to-its-end.html>

Porchester School's activities using Epic Citadel

<http://www.porchester.notts.sch.uk/citadel/animoto/>

Previous SHYW workshop details

<http://www.slideshare.net/ASLAonline/collaborative-writing-9583106>

### **Biographical Note**

Cathy Oxley has worked as a teacher librarian for 30 years in both primary and secondary schools, and loves empowering students with Web 2.0 tools to enable rich, collaborative learning experiences for both research and reading. Since 2009 she has been Director of Information Services at Brisbane Grammar School, a large day and boarding school with 1700 boys in Years 5 to 12. She is currently President of the Brisbane School Library Association.

## Appendix I

<p>DAY 1 – MEET THE AUTHOR AND LEARN ABOUT THE QUEST <i>Tuesday 31 March 3.30 - 5.30pm at Brisbane Girls Grammar School</i></p> <p>Author, Kirilee Barker, author of <i>The Book of Days</i>, will meet with the 8 students from each school (BGS, BGGGS, All Hallows, Terrace).</p> <p>The quest and workshop will be explained and journals given out.</p> <p>Students will be divided into teams of four, with one from each school in each group. (Group names: Hermione, Aslan, Atreyu, Eragon, Dumbledore, Gandalf, Excalibur, Artemis) Coloured bandanas will be given to denote team members.</p> <p>Students will be allocated a special character strength that will help them to complete their quest.</p> <p>Kirilee will be the Supreme Sorceress – Students will choose their character strengths from a Choosing Bowl.</p> <p>Individual character and physical strengths will be written on a badge which students wear so that others in their group know their powers.</p> <p>For homework, students will develop their Character Profiles in their journals.</p>
<p>DAY 2 - FANTASY WRITING QUEST ACTIVITIES <i>Wednesday 1 April 9.00am - 2.45pm in the Roma St Parklands</i></p> <p>Activity stations – each group of 4 begins at a different station, then they rotate clockwise, using the map. A staff member will supervise each station.</p> <p>At each activity, students in a group of 4 scan a QR or Aurasma code to collect information or part of a riddle. Students will rotate around different physical activities and solve the puzzle/ riddles Students will be involved in teamwork activities (selected from school Physical Education programs) and problem solving with other characters on the quest At each activity, students will have time to write about the challenges, their teamwork and their emotions to assist writing a story in first person. Students will develop a rich list of adjectives, nouns, verbs, sentences, imagery and phrases.</p>
<p>DAY 3 - FANTASY WRITING WORKSHOP <i>Thursday 2 April 9.00am - 2.45pm at Brisbane Grammar School</i></p> <p>Kirilee Barker will work all day with the students to take their notes and thoughts from the previous day's immersive challenges and construct them into a first person fantasy narrative. She will help them to develop their characters and add depth and flair to their storytelling.</p> <p>Students will transfer their notes and stories to the wiki so everyone has access to them. Peer feedback will be given via the comments section of the wiki.</p> <p>Students will complete a survey about the experience and whether or not they think it has helped their creative writing process.</p>
<p>DAY 4 - FANTASY WRITING AFTERNOON <i>Thursday 23 April 3.30 – 5.30pm at Brisbane Grammar School</i></p> <p>Students will meet again with their other team members to further refine the details of their quest and continue editing their stories.</p>
<p>DAY 5 – FINAL PRESENTATION AFTERNOON <i>Thursday 14 May 3.30 – 5.30pm at BGGGS</i></p> <p>The author will present awards for the best individual and group stories, and students will give their reflections of the experience.</p>

Table 1: Activities for Each Day of the Workshop

## Appendix II

LOCATION AT ROMA ST GARDENS	DESCRIPTION	JOURNAL ENTRY	STORY
<b>1. Armoury</b> (Gazebo)	Try on armour - chain-mail helmet, sword, fur cloak, velvet dress, leather boots, linen clothes. Choose the special weapon your character will use. Carry a 20 kg backpack.	What it would be like to wear/carry this through forest or climb mountain? What preparations need to be made for a quest? How does it feel to be on this quest? What are your initial reactions to those accompanying you?	Characterisation
<b>2. Field of Doom</b> (St Andrews Corner)	Play Minefield game blindfolded on upper lawn. Setting looks beautiful, but is dangerous. Why? How would it feel at night on the quest or when entering areas where visibility is limited? <a href="http://www.wilderdom.com/games/descriptions/Minefield.html">http://www.wilderdom.com/games/descriptions/Minefield.html</a>	Relationships/teamwork/trust/relying on others, danger, feelings?	Develop characterisation and setting
<b>3. Stone Table</b> (Walkway)	Smell different foods to detect which ones have been 'poisoned' – survival, significant place for council, sorceress, meeting, tribal gathering, eat different foods even if disgusting, dancing? campfire? Challenge - Solve a riddle to determine which foods are acceptable/correct – rest are poisonous. YouTube clip from Lord of the Rings – Gollum and Bilbo tell riddles to each other	What happens here? Comment on the tension and drama	Develop the plot
<b>4. Epic Citadel</b> (Under Walkway)	Sit beside beautiful stone wall /cobblestones under walkway to CC Place and explore Epic Citadel app	What is this place? Why are you here? Who lives here? What does it feel like/look like? Friendly or eerie?	Develop the setting
<b>5. Cursed Quicksand</b> (Lake Precinct)	Play Hot Chocolate River game on lake lawn. The team has to cross a swamp of quicksand on magic lilly pads - will only float if you're touching them, otherwise they will disappear. <a href="http://www.ultimatecampresource.com/site/camp-activity/hot-chocolate-river.html">http://www.ultimatecampresource.com/site/camp-activity/hot-chocolate-river.html</a>	Reflect on strategies being used to develop teamwork	Develop the plot
<b>6. Fiendish Forest</b> (Fern Gully)	Be ready to fight off monsters - listen blindfolded to sounds of dragons roaring, clash of weapons in battle, owls hooting, horses snuffling, boots squelching, wind whistling/sighing, wolf howling, woman screaming, rats scratching, heavy footsteps, heavy breathing <a href="http://myths.e2bn.org/create/tool267-sound-gallery.html">http://myths.e2bn.org/create/tool267-sound-gallery.html</a> Listen to excerpt from Matthew Reilly's book <i>The Great Zoo of China</i> where dragons are attacking the cable car.	What does your story sound like? Describe what happens when the monsters attack. What emotions are depicted by the noises around you?	Develop descriptive writing
<b>7. Eerie Escarpment</b> (Lookout)	Need to escape a dangerous situation e.g. attack or threat. Problem-solving using individual special powers. Only way to move ahead in the journey is to go down (YouTube- Cliffs of Insanity from The Princess Bride). Dragons adventure world explorer app/ How to train your dragon app/ School of dragons app/ Anomaly book app Fly a dragon <a href="http://video.sfgate.com/Dragon-Adventure-game-explores-augmented-reality-26413938">http://video.sfgate.com/Dragon-Adventure-game-explores-augmented-reality-26413938</a> Train a dragon <a href="https://itunes.apple.com/au/app/school-dragons-how-to-train/id622944658?mt=8">https://itunes.apple.com/au/app/school-dragons-how-to-train/id622944658?mt=8</a> and	How do your special powers and those of the group help you in this situation?	Develop plot and characterisation
<b>Tunnel of Terror</b> (Spider Webs)	Use the <i>Real Scary Spiders</i> app – augmented reality spiders. Imagine this as any type of monster, something that creeps up on you unawares, could attack you at any moment.	How will your team conquer the monster? What emotions do you feel?	Develop setting and characterisation
<b>Blazing Battlefield</b> (Celebration Lawn)	The entire group must band together to defeat a fearsome evil. Play poison ball/dodgeball game as an entire group <a href="http://www.teachingideas.co.uk/pe/dodgeball.htm">http://www.teachingideas.co.uk/pe/dodgeball.htm</a>	How did everyone work together? How did you feel trying to dodge the poison balls?	Develop characterisation and plot

Table 2: Activities and Journal Entries

# Creating love for reading via inclusion of African talking drums in school library media centre activities

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**Dr. Fadekemi Oyewusi**

Acting Director,  
Centre for Educational Media Resource Studies,  
University of Ibadan  
Nigeria  
[fdkwusi@yahoo.com](mailto:fdkwusi@yahoo.com)

## **Abstract**

*The African drum is an important instrument of communication in traditional African societies which serves as the voice of the whole community and it communicates desired information. Children that do not come to the school library media center can be attracted through the inclusion of African drums in her activities. This paper discusses ways through which children could be attracted to the school library media centers for her readership campaign programs through the use of the African talking drums. African drums can be used through role plays, songs, dances and dramas of literature such that children would get interested in reading accessible books in their library. The paper talks about who plays the drum and the indigenous African stories that include the use of drums as a medium of communicating story themes. The paper also highlights some activities carried out by a school library media center in Nigeria (with graphic details) on how some of these drums were utilized. Pictorial examples and presentation of the African drums would be presented during discussions. The African Drum should be seen as a significant technique that could be used in attracting children back to read in the school library media center.*

**Keywords:** Talking drums, School library, Africa, Reading, Inclusion

## **Background to the study**

Children in developing countries like mine do rarely make use of the school library. This is due to several reasons associated with cost of keeping the school libraries up to date with new books and adequate space to store them. This has made the libraries unattractive and inconvenient for children to work individually and in small groups. Even in developed countries with libraries with high windows, nice carpet, adequate lightening, and baskets full of great books, children still have their personal reservation as regards the use of such library. Libraries in the developed countries are better equipped than libraries in developing countries. However, most parents in developed countries read aloud to their children when they are young, which is a strategy for imbibing reading culture. Even when kids can read books themselves, these parents continue to read to them. Some parents worry that their kids are not reading enough books while others worry that the books their kids are not reading enough. This is not the case in developing countries! This brings the teaser question,

"why would children not go to the library in their numbers where the books and resources are available and accessible?" What can be done to get children interested in reading for pleasure and in visiting the library without forcing them (despite the friendly or unfriendly nature of some school libraries as the case may be). Then I thought of music! Introducing the use of African Drums into school library activities is a wonderful way to get children into the library to read. What about the noise in a library setting? The library is expected to be a serene environment. However, a children/school library can be allowed to include fun activities like music and drumming once in a while or during special activities. Drumming activities would attract children who might not otherwise come to the library because such programs would attract large numbers of children to the library, especially during the library hour, reading seminars or summer period when reading often decline.

According to Celano and Neuman (2001), libraries for children and young adults have had several tasks to perform

- to provide services, materials, and opportunities for those who need them to develop literacy skills;
- to become part of the educational system;
- to extend traditional library functions (support and resources) to patrons with developing literacy skills;
- to try nontraditional ways of serving newly literate populations;
- to interpret resources;
- to be proactive in education, dissemination of information, and promotion of resource use; and
- to collaborate with other agencies in literacy programming.

From the perspective of the promotion of library use, drumming could be introduced as a game activity for children and young adults. At every activity organized by my school library (which is part of the Centre for Educational Media Resource Studies, a research center in at the University of Ibadan, Nigeria), we allow the use of African drums to accompany activities such as reading of poems from books, drama, dances, clapping to rhythm of drums during reading campaign seminars, story hour periods, and other school library activities. We notice much excitement in the children when they participate in these library activities.

## **Introduction**

The possibility of introducing other cultural resources into school library activities was underscored when Boustead (2015) he observed that the library is no longer simply "a quiet place" to access "physical content". According to him, *"it is instead a place, physical and virtual, to learn how to connect and use resources of all types from physical books to apps to experts in a local, regional, or national community. It is a kitchen for 'mixing resources' in order to empower teens to build skills, develop understanding, create and share, and overcome adversity"*.

This could be done when drumming is transformed into a game activity in the school library. Drumming is not an experience that only music therapists can use. Many library professionals with a little bit of training can use drum and percussion experiences to help children in cognition and literacy. Gaming is gradually growing as a new media alongside books, music, and films as a way of both recreation and education. It is necessary to bring this into library activities in order to invite more children into the school library. Some

children/teens do not visit the library because the environment is not inviting and interesting. The school library should offer its community a place for meetings with diverse activities throughout the year. It is necessary for the school library to give children opportunities to read as much as they can and to make a lasting change in their community. School libraries should no longer be considered a quiet and boring area. The key to successful school libraries is to balance study and reading with fun activities that stimulate children and inspire them to explore further. Most school libraries around the world are not inviting and stimulating enough. Most of the books that fill the shelves are very old and outdated due to budget cut, dwindling finances, expensive library resources etc. Thus, when it comes to encouraging children into the school library, a little incentive is required. This can be done by thinking up creative ideas for activities that can draw children into the library.

Drums are also excellent tools for promoting learning in a fun-filled way in the library. This is because drumming helps to exercise the mind, an excellent way to encourage more boys into the library. Fun exercises help to limber up the brain and improve learning. The school library is one of the most important buildings in a child's life, where a child may learn to love books and reading; it might also be where he/she develops problems of reading and spelling skills (Lopez, n.d.). By incorporating fun library activities into the school's library, we can increase children's chances of associating reading and books with fun. By introducing drumming activities into the school library activities, an environment where children want to come and read would be created. Does your library orientation plan feel a bit stale? Have you been doing the same lesson for the last few years (or more)? Do you feel bored just thinking about your regular library programs? Libraries and librarians can reap positive gains by proactively, creatively, and affordably integrating drumming activities into the services and programs already offered at the school library.

School libraries can strive to meet the needs of the school community in which it resides through the introduction of African Drums into her activities. African drums are part of most occasions in Africa, from wedding to funeral to religious functions. Every African drum is different from the other and no two drum sounds are similar. Each has its own significance in the lives of the African people. Most of these drums have been in vogue for hundreds or thousands of years. For example, the talking drums of the Yoruba people of the South-Western of Nigeria are like many other types of drums found in other parts of the world in that they are melody producing/enhancing musical instruments accompanying song and dance performances. They are made of hollow round frame with tightly fixed plastic or skin membrane on the surface(s) which are beaten with the hand(s), stick(s) or other materials. However, the Yoruba talking drums of the South West people of Nigeria are unlike the many other types of drums found in other parts of the world in that they are not just melody producing/enhancing musical instruments; they are used also for communication purposes. Traditional communication is a vital human activity which touches every sphere of life for meaningful development and peaceful co-existence in African society. This is basically because they can be used to disseminate vital messages and to respond to disseminated information (Oluga and Babalola, 2012). It involves the acts of transmitting messages to channels which link people to their languages and symbolic codes through which information are impacted and shared from one person to another (Agbenu, 2007). Festivals are integral parts of life in the rural African communities. During such festivals, drums, drama and role-play are used not only as a means of entertainment but also as a means of imparting socially accepted norms and values. Drums can be used during poetry performances, oral narratives,

stories, songs, role-play, incantations, drama, body movement-dances, games and expressive play activities.

### Understanding the African Talking Drum

The talking drum is an African Hourglass drum whose pitch can be regulated to mimic the tone and prosody of human speech. The talking drum is closely tied to the Yoruba language in Nigeria. Yoruba is a tonal language, which means that different pitches of a sound have different meanings. One of the unique features of the Talking Drum instrument is its ability to closely intimate the rhythms and intonations of the spoken language.

The Talking Drum occupies an important position in traditional African society. It is the most useful method of traditional communication which helps in information dissemination in traditional African society.

Traditionally, the talking drum is used for:

- Ceremonial song- sung at marriage, house warming, naming, anniversaries, chieftaincy installation, etc.
- Praise song- sung when a task is accomplished, or after victory in a war.
- Burial/mourning song- for example when evil befalls, a catastrophe happen, during financial loss, disaster, epidemics, etc.
- Traditional religious song- for festivals, masquerade, planting, harvest
- Festivals,
- The Talking Drum warns and limits the Obas (Kings) from wrong doings and makes them conscious of their deeds. (Ebeze, 2002).

Some of the talking drums among West African ethnic groups:

- **Tama** (Wolof of Senegal)
- **Gan gan, Bata, Dun Dun** (Yoruba of Nigeria and eastern Benin)
- **Dondo** (Akan of central Ghana and Cote d'Ivoire)
- **Lunna** ([Dagomba](#) of northern Ghana; Mossi of Burkina Faso)
- **Kalangu** (Hausa of northern Nigeria, Niger, northern Ghana, Benin and Cameroon)
- **Doodo** (Songhai and Zarma of Mali, Burkina Faso, and Niger) (Wikipedia, 2014).

There are different types of African drums that could be adopted into the school library setting. However, in this paper, attention will be focused on two talking drums from the Yoruba of South Western Nigeria: *Bata drums* and *Gangan* (the hourglass talking drum)

- *Bata Drums*: This is a famous African drums used by the Yoruba people of Nigeria. The bata drums essentially are made up of a combination of three or five drums, all of different sizes. These can be played either with a stick or with one's hand. The two ends of the drums are not of the same size with one end having a large head and the other end having a smaller head with the neck tapering down. . Though the bata drums are African in origin they were introduced to the Cuban people by the African slaves who brought these drums to Cuba as part of their religious practices.
- *Talking Drums*: The most interesting and famous variety of drums are the talking drums of Africa. Any drum whose pitch can be modulated to sound like words in the local language can be termed as a talking drum. While the bata is also called a talking drum, this term can be applied to any of the African drums. Talking drums come in different shapes, with only the hour glass shape and two leather-covered heads being common to all of them. The pitch of the drums is adjusted through the strings. They are usually played with a stick. A type of the talking drum is the *Dundun ensemble*. This is the hour glass drum commonly referred to as the talking drum. Most Yoruba

drums mimic speech (talk). It leads the talk, dictates the pace, determines the song etc.

The pitch of the drum is varied to mimic the tone patterns of speech. The waist of the drum is held between the player's arm and ribs, so that when squeezed the drumhead is tightened, producing a higher note than when it's in its relaxed state; the pitch can be changed during a single beat, producing a warbling note. The drum can thus capture the pitch, volume, and rhythm of human speech, though not the qualities of vowels or consonants (Gertjegerdes-Myricks, 2002).

### **The use of talking drum in readership campaigns for children**

The school library is central to learning and plays a key role as a place for encouraging innovation, curiosity, and problem solving. To get the interest of children back to reading the talking drums could be used in the school library during book talks, story-telling, summer reading camps and communication to children. Before the advent of the current form of Information and Communication Technology (ICT), the Yoruba had been involved in several ways of communication (without vocal expression).

The school librarian can promote reading and literacy with African drums in the following ways

1. Before the start of each special program to be hosted by the library, the drums would be beaten to attract children to the library activity. Sometimes during break time and lunchtime the school library can become a site of drumming activities.
2. Talking drums performance can include an interpreter among the children which may be of comic effect.
3. The drummer (in case of a public library) takes the drum around the immediate environment and tells children to come to the library for more. This would attract them into the library.
4. Literature is the ideal vehicle for helping children to see the importance of numbers in their daily lives. Drumming activities in libraries involving counting could help out.
5. Theme Activities: Since librarians are in charge of all the books in the library, they can choose themes and have weekly activities around that theme with drumming to accompany. For example, a librarian can collect all the art books and have the children create drumming activity based on what they see/read in the books.
6. Children could be allowed to beat the drum for five minutes before they start reading the library books during a *drum break*. Children would want to come back, especially if it is their turn in a particular week. This encourages audience participation.
7. During special programs organized by the library, school(s) could use drums only or with songs and dance to disseminate information about the importance of reading and the library to participating children. Drumming activities and games can present dozens of book-themed activities, lessons, and projects.
8. Parents can be involved in drumming games/activities with their children in the library.
9. Pictures of the children could be taken with the library drum/ drummer and presented to them during their birthday or posted on the library board or website as an award for the consistent library user of the month.
10. The library is a place where curiosity and creativity are encouraged

## Drumming as a form of activity game

In a world of apps, online games, connected mobile devices, and game consoles have made the physicality and social aspect of gaming to dwindle. This is because players become more detached and do not have contact with other people. The school library is positioned to foster innovation, inquiry and curiosity through these activities. When children drum together in the library setting, it allows them to connect and build social relationships with other students. Children who typically would sit alone on the playground can find a connection with others through a gaming program. According to Nicholson (2008), libraries have been using games as part of their services for decades. In fact, researches have traced gaming in libraries back to 1855 at the Mechanic's Institute Library in San Francisco, which had a chess room. In addition, librarians have no problem with a quiet game and many libraries make these and similar games available. However, there are more and more evidence that games in general assist children to develop a wide range of useful skills. Drumming as a game event is not as well known or appreciated by the library world. However, drumming events in libraries as a game can generate great publicity and create a strong, lasting connection between children/teens and the library as an institution that supports and encourages the activity that they love so much. The idea of electronic game events in the library has become popular to the point of being innocuous and intergenerational especially with the advent of the Wi-Fi and mobile gaming.

Drumming activities like other games when introduced in the library as certain benefits as shown by Techsoup for library publication (n.d):

- *Draw teens and their parents to the library.* Librarians need not worry that they are losing their user because teens now visit the library less often and check out fewer books because their entertainment options have now increased. Drumming events in the library will increase circulation and reading among young adults.
- *Create a connection between young adults and library staff.* Teens are more likely to ask for help from someone they know.
- *Help teens develop teamwork and organizational skills.* A lot of libraries involve teens in planning and monitoring their game nights. Teens help select the games, market the events, set up equipment, enforce time limits and so on. Furthermore, the drumming event will often require teamwork and cooperative problem solving.

Drumming as a game activities have the following advantages

1. Drumming can help students grow academically; it can improve students' ability to concentrate and compliment their studies in most subjects.
2. Player interaction helps foster unity with fellow group members all playing together. Drumming will help children relax from studying and develop connections with each other.
3. Physical strength gained by aerobic exercise. This helps increased heart rate which aids blood flow and body metabolism. It also builds valuable skills for processing and communicating information, and containing or channeling intense emotions and impulses.
4. Ease of public-speaking and social situations. Someone among them may need to introduce or interpret what the drumming is talking about. In general, the increasing of rhythmic skills and the learning of any musical instrument increases students' confidence.
5. Higher self-esteem: Drumming is an excellent way for children to learn self-awareness, listening skills, coordination of breath and movement, cooperation and

patience. For example, if children have low self-esteem, depression, anxiety, defiant behavior, learning disabilities, attention deficit disorder or simply an abundance of energy, drumming can be a valuable aid to learning and growth. Intelligence and rhythmic accuracy go hand in hand.

6. According to scientific research, playing music, and hence drumming and playing percussion, increases the development of various regions of the brain.
7. Playing drums and rhythms can be an optimal experience and encourages participants of all ages to achieve flow.
8. Playing rhythms improves listening skills and increases children and teens' ability to focus for extended periods of time.

## **Conclusion**

School libraries will always exist as places for learners to find information, resources, services, and instruction. This is because formats, technologies, learning needs, schools and students themselves are evolving. The school library landscapes have shifted all around the world and will continue to shift. School libraries and school librarians with creative planning and little money can incorporate drumming activities into their library activities for a big return on investment. The activities planned by a library can allow the imaginations of the users run free, introduce them to new experiences and promote access to knowledge and enjoyment that will promote reading. It is important for these children/teens to become independent users of information. For this to occur, it is vital that they are given the skills to learn how to find this information, to select what is relevant, and how to use it in the best way for their own particular needs, and take responsibility for their own learning. Drumming activities would bring fun ideas into the normal library setting that are sure to get children across the grades excited about reading. For school libraries to meet the needs of her users today, drumming activities would allow young people participation which should be integrated throughout the school library program.

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# Moving your library? Embrace the challenge, love the opportunity!

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**Kris Paterson**

Brighton Grammar School  
90 Outer Crescent, Brighton VIC 3123  
Australia

[kpaterson@brightongrammar.vic.edu.au](mailto:kpaterson@brightongrammar.vic.edu.au)

## **Abstract**

*The highs and lows of design, planning and moving an established school library into a brand new facility, designed for 21st Century teaching and learning at a boys' high school. Consultation, collaboration, big picture planning, flexibility and a sense of humor will get you through!*

**Keywords:** Libraries, Secondary schools, 21st Century learning, Australia

## **Introduction**

Brighton Grammar School is an independent school in Melbourne, Australia. Established in 1882 in the bayside (Port Phillip Bay) suburb of Brighton, it educates 1,250 boys from the age of 3-4 years until ages 17-18 (Prep-Year 12).

In 2011 the school announced its intention to undertake a significant building project, a new Middle School adjacent to the (then in use) Rosstrevor middle school campus. The Middle School supports some 25 staff to deliver the educational and learning needs of 300 students aged 12-14 (years 7 and 8). But what kind of building project to deliver? The school's extensive research and community discussion highlighted the need to build a Middle School that would 'be responsive to the learning needs and preferences of Year 7-8 boys for 2014 and well beyond.

## **Philosophical issues**

The old Middle School library of 2013 and the years before was positioned on the other side of an outdoors 'quadrangle' playing area, that forced students who wished to visit at recreational periods to navigate the enthusiastic and busy sporting activities in the quad to an upstairs room the size of 1.5 'typical' classrooms. When classes visited for reading or research, it had densely packed shelving, heavy tables, and minimal space for unstructured activities. The new library is strategically located at the entrance of the new Middle School (An AU\$19 million dollar project). It is impossible to enter the Middle School teaching and learning areas without passing the library's open foyer. The library is at ground floor, an open space, featuring floor to ceiling windows that look out onto a garden, with clear eye lines above chest height shelving, relaxed and flexible furniture fittings, with collaborative and breakout spaces.

The key challenge was moving from the old to the new in a tight timeline while reducing the physical collection to fit a reduced shelving capacity. This was done following a review of services, collection and curriculum needs, and consultation with subject leaders. In the

background there was constant negotiation on shelving space, hiring contractors for the actual physical move, negotiation with the builder over access to the new facility, and hiring support staff to assist with the collection audit.

## **Metrics of the move**

### ***Timeframe***

The school year ended 12 December 2013, by which time the old library had to be empty so building work to repurpose that space could occur over the summer holidays. At the same time, collection storage for the six weeks of summer had to be arranged as the new building access date was in the New Year, on 21 January 2014. A removal consultant from a professional library moving service was invaluable in providing advice regarding the size of the move, time involved, and moving options to pack, move, store and unpack both the required and the surplus stock.

### ***Shelving and discussions over space***

The library of 2013 was a modest collection of print and eBooks utilizing 141 shelf meters made up of 69m fiction, 56m non-fiction, and some 25m of class set texts.

The new library was to provide 'plenty of space' but there was no identified shelf capacity in the initial plan.

"How much shelving?" "There's plenty of shelving" "But how MUCH shelving" was a circuitous discussion point with middle management. The initial proposal would have seriously compromised the scope and size of the collection.

The challenge was how to optimize shelving capacity without sacrificing eyelines and open space. It was necessary to draft a visual picture of shelving options tied to shelf space and its impact on the collection and requirements of the teaching departments.

The agreed design maintained eyelines and open space, and provided 62m of shelving. This required a rigorous review of the collection.

### ***Collection reduction***

With the requirement for reduction it was vital to take a serious look at the library services, collection, and curriculum needs. The library offered a broad collection of recreational reading material (fiction, graphic novels) that were borrowed by students during reading classes and their own personal borrowing time, however the non-fiction collection and reference materials had minimal circulation; they were borrowed minimally, and resources on topics outside of assessed content as taught in the curriculum were barely touched, regardless of how shelves were rearranged to outward facing display, or how special interest displays might be created (by teacher-librarian or library committee of students).

With a brand new facility being built, it was important to devise a plan where the library could be an engaging and friendly space, and with the ground floor very visible location we would need a drawcard. With plenty of shelving being installed across the entire new Middle School the library needed a focus. Instead of a 'drastically reduced fiction and non-fiction collection... we could focus on creating a recreational reading hub and disperse the non-fiction collection to the learning commons (classroom) areas making the [curriculum] materials available at point of need

This plan appealed to management in four aspects;

- it was proactive as recommended by La Marca a 'are you actually being proactive? Actually saying ok, this is the library I want...'

- it had a vision for how the library could be, and how that would drive change in its use, and student learning
- it retained the relaxed, comfortable feel they wanted at such a priority viewing area of the school,
- supported the changes planned to classrooms being more flexible spaces, where students and teachers could be supported in situ, at their point of need.

### ***Identifying core requirements - consultation***

It was necessary to meet with curriculum leaders to discuss their department's curriculum, any changes to subject content or research priorities planned for the new team teaching style and new building, and identify what supporting documents they had that would specify that information. At a busy time of year, it was critical to get curriculum leaders on side, coffee and cake is always a good strategy, and rather than lead with the "I need help from you", it was more productive to come from a "how can the library and I support you and your teaching team to prepare for next year".

Reading lists were compiled, curriculum topics were identified. This led to a plan for resource procurement (with online materials being a priority), and the library management system was used to access reports of heavily used and non-circulating stock as well as the age of collection.

Based upon the timeframes, staffing available, and access limitations to the new building, the plan was developed that the removalists would install the collection selected for the new library. The collections intended for the classrooms would be packed into storage and dealt with later.

A collection audit was planned so that only current, authoritative materials were retained. Materials were selected based on their content, language and layout suited to our student demographic.

## **Resources/support required**

### ***What tasks/what resources***

A firm specializing in library moves was contracted for the task. The removalists pack in shelf order, this allowed packed books to be relocated easily. The library kept separate records of the Dewey numbers in each shelf.

Temporary offsite storage for six weeks was required due to the time gap between compulsory exit of old library and access date to the new library.

External librarian labor was contracted for a period of 4 weeks to assist in completing the collection audit. The task included updating the catalogue to reflect the new locations and dispositions of the library stock. 4,000 books (111 boxes) were reviewed. Those meeting the criteria for currency, authority, curriculum needs and condition were selected for retention, and allocated to an appropriate classroom. Items identified as not appropriate for our requirements were sorted as either appropriate for donation or discard.

### **Celebrating the achievement/opening**

The new Middle School, the Urwin Centre for Learning, was launched to all staff of the school at the commencement of the 2014 academic year. All school staff attended tours and experienced the learning commons classrooms in use during professional development workshops.

The center was launched to the school in phases, with separate starting days for both year 7 and 8, and an evening ceremony where the building was officially opened.

The library celebrations were student and staff inclusive. New book displays, Valentine's celebrations, pop up hub libraries all contributed to a sense of energy, welcome and celebration.



Figure 1. Valentine's Day welcome

### **The new experience - measures of success**

The success of the move has been demonstrated by increased use of the library space by student visitors before school, at recess, lunchtimes and after school.

Increased borrowings by 20% remained consistent for the entire first year of operation. This was a statistic that was shared with management and English department. It showed concrete evidence of changed student behavior in the new environment.

Before school visitor average has doubled due to Study Club and the productive use of the space before school.

The number of boys visiting at recreational periods to read has increased. The new facility has doubled the amount of comfortable couch-style furniture, and boys can stretch and lean without hitting shelving.

Chess playing numbers have doubled, supported by the hosting of weekly lunchtime coaching organized by Learning Strategies department.

Additional activities have been scheduled in the library space including Homework Club and a reinvigorated Book Club operating as a joint venture with our sister girls' high school.

Library activities are regularly publicized in the school newsletter.



Figure 2. Montage of lunchtime in the library

## Conclusion

### *Lessons learnt*

The library service should be involved with the architects as early as possible in the planning. Measures of shelving, space, accommodation style need to be determined early.

The close down, movement and commissioning of the library need to be adequately resourced. Continuous publicity to the school community during the construction, occupation and operational phases is essential.

Determine your measures of success early

Document everything with photos and keep everyone informed of strategic milestones.

Regardless of research and planning it takes time for all the parties involved in the library service to make best use of a new facility. This is an ongoing process and we are enjoying the journey.

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**Biographical note**

Kris Paterson BEd, PGradDip (Comp Studies), MBIT

Kris has worked in libraries for 18 years, and has led secondary school libraries in regional and metropolitan Victoria, Australia. She recently spent two years working in the tertiary sector at a multi-campus university library, and is currently Middle School teacher-librarian at Brighton Grammar School, a day school for 1,250 students from Prep to year 12. Her work there includes collaborating with teachers, and designing, delivering and evaluating information literacy and reading programs.

# Overview of activities of SHB: what are our goals and opportunities

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**Ria Paulides**

Chair of the Consortium of Libraries of the Dutch Universities of Applied Sciences.

Manager of the library of Hogeschool Inholland, Amsterdam

The Netherlands

[Ria.paulides@inholland.nl](mailto:Ria.paulides@inholland.nl)

## **Abstract**

*SHB started in 2003 as a Consortium in the same model of the Dutch University Libraries, but we are also School libraries. We balance between both sites.*

*Our goals are: to buy (cheaper) licenses to digital content of professional and scientific literature; to give support of the position of the libraries in the organizations; to stimulate innovation and professionalism.*

*Our opportunities are: to give access to digital collections; to support students (information literacy) and teachers (research, educational tools); to strengthen the influence to the school board (benchmark).*

*In this paper we will give an overview of our results, the goals for the next years and how we'll find the balance.*

**Keywords:** Digital collections, Information Literacy, Cooperation.

## **The landscape of the Dutch Universities of Applied Sciences**

In the last twenty years there were big changes for the Dutch Universities of Applied Sciences. Changes of merger to large institutes, changes of growth in the student population, changes of focus to more research in the education program. For the libraries of the institutes this was also the start of a process of growth to larger and digital collections and a higher standard of professionalism.

So in these last twenty years the libraries and the information professionals became more aware of themselves and find a special place in the library landscape. At the basis they are still school libraries. The collections has aspects of a university library and the teachers get service as in a special library.

## **SHB**

In 2003 a few libraries started the Consortium of Libraries of the Universities of Applied Sciences (Samenwerkingsverband van Hogeschool Bibliotheken, SHB). And now 30 of 37 libraries are member of SHB and there are two associate members.

Between the libraries there are differences in size and the scale of digitization. So we can help each other by sharing of knowledge and showing of best practices.

## **Results**

In these more than ten years SHB took a lot of initiatives. The first focus was (and still is) to enlarge the collections with high quality of digital professional and scientific literature. With support from SURFmarket SHB could negotiate with large publishers to get access to content for acceptable prices in relation with the (prospected) use.

SHB started a benchmark to compare the libraries and to learn of the best practices. In the last year (2013) 19 libraries took part in it. They use the results in advising the boards to manage costs and budget cuts and to improve the position of the library.

In 2006 SHB started the HBO Kennisbank project. An open access database and network of repositories for bachelor theses and publications. From 2012 the HBO Kennisbank is integrated in the knowledge infrastructure of The Netherlands.

And now SHB is an appreciated partner for stakeholders in the Netherlands, e.g. Vereniging Hogescholen (Association of universities of applied sciences), UKB (Consortium of University libraries and Royal Library), Fobid (Library Forum of The Netherlands), SURF (ICT association for higher education and research) and NAI (Network for copyright information).

### **The next years**

In our new policy plan for 2015-2018 we will make further process on this path. Our goals are:

- To improve the quantity and quality of access to professional and scientific content.
- To increase our manifestation as a partner of education and research.
- To enlarge strategic partnership with national to international contacts
- To improve the knowledge of Open Access, ICT and Education, copyrights, new back office processes, competencies for giving advice and supporting research.
- To stay an innovative platform in a network of strategic partnerships.

### **Conclusion**

In the last years the SHB libraries has grown to a appreciated partner in the knowledge infrastructure. We have already reached a lot. But we have to go forward, because of the fast developments in education and media.

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Library statistics: <http://www.fobid.nl/home/statistieken>

### **Biographical note**

Ria Paulides worked as a library manager in different kinds of libraries. Since 2007 she is Manager of the Library of Hogeschool Inholland, a Dutch University of Applied Sciences in the West of The Netherlands with locations in Alkmaar, Haarlem, Amsterdam, Rotterdam, Delft, Dordrecht and The Hague. The library of Inholland is the first completely digital hogeschool library in The Netherlands. Since 2014 she is chair of the Consortium of Libraries of the Dutch Universities of Applied Sciences.

# Igniting the passion: practical ways to engage and inspire our students to learn through the school library!

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**Kerry Pope**

William Clarke College  
1 Morris Grove, Kellyville, NSW 2155,  
Australia

[kmp@wcc.nsw.edu.au](mailto:kmp@wcc.nsw.edu.au)  
[kerrypope@yahoo.com.au](mailto:kerrypope@yahoo.com.au)

## **Abstract**

*The school library is a place where students collaborate, inquire, learn and grow. This presentation will focus on four important areas that should be addressed if students are to be engaged and inspired to learn through the school library.*

- *Creating the right environment*
- *Providing a local, state, national and international focus*
- *Immersing students in a variety of text*
- *Embedding literacy and inquiry into everyday life*

*Practical suggestions will be provided and participants will gather a range of helpful ideas they can take back to their own school libraries to engage and inspire their students and share with colleagues.*

**Keywords:** Celebrate, Collaborate, Communicate, Inspire

## **Introduction**

When students enter the school library they need to be engaged and inspired. The school library is certainly a space and a place for meeting, sharing and discussing. It is a place where students collaborate, inquire, learn and grow. There are four important areas that should be addressed if students are to be fully engaged and greatly inspired to learn through the school library. Practical suggestions and helpful ideas are provided.

## **Creating the right environment**

When the right environment is created in the library and it becomes a space students love to visit and spend time in, a positive culture is created and students become motivated to learn. As a result, students will be enthusiastic and you will be developing readers who are not only motivated to read books but love to read, inquire and learn. You will be engaging even the most reluctant student. The atmosphere, the physical layout, colors, noise levels and placement of furniture not only need to be conducive to learning but inspiring. Flexible spaces are required to successfully accommodate a range of teaching and learning

functions. Intriguing displays captivate student's imagination and exciting programs motivate students. Students enjoy celebrating and interacting with each other through special literary events such as Book Week and National Simultaneous Storytime.

“Each year, schools and public libraries across Australia spend Book Week celebrating books and Australian authors and illustrators. Classroom teachers, teacher librarians and public librarians develop activities, offer competitions and tell stories relating to a theme to highlight the importance of reading.” (CBCA 2015)

CBCA is celebrating its 70<sup>th</sup> Anniversary this year and its primary role is to engage the community with literature for young Australians. The CBCA presents annual awards to books of literary merit, for outstanding contribution to Australian children's literature.

National Simultaneous Storytime (NSS) is held each year by the Australian Library and Information Association to encourage more young Australians to read and enjoy books.

“Every year a picture book, written and illustrated by an Australian author and illustrator is read simultaneously in libraries, schools, pre-schools, childcare centers, family homes, bookshops and many other places around the country.” (ALIA, 2015)

This colorful, fun, vibrant literary event is now in its 15<sup>th</sup> year. In Australia, NSS receives positive media coverage, generates a great deal of community interest and is held annually as part of *Library and Information Week*. In 2014, over 460,000 children at over 3,100 locations across Australia took part in National Simultaneous Storytime (ALIA 2015) reading the same book and enjoying a range of supporting educational activities, songs and games with lots of fun. The aim of NSS is to promote the value of books, reading and literacy. The books are carefully selected and local writers and publishers are promoted. Involvement in NSS promotes storytime activities in schools, local libraries and communities right around the country. It provides opportunities to involve parents, grandparents, the media and others to participate in and enjoy the occasion.

Puppets and stuffed library friends allow younger students the opportunity to imagine, explore, collaborate and create through dramatic play. Working as a pair or in small groups, students can select a scene or scenes in a story or an entire story and adapt to a play creating their own dialogue. Students can choose a puppet or soft toy and read or retell them a story. Small groups of students can create skits involving characters from a picture book, a short story or novel. The skits might focus on a phase of the characters' lives that was not part of the story. When we talk about using drama to enhance learning, we are not talking about putting on a play for an audience. Rather, we are talking about improvisational role play or simulations that are unscripted and allow the learner to come to new understandings.

“Through drama, students become a part of the learning process rather than mere observers or inactive receptacles of the rich experience of learning ; in this way, their learning is deeper, more sustained, and infinitely more complex.” (Jeffrey Wilhelm, Literacy Today 2015).

Finding ways of being inclusive through games such as giant chess brings students of all ages together and encourages them to meet, share, discuss and challenge each other. We have strategically located our giant chess set near the library entrance to encourage

reluctant students to view the library as an inclusive, user friendly and fun learning space. It provides the opportunity for some down time and a focal point for students to chat together informally and challenge each other over a game. Students who show particular interest are encouraged to join the co-curricular chess club that meets weekly.

### **Providing a Local, State, National and International Focus**

Our libraries need to be set in the local, state, national and international scene. Introducing local authors to students, building partnerships with local libraries, attending conferences at home and abroad and sharing what you learn with staff and students will inspire them, broaden their perspective and provide a worldview. The Frog Club was initiated by our local libraries and is promoted through local schools to encourage Year One students and their parents to become familiar with and use their local library. The Frog Club is endorsed by the Mayor of The Hills Shire Council, and “aims to assist every Year One child in the Shire to develop a life-long love of reading and encourage them to join their local library. Last year 863 children participated and read an amazing 30,510 books.” (Hills Shire Libraries, 2015)

“Somebody once said: reading is to the mind what exercise is to the body. The Kids Own Australian Literature Awards (KOALA) encourage reading, and young minds to be exercised, let off the lead and raced around the park, even.” (Bob Graham, KOALA 2015)

Every year, young readers from all over our state of New South Wales judge their very own literary awards. By voting in the KOALA awards they can reward the Australian children's books that have most inspired, amused, terrified, enlightened and engaged them. KOALA aims to promote and encourage the enjoyment and appreciation of Australian literature for children and young adults. It gives recognition to Australian authors and illustrators and involves young readers living in our state of NSW in the process of selecting the most popular books. When students are involved in awards such as this they develop critical appreciation skills, they are given an opportunity to voice their opinions regarding the books they love to read, it encourages them to discuss and debate their views on good literature and encourages the enjoyment and appreciation of Australian children's literature.

Room To Read claims that ‘if every child received an education 171 million people would be lifted out of poverty.’ (Room To Read 2015) Room To Read works in collaboration with communities and local governments across Asia and Africa to develop literacy skills and a habit of reading among primary school children, and support girls to complete secondary school with the life skills they'll need to succeed in school and beyond. Room to Read's Literacy Program is transforming primary schools into child-friendly learning environments that enable children to develop the skills and habit of reading throughout primary school and become life-long, independent readers. They currently operate in 10 countries in Asia and Africa, adapting programs to suit the individual needs of the population. Students can read the story of how this organization began by reading together the picture book, ‘Zac the yak with books on his back’ and can actively support these projects to raise funds for books for a community school or to build a library, serving an average of 300 children, and provide a child-friendly learning environment with books, puzzles and posters that will help to promote the habit of reading among young children.

“Literacy unlocks the door to learning throughout life, is essential to development and health, and opens the way for democratic participation and active citizenship.” (Kofi Annan, former United Nations Secretary-General, Room to Read 2015).

*By being involved in a global humanitarian project such as this, students gain a greater understanding and appreciation for children in other countries who face very different educational challenges to themselves.*

The greatest benefits of attending a professional conference are the opportunities to build your network and increase your awareness of new trends happening in the teacher librarian field. In particular, attendance at IASL conferences provides me with invaluable professional learning opportunities on an international level, opportunities to network with colleagues from all over the world, learn first hand from top educators, keep abreast of latest research into school libraries, information literacy, the use of technology, pedagogy, reading and children’s literature. In addition, it gives me the opportunity to reflect on my own teaching experiences and in doing so, share with and encourage others. Presenting at an International Conference and sharing my professional knowledge and experiences with others, provides me with the opportunity to give back to the profession after over thirty years of teaching. To share my abilities, experience, knowledge, skills and passion with colleagues, both at home and abroad and with the children in my care is one of my ongoing professional goals. Networking is one of the most important advantages of attending a conference. A great way to network with colleagues is to select sessions that really interest you and talk with the people gathered there. I always endeavor to seek out colleagues by getting to sessions early and chatting with those present, staying at the end to share, listen and learn from the experience of others. Sometimes I learn as much or more from them as I do from the sessions. Ask for their business cards, and give them yours. Spend time talking to the speakers, authors and presenters. At each presentation, make notes about practical ideas you don't want to forget. Request recommendations for books, resources, or contact names that will support your professional growth. If you can't get to a session you would like to attend because of time constraints or clashes read the paper provided or go online and listen to the presentation later if it has been recorded. Help IASL conferences to improve by completing evaluation forms when they are provided by the organizers. Social events also provide a great opportunity to network with colleagues. Getting to know new colleagues and peers is one of the most rewarding components of conference attendance. You never know where that new relationship might lead! One of my favorite parts of IASL conferences over the years has been attending the school visits. By visiting local schools and libraries you are immersing yourself in the culture, learning first hand from teacher librarians ‘in action’ and you have the wonderful opportunity to encourage fellow teacher librarians and their students across the globe. A picture is worth a thousand words so I always take a camera to capture interesting displays, library layouts or student work to share with teachers and students at home. After the conference, share your thoughts, ideas and experiences with your principal, school executive, staff and the teacher librarians in your local area. You will retain new information and ideas better if you discuss them with colleagues. Put new ideas into practice with your students. If you approach the conference with the anticipation of learning, you will be surprised at all that you learn and how your professional and personal life will be enhanced.

Interacting with schools and collaborating with students across the globe through projects such as the IASL GiggieIT Project and International School Library Month captivate and

enthuse students, encourage the exchange and sharing of information and make learning enjoyable.

GiggleIT is a free international online collaborative project between teachers and students around the world.

“The Project operates under a Creative Commons license which allows everyone to share ideas and resources while still recognizing the work done by the original authors. GiggleIT is hosted by the International Association of School Librarianship (IASL), in partnership with the International Children’s Digital Library.” (IASL 2015)

Through involvement in the GiggleIT Project students share their knowledge and experiences with others, practice real life collaboration and use the library as a creative space. Various projects can be completed each year. Students have fun while writing and learning and become globally published authors. William Clarke College is a special envoy school.

“The ISLM Bookmark Exchange Project is a simple, fun way of sharing the pleasure and delights of books and libraries and of making new friends through school libraries worldwide.” (IASL 2015)

Students are encouraged to make bookmarks on a theme and share them with students living in other countries.

### **Immersing students in a variety of text**

Immersing our students in a variety of multimodal, digital and visual texts transforms student learning. Immersion into texts occurs when students work together as a whole class or in small groups to read, listen to and view a wide variety of text types. Learning how texts are made and why they look and act the way they do is essential social knowledge. It is the structures and features of texts that make them recognizable and that communicate their meaning or message. Students learn to differentiate between texts for a variety of purposes such as a shopping list, an email, a formal letter, a fairy tale, a poem, a mystery story, a job application or the theme music that is used to announce a popular television show. We need this knowledge if we are to develop the kind of literacy that allows individuals to become knowledgeable and critical participants in society. Talk plays a key role when students are exploring any type of text. Students discuss how these texts are constructed and why. They look for common patterns and talk about audience and purpose.

Going on a virtual journey together and visiting significant sites around your country, using a range of texts to engage students with past history and events, gives them a sense of time and the importance of place. Picture books are an excellent way of connecting students with stories from a local area. Exploring national, historical ‘stories’ fosters a child’s knowledge of their own heritage.

Using the International Children’s Digital Library to browse, locate and select books written in another language and then rewrite the book by creating the text in their own, provides opportunities for students to explore together, develop an awareness of other cultures, share, discuss and communicate. ICDL includes over five thousand children’s books online, at any one time, from more than forty countries and in approximately sixty languages. The site is

free, is easily accessible and available in eleven languages. It allows users to search for books by age, country, language, length, or genre. Award winning books, students' favorite books and new books are featured regularly. ICDL exhibitions are small collections of books from around the world with similar themes. The exhibitions include an overview of the theme, links to the exhibition books, descriptions of why the books were included, and related activities. Books can be selected on themes such as:

- Celebrating differences
- Overcoming obstacles
- Everyone needs water and water needs everyone
- Forever friendship
- Strong women and girls make the world go around

“The ICDL Foundation promotes tolerance and respect for diverse cultures by providing access to the best of children’s literature from around the world.” (ICDL 2015)

Volunteers from around the world ‘staff’ the Library. They identify books for the Collection, secure rights and send the books either physically or digitally. Books are digitized and available in a variety of text types. The collection's focus is on identifying materials that help children to understand the world around them and the global society in which they live.

### **Embedding literacy and Inquiry into everyday life**

By embedding literacy and inquiry into the everyday lives of our students we are encouraging students to make real decisions that affect their own lives and their learning. Ultimately we are encouraging students to become life long learners. Students can be encouraged to explore the collection together using passports to investigate new and exciting topics, developing literacy skills and building a sense of inquiry. Once students complete an inventory on topics of interest to them, this is then used to support and extend their borrowing. This is a flexible approach that provides open-ended experiences and investigations that enable students to enter at their own readiness levels. Students are encouraged to form their own questions, adapt and apply what they discover and share their new knowledge with others. The Teacher Librarian guides the learning and provides support as needed.

A Literature Circle is an effective, *research-based* literacy strategy that provides opportunities for purposeful classroom talk. With a focus on genuine, thoughtful conversations about good books, students meet in small groups to read, discuss and respond to the texts they are reading. As they put forward their thoughts and opinions, and listen to those of their peers, they become active readers who are practicing effective reading strategies and creating new understandings.

Developing a Human Library and inviting ‘Living Books’ to share their ‘real’ stories with students provides students with the opportunity to develop strong interpersonal skills, be inspired by and appreciate others and encourages them to inquire further.

“You truly cannot understand or criticize someone until you walk a mile in their shoes - and to do that you have to meet them and talk to them.” Noni Hazelhurst (National Patron, Human Libraries Australia – Living Libraries Australia, 2012)

Our Human Library Program at William Clarke College has provided our K-6 students with a wonderful opportunity to connect with diverse members of our school community and beyond, listen to their personal stories, communicate with them, build relationships, explore and learn. Members of our College community including staff, students, parents, grandparents and alumni, together with members of the local and wider communities have been invited to speak to the students K-8 as ‘Living Books’ in our Human Library. By participating in our ‘Human Library’ students have acquired life skills, widening their understanding of others and the world. Students are hungry for real life experiences and ‘living books’ have inspired them!

### **Conclusion**

Students will love coming to the library when it rocks! If the library is a positive environment with a strong international focus, if it is a place where students feel comfortable to meet, share, collaborate, inquire and discuss together, if a wide variety of resources is accessible then students will engage and they will learn.

### **Key Learning Areas**

- Students love coming to the library when it rocks!
- Our libraries need to be set in the local, state, national and international scene
- Students need to be immersed in a wide variety of texts
- We need to embed literacy and inquiry into the everyday lives of our students
- Students need to be inspired to become life long learners

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### **Biographical note**

Kerry Pope, Dip Teach, GradDipSci (Teacher Librarianship), AALIA(CP), Classroom Professional Excellence (ISTAA)

Teacher Librarian K-8

William Clarke College, Kellyville, NSW Australia

I have taught for many years in Australian schools as a Teacher and later as a Teacher Librarian. This has included experience in Primary (K-6) and Whole School (K-12) situations. Currently I am Teacher Librarian K-8 at William Clarke College in Kellyville, NSW. In 2007 I gained Accreditation at Classroom/Professional Excellence level in NSW and have maintained this since. I am actively involved in local, state and national associations in Australia and for the last 4 years have been President of the Independent Primary Schools Teacher Librarian Network NSW. This is my 7th IASL Conference. Teaching is my passion and I love working with students and staff. I am energized by exciting, new learning opportunities. I am keen to take every opportunity to raise the profile of our library and its important role in the school. I am excited when I see all students achieving, learning new skills and gaining deeper knowledge and understanding.

# School libraries as windows to the world

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**Raghunathan. M.O**

Senior Librarian,  
The Westminster School,  
Dubai, U.A.E.

[moraghunath@gmail.com](mailto:moraghunath@gmail.com)

## **Abstract**

*The purpose of this paper is to show the possibilities of school libraries as windows to the world of information through various activities. This paper outlines and discusses the last few years of successful professional experience on Multiple Intelligence Based Projects in the library along with Reading Challenge activities.*

**Keywords:** Curriculum, Research, Collaborative learning, Growing, Communication, Presentation skills, Motivation, Reading habits, U.A.E., Dubai

## **Introduction**

The 21st century is the era of knowledge explosion and so as a concomitant the library should be the place to provide the right and latest information to its users. The librarian has to carry out his role more effectively and efficiently to provide his resource and service to the users. This is not a question of the technical methods in the field of Library Science, but the library staff should be better equipped to ensure and to provide the best possible service to the regular library users.

The main and primary object of a school library is to support the school curriculum. The school library should provide a model of inquiry learning and build up knowledge with high level confidence in seeking and processing information. The school library is pivotal to develop 21st Century learners. Inquiry Learning requires students to develop a range of critical multi-literate skills to work in authentic, problem solving situations, decision making skills, and consideration of multiple intelligence or viewpoints to arrive at their own evidence based conclusions.

To ensure the 21st Century learning skills, the library should support the learning pathways where they provide positive, reflective and supportive learning environments for students who have a range of practical research experiences, and cultural backgrounds. The library has to consistently collect and give organized access to information from multiple viewpoints over various ranges of disciplines and knowledge systems, presented in a range of formats. The use of inquiry approach in the student's interaction is highly important.

The collaboration and partnership between the library staff and the teachers have a keen role in the present academic structure. School librarians are a part of professional literacy team in the school who encourage students to make meaningful learning through exposure to the knowledge of multiple texts in an interesting and supportive library environment. The learning

outcomes and evidence from the school library perspective can be used to assist in the process of decision-making, development and continuous improvement to achieve the goals of the institution that focus on student achievement and quality of teaching and learning.

### **Main Objectives**

To show the implementation of 21st Century Learning Skills in the school library through;

- Reading Challenge Activity
- Project Based Learning Approach

### **Reading Challenge**

The Reading Challenge activity is conducted in the library to encourage book borrowing habits among students. The aim is to portray how a Reading Challenge activity has given better results to our students' reading habits, as well as, it increases the circulation of library books. The significant implementation of the Reading Challenge has added another dimension and has produced better results in our students' reading performance in the Library.

A series of activities have to be planned and implemented to support the Reading Challenge activities in the library. The library stocks are updated with renowned author's books with multiple copies and arranged aesthetically. The large number of books purchased for the library, especially new series of popular fiction and 'best sellers' books, suggested by students according to their aptitude and interest. Therefore students participate in the selection of library books. The arrangements of book shelves with some innovatively designed shapes help to create a pleasant library atmosphere to encourage the students. Students have maintained their Library Notebook with the summary and review of the borrowed books. The Best Reader Awards are considered at the end of the Academic Year for the deserving students on the basis of the maximum number of borrowed books with clear evidence in the Library Notebook.

### **Supportive Activities**

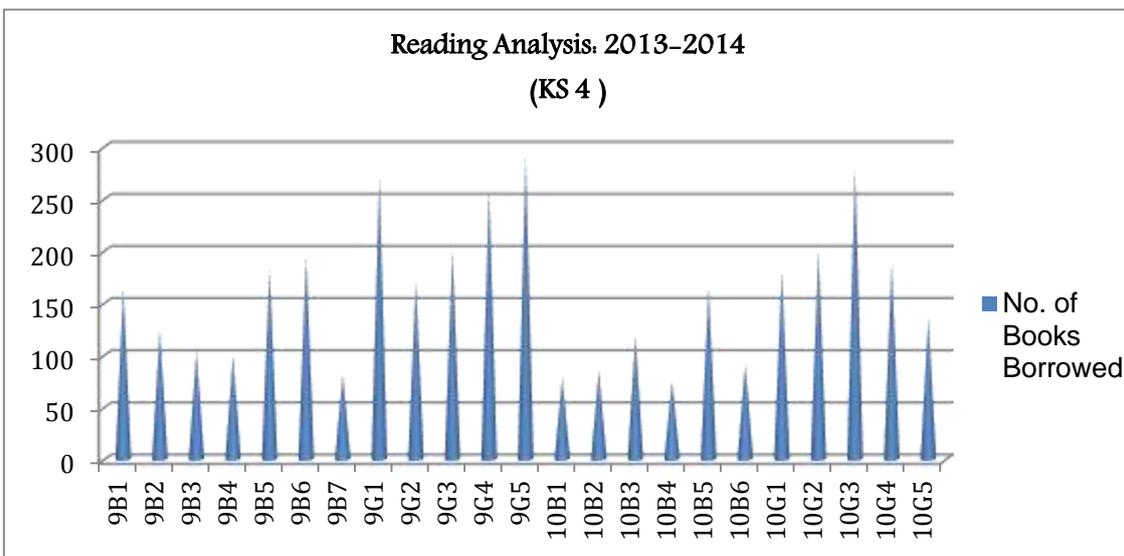
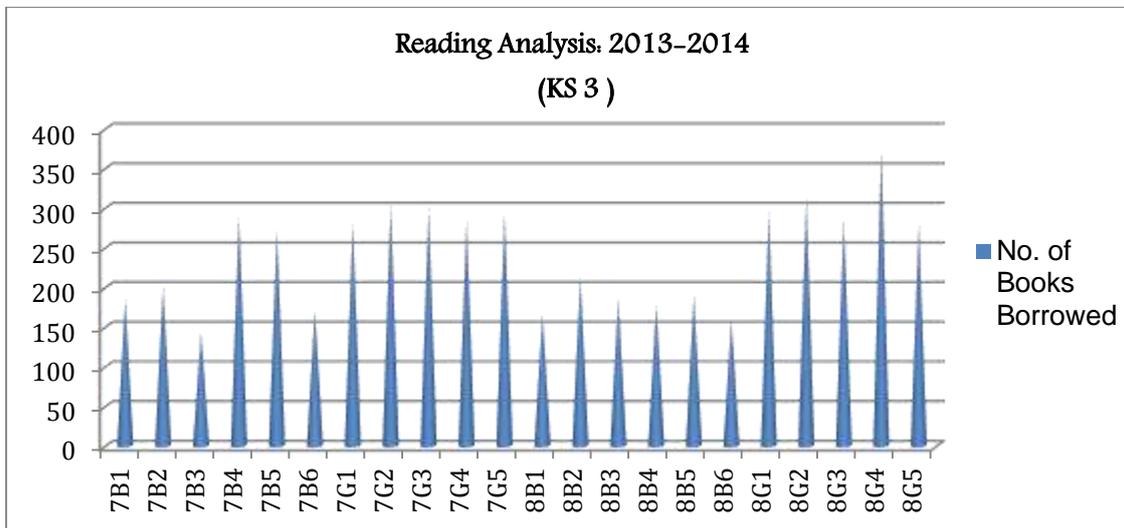
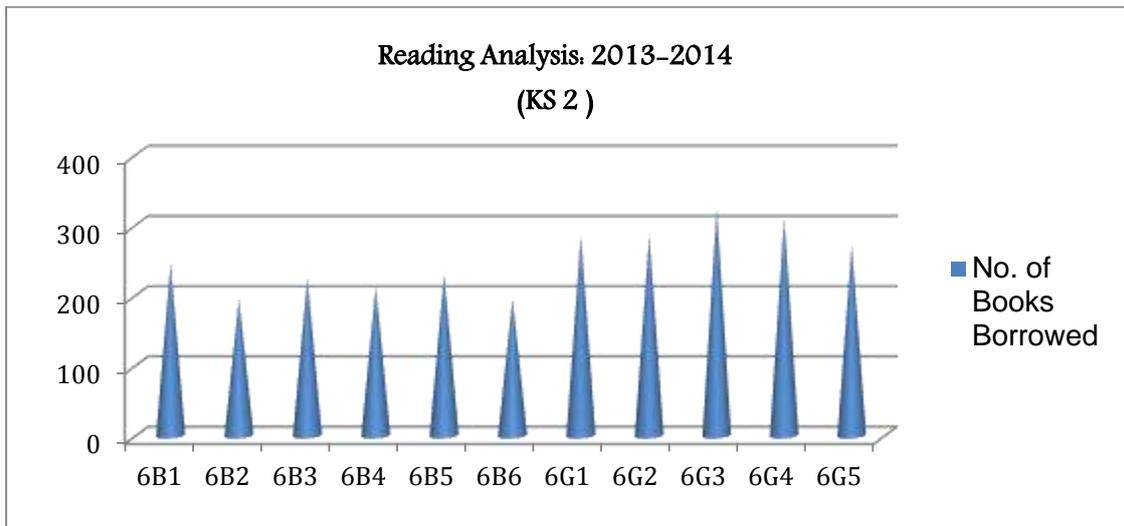
The significant implementation of the Reading Challenge activity has seen a tremendous positive impact on our students' reading habits. Students participate and enjoy getting involved in activities like Book Review presentations, Read Aloud, Writing Skill activities, Literacy quiz, Debates, Elocution, Story writing, and many more. The library staff coordinates these activities and also uses the help of the English language teachers to implement various activities.

The Main supportive activities for the Reading Challenge are;

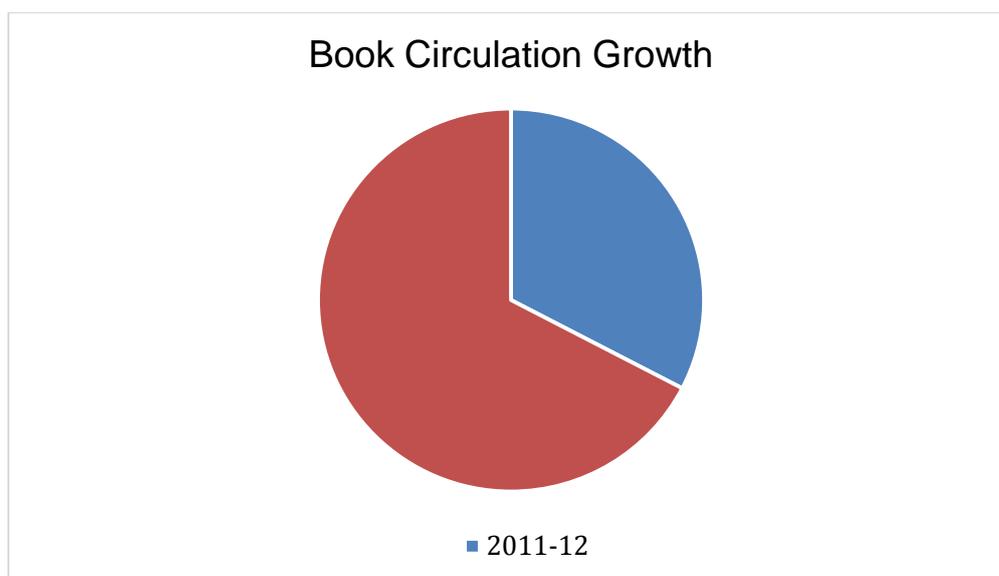
- *Poster Advertising:* The Reading Challenge Award poster advertisement in the classrooms will help to increase the participation and create a competitive situation among students.
- *Book Selection:* The book selection is very important in a library. The students' participation will be done in the book selection through their suggestions. It helps the librarian to understand the exact demand of the books and lead to purchase multiple copies of the same. This makes the Students feel they are part of the library.

- *Book Reviews:* Students have to maintain a Library Notebook and update them with the summary and reviews of the books read. Students can also present their review and reports about the books in the library during their regular library period. The drawing and illustration work done by students as part of the book review should be displayed on the library bulletin boards.
- *Read Aloud:* Students are encouraged to read aloud a particular paragraph within a limited time. Certain criteria have to be used to evaluate the reading performance of the students. Criteria: Intonation, Pronunciation, Diction, etc.
- *Writing Skill Activities:* Writing skill activities like Read between the lines, Argumentative writing, etc. can be conducted in the library. A short story is displayed in the library using TV monitor; and students have to summarize the story after reading and try to explain the hidden meaning between the storylines.
- *Literacy Quiz:* Students are asked to prepare questionnaires from the library books they have read and present the same in front of their classmates during the regular period.
- *Debates:* Debates are conducted in the regular library period on particular topic from one of a famous book/book series in the library. Students have to write their arguments (individually or group wise) and summarize the story.
- *Elocution:* The elocution contest is held in the library on the basis of a famous author/famous book or a famous quote. The evaluation process is done with the help of English language teachers.
- *Awards:* The Awards and Certificates are given according to the reading performance of the students. The Award Ceremony is held in the library or any other suitable hall in the school at the end of the Academic Year and the Best Reader Awards are given to the winners.

## Reading Analysis: Academic Year 2013-2014 (Key Stage wise)



## Reading Challenge: Book Circulation Growth Analysis



### Project Based Learning

Projects are complex tasks, based on challenging questions or problems that involve students in designing problem solving, decision making or investigating activities aligned with the curriculum. Students do research in their group and present the project in the library during their library period. The application of Cross Curriculum, Multiple Intelligence and the Collaborative Leadership has been done through the Project Based Learning Activity. The students' participation and performance in Project Based Learning in the Library are always more interesting than the Classroom curriculum activities. Students do research with their team and present the online project in the library during their library period.

Students do research with their team and present the project during their library period. It covers the 21<sup>st</sup> Century Learning Skill processes like collaborative learning, knowledge construction, self-regulation, problem solving & innovation skills, the use of ICT for learning & skilled communication. The ICT section of the library supports the curriculum based research, online project preparation, blogging, etc. The applications of Cross Curriculum, Multiple Intelligence, Collaborative Leadership and Teamwork are done through the subject project.

Students do Project presentation on various subjects during their library period. The librarian should coordinate the activities with the proper collaboration of teachers, Head of Subjects, Supervisors; by extending their hours of operation during school hours. The Score Sheets for continuous evaluations are maintained by the Library staff with the help of Senior Students. The library is always engaged by students, resulting in the maximum utilization of library resources. The online projects and performance photos are uploaded regularly in the respective Class blogs and Library Blog by the Student Blog Administrator and the Librarian respectively. The implementation of Multiple Intelligence Projects has improved the academic knowledge and student engagement in the library.

The subject topics are given according to the monthly theme of the School. The Project and Theme Based Approach are shared to give them the opportunity to research and present projects during their library hours. Students conduct research in their teams and present their projects during their library period. This initiative caters to the students' 21st Century Learning Skills through collaboration, knowledge construction, self-regulation, problem solving & innovation skills, the use of ICT for learning & skilled communication. The applications of Cross Curriculum, Multiple Intelligence, Collaborative Leadership and Teamwork are also done through subject projects. The students collaborate to produce the final product or outcome through their Project presentation in the Library.

### **Learning Activity- Main Objects**

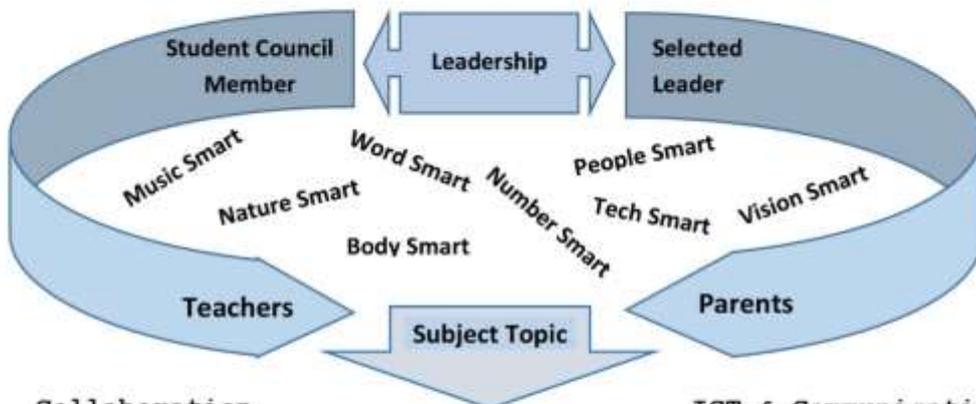
- Any task that students do as part of the curriculum based Approach.
- It can be an exercise that students complete in one library period/ an extended project that takes place both in and outside of school.

### **Learning Skill Process**

The main learning skill processes are given below;

- Collaboration
- Knowledge construction & Self-regulation
- Problem solving and innovation
- Use of ICT for Learning & Skilled communication

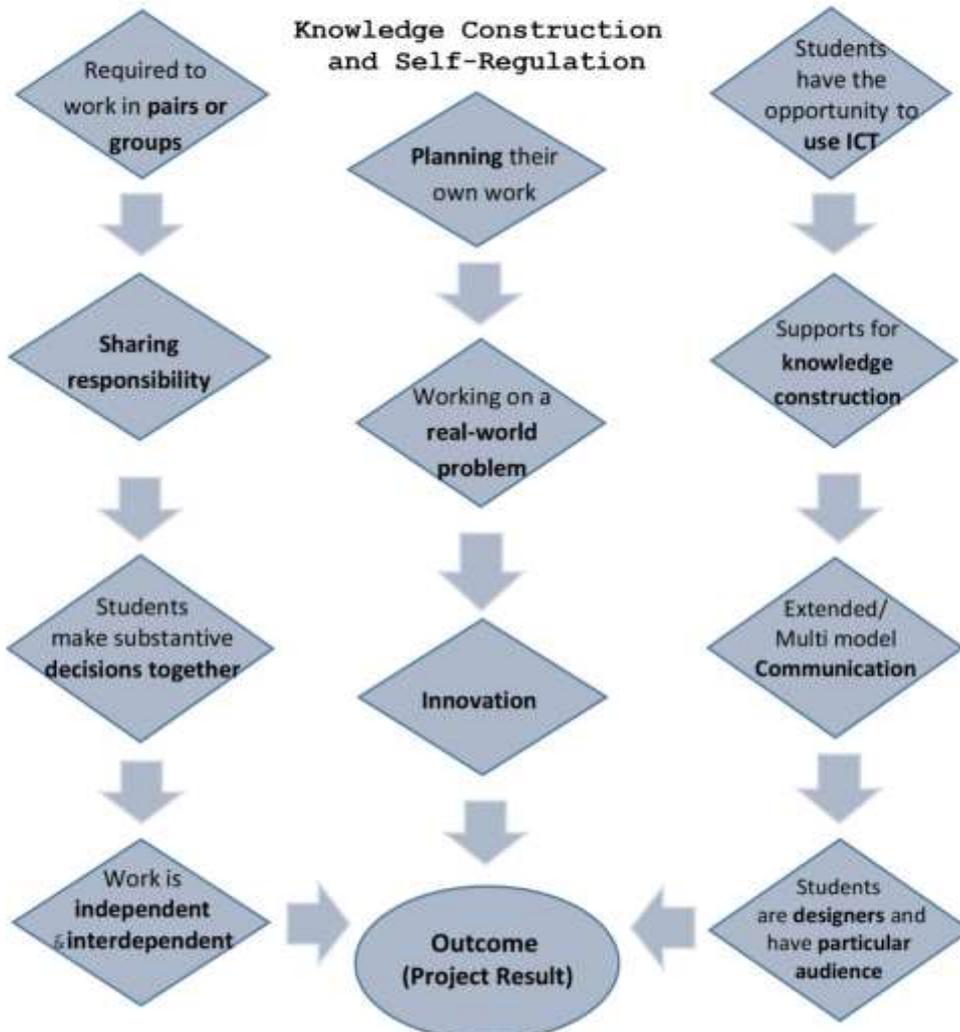
**21<sup>st</sup> Century Learning Skills: Activity Plan**



**Collaboration**

**ICT & Communication**

**Knowledge Construction and Self-Regulation**



## **Collaboration**

It is an independent and interdependent process. Divide the Roles & Responsibilities according to the Smartness of the team members. The teams has to solve the problem, Share ideas with .each other, Get the Solution or Take a Decision or create a product, Levels of Accountability (i.e.; individual & group accountability), etc.

Important steps in the Collaborative works are:

- Make substantive Decisions together (Get the Subject topic, Discuss the issue/topic, Fix the Object)
- Set the Plan (What to do, When to do, How to do, which tools to be used, etc.)
- Do independent Research (with the help of Reference Books, Internet, Teachers, Parents, etc.)

## **Knowledge construction and Self-Regulation**

An interdisciplinary action requires students to generate ideas through interpretation, analysis, synthesis, or evaluation and understanding that what is new to them.

- a) Students plan their own work
- b) Students can complete this activity by reproducing information or by using familiar procedures without any external control.
- c) Application of the constructed knowledge in a different context and share with the team (Application of Cross-Curricular Skill).
- d) Students have the opportunity to revise work based on feedback.

## **Problem solving and Innovation**

This activity examines whether students' work involves problem-solving and they use the data or situations from the real world.

- Students must develop a solution to a problem that is new to them OR
- Complete a task that they have not been instructed how to do OR
- Design a complex product that meets a set of requirements.

This task requires students do some or all of the following:

- (a) Investigate the parameters of the problem to guide their approach
- (b) Generate ideas and alternatives
- (c) Explore several possible procedures that might be appropriate to the situation
- (d) Design a coherent solution
- (e) Test the solution and iterate on improvements to satisfy the requirements of the problem.

Example:

- Find the Scientific reason behind Subject topic (Scientific Skill).

## **Use of ICT for Learning and Skilled communication**

The students are required to use ICT or can use ICT directly to complete the learning activities. Students can access information of various types such as online database, e-journals, and e- books through networked systems. Libraries can use the internet or CD – ROMS to educate the students or carry out information literacy programs. Online searching through various search engines is very common in academic libraries.

Social media networks and various blogs are some interactive internet services that are presently serving as communication forum for librarians and the students. Emails have better and simple options of communication between the librarian and the students. Library website is another good medium of communication for libraries to the students and staff. It is also used to promote the library activities and publicize it.

Examples:

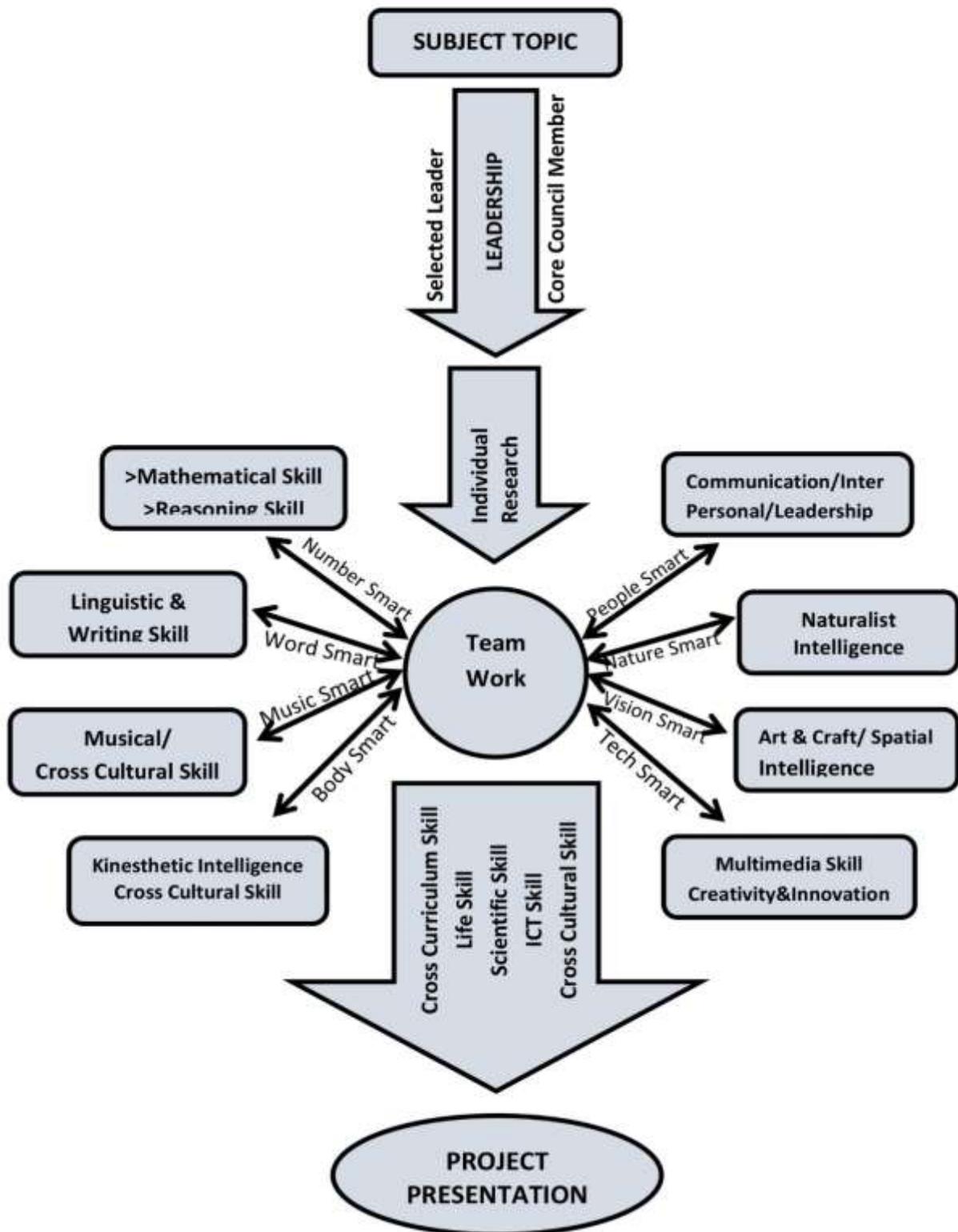
- Students use the Internet to find newspaper articles about a current event from different countries, and analyses how the perspectives are similar or different (Communication with Multimedia Skills).
- Students create videos of their own interviews with local community members that will be uploaded in their project and class blog.
- The online projects and performance photos can be uploaded regularly in the class blog and library blog with the help of student bloggers and the librarian respectively.

### **Background Research**

In the Project & Theme based approach, students are able to present their Project on various subjects during their regular library period. The librarian coordinates and provides the instructions for the project process. The activities are held in the library with proper collaboration of Head of Subjects and Phase Leaders; by extending their hours of operation during school hours. The library is always engaged with students, resulting in the maximum utilization of library resources. The online projects and performance photos are uploaded regularly in the respective Class Blogs and Library Blog by the Student Blog Administrators and the Librarian respectively. The implementation of Multiple Intelligence Projects has improved the academic knowledge and student engagement in the library.

LEARNING RESOURCE CENTRE

PROJECT BASED LEARNING: TEAM STRUCTURE



**PROJECT BASED LEARNING  
PERFORMANCE EVALUATION SCORE SHEET**

Subject:	Topic:
Learning Bay:	Date:
Team Leader:	
Team Members:	

Criteria	Max. Points	Points Scored	REMARKS														
<b>The Aim/Goals of the project</b> <ul style="list-style-type: none"> <li>The objective is what the team is trying to achieve.</li> </ul>	<b>10</b>																
<b>Approaches, Observation Skill etc.</b> <ul style="list-style-type: none"> <li>The quality of approach is a general way of thinking about conducting research (Ground work done by the pupil).</li> </ul>	<b>10</b>																
<b>Quality of Explanation &amp; Clarity of Expression</b> <ul style="list-style-type: none"> <li>The depth in discussing the topic in detail.</li> <li>Presentation based on project must be easy to understand; the comprehensibility of clear expression</li> </ul>	<b>20</b>																
<b>Quality of the Presentation</b> Level/Application of: <table style="margin-left: 20px; border: none;"> <tr><td>Cross Curriculum</td><td style="text-align: center;">3</td></tr> <tr><td>Scientific Skills</td><td style="text-align: center;">3</td></tr> <tr><td>ICT/Multimedia Skills</td><td style="text-align: center;">3</td></tr> <tr><td>Creativity &amp; Innovation</td><td style="text-align: center;">3</td></tr> <tr><td>Original Thinking</td><td style="text-align: center;">3</td></tr> <tr><td>Life Skill</td><td style="text-align: center;">3</td></tr> <tr><td>Cross Cultural Skills</td><td style="text-align: center;">2</td></tr> </table>	Cross Curriculum	3	Scientific Skills	3	ICT/Multimedia Skills	3	Creativity & Innovation	3	Original Thinking	3	Life Skill	3	Cross Cultural Skills	2	<b>20</b>		
Cross Curriculum	3																
Scientific Skills	3																
ICT/Multimedia Skills	3																
Creativity & Innovation	3																
Original Thinking	3																
Life Skill	3																
Cross Cultural Skills	2																
<b>Commitment to Leadership</b> <ul style="list-style-type: none"> <li>How the students and the team mates committed to leadership and service in the community.</li> </ul>	<b>20</b>																
<b>Application of Multiple Intelligence</b> <ul style="list-style-type: none"> <li>In what ways will the students involved in the project reflect upon and learn from their team work experience.</li> </ul>	<b>20</b>																
<b>TOTAL</b>	<b>100</b>																
<b>PERCENTAGE ON ACHIEVEMENT</b>	<b>TYPE OF EVALUATION</b>																
60 - 69%	ACCEPTABLE																
70 - 79%	GOOD																
80 - 89%	EXCELLENT																
90 - 100%	OUTSTANDING																

Student Leader: \_\_\_\_\_

Librarian: \_\_\_\_\_

## **Role of the Library in the project Based Learning Approach**

The Library can contribute to improve the student achievement by providing;

- *Guidance & Orientation:* As a Project Based Learning Coordinator, the librarian has to create the plan and performance criteria for the Project Based Learning Approach and he/she has to provide the proper guidance to the students. A guideline aims to streamline particular processes according to a set routine or sound practice.
- *Resource Materials:* The library has to provide various resources to do the student's research in the form of Reference books, Computers, Internet facilities, etc. Students can refer to the library resources and can get the help from the Subject teachers during the research period of their projects.
- *The Presentation Platform & TV monitor:* One small size stage and a TV monitor is permanently fixed in the library for the comfortable presentation of the students' projects during the library hours.
- *Announcing Subject Topics:* As per the suggestions from the respective Head of Subjects, the librarian should announce the Project Based learning topics in the library. All the Project topics should be displayed on the library bulletin board.
- *Evaluation:* The Project presentation evaluation and Subject wise evaluation is done with the help of the Senior Students/ Student Leaders and subject teachers respectively. The Score Sheets for the students' Project Presentation performance is maintained in the library.

All the above roles should be collaborated with teachers, Head of Subjects and Phase Leaders/Supervisors; and by extending their hours of operation during the school day.

## **Application of various Learning Skills**

Students do research with their team and present the project in the library during their library period. The applications of Cross Curriculum, Multiple Intelligence, Collaborative Leadership and Teamwork have been done through subject projects.

### ***Multiple Intelligences***

The curriculum knowledge is improved by addressing Multiple Intelligences to students.

People have all of the intelligence, but each person has a unique combination. Each student has a different intellectual composition. We can improve each of the intellects, through the application of Multiple Intelligence based activities among students. Many types of intelligence reflect different ways of interest to the world. Student prefers to learn through in multiple intelligent groups and share their ideas with each other. Students become more active, involved learners in the application of Multiple Intelligence approach.

The application of Multiple Intelligence provides opportunities for authentic learning based on the students' interests, needs and talents. Students become more active, involved learners and may come to regard intellectual ability more broadly. Drawing a picture, implementing mathematical application, writing poems, composing music or listening to music, writing plays and acting the same, watching various performances like activities can be a vital door to learning. Experiences show that many students who perform poorly on traditional methods

and tests are turned on to learning when the classroom experiences incorporate artistic, athletic, and musical activities.

The learning style of Multiple Intelligence based Project Approach shows various smartness.

They are;

- Linguistic intelligence (Word Smart)
- Logical-Mathematical intelligence (Number Smart)
- Kinesthetic intelligence (Body Smart)
- Naturalist intelligence (Nature Smart)
- Spatial intelligence (Picture Smart)
- Musical intelligence (Music Smart)
- Intrapersonal intelligence (Self Smart)
- Interpersonal intelligence (People Smart)
- Technical intelligence (Tech Smart)

Each person has a different intellectual composition. We can improve education by addressing the Multiple Intelligence of our students. Experiences show that many students who perform poorly and less interest in traditional method of study and tests are turned on to learning when the learning experiences incorporate artistic or musical activities. Project activities involving apprenticeship learning bring members of the student team into the learning process. Parent and community involvement in the school will increase, because students always get help and demonstrate their project work to the parents before the audience. Students are able to demonstrate and share their strengths. This can in turn lead to increased self-esteem. A few of the skills that make it possible for a person to solve problems in real life that students accumulate are positive educational experiences and the capability for creating solutions to problems in the real life. The potential for finding or creating solutions for problems involves gathering new knowledge. Multiple Intelligences provide opportunities for authentic learning based on students' needs, interests and talents.

### ***Teamwork***

For small groups to function effectively in a course context, students must attend to both the situation within their group and the process by which they accomplish their tasks. A team should consist of all the different smart groups and the responsibilities must be shared according to their smartness. The structure of the team and the individual role & responsibilities of each team members has to be mentioned in the project. Creating a healthy atmosphere and effective process improves communication skills. Students gain many of the skills, if they work together in a particular manner to complete their task. No Multiple Intelligence can be achieved, if a task does not have teamwork.

To function successfully in a small group, students need to be able to communicate clearly on intellectual and emotional levels.

Effective communication will;

- express their feelings in an open way,
- explain their own ideas,
- listen carefully to others, ask questions to clarify others' ideas and emotions,
- initiate conversations about task process,

- reflect on the activities and interactions of the group and encourage other group members to do so as well, etc.

To work together successfully, group members must demonstrate a sense of cohesion. Regular open communication, in which group members share their thoughts, ideas, and feelings this is a must for successful group work. Unspoken assumptions and issues can be very destructive to productive group functioning. When students are willing to communicate openly with one another, a healthy climate will emerge and an effective process can be followed.

Group members are willing to get to know one another, particularly those with different interests and backgrounds. They are open to new ideas, diverse viewpoints, and the variety of individuals present within the group. The team members listen to others and disclose their ideas. They know how to balance the need for cohesion within a group with the need for individual expression. Group members trust one another enough to share their own ideas and feelings. Team members demonstrate support for one another as they accomplish their goals. Student members in a team communicate their opinions in a respectful way and focus on the learning object.

As a Project Based Learning Coordinator, the librarian can use several strategies to encourage students to develop a healthy atmosphere within their small groups. The librarian has to assign students into diverse groups so that they encounter others with different smartness and interests. An effective teamwork process will emerge as students exhibit various skills like, Individual responsibility and accountabilities, Problem solving, Management and organization, Knowledge of individual roles in a group, Constructive Feedback about group ideas, etc. For the application of Multiple Intelligence, the teamwork approach is necessary.

### ***Leadership***

Leaders help themselves and others to do the right things. The People Smart student will be normally a team leader in the Project Based Learning approach. Leaders motivate and inspire the team members to engage with the project. Find and understand the interest and smartness of the team members and divide the project responsibilities according to the same.

One of the Class Core Council members or any selected leader from the same classroom must lead the team. The leader has to divide the individual responsibilities among the team according to the smartness of the team members. Especially the Cross-curricular activities should be done by team individuals on the basis of their smartness.

### ***Cross-curriculum***

The main object of Cross-curricular learning is to make thinking skills more explicit in teaching and learning. The Cross-Curricular activities have to be planned in accordance to the Smartness of the team members. It has to explore if students could adapt their use of thinking skills to different learning contexts and break down subject barriers. This process has to assess how effectively students complete this work collaboratively. This activity suggests that the greatest benefits were experienced when there was dedicated time to 'thinking skills', when it is given discrete curriculum time, and undertaken in an explicitly collaborative setting. This enquiry has opened many possibilities to develop students'

thinking skills practice. The approach has encouraged students to see how thinking skills, like sorting and classifying, can enable them to approach a topic from a different angle. It also seems to help them to see the transferability of such skills across their learning in a range of subjects. This could lead to a greater awareness of themselves as learners, and how they learn. Ultimately, the students are engaged and totally focused on the tasks at hand on that particular day.

Students have to connect their project subjects with other subject areas and apply various skills (including music, picture, illustration, numbers, etc.) from the same that leads to deeper understanding. Cross-curricular work offers a creative way to develop children's knowledge, skills and understanding while motivating them to learn through stimulating, interconnected topics. A study which crosses subject boundaries allows for investigations that engage children's imagination. It also gives teachers and librarians opportunities to encourage active enquiry, taking the initiative, and discussion and debate by children. In all cross-curricular process, the experience provides an ideal context for extending children's literacy, in speaking and listening, reading and writing. Students will use and apply the subject knowledge in the course of a cross-curricular topic and tackling substantive concepts, knowledge or skills in all the subjects included in the topic.

In the Cross-curricular activity, students make real progress in each subject. Cross-curricular learning method increase students' motivation for learning and their level of engagement. In contrast to learning skills in isolation, when students participate in interdisciplinary experiences they see the value of what they are learning and become more actively engaged. The Cross-Curricular learning provides the conditions under which effective learning occurs. Students learn more when they use the language arts skills to explore what they are learning, write about what they are learning, and interact with their classmates, teachers, and members of the community. Students and teachers alike enjoy reading and learning about curriculum topics and ideas that are interesting and challenging. These acquire, communicate, and investigate worthwhile knowledge in depth. The Cross-curricular skills Integrate and enrich the language processes of reading, writing, listening, speaking, and thinking. One of the most important advantages of cross- curricular thematic instruction is that it is both flexible and adaptable. Because a variety of reading resources are utilized, all students have the opportunity to read materials that are of interest to them and at the appropriate difficulty level. For students, it allows for a variety of approaches to instruction that meets their needs.

Examples:

- Apply the constructed knowledge on various communities in the world (Cross Cultural Skill)
- Show graphical explanation of collected data (Mathematical Skill)

### ***Life Skills***

The goal of the Project Based Learning is to assess the progress in the life skill development of the participating children. Life skills inventory includes statements for six constructs of life skills including teamwork, self-understanding, leadership, decision making skills, communication skills, and volunteerism.

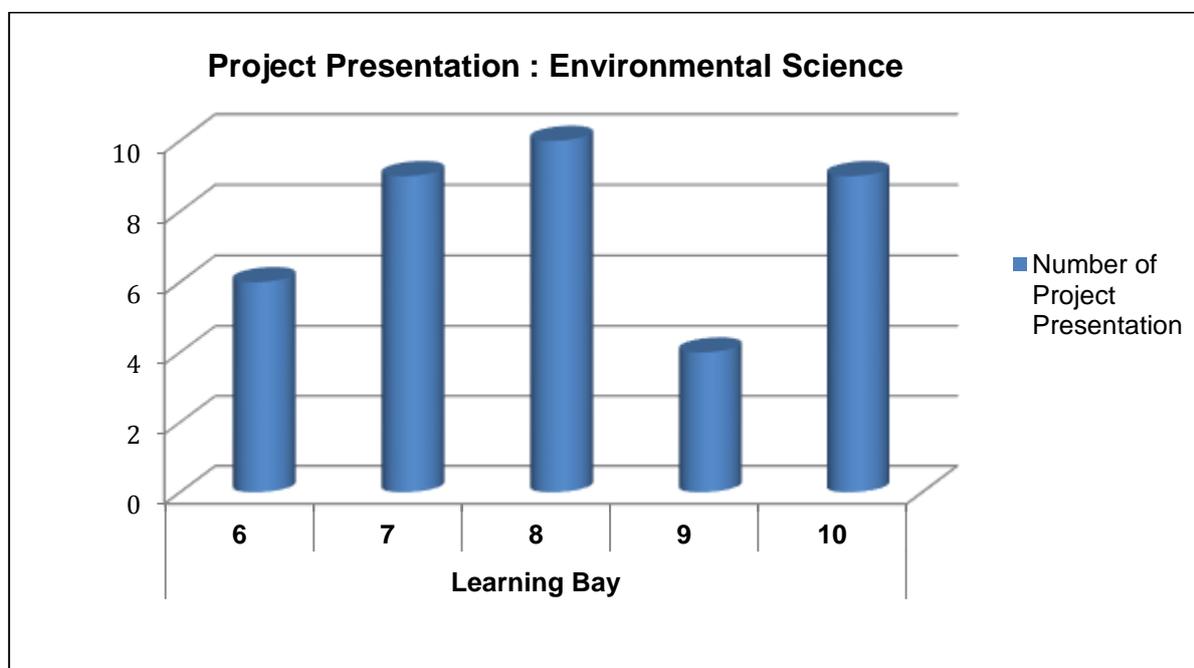
Example:

- Get the abilities regarded as essential to effective and efficient functioning in the modern society.

### PBL: Sample Graphical Analysis

**Subject: Environmental Science**  
(Activity Period: October-November 2013)

Year Level	Project Topics
6	Conservation of Environment
7	Climate Change and Global Warming
8	Loss of Biodiversity and Extinctions
9	Recycling electronic waste
10	Strategies for sustainable schools (Eco-friendly schools)



### Use of ICT and Mode of Presentation

The project presentation should be online. The main advantage of the online presentation is that it has a lot of visual information. With the help of an online presentation, students can demonstrate all benefits of their projects in a convenient and attractive form, using

multimedia files and narrations. The use of ICT and online project presentations will help to share their information in a matter of minutes. The online mode of project will be easier to upload in the library blogs and class blogs.

Examples:

- Create an online Project Presentation ([www.prezi.com](http://www.prezi.com)).
- Use the ICT and internet to communicate and share ideas.

### **Success Criteria of Multiple Intelligence based Projects**

The main and important success results of the Project Based Learning Approaches are;

- The library is always engaged by students, resulting in the maximum utilization of library resources,
- Sharing online projects for rest of the school,
- Improvement in academic performances,
- Progress in the use of technology in the library,
- Enhances critical thinking skills,
- Improved the Observation skills,
- Boosted cooperative learning skills,
- Improved curriculum knowledge,
- Development in the presentation skills, etc.

### **Awards and Certificates**

The Awards and Certificates are given according to the performance criteria of students. The awards and certificates are best motivated for various activities. The function should be conducted at the end of the Academic Year.

### **Student Volunteers/ Community Service**

Good readers can be good leaders. Students' participation is very important in the daily activities of an academic library. We have to encourage student volunteers in various activities like selection, labelling, covering, and arranging the books in the library. The library volunteers are recommended to be leaders for the Project Based Learning Approach and performance evaluation of the same. Librarian also utilizes the library volunteers' help to upload the library website regularly.

### **Conclusion**

I have mainly tried to show in this professional paper that, the possibilities to implement the 21st Century learning Skills in the school library with increase reading habits among students. The Libraries are useful in curriculum based researches, collaborative learning and growing, improving communication and presentation skills and motivating reading habit among the students.

On the basis of above mentioned plans and learning activities, the role and possibilities of school libraries as windows to the world of information. All the above mentioned activities are true and really successful in my last few years' professional experience.

This paper shows and discusses the last few years of successful professional experiences on encouraging Reading Activities and Project Based Learning Approach in school library. This is

a true story and is still being conducted in the school library and outlines as to how the libraries are useful in curriculum based researches, collaborative learning and growing, improving communication and presentation skills along with motivating reading habit among the students. Looking forward to challenging and rewarding position in the library has with it opportunities for an individual who is aggressive and dedicated which is essential for achieving the 21st Century educational goals.

## **References**

School Library Website: The Westminster School, Dubai, UAE  
[www.librarytwsdxb.weebly.com](http://www.librarytwsdxb.weebly.com)

## **Biographical note**

Mr. Raghunathan. M.O., Senior Librarian and Project based learning Coordinator, The Westminster School, Dubai, UAE has been working in UAE since 2007. He holds a Master's Degree in Library and Information Science. He is working as a Senior Librarian and Project Based learning Coordinator for the last three years. He has more than ten years' experience in the field of education and well experienced librarian in IGCSE and CBSE curriculum schools.

Mr. Raghunathan has over eight years of extensive gulf work experience in a multicultural environment, conducting various activities to encourage reading habits among the students, leading the library team and managing a well-stocked library with ICT section and conducting various activities on Literacy and Project Based Learning activities in the library. He has transformed the Library environment, from being a Reading centric place to an Activity and Research based Centre.

Mr. Raghunathan was nominated for the "Best Admin Award 2013-2014" from The Westminster School (A GEMS managed School), Dubai, UAE for his excellent contribution to the institute. He is a member of UAE School Librarian's network and GEMS Librarian's network.

# Honesty honestly, an alternative approach to academic honesty

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**John Royce**

Ebley, Stroud,

England

[jroyce@read2live.com](mailto:jroyce@read2live.com)

## **Abstract**

*Research studies and experience suggest that many students just do not understand citation and referencing. They say they know the rules, they seem to know the rules, yet still they make mistakes, sometimes with heavy consequences.*

*For those who do understand, there is no problem. For those who understand what is expected by way of good practice, the main difficulty may be understanding the understandings of those who do not understand, those who do not mean to cheat but who still break "the rules."*

*In this paper, I investigate sources of confusion, and possible disconnects between those who teach citation and referencing and those who learn and use these techniques. The study includes a series of surveys of librarians, teachers and students. Strategies and techniques to promote better understanding and better practice are suggested. Teacher-librarians are well-placed to promote and ensure good practice.*

**Keywords:** Academic writing, Academic honesty, Citation, Referencing, Plagiarism

## **Definitions and understandings**

In the world of academia, plagiarism is decried, whether deliberate or unintentional. Consequences may be different, but not always. Certainly, there are degrees of plagiarism. At one extreme we would include submission of papers written completely by someone else, deliberate cheating. Usually cheats know what they are doing and they know that what they are doing is wrong.

At the other extreme there might be occasional omission of quotation marks, or the putting of the wrong name to the wrong quotation, or failure to distinguish between a paraphrase and a direct quotation. While such academic infringements may be made knowingly and with intent to cheat, they might also be due to carelessness, or to ignorance or failure to learn the right way to use other people's work, or poor study habits and notemaking techniques. The reasons why students make mistakes are many.

Much of the focus of this paper is the second type of infringement, the unknowing, unintentional error in citation or referencing. I believe there is much confusion with regard to citation and referencing and with regard to plagiarism. The definitions are confused and confusing, misleading and sometimes just plain wrong; teachers, students, examiners and the writers of curriculum may be similarly confused.

The intention is to explore the extent of confusion, and to consider any disconnect between those who teach citation and referencing and those who learn and use these techniques: is what is being taught (and learned) the same as what is needed? Where do the confusions occur, how do they arise?

Immediate sources of confusion are the terms "citation" and "reference" and verbs derived from them. Some style guides use the terms interchangeably. Some use them in ways directly opposite to the usage in other guides. The *Publication manual of the American Psychological Association* (APA) uses the term "citation" to denote a short form of attribution in the text which links to a full "reference", usually at the end of a paper in a list of References (2009, p. 174). This is the usage in this paper. (Other guides may call this a "Bibliography," or a list of "Works Cited".)

In-text citations may be used in the sentence, introducing a quotation, paraphrase, statistic or similar, or at the end (in parentheses), or indicated by a (superscript) number which links to a footnote. They may be split, with the author's name in a signal phrase at the start of the paragraph and the date and/or page number parenthetically at the end.

Another source of confusion is "plagiarism." This term is difficult to define. Many definitions and descriptions are incomplete and unhelpful.

The Joint Council for Qualifications, for instance, defines plagiarism as "unacknowledged copying from published sources or incomplete referencing" (JCQ, 2014, p.39), suggesting that incomplete references make for plagiarism, while perhaps also suggesting that copying from unpublished sources *is* acceptable; moreover, this definition fails to mention a need for quotation marks or similar device when copying.

OCR, an international examinations board, has a long definition and guidance for exams in Humanities - but again fails to mention the necessity of quotation marks or indentation (2012, p.3).

Guidance given in the University of Southampton's General Regulations (n.d.) is also flawed, suggesting that references must be "correctly formatted" in order to avoid a charge of plagiarism. Incorrect references might indicate plagiarism, but incorrectly "formatted" references do not, the writer is still being honest.

These are but a few examples of misleading or incomplete definitions of plagiarism. Indeed, it may be easier to describe good practice, including:

- clear distinction between the writer's own words, work or ideas and those of others;
- indication of who those others are, at the point of use;
- use of quotation marks or other device to signal when someone else's exact words have been used.

Failure to include any of these elements could give a reader or viewer the impression that "this" is yours when "this" is the words, work or ideas of someone else - and we still need regard for the possibilities of self-plagiarism and allowances made for common knowledge.

These three elements make for honesty. *Academic* honesty goes further, giving enough detail that the interested reader can track or trace the exact work used, thus the emphasis on bibliographic references in addition to citation. Nevertheless, if the writer makes clear in the text what material is the writer's own and what comes from other sources, any mistakes are lapses of scholarship, not academic dishonesty.

It is not just the notion of plagiarism that is difficult to define. It is tempting to *think* that we know what plagiarism is when we see it.

Jude Carroll's "Where do you draw the line?" (2007, p. 52) and variations thereof suggest otherwise; use of this instrument in classrooms and in workshops shows wide disagreement as to what is academically acceptable and required: teachers and students consistently draw the line in different places.

Studies based on Carroll's exercise at the University of Leeds in 2006 (no longer available) showed that 37% of students drew the line too low: they were in danger of plagiarizing, thinking their practice was acceptable. Of even greater concern was that 32% of teaching staff also drew the line too low: they would accept writing which breached standard acceptance of acceptable use, and so reinforce student misperceptions.

Students might honestly claim, "But I've always done it this way ..." but it does not help if "this way" is the wrong way. A study of first-year students at a university in New Zealand found that only 12 of 91 first-year students who claimed that their understanding of plagiarism was "good" or "very good" appeared also to know that that they needed to indent or put quotation marks around quoted text (Emerson, MacKay & Rees, 2005, pp.90-91).

A more recent study by Newton finds the same true of British undergraduate students: many have "misplaced confidence in their ability to recognize [and to avoid] plagiarism" (2015, p.14).

### **"First in, last out"?**

Chanock points to the problem of students who *think* they know what they should do in their writing, and may well switch off when they hear *yet another talk* on academic honesty; she suggests that

[Students] fail to reference 'properly' not because they do not know about attribution, but because they *do* know about it and think they are doing it right ... It is probably their confidence that they know the rules that allows them to ignore the copious guidelines set out in their subject guides (2008, p.5).

Shahabudin echoes this, pointing to the problems of "students believing, for instance, that they 'know' how to use references at university because they have used them at school" (2009, pp.2-3).

Examples of confusion abound.

A few years ago, American politician Rand Paul was accused of lifting his summary of the plot of the movie *Gattaca* from *Wikipedia*, word-for-word. Paul claimed that he had not plagiarized, on the grounds that he had named the movie in his speech (Lavender 2013). He seemed oblivious to the notion that the words he used were not from the movie but from a source describing the movie.

College presidents and school principals seem particularly prone to using other people's words without attribution, especially in graduation speeches. There are so many cases each year that one might think they would get to be aware, but apparently not. Their excuses are often reminiscent of a 9th grade student (see, for instance, press reports by Garcia, 2014; Grider, 2014; Harris, 2014; Sakoda, 2014).

Elsewhere, plagiarism expert Jonathan Bailey has recounted how, when still a student, a professor confronted one of his classes. He stormed into the room and declared that somebody in the room had plagiarized on the latest assignment. He wanted the culprit to own up. Bailey continues:

The students, all 30 of us, wondered who it was but were more worried that it was us. Many of us began to talk openly about that fear saying things like "I didn't plagiarize but... I hope it wasn't me" (2010, Section: The climate of fear).

Many know - or appear to know - but perhaps they do not.

Meanwhile, Colin Neville's studies suggest that many students, perhaps scared by fear of accusations of plagiarism, lose their "voice" and use "defensive forms of writing" (2012, p.2); they make excessive use of quotations, using other people's work to say what they want to say, as against saying what they want to say and then using other people's work to support their position (2010, slide 12; 2012). This is the opposite of Newton's students with their "misplaced confidence," but just as problematic.

For those who do understand, there is no problem. For those who understand what is expected by way of good practice, the main difficulty may be understanding the understandings of those who do not understand, those who do not mean to cheat but who still break "the rules."

### **The surveys**

Aiming to explore possible sources of confusion, I conducted several "surveys" over several months. There is nothing scientific about these surveys in that respondents, mostly at specific workshop events, were asked to participate, an "opportunistic sample". As such, they are unlikely to be representative of general teaching or school populations. None of the groups was large. The questions were open-ended, inviting textual responses; many respondents gave multiple responses to various of the questions, making quantitative analysis difficult.

Nevertheless, these surveys may be indicative, and do suggest that follow-up would be worthwhile.

The surveys were presented to four distinct groups, school librarians, teachers, administrators and students. A large number of librarians answered during a librarians' conference in Waterloo in 2014. Several more groups responded to the same questions during IB librarians' workshops in the next few months. Teachers and administrators in other workshops taking place at these same venues were also invited to respond.

In addition, teachers and students at two schools also took part, one in the Middle East, the other in Scotland.

Responses to the workshop surveys were on paper; the schools' surveys were administered through SurveyMonkey.

*Administrators were asked:*

- What (if anything) do you think students find difficult about citation and referencing?
- What (if anything) do you think teachers find difficult about teaching citation and referencing?

Administrators were almost unanimous in declaring that teachers have too many styles to choose from, and that teachers are inconsistent in their expectations and requirements.

Administrators believed students too are confounded with too many styles, and have difficulty appreciating that anything that is not their own needs citing in the text.

*Teachers were asked:*

- What (if anything) do you think students find difficult about citation and referencing?
- What (if anything) do you find difficult about teaching citation and referencing?

Teachers think there are too many styles from which to choose; many think the teaching of referencing is tedious, especially teaching "correct" formatting.

Many teachers think that students find referencing difficult because it is new to them, and there are too many styles from which to choose; the complexities of formatting were often mentioned as well, in particular inconsistencies and exceptions. A few teachers suggested that students most often have problems with in-text citation, not knowing when or how to cite sources in the text.

More than one-third of teachers at the Middle Eastern school responded along the lines of "Too many different style guides - please choose just one style." What is particularly problematic about this response is that the school uses and expects MLA only - there *is* just the one style guide in use in the school.

Several teachers at the school in Scotland made similar comments, loudly. This school promotes the use of Harvard for its IB classes for the Diploma Program, but the situation is complicated in that IB is just one of three different examinations boards for which this

school's students may sit, and the guidance given by at least one board is - as discussed in the next section - unhelpful and contradictory.

**Librarians** were asked:

- What (if anything) do you think teachers find difficult about teaching citation and referencing?
- What (if anything) do you think students find difficult about citation and referencing?
- What (if anything) do you find difficult about teaching citation and referencing?

The most common comments by librarians, with regard to teachers, were that

- many make no attempt to include assessment of citation and referencing in their assignments, even those involving research in the library or online;
- many have no notion of what to expect by way of citation and referencing;
- many have fixed ideas about what constitutes "correct" referencing, often based on out-dated editions of style guides;
- there is not enough teaching of how to write, how to incorporate other people's work into students' own work;
- there is often a failure to point to or to role-model good practice.

With regard to librarians' perceptions of students' difficulties, there was repeated mention of

- difficulty identifying the type of source to be referenced;
- difficulties getting the formatting, especially the punctuation, right;
- many understanding referencing but having difficulty using in-text citation;
- poor work habits such as failure to note the source at a time when notes or copy-paste quotations were made.

Of their own difficulties as librarian, a great many reported difficulty in

- getting teachers to work with them;
- being expected to teach citation and referencing out-of-context and with no opportunity for students to practice;
- making citation and referencing interesting, relevant or fun;
- persuading teachers that they needed at least to comment on and possibly to assess students' use of sources;
- getting students to understand how their choice of sources can add value and authority to the work.

*Students* were asked:

- What (if anything) do you find difficult about teaching citation and referencing?

More than half of those who responded claimed to have NO problems with citation and referencing in general. That said, more than half also claimed to have difficulty with the requirements of *correct* formatting. About one-tenth of the student respondents recognized that they might do better if they were more organized in their notemaking, most especially making note of sources at the time they made the note or copy-pasted, rather than seeking sources afterwards, once the work was written.

Clearly there is scope for further and more controlled research; a more thorough questionnaire might include questions on the style guide/s used at the school, the style/s used by the respondent, the training and guidance given to students and to teachers, understanding of the purposes of citation and referencing, and more. It would be useful to know the curriculums and the examination systems followed. Suggested responses could be posed to many of the questions, which could reduce any uncertainty as to the meaning, especially with regard to the meanings of "citation" and "reference."

The findings of these surveys with regard to students are borne out by a similar but unpublished survey/audit conducted by another school, this in northern Europe. This survey included questions which presented possible ways to use quotation, citation and references, some of which were right and some wrong (according to the style guide used by the school, MLA). In this artificial situation, artificial because it was a test, the suggested responses having no context, most students selected the right answers.

So much depends on what students are taught - and when they are taught it, how much practice they get and how much feedback they get. If they are not taught, they may never learn. If they are taught the wrong things, they may have difficulty losing what they first learned and learning the right approach. If they are not taught *why* referencing and citing are important, and how each element of the reference adds value to their writing, it will be seen as boring, tedious and pointless.

### **Conflict and confusion**

The professional reference generator Endnote suggests that there are "more than 6,000 bibliographic styles" (Endnote Output Styles, 2014). While many may be duplicate and certainly very similar, some are different indeed. Here is one possible source of and for confusion.

If an examinations board does not name or require a specific style, it is not possible for an examiner to decide on whether a reference is accurately formatted.

The International Baccalaureate, for instance, does not prescribe a named style, be it for all assessments or for use in any given subject. IB argues that with teachers, students and examiners having so many different educational backgrounds, training and languages, it is not fair to prescribe particular styles. For the IB, consistency and completeness of references is regarded as more important than notions of accuracy.

Not all examinations boards are as flexible, the Scottish Qualifications Authority, for instance, one of the boards used by the school in Scotland taking part in the survey.

Not all SQA subjects give guidance on referencing, but of those which do, most give examples using an author-date style. SQA Geography (n.d.) recommends Harvard by name.

Harvard is a problem style. Unlike APA with its *Publications Manual*, MLA with its *Handbook for Writers of Research Papers*, or Turabian/Chicago with *A Manual for Writers of Research Papers*, there is no one published and authoritative guide to Harvard. Universities, schools, publishers and examinations boards compile and publish their own Harvard guides, and there may be differences between any two versions.

As is the case with SQA subjects. Different subjects use different versions of Harvard. The differences are telling. Different punctuation, capitalization, style and use of parentheses, use of full-stops. Different formatting of dates, different requirements for the elements to be used in a reference, different order of elements.

Some subjects show inconsistencies within their own guidance, never mind differences to other subjects.

It is not surprising that a large number of survey responses from this school, from students and from teachers, expressed confusion and frustration.

One subject, Chemistry, gives very precise instruction:

*References ... must be correctly cited in the text and listed correctly at the end. In your Chemical Investigation the only acceptable method of citing and listing references is shown below ...*

(emphasis as in the original, SQA AH Chemistry, 2015, p.9).

Precise - yet the examples given, for references and for in-text citation, break with most academic convention. The page numbers for quotations are included in the references at the end, not at the point-of use in the report. Web pages need only the URL and the date visited; author and titles are not used, are "*not acceptable*" (p.10). Only one form of in-text citation is permitted, and these examples are questionable; they could be examples of plagiarism (Royce, 2015).

As discussed in the next section, some (but not necessarily all) secondary school students may learn and be able to use several different referencing systems, a footnoting system, an author system, an author-date system.

Students taking two or three different SQA subjects, however, may have to learn two or three different variations of the same style, and with no manual, no handbook, no website or online reference generator to guide them. This is not so easy; no wonder so many survey responses showed frustration and confusion. Teachers teaching the same subject but for different examination boards are also confused and confounded. Comments made in email correspondence by this school's librarian suggest that it is not just fear of plagiarism which grips these students and their teachers.

The Scottish Qualifications Authority is easy to investigate, because so many subjects openly publish their guidelines. It could be worth those with access investigating closely the guidelines published by other examinations boards.

### **How many styles?**

Should schools adopt one style, or teach and give opportunities to practice several or many styles? There may be no one-size-fits-all response to that question, there are so many factors involved. One factor will be the demands, expectations and requirements of examination boards. Another might be the demographic of the students and teachers,

whether there is much or little turnover of students or teachers each year, and what newcomers have already learned.

Age and maturity of students are also factors. I believe that once students have understood one referencing system and in particular WHY we cite and reference, and HOW each element of a reference contributes to the writing and to the finding of the sources used, they will be more ready to learn other systems. Students who are taught simply to follow a template or pattern but without those understandings are more likely to be confused when asked to use a different style. (The problems when an examinations board provides inconsistent and "inaccurate" examples and demands are different issues.)

When conducting an in-school conversation as to which or how many styles to promote, it is worth remembering that teachers find it difficult when they encounter different styles. Many are used to just one style, often the style (probably out-of-date) they learned at college or university. If teachers find it difficult to use more than one referencing style, should we expect students to learn and to use many?

In a thread in the ECIS librarians' online forum, Katie Day provides a useful model. In her school, all students are taught and use MLA up to grade 10. Once they start their IB diploma courses, they may be introduced to styles sometimes considered more appropriate for particular subjects (2015).

The earlier we start, the better. The more practice students get, the better - and practice means attention paid to the use of citation and references, and not just in terms of "correctness." Some syllabus options and some examinations boards, unfortunately, do not require much by way of individual research and inquiry, as suggested by A.T.: "As IGCSE is very textbook based and there isn't a need for research, there is no teaching of such skills in these years" (personal communication, March 4, 2015).

### **In-text citation - when?**

One issue might be that many schools teach and require the use of bibliographical referencing well before introducing in-text citation.

Dianne McKenzie, a colleague I much respect and admire, has blogged about her path to creating a scope-and-sequence schema for referencing in grades 7 to 12. Starting with an audit of what teachers at each year level require, and drawing on the skills which students need by year 11, the start of the IB Diploma Programme, she and the Middle Years Programme coordinator together devised the scope-and-sequence plan.

The schema places emphasis on correct formatting of bibliographical references throughout the middle school years. Attempts to cite quotations in-text are expected by year 8, but in-text citation of paraphrases is not introduced until year 10. Asked why in-text citation of paraphrasing is not required earlier, McKenzie responded that it is not needed earlier, and in any case students are faced with so many other new requirements that it is left until late in the course (McKenzie, 2014).

Should it be needed earlier, could it be needed earlier? So much depends on the teachers, so much depends on the curriculum and the opportunities given to practice using other people's work.

Academic honesty guru Jude Carroll believes that IB Primary Years Programme (PYP) children can learn how to use quotation marks and forms of acknowledgement in the text (Carroll, 2012, p 4). It does not have to be accurate per published style guide; it may be enough for a 7-year old to write "Mummy says that ..." or "I read in the red book how ..."

To extend the point, in an IB OCC forum, Philip Williams asked for comments on a citation mapping sequence which included "In-text citations : introduced to Grade 10" (Williams, 2014). I replied, pointing to Carroll's thoughts and suggesting an earlier start. A year later, Williams posted again:

I have taken your advice and been discussing how in-text citation is a part of the PYP classroom. This has caused a few double-takes soon followed by nods of understanding as people see the deeper purpose of in-text citation (2015).

The earlier, the better. It is possible, and it is helpful.

Not helpful is the role-modelling presented by a practice activity for GCSE History on the BBC's online education site. The reader is given a quotation as source material, and asked to use information and ideas from the quotation, along with the reader's thoughts and prior knowledge, to devise a new paragraph. The suggested model answer might satisfy an examiner, but there is no in-text citation, there is nothing to indicate what information comes from the source quotation and what is the writer's own (BBC GCSE Bitesize, 2014).

Opportunity missed.

### **Writing as process - why we cite**

Understanding WHY we cite seems fundamental. Without this understanding, students are just jumping through hoops.

In classes and workshops, when I ask students or teachers WHY we cite and reference, how these devices are helpful to the writer and how they are helpful to the reader, the answers given are usually on the lines of:

- to be honest, to avoid plagiarism;
- to show clearly what IS NOT ours – and to say that everything else IS ours (words, ideas, pictures, etc.);
- to say thank you, to show respect, to give credit where it's due;
- to show we have researched widely;
- to strengthen our arguments;
- to show we know (perhaps to discount) the counter-arguments;
- to add credibility through our choice of support;
- to build on what is known;
- to allow the interested reader to follow up;
- to share the blame if we get it wrong!
- it's what scholarship is all about, it is what scholars do.

Curiously, of all the reasons we give for citing and referencing, only the first and perhaps the second have anything to do with academic honesty. Even the first reason is mixed. Ideally, we cite our sources, not to "avoid plagiarism," but because we are honest, we have integrity. We say what is not ours because it is the right thing to do. It is what we do, who we are. All the other reasons for citing sources are connected with writing, with good argumentation, with providing strong evidence and support for our line of thought, with helping the reader, with demonstrating our worthiness to join the academic discussion.

Learning and understanding *why* we cite, and *how* each element of a reference adds to the authority and credibility and re-traceability of our writing are lessons which will stick - and will make transfer from one referencing system to another far easier.

Then we can discuss readability, and signal phrases and the verbs we use, we can discuss authority.

We can use other people's work to demonstrate good practice, and discuss practice which is less helpful, as well. Newspaper reports of scientific papers often provide fertile material for discussion, and sometimes the papers themselves.

Research should be fun; references - and referencing - should have point. Students are good at finding evidence to support their own viewpoints. Follow-up work might require them to find evidence which refutes their arguments and to present an opposite point-of-view.

Dianne McKenzie, mentioned earlier in connection with her referencing audit, has also described how she co-planned and co-taught a unit on MYP Humanities - and how much it taught her about how students write, how they use other people's material, where the weaknesses were and what aspects of the writing process needed more attention (MacKenzie, 2013).

Getting involved in the process can be so very useful. It is informative and empowering. It helps enforce and reinforce good practice.

One of the issues that might emerge from close co-teaching - or from a survey - is awareness of how students work. One common response of students in the schools surveyed suggests poor notemaking habits. Many students said that they complete their essays, and then have to go back to find their quotations and paraphrases, then try to find the originals so they can cite and reference them. This is inefficient, and dangerous if a citation is missed.

Part of an efficient writing process should be the recording of useful quotations and ideas as one comes across them. It can be useful to teach students appropriate use of notecards or other form of notemaking, be it on paper or electronically. Students should be encouraged to note at least enough bibliographic detail to enable retrieval of a source should the material be used in the essay, on a master list rather than on each individual notecard. Details do not have to be correctly formatted per style guide, not at this stage, but they should be as complete as is necessary. It saves so much later.

## Honesty honestly, in conclusion

There *is* a disconnect, but not the one I had in mind when embarking on this investigation. Students can and do reference. They, and their teachers, may be confused in the formatting of references to a particular style, often not helped by conflicting instruction and example, but this is not the disconnect.

Any disconnect lies in misplaced emphasis on *academic* honesty as against *honesty*, pure and simple. Honesty in writing lies in the citation, the indication in the text at the point of use that "*this*" is not mine. Inculcating and expecting honesty enables us to concentrate on the message, on what is written. We can start early, expecting honesty by (age-appropriate) means of citation, and expecting it all along. Honesty should not be a chore.

Referencing is not about academic honesty. It is about writing, the sources we use to add weight to our writing, add authority and credibility. Referencing can be introduced when children are ready. Consistency of format can be a chore, if introduced too soon or too rigidly and seemingly without point. Our task is to add point, demonstrating the added value of good sources and good referencing.

School librarians, often at the forefront of teaching citation and referencing, often charged with discovering plagiarized sources, often with an overview of curriculum which subject teachers usually lack, are well-placed to guide, teachers as well as students.

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### **Biographical note**

John Royce has worked as teacher and librarian in schools in Zambia, England, Malawi, Germany and most recently at Robert College of Istanbul in Turkey. He has served two terms as IASL Regional Director for North Africa and the Middle East and three terms as

Chairman of the ECIS Librarians' Committee. He won the IASL International School Librarianship Award in 2011-12. He is the author of *Credit Where It's Due: The School Library Preventing Plagiarism* (pub. UK School Library Association) and blogs on academic honesty at <http://read2live.com/>. Required to "retire" in 2012 on grounds of age, he now works as a freelance consultant, presenter, workshop leader and writer.

# Usability evaluation of newspaper-on-dvd (np-dvd) of the Rizal library, Ateneo de Manila University

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**Engracia S. Santos**

Ateneo de Manila University  
Rizal Library Special Collections Building  
Katipunan Avenue, Loyola Heights  
1108 Quezon City  
Philippines  
Cell: +632 917 587 6936  
[esantos@ateneo.edu](mailto:esantos@ateneo.edu)

## **Abstract:**

*The primary objective of this study is to determine the usability of the Newspaper-on-DVD project of the Rizal Library, Ateneo de Manila University and to make recommendations that will help improve the system and expand its usage. In 2000, Library started transforming the preserved newspaper from microfilm to digital images. The library then provided an easier mode of access by providing a search tool that will link the index to the images and to the printers. A descriptive evaluative research method through usability testing was used in this study. Ten representative students were asked to complete a series of tasks using NP-DVD. Based on the test, the researcher was able to identify usability problems and recommended futures actions to enhance the system. These problems characterize the difficulties users face while using library search tools available not only in the libraries but also in the internet.*

**Keywords:** Usability, User testing, Library search tools

## **Introduction**

For almost four hundred years, people have been reading newspapers all over the world. A newspaper is a resource for history, fashion and art, commerce and values, culture, politics and a thousand significant things that people want to know (Ronan, 2006). Political chaos caused alarm in the peace and order situation of the Philippines in the late 1960s. This incident, plus the growing need to look for newspapers, gave birth to the Current Newspaper in Microfilm project. This project was supported by the Philippine Library Material Project Foundation (Lacanieta, 2000). However, problem with storage, subscription cost, preservation, and access continues in schools and universities in the different islands of the Philippines. In 2000, digital imaging promised a cheaper alternative to microfilming by providing graphical images that can be viewed in desktop computers, which is available even in small libraries (United States Newspaper Project, 2005).

With this technological developments, Rizal Library developed an application system that may be used by library to access the archive of daily newspaper. A memorandum of agreement with four major dailies, Philippine Daily Inquirer, The Philippine Star, The Manila Times, and Malaya, allowed the Library to archive their newspapers and distribute the digital copy to libraries needing it at minimal cost. The system will allow the linking of the Computerized Index to Philippine Periodical Articles (CIPPA) to the images. The index includes the title of the article, its author, subject, publisher, date, and page number (Mariano, 2005). The system allows basic and advance search facility using a combination of

exhaustive title index and selective subject index from CIPPA database; retrieval of the actual image of the page; and a facility to print the page or a portion of the page (see Figure 1).

**This purpose of this study is to evaluate the performance of NP-DVD in terms of task time, completion rate, error rate, memorability rate, and satisfaction rate. In addition, the study identified ways to further enhance improve the system.**



Figure 1: Screen shot from the NP-DVD

## Methodology

The study was based on the combination of the following theories. Nielsen's (2012) defined usability as the measure of quality of the user experience when interacting with something – software application, or any other device that the user can operate. Lewis (2008) uses factor analysis to come up with a general construct of usability with two underlying factors, namely the objective factor and the subjective factor. The objective factor measures effectiveness and efficiency by task times, completion rate, and errors. While the subjective factor is measured by the post-test satisfaction score. Lastly, Nielsen (2000) and Landauer (1995) explained that the successful usability testing focused on giving specific tasks to five users and measures the following attributes of usability: Learnability, Efficiency, Memorability, Error, and Satisfaction.

For this study, a series of five task scenarios were prepared for the respondents:

- **Task Scenario 1:** To test if NP-DVD is easy to use or not
- **Task Scenario 2:** To test if the user can perform a basic search task
- **Task Scenario 3:** To test if the user can perform an advance search task
- **Task Scenario 4 and Scenario 5:** To test if the user can make full use of the system on his/her own (these tasks were flexible so users can use several strategies to achieve their goal)

Pre-test activities include document analysis; personal interviews with the systems developer; personal interviews with the librarians; and pilot testing. A standard orientation guide was also prepared to ensure that the same basic information was given to the test participants. The pre-test questionnaire was used to gather the baseline data about the participants while post task questionnaires were administered after completion of each task.

### Participants

For the purpose and design of this study, the participants must be selected from NP-DVD subscribers who have a complete set of DVDs to be able to provide standard setting for the usability test. Of the 54 NP-DVD subscribers, only seven are subscribed to the full system. Of which, only three are located in Metro Manila. However, one of the organizations requested to be excluded in the study because they are not yet fully implementing the use of NP-DVD. The two universities agreed to set up an area in the library with almost the same physical set-up to provide standard settings for the usability test. Lastly, since most minor subjects, such as history, sociology and humanities, are offered in first and second year levels, the ten representative users are selected from 1<sup>st</sup> year or 2<sup>nd</sup> year students who are first time users of the NP-DVD.

### Result of the Usability Test

#### ***Task Scenario 1: To test if NP-DVD is easy to use or not***

Fifty percent of the respondents rated the system as “moderately easy,” 30 percent of the respondents rated it “moderately difficult and 20 percent rated it “easy” (see Figure 2). It was apparent in the result, that even though the participants are first time users, 80 percent of them were able to complete the task without difficulty. While those who rated the system as “moderately difficult” encountered errors (e.g., loading DVD) while performing the task.

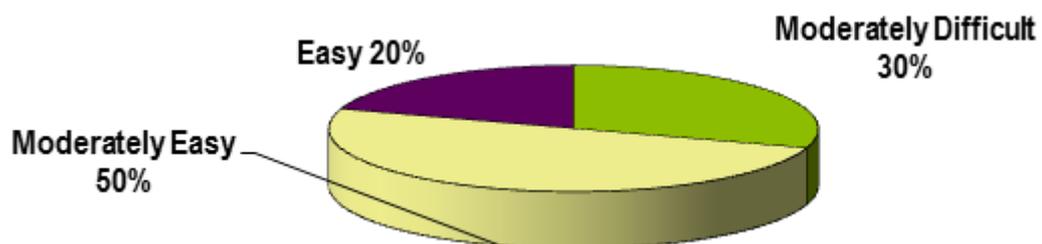


Figure 2: Rating on using the NP-DVD after completing Task 1

Majority of them (70%) rated it “moderately easy.” On the other hand, 20 percent rated it “neither easy nor difficult” while 10 percent rated it “easy” (see Figure 3). As an exploratory task for first time users, layout of the screen and navigation tools plays a vital role in the usability of the system. The result illustrates that 80 percent participants finds the icons on the screen easily. These icons are important in performing the activities required in the task.

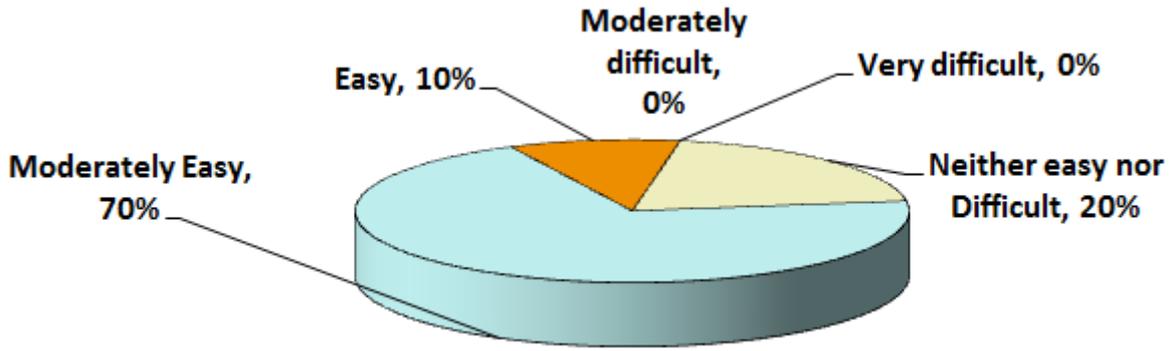


Figure 3: Rating on finding the icons on the screen

Eighty percent found the wording “very clear” while 20 percent rated it “moderately clear.” Thus, it can be assumed that most of the respondents understand the wordings because the said program used words and phrases which are easy to understand and are very clear. Familiarity with the wordings used in the system facilitates usability of the system (see Figure 4).

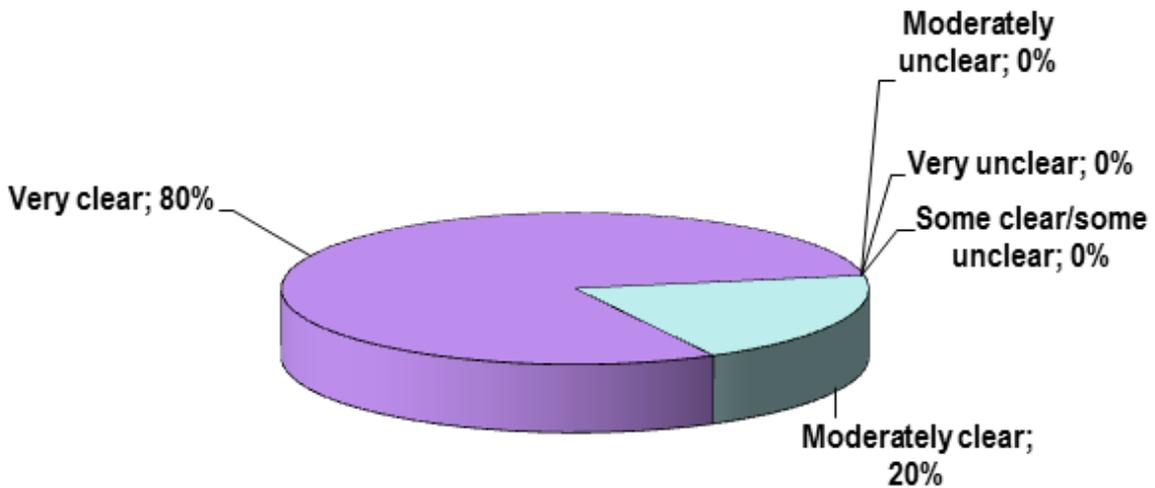


Figure 4: Rating on the wordings used (if it is easy to understand)

When it comes to the part of the screen that catches the attention of the respondents, the survey shows majority of them (60%) were attracted by the “icons found on the screen.” On the other hand, 20 percent of them indicated that their attention was caught by the display area or the middle part of the screen. Others’ attention were caught by the “search panel/side” or search tabs (20%; see Figure 5).

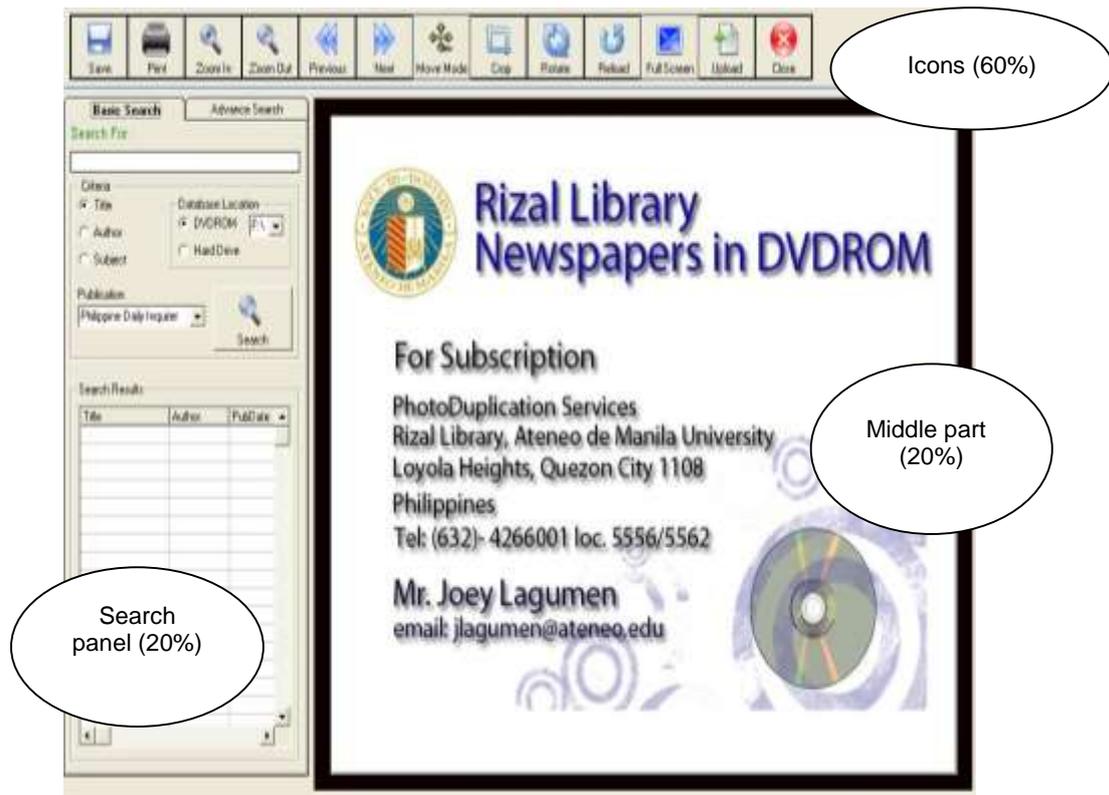


Figure 5: Part of the screen which catches the attention of the respondents

The respondents cited the following reasons why they noticed the “icons”: it has pictures; its big enough; and its location on screen. Then, the respondents quoted the following as reasons why they saw the “middle part”: it has a picture/some information about the product and letters have designs and various colors. Lastly, the respondents like the “search panel” because it looks like an ordinary search page that we see in other application programs from the internet.

In Task 1, User 1 was the fastest with an average time of 0:04:40 minutes in performing the eight activities (Open, Basic Search, Search, Open, DVD, Enlarge, Write, and Close) while the slowest among the respondents was User 6 with an average time of 0:06:25 minutes. Almost all of them completed (90%) the eight activities even though they are first time users of the system. This reflects that the navigation, layout and terminology used enables the respondents to complete their task.

Four among the ten users got an error rate of 0.38 in performing the activities while two respondents got the highest error rate with an error rate of 1.25. This result is attributed to the fact that most of the participants found the icons needed to perform the task moderately easy/easy. Also, all of them found the wordings moderately clear and very clear.

The average memorability score that the respondents got range from 2.88 to 3.63 or “proficient” to “very proficient.” The high rating given by the observer showed that majority of the respondents was able to remember and perform the activities in Task 1 with ease. The reason for these is the use of icons and other user interfaces that is common in other applications packages.

**Task Scenario 2: To test if the user can perform a basic search task**

Majority of them rated the system “moderately easy” in doing basic search while 10 percent rated it “neither easy nor difficult” (see Figure 6). The participants observed the similarity of

the search panel to other applications. It can be presumed that the exposure of the participants to different internet and computer applications also helped in the performance of the activities.

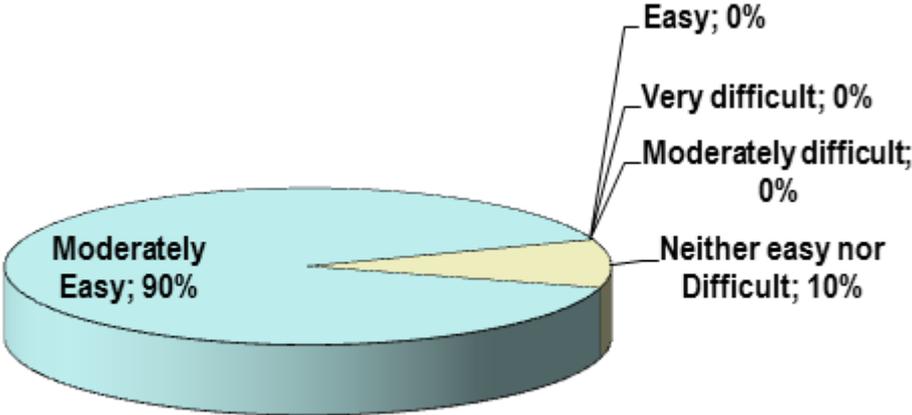


Figure 6: Difficulty level in performing basic search

Ninety percent mentioned “the searching process/typing key words” as the easiest. On the other hand, 10 percent cited “getting the DVD” (see Figure 7). This result also shows that the NP-DVD is achieving one of its objectives by providing a facility to easily search for the contents of the newspaper.

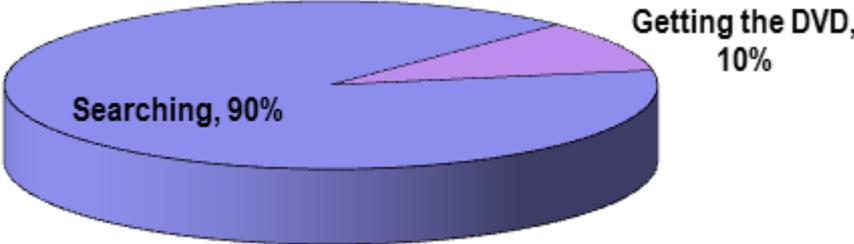


Figure 7. Easiest thing to do or understand after Task 2

Most of them found “the cropping process” as difficult. On the other hand, 20 percent cited “loading the DVD” and 10 percent cited “list down result.” Those participants who have difficulty in the cropping process were confused with the use of move and select mode (see Figure 8). Also, they expected the crop symbol (  ) to appear in the display area when the crop mode is active. Twenty percent of the respondents had difficulty in loading the DVD because they accidentally pressed other buttons while waiting for the DVD drive to read and load the database. Also, the automatic read function of the computers opens the DVD pop up screen, thus the users invoke another program of the computer. Lastly, the participants complained of writing down the result of the test on the answer sheet.

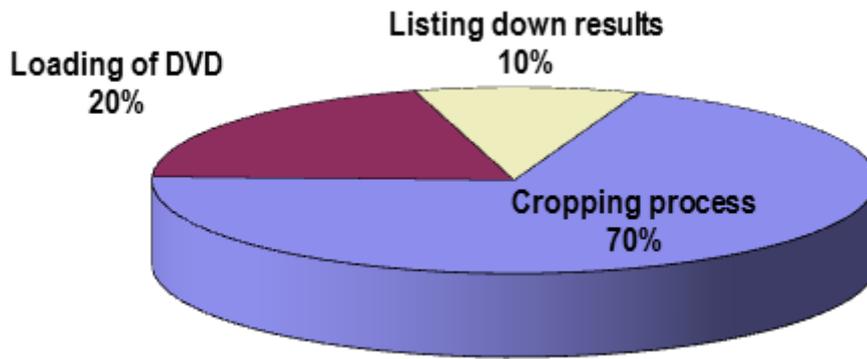


Figure 8. Difficult thing to do or understand

Due to the difficulty in the cropping process, 50 percent of the participants suggested changing it (see Figure 9). The suggestion is the use of a common cropping symbol (✂). The other half of the participants focused on the errors encountered while loading the DVD. The participants suggested loading the database of images in a hard disk or make it available in a network. The cropping error is an error within the system while the second error is due to the time elapsed while the computer reads the DVD and therefore considered external to the system.

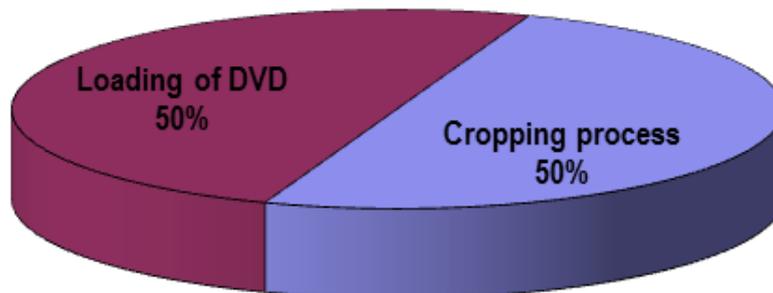


Figure 9. Changes to be made to make Task 2 easier

User 5 is the fastest with an average time of 0:05:10 minutes in performing the eight activities (Open, Basic Search, Search, Open, DVD, Enlarge, Write, and Close) while the slowest among the respondents was User 7 with an average time of 0:06:40 minutes. Other respondents' average time ranges from 0:05:30 to 0:06:30. The results of the activities revealed that almost half (2.57 mins. or 43%) of the average time (6.0 mins.) consumed by the participants in performing two activities, namely, loading the DVD and cropping process. Though the result of the test seemed to be fast enough, if these two activities will be improve the task time of the participants will be greatly enhanced.

Majority of them got a completion rate of 1. This is with the exception of User 1, who was not able to finish because she panicked and instead of focusing on the task ahead of her she called the library assistant to help. One among the ten users got an error rate of 0.20 in performing the activities while one respondent got the highest error rate with an error rate of 1.10. This suggests that the representative users who have undergone the usability testing

were familiar enough with the steps in performing basic search tasks. The memorability rate of Task 2 range from 3.70 to 4.60. Said result was attributed to the familiarity of the representative users with the steps in performing basic search tasks.

**Task Scenario 3: To test if the user can perform advance search task**

Majority of them rated it “moderately easy” though 10 percent rated it “neither easy nor difficult” (see Figure 10). The result of the test showed that the participants did not feel the degree of difficulty from basic to advance search. We can speculate that this is because the two tasks have almost the same activities.

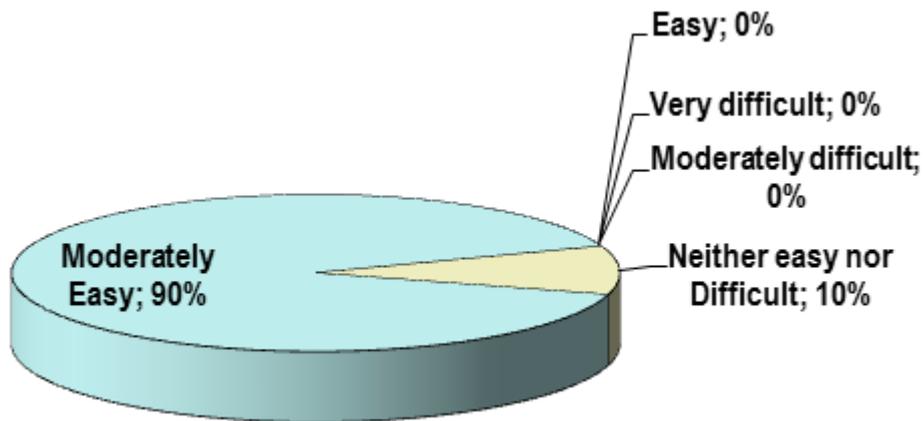


Figure 10: Difficulty level in performing advance search

Seventy percent mentioned “the searching process/typing key words” as the easiest thing to do. Others cited the following: cropping & zooming (20%) and printing (10%; see Figure 11). The test result shows that after performing Task 3, some (20%) respondents find cropping/zooming and printing easy to do. Thus, it shows how the participants easily adapted to the NP-DVD.

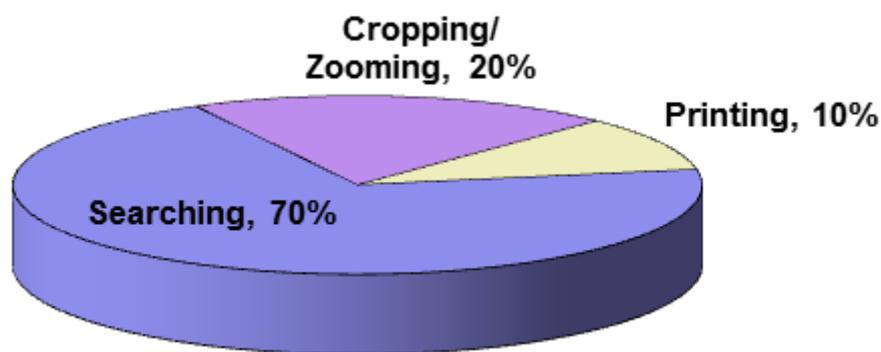


Figure 11: Easiest thing to do or understand after Task 3

Majority of them mentioned “the problem in loading the DVD” as difficult. The respondents encountered the same difficulty (i.e., they accidentally pressed other buttons while waiting for the DVD drive to read and load the database). Still, some of the participants (20%) have the same difficulty in the cropping process as in the previous task (see Figure 12).

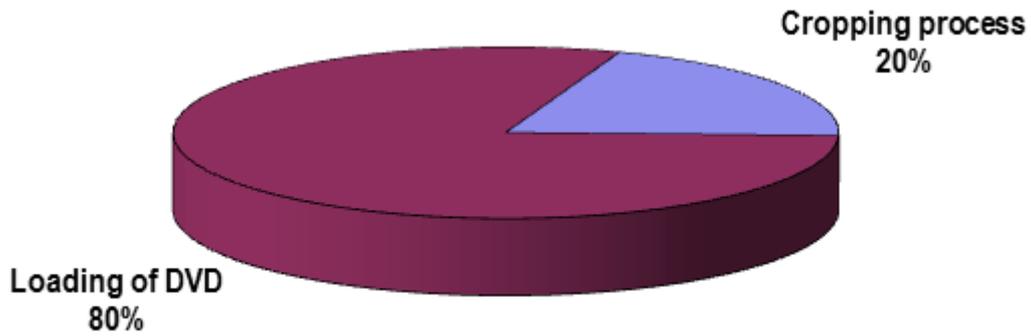


Figure 12. Difficult thing to do or understand in Task Scenario 3

When it comes to the question “What will you change to make the task easier?” five mentioned “none” while the rest cited the following: loading the DVD (30%) and cropping (20%). The percentage of these two things that the respondents wanted to change in the system dropped from 50 percent to 30 percent and 50 percent to 20 percent, respectively. It also reflects how fast the participants learned to use the system after the third task (see Figure 13).

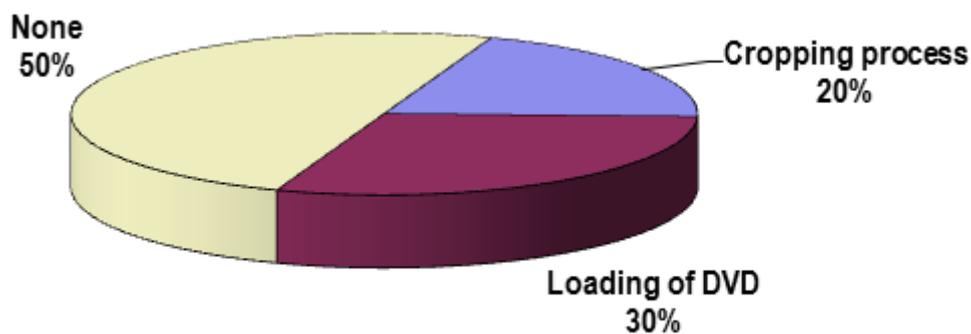


Figure 13: Changes to be made to make Task 3 easier

User 6 was the fastest with an average time of five minutes in performing the eight activities (Open, Basic Search, Search, Open, DVD, Enlarge, Write, and Close) while the slowest among the respondents were Users 4 and 8 with an average time of six minutes. The other respondents’ average time ranges from 0:05:10 to 0:05:55 minutes. Results can be attributed to the variation of the search process from simple search to advance search. Two among the ten users got a zero error rate in performing the activities while two respondents got the highest error rate with an error rate of 0.40. The test showed that the users can perform an advance search task with a higher degree of difficulty with a very minimal error rate. The memorability rate that the respondents got range from 4.20 to 5.00.

**Task Scenario 4: To test if the user can make full use of the system using the most frequently used style**

Fifty percent rated it “neither easy nor difficult.” On the other hand, 30 percent rated it “moderately easy while 20 percent rated it “easy” (see Figure 14). The result can mean that creativity of participants and knowledge of computer application programs are an advantage when they are not familiar with the task given them. Their skill is shown when they are navigating to the different pages of the newspaper.

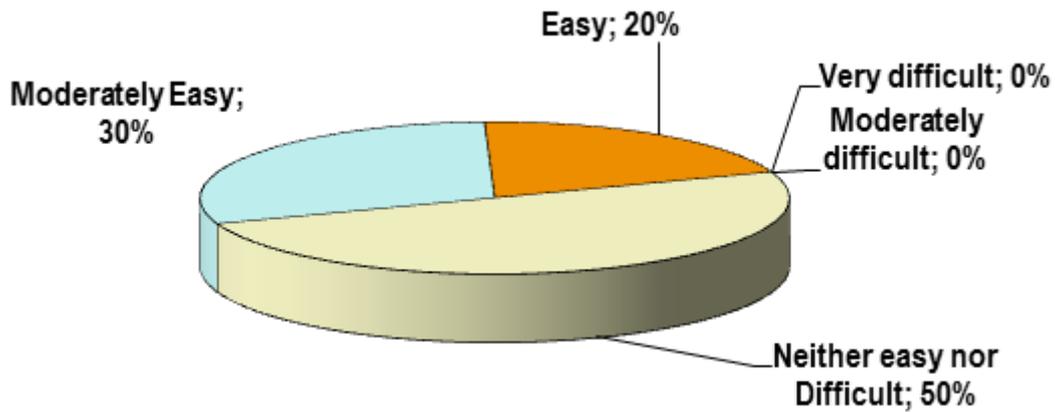


Figure 14: Difficulty level in Task Scenario 4

All of the users mentioned “the searching process/typing key words” as the easiest thing to do or understand. It is therefore safe to assume that the participants of the test find the search panel easy to use and thus this feature contributes to the usability of the NP-DVD.

Eighty percent mentioned “problem looking for the front page” as difficult to do or understand while the rest cited “none” (see Figure 15). It is safe to assume that the 20 percent who mentioned that they do not have difficulty in performing Task 4 are those who rated NP-DVD Task 4 as easy. These respondents easily thought of going directly to page column and look for page 1 while the others open a page of the newspaper and manually navigated until they reach the front page.

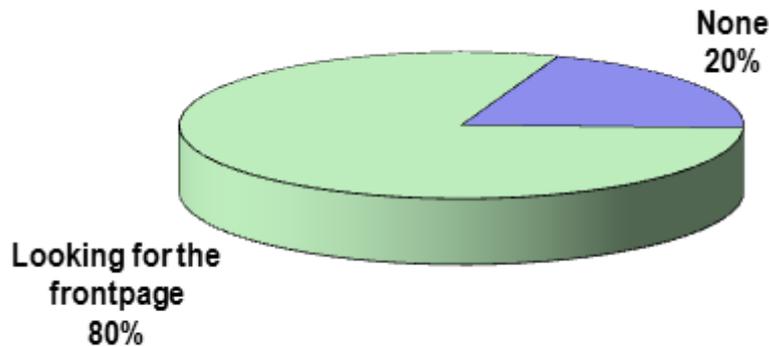


Figure 15: Difficult thing to do or understand

Four participants mentioned they will not change the system to make the task easier while the rest cited searching by page or date range, cropping, and navigation buttons using left and right arrow beside the image of the newspaper (see Figure 16).

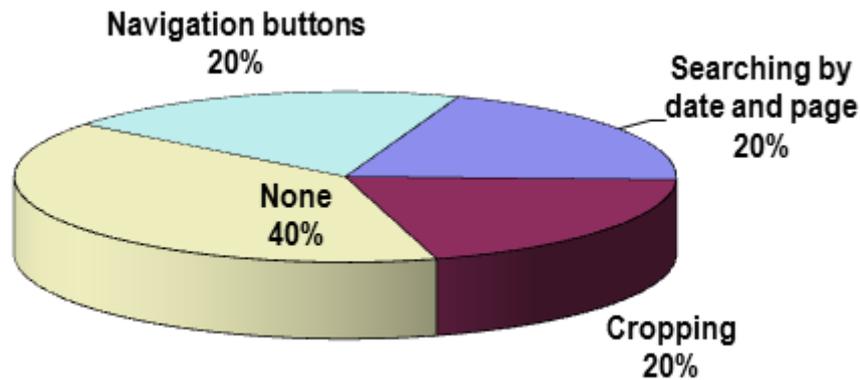


Figure 16. Changes to be made to make Task 4 easier

User 2 completed the 16 activities (i.e., Open, Advance Search, Date, Open front page, Enlarge, Crop, Write, Save, Date, Open front page, Enlarge, Crop, Write, Save, Copy for Disk, and Close) with an average time 0:05:55 minutes, while the slowest were Users 4 and 8 with an average time of 0:06:45 minutes. Other respondents' average time ranges from 0:06:05 to 0:06:30 minutes. It can be assumed that task times of the respondents were still moderate, considering the number of activities needed to accomplish the task almost doubled. The respondents consumed an average of 50 seconds locating the first front page of the newspaper and 36 seconds for the second instance. The time totaled to an average of 1:26 or 22.87 percent of the total average time consumed for the whole task. It is also important to note that on the second time the respondent located the front page, the average time was drastically reduced.

The outcome showed that the representative users can make full use of the system on their own. Four among the ten users got a zero error rate in performing the activities, while one respondent got the highest error rate with an error rate of 0.44. They used several strategies to achieve their goal with minimal error rate. And it is also good to note that the respondents did not encounter errors in loading the DVD, thus it is assumed that at this time, they already know the behavior of the DVD drive in loading and reading the contents. The average memorability rate ranged from "very proficient" to "extremely proficient."

***Task Scenario 5: To test if the user can make full use of the system using their style***

They were asked to search for an article on a topic they choose. No activities were prepared so that they can be as flexible as possible and perform the action as they desire. Aside from making full use of the system, the test also wanted to know what activities the participants will take and what they will render unimportant, and thus skip such activity.

Sixty percent rated Task 5 as "moderately easy" and 40 percent rated it "easy." This shows that all of them can use the NP-DVD with ease even without a guide (see Figure 17). By reviewing the activities performed by the respondents, we can say that they completed their task using basic search.

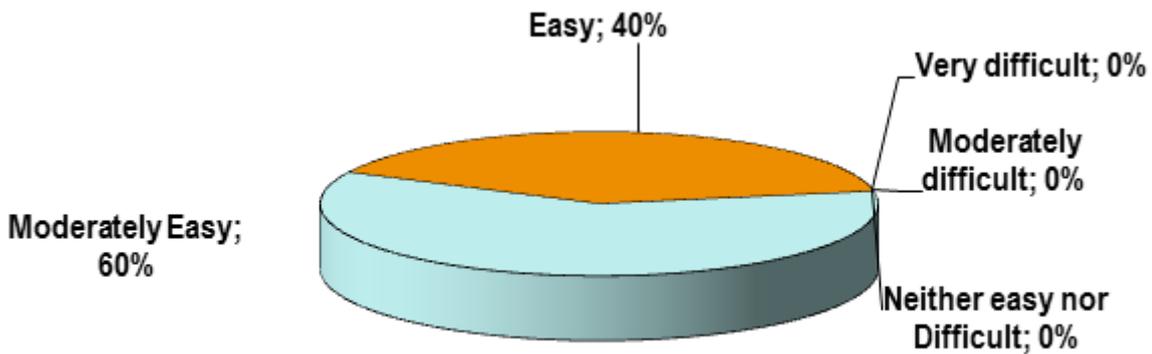


Figure 17: Difficulty level in performing Task 5

All of them mentioned “the searching process/typing key words” as easy. This result shows that the respondents can perform search using their own strategy without difficulty. Fifty percent mentioned “the problem in loading the DVD” as the hardest (see Figure 18).

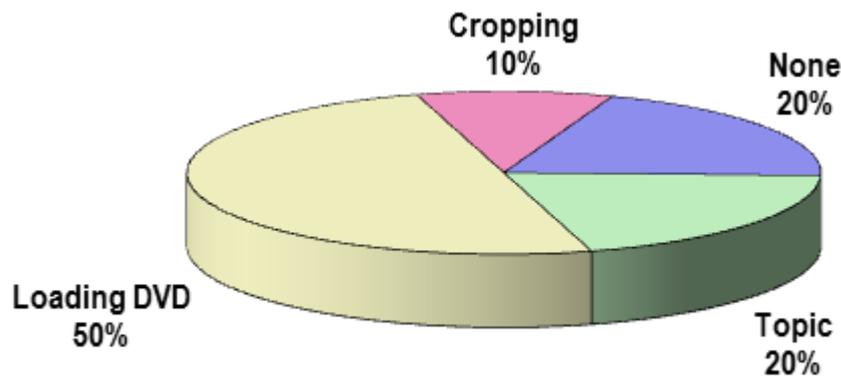


Figure 18. Difficult thing to do or understand without a guide

The fastest among the ten users was User 8 with an average time of 0:02:45 minutes in performing the eight activities (Open, Basic Search, Search, Open Article, Getting and Loading, Enlarge, Crop and Save), while the slowest among the respondents were Users 9 and 10 with an average time of 0:03:10 minutes. The rest had time ranges from 0:02:55 to 0:03:05. It can be inferred that the decrease in the average task time were due to the activities they performed to accomplish Task 5. Therefore we can conclude that using basic search is the fastest strategy to and access a newspaper article.

All of them completed the activities. Majority of them got a completion rate of one. It is noticeable that the respondents employed similar strategies (i.e., basic search) to complete the tasks assigned to them. Seven among the ten users got a zero error rate in performing the activities while one respondent got the highest error rate with an error rate of 0.63. Results can be attributed to their familiarity for using the NP-DVD. The average memorability rate the respondents got range from 4.75 to 5.00. The result displayed that the activity with the lowest memorability rate is on the loading of DVD. This is due to the fact the system gave different error messages as the participants use the system (e.g., cannot locate DVD, read error, wrong DVD, and others).

### Post-Test Evaluation

Upon completion of the five tasks, respondents were given post-test to give their insights on the system. Majority of the respondents rated it “moderately easy” while 20 percent rated it “neither easy nor difficult” and ten percent rated it “easy” (see Figure 19). This result shows that respondents find the system easy to understand. This result can be validated on how the respondents were able to use the system at once since they are all first-time users. Furthermore, the increase in the respondents’ productivity is reflected on the decrease in time consumed as they perform the succeeding task without difficulty.

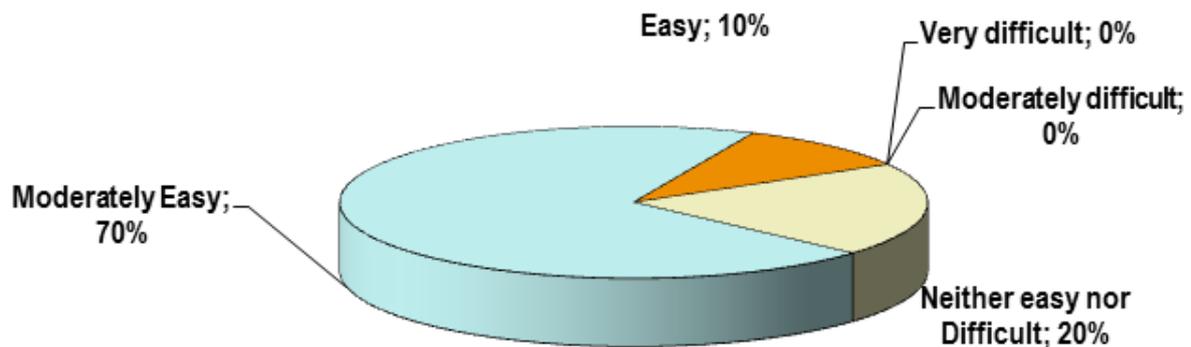


Figure 19. Respondents' rating of ease in using NP-DVD

Majority of the respondents were “satisfied” while 20 percent of them were “very satisfied” (see Figure 20). As one of the attributes of usability this rating will show that if the system is made available in libraries/information centers, it will result to active use of the system in the future.

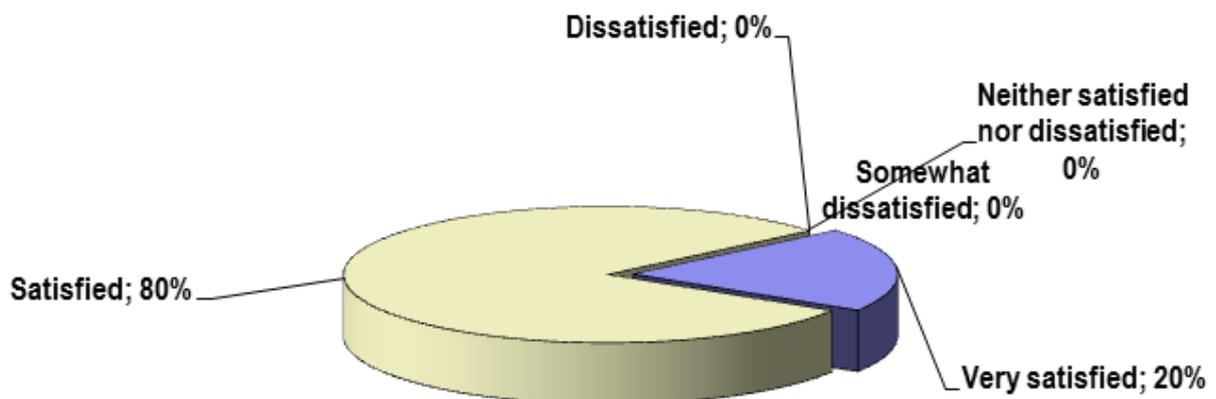


Figure 20: Respondents' overall satisfaction after usability test

The responses show that all the features available in the system is necessary to accomplish the system’s objective. All of them will recommend NP-DVD to friends. Two of the respondents mentioned that though the system was a little difficult to use at first after one or two tries you will realize that it is simple and easy to learn. Moreover, 80% of the respondent felt that the system is very useful in research and locating information that is available in the newspaper. The respondents then suggested adding interactive response, wide side bar, searching by topic and date, and navigation buttons.

### Summary of the Results

As first-time users in Task 1, some respondents have difficulty in using the system. However, their rating increased as they perform the succeeding task (see Figure 21). This is an important quality of the system since NP-DVD is used only as the users' need arise. Thus, it should be simple and easy to operate so users can use it even without memorizing commands.

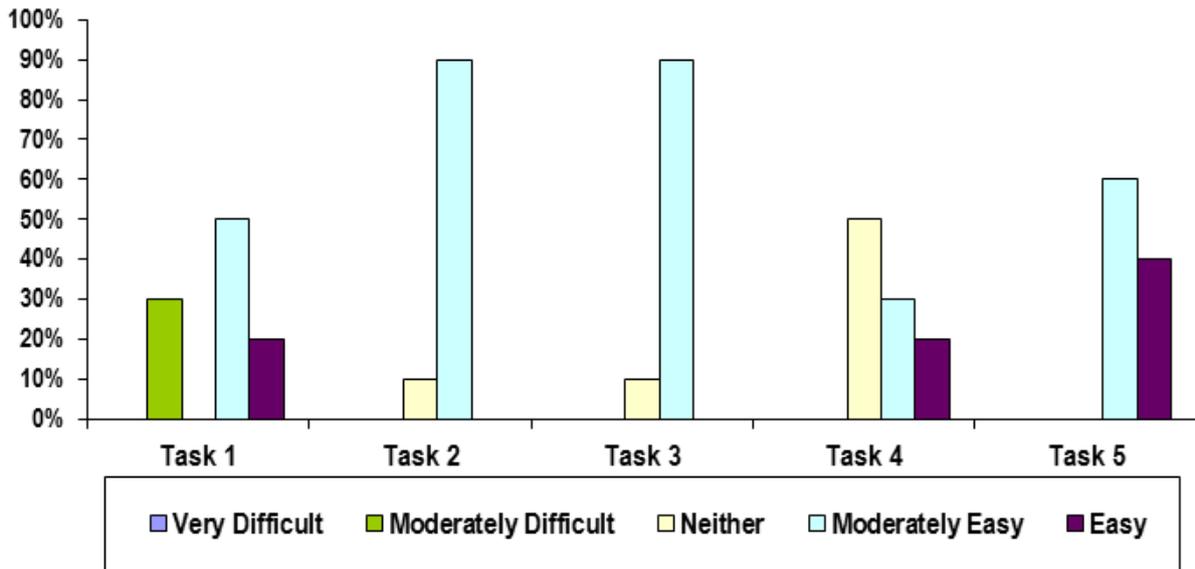


Figure 21. Summary of respondents' rating for ease in using NP-DVD

The summary shows how the respondents were affected by the degree of difficulty of task given to them and their experience in the use of the NP-DVD. The average time for the second task is slightly higher than the first because of addition of two activities. The time decreased in Task 3 is probably because the activities included in Task 2 and 3 are almost the same, thus the procedure taken by the respondents was similar. The increase in the time in Task 4 was due to the increase of the number of activities (from 10 to 16). In Task 5, the decrease of time was most likely due to the decrease in the number of activities and the respondents chose only the activities they already tried in the earlier tasks they had performed (see Figure 22).

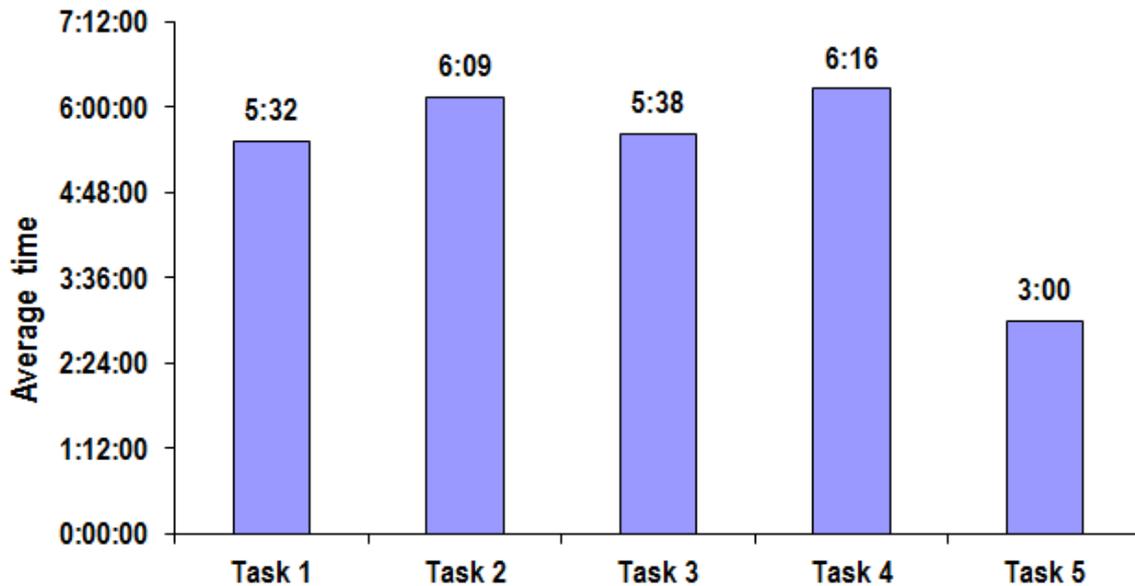


Figure 22: Respondents' average time consumed per task

The test showed that continuously using NP-DVD increases the possibility that respondents will be able to complete all the tasks given to them without asking for assistance (see Figure 23). As experienced in Tasks 1 and 2, one activity was not completed until the library assistant helped the participant (Rate=3) and two activities were completed only after asking assistance from the library assistant (Rate=2). On the succeeding tasks the participants completed the activities on their own.

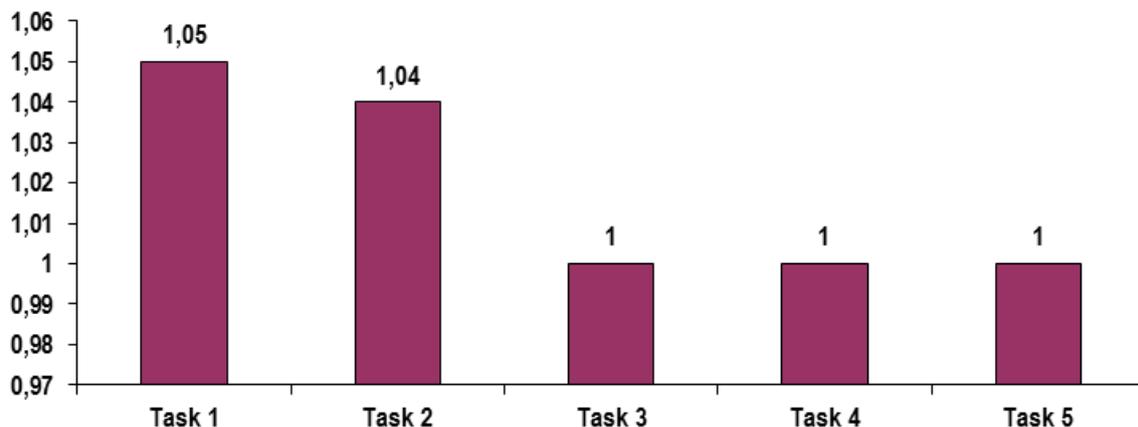


Figure 23: Participants' average completion rate per task

The summary showed that the participants' error rates were affected by the type of activities included in each task. As first time user, the highest error rate was recorded when they performed the first task. The error rate decreased on by 0.06 points when the participants carried out the second task because of new activities included in Task 2. However, the decrease in error rate in Task 3 is noticeable because Tasks 2 and 3 have almost the same activities. Again, the increase in Task 4 was attributed to the inclusion of new and confusing activities. Finally, the decrease again in Task 5 is because of the participants' familiarity with the activities (see Figure 24). The causes of errors are: loading DVDs, printing, typographical errors, cropping process, and saving files.

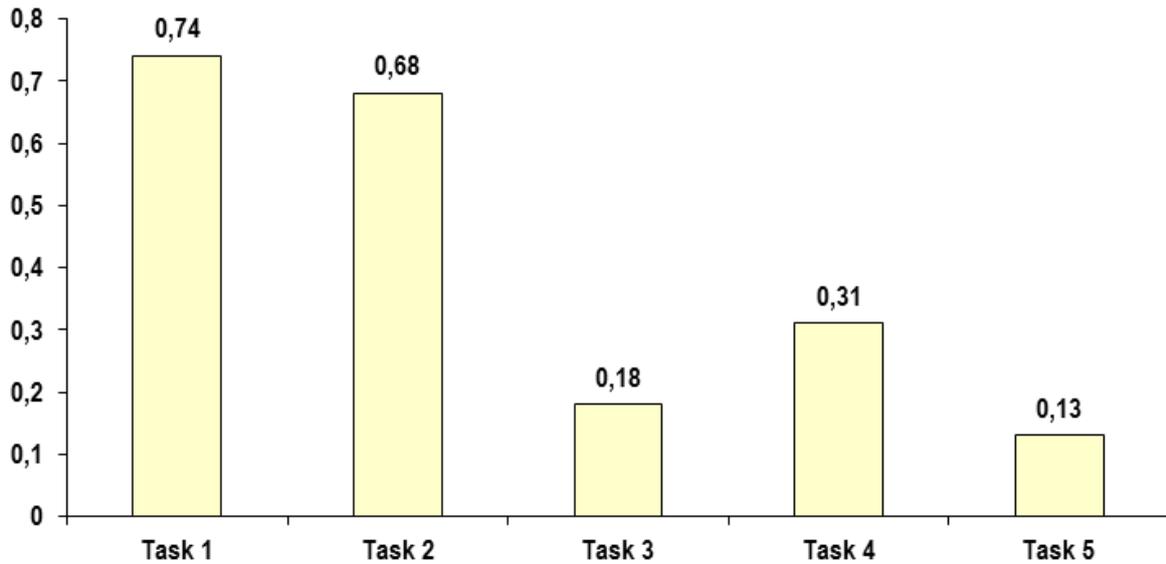


Figure 24: Respondents' average error rate per task

Figure 25 reflects that the participants' memorability rate increases as they perform tasks, whether the tasks were simple or confusing. It is therefore assumed that the memorability rate is greatly affected by the number of times the users use the system. It is believed that the participants started in mid-rate memorability range because of their experience in the use of various computer applications. Thus the increase from 3.29 to 4.95 memorability rating was attributed to the use of the NP-DVD during the usability test.

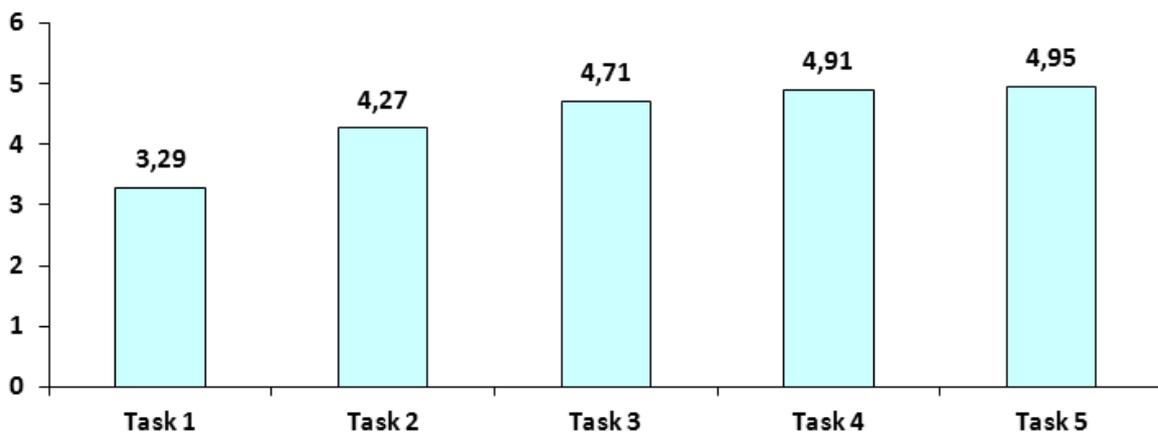


Figure 25: Respondents' average memorability rate per task

## Conclusions

In general, the students find it easy to accomplish the task required of them. The participants learned the system fast enough. The amount of time used by the participants in accomplishing the tasks decreased after the first set. The ability of the students to complete the sets of task reflected a high success rating for the system. Majority of them completed the tasks from Task 1 to 5. It can be inferred that the respondents got a minimal error rate in using the NP-DVD as evidently seen in the results of error rates in performing Task 1 to 5.

The following were the recommendations for further development of NP-DVD:

- Rizal Library must conduct an orientation for using NP-DVD.

- NP-DVD must have interactive responses, wide side bar, an icon for searching by topic and must include navigation buttons.
- The library must study the features that the users like and make possible enhancements. At the same time, the developer must also look at the causes of error and the reasons why the participants experience difficulties and make necessary adjustments.
- Conduct another usability testing in the future using the most recent version to ensure that it is still coping with the new environment.
- Result of the test suggests that the NP-DVD is a product which libraries and other information providers can benefit from. Thus, it should be promoted and marketed.

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## Biographical note

Engracia Seña SANTOS finished her Bachelor of Science, major in Computer Engineering, at the Polytechnic University of the Philippines. She received her Masters of Library and Information Science at the University of the Philippines. For fifteen years, she was the head of the Information Communication Technology Unit of the Institute of Philippine Culture, a

social science research organization of the Ateneo de Manila University. During this time, she co-managed the special library collection of the Institute. In 2007, she transferred to Rizal Library to help build the digital collection. She is now the Head Librarian at the American Historical Collection of Rizal Library. Her projects focused on digital curation and preservation of historical and rare materials in the collection. She is also member of the website and communications committee of the library.

# The upbeat school library: we say “Yes!”

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**Pam Saunders**

Melbourne High School  
Forrest Hill  
Melbourne  
Australia

[saunders.pamela.s@edumail.vic.gov.au](mailto:saunders.pamela.s@edumail.vic.gov.au)

## **Abstract:**

*Melbourne High School (MHS) Library is bursting with students from opening to closing time. In this paper Pam Saunders, Head of Library at MHS will share the numerous ways she and her teams have blended the library, both virtual and physical, into a dual community space – a place for learning and collaboration and a place for relaxation and creativity. The MHS library is about connections and belonging; being informed, critical and mindful users of information, the exchange of ideas, collaboration and the unexpected.*

*MHS has 1400 students, all boys aged 15-18 years. This demographic has traditionally been difficult for the library to effectively engage, but the door counter statistics confirm that one third of the students visit the library each day. The library has been transforming, with Pam and her team creating an environment which is safe yet stimulating, and one where students can interact and be involved. It is an environment which encourages reading, but also sharing, talking, laughing and doing. The teacher librarians create and manage a mix of resources, but they are also event managers, collaboration artists and risk takers. They are active in both the physical library space and the virtual space. There are daily events, special activities and themes which help create a lively space, but the main change has been the outward focus that the team now brings to the library which allows for a positive environment. It is now a place where the answer to any request is always ‘yes’.*

*This paper will examine the impact which this approach and the attitude of the library team has had on students and teachers and how it has created a community. The paper will provide a practical framework that others can use to enhance their learning space with dynamic ideas and a positive role model.*

**Keywords:** community, positive, support, events, collaboration

This is the story of the library at Melbourne High School, the changes the library team recently made and how our community responded.

In 2014 we made a decision to consider every idea a team member suggested, every suggestion from a student and every request from a staff member with a positive response. It was a decision to create a growth mindset: retrain everyone to think yes before no, positive before negative. Of course, it would not mean we said yes to everything, rather that we would consider everything as a possibility. It changed how we responded to our community and them to us. The result is an upbeat and risk taking environment.

We also have a mantra that ‘the boys come first’. Anything we do must benefit our cohort. Melbourne High School is a selective, government, all-boys school of 1400 students in

Victoria, Australia. The boys are 14 - 18 years old, in their last four years of school. They are expecting to go onto university or other further education and are academically inclined. We started with a review of our library goals. There were several team discussions and planning sessions around this. There was much crossing out and arguing about words and meanings and overall aim. The conversation came back to several key points:

- how are we (the library) adding value
- how can we make the library a community space
- what can we do better
- what can we stop doing and
- what would it be like if there was no library in the school.

Our discussion broadened from goals to strategy. By being positive ourselves, others would see the library as a positive, upbeat space also. Our change had started.

Of course in amongst this we kept the senior staff at the school informed and they supported and encouraged us. We also surveyed the teaching staff. Some were randomly targeted but everyone was given the opportunity to respond if they had an opinion which they wished to share. The survey was a short, Google Form with a focus on the library service, with answers remaining anonymous. The feedback we received was diverse and encouraging.

We decided to visit other libraries to inspire us and challenge our perceptions of ourselves.

We visited newly opened or renovated public libraries. We also developed links with the Melbourne University library, particularly the liaison librarians in Education Services. They took us on a tour of the various libraries and we held a valuable session where we shared expectations about student's information skills on leaving school and coming to an academic setting. Both the school and the university subscribe to Springshare's *Libguides* and there was a lot of comparison and sharing of resources in the virtual world. Working on a suggestion from Melbourne University Library (Laspagis, 2015) we decided that we would no longer create content for the libguides unless we had a teacher or student from the faculty concerned who would be our sponsor or fellow creator. The teacher librarians still find, collate and manage content but now with a clear audience and fellow supporter. This will be a slow change but we are already seeing increased usage by the students and teachers. Each teacher librarian also works with their skills and interests. Although the outcomes are the same, delivery and style is unique to each teacher librarian. During orientation and transition sessions this was particularly so. Students also had options to choose which sessions they wished to attend, including Google docs, better searching on Google, note taking and citing resources with academic honesty. Students are encouraged to contact us via email, via the libguides and through the school management system. We can support them without them walking in the library door.

This same flexible approach is used when collaborating with the subject teachers. Some teachers want a fairly traditional library service, with library staff finding the resources and promoting them to the students. Some wish to work in a more collaborative style. Some request us to work with them on a class group on Goodreads.com (2015), participating in the discussions or generating the stimulus for discussion. Some wish us to work with them in the classroom, or become the audience for a presentation. Our aim is to be flexible and offer creative alternatives. The teachers become our main advocates. We work with those who are keen and they spread the word. "*Could you do something like you are doing in X class with my class?*" is a positive indication to us and often the start of a new collaborative venture.

The library runs events, big and small, unexpected and expected, all aiming to promote reading and the library. Some library events are so successful they are now annual; this includes Book Whiz, a literary trivia competition held at lunchtime during Bookweek. Teams of eight (teachers and/or students) compete for the glory of winning. A decision to invite Michael Pryor, a well-known YA author known for his steampunk genre writing, resulted in the holding of a Tea Duel (Banyard & Naylor, [2012]). This was possibly the loudest of any of our events with spectators cheering whilst watching pairs duel, over tea and biscuits at lunchtime. To read more about this event and the numerous others we have tried, we have provided details on our blog, (Melbourne High School Library, 2015). This blog is a record of

what we do and a promotional tool to the wider community. Each library team member writes for the blog and there are guest posts from students.

Using the most low tech of items - a basic portable whiteboard - we created a community noticeboard. This is located in the library, in a walkway close to the teacher librarians, but not too close. It is ever-changing. Initially it was used for maths or word puzzles and quizzes which engaged students in discussions and responses.

- List as many Beatles songs as possible.
- List the states of the USA.
- Can you solve this problem?
- Can you find a word using all these nine letters?

It was easily adapted then to also being used as a student survey point.

- What magazines would you like the library to buy
- Which of these chairs would you like the library to purchase?
- Which author would you most like to meet?

If it is left blank, a student usually starts their own puzzle or question to the community. If it is not changed regularly there are complaints.

As well as the community whiteboard there is a community activity space, which is the top of some reference shelves which are at standing height. On this broad flat top we rotate different activities some of which are more successful than others. Jigsaws, puzzles, quirky books and board games have been standard. It also has the occasional mini maker space, which is more of an unmaker space, and is always popular. A range of old computer or household items, some screwdrivers, tools and a sign which asks "*what's inside?*" prompts a crowd.

The library runs optional interest groups for students during lunchtimes, library assistants (a form of junior librarian/monitor program), a writing group (with its own popular publishing blog, *The unicorn express*, 2015) and a book club. These groups are largely run by the students and they support us with suggestions and questions. These students frequently help create displays and aid in the selection of new items. Each interest group has its own vibrant closed Facebook group.

At the beginning of 2014 the library had a small renovation. The library entry was pushed out into a corridor; it was made more open with floor to ceiling windows and glass sliding doors. Reducing the size of a library storeroom and rearranging the circulation desk allowed for the addition of two student study rooms. By reviewed the whole library layout including rearranging existing furniture, removing excess furniture and shelving (after doing a major de-selection), buying a few new chairs and sourcing some donated coffee tables and chess boards the library looks refreshed and less cluttered. The majority of the shelving, tables and chairs are still from the early 1990 when the library was built. The aim was to make better use of the current space with a minimal budget.

Our physical space is complemented by our virtual space; our library website/libguide ([Libguides.mhs.vic.edu.au](http://Libguides.mhs.vic.edu.au), 2015) generates a great deal of use. In addition we have two main blogs (previously mentioned), a twitter feed ([Twitter.com](https://twitter.com), 2015) and a cloud based library management system, *Infiniti* ([Mhs.concord.net.au](http://Mhs.concord.net.au), 2015).

The sourcing of books and information is still a core service but it is the sharing of these which gives the library its life today. We are less concerned with books being loaned, as the boys are often reluctant to borrow, as another book to carry home is not wanted but they use the items heavily whilst in the library. More books are displayed around the library face out than previously. We have kept many traditional library routines and values but merged them with the new. Students still get overdue notices, and items are still located where they say they are. We try to surprise the boys with what we do and what we have. Every library is asked for the strangest of things especially from students, and so it is for us. We loan school ties and calculators, lend rolls of sticky tape, give away lined paper, string, paperclips, recycle plastic pockets and bind books. Best of all, we provide information and support.

So what are some of the other things we do? We greet the boys and teachers as they enter; a nod, a smile or a hello. We provided raisin toast during the exam 'swot vac'. We had a poet in residence for two weeks. We link with our local public library often providing an audience for their events. We display student art work around the library, framed and labelled as in a gallery. We provide chess boards. The TV shows major sport or news events (silently). There are chargers for all sorts of devices and we answer queries around information sourcing and answer numerous IT type questions.

Not everything has worked. Interest in a movie or book review blog has been low. The collection still needs work and this is it taking longer than expected. Some of the competitions have generated little interest. Some activities may fail, we accept that. Teachers and students have both remarked on how welcome they feel in the library. Our visitor numbers are steadily increasing and our presence in the school is deepening. The team actively try to be seen outside of the library and join in with all the school activities. The library door count shows that almost every second student visits us sometime during the school day, this is in a school where there are alternative places to study and relax. During private study periods 80% of the students still opt to visit us. The tone during study periods is of a respectful study environment, quiet and cooperative but not silent. There are places allocated for group work, carrels for silent work and the fiction area which is available for both reading and more recreational conversations.

Before school, at recess and lunchtimes the library reverts to a more vibrant space, still with study options but also wider recreational use and more noise. It is during those times we see a huge diversity of uses, from quiet reading, board or card games, to group discussions around homework or an activity. All of which we encourage, everyone is welcome and made to feel as if they belong to this community and space. Most of all ideas are not shut down, a negative can be turned into a positive and conversations continue.

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### **Biographical Note**

Pamela SAUNDERS has worked as Head of Library at Melbourne High School since 2014 and before that for three years as Head of Library at Princes Hill Secondary College, in Melbourne, Australia. She also has diverse and extensive experience in public libraries and consulting. Her main area of interest is in young adult literature and creating welcoming relevant libraries for children and teenagers. She recently received the Dromkeen Librarian award, an Australian national award to recognize a librarian who has demonstrated an outstanding commitment to children's literature. She is passionate about technology being an early advocate of eBooks, researching and presenting widely in this area. She is a qualified teacher and completed her Masters in Information Studies at Charles Sturt University, Australia.

# Working in an electronic school iCentre - some practical ideas

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## **Anneli Silvennoinen**

Teacher Librarian and Head of Department (Library)  
St Mary's School, Waverley, Johannesburg, South Africa.  
Correspondence concerning this article should be addressed to  
St Mary's Senior School, Waverley,  
Wantage iCentre, PO Box 981,  
Highlands North, Johannesburg 2037, South Africa.  
[anneli.silvennoinen@stmary.co.za](mailto:anneli.silvennoinen@stmary.co.za)

## **Abstract**

*St Mary's Waverley, School for Girls in Johannesburg, South Africa [www.stmaryschool.co.za](http://www.stmaryschool.co.za) has taken the plunge into the digital and technological world of the 21<sup>st</sup> century. The Teacher Librarian was consulted on all aspects of updating and modernizing the Library into an iCentre that enhances the learning and teaching experience. The entire school is Wi-Fi connected. The edges of the iCentre, school, home, national and international communities have been blurred. Interactive and collaborative study is the norm. The print collection is enhanced by the Digital Library, website support, Facebook page, online Book Club, digital magazines and newspapers, electronic displays, notices and learning support on mobile devices and a large TV screen. Teaching and learning is online and mobile. Learners are trained in the various ICT skills by means of formal lessons as well as casual Podcamps in the iCentre.*

**Keywords:** St Mary's School Waverley, school library, resource center, iCentre, electronic teaching and learning, collaborative teaching and learning, online teaching and learning, digital library, digital books, digital magazines and newspapers, Apple creativity apps, wikispaces, iTunesU, Facebook, pupil library monitors, staff book club, social media, teenagers, reading promotion, Johannesburg, iCentre staffing, Overdrive digital library, research skills, mobile devices, iPad.

## **Introduction**

### ***The school***

St Mary's School for Girls Waverley in Johannesburg [www.stmaryschool.co.za](http://www.stmaryschool.co.za) is an independent girls' school established in 1888. Johannesburg was formally established in 1886 with the discovery of gold and the Witwatersrand reef. After the discovery, the population of the city exploded, and Johannesburg became the largest city in South Africa. St Mary's is the oldest school in Johannesburg. Some find it amazing that a girls' school was the first in the city, but in the 19<sup>th</sup> century, boys were deemed to be more important and they were sent to England to be educated. St Mary's being a member of ISASA (Independent Schools Association of South Africa) is an innovative school achieving amongst the best academic results in the country. The girls range from grade 000 to grade 12 but today we are concerned with the senior school which has about 500 girls from grades 8-12. St Mary's renovated the senior school Resource Centre in 2012 with cutting edge facilities to facilitate teaching and learning in an interactive and interconnected world.

### **iCentre facilities**

The Resource center renovation was to prepare learners in the skills that keep workers in jobs and business competitive. It was essential to meet the technological requirements of the 21st century as well as to teach learners critical thinking skills such as evaluating information and the importance of information ethics like acknowledging resources.

Learners are encouraged to consider conflicting points of view and diverse information sources to discover new ideas and form new personal perspectives. Investigation, exploration, search and research challenge learners to go beyond mere answering of questions and finding the correct answer. Collaborative teaching and learning extends beyond the boundaries of the school locally, nationally and internationally.

However we recognize that the world is in a transition phase, so are incorporating both the new technology and retaining some print formats as and when required. We also teach both the Apple and the Windows platforms.

Fast speed wireless connectivity throughout the school blurs the boundaries between iCentre, classrooms and home. This enables all teachers and learners to bring their devices to the iCentre and work, whether individually or in classes or small groups. The iCentre consists of mobile iPad laboratories and pods of desktop Windows and Apple computers. These computers are loaded with a wide range of software from Word documents to presentation programs, editing of sound and visuals, creating new information, games and quizzes plus being connected to social media, internet and printers. Electronic booking systems available from any mobile smart device ensure the smooth flowing of facilities.

## **Staffing**

It is imperative that an iCentre is well staffed with qualified and experienced staff. Our iCentre has staff to cater for the needs of learners and teachers. Anneli Silvennoinen is the Teacher Librarian, Olivia Douglas is her Library Assistant, Linda Bradfield is the ICT Co-coordinator, Candice Macaulay is an ICT teacher and Lilian Southey is the ICT Coordinator's assistant. They all have offices in the Wantage Resource Centre. They are extremely well supported by the team of ICT Helpdesk technical experts, John Berning, Ryan Kuys and Edward Monnakgotla.

The Teacher Librarian accesses resources, teaches and incorporates information and research skills into assignments. The Teacher Librarian also helps learners to master these skills on an individual basis. The Teacher Librarian is computer literate in both the Windows and Apple platforms.

The ICT teacher teaches formal ICT lessons to our learners and is assisted by the Teacher Librarian when dealing with library related topics such as the Digital Library, the Resource Centre FaceBook page, research skills using iTunesU, bibliography compilation and searching the online library catalogue. The ICT teacher runs ICT workshops for our Outreach teachers and manages the ICT training for our pupil Resource Monitors. She also teaches the iPad Genius Group which is a group of girls trained to give iPad assistance during lessons.

The ICT Coordinator is responsible for integrating technology and ICT into the curriculum. She has a computer laboratory consisting of 100 iPads which the teachers can book for their lessons enabling each pupil to work with an iPad. This year's grade eights are expected to have their own iPads and this will develop into everyone as time goes on. St Mary's has been nominated as a Microsoft Innovative Pathfinder School forming a part of a global community of school leaders who work closely together to develop a culture of innovation whilst transforming the way the school operates. The school has supplied each teacher with a laptop and an iPad. All classrooms have interactive whiteboards.

The ICT Coordinator's assistant manages the ICT Club which teaches programming enabling the creation of apps and websites.

A competent and helpful ICT Helpdesk is essential to maintain and help with any hardware and software problems.. The ICT Helpdesk maintains the school network and server onto which all work is saved. Each teacher and learner has their own login to the school wide network. All work is automatically backed up to the server. Girls hand in their work digitally and teachers place work onto the network.

The whole team works collaboratively to achieve project based teaching and learning.

## **Teaching and learning**

### ***Print and Digital Library collections***

Our print collection of over 12 000 items continues to stock both teen and adult fiction to cater for our younger and older pupils plus staff. The non-fiction collection remains fairly static as the internet has taken over most of the fact finding aspects of research. The fiction collection is much larger than the non-fiction which is a reversal of how things used to be. The non-fiction is hardly used but there are such beautiful books on so many subjects that we often find girls engrossed in reading them to pass the time.

The print collection works together with our Digital Library powered by Overdrive. It is possible to compile custom collection lists in the Digital Library. In this way I curate lists for various research assignments. So the pupils are using books for research but now they are digital books. The learners think it is very 'cool' to find digital library titles on their recommended lists for assignments. By using the app Notability the pupils can make notes, highlight text and email portions of text.

The free app OfflineReader makes it possible for pupils to save text off the internet to be read offline. They can create reading lists from the internet onto their iPads and by clicking on the book icon at the top of the reading list, one is able to read items from the list offline. Pdf documents are saved into iBook's. What we find wonderful is that pupils make notes into the Notes app on their iPads after getting answers to questions in the iCentre and do not bother us again like in the past eg; passwords and how to get started with the Digital Library. The Digital Library makes it possible for users to manage their own accounts, choosing their issue times, doing their own renewals, compiling wish lists for future use, recommending items, reserving items, searching by author, title and subject. Each item has a photograph and a short description to help in choosing digital and audiobooks. Overdrive also has the facility to include music and videos but there are a number of free music downloads on the internet so we have not included this aspect in our digital library collection. Educational YouTube video clips are often used for teaching purposes.

Digital Library items are downloadable onto iPads, laptops, desktops and smartphones. The system is controlled by every user having a unique library card number. Access is via the school website. The Digital Library has greatly sparked interest in reading from our learners especially the formerly reluctant ones. They truly are proving to be a technology orientated generation. We have a reading period every week for grades eight and nine learners and teachers are battling with the concept of how to ensure that learners are truly listening to audiobooks on their earphones! The Teacher Librarian is busy educating teachers that audiobooks are as beneficial as print books. The Digital Library is globally available 24/7 and a great advantage when travelling. It's also great for people who do not want others to know what they are reading on their iPads, such as keen readers not looking like nerds with their books but rather looking 'cool' with their mobile devices.

Teachers have been given special permission to view the Digital Library shop called Market Place. You cannot just buy from anywhere and include the titles in your digital library due to copyright issues. Marketplace has hundreds of available titles and all copyright issues have been cleared by Overdrive. In this way teachers are able to find items they would like to use, and email the information to the Teacher Librarian for purchase. There is also a facility to buy multiple copies for yearlong use, making set books and other items available for a whole class for an extended period. Teachers can also teach a book by downloading copies for themselves and each learner downloads a copy to their device. These copies or extracts are also easy to place onto the interactive whiteboards. All teachers and pupils are encouraged to recommend items for the print and digital collections making the collections user friendly.

### **Magazines and newspapers**

We currently have ten iPads in the Resource Centre dedicated to magazines and newspapers. We have about 40 magazines and numerous newspapers available from

educational magazines such as National Geographic to leisure reading such as Teen Vogue. The learners read far more in the digital mode. Interested readers may request the relevant iPads from the Issue Counter, where they are issued to the user on the computerized library administrative system for reading in the iCentre. Formerly patrons came into the Centre to read print magazines and newspapers, now they come into the iCentre to read digital newspapers and magazines. Teachers and pupils are encouraged to recommend magazines and newspapers for the iPads. This system has many advantages over the print system as items are easier to renew, do not get lost and contain numerous features that were impossible in the days of print such as the inclusion of video and auditory files. Older copies are archived for future reference. Magazines and newspapers are bought from the iTunes store, Zinio and Magzter. All iPad covers are color coded according to the department for example resource center iPad covers are red, ICT coordinator's iPad laboratory has black covers and the music department has blue covers.

Overdrive has a facility whereby magazines and newspapers can be added to the Digital Library via the Nook app. Regrettably this facility is only available in the USA.

All subject related magazines are digitally ordered by Heads of Departments and the magazines arrive onto their iPads or laptops. They then email relevant articles to their departmental staff. This ensures that all departmental members get to read these magazines and in their own time. It also closely involves the departments in the selection of magazines and journals in their field. Articles are available without having to photocopy them.

The Teacher Librarian maintains a print collection of general interest in the staffroom to cater for the technologically challenged. This includes magazines and professional development books. However staff members are generally moving more into digital books.

Currently the Teacher Librarian is trying to make it compulsory for each learner to have a copy of the local daily newspaper on their iPads. It does not matter what you read as long as you read. It is the comprehension of text that is important. Reluctant readers are not going to be encouraged by reading a book. They equate their reading reluctance with a book. So make them read a newspaper or a magazine, preferably digital. Then as soon as a pupil finishes their classroom work early, the teacher allows them to read the newspaper on their iPads. I have personal experience of this working. It not only keeps their interest, but improves their comprehension and general knowledge.

### **Large screen wall mounted TV**

A large screen wall mounted TV connected to a computer is used to do book displays, announce new books in the collections, promote the Digital Library, give handy hints about social networking like etiquette, display notices about happenings in the iCentre, reminders about overdue books, photos, videos, current affairs and any other relevant ideas. Everyone is encouraged to contribute to these displays. Our learners love seeing their work up on the big screen and trying new ideas. This hones their technology skills. The best pupils' book trailers are displayed on the iCentre TV.

This is a wonderful way to display class projects, school plays, art videos done by the learners and numerous other visual and auditory happenings. It is a silent facility with scrolling headlines across the bottom of the screen. Current affairs are also screened with Sky News, CNN and a number of South African channels such as eNCA which also cover African and other international happenings.

## **Website and Facebook**

The Resource Centre website at [www.stmaryschool.co.za/Senior School/Resource Centre](http://www.stmaryschool.co.za/Senior_School/Resource_Centre) is created and managed by the Teacher Librarian. The website's function has diminished with time as other platforms prove to be more popular and convenient. Today the website includes links to *How to compile a Bibliography*, the Digital Library and the Resource center Facebook page. The latter is created and managed by the Teacher Librarian. Previously we had a wiki online book club for the pupils. We retained this when we started with Facebook as some pupils' parents forbade them to go onto Facebook. However recently we deleted the wiki as no one was using it and Facebook as a medium of communication has become acceptable.

The Resource Centre Facebook page encourages virtual interaction between pupils about topics such as book recommendations, interesting magazine articles, comments and technical support about social media matters relevant to the iCentre as well as including notices and photographs about iCentre happenings and events. Pupils are encouraged to contribute their ideas. Teachers are not encouraged to join the Facebook page as it might kill interest. However the iCentre staff members are included to monitor the situation. All has gone smoothly and there have been no incidents. However we do not tag our pupils or staff on the site for security reasons. The users themselves can add their photos to their personal sites if they so wish.

## **Podcamps**

Podcamps are casual groups of learners and staff who join together to learn a new ICT skill in the iCentre. These are voluntary sessions that happen during our lunch breaks. There is no register and no signing up. It is also the only time that food is allowed inside the iCentre as participants may bring their lunch with them. They also bring their mobile devices and the wireless connectivity ensures that we can deal with any topic. These Podcamps are run by Resource Centre staff or our senior Resource Monitors. The skills covered are determined by needs perceived by the teachers and pupils. The advantages of Podcamps are that skills can be reinforced or reintroduced outside of formal lessons and assignments. There is time for individual attention. Podcamps are open to everyone including pupils from grades 8-12, teachers and administrative staff. The participants attend of their own accord and really want to learn. They are very popular and we get about 5-15 attendees at each session. We have run Podcamps on diverse topics and skills such as getting started on the Digital Library, how to use various iPad apps, literary games, book chats, searching the internet, etiquette and use of Facebook, the Dewey system and how the library is organized to learning about various Apple and Windows programs.

## **Resource Monitors**

The iCentre has a system of Resource Monitors. The pupils are taught various research, computer and library skills. In this way they also are of service to the school community. All our pupils have to do a certain number of hours of community service per school term. The Teacher Librarian has devised booklets with certain skills and criteria that need to be fulfilled to be a Resource Monitor. There are three levels i.e. training, half colors and full colors. These in turn count towards the Service Honours blazer. This system is voluntary but we find that having it count towards something certainly motivates the learners. Skills included in the booklets are computer, research and library skills. The pupils are trained in aspects such as shelving books, downloading magazines and newspapers onto iPads, downloading from and using the Digital Library, searching for items on the online catalogue, doing displays for the TV, managing privacy on the FaceBook page, mentoring their peers, running Podcamps social media etiquette and ethics and various Windows and Apple software programs. The trained Resource Monitors help their peers with queries in the iCentre and train during Podcamps. This is an ideal opportunity for team building and leadership skills to develop.

## Apple Creativity apps

Apple is on the cutting edge of graphics and technology. The job related design fields are mostly using Apple Macs and the learners love them for graphics, video, art and photographic work. The Apple Creativity Apps or iLife Suite is very popular. Our learners and teachers love iMovie which enables them to make movies for assignments or presentations of any kind. iMovie is a digital video editor. The process of film capture by a digital camera is automated, with iMovie allowing users to split up their videos, add titles and special effects, and reorganize them into movies. Learners have made movies to form an integral part of our assemblies and much laughter is generated when staff perform their antics as well. Last year the Drama Department learners produced a full length crime movie and had an Oscar's type opening night for the whole school community with red carpets, photographers and ball gowns.

Many subject departments use iBook Author which is a free download that allows teachers to compile an interactive eBook including text, images, widgets, multi choice questions, videos and galleries of images within their lessons for the learners. One of our Art pupils, Katherine Krone, won second prize in a national competition for her artwork made by using iBook Author. Sue Heydenrych, Head of the Art Department, likewise won second prize in the national competition for teachers with her interactive book on Van Gogh. The Teacher Librarian is in the process of creating iBooks about How to compile a bibliography, various library skill lessons, FAQ about the iCentre and an online reference desk. The Teacher Librarian is also investigating an internet based library administration system that will allow the OPAC to be globally mobile. Physically in the Resource Centre, the OPAC can then be taken to the shelves.

The music pupils use Garageband which helps them to learn to play an instrument, write music or record songs. The school's rock band and jazz band entertain the school at events and breaks. The musicians showcase their talents by performing their original compositions. The Photography Club uses iPhoto on iPads to manage and edit their photographs whilst out scouting for photographs. iPhoto is an application that allows users to store, view, edit, and share their digital photos. So the camera and the editing facilities are both out in the field. I teach photography and found that my pupil numbers doubled when I introduced iPads and smartphones as alternatives to normal cameras. Obviously this is for beginners as mobile device cameras cannot do what SLR's can

Thandi Mohasa, our Sesotho teacher finds that there is a shortage of resources in Sesotho. Therefore the lower senior school girls are busy making Sesotho vocabulary iBooks for the junior girls. These include images as well as auditory files that help with pronunciation. The grade nines and tens are creating iBooks of simple stories as well as games to test language skills. The Sesotho pupils also have their own radio station consisting of international, national and local news, the weather report, sport and talk shows. This radio is made public monthly during our lunch break. The radio takes music requests from their audience and suddenly the Sesotho girls are popular as all requests have to be in Sesotho. The audience may interact with the radio via sms as long as the messages are in Sesotho. All of this results in a very lively lunch break. The possibilities are endless.

## Wikispaces

Pupils and teachers get very excited about the easy to use environment of wikispaces <https://www.wikispaces.com/content/classroom>. Global collaboration is achieved through project based learning and teaching. One of our teachers, Caroline Adelaar, was the *MS Innovative Forum* winner in South Africa. She then went onto the Middle East Africa Forum. Her project entitled *Trees4Africa* may be viewed at <http://trees4africa.wikispaces.com/>. Numerous schools throughout Africa joined in Caroline's research project titled *Forests in Africa*. A project blog page was included. Each group of four pupils was required to research a specific topic and create a page on the class Wiki called *Trees4Africa*. A geography teacher, Megan Devine, is collaborating with a school in Japan [www.globalbuddies.wikispaces.com](http://www.globalbuddies.wikispaces.com). This is a cultural exchange between the two countries

that teaches world geography. Videos of various aspects are exchanged. These include videos of their homes, arts, culture, food, school, weather and languages.

## **iTunesU**

The free app iTunes U allows teachers to create, customize, edit and manage their lessons. Edit changes appear in the course instantaneously. The iTunesU platform is useful because you can create courses on Windows or Mac computers to be viewed on iPads.

The Teacher Librarian has created an iTunesU course in Research Skills that is only available on the St Mary's iTunesU space. The iTunesU app requires a code from the teacher to enroll for the course. Each stage of the research process forms a chapter. Each chapter includes teaching notes with added videos and web links to further clarify facts. Each chapter also includes a variety of supplementary media which enhances the learning experience. These can range from worksheets that can be printed and filled in, online sites that compile mind maps, online collaboration tools for group work, online locate and research tool, videos with note taking tips, note taking apps, graphic organizers for pictorial representation of ideas, debate organizers, survey creation apps and the online recording and editing of sound to mention a few.

The Teacher Librarian selects the relevant supplementary tasks for handing in at certain times as proof that the various stages are being accomplished. This also teaches time management.

## **Reading promotion**

Pupils are encouraged to recommend leisure reading for both the digital and print collections. Recommended reading lists and book recommendations are to be found on our Facebook page. This is our online book club. Podcasts on reading are held. The Teacher Librarian is always available to help patrons choose print or digital books according to individual interests. A Staff Book Club also meets once a month in the iCentre. It is a casual gathering of interested staff. They may stay for as long as they wish. I normally allocate a one to two hour time slot including our lunch break on a particular day with staff knowing that they have my undivided attention during this time. Some Staff Book Clubs are entirely digital or print and others a combination of the two.

Podcasts and meetings all happen in the iCentre to help draw people to browse and enjoy our book collections. A number of users of all ages including older staff have already downloaded and read eBooks and audiobooks on their devices with no problem. The mini iPad is regarded as welcome as one can hold it in one hand when reading in bed!

Technology is usually viewed as a youth thing, but we have noticed that age does not matter. What matters is interest and some elderly users are better than some younger ones. Casual reading nooks are scattered throughout the iCentre where users can settle down and read in peace and quiet.

An idea originally found on *Pinterest* called *Book Tasting*

<https://www.pinterest.com/pin/543387511265582850/> works very well when a class comes in to the iCentre to choose reading books, print or digital. The Teacher Librarian selects appropriate books according to genre and various reading levels. The pupils choose three books with no help from teachers. The pupils have five minutes to read one of the books. Then they make a note into *Notes* on their iPads listing author, title and genre. Thereafter they have two minutes to write what they thought of the book. This is done for each book. At the end they choose the best of the three books to be issued to them. Their notes can then be emailed to their teacher who gets some idea of the genres and books they like. The advantage is that they select the book and not the teacher. We have had some very reluctant readers actually read their book and even admit that they enjoyed it. This method also teaches book evaluation skills.

**Conclusion**

The iCentre is now able to enhance the teaching and learning experiences of the school by being collaborative in an online world. Technology has changed the world and St Mary's iCentre has embraced this challenge. We are now fully equipped to develop our pupils to meet the 21st century demands of the global community as independent thinkers and creators of new information. This demands life-long learning from all involved. Change is an inevitable part of life and we live in exciting times. School libraries need to embrace the amazing challenges of the technological 21st century.

# IB school libraries as international-minded learning spaces and environments

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**Anthony Tilke PhD**

High School Librarian [from August 2015]

The American School of The Hague

Rijksstraatweg 200

2241 BX Wassenaar

Netherlands

[atilke@ash.nl](mailto:atilke@ash.nl)

## **Abstract:**

*The International Baccalaureate Organization (IB) offers educational programs to schools world-wide. Originally established for international schools, programs are now typically offered in a variety of public and private educational institutions in many countries. The IB has developed four programs, covering a continuum of education from early years to courses for students aged 18 years of age. Programs are largely constructivist-based and IB 'big ideas' include inquiry, a holistic view of the learner (IB Learner Profile), international-mindedness and academic honesty, yet the role of the library, overall, is not as clearly identified as may be expected, given factors friendly to a library and information sector paradigm. This professional paper reviews IB documentation and thinking, identifies opportunities where the library can support and contribute to the programs and identifies good practice, focusing on conference themes of the school library as a learning space, learning environment and as a 'window on the world'.*

**Keywords:** International Baccalaureate, inquiry, constructivist programs, international-mindedness

## **Introduction**

To review the premise that the IB school library reflects international-mindedness, this paper provides background context for the International Baccalaureate, outlines its key ideas and philosophy and looks for references to library and librarian support in such documentation. Typical roles of library and librarian support throughout and beyond the IB continuum of education are outlined, before looking at the potential offered by new thinking and manifestations of the school library concept.

An international-mindedness approach to education is a key principle of the International Baccalaureate Organization (IBO or IB), which has developed curricula globally for a continuum of primary-secondary education. These curricula are the:

- Primary Years Programme (PYP)
- Middle Years Programme (MYP)
- Diploma Programme (DP or IBDP)
- Career-related Programme (IBCP)

Therefore, the organization has created curricula for students aged from early years to 18 years of age. The Diploma Programme was originally the sole program of the IB and was created over 50 years ago, specifically for the needs of international schools. These schools were typically established in various countries for the children of expatriate families or those who moved from country to country, due to employment reasons. Since the mid-1990s, other programs have been developed by the IB. Today, IB curricula are offered in different types of schools, such as state or public schools, those created by different government policies, independent or private schools, and international schools.

Schools do not need to provide all IB programs, they can offer one or more. They can also offer a program as an option, alongside others, for students of a particular cohort (more typical at the Diploma level). But, irrespective of specific program offerings, schools need to accept philosophical 'big ideas' of the IB, including a focus on the learner (as exemplified through its Learner Profile), academic honesty, language, inquiry approaches to learning, and international-mindedness.

### **IB philosophical ideas**

There are several areas where IB philosophical thinking have been developed:

- Academic honesty

Rather than the more negative connotations associated with the term plagiarism, the IB prefers a more holistic and positive term: academic honesty. Here, students are expected, indeed required, to have positive, ethical and principled approaches to using information to develop their lines of inquiry and knowledge-making, and to guide their conduct as scholars. However, it is important to note that, until recently, the focus and requirements for academic honesty specifically referred to the Diploma Programme (for students aged 16-18 years of age), whereas now there is a greater expectation that academic honesty principles will begin much earlier in a student's school career, and therefore be relevant to students who are experiencing the PYP and/or the MYP. (International Baccalaureate Organization, 2014b)

- Inquiry approaches to learning/Approaches to Teaching and Learning

Inquiry by individual students is a key aspect of IB programs, whether as discrete units, or through the concluding project for each program. This is common to the PYP (where it is called the Exhibition), the MYP (Personal Project), the IBCP (Reflective Project), and the IBDP (Extended Essay) and can be regarded as significant, almost 'rites of passage' concluding elements of IB programs. Throughout, inquiry in the IB programs is "intellectually demanding at the appropriate developmental and/or alternative linguistic level of the individual student" (Hickey, 2011, p. 71). Closely allied to inquiry is the need to inculcate a student desire for curiosity and wonder (Barell, 2013), and where aspects such as critical thinking, problem-solving and creativity (Drapeau, 2014) are important attributes to develop. These and other skills and attributes are reflected in Approaches to Teaching and Learning, which are identified for each IB program.

- International-mindedness

The term is the IB's own, in preference to terms such as interculturism or multiculturalism, though there will be overlap, and its stance is outlined in documentation (International Baccalaureate Organization, 2008). How a school develops and reflects international-mindedness will be dependent on context and situation. It can include celebrating cultures and different national characteristics and achievements. It can include support for mother tongue and community languages (International Baccalaureate Organization, 2012). It can also include looking at various issues and challenges in a global context, on the understanding that we all inhabit a 'global village' (Roberts, 2009). Whatever the approach or approaches taken by a school, it is a cornerstone of IB thinking.

- Language

The IB stance on language ranges through linguistic, cultural and societal aspects. Furthermore, 'the role of language is valued as central to developing critical thinking, which is essential for the cultivation of intercultural awareness, international-mindedness and global citizenship', so it is an important over-arching and linking concept. (International Baccalaureate Organization, 2011, p. 3)

- Learner Profile

The IB Learner Profile, originally a set of 10 statements of skills and qualities that students should develop as part of ongoing (indeed, lifelong) learning, is applicable to all IB programs (International Baccalaureate Organization, 2013).

These 'building-blocks' for an IB school are aspects that librarians, reading the above for a first time, would easily be able to find links or possible contributions from a library perspective. Are such library contributions identified in IB thinking or rather documentation (being manifestations of IB thinking)?

### **Library and librarian in IB documentation**

Over the years, librarians who work with and support the IB programs have been aware of (and been concerned by) lack of reference to either the school library or librarian in IB documentation and literature (Tilke, 2009). One example will suffice to show the trend. In 2012, the IB published a collection of papers entitled *The changing face of international education: challenges for the IB* (Walker, 2012), which contains interesting and helpful contributions to suggest future development of the IB. However, the words library and librarian are not mentioned, neither are related terms, such as resources, skills, information literacy, etc. The book deals with the big ideas of the IB, not least inquiry, so one would expect at least mention of the contribution of the school library/ian in possibly one section, but such is not the case.

Nevertheless, there are isolated references to library/ian in various IB documents that focus on key areas of IB thinking:

- Language and learning in IB programs (International Baccalaureate Organization, 2011)
- Academic honesty – since 2014, various documents

- Approaches to Teaching and Learning – various documents for specific programs. (Related to this is the over-arching concept and document of skills and aptitudes that students should develop – the Learner Profile.)
- Programme Standards and Practices (International Baccalaureate Organization, 2014a)

The briefest mention of the words library/ian in these IB documents occurs in the Standards and Practices document (2014a), which is a key set of principles used to evaluate schools when they apply to offer IB programs and for regular reviews after that time. It is more concerned about the provision of a school library, though suggests that the existence of a well-regulated school library is a significant factor in the establishment of an IB-friendly learning environment.

The language document (2011) also contains brief mention of library/ians, but this does indicate a role for the school librarian (being a member of the school's review committee on language policy), rather than simply passive resource provision.

In the area of academic honesty, there are a number of references to the librarian – teaching and supporting students with regard to researching and referencing ethically and, at one stage, this constituted the most developed role of the librarian in IB documentation. (International Baccalaureate Organization, 2014b)

Approaches to teaching and learning (ATL) is an over-arching term used to identify skills and aptitudes which students should develop, and these are program-specific, as reflected in the separate documents for the 'ATLs'. Relevant skills and examples of support that can be provided by a library/ian are lightly drawn in these documents.

One other significant IB idea is that of the concluding project, which is common to all the programs. Whilst this paper is concerned with documents common to all IB programs and there are individual documents for each concluding project (and with varying references to the role of the library and librarian), the concept is an over-arching one. (Barrett, Green & Tilke, 2011; Hickey, 2011)

Within documentation relating to individual programs, there are also some references to libraries/librarians, but they have been somewhat ad hoc. It is outside the focus of this paper to examine each document produced by the IB and would change as new documents are produced, and would be repetitive. Suffice to say that a stated identification of roles of the school library and, more importantly, the librarian, are slightly and variably identified in IB documentation. As documentation provides the detail about IB approaches to learning, and which prompts a school to act (and guides individual teachers), such lack of identity must be a concern. Such concern exists because the IB promotes the idea of inquiry as central to its practices and the programs are considered to be constructivist-friendly, and both inquiry and constructivism have strong associations with the school library concept (Tilke, 2009; 2011c).

Nevertheless, to be fair, the situation is improving, though there are still relatively few overt references to library/ians in IB documentation. To be fairer still, this is not a situation peculiar to the IB. Experience and observation over the years of educational literature shows this to be a feature of the literature (Tilke, 2009). Again, one recent example will suffice. Reflecting a major educational concern for authentic learning, one recent title from a major US

educational organization entitled *Authentic Learning in the digital age: engaging students through inquiry* (Pahomov, 2014) does not include LIS terms (library, librarian, resources, information literacy) in the index, and there appears to be only one passing (negative) reference to the school library in the book, which is also concerned with inquiry and research. In short, a disconnect may exist between school library literature and that of general or other educational literature (Tilke, 2011c).

### **Roles of the library and librarian in IB programs**

In spite of this disconnect between IB documents and library support for the IB programs, there are roles for the library and librarian in support of IB programs. However, librarians and others need to tease these of documents or interpret the documents accordingly.

Another way is to look at good practice in school librarianship in general, and see whether this can be applied to the 'IB school library', which is a construct largely in a library and information science (LIS) paradigm. Using both these approaches, it can be suggested that typical roles for a school library and librarian in support of IB programs are as follows:

#### *The library*

- Resource provision to support the school's curriculum
- Reflecting international-mindedness – world literature, mother tongue, countries and culture – a 'window on the world'
- Environment to practice, value and celebrate students' involvement with the IB Learner Profile
- A place – virtual and physical – to support inquiry and research
- Affective domain – a place to think, to reflect, to be calm, to be balanced – a mindful environment
- A physical statement of IB values and philosophy (e.g. international-mindedness)
- A place to support literacy and reading development
- A place to engender a love of story, creative narratives and reading, often reflecting a multi-cultural and multi-lingual environment.

It should be acknowledged that the role of the librarian is likely to be distinct from the school library per se (Green, 2007). For an 'IB librarian' – and this again is from an LIS perspective – the focus of activity is likely to be:

#### *The librarian*

- Manages, promotes and encourages use of quality information and resources – for students, parents and teachers
- Co-facilitator in inquiry and research processes
- Scaffolds support – physical and digital – for students, in support of their skill development
- Teaches research and referencing skills – and critical thinking
- Contributes to the academic honesty awareness, practices and standards in the school
- Provides and promotes tools and knowledge products for students and teachers, through technological know-how, writing skills, curating and collection-development strategies
- Tutor and affective support for students in terms of research and student project management

- Supports literacy development, including digital and information literacy, in relation to Approaches to Teaching and Learning (ATL) documentation for each program
- Supports curriculum development, e.g. co-planning and evolution of units
- Acts as a trainer and other means of school-based professional development support
- Specifically supports the concluding project(s) of a/each program (but support is not limited to these albeit important stages)
- Work with relevant IB program coordinator and other personnel who are tasked with developing specific areas of the IB programs.

Whilst this is a general approach common to the programs, and thus has been treated as a whole, there will be differences or variations between age groups and different programs. This might range, for instance, from supporting group dynamics (and therefore elements of the Learner Profile) in the PYP Exhibition, to teaching academic writing for the DP Extended Essay, and curating digital resources for DP students (DP Librarian, 2015).

Against these optimal job functions, there are inevitably limitations, including funding, also the caliber, status, training and experience of library staff, plus limited time.

Another factor is the perception of others, which may well limit what the librarian can do in support of individual IB programs. That the IB school library has been an under-used resource was identified by Clark (1995); she spoke to a large conference of IB head teachers in 1995 about possible contributions that a school library and its librarian could make to the then one IB program (Diploma). In a mostly positive review of a book on the school library and the IBDP (Tilke, 2011), the reviewer, a head teacher, considered that it was rather the Internet more than school libraries that had more impact on DP students (Bunnell, 2012), which suggests (for whatever reason) low expectations of school library performance or contributions. Huisman (2015) commented that principals may have 'archaic perceptions of school librarians' based on their own experiences as school students (p. 460); Tilke (2009) found that IBDP teachers perceived, used and valued school libraries largely dependent on their memories of being secondary school students themselves. As IB staffers are typically former teachers and senior school administrators, it is likely that they would generally have similar views to IB school-based colleagues, thus policy and direction of IB thinking and philosophy is being largely developed by schools and IB staff. Therefore, an IB environment where change-makers have limited experience of the utility of school libraries/ians may be said to exist.

To change this situation, it may be that a mixture of performance, evidence and/or advocacy about the impact of school libraries could be effective. To assist, it may be helpful to have a statement/paper in IB documentation about the role of the librarian. As Tilke (2009) found, such statements need to be in specific IB *curricular* documentation, as that is where the majority of IB educators look for information. (Arguing for such inclusion in curricular documentation is an aim of various individuals and small groups of librarians operating in an IB environment, who seek to be in dialogue with IB regional offices.)

## **Continuum of IB education and beyond**

The IB has developed the concept of a continuum of education through IB programs, as exemplified by the Learner Profile. However, a student's education may well not end there, as most DP graduates go on to tertiary education.

Skills and aptitudes developed by students during IB years can help them in higher education – such experiences include time management, research and inquiry skills (Tilke, 2011c). Indeed, the concluding projects of each program provides a spring-board to help students in the next stage of education.

In the case of the DP, the Extended Essay especially helps to give exposure to and experience of the type of working expected in tertiary education (Barrett, Green & Tilke, 2011). Such good practice needs to be contextualized, given various studies which have identified that many students entering tertiary education did not have requisite skills to conduct tertiary-level research (e.g. Head & Eisenberg, 2011) and various (non-IB) examples of the benefits of secondary students conducting research through helpful interventions by the school librarian and using a relevantly-resourced school library (e.g. Huisman, 2015).

Thus, school librarians may need to take a longer view when trying to identify benefits or utility of librarian input into inquiry, research and referencing skills of IB students.

## **School library as learning space and environment**

In 1994, Cordoba articulated a vision for the role of the 'IB library', which focused on supporting research and cultural, i.e. international-mindedness, aspects of the IB program. It needs to be remembered that – in 1994 – digital means of information were limited and the IB was then concerned only with one program – the Diploma.

It is assumed that the educational landscape has significantly changed since then. Certainly, this is the case for the IBO, not least because it now operates four programs or curricula and has articulated and extended its key areas of philosophy.

Therefore, it may be that the Cordoban model of an IB school library may not be totally relevant today. Although Cordoba (1994) hypothesized research and cultural roles for an IB school library, because there is not a blue-print for what an IB library looks like or should do, various current trends in the wider school library world could be adopted by IB school libraries, but would they be relevant? Whilst digital space has taken the attention of the school library and information sector community, the use of the physical space has had a renaissance, as schools look anew about how to use their school library physical space. This is to do with the relative merits of physical and digital resources, and newer ways of teaching and learning.

Attention has been given over recent years to new ways of using the space occupied by the school library (Johnson, 2013), moving from a static resource collection, with traditional (quiet) study facilities, where the librarian is seen as a custodian and supervisor of space and students, to a more creative, flexible space, with the librarian adopting a more proactive and interactive role. Specific developments include a digital only concept of the school library, a

learning or information commons approach, and makerspace (or variations, though this is mostly of nomenclature) (Whisken, 2012).

One approach could be to look at the features of each different manifestation of the school library and justify its adoption in support of IB curricula. A more holistic approach however would be to look at the essential features of IB curricula, identify possible contributions from the school library per se, and then look at how the school library needs to be constituted to best achieve such a result. A variable factor in this is the school itself – its organization, structure, size, pedagogical approaches, etc., will all be contributory factors. Therefore, as discussed above, the key features of IB programs are:

- Inquiry, contributing to authentic, collaborative learning
- A holistic learner (IB Learner Profile)
- Principled expectations and integrity (Academic Honesty)
- International-mindedness
- Language(s)

These aspects provide the IB starting-points, and should be the factors that schools focus on (together with much more detail in the Programme Standards and Practices document (2014a)) when considering how relevant existing school library/ian support is and, where relevant, how library and librarian support can be improved for the benefit of student learning and the particular IB program.

From the above, we can extrapolate various key activities and patterns of use, which may well focus on use of the library space for the following:

- Collaborative small group work in the library
- Individuals and groups creating new knowledge in the library, both conceptually and using various technological tools
- Making student products to show and communicate this new learning and knowledge
- Library as viewing and exhibition area
- Showing materials, resources and information to stimulate learning
- Displaying and exhibiting materials to promote new thinking and knowledge
- Making technological tools (e.g. libguides) to use in the library and elsewhere
- Venue for people to be expert witnesses for students
- Celebrating language and literacy and promoting the concept of voluntary, sustained reading as a pleasurable activity
- Teaching, practicing, scaffolding and using skills and aptitudes, not least in support of academic honesty
- In addition to teaching research skills and processes to classes in the library, the Librarian teaches and demonstrates technological applications in classrooms and other areas of the school
- Physical resources go to other areas of the school
- Individual research
- Individual thinking and study
- Quiet spaces
- Private reading

Many, if not all, of these learning activities will happen simultaneously. There will also be the daily use of a school library to consider – as well as formal lesson times, libraries are typically very busy before and after the formal school day, and during recesses. Also, users need to be factored in – teachers and parents, as well as students. Additionally, allowance needs to be made where IB programs are part of various curricula/courses offered to students.

Once possible activities have been identified, a conservative school will want to look at what sort of activities it is comfortable with in its library, as some of these activities are competing, and be different from educator expectations and experiences of school libraries. Conversely, a more progressively-inclined school will probably look at what needs to be done to accomplish relevant learning activities in its library, having decided on an over-arching library mission or policy sentence.

In some ways, focusing the use of the school library on IB curricula is not radically different from supporting other curricula that seeks to offer authentic learning that is creative and socially constructivist in approach. That different models of school libraries have been developed elsewhere, means that various experiences can be used to identify optimum school library facilities to support IB programs.

## **Conclusion**

IB programs offer holistic, globally-relevant learning experiences to students. These programs are guided by key philosophical and pedagogical ideas from the parent organization, the International Baccalaureate. Greater synergy needs to exist between IB thinking and the contribution of school libraries and librarians to support effective learning in an IB context. However, there are opportunities to be levered to create effective library support in the existing IB school-based infrastructure. By examining key IB documentation, major features of IB learning can be identified and used to inform the development of creative library environments, as manifested in various library development models, such as learning or information commons and makerspaces. The aim is that the school library/ian provides relevant services and facilities not only in physical and digital spaces, but also informing psychological and philosophical spaces of schools, educators and the IB.

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*Note on IB documents*

Because there are so many individual IB documents, this paper has focused on documents that are generally relevant to more than one IB program and/or are available through the Internet. It should be appreciated that a number of IB documents are only available on the IB Online Curriculum Centre (OCC), which is a password-protected digital space. For readers not familiar with IB documentation, a brochure that gives a succinct overview is available at <http://www.ibo.org/globalassets/digital-toolkit/brochures/ib-continuum-brochure-en.pdf>

**Biographical note**

Anthony Tilke has spent nearly 20 years in the international school sector, in Asia and Europe, and with major IB schools, including Yokohama International School, Japan, and the International School of Amsterdam, The Netherlands. He has worked with three IB programs: PYP, MYP and DP. His doctoral thesis (from Charles Sturt University, Australia) focused on impact of an international school library on the IB Diploma Programme, and which was accepted without amendment. This inspired the writing of his book about the Diploma Programme and the school library/ian for ABC-CLIO in the USA. He is an accredited IB workshop leader and facilitates workshops, both 'face-to-face' and online, on the IB Continuum and the Diploma, has contributed ideas and content to IB documentation, and also teaches (and was an examiner for) TOK (Theory of Knowledge) in the IBDP. In 1997-98, he was school/youth library adviser with the then Library Association, in London.

# Advocacy for school library development: lessons learnt from the Matenda School Library Project in Zimbabwe

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**Hosea Tokwe**

Midlands State University  
P.Bag 9055, Gweru  
Zimbabwe  
[tokwehosea@gmail.com](mailto:tokwehosea@gmail.com)

## **Abstract**

*The paper focuses on describing the importance and value for development of Rural School Libraries in Africa in order to overcome the increasing gap between the information rich and the information poor that currently threatens educational achievement in remote and inaccessible rural schools. It further discusses that main challenges faced when establishing and developing a rural school library to ensure that the socially excluded rural children have access to reading material. The question is - What are the materials and human resources needed to overcome these challenges. In conclusion, the paper offers recommendations that urge the government to establish School Library Service and to enact legislation to address the needs of rural schools in terms of infrastructure, equipment, material resources, appropriate manpower and the introduction of ICTs in rural schools to foster vital knowledge necessary to address local needs.*

**Keywords:** Advocacy, Matenda School, Reading Material, School Libraries, Zimbabwe.

## **Introduction**

This paper was inspired by an urge to make a difference as a librarian. I must say I personally believe that for one to deserve great confidence and deep appreciation from the community one serves, one has to be honest, straightforward and have that inborn passion to do render service to the community. Professionalism is anchored in offering free professional expertise towards establishing and developing a school library in a rural setting, where the economically and socially deprived rural people live. It has been observed the world over, including Sub-Saharan Africa that it is the primary school that helps to offer the first opportunity to acquire literacy skills, no wonder I feel that the primary school library should be the starting point for a dedicated librarian to offer free service. The School Library opens the doors of knowledge to the children starting on the journey of their education and

libraries in general as agents of social change help to build and mold these young minds into responsible citizens ready to contribute the economic development of the country.

School libraries provide the students “a plethora of reading material, information and ideas”, a place of solace to sit and gather their thoughts; a place to broaden their horizons as well as a place for enjoyment and camaraderie”. They provide “research, entertainment, inspiration, imagination ... and when you start reading, a whole new world to explore”

The School Library broadens children’s minds and satisfies their curiosity. “In their early learning stage, the library provides answers to their many questions”. It “provides students with a broad viewpoint and allows children to better understand the ever-changing world they grow up in .... and learn about life”.

The School library also offers academic support. “Books and libraries are where children begin to develop and enrich knowledge”. “Information is knowledge. Knowledge on any subject will assist a child to read study or research at their own pace”. It gives them the initiative to learn at their own pace”. It gives them the initiative to learn and read better.” “It opens the door to discovery and teaches how to research/find answers as well as teaches what questions to ask next.”(Heinford, Carol: 2007).

In African communities today there are changes in demographics, the economy and size. As the world is developing fast into a technological landscape rural communities are experiencing major cultural and societal changes. Modernization has transformed the communities in most rural areas, and the rural-urban migration has left most communities poorer. Whereas the urban communities develop because of access to good roads, telecommunication and institutions that provide access to ready information, the rural areas remain backwards, thus there is increasing gap between the rich and poor. These factors present some challenges towards the establishment and development of school libraries. Today most African publishing houses are no longer vibrant and they cannot supply the once popular reading materials that are relevant to their indigenous communities. Such economic difficulties also affect the development of well resourced libraries.

Lack of adequate reading materials whilst it is a great challenge to school library development is just but an isolated case. This paper also seeks to discuss the human and material resources and poor environment for learning in rural schools. In Africa with rapid population growth schools can no longer handle increasing numbers of children. Schools continue to enroll more children in order to increase school attendance numbers due to the universal education under the MDGs ([21] UNESCO, 2004, p.22). Pupil to teacher ratios is typically very high and the few government textbooks that they have been provided to schools commonly have to be shared between six or more pupils at the same time ([9] Makotsi, 2004, p.6).

This paper will conclude by looking at those areas where government can assist in the promotion of school library development. The government can come up with the necessary blueprint to establish a School Library Service Board that can come up with guidelines on how an ideal School Library can establish and the necessary infrastructure, manpower the man a school library, the relevant equipment and material resources and the appropriate ICTs and school library software to incorporate into the school curriculum.

### **Background to Matenda School Library Project**

Throughout the world remote rural communities where schools and other social institutions are located their inhabitants will remain illiterate if no advocacy is undertaken. In such communities that lack of reading material will impact strongly on socially and economically

excluded school going children whose parents are poor peasants who cannot afford to buy books and other learning materials. As a result the children will find it hard to read and write and late alone acquire comprehension skills. There are so many communities today in Africa suffering this fate, and Zimbabwe as a country is no exception.

Schools in Zimbabwe felt the impact of the socio-economic fundamentals of period from year 2000 to 2010, where the educational standards suffered to near collapse as a result of the brain drain. In better equipped schools libraries were manned by grounds men whilst in the rural schools because of the non-availability of per capita grants there were no properly constructed school libraries. Matenda School was a case in point, with near collapsing buildings and lack of reading material.

Matenda School is a distance of 80km from Gweru and is located in rural Zvishavane. From the information gathered from the School Head this school was first established as early as 1927 close to the Chionekano range of mountains through which the Lundi River passes. Way back most schools were run by missionaries and Matenda was run by the Methodist Church, but at present it is a council school that falls under local government and administered by the Runde Rural District Council. Today Matenda School is a cluster resource center. Six schools converge at this to discuss academic and sporting issues, and at local level the traditional and community leaders meet to resolve community and development strategies. The school enrolment is more than 500 pupils whose age range is from seven to thirteen years. For all these years the school has operated without a library, serve for a store room with tattered books and old textbooks, soccer balls, netball kits and marimba instruments.



Figure 1. Books, marimba instruments and football & netball uniforms housed in the storeroom (June 2007)

### **School Library Advocacy – Justification**

Why advocacy for school library development? Canadian Association of Public Libraries: 2001 notes that “Advocacy is a planned, deliberate effort to raise awareness of an issue. It is an ongoing process in which support and understanding are built incrementally over an extended period of time and using a wide variety of marketing and public relations tool.”

Scholars in Africa present literature on the state of libraries and reading material in Africa. According to Ikoja-Odongo (2004), there are close to 7 million students in schools in Uganda, but very few of these schools have libraries. Ikoja-Odongo suggests that a “reading culture” be cultivated, and that schools play a major role in this type of development. Beilke (1980) states that school libraries are especially important in developing countries because of the ratio of children to adults, and the reality that it is the children who are active learners. Bristow (1996) indicates that the school library is often the first and only place that the rural

child has access to reading material. In her 1971 article De Perez proposes that providing school libraries might be one of the most efficient ways to revitalize education in developing countries. Based on her research on modernizing education, De Perez (1971) suggests that school libraries influence teachers, students and the community in a lasting manner, school libraries are appropriate for all levels of education; they have been successful in other countries, they distribute educational materials more efficiently to large groups of readers; and they encounter less resistance from teachers and administrators.

Zondi (1982) raises another important point about school library, stating that school libraries can make up for the inadequacies in the classroom such as lack of textbooks and other reading aids. Dumes (2001) implies that access to reading materials, such as that provided through libraries encourages students to read and re-read books, which improves reading skills. Each of contributions raised by these scholars has relevance for Matenda School. As the author studied the community of Matenda way back in 2007, he observed that the community would like their children to have access to reading material for their school work in order to develop them. The author also noted that the community members were very receptive and listened to readings carried out at the school when invited to witness book donations. Therefore school libraries hold great potential to serve the non-literate community members without any other means to access information. In rural areas community members want information about better farming methods and helping them to increase their productivity and supporting their own rural community. Kagan(1982) suggests that the rural school has three functions; provision of information to those individuals responsible for rural development, supporting rural education programs and rural schools and serving as centers for community education and culture.

In Zimbabwe, if the truth be told, library advocacy is largely no longer a matter of choice, but a matter of pro-activeness. There is an urgent need for School library advocacy to bring school libraries to that level whereby they operate to overcome serious literacy and comprehension challenges. "Literacy rate is very low in rural communities since there is a dire lack of school libraries that can provide appropriate reading materials." Sturges and Neill (1998, p. 154) are right to say that there is compelling argument for greater library involvement within Africa's educational system. School libraries aid in uplifting student inquiry, comprehensive and thinking skills. The role of the school library is further elaborated by the UNESCO Public Library Manifesto which states that a school library offers learning services, books and resources that enable all members of the community to become critical thinkers and effective users of information in all formats and media.

Rural schools need access to libraries. For a very long time the lack of access to reading materials has been attributed to high failure rate in rural schools in Africa. Hence there is need for advocacy. School libraries provide access to supplementary materials that complement and enhance the learning provided by prescribed textbooks. However, a UNESCO/ADEA survey for 2000 Education for All assessment revealed that "As the decade come to a close, school libraries were said to have the lowest priorities in educational spending. The majority of schools possessed no school library. Where a semblance of a school library did exist, it was often no more than a few shelves of outdated and worn-out material, inadequately staffed" (Montages, 2001: p.27).

The above observation holds the truth about the state of School Libraries in Zimbabwe. The state of school libraries is not good, yet school libraries are the beckon of national development. But given the state of schools in Zimbabwe where there is no physical structure the school system cannot have firm foundation for independent and resource based

learning necessary to extend the imagination and curiosity of children beyond the classroom instruction, this restricts rural children's access to books thereby marginalizing them. Many factors contribute to deteriorating library services and potential development of rural school libraries. Poor state of roads, rural-urban migration, poor remuneration of teachers, inadequate teaching and learning material and low priority accorded to libraries by the Education Ministry. However, it is observed that the school library is an essential function in the primary educational process. School libraries play a crucial role in shaping the economy, culture and development. In Zimbabwe Librarians' voices are hardly audible. An ALA report on the future of libraries in the digital age reads that "despite years of promoting library advocacy the profession has failed to convince or even communicate to the significant number of Americans the idea that librarians are highly skilled professionals needed for and capable of leading them anywhere .... The competency of librarians and services they can do and perform are among the best secrets of society."

## **Methodology**

To reach Matenda School information, name of the substantive School Head, route and name of the rural bus that plies to Matenda was obtained from the Staffing Officer for the Midlands Region from the local Provincial Education Regional Offices. The author crafted simple open-ended questions on name of the School, number of teachers, total enrolment, and number of boys, number of girls and the number of subjects taught.

Constant visits were made to the school to gather information on age range, literacy rate, and numeracy rate including access to the class register to see children's school attendance. The author also through face to face interaction with the Deputy Head obtained data on activities in the surrounding community and day-to-day life and names of the local chief and headmen.

## **Implementation of Matenda School Project**

### ***The Stages:***

#### ***Stage 1 – Formation of the School Library Committee***

The author first toured the old storeroom, makeshift library. Early December 2007 after a meeting held with Deputy School Head, School Development Committee, four School Teachers, a School Library Committee comprising Chairperson, Secretary, Treasurer, Deputy Head, four Committee Members, two from the School Development Committee and the author being School Library Advisor was established.

#### ***Stage 2 – Announcement of the Matenda School Library Project***

The author accepted the Guest of Honour invite to Matenda School Prize-Giving Day and took the opportunity to articulate the value and importance of having a School Library. For a school to attain good results it would need to be equipped with books in all subjects, ranging from fictional, non-fiction, like short story books, atlases, dictionaries to enrich textbooks and other teaching materials. It is true that when librarians and teachers work together, pupils achieve higher levels of literacy, learning, problem-solving. The author emphasized that the school library and the services would be provided to all members of the school community, regardless of age, gender, language and race. Being in a rural setting this occasion helped to sensitize other local stakeholders, like the chief, councilor, headmen, parents and the School Development Association about this Project, thus it helped to manage individual perceptions

where this Project might have been misconstrued as a hidden political agenda since political campaigns were going on in rural areas.

Matenda School Library Project whose stakeholders included:

- \*the Deputy Head to mobilize the teachers
- \*the author (Hosea Tokwe) to provide library establishment expertise
- \*a former pupil of the School based in New Zealand to mobilize library book donations
- \*the Traditional Chief and Headmen to encourage community support



Figure 2. Mr. Hosea Tokwe explaining to stakeholders about Matenda School Project Plan (July 2007)

### ***Stage 3 – Deciding on the Library Set-Up***

#### ***The Library Committee***

To implement this Project we decided on the following:

- Who would manage the School Library
- Would there be any need for training
- What materials and equipment would be required
- What type of resources would be acquired
- What criteria would be used to buy books
- Who would buy the books

The Library Committee members provided expert help in choice of library material, taking special consideration to age, level, relevancy and literacy as well as language. They also gave input on the local availability of skilled workers for the construction of the library bookshelves. Also developing and sustaining in children the habit and enjoyment of reading and learning and the use of libraries throughout their life. Most rural schools do not have libraries, so none would volunteer to be given the custodianship of books, and the question of training came up.

#### **Stage 4 - Book Donation Presentations – Local and International**

The author from personal experience has over the years noted that attempts to develop or cushion and augment library services in Zimbabwe has been either through donations of books by institutions or prominent personalities teaming up to fund for construction of libraries. On the international scene, my colleague and former pupil of Matenda went on an appeal for library books in New Zealand. This all was aided by reports and photos about Matenda sent to convince potential donors. The author convinced a friend working for Africa Book Collectives in the UK about the Project and need for local relevant books to meet local needs. She offered a credit line worth US\$200 for purchase of books from Weaver Press. On 23rd of November 2007 the author purchased 50 books mostly by Zimbabwe local authors, and the Publisher of Weaver Press gave a donation of 50 more books. Apart from these

donors, other donors included Darien Book Aid Plan all the way from United States. All this was happening at a time when the country was experiencing one of the harshest economic hardships in living memory, with soaring inflation that stalled the development of any activity in schools. Early in March, the author received great news that a consignment of 18 boxes of books from New Zealand and sourced by Nanetta Meadows of Wainciomata Intermediate School that would arrive in March 2008.



Figure 3: Children enjoy a feel of books after Book Donation Presentation (February 2008)

### **Stage 5: Library Setup**

With books now available next stage was setting up the Library. A budget was worked out for construction of shelves in Room 14, a classroom that had been set aside for Remedial Lessons. Local material was used in the construction phase. A Library Setup Committee decided on the different sections of the library, Reference Section, Textbook Section, HIV/AIDS Section, Fiction Section, Non-Fiction Section and Adult Readers' Section. The School was privileged to receive posters, promotional and informational materials from a School Librarian based in the UK, as well as Non-governmental organizations such as SAfAIDS and local Book Publishers.

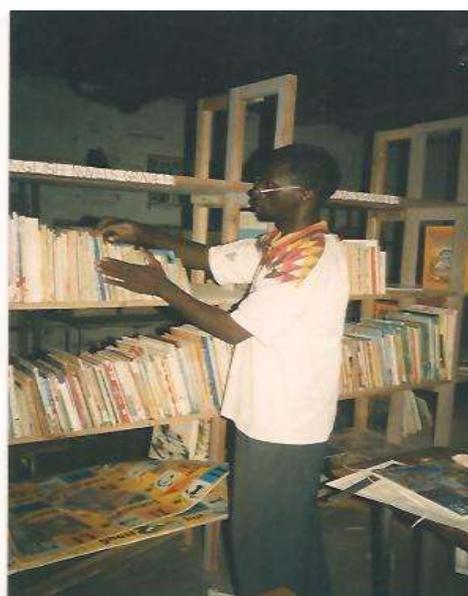


Figure 4: Library Setup: A Teacher arranges books in the Library (October 2009)

### **Stage 6: Matenda School Library Launch**

The Matenda School Library finally launched on 16 July 2010 to coincide with the Prize Giving Ceremony. The prelude to the launch saw meetings were held with the Library Committee, including the School Development Committee, the Councillor, the Headman, and Chief Matenda who gave his blessings to invite other Chiefs to grace the occasion in his area of jurisdiction. Purely, the essence of the launch would provide flavor of the local community to come and celebrate an achievement never seen before. On the honored day a lot of activities were lined up, a Speech by the Local Chief, Local Councillor, School Head, former pupil as Guest of Honour, the author as facilitator of the Project and a Vote of Thanks from a neighboring School Head. Also lined were songs, poems by pupils, drama and entertainment was provided by the School Marimba Group. The former pupil of the school acknowledged the hard work done by the author in mobilizing, the school authorities and convincing them to accept the noble cause. He also deeply appreciated my understanding of respect for the local community, the parents and the elderly, especially seeking their approval of the local chief in every step throughout the Project phases.



Figure 5: Mr. H Tokwe giving speech at Matenda (July 2010)



Figure 6: School pupils entertain Guests (July 2010)



Figure 7: Guest of Honour cuts ribbon to officially open the School Library July 2010



Figure 6: Parents line-up to enter the School Library. (July 2010)



Figure 7: Two local Chiefs share a moment in the School Library. (July 2010)



Figure 8: School Heads smiling as they tour School Library (July 2010).

### **Lessons learnt**

Looking back, it may seem like the final gathering and presence of all stakeholders to witness the event was all that counted, but there are lots of lessons learnt. The Matenda School Library Project revealed the importance of working with the community:-

- Political and cultural barriers were overcome
- various stakeholders, the local businesspeople, traditional leaders and parents all felt honored
- the school, that is, both administration, staff and children embraced their ownership to success of this project
- the poems, drama and plays performed by children magnified to the audience the generation of new knowledge necessitated by the establishment of Matenda School Library
- availing books to children brought about marked improvement in comprehensive skills
- availability of variety of reading materials contributed to increase in the pass rate
- availability of the library facility gave children who stay several kilometers from the school ample opportunity to stay behind study and complete homework.
- the author discovered that to be truly proactive in school library development one has to lead by putting values up front, as well as spreading the good word, the myth and the story of change of the mindset whilst remaining truly professional.
- the author learnt that in Africa's rural setting when one is an outsider one is accepted and accommodated hence derives the opportunity to accommodate views of different stakeholders.

### **Recommendations**

The success of rural school library development can come to if and when there is government involvement and a blueprint to re-establish the School Library Service in the relevant Ministry. In the process standards will have to be looked at to ensure that school libraries are established throughout rural Zimbabwe. Also, basic requirements in every school library in terms of infrastructure, material resources, and appropriate manpower will need to be spelt out.

It is recommended that the Zimbabwe Government should:-

- strengthen cooperation between teachers and librarians

- increase the competence in the field of information literacy by making it mandatory for information literacy to be included in the school curriculum
- support school heads in their responsibility for school development and the role of school library in school development
- ensure that teachers and librarians equip children and young adults for life-long learning in terms of literacies, including digital literacy
- introduce ICTs for rural schools so as to promote e-learning, thus introducing children to scientific subjects as well as their environment in a practical way.
- call for an All-Stakeholders Workshop, to include the National Library and Documentation Service, Zimbabwe Library Association, Zimbabwe School Libraries Consortium, and the Ministry of Education Sports and Culture to convene and come up with a School Library Service that will among other things set up guidelines for School Library operations by looking at manpower, the parameters for the physical structure of the building, the equipment to include in the School Media Centre, and the role and qualification of the School Librarian.
- The National Library and Documentation as a statutory body enacted by Parliament to spearhead the development of libraries in Zimbabwe should continue to lobby the government using the relevant legal route to voice for more school library development in rural areas
- training of human resources to keep up to date in ICTs skills as well as ICTs and information literacy and ICTs in the education content as ICTs are vital tools for rural development. So the central government should play leading roles in facilitating the implementation of ICTs in schools
- national and provincial policy that brings on board ICTs and ensures that ICTs cut across the curriculum at all levels of primary and secondary education should be developed.

## **Conclusion**

For Matenda School it is envisaged that a well-stocked School Library will be put in place to support the teaching and learning process. The School looks forward to mobilize for provision of relevant locally produced books to address the needs of their local community and to encourage a culture of reading among pupils and teachers to help nurture reading skills to children. Thus in conclusion futurist Thomas Frey reminds us that “The future is where our children live” How can this future be shaped if our children live and grow up in a deprived environment, if they grow up illiterate or unsatisfactorily literate, or if they are digitally immersed but unable to use digital tools and information in a critical and creative way? How can a society of peace and mutual understanding can be built up if there are no or little education, scarce learning and cultural opportunities, underdeveloped library and information services.

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### **Biographical note**

The author Mr. Hosea Tokwe is a Chief Library Assistant in the Special Collections Department, Midlands State University Library, and Gweru, Zimbabwe. He has worked as Assistant Librarian and College Librarian at Mkoba Teachers College from 1991 to 2005. Mr. Hosea Tokwe has been a member of American Library Association, Academic College and Research Libraries, and Library Administration and Management Association from 2002 to 2007. At present he is an Associate Member of the Chartered Institute of Library and Information Professionals and the current National Treasurer of the Zimbabwe Library Association. He is pro-activeness in School Libraries, particularly the role he played helping in the establishment and successfully launching of the Matenda School Library Project in rural Zimbabwe won him the 2012 ILIG International Award. This year he was included in the Library Journal top 50 "Movers and Shakers" for voluntary library work and contribution to the Matenda community.

# Germany's next top-literacy workers!

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**Bettina Twrsnick, Dipl.Bibl.**

Fantastic Library Wetzlar,  
Turmstr. 20, D-35578 Wetzlar  
Germany  
[mail@phantastik.eu](mailto:mail@phantastik.eu)

## **Abstract:**

*It is the main target of the Bundesverband Leseförderung to establish best-educated pedagogues of reading and literature comprehension as „Literacy Workers“ all over Germany to achieve a way of furthering reading skills and motivation and the comprehension of literature successfully and with a long term effect.*

*Der vor 7 Jahren gegründete Bundesverband Leseförderung hat sich zum Ziel gesetzt, best ausgebildete „Lese- und Literaturpädagogen“ als „Literacy Workers“ in ganz Deutschland einzusetzen, um Leseförderung pädagogisch - und damit langfristig und nachhaltig abzusichern.*

**Keywords:** Furthering of Reading, pedagogic, literacy, Professional network, Germany

## **Germany's Next Top-Literacy Workers!**

It was on the Leipziger Book Fair in 2009 when a dedicated team of women had the marvelous idea to found the „Bundesverband Leseförderung“ (BVL) offering a unique platform for efficient networking throughout Germany. From the very first moment these women were convinced of their concept of developing an excellent further education to “Top Literacy Workers”. Well, the indicated analogy with the popular TV-contest “Germany's Next Top-Model” does not mean to compete with all those pretty, super slim young girls. It rather emphasizes the conviction that the idea is definitely good and of high importance. Since the foundation all members have worked persistently to realize the initial idea in a professional way - although the payment still is far from being appropriate.

„We dedicate ourselves to help children and youths to learn to understand the world and hence to be able to take part in shaping it.“

This was and still is our motor and motto.

What brought women of so different sectors all around books together was a deep discontent with the vagueness what „Leseförderung“ (furthering or supporting reading) in Germany should mean for an adequate selection of literature or methods of literary education. What were the criteria for furthering of reading and writing skills or measures for reading motivation to be?

The primary aim was quickly formulated: All projects and activities of any kind ever in the field of “Leseförderung” were to obtain a solid pedagogical base. Only by an approach of that kind they would become efficient, sustainable and could be made ready for follow-up projects.

The need for such an approach had become clear in the context of PISA still revealing poor results concerning Literacy and Reading Competence in the German education system. Due to those results some important educational reforms took place. They show a marked change in understanding learning, particularly in acknowledging the special significance of Literacy as a core and meta-competence.

In various researches the disappointing discrepancy between well-financed projects and their modest success for the children and youths with regard to their long-term effect had been shown. So the Bundesverband für Leseförderung started to follow a decidedly different path apart from the practice of a kind of “event culture”. It focused on a nation-wide sound education of multipliers being able to further reading skills and motivation. Pedagogically and literary well educated multipliers would be more successful in introducing literature to children and youths and their – hopefully – life-long work would have a lasting effect. Four years long a team of members from universities, schools, libraries and book trade developed a curriculum consisting of five modules. Completed by an oral exam and a final paper the further education “Pedagogic of Reading and Literary Comprehension” is equal to a master degree.

## Pedagogic of Reading and Literary Comprehension (BVL)

Pedagogics und developmental psychology 48 Units	Children's literature 164 Units	Planning, organisation, PR and management 36 Units	Narrating, reading out and writing 48 Units	Literacy and didactics of reading 76 Units
Academic basics of pedagogical practice 4 Units	Selection of present children's literature according to topical and aesthetic criteria 40 Units	Development of project schedules (quality loops: planning, performing, evaluating, improving) 8 Units	Vocal training/training of presentation skills 16 Units	Reflecting on personal reading experiences and skills 4 Units
Basic knowledge of developmental and educational phases according to age and gender 8 Units	Forms of literary expression and creative educational methods 40 Units	National and important international institutions working on children's literature 4 Units	Techniques of reading out to children and youths 8 Units	Step-stones of children's language and literacy acquisition 16 Units
Methods in motivating reading/settings of learning for different target groups 8 Units	Market overview 8 Units	Finding and establishing cooperation opportunities 4 Units	Theory and practice of narration 8 Units	Reading socialisation 40 Units
Professional pedagogical dialogue 4 Units	Current Media 32 Units	Basic knowledge and training of PR-skills 8 Units	Creative writing 8 Units	Methods of supporting reading 16 Units
Reinforcement of social skills (self-assertiveness, conflict-management) 8 Units	Academic basis of literary studies on children's literature (analysis, genres, varieties of style literary criticism) 40 Units	Legal basics (laws concerning the protection of children and youths, text and image rights, price maintenance, Contract and event law) 8 Units	<b>Additional modules</b>	<b>Additional modules</b>
Basis of adult education 8 Units	History of children's literature 4 Units	Fundraising 8 Units	<p>The course is divided into phases of face-to-face teaching (356 units), self-study (600 units) and practice phases (400 units). 56 units may be selected individually in case of documented professional knowledge.* Good practice in pedagogic of literature and reading support needs thorough preparation and follow-up work. Therefore 333 units of the 400 practice units are intended for and acknowledged as conceptual work. At least 89 of the remaining 267 units are dedicated to literary work with children and youths. All further units should be based on children's literature. *This is not the case if you sign up for the complete course 1 Unit = 45 minutes</p>	
<b>Additional modules</b>	<b>Additional modules</b>	<b>Additional modules</b>		

### Description and Analysis of an Own Practice Project (individual task)

### Final Colloquium on Pedagogic of Reading and Literary Comprehension (BVL)

Different institutions all over Germany offer the courses. On the basis of a profession in the field of pedagogics or a profession affine to books and literature any person can take part in this qualification. Professionals from all of these different fields of work are particularly experienced with the various kinds of difficulties children and youths have to cope with on their way to literacy – and therefore on their way to participate in social life.

In any case „Pedagogues for Reading and Literary Comprehension” will not be limited to unpaid volunteer involvement anymore. Instead, as “Top Literacy-Workers” they will be acknowledged to take part in important educational affairs.

An efficient network is a precondition for all the BVL targets. That is why the BVL works together with other organizations, institutions and school libraries – of the latter there are still too few.

To name some of the BVL activities:

Literacy-Workers try to motivate and support non-professionals to take over pedagogically planned projects. So they can give even more children and youths the chance to experience literature. They also back up volunteers to highlight the pedagogical impact of their work in a self-confident way.

The BVL frequently presents its work on fairs and conferences – such as the IASL in Maastricht – and seeks to maintain an active dialogue with experts from pedagogics, science and other fields or institutions. The „Landesarbeitsgemeinschaft Schulbibliotheken“ in Hessen“ may be named as one example.

Interchanging or providing partners with accomplished experts and speakers in theory or practice is one of the most requested services of the BVL throughout Germany.

Since 2014 the Bundesverband für Leseförderung is also member of the European Literacy Policy Network and has been rewarded for the so-called „Warerich“ as a pilot project. “The Warerich – Books against boredom in waiting rooms” is a book – reading – literature campaign providing waiting rooms with a unique piece of furniture containing picture-, and children’s books. In practice that means that a box of well-chosen books can be ordered by institutions generally having to plague children and their parents with waiting time (at doctors’, in hospitals, at social welfare places etc.). It makes an end to boredom in waiting areas and fills the time with profitable impressions. The name “Warerich” refers to the logo - a funny fancy figure attracting children that’s name could be translated as “The Waiting one” or better “The Waiting-Me”.

“The Warerich” invites parents and their children and of course people of all ages - to read or read-aloud, flip or browse through a variety of inspiring books. Especially deprived families with or without a migrant background will thus have easy access to good books and literature. The campaign raises awareness towards local policy makers and funders that literacy is also linked to social and health issues and not solely an educational matter.

To close the circle: Concerning the professional contents as well as the ambitious aims our „Germany’s Next Top Literacy Workers“ are no slim models but rather well nurtured and sound – something to be proud of for our “Casting Crew”.

### **Biographical Note**

Bettina Trwsnick was born in Dresden and grew up in Munich. She studied library science as well as music science in Stuttgart. Throughout her career she has worked and gained broad experience in all kinds of libraries and has been managing the Phantastic Library Wetzlar since 1989. Bettina Trwsnick is a foundation member of the Bundesverband für Leseförderung (BVL)

The Phantastic Library Wetzlar holds the largest collection of children’s books worldwide. As a member of the board of the BVL she engages herself for national as well as for international projects. The BVL further education on Pedagogic of Reading and Literary Comprehension takes place in her Library in the “Forum Language and Literacy”, a pedagogical department specialized on all facets of children’s literature, language(s) and literacy. By her direction the Phantastic Library has been developed to a center for social, cultural, scientific and pedagogical issues.

# Embedded librarianship and blended learning: an enhancing combination to increase effectiveness of information literacy training

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## **Rebecca van Beem**

Rotterdam University of Applied Sciences  
Kralingse Zoom 91  
3063 ND Rotterdam  
The Netherlands  
[r.van.beem@hr.nl](mailto:r.van.beem@hr.nl)

## **Peter Becker**

The Hague University of Applied Sciences  
Johanna Westerdijkplein 75  
2521 EN The Hague  
The Netherlands  
[p.g.becker@hhs.nl](mailto:p.g.becker@hhs.nl)

### **Abstract**

*The library of the Rotterdam University of Applied Sciences has wide experience in providing different kinds of training in information literacy. For a long time the formats for these trainings were mostly standalone library instructions and online training. However, slowly over the last few years a shift towards workshops that are integrated into courses of various study programs has taken place. The reason for this transition is in line with the philosophy of embedded librarianship. Embedded information literacy training should be more successful than standalone instructions, but what other factors influence its success and how to increase its effectiveness even further? The library of the Rotterdam University has examined this question by not only embedding a complete information literacy course into the curriculum, but also by selecting blended learning as an innovative educational model for it.*

**Keywords:** Embedded librarianship, blended learning, information literacy, information research

### **Introduction**

In a world of rapid technological change and a growing number of information resources, information is available to students everywhere. Not only are students facing abundant information choices in their personal and everyday lives, but most of all in their studies. Information is available through libraries, resources, organizations, media, and the Internet. In order to make appropriate information choices students are required to be information literate. Information literacy is a set of abilities to “recognize when information is needed and

have the ability to locate, evaluate, and use effectively the needed information” (American Library Association [ALA], 1989). These information literacy competencies have become more important than ever before to students, because the abundance of information itself will not create information literate students. Therefore, many libraries worldwide provide instructions, online tutorials and training to help students to develop their information literacy skills (Association of College & Research Libraries, 2015).

The library of the Rotterdam University of Applied Sciences is no exception by providing a wide range of instructions and training in information literacy. The extensive experience the Rotterdam University library has in this area has given them new insights on how to improve the effectiveness of these information literacy trainings. For a long time the formats for these trainings were mostly standalone library instructions and online training. However, over the last few years a shift towards workshops that are integrated into courses of various study programs, and the inclusion of information literacy skills in the curricula, has slowly taken place.

The reason for this transition is in line with the philosophy of embedded librarianship. According to Schumaker (2014), embedded librarians teach more effectively when the information literacy instructions are related to specific courses and assignments. This is supported by Brand-Gruwel (2014), who likewise states that training in information literacy is more effective when it is related to the context and content of specific courses. Therefore, embedded information literacy training should be more successful than standalone instructions. But what other factors influence its success and how can its effectiveness be increased even further?

The Rotterdam University library has examined this question by not only embedding a complete information literacy course into the curriculum, but also by selecting blended learning as an innovative educational model for it. This paper focuses on the teaching role of embedded librarians, and the experiences and results of this blended learning course, in order to discuss the factors that influence the effectiveness of information literacy training.

## **Theory**

### ***Embedded Librarianship***

The term “embedded librarianship” is widely used in professional and academic literature (Dano & McNeely, 2010; Dene, 2011; Hall, 2008; Mastel, 2011; Matos, Matsuoka-Motley, & Mayer, 2010; Muir & Heller-Ross, 2010; Schumaker & Talley, 2009). The model of embedded librarianship takes the librarian out of the traditional context of the library and places him or her into a new setting. Jezmyne Dene (2011) describes her experiences with the embedded librarianship model at the Claremont Colleges as follows: “we chose to define an embedded librarian as ‘an integral part of the whole,’ based on the geological definition of an embedded element” (p.225). This description captures the essence of the concept namely to move librarians out of the libraries and develop stronger relationships and understanding of the groups they are engaging with. The idea behind the embedded librarianship model is that librarians move away from their supporting role into partnership. Through embedded librarianship, librarians become just as engaged in the work of a team as any other team member (Schumaker, 2014).

The model of embedded librarianship can be applied by libraries in several areas; information literacy training is one of them. Embedded librarians teach in a wide variety of disciplines and educational contexts, from face-to-face classrooms to digital learning environments, and can participate in curriculum development as well. As mentioned before, Schumaker (2014) emphasizes that information literacy training is most effective when it is related to specific courses or assignments, merely because then “Students are able to apply the concepts and methods from their information literacy instruction immediately to course assignments, and instructors are able to evaluate students’ information literacy as a factor in their overall grading of the assignments” (p. 46). Hence, information literacy training should be embedded into the curriculum, aligned with course assignments and co-taught with lecturers.

The effectiveness of embedded information literacy training is also underscored in an article by Wopereis, Brand-Gruwel, and Vermetten (2008). Based on instructional theories (Merrill, 2002; Reigeluth, 1999; Van Merriënboer, 1997, 2001, 2007; Van Merriënboer, Kirschner, & Kester, 2003; Van Merriënboer & Sweller, 2003; Van Merriënboer & Sweller, 2005) the authors emphasize that when it comes to learning complex cognitive skills the knowledge and skills required should not be taught separately, but integrated in a whole task. Information literacy skills such as locating, evaluating and presenting information should, therefore, not be taught in separate instructions, but be embedded in a professional task (Wopereis, Brand-Gruwel, & Vermetten, 2008).

### ***Blended Learning***

In literature, different views and various definitions can be found on the concept of blended learning. In his overview of definitions, Fransen (2006) focuses on the vision held by Oliver and Trigwell (2005), concluding it is not a mere combination of online learning and formal education, but also involves various didactical strategies, different kinds of learning environments and learning processes. Vandeput (2010) also mentions this variation and puts a strong emphasis on active learning in particular. In addition, Ugur, Akkoyunlu and Kurbanoglu (2009) state that a blended learning course should meet the different learning styles of students as defined by Kolb (1984).

Furthermore, blended learning is assumed to be more effective in learning outcome and more attractive to students. A meta-analysis prepared for the US department for education showed that "In recent experimental and quasi-experimental studies contrasting blends of online and face-to-face instruction with conventional face-to-face classes, blended instruction has been more effective, providing a rationale for the effort required to design and implement blended approaches" (Means, Toyama, Murphy, Bakia and Jones, 2009, p .XVII). Kraemer et al. (2007) experienced that students who had purely online instruction scored lower in a test on information literacy skills than students who had instruction in a face-to-face or blended instructional group. Additionally, The Hague University of Applied Sciences experienced higher scores in test results and student satisfaction after implementing the blended learning model in their information literacy course (Becker and Hiskes, 2014).

### ***Combination of Embedded Librarianship and Blended Learning***

The blended learning course of The Hague University was taught by lecturers of the Library and Information Studies department; no librarians were involved. For that reason, this course is not an example of embedded librarianship, but mostly an illustration of how information literacy can be embedded into the curriculum. Although the experience is that many lecturers think that information literacy skills should be part of the curriculum they often do not teach information literacy due to various reasons, one of them being that they are not sufficiently information literate themselves. This is where the library steps in; the knowledge and skills of librarians on information literacy make them the perfect partner to provide information literacy instructions to students, as well as lecturers.

Based on the positive outcome of the blended learning course of The Hague University, the demand for information literacy training in higher education and the belief that embedded librarians teach more effectively, the Rotterdam University library decided to embed a blended information literacy course into the curriculum. In literature, the effectiveness of blended learning and embedded librarianship in order to increase information literacy is underscored (Schumaker, 2014; Wopereis, Brand-Gruwel, & Vermetten, 2008; Becker and Hiskes, 2014 ). However, as far as is known, little research has been conducted about the combination of embedded librarianship and blended learning.

By embedding a blended learning information literacy course into the curriculum, the Rotterdam University library provides the opportunity to examine whether or not the combination of blended learning and embedded librarianship enhances the effectiveness of information literacy training. At the same time, this course provides opportunities to explore how to embed information literacy successfully into curricula, what the role of librarians is in this process and how to take embedded librarianship to the next level.

### **Embedded Blended Learning Course**

#### ***Digital Platform of The Hague University***

The digital platform with texts and assignments on information literacy was developed by the University of Applied Sciences in The Hague. Lecturers of The Hague University developed this platform based on the visions of Oliver and Trigwell (2005) and Vandeput (2010) by including active learning formats and meeting individual learning styles. In collaboration with an external commercial party they developed a digital platform, which offers students all the reading and teaching materials they need. Characteristics of this platform are:

- A limited amount of reading material; students will be presented with assignments instead (discovery learning).
- Controlling the students' progression: compulsory group assignments will only be made available on condition that the individual assignments of all group members have been completed.
- A game element: average assignment scores will be calculated and compared with each other.
- A contemporary design and easy to use interface for students and teaching staff.

During the selection process of the course's content, the lecturers of The Hague University used a set of competencies for information skills as described in the scoring rubric of Jos van

Helvoort (2010). These competencies not only refer to the searching and finding of data and scholarly information, but concern the evaluation, interpretation and processing of information found on the Internet as well. They are in line with the description of information literacy by The American Library Association's Presidential Committee, which describes information literacy as a set of abilities requiring individuals to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (ALA, 1989).

In the course, the following competencies receive ample treatment:

- Orientation on the subject
- Creating and executing search strategies
- Evaluating the quality of primary resources
- Using secondary resources effectively
- Using APA style correctly
- Analyzing and comparing articles
- Processing found information correctly in an essay

On the blended learning platform, the students submit the assignments that focus on the above mentioned competencies. Upon submitting, the students would receive either automatic feedback, which informed them whether or not they had given the right answers, or feedback that was tailored specifically to the students' answers.

### ***Embedded Blended Learning Course of Rotterdam University***

The digital platform of the University of Applied Sciences in The Hague, was altered for the Rotterdam University library. This altered digital platform in combination with face-to-face meetings, in which active didactic methods are included, form the structure of the Rotterdam University course. In 2013-2014, the course was organized twice as a pilot for the elective course that started in February 2015. These pilots were an integral part of a minor, which means that the students had to conduct research for their minor using the skills taught in the information literacy part. The lecturers and the librarians taught their parts of the minor separately. However, during the second pilot two out of the four lecturers attended the information literacy classes and evaluated the students' information literacy as a factor in the overall grading of the research assignments. Based on the evaluations and experiences of the pilots, the following alterations were made to the course:

- 
- Face-to-face meetings scheduled on a weekly basis instead of a few meetings.
- Embedding more active didactic methods in the face-to-face meetings.
- A stronger coherence between the information literacy training face-to-face and online.
- Giving feedback on the assignments online as well as in face-to-face meetings.
- More opportunity for the students to choose subjects for the assignments that are relevant to their own study programs.
- Providing the opportunity to students of all kinds of study programs to enroll, by embedding this course as an elective course into the curriculum.

## Experiences and Results

### *The Pilots*

In the evaluations of the pilots the students emphasized that they liked the blended learning concept, but would have preferred to have had more face-to-face meetings instead of just a few meetings. Also, it was indicated that the coherence between the subject discussed in class and the content of the digital platform could be improved, as well as the relevance of the subjects of the assignments to their study programs. Even though information literacy skill can be applied to any subject involving information, they preferred to have had assignments that align with the course assignments of their own study program. Nevertheless, they also affirmed that they increased their proficiency in locating, evaluating and processing information.

The experiences of the librarians confirm the increasing information literacy of the students during the pilots. However, the information literacy skills were less demonstrated in the other assignments of the minor than expected. Even though, for the research part of the minor they had to search for relevant and reliable information and use this information for the assignment, one student handed in the assignment without a reference list. Furthermore, the librarians experienced that the digital feedback on the assignments was hardly read by the students. In order to stimulate “learning by doing” more active didactic methods had to be included in the face-to-face meetings.

### *The Elective Course*

The elective course started with 12 students, 10 of whom completed the course successfully. Right from the beginning the students of the elective course were enthusiastic about the course’s content and the blended learning concept. Many of them had chosen this course as preparation for writing their thesis. They emphasized the fact that they were missing a similar course in the curriculum of their own study program.

At the beginning of the course, a test (test 1A) was held to assess the students’ theoretical knowledge without taking this information literacy course. In the test, the students had to answer 18 multiple-choice questions and 2 open questions. For example, students had to answer the question whether or not all the information found in Google Scholar is freely available. In another question a diagram was shown and the students had to determine whether or not an AND operator was used in the search engine. In one of the open questions, students were asked to provide keywords for a given research task. This test was repeated (test 1B) at the end of the course to assess the knowledge they had gained by taking this course. The test results have been compared with each other (table 1).

Table 1. Comparison of number of correct answers of both tests

<b>Student</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>Results Test 1A</b>	09/20	07/20	09/20	12/20	11/20	13/20	14/20	09/20	13/20
<b>Results Test 1B</b>	11/20	17/20	14/20	19/20	14/20	16/20	16/20	13/20	19/20

Clearly, the students' scores in the test taken at the end of the course exceed the ones from the test at the beginning.

In addition, another test was held at the beginning (test 2A) and at the end (test 2B) of the course. In this test students were asked to classify information literacy terms, such as plagiarism, secondary resources, APA rules, etc. into three categories:

1. I know what this term means and can give the right definition
2. I might have heard of it, but am not exactly sure what it means
3. I have never heard of it

Table 2. Comparison of categorized number of definitions of both tests

	Results Test 2A	Result Test 2B
Category 1	14 *	21
Category 2	5	2
Category 3	5	1

(\* 5 out of the 14 definitions given were incorrect)

Evidently, at the end of the course the students could describe significantly more terms correctly than at the beginning of the course.

In the group assignments, in which they had to demonstrate the ability to search, evaluate and use information correctly, a progression was also made during the course. The average grades of the group assignments at the beginning and end of the course increased 0.9 grade points.

Of all the respondents (N=10) in the written evaluation at the end of the course 100% confirmed the students' positive attitude towards the concept of blended learning: 90% indicated the concept suited their learning styles. The coherence between the information literacy training face-to-face and the content of the online platform was positively judged: 70% of the respondents qualified it as "good", 30% as "very good". By following this course, 100% of the respondents indicated that they increased their proficiency in searching information, 100% in evaluating the information and 100% in using the information correctly. 100% of the respondents think they are able to apply the concepts and methods from this information literacy course to course assignments of their own study program. Finally, 90% of the respondents confirmed they are missing a similar course in the curriculum of their own study program.

## Conclusion

Based on the results of The Hague University blended learning course (Becker and Hiskes, 2014) and the evaluations of the pilots held at the Rotterdam University of Applied Sciences, the conclusion can be drawn that blended learning is a successful and effective tool to train information literacy. However, to have students apply these skills in other parts of their study programs appeared to be more difficult. The information literacy skills were less demonstrated in other research assignments of the minor than expected.

According to several scholars (Schumaker, 2014; Wopereis, Brand-Gruwel, & Vermetten, 2008), the effectiveness of information literacy training could be increased by embedding a course like this further into the curriculum. Therefore, the elective course of the Rotterdam University library provided new opportunities to explore how to embed information literacy more successfully into the curriculum. Furthermore, the elective course enabled the Rotterdam University library to examine the role of librarians in this process of embedding information literacy into the curriculum and helped to develop ideas on how to take embedded librarianship to the next level.

The elective course was further “embedded” by providing students more opportunity to choose subjects for the assignments that are relevant to their own study programs. In addition, more feedback and face-to-face meetings with active didactical methods were offered to the students. By including more didactical strategies and learning processes the course became even further “blended”. Making the course more “embedded” and “blended” had a positive outcome. The evaluations and results of the elective course reaffirm that the blended learning concept as offered is a highly effective tool for information literacy training. By further embedding this course the students emphasized that the information literacy skills became easier to apply to course assignments of their own study program. Another factor that influenced the effectiveness was that of embedding this course as an elective course in the curriculum primarily prompting highly motivated students, who recognized the benefits of taking an information literacy course, to enroll. The overall conclusion is that the concepts of embedded librarianship and blended learning together in a course can work as an enhancing combination to increase the effectiveness of information literacy training provided by libraries.

## **Discussion**

Despite all the efforts, it seems to require more to take embedded librarianship to the next level. The consequence of embedding information literacy as an elective course into the curriculum was that not all the assignments could be aligned with the subjects of a specific study program. Nor in most cases is information literacy a factor in the overall grading of other research assignments across different study programs. The elective course missed the cooperation with other lecturers, which basically created an embedded “separate” unit in the curriculum. A solution to this problem could be embedding an information literacy course like this into the curriculum of a study program and co-teach this course with a lecturer. Debatable in this case is the role of the embedded librarian; should the librarian co-teach or might another option be to focus on training lecturers to teach information literacy, even though this would be a less “embedded” approach?

Finally, there is still much to explore regarding the effectiveness of embedded information literacy training. Embedding an elective information literacy course into a curriculum is a good start in the right direction; it creates new opportunities to further examine how to do so in the future and it will expectantly open new doors to take embedded librarianship to the next level.

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### **Biographical Notes**

Rebecca van Beem has been working as a Senior Librarian at Rotterdam University of Applied Sciences in The Netherlands since 2012. Her main professional topic is teaching information literacy. As a qualified teacher she focusses on enhancing the effectiveness of

information literacy skills by developing training programs and aiming at embedding information literacy training into curricula.

Peter Becker is Senior Lecturer Information Management at The Hague University of Applied Sciences. He wrote several publications about information management, blended learning and open education. Together with four colleagues he developed a blended learning course for information literacy.

# Battle of the books: creative literacy ideas for first and second language learners

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**Michelle Wardrip**

Head Librarian

English Modern School, Doha Campus

Qatar

[michelle.wardrip@gmail.com](mailto:michelle.wardrip@gmail.com)

**Keywords:** Creative literacy, Second language learners,

Most of my teaching career has been spent in American schools, most recently as a Teacher-Librarian at an English-Spanish elementary school. My international teaching career began in Qatar in August of 2012, when I started my new job as a Teacher-Librarian at a private K-12 school. My first year was spent rearranging the library's collection and getting a feel for the school, its students and staff. By the end of the second term of the first year, I realized that the most important aspect of my job as a school librarian was going to be improving the literacy skills of my students. How to do this was my next problem and I immediately thought of the Battle of the Books (BOB) Program. My school district in Oregon had used it in seventeen elementary schools, both regular and bilingual. This was exactly what I needed because I was currently teaching in a bilingual school (English/Arabic). I went about getting support from my primary and secondary school teachers and administration. Once I had the support in place, I needed to take a closer look at how we had run the BOB Program in Oregon and then adapt it to my current situation. The things that I needed to consider in order to make the BOB Program a success were the following:

1. Deciding which year levels would participate for the Primary and Secondary Divisions
2. Selecting the reading levels for each division
3. Deciding the number of books for each division to read
4. Selecting the right books for the each division
5. Making a Timeline
6. Deciding the format of the questions
7. Writing the questions
8. Setting up the tournament
9. Using Guest Readers during the tournament for each division
10. Rewards for the winning teams of both divisions

To understand the complexities of how this was going to work in an English-Arabic environment, it helps to understand how the BOB Program works and a bit of its history. It has been in existence for over thirty years in America in one form or another. It is also being used around the world in a variety of formats. The basic premise of the program is to get students excited about reading by participating in a competition. Students get together to

create a team of four, read a certain number of books within a specified time frame and then participate in a tournament by trying to answer a question from each book. The team with the greatest amount of points is the winner.

What makes this program useful for getting students enthusiastic about reading is the fact that they don't have to do this by themselves. With team participation, students have less anxiety about their reading level, especially for students who are not good readers. Shy students will participate because they don't have to speak up or be the team leader. They can contribute by simply discussing the question with the team and having the team Spokesperson give the answer. Letting students develop their own teams also motivates them to be a part of the competition. With the support of the classroom teacher and the Teacher-Librarian, they can steer students with lower reading abilities to combine with students who have higher reading abilities to make a team, which makes students more comfortable in participating.

The first step was to decide which year levels would participate. I could not proceed to Step Two until I had made this decision since it would tell me what reading levels I needed to choose. For the Primary Division, I went with YR 4-6, which translates to grades 3-5. This was the same grade level of students that I had used BOB with back in the States. I knew that their reading levels would give me a good selection of books from which to choose. For the Secondary Division, it would be YR 7-9, which translates to grades 6-8. I chose these year levels because they were the year level of the students that I saw for Library Media lessons every other week. I hoped that during the second year of BOB, I would be able to expand the Secondary Division to include YR 10 (grade 9).

Step Two was selecting the reading level of the books for the Primary and Secondary Divisions. At our campus in Doha, we use the Fountas and Pinnell (F & P) System to level our books. All students in the Primary School are tested using the Developmental Reading Assessment 2 (DRA2) guidelines which we then convert to an F & P level. The DRA2 assesses students on their strengths and weaknesses in regards to their reading ability and fluency. Knowing that I would not be able to accommodate all the student reading levels for the Primary Division, I decided to use a range from level L to Q. This would eliminate the very lowest readers but it would still make it available to most of the students. I also could not include books for the highest level students as this would prevent most of the other students from being able to participate. This is the biggest problem when you have a wide discrepancy of reading levels. For the Secondary Division, I decided on Level Q to W. I chose these because I knew the reading level of my middle school students. I also knew the ones who would be most interested in the contest would be the better readers. If I went too low, I would risk losing all the good readers because they would not be challenged.

Step Three was deciding how many books would be on the list for each division to read. In looking back to what I had done in the States, I decided that we would do 10 books for each division. I felt that eight titles were not enough and 12 were too many. If each team divided up the books to read between their members that would mean each person would need to read three books. That seemed a reasonable number when I thought about our student population and their reading skills. The more books each team member reads, the better the team will do in the competition. For example, if only one student has read the book, then they

are the only one who will be able to answer the question. If two students on the team have read the same book, then they can confer and decide on the correct answer.

Step Four was to choose the right books for the two divisions. I tried to include as many genres as possible but it became apparent that the lower reading levels would eliminate some of my choices. I also did not choose books that had strange names in them because I knew from experience that it would be hard for my students to understand and pronounce. I settled on Realistic Fiction, Fantasy, and Mystery genres for the Primary Division. The titles that I chose reflected strong boy and girl protagonists. I also made sure to include two titles that were from the Scholastic Classroom Libraries that each teacher had in their room. This would help with the cost of buying multiple copies of each title and allow students to be able to read some of the BOB books from their classroom library. I tried to find a non-fiction book for the Primary Division but I was unsuccessful. The title that I wanted about recycling was out of print and not even available on Amazon. I also ended up eliminating *Rickshaw Girl* by Matali Perkins because the reading level was a bit too high. For the Secondary Division, I settled on Realistic Fiction, Fantasy, Biography and Non-fiction. I did manage to include one non-fiction title in this division which was *Sea Otter Rescue* by Roland Smith. At only 64 pages, it was short enough that it wouldn't take them forever to read and it was something that would be of interest to them. I also included a favorite book in this division which was *Matilda* by Roald Dahl. Sometimes you just have to stack the deck to get more students interested.

Step Five would be deciding on a timeline. I had to include: talking about the BOB contest since it was a new library program, handing out and collecting the permission slips, making bookmarks to distribute from the library, setting a starting date for the students to begin reading, and a date for the tournament to start. Once I had the timeline figured out, the rest fell into place. I started my talk about the BOB program in October and then distributed permission slips. Once those were turned in, students were allowed to checkout BOB books and start reading. I decided that participants would have until the middle of February to get as many books read and then the tournament would start. I wanted each team to play three rounds before eliminations would start. From there, I would take the top eight scoring teams and go on to the quarter finals, using a typical Bracket Play Structure often used in sports events. This time each team would play two rounds before they were eliminated. Then to the semi-final and the final round, where the top two teams would play each other for the Championship. It took us six weeks to finish the tournament which was too long because the students were starting to lose interest. I made a note that next year we would need to shorten the time frame. One other change I made for the next year was that students would not be permitted to checkout BOB books until they had a team of four. Too many students started reading the books and didn't bother with getting a team together. It really created havoc when it was time to get team names and members only to find out that students didn't have a complete team.

Step Six turned out to be one of the most important. I needed to decide the format of the questions. It could either be "Content", "In Which Book" (IWB) or a combination of both. For Content questions, this would mean asking for basic information such as: Name of the main character(s), age, where the story took place, and specific incidents in the book that were related to the main character(s). If I wanted to use IWB questions, where the title and author's name must be given, this meant the question would need to be phrased differently. An example would be: In which book did the main characters go into their backyard and

travel back in time? The answer would be *Dragon of the Red Dawn* by Mary Pope Osborne. When questions like these are used, it can be very easy for students to guess the answer. This is especially true if the book is a biography or another type of non-fiction book. That was one of the major concerns of the Teacher-Librarians back in the States. They felt it was too easy for the students to answer IWB questions. The first few years we did BOB back in my old district we used only Content questions. We then switched to a combination of Content and IWB because this was the format chosen for the Oregon Battle of the Books. It is a very similar contest but used more book titles and was Oregon-based. We wanted to align our format so it matched OBOB since many schools were doing both programs. For my school in Doha, I decided to use only Content questions.

Step Seven involved writing the questions. If a question is written incorrectly, students will not know how to answer. This is especially true for students who are English Language Learners. One thing that I found out in Qatar is that our students take what you say very literally. How you phrase a question is of the utmost importance. Once the questions are written, someone needs to edit them to make sure they make sense. For example, one of the questions for a book was written, "What reason did Sarah give for crying?" A better way to write it would have been "What reason did Sarah give for crying on George's shoulder?" The first year I had several teachers at the Primary and Secondary level who volunteered to read a book and write the questions and answers. I sent them sample questions and a template so they would know what to do. Unfortunately I still had awkwardly phrased questions and answers. Questions need to be as specific as possible but should not include too much detail. There really is an art to writing a good question. The person editing the questions should also have a copy of the book near at hand so they can check the wording of the question and answer, and the page where the answer is found. Sometimes the people who write the questions make a mistake. It's better to find out and correct it now than to have it happen during the tournament.

I also had to keep in mind that I needed at least 24 questions from each book. Six of them would be used for the first three rounds of the tournament and six for the last two rounds. I made sure to keep six questions for the school finals and six just in case of a run-off due to a tie. I printed out each set of questions from a specific book on a different color of paper so I could visually keep track of them and make sure that one question from each book went in each marked envelope. On the envelope I wrote the name of the teams that were read this set of questions. I did this for both the Primary and Secondary Divisions.

Step Eight involved setting up the tournament. I already knew that for the Primary and Secondary Division, each team would battle three times before they were eliminated. What caused me the biggest problem was if a team had members that were in different classrooms. This meant that I couldn't always have the team battle during their library time and I was trying hard not to disrupt their regular classroom time. After the first year, I made the decision that we would do the Tournament during Book Week. Since this was a school-wide activity, it made scheduling a lot easier. I had Guest Readers the second year who came to read the questions while I or one of my assistants acted as timekeeper and scorekeeper. I ended up having the Primary Teams play two rounds because there were just too many teams to fit in the allotted time slots. We had 51 teams the first year and 52 the second year!

For the Secondary Division, each team played three rounds. I let my two assistants run that Tournament with the Guest Readers while I concentrated on the Primary Division. We had fewer teams, it went faster, and we needed fewer Guest Readers. We had 11 teams the first year and 15 the second year. The great thing about BOB is that it encourages reading, collaborative teamwork, and good sportsmanship. It is essentially a huge book club. There's a bridge between the home and the school library, with students and parents getting involved with books.

Step Nine involved getting Guest Readers for the Tournament. The first year I did the tournament, I read all of the questions for both divisions. It took too much time and if I was sick we had to cancel the battles for that day. I needed help so the second year I decided to ask all of the administrators to be a part of the tournament. I was successful in getting the Head of School, the Principal of the Secondary School, the two Vice Principals of the Primary School, the Director of Literary and Education, the Secondary Literacy Coach and the Secondary Counselor as Guest Readers. It was a delight to see the student's faces when they realized who was going to read their questions. Even the secondary students thought it was neat to see the administrators as active participants. The administrators also appreciated being involved in a positive activity and having the students interact with them. It was a win-win situation for all!

The last step involved rewards for the winning teams. This meant I had to decide if first, second and third place teams would get awards or just first and second place. To save money, I ended up going with just first and second place. To decide how much money to give each member, I looked at the cost of buying a book at the local bookstores in Doha. Primary level books cost from 30-55 Riyals (QAR), which translates to \$8-\$13, and Secondary books from 40-70 QAR which translates to \$10-\$16. I decided that 200 QAR for first place and 100 QAR for second place would be the correct amount. This would allow the first place winners to purchase two to three books and the second place winners to purchase one to two books. I kept the amount the same for both the Primary and Secondary Divisions with the reasoning that they had to read the same amount of books and they deserved the same reward for taking the time to be involved with BOB. I contacted a local bookstore and had them issue me gift certificates in the amount of 100 and 200 QAR which assured me that the students would buy books and not games or other things. This year, because we expanded it to all the EMS school campuses, I will purchase a trophy that will go to the winning school to display in their library. The trophy will stay at that school for one year and then be awarded to the school that wins the tournament the next time, in other words a traveling trophy.

## **Conclusion**

Using Battle of the Books as a literacy device for my students worked very well. I based this on the following criteria:

- The amount of students who opted to be a part of the contest
- Comments from the students that participated
- The number of students who wanted to participate but had waited too long to make the decision
- The fact that the number of students participating went up the second year for both divisions
- Teams that kept the same members from the first year

- More YR 5 and YR 6 students participated in BOB the second year
- Comments from the teachers about the fun that their students were having with the contest

This contest takes a great amount of time and the more people you have helping, the easier it is to coordinate. I felt the payoffs were worth the time and trouble, especially when I saw the faces of the students during the tournament. The first year of the tournament, our winners were in YR 6 for the Primary Division and YR7 for the Secondary Division. The second year of the tournament, our winners were from YR 4 for the Primary Division and a team that represented students in YR 7, 9, and 10 for the Secondary Division. The second year of the contest we also expanded BOB to the other EMS campuses in Al Khor and Al Wakra. They had heard about our tournament and they wanted to be a part of it. Al Khor will be fielding a team for the Primary and Secondary Divisions and Al Wakra only for the Primary Division because they do not go above YR 6 at this time.

For the third year of the contest we will be making more changes. We will have a minimum of eight books for each level and we will be bumping our reading levels up a bit. I will also be asking input from the other two schools in choosing the books to read for each division. At the writing of this paper we have not finished the All School Tournament, which will not happen until the second week of May.

For examples of the brochure, bookmarks, and Parent Permission Letter for Battle of the Books, please see this link to our school website: <http://emsdoha.net/>

From there, click on the tab that says **Programs** and then **Library**. Scroll down just a little and you will see the following links:

- BOB Primary Information ([permission forms in English and Arabic](#), [brochure](#), [bookmark](#))
- BOB Secondary Information ([permission forms in English and Arabic](#), [brochure](#), [bookmark](#))

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# The School Librarian Rocks: assessment in the school library- showing how the school librarian as a creditable faculty member has made a measured difference to the students' learning and growth

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**Jane Webber**

Retired Teacher Librarian  
8 St Anne's Close  
Belrose, NSW 2085  
Australia  
[webber09@hotmail.com](mailto:webber09@hotmail.com)

## **Abstract**

*This paper will describe assessment tools used by the author as a primary school librarian practitioner. It will show: how the tools can be used to provide the School Librarian with the means to report on students; and how the School Librarian can show that learning has taken place in the library. In the process the credibility of the School Librarian as a faculty member is enhanced as well as the collaborative partnership with staff and as a consequence has a strengthened position for advocacy for the place of the library and the school library as a key contributor to the school mission. Thus it will be shown that assessment is one avenue that the School Librarian can demonstrate his/her professionalism and that she/he is responsible for providing 'the school library as a learning environment'. This paper thus contributes to an aim and a subtheme of the 44th IASL Conference.*

**Keywords:** school librarian, assessment tools, advocacy, learning, professionalism

## **Introduction**

Educational assessment is the evaluation of the extent to which student learning has occurred in a specific curriculum area. It 'documents student achievements' (Demamiel, 1993, p.6) and 'involves the on-going gathering and interpreting of information about students' learning, then using this information to plan for further learning and teaching' (Sung & Richards, 2002, p.10). Assessment puts the focus on the learning occurring in the teaching process. This paper describes the assessment tools used by a School Librarian (this paper's author) in a primary school where the children's ages ranged from five to twelve years. The tools described cover the teaching responsibility area of literature enrichment. As is commonplace for many school librarians (What is a teacher librarian?, 2014) the School Librarian's teaching responsibilities also covered other areas such as Information Studies and Technology. The ancillary benefits described as outcomes from using these tools are the

observations made by the School Librarian. They are not meant to be empirical statements but rather sharing some primary school library practices. However they have advocacy and status significance for the role of School Librarians and for the school as demonstrating learning. All have implications as a preservation device for School Librarians, essential in today's economic climate, for their survival is in peril (Stripling 2014). Thereby, this paper also contributes to supporting the 44th IASL Conference aim of promoting the professionalism of school librarians (Aim & Scope, 2015) and the subtheme of the library as a learning environment (Call for papers, 2015).

## **Assessment Tools**

The assessment tools were used to fulfil school based requirements and as part of library promotional initiatives. As a member of the teaching staff, the School Librarian was required to fulfil the same obligations as classroom teachers such as programming and reporting. 'The role of a school librarian as a teacher is one that is most important in an educational setting' making it imperative to design and administer assessment (Johnson 2013, p.5). Thus these assessment tools were formulated: a Reader Interest Survey, Literature Responses, and Borrowing Statistical Analysis.

## **Reader Interest Survey**

### ***Introduction: What prompted use***

A teaching program requirement was to provide an individual student profiles. As reading was a key Library teaching program focus area, the School Librarian decided to produce student reader profiles. Thus a Reader Interest Survey (Appendix A2) was compiled and given to each Year Three to Year Six student as part of their library session at the beginning of the year. While the survey was compiled to meet the school's specific needs, similar surveys available online were used as a starting point (Appendix A1).

### ***Description***

The survey contained multiple choice questions and responses. It covered these areas: Spare time activity; reading behaviors: opinion, frequency, and reason for reading; favorite authors, books and genres; basis of book selection; source of books to read; public library involvement and suggestions. School House points were given for completing the survey. Teachers and School Executive also completed the survey. This was repeated over a 3 year period and ceased because of library clerical time restraints.

### ***Results***

The results were recorded (by Kathy Hatton, the Library Assistant - name used with permission) in Excel (Appendix A3) as individual responses, then converted to tabular graphs in percentages (Appendices A4-5). A summary was inserted in the library teaching program (Appendix A6). The results showed while reading was enjoyed on the whole; it was not a high priority as a leisure activity. The genre preference level led to a comparison of the genres levels available from the library and influenced choices of the School Librarian when purchasing new titles. It also heightened the need of ensuring children's computer use skills were sufficient to locate genres of interest. The children showed positive self-images as readers, used the school library as their main reading source, didn't utilize the public library very much, preferred fiction over non-fiction, used the blurb and the book cover as a favorite selection tool, and valued reading as a social activity.

### **Survey Actions**

Actions were taken following the tabulation of these results. 'Assessment and record keeping are useless unless they can be used to plan future learning' (Wilson & Murdoch 2006, p.45). Indeed, a central feature of effective practice is teachers' use of assessment to improve learning and guide teaching (Wilson & Murdoch, 2006, p.4). They 'enable us to determine what students need' (Dodge, 2009, p.4). Steps were consequently taken in collection development, reading promotion as a leisure activity, and in coordination with the local public library according to the initial survey results. These steps reflected reader response while contextualizing the school library policy with school needs. For school context will also guide the direction of the library itself, as it has been shown as 'a vital component in understanding the functioning of school library programs' (Lee & Kinger, 2011). In addition 'evidence ... captured from within the local school community is the most relevant and pertinent information to guide the direction of the school library' (Bonanno, 2015, p.17).

### ***Ancillary Benefits Of The Tool In: Advocacy through collaboration and Staff Esteem for School Librarian***

While actions taken with regard to the library collection (through acquisitions, de-selection etc.) and reading behaviors (through school based literature incentives and through the teaching program) were initial positive survey results, it soon became apparent, from positive staff reaction, it was an advocacy tool for the role for the Library and of the School Librarian. The staff positive response was initially observed as the School Librarian conducted the survey, then displaying and talking about tabulated results to the staff. This affirmative attitude assisted closer class teacher and School Librarian collaboration, raising the School Librarian's professional profile and the school awareness of the library's impact upon the reading culture of the school. By creatively adhering to school based program requirements, an advocacy tool had been created!

### **Literature Responses**

#### ***Introduction: What prompted use***

As a teacher, the school required the School Librarian to complete a Library report for each student (Appendix E5). The reports' format consisted of grades allotted to teacher generated outcomes and indicators (Appendix C5) and also writing a comment for each student. Within this comment the School Librarian was expected to include the student's response to literature. The School Librarian as the teacher responsible for library reports compiled assessment tools as a base for the reports. These tools consisted of records analyzed from the Library Management System (Bookmark Library Services, n.d.) and by taking into account the students' response to literature.

#### ***Description***

To write the report comments the School Librarian needed to ascertain individual literature response levels. To accomplish this, the School Librarian devised written literature response tasks. Initially it was planned to record oral responses. While children responded orally to the School Librarian's literature appreciation questions in library sessions, it became apparent it was a cumbersome task to record these in detail.

Two formats were devised to elicit literature responses. The students ranged from Kindergarten to Year Six. 'The assessments you will use will differ according to each students' reading level' (Richardson, 2009, p.38). Because of their level of written literacy, the Kindergarten to Year Two children were given a literature response sheet where they recorded their responses pictorially or wrote simple responses based on a specific read-aloud book. This was only completed once a term due to the time it took to administer.

Whereas, the Years Three to Six children were asked to write their comments weekly in a Library Loan Log about borrowed library books (Appendix B1) or other books they had read (Appendix B3). They were given guidance on what was expected (Appendix B2) and conferenced regularly on what they had written.

Literature response categories (Appendix B4) were created by adapting Marjorie R. Hancock's guidelines (2008, pp. 424 & 430). Each child's responses were collated, graded and then given a literature response comment on their report (Appendix B5).

### **Results**

The responses indicated individual reading preference profiles and trends as they showed what had actually been read, and the child's opinion of it, thus expanding the School Librarian's knowledge of each student's reader profile. It was used in the reporting process, alongside the statistical analysis and the Library Management System data. Seeing what the children were actually reading from the library collection and other sources (personal purchases, Kindle downloads, iPad IBooks etc.) also had implications for collection development.

The literature responses not only complied with school based reporting requirements but generally the responses also indicated the reader's maturity. Observing the development of the responses over an extended period also indicated the growth of the child as a reader, evidenced from the actual titles read, and the School Librarian's intimate knowledge of the library collection and children's literature in general. The act of writing as a component of the responses came into play for a minority of students. For those reluctant writers the report comment was based on their oral, rather than their written responses.

### ***Ancillary Benefits Of The Tool In: Measured difference to the students' learning and growth***

#### ***Staff Esteem for School Librarian***

The Reading Logs became an advocacy tool because they linked the School Librarian's work with class literacy programs with reading as well as writing because the children were writing about what they were reading. Thus the library was contributing to the school educational mission as it not only played a curriculum implementation role, but was seen to do so. While literacy development is generally linked with school librarians' work (Skrzeczynski, 1995), thus demonstrating it at the local level is much more powerful. For 'school library programs will not exist solely because librarians themselves believe they contribute to student learning. Rather, school librarians need to provide evidence to justify the library as an educational citadel' (Cahill & Richey, 2012, p.95). It also gave the School Librarian status as an educational professional.

### ***Ancillary Benefits Of The Tool In: Advocacy through collaboration***

School policy required class teachers to come to the library sessions. They were shown the responses periodically, consolidating the teaching partnership with the School Librarian. The teacher collaboration engendered through this reporting element can precipitate support for the library. 'These [teacher collaborations] are the connections [making] 'your program' important. Without the collaborative element, you may have a hard time getting teachers enthusiastic about devoting time to your promotion.' (Lamb & Johnson, 2013). 'Typically teacher librarians...have limited influence unless they work in partnerships with other teachers' James Henri (1999, p.9).The power from the partnerships was not affected by their informal nature (Donham, 2013, p.127) and was enhanced by being nurtured (Harada, 2005) as repeated collaboration instances happened due to the regularity of the assessment tools used. Thus fulfilling report requirements can strengthen the role of the library and the School Librarian within the school.

## **Data Retrieved From The Library Management System**

### ***Introduction: What prompted use***

As well as utilizing the Reading Logs as an assessment device to compile school reports the School Librarian also analyzed data retrieved from the Library Management system. The retrieved data was twofold - both statistical and actual titles borrowed.

### ***Description***

To determine the grades for the reports and also to add to the written comments the individual borrowing records were analyzed. A sequence was followed for each borrower:

- Each child's loans total for the semester was exported from the Library Management System records to an Excel sheet -one sheet for each class, so the one document was created for the whole school (Appendix C2), enabling access ease for individual and class records.
- Onto another Excel file, the titles list was exported for each borrower and sorted in grade, name and title order (Appendix E1).
- Any duplicate titles for each child were totaled and subtracted from the previous individual loans total.
- Each child's total absences were subtracted from the total class visits to the library for the semester. An onsite absences and overdues record was kept along with the total class visits to the library for the semester (Appendix C1).
- Each child's average books borrowed for that semester was determined by dividing the borrowed titles total by the visit number for each child.
- These figures were divided into category ranges. A master terms list was created, one for each category range (Appendix C4).
- These terms denoted the borrowing frequency (regular, prolific etc.), were matched with the number ranges and associated with the applicable category (average books borrowed each week number range), and formed the base for the wording on the library report.

### ***Results: application to school reports***

The borrowing frequency terms were not applied to the reports arbitrarily. They were used only after referring to the actual titles borrowed taking into account the titles record. For example, longer novels took more time to read, others were not read completely such as

non-fiction and short stories, and titles borrowed for assignments put a different reflection on comments to those borrowing for recreational reading. Thus the total items borrowed (and the averages calculated) was not viable as a standalone basis for reports. The School Librarian's knowledge of the individual children was an advantage, using both the numerical calculation and the actual titles borrowed. It must be remembered the written reports also contained a comment regarding their response to literature and not just from the Library Management System data analysis. Such a 'holistic' consideration of a student's performance supports the student's learning process and 'nurtures positive dispositions for lifelong learning' (Wallace & Husid, 2011).

## **Statistical Analysis Of Individual Borrowing**

### ***Description***

Another facet of the Library Management System data utilized in the reporting process, consisted of: Borrowing histories by call number and by item types (Appendices E2 & E3); and a titles loaned list for each borrower with class and barcode of the borrower, the date borrowed, the barcode and the title call number. By exporting the data into Excel, the School Librarian was able to, by Excel's data sorting facility, organize the data according to the reporting needs, for example by borrowing date and call number.

Results: application to school reports

Thereby the library report was enhanced with a written comment on individual preferences by such elements as topic, format, genre, author and series preferences. While the observations gathering process was a meticulous and time consuming one, it did produce an individualized report on the children's library borrowing. By collating the individual observations onto an Excel file in class lists, the School Librarian then had for each class, a reading trends picture (Appendix C3). Thus she/he also had another assessment tool at her/his fingertips.

Was this statistical analysis unnecessary? Could the School Librarian's anecdotal observations of borrowing during library sessions suffice as a tool for a graded report comment? However using the Library Management System data analysis the School Librarian had calculated justification for comments made and it enabled subjectivity for subsequent report comments. The School Librarian had also created a rubric for the grade allocations for the different library report outcomes and indicators (Appendix C4), using it alongside the terms and number ranges.

So the School Librarian ended up with a borrowing assessment justified from Library Management System data, and her own knowledge of the student. Thus if a particular library report was queried, the School Librarian could back it up with data. This not only gives the reports justification but also justifies the assessment tool's use.

### ***Ancillary Benefits Of The Tool In: Staff Esteem for School Librarian Advocacy from staff esteem***

Ratifying the library report by a statistical borrowing assessment had an additional impact favoring the School Librarian's role within the school. It placed the School Librarian on a par with class teachers who conducted their own statistical assessments of students' performances in other curriculum areas. Indeed, it mimicked the class teachers' professional approach to reporting and thus not only placed the School Librarian on a par with them, but

increased their perception of his/her effectiveness. 'If teacher librarians wish to be ...effective team players in schools that are learning organizations, they need to be mirror-images of other teacher leaders' (Brown and Shephard, 1999, p.79). Thus the professional profile of the School Librarian is raised amongst the other faculty members. As school librarians work with teachers as a teacher, they 'embed' their librarianship, and thus contribute to the learning of the school community (Hamilton, 2012, p.5). This raised profile becomes an advocacy strategy, further strengthening the partnership between the School Librarian and the teachers.

This alone isn't a justification for the work compiling the data but as a side effect from it. The data was compiled to produce professionally supported reports. The advocacy side effect was a bonus. However the School Librarian's advocacy position would only be advantaged if other staff were made aware of the data analysis. The completed reports don't indicate this - just a thorough knowledge of the students library work. The class teachers' high esteem for the School Librarian after seeing the depth of the written reports contributed to strengthening the partnership role and hence it became an advocacy tool, but of equal or greater benefit was the actual data publishing through the staff portal, email and library reports at staff meetings. For while 'measuring learning is essential...publishing impact of instruction on student learning is what saves jobs' (Luhtala, 2012). The School Librarian's educational professionalism on public display paved the way for any future circumstances when the School Librarian needed the support of staff and or school executive. So the reporting method used not only justified the reports themselves but also raised the School Librarian's profile and made her advocacy position so much stronger.

#### ***Ancillary Benefits Of The Tool In: Advocacy: Follow Up Actions by the School Librarian***

A comment embedded within a report is an understated link between the library and the school educational mission. Because this link is not directly stated but rather merely implied, the actual connection needs publicizing for the School Librarian and the library to gain credit for it. Not 'showing we [school librarians] make a difference' has jeopardized school library funding (Ewbank, 2011). Conversely, Braxton (2003, p.41) reported a successful advocacy campaign: 'by [the school librarian] demonstrating exactly how [his/her] library services make a difference'. Once it has exposure, the School Librarian has another tool at his/her disposal to utilize for advocacy. Even if not used as a stand-alone tool but rather as reinforcement along with the other assessment tools, then the School Librarian's advocacy armory is toughened. The resourcefulness of the School Librarian will determine the means of exposure, utilizing or even making the opportunity. For example when at this school, the staff evaluates the reporting process, the School Librarian was able to openly highlight to staff, via email with the data attached and by staff meeting reports, the way the statistical data had contributed to the formulation of library report grades and with writing report comments. Thereby demonstrating the Library as not only a potential learning environment space but evidence learning is taking place there.

#### ***Ancillary Benefits Of The Tool In: Measured Difference To The Students' Learning And Growth***

Data retrieval for reports also enabled the School Librarian to further expand the possibilities for advocacy by linking the students reading growth with the borrowed library items.

The library fiction collection was categorized into six levels (Appendix E4) according to reader maturity from simple picture books for the pre-schoolers through to adult fiction. While the children were not restricted to a particular level, their free choice selection for recreational reading indicated their comfortable reading level. For example the report complemented the children, regardless of age, as they started to freely borrow beginning chapter books in the initial learning to read stages and extended to comments regarding borrowing more complex or thought provoking novels. Thereby the School Librarian's library report comments became a potential advocacy tool as they reflected the library's contribution to the development of curriculum outcomes.

## **Statistical Analysis Of Group Borrowing**

### ***Introduction: What prompted use***

An additional assessment tool used by the School Librarian was a group borrowing statistical analysis. Unlike the other assessment tools mentioned, it was not a school based requirement but used as a motivational tool to reward students for their use of the library.

### ***Description***

Initially, individual term rewards were given, calculated according to the students' borrowing frequency and overdues infrequency. The top ranking students in each class were given an award (bookmarks/stickers etc.) called 'Best Borrowers' and others who had made a great effort, called 'Regular Borrowers'.

### ***Results***

The total for each class was worked out as a class enrolment percentage, and then these percentages were sorted into numerical order to calculate the best borrowing classes (Appendix D1). Then these classes received a class award (a book for the class library) and got a school newsletter mention.

### ***Ancillary Benefits Of The Tool In: Measured Difference To The Students' Learning And Growth***

One part of the calculations was the school total borrowing and the percentage of people who borrowed. Such a figure demonstrating library usage level showed the library importance to the school community, thus impacting on the learning of the whole community, producing "higher levels of student learning" (Harada, 2002). This became an advocacy tool as the list, again, was publicized to the staff. However the tool strength was heightened when the School Librarian highlighted the information, not just passing it on.

Many positive benefits accrued both to the library's role in the school and the School Librarian. The children valued the individual awards and classes competed highly for the class awards, leading to teachers vying for these awards for their class. It raised the children's profile coming to library – something to strive for, a task in which to excel.

### ***Ancillary Benefits Of The Tool In: Advocacy through collaboration***

The professional bonding between the School Librarian and the class teachers was also strengthened, reinforcing their collaborative relationship. As already noted, this class teacher and School Librarian collaboration can be utilized as an advocacy tool. The collaboration strength gave the advocacy power. So a device initiated by the School Librarian as a student

reward and a library promotional activity, later enhanced the possibilities for the support for the role of the library and the School Librarian within the school.

## **How The Assessment Tools Have A Measured Difference To The Students' Learning And Growth: Consequences For Advocacy**

### ***General Implications***

Because assessment tools contain measurements and are calculated periodically, they possess an inbuilt facility to demonstrate change. If this change can be shown to be learning growth, the library assessment tools' implications escalate, as it significantly relates it to curriculum and school mission goals. The process exhibits the school library's effectiveness (Todd, 2004, p.10). Attention becomes focused on the real outcomes of the School Librarian's actions. When measurements chart the change resulting from the library program for the learners [the students] (Todd, 2009, p.33), it demonstrates the School Librarian's teacher focus as it clarifies she/he centering on the learning process (Harada & Yoshina, 2006). Reinforcing the library's learning growth role, and the School Librarian as its driver, is linked positively to achieving the school's educational mission. 'As key members of school communities, they have a crucial stake in contributing to the quality of teaching ...shap[ing] students' learning' (Harada, 2005). Further, if it can show that this learning impacts upon the wider learning of the school community, then the school library, and more importantly, the School Librarian, emerges as an essential ingredient for learning. Both become indispensable in order to achieve the school mission, for 'promoting children's learning is the principal aim in schools' (Briggs, Woodfield, Swatton, & Martin, 2008, p.3). 264. Consequently the school library is seen as a learning environment and its operator, the School Librarian, as a learning facilitator, both being identified as vital for the school's educational mission fulfilment. This connection becomes a powerful advocacy tool, placing the School Librarian forefront as a learning facilitator and hence indispensable in the life of the school.

Did these assessment tools demonstrate learning? Did they show the vital importance of the library and the School Librarian to fulfilling the school's educational mission? Did the learning impact upon the school community?

The Reader Interest Survey when tabulated as graphs (Appendices A3 and A4) expresses responses in percentages. This measure enables the learning difference to be gauged by comparing the results over the three years the survey was conducted. The applicable survey parts indicating measured learning differences are:

- Reading enjoyment increased 20%, from 42% to 62%.
- In the third survey 83% read because they enjoyed it (not asked in the first survey, but relates to the question regarding enjoying reading)
- Selecting reading as top spare time activity increased by 45% from 29% to 74%
- In the first survey 47% considered themselves good readers and in the third survey 58% read every day and 34% read every few days (The two surveys question presentation differed slightly)

These figures show a measured difference present in the reading enjoyment and a preference for reading as a leisure activity. Other factors may contribute to the results difference, such as, the cohort differences, and in the cohort attitude (perhaps in the third

survey wanting to give pleasing results!) or the way it was administered. However an evident marked difference can still be used to show change in reading attitudes taking place over the three years.

These other tools (literature response and statistical borrowing analysis) can also be used to illustrate: The measured difference to students learning and growth as the changes noted reflects their growth as a reader and as a writer; the positive attitudes to reading increases; and free choice reading frequency (argued as the most effective tool for increasing literacy (Krashen, 2004, p.17)). Thereby the School Librarian's contribution to these learning measures is demonstrated. But much deeper implications prevail for it shows the significance of this contribution to the school's educational mission, for 'reading enrichment programs... [are a ways an] effective school library initiatives further promote and encourage reading for academic achievement and lifelong learning' Todd (2010, p.31).

However it should be noted that the learning in these assessment tools is limited to reader behavior and the associated writing activity. While this produces a certain empowerment level more definitive tools may bring the School Librarian a stronger advocacy tool (Yutzey, 2010). Nevertheless these tools do illustrate learning facilitated by the School Librarian has taken place in the library, the data demonstrates its' effectiveness, and consequently the school library's effectiveness is shown (Lamb & Johnson, 2014). Similar practices enhance their credibility (Marie, 2005). They are reliable evidence of the link between the learning, the school library and the School Librarian, for 'the collection, interpretation, and data use, such as collection statistics or assessment results, ...measure the effectiveness of a library media program' (Bates, McClure, & Spinks, 2011). Such a link shows the effectiveness of the School Librarian and the library program impacting student performance (Hay & Todd, 2010), through evidenced based practice, where the school librarian can demonstrate the link of library programs to learning (Todd, 2015). However to actually show the link, it takes an effective school library (Todd, 2004). Localized evidence has been endorsed as a challenge in the recent Australian government inquiry into school libraries (Ryan & Girolami, 2010). Such practice carries increased leverage upon realizing this is what influences school principals who hold school librarians' survival in the balance (Everhart, 2006) as they grapple with competing budget needs (Hughes, Leigh, Osborne, Fraser, Kahl, & Reynolds, 2013).

#### ***Ancillary Benefits of the Measure: Advantage to the Role of the School Librarian***

Can the School Librarian claim credit for noted changes? Perhaps a tenuous claim as many factors contribute to children's writing output and their preference for and enjoyment of reading. Nevertheless the School Librarian is certainly a contributor. Such as: The partnership between the class teacher and the School Librarian; writing opportunity and input from the School Librarian, reading enrichment provision through the library; by supplying books which the children want to read; and by offering literature activities encouraging reading. To substantiate the case, the School Librarian can also draw upon the other library assessment tools' evidence, showing the School Library with her/him at the helm is a major player in changing children's learning and their growth as readers. Also the School Librarian collection development decisions following the reader survey, showed the presence of he/her actions. The School Librarian responded to reader needs for 'schools must ...provide evidence...that the collection has an impact on learning outcomes' (Henri, 1998, p.10). Thus assessments become a collection development planning tool for the School Librarian (McGowan, 2008, p.48).

### ***Ancillary Benefits Of The Measure: In Advocacy through Follow Up Actions by the School Librarian***

Following the various assessment tools' descriptions, the ancillary benefit of providing the School Librarian with an advocacy advantage, were noted. This is an important observation to make, as personal advocacy by the School Librarian within a school is becoming a necessary skill to establish and maintain an important position for the library and the School Librarian within the school. In several areas the School Librarian needs to enter into negotiation with individual teachers and with the school executive, such as budgets, staffing, timetables, school/grade based literature activities, promoting information literacy and technology initiatives etc. Also with the trend to replace School Librarians with library support staff a crucial need prevails for School Librarians as strong advocates for the vital role they and their libraries make to fulfil their schools' educational mission. If partnerships have already been established, and an advocacy position already a strong one, the School Librarian can approach these negotiations with advantage. Thus by already establishing the library and his/her role's importance, strong bargaining power consequently belongs to the School Librarian.

However, as with other advocacy avenues, it cannot be taken as a given others will draw these conclusions themselves. They need to be publicized and highlighted by the School Librarian. Taking such a leadership stance further impacts on the library's connection to student learning as it ensures a greater role in it (Lee & Klinger, 2011b). Being proactive as well as having the evidence is an essential ingredient to ensuring the permanency of the School Librarian's role.

### ***Ancillary Benefits In: Staff Esteem for School Librarian***

As previously indicated, while not initially designed to do so, these assessment tools had the value-added benefit of raising the School Librarian's profile so she/he was seen as creditable faculty member, a professional to respect. An important benefit for while the School Librarian, employed as a teacher, possesses teaching qualifications, sometimes a perception exists amongst staff that she/he is a paraprofessional, similar to those working in other libraries such as council libraries. Such an outcome is not only beneficial for the School Librarian's self-image but strengthens advocacy situations.

### **Place Of School Based Tools For Advocacy Alongside Evidence-Based Research Of The Importance Of School Libraries**

Extensive well documented research (Lonsdale, 2003; Hughes 2014) has shown the difference a well-resourced school library, including sufficient qualified staff, makes to the achievement of academic attainments of the students. However the dissemination of this information to the decision makers is not universally happening, nor when it does occur, it is often not enough of a bargaining tool and is not making a difference (Kaplan 2010, p.55). Neither is successful advocacy the work of State and National Associations, but 'the impetus needs [articulating] from the grass roots. Advocacy tools developed at state or national level are only effective when skillfully used by the practitioner' (Bonanno & Moore, 2009). Similarly, Harada and Hughes-Hassell (2007) promote school librarians as change agents and supply several real life scenarios. '[They] must take on some of this responsibility [them]selves' (Kaplan, 2010, p.61). By bargaining in their own right, School Librarians can

make a difference to their survival, by demonstrating the localized impact of a school library and it's School Librarian. However to advocate individually on the local level requires a level of leadership in the School Librarian (Smith, 2011). The value added benefit of strengthening advocacy through these assessment tools gives the leadership stance leverage and as such has become an ever increasing benefit to the School Librarian.

## Conclusion

By sharing this School Librarian's experience of creating and using these assessment tools, it is hoped that other School Librarians are prompted to explore their own assessment tools. Those (Appendices A-F) described here (with a summary in Appendix F) were created to meet school based requirements. Others are welcome to use these if they fulfil their own needs, to adapt them accordingly or to adopt others. There are numerous commercial and online assessment tools to use in school libraries (Glick 1999; Harada & Yoshina, 2005; <http://www.trails-9.org> ; Lawton, Nevins & Spicer, 2000; Martins & Martins, 2012; and Todd, Kuhlthau, & Heinstrom, 2005). Whatever tool is used, this paper has endeavored to demonstrate the benefit of the tools themselves as well as the assessment value-added features such as raising the School Librarian's profile, assisting with advocacy for the School Librarian and demonstrating the evidence of learning generated by the School Librarian within the school library. Thereby both the School Librarian and the school library are shown to be essential for fulfilling the educational mission of the school. Thereby they can ensure 'School libraries are an indispensable function in education' (Aim & Scope, 2015).

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### **Biographical note**

Jane Webber (Dip. Ed; TC; BA [Ed]; M Ed [TL]): currently retired. I have worked as: a Teacher Librarian at Loquat Valley Anglican Preparatory School (Bayview, NSW, Australia) from 1989 -2014 and at St Luke's Grammar Junior School (Dee Why, NSW, Australia); and as a classroom teacher from 1971-1990. Presently, I work in a voluntary capacity with the Children's Book Council of Australia (NSW) in their Sydney office and as a website manager. My main professional interest is as an educational practitioner with specialist interest, skills and knowledge in children's literature, information inquiry and school library management. I view my role as a facilitator to provide an environment that will equip the school community with the necessary resources, skills and attitudes to become lifelong readers and learners. Hence they will be self-motivated to both read and inquire as a way of life.

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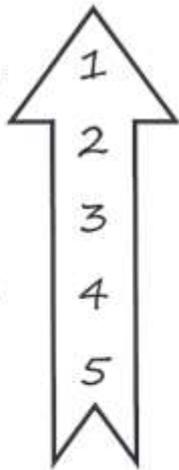
**Appendix A: Reading Interest Survey:  
1. The survey question sheet**

Name:	Class:
Date:	House:

# Reading Interest Survey

1. What do you like to do in your spare time? (Draw lines to pick your top Five!!)

- \* Sports
- \* Playing Computer games
- \* Reading a good Book
- \* Being with my Friends
- \* Going to the Movies
- \* Watching Television
- \* Talking on the Telephone
- \* Shopping
- \* Writing in my Diary or Journal
- \* Listening to Music



2. What do you think of reading?  
(Please Circle)



I love it!



Sometimes  
it's ok



I don't like  
it

3. How often do you read? (Please Circle)



Everyday



Couple  
times a  
week



Only on  
Weekends



Never

4. Why do you read? (Please Circle One!)



I ENJOY  
it



Its good  
for me  
(but I  
don't  
enjoy it)



Someone  
makes  
me



I don't  
read

5. Who is your favourite Author?

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6. What are your Top 3 books?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

7. What type of books do you like to read? (Please circle One ONLY)



Fiction  
(story  
books)



Non  
fiction  
(fact  
books)



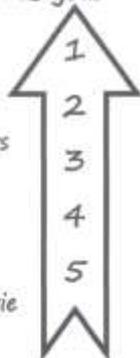
BOTH  
Fiction &  
Non  
Fiction



I don't like  
Fiction or  
Non  
Fiction  
books

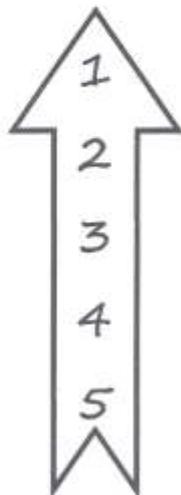
8. How do you choose a book to read?  
 (Draw lines to put your choices in order - use 1 as your first choice, 2 as your second, right down to 5!)

- \* Book Cover
- \* Hearing about it from others
- \* Author's reputation
- \* Reading the Blurb or a sample page
- \* If it's been made into a movie



9. What are your Top 5 types of stories?  
 (Draw lines to pick your Top 5!)

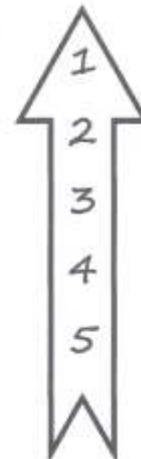
- \* Animal Stories
- \* Poetry
- \* Historical Fiction
- \* Ghost Stories
- \* Adventure Stories
- \* Sports Stories
- \* Fables/Fairy Tales/Folk Tales
- \* War Stories
- \* Biographies
- \* Humorous
- \* Mysteries
- \* Science Fiction
- \* Fantasy & Magical Stories
- \* Journals or Diaries
- \* Romance



10. Would you read more books if the library had more books that are part of a series? Please circle.

11. Top 5 Favourite places to get books.  
 (Draw lines to show your choices in order - use 1 as your first choice, 2 as your second, right down to 5!)

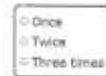
- \* Library
- \* Bookshop
- \* Borrow from Friends
- \* Second Hand Shop
- \* Book Club



12. Do you have a Public Library Card?

Yes                      No

13. How often do you go to a Public Library? (Please Circle)



Never

Weekly      Monthly      Once or twice a year      Never



14. Are we missing something? Can you suggest new books, new games, new ideas for the library,

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Name	Grade	Gender	1-1	1-2	1-3	1-4	1-5	1-X
Question Wording			Ch 1	Ch 2	Ch 3	Ch 4	Ch 5	INV
Totals as percentage			99%	99%	99%	99%	97%	4%
Totals			105	105	105	105	103	4
Alex	3	M	C	B	D	H	F	0
Hamish	3	M	B	A	F	C	H	0
Seve	3	M	B	D	E	F	J	0
Jackson	3	M	D	E	B	F	G	0
Nathan	3	M	J	A	F	E	C	0
Bella	3	F	A	C	D	E	J	0
Grace	3	F	C	A	D	I	J	0
Elise	3	F	C	E	D	I	J	0
Sam	3	M	B	C	D	F	H	0
Ciaran	3	M	D	C	B	A	E	0
Sadie	3	F	C	D	J	E	A	0
Buster	3	M						1
Huxton	3	M	D	C	I	E	F	0

Name	2-A	2-B	2-C	2-X	3-A	3-B	3-C	3-D
Question Wording	Love	OK	Don't	INV	Every	Couple	Weekends	Never
Totals as percentage	62%	38%	0%	0%	58%	34%	8%	0%
Totals	66	40	0	0	62	36	8	0
Alex	1	0	0	0	0	1	0	0
Hamish	1	0	0	0	1	0	0	0
Seve	1	0	0	0	1	0	0	0
Jackson	0	1	0	0	0	1	0	0
Nathan	0	1	0	0	1	0	0	0
Bella	1	0	0	0	1	0	0	0
Grace	1	0	0	0	1	0	0	0
Elise	1	0	0	0	0	1	0	0
Sam	0	1	0	0	0	1	0	0
Ciaran	0	1	0	0	0	1	0	0
Sadie	1	0	0	0	0	1	0	0
Buster	0	1	0	0	0	0	1	0
Huxton	0	1	0	0	1	0	0	0

Name	3-X	4-A	4-B	4-C	4-D	4-X	5
Question Wording	INV	Enjoy	Good	Have	Don't	INV	Favorite Author
Totals as percentage	0%	83%	8%	8%	0%	1%	86%
Totals	0	88	8	9	0	1	91
Alex	0	1	0	0	0	0	Dav Pilkey
Hamish	0	1	0	0	0	0	Dav Pilkey
Seve	0	1	0	0	0	0	
Jackson	0	1	0	0	0	0	Pirates of the Caribbean
Nathan	0	1	0	0	0	0	Anthony Horowitz
Bella	0	1	0	0	0	0	
Grace	0	1	0	0	0	0	Wendy Harmer
Elise	0	1	0	0	0	0	Lauren Child
Sam	0					1	Dav Pilkey
Ciaran	0	1	0	0	0	0	Duncan Ball
Sadie	0	1	0	0	0	0	Jackie French
Buster	0	1	0	0	0	0	HI Larry
Huxton	0	1	0	0	0	0	RL Stine; Steve Parish

Name	6-A	6-B	6-C
Question Wording	Book 1	Book 2	Book 3
Totals as percentage	99%	96%	85%
Totals	105	102	90
Alex	Captain Underpants	Grimsdon	Harry Potter Series
Hamish	Captain Underpants	Star Wars	Harry Potter Series
Seve	Ripley's Believe it Or Not	Lego Books	Comic Books
Jackson	Loch Ness Monster	Pirates of the Caribbean	
Nathan	Power of 5		
Bella	Pearlie	Joke Books	Information
Grace	Harry Potter Series	Pearlie	
Elise	Charlie & Lola	Clarice Bean	Harry Potter Series
Sam	Captain Underpants	Grimsdon	Harry Potter
Ciaran	Goosebumps	Doctor Who	Selby
Sadie	Ivy & Bean	Charlie & Lola	information
Buster	Zac Power	Spy Dog	Captain Underpants
Huxton	Goosebumps	Any information books	Doctor Who

Name	7-A	7-B	7-C	7-D	7-X	8-1	8-2	8-3
Question Wording	Fiction	Non	Both	Don't	INV	Ch	Ch	Ch
Totals as percentage						1	2	3
Totals	38%	10%	50%	1%	1%	####	93%	93%
Alex	40	11	53	1	1	106	99	99
Hamish	0	0	1	0	0	C	A	B
Seve	1	0	0	0	0	B	D	C
Jackson	0	0	1	0	0	A	B	D
Nathan	1	0	0	0	0	E	B	A
Bella	1	0	0	0	0	E	B	A
Grace	0	0	1	0	0	A	B	E
Elise	1	0	0	0	0	D	A	E
Sam	1	0	0	0	0	C	E	D
Ciaran	1	0	0	0	0	C	A	E
Sadie	0	0	1	0	0	D	C	E
Buster	0	0	1	0	0	B	D	E
Huxton	0	1	0	0	0	A	B	D
	0	0	1	0	0	A	D	B

Name	8-4	8-5	8-X	9-1	9-2	9-3	9-4	9-5
Question Wording	Ch 4	Ch 5	INV	Ch 1	Ch 2	Ch 3	Ch 4	Ch 5
Totals as percentage	93%	92%	8%	99%	99%	99%	98%	97%
Totals	99	98	8	105	105	105	104	103
Alex	D	E	0	J	D	K	E	N
Hamish	E	A	0	H	D	K	M	J
Seve	E	C	0	H	E	D	K	A
Jackson	C	D	0	D	K	F	A	N
Nathan	C	D	0	K	D	E	J	H
Bella	C	D	0	A	E	F	G	L
Grace	B	C	0	M	E	A	K	G
Elise	A	B	0	N	E	A	K	M
Sam	D	B	0	D	J	E	M	L
Ciaran	B	A	0	C	E	H	K	A
Sadie	C	A	0	A	G	M	K	F
Buster	C	E	0	D	E	F	J	K
Huxton	E	C	0	A	D	K	E	H

Name	9-X	10-A	10-B	10-X	11-1	11-2	11-3	11-4
Question Wording	INV	Yes	No	INV	Ch 1	Ch 2	Ch 3	Ch 4
Totals as percentage	2%	87%	11%	2%	100%	99%	97%	97%
Totals	2	92	12	2	106	105	103	103
Alex	0	1	0	0	A	B	C	E
Hamish	0	1	0	0	B	A	C	E
Seve	0	1	0	0	B	E	A	D
Jackson	0	1	0	0	A	B	D	E
Nathan	0	1	0	0	B	C	A	E
Bella	0	0	1	0	A	B	D	E
Grace	0	1	0	0	B	C	A	E
Elise	0	1	0	0	A	B	D	E
Sam	0	0	1	0	B	C	A	D
Ciaran	0	1	0	0	B	A	C	D
Sadie	0	1	0	0	A	B	C	D
Buster	0	1	0	0	A	B	C	D
Huxton	0	1	0	0	B	D	E	A

Name	11-5	11-X	12-A	12-B	12-X	13-A	13-B	13-C
Question Wording	Ch 5	INV	Yes	No	INV	Weekly	Monthly	Once
Totals as percentage	97%	0%	58%	41%	1%	8%	29%	36%
Totals	103	0	62	43	1	9	31	38
Alex	D	0	0	1	0	0	0	0
Hamish	D	0	0	1	0	0	0	0
Seve	C	0	1	0	0	0	0	0
Jackson	C	0	0	1	0	0	1	0
Nathan	D	0	1	0	0	0	0	1
Bella	C	0	0	1	0	0	0	0
Grace	D	0	1	0	0	0	0	0
Elise	C	0	1	0	0	0	0	1
Sam	E	0	0	1	0	0	0	0
Ciaran	E	0	0	1	0	0	0	1
Sadie	E	0	1	0	0	0	1	0
Buster	E	0	0	1	0	0	0	0
Huxton	C	0	0	1	0	0	0	0

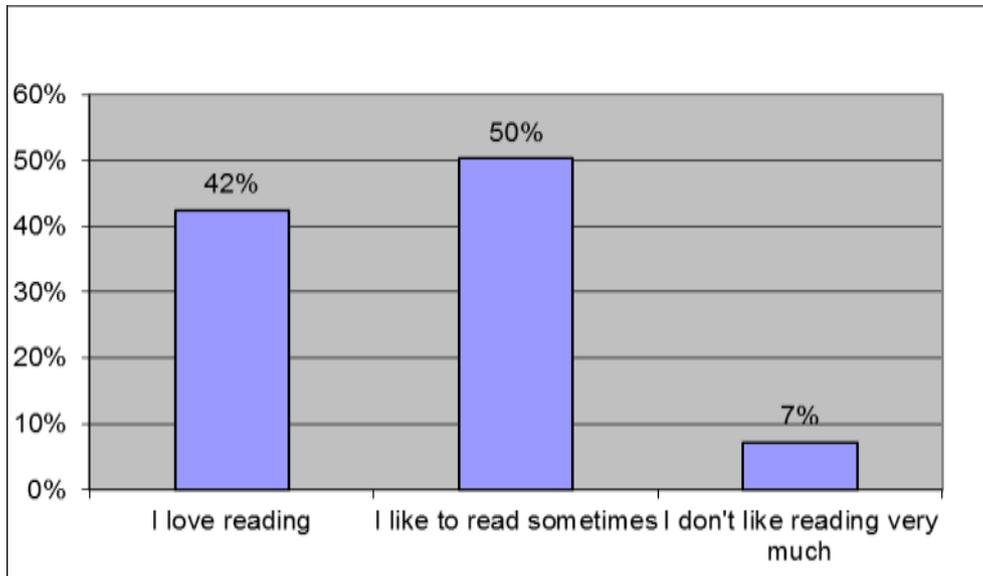
Name	13-D	13-X	14
Question Wording	Never	INV	Missing?
Totals as percentage	26%	0%	75%
Totals	28	0	79
Alex	1	0	more games
Hamish	1	0	No
Seve	1	0	More violent stories
Jackson	0	0	Nothing
Nathan	0	0	
Bella	1	0	No
Grace	1	0	No
Elise	0	0	My Dog the Diary, more Clarice Bean
Sam	1	0	Games
Ciaran	0	0	Game suggestion : Minotaurus
Sadie	0	0	
Buster	1	0	No
Huxton	1	0	New Dr Who books; new games

Note: The original analysis was recorded in an Excel file. The format shown here needs to be in Word. So that it is slightly different due to the fact that copying the original file onto a Word document page of would have made the data difficult to read the long screen size.

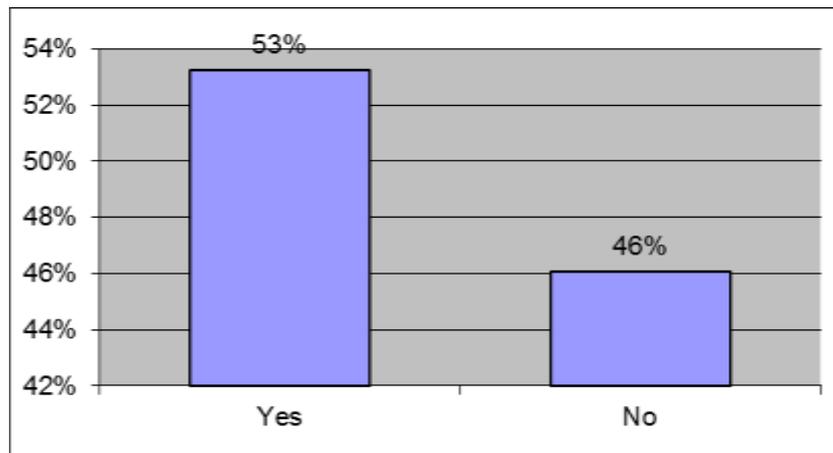
### **Appendix A: Reading Interest Survey: 3. Graph of 2009 Results**

**Appendix A : Reading Interest Survey:  
2. Analysis sample showing a random selection of Grade 3 students**

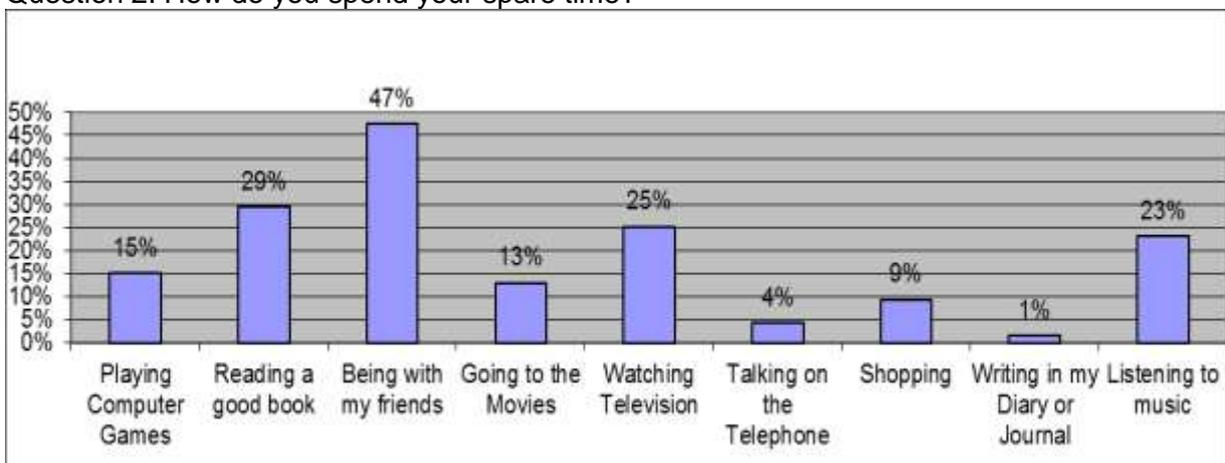
Question 1: Do you like reading?



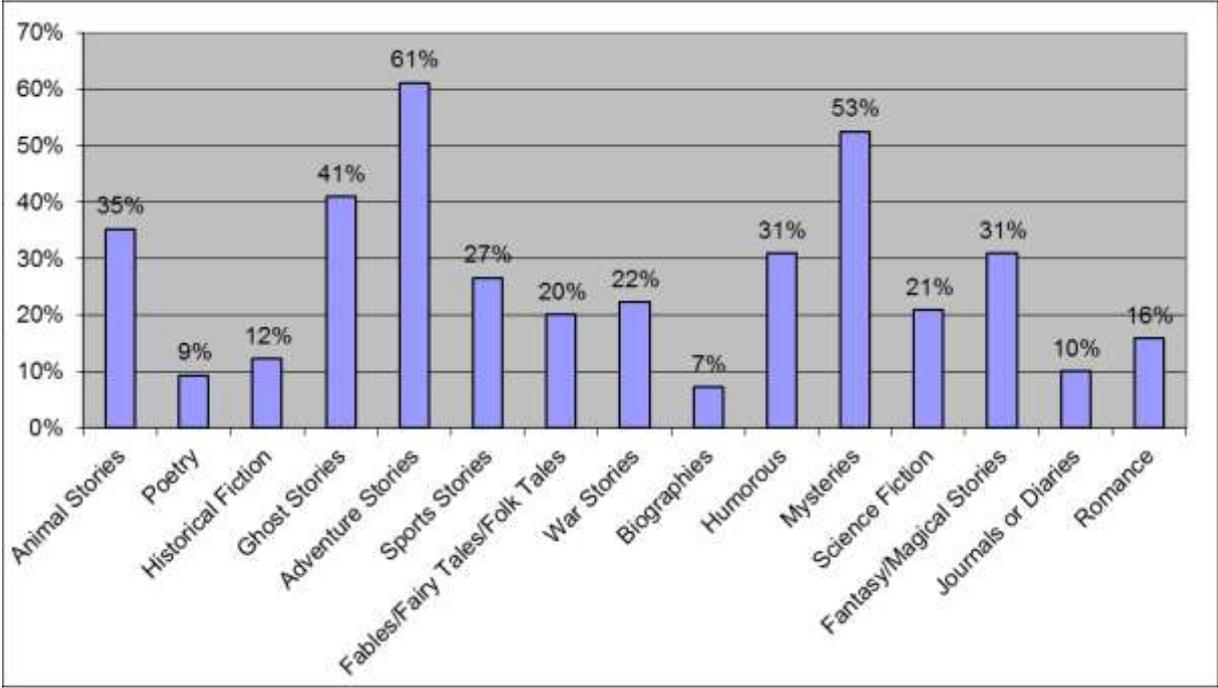
Question 6: Do you have a public library card?



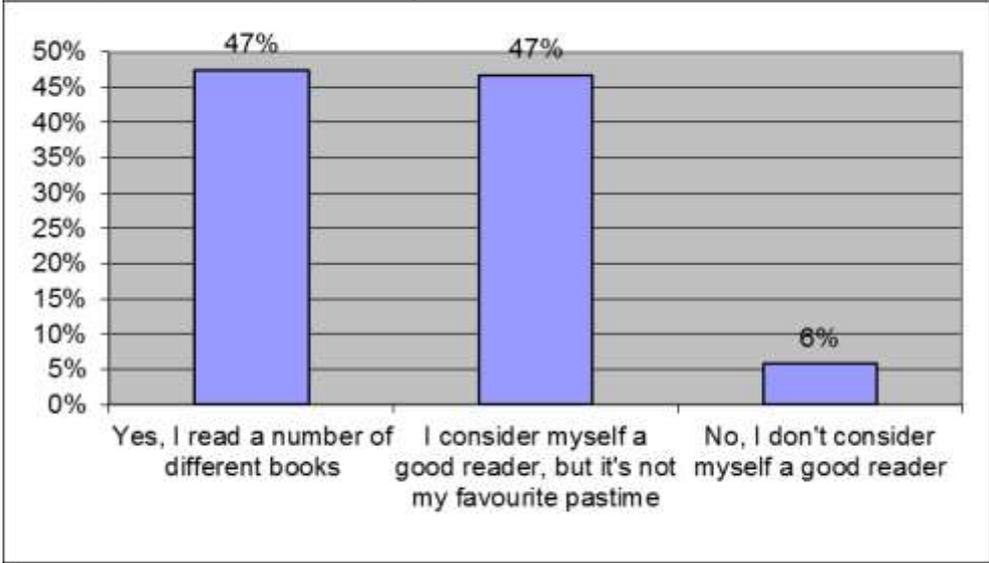
Question 2: How do you spend your spare time?



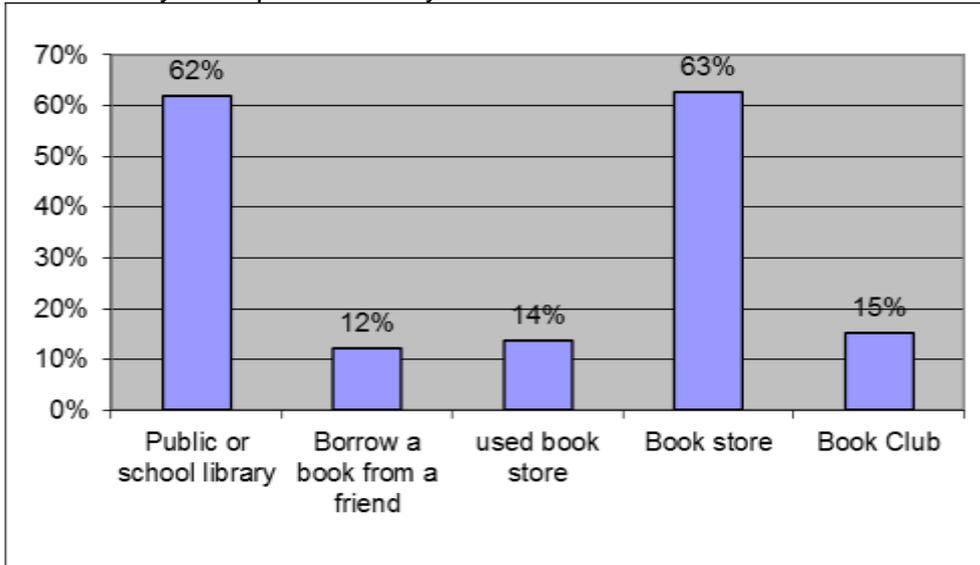
Question 5: What is your favorite genre?



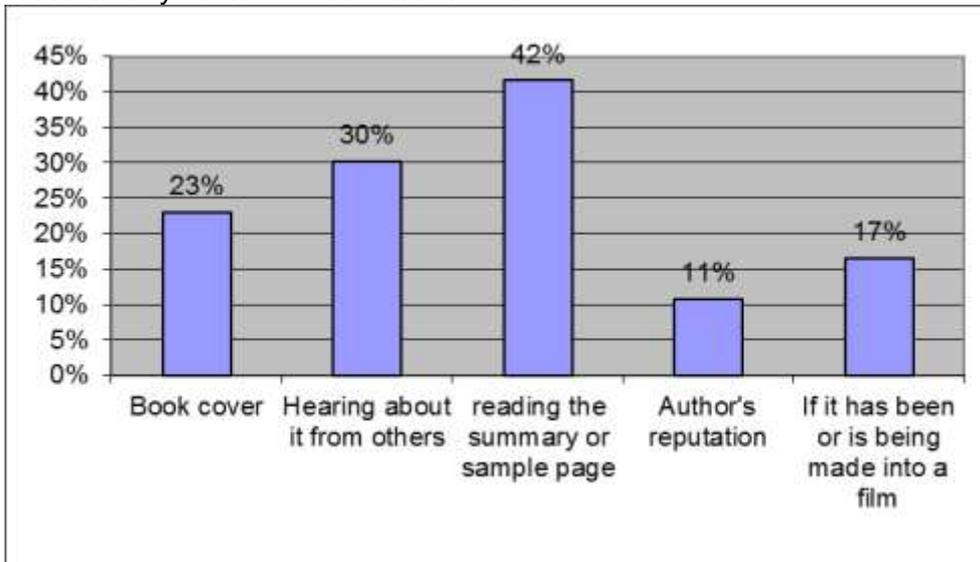
Question 7: Do you consider yourself a good reader?



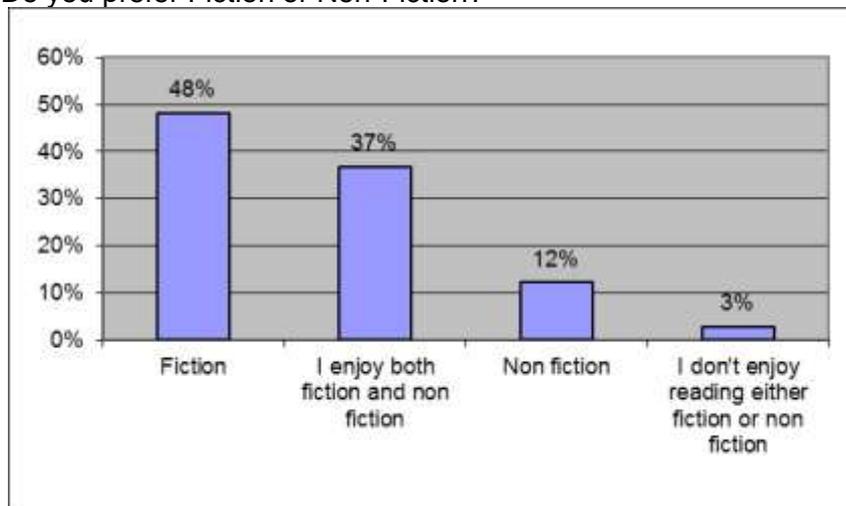
Question 8: How do you acquire most of your books?



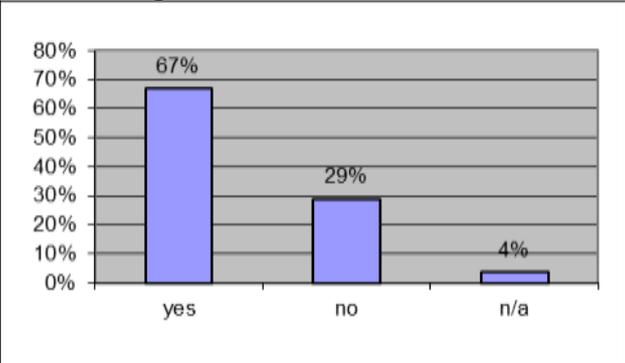
Question 9: How do you choose a book to read?



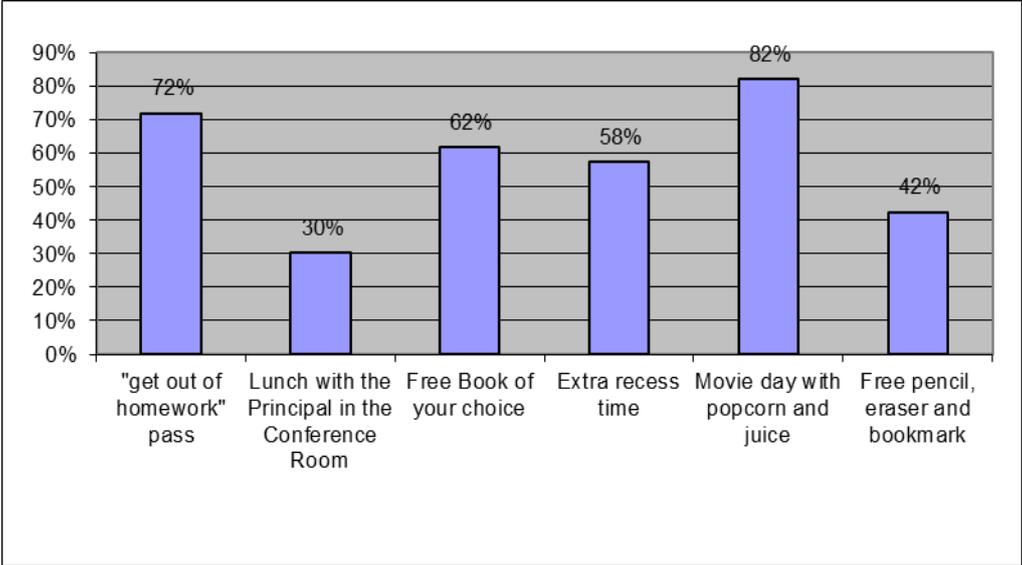
Question 10: Do you prefer Fiction or Non-Fiction?



Question 11: Would you be encouraged to read more books if the library had more copies so you and your friends could read together?



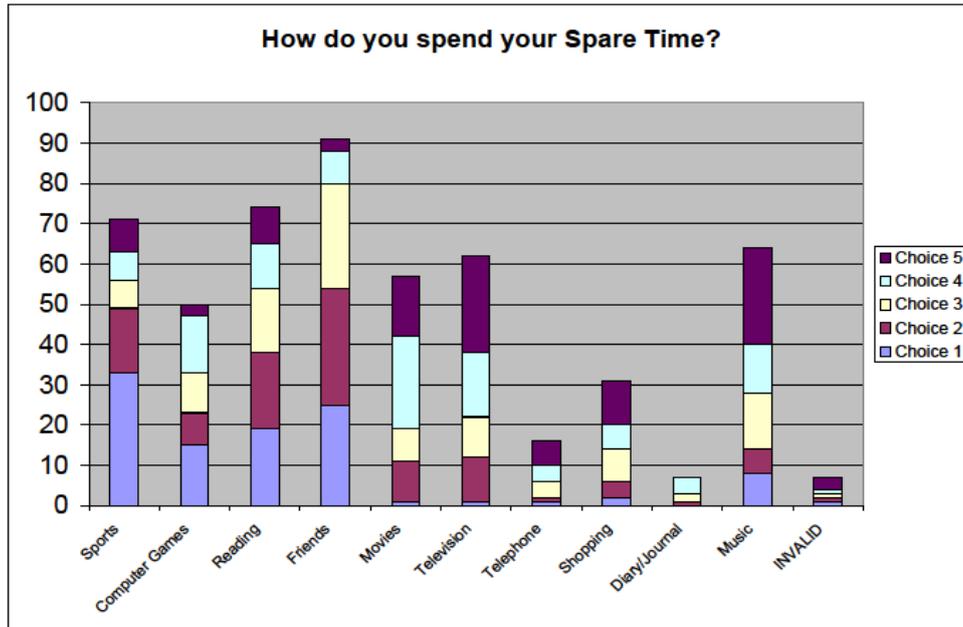
Question 12: What type of rewards should the school offer to students who achieve reading goals?



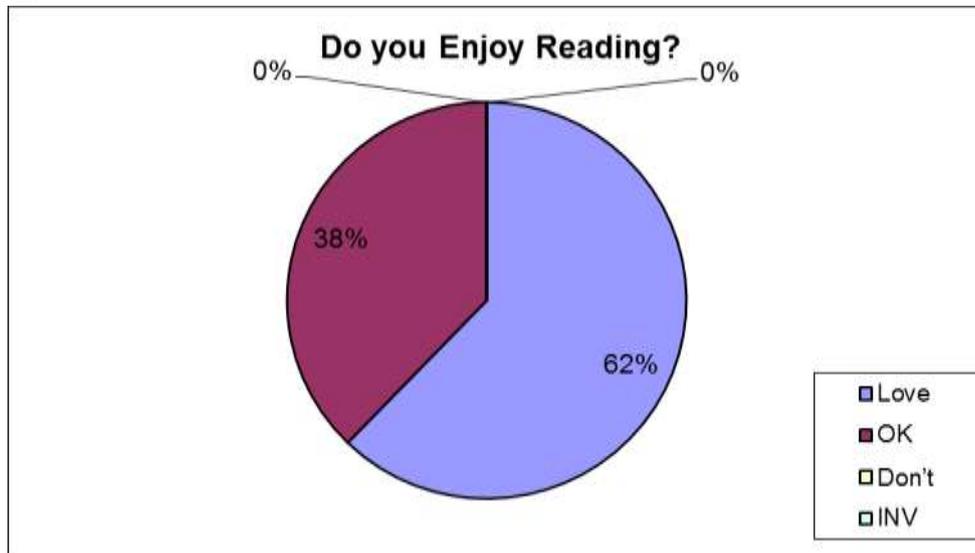
## Appendix A: Reading Interest Survey: 4. Graph of 2011 Results

*Note: Results have been displayed for ease of positioning. Note that the graphs for some questions and their responses couldn't be displayed (i.e. choosing a book to read, type of books preferred, public library use) due to priorities at the time. The results are available upon request.*

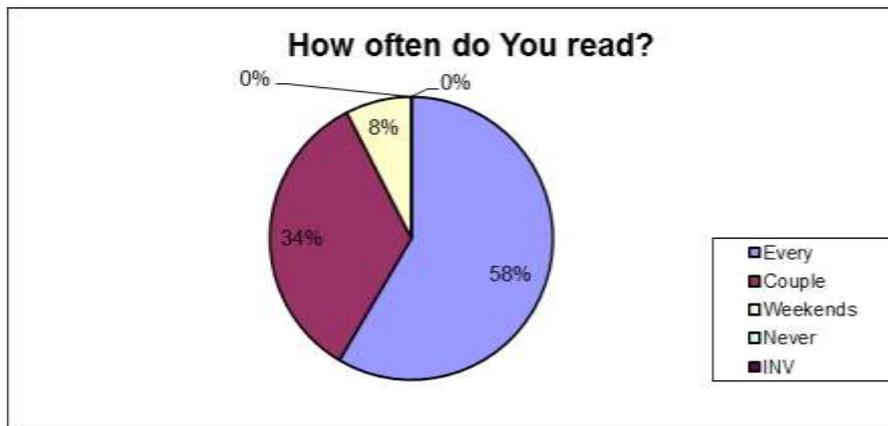
### Question 1



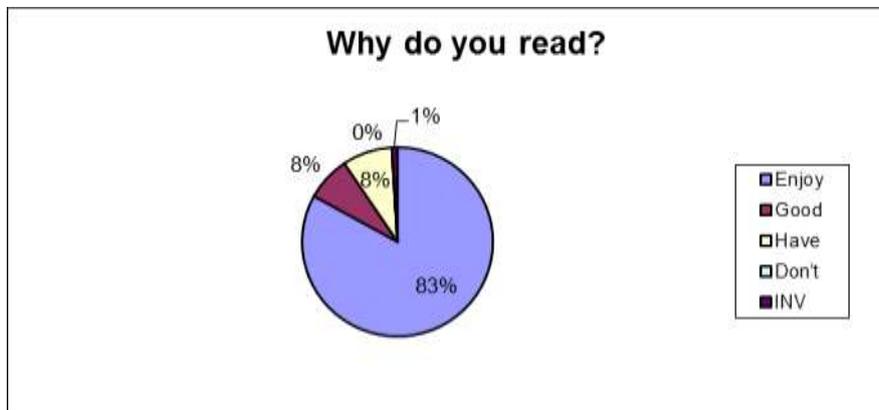
### Question 2:



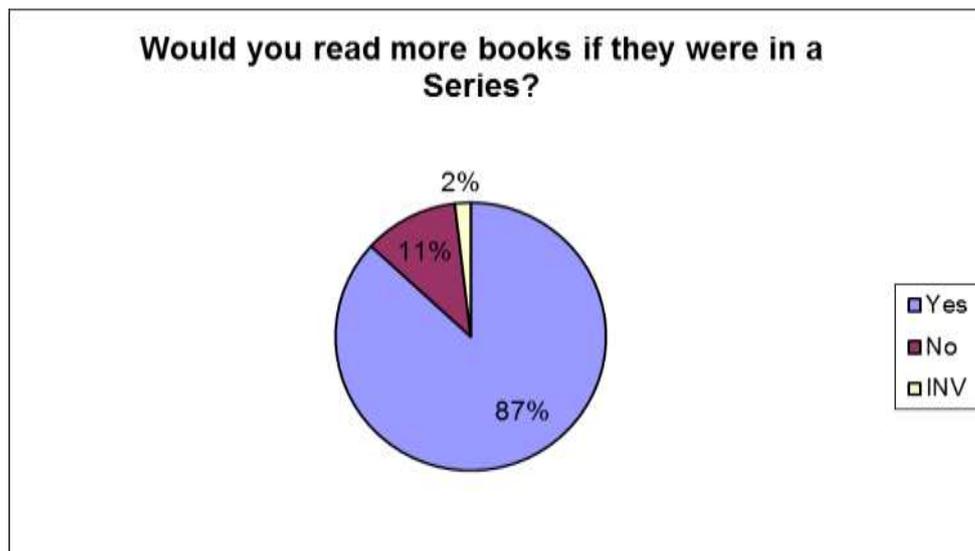
Question 3:



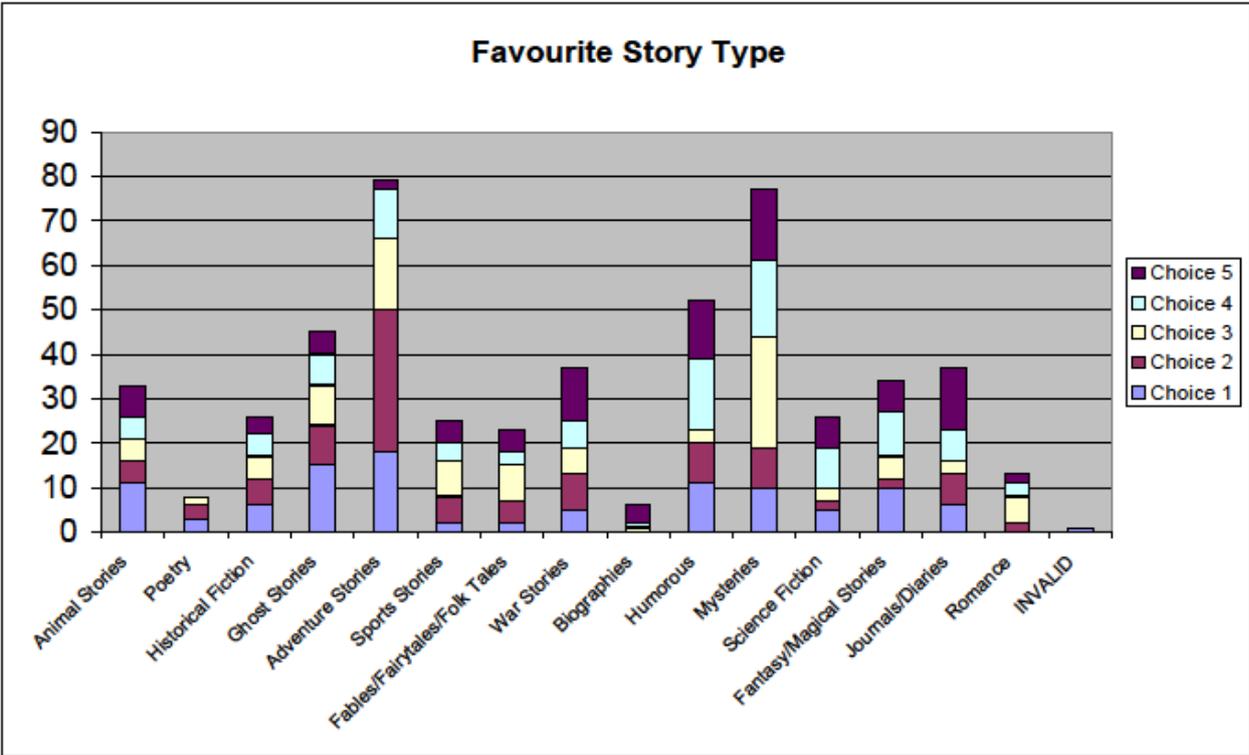
Question 4:



Question 10:







**Appendix A: Reading Interest Survey:  
5. Report from library program**

Student Profiles: Library Program, Term 1, 2011

Student profiles are gained from the following sources:

1. A Reading Survey
2. Reading Testing results obtained from class teachers.
3. KOALA nomination results

(Kids Own Australian Literature Awards: children's choice awards in NSW)

1. A reading survey (attached) was conducted from Years 3-6.

At present the reading survey results are in the process of being analyzed.

The results are being analyzed on a gender, class and stage basis and indicated children's reading interests and their perceptions of themselves as a reader. The data from these results will enable the production of graphs to visually show the results from Years 3-6.

The results provide a reader profile for each child from Years 3-6. This will be used to determine the range of new acquisition titles as well as to direct children's borrowing choices and the literature focus in library literature lesson planning.

For example in the survey conducted in 2010, it showed that for the 8.8% of children (mostly boys) in Stage 3 that don't like reading very much (compared to 0.03% in Stage 2), some titles aimed at the reluctant older reader were sought.

However 50% in Stage 3 showed that they love reading and 43% like reading which followed the pattern of the rest of the children Y3-4. In order to further encourage this positive attitude to reading, the collection development in 2010 complied with children's wish lists and followed general reading trends for children of this age

As most children (94%) showed in 2010 that they enjoyed reading and read regularly throughout the week, the library incorporated into its collection development policy to regular update books in order to consolidate the established enjoyment of reading. Consequently a major deselection project was undertaken at the end of 2010 over the school vacation.

The survey also showed that: children would be encouraged to read more if the library had more than one copy of a title and more titles within a series; being with their friends and playing sport were the most popular past times; while adventure stories were the most popular story type; Roald Dahl, JK Rowling, Andy Griffiths, Ian Bone and Robert Muchamore were the most popular authors. This indicates that : multiple copies of books; numerous titles within a series; a range of titles by the listed authors and also within the indicated popular subject types, both as genres and as factual texts will need to be made high priorities as selection choices for the children. This was reflected in the approach to collection development in 2010.

2. Scores of reading tests are used to assist children in their borrowing choices and also in the range of new stock acquired. Where children's reading level is above their chronological age then their borrowing choices are so directed. In kindergarten this means borrowing skinny chapter books as well as picture books, ranging to Year 6 children borrowing fiction at a High School level.

Similarly when children's reading level is below their chronological age then high interest, with limited vocabulary book choices are encouraged.

At present reading test results are being finalized. They will be added and utilized as they are obtained.

Both methods are also utilized to implement differentiation procedures.

4. KOALA nomination results Children from Y2-6 select an Australian book which they have read to be nominated for the current awards (2011). They are given complete freedom with the choice of title, providing they have read the book and it is published in Australia. The results provide a selection tool when adding books to the collection and when guiding children's borrowing choices. The range of books indicates Australian reading preferences. The number of singular nominations shows the most popular Australian titles at LVS. These results will be available later in the term as the nomination process occurs in late March

*Jane Webber, Teacher Librarian, Term 1, 2011*





Appendix B- Reading Log- Literature responses  
 2- Library Loan Log-Instructions  
 Library Loan Log  
Use instructions  
 The children enter:  
 RA. The date in which they borrow the book.  
 RA. The title of the book (or one of them) which they have borrowed that day. This is their own choice.  
 RA. When they have finished reading (in the library or at home), they give it a rating out of 5 by circling the matching number of book pictures.  
 RA. Then they write a comment. This is their personal response for the reading experience of that book. An example would be:  
 I liked it because this is a story about a great adventure full of mystery. I would like to read other books in the series by this author like this because... The description is...  
 RA. They can also talk about characters, settings in the book.  
Use:  
 RA. Use a Home Reading Log for books read that are not borrowed from the library.  
 RA. Blank responses sheets (both kinds) available from the library.  
 RA. These are passed into Library workbooks.  
 \*  
 \*  
 \*  
 \*  
 \*





**Appendix B: Reading Logs: Literature Response:  
4. Literature Response Grades**

List of Literature Response Grades

1. Beginning
2. Developing
3. Emergent
4. Mature
5. Self-directed

**Appendix B: Reading Logs: Literature Response:  
5. Reporting comment masters**

Literature response categories with report master comment:

1. Beginning stages of responding to literature
2. Developing her/his skills in her response to literature
3. Emergent response as she/he connects with literature
4. A mature response as she/he personally connects to literature
5. Self-directed response as she/he becomes individually involved with literature

**Appendix C: Statistical analysis of Individual borrowing:**

**1. Term records for a class showing absences and overdues and number of library visits**

TERM 4 Class Borrowing Record: Grade 3: 9 weeks																										
First name	Bo rr. #	Wk 1		Wk 2		Wk 3		Wk 4		Wk 5		Wk 6		Wk 7		Wk 8		Wk 9		Wk 10		TO T A L	B B	R B		
		10-14 Oct		17-21 Oct		24-28 Oct		31-4 Nov		7-11 Nov		14-18 Nov		21-25 Nov		28-2 Dec		5-9 Dec		12-14 Dec						
		F	N	F	N	F	N	F	N	F	N	F	N	F	N	F	N	F	N	F	N	F	N			
Niamh	390																									
Alex	225																									
Hamish	170																									
Seve	167																									
Jackson	236																									
Jessica	144																									
Nathan	150																									
Grace	464																									
Elise	273																									
Samuel	164																									
Ciaran	272																									
Sadie	210																									
Buster	420																									
Huxton	466																									
Tess	211																									
Liam	290																									

No borrowing due to last week of term

**Appendix C: Statistical analysis of Individual borrowing:  
2. Template for reports showing results of averages etc.**

Grade 3 - Reports			No. of Weeks:	9																				
First name	Bor r. #	Absen ces	Overdue s	Aver age	New Avera ge	Gender		Rating		Interest			Text			Borrowing			E f f o r t					
						Boy	Girl	Boy	Girl	T	A	B	T	A	B	T	A	B						
					If applic.																			
Niamh	390	3		2.8	2				6K															
Alex	225		2	2.1	1.8			6KO																
Hamish	170	3	3	1.8	1.8			6KO																
Seve	167	1	3	3.5	2.6			7EO																
Jackson	236			2.6	2.3			7E																
Jessica	144		1	2.2	1.5			5S																
Nathan	150	3		2.3	1.8			6K																
Grace	464	2	1	2.2	2			6K																
Elise	273		1	4.1	4			9P																
Samuel	164	1	1	2.1	2			6K																
Ciaran	272		2	3	2.5			7EO																
Sadie	210			2.2	2.2			7E																
Buster	420			2	1.4			5S																
Huxton	466		1	2.6	2.2			7E																

**Notes:**

1. The borrowing number was included for ease of referring to borrowing records;
2. Rating numbers match those on report rubric master.
3. Gender was important for report collation as it denoted to use the master list of either boys/girl. The original being in Excel could be sorted for ease of entering comments. E.g. sort into boys and girls, complete reports by gender
4. The first letter after the number in rating referred to the first letter of the borrowing comment category (K=keen, S=steady, E=eager). The second letter denoted the overdue category (O=occasional).
5. The last four columns referred to the report indicator becoming addressed
6. Grades for report: T= working towards class level; A=Working at class level; B=Working beyond class level;

I = Inconsistent effort, C = Consistent Effort, E= Excellent effort

**Appendix C: Statistical analysis of Individual borrowing:  
3. Report trends by class**

**Class Borrowing Record Grade 5 TERM 2**

Firstname	Borr. #	Overdues	# Borrowed	No. Borrowed	Non Fiction	Fiction	Quarto Fiction	Bridging Fiction	Senior Fiction	Graphic Fiction	Junior Fiction	Picture Fiction		Surfing	Specky McGee	Change the Game	Deltora	WILSON, J
Todd	234	2	32	12	16	3				1								
Oscar	253	1	32	2	2	25			1	2								
Lucy	152	0	8	1	4	4												
Maddison	275	1	18	6	0	13												1
Zac	172	0	23	3	10	9		2						1	1	1	1	
Georgia	375	1	19	3	2	14												
Emily	193	0	9	0	0	10											1	1
Matilda	370	1	16	2	7	8												
Connor	353	1	18	5	0	10			4									
Hannah	297	3	14	1	0	9		4	1									1
Bailey	391																	
Nicholas	493	1	26	3	1	21			2									
Maxime	217	1	19	7	0	13												1
Gemma	479	0	18	9	3	7												1

Firstname	PANKRIDGE- LEGEN, M	JENNINGS, Paul	Horses	PILKEY, Dav	MUCHAMORE, Robert	Tashi	STINE, RL	HIGHTMAN, Leann	GLEITZMAN, Morris	Extreme Adventures	Aircraft	Samurai Kids	Simons, Moya
Todd											1	1	
Oscar							1		1	1			
Lucy													
Maddison													
Zac													
Georgia													1
Emily													
Matilda												1	
Connor					1	1							
Hannah						1							
Bailey													
Nicholas					1	1							1
Maxime	1												
Gemma													

**Appendix C: Statistical analysis of Individual borrowing:  
4. Rubric for reports**

Reporting grades and comments								
<b>Borrowing</b> Regularly borrows and returns library books promptly K-6			<b>(Listening)</b> Listens to and responds to literature Kinder Shows a developing <u>interest</u> in literature Y1-6			<b>EFFORT K-2</b>		
WT	WA	WB	WT	WA	WB	I	C	E
<i>Borrows 1 or less on average each week</i>	<i>Borrows 1-2 each week</i>	<i>Borrows 3 or more each week</i>	<i>Rarely responds/talks/daydreams Or borrows literature at ordinary level for age group Below age group</i>	<i>Responds at superficial level Or borrows literature at ordinary level but sometimes approaching perceptive level At age group</i>	<i>Responds thoughtfully Or borrows literature at perceptive level Beyond age group</i>	<i>5 or More overdues = Frequent overdues AND Borrows 1 or less on average each week</i>	<i>4 overdues= Some 2-3 overdues 2=Occasional AND Borrows 2 each week</i>	<i>No or 1 overdues AND Borrows 3 or more each week</i>

Borrows a variety of <u>text types</u> Y3-6		
WT	WA	WB
Borrows only one text/item type	Borrows 2-3 text/item types At least 3 times for each	Borrows 4-5 text/item types At least 3 times for each
Competently and regularly uses the <u>library</u> Y5-6		
WT	WA	WB

Rarely or never uses the library to locate books from own volition or needs guidance and direction to locate books required successfully	Regularly uses the library to locate books from own volition or just needs some guidance to locate books required successfully	Frequently uses the library to locate books from own volition or independently locate books required successfully
--	--	---

Borrowing comment category for comment	Alternative Comment class (borrowing category)	Matching number category	Average no. Books borrowed weekly	Total no books borrowed with no absences in No. weeks for lessons: 11	Total no books borrowed with no absences in No. weeks for lessons: 12
	(Irregular) Intermittent/ occasional	4	Less than 1	10 or less	11 or less
steady	<b>Steady(Regular)</b>	5	1 - 1.5	11-15/16	12-18
keen	<b>Keen</b>	6	1.6 – 2.0	16-22	19-24
eager	<b>Eager</b>	7	2.1 - 2.5	23-28/29	25-30
ardent	<b>Ardent</b>	8	2.6 - 3.0	28-33	31-36
fervent	<b>Prolific</b>	9	3.1 – 4.0	More than 34	37 or more
fervent	<b>Very Prolific</b>	10	4.1 or more		

**Overdues:** out of 8/9 possible weeks (K/Y6-Y1)

**Occasional:** 2 weeks of overdues (25%): Occasionally has needed a reminder about returning books on time.

**Reminders:** 3-4 weeks of overdues (33-50%): has needed some reminders about returning books on time.

**Frequent:** 5+ weeks of overdues (60+ %): needs frequent reminders however about returning books on time.

**Appendix C: Statistical analysis of Individual borrowing:  
5. List of Indicators for reports**

Specialist Reporting template: Library: Library Borrowing: Jane Webber

Class/es	Indicator	Working Toward Grade Level	Working At Grade Level	Working Beyond Grade Level
K-Y6	<i>Regularly borrows and returns library books promptly</i>			
K	<i>Listens to and responds to literature</i>			
Y1-Y6	<i>Shows a developing interest in literature</i>			
Y3-6	<i>Borrows a variety of text types</i>			
Y5-6	<i>Competently and regularly uses library facilities</i>			
Effort made by student in borrowing		Inconsistent	Consistent <input type="checkbox"/>	Enthusiastic

In other words:

K	<i>Regularly borrows and returns library books promptly</i>
	<i>Listens to and responds to literature</i>
Y1-Y2	<i>Regularly borrows and returns library books promptly</i>
	<i>Shows a developing interest in literature</i>
Y3-4	<i>Regularly borrows and returns library books promptly</i>
	<i>Shows a developing interest in literature</i>
	<i>Borrows a variety of text types</i>
Y5-6	<i>Regularly borrows and returns library books promptly</i>
	<i>Shows a developing interest in literature</i>
	<i>Borrows a variety of text types</i>
	<i>Competently and regularly uses library facilities</i>

**Appendix D: Statistical analysis of group borrowing  
Excel table on a word doc of best borrowers from a sample term**

<b>Library Class Borrowing Results - Term 1</b>															
<b>Class</b>	<b>Total No.</b>	<b>Total Books</b>	<b>Average Books</b>	<b>No. BB</b>	<b>% BB</b>	<b>No. RB</b>	<b>% RB</b>	<b>Total BB &amp; RB</b>	<b>% Total BB &amp; RB</b>	<b>School Ranking</b>	<b>School Ranking</b>	<b>Ranking</b>	<b>Ranking Infants BB</b>	<b>Ranking Primary</b>	<b>Ranking Primary</b>
KA	20	349	17.45	8	40.00%	7	35.00%	15	75.00%	11	11	4	4		
KB	18	280	15.56	4	22.22%	5	27.78%	9	50.00%	13	13	6	6		
1A	18	512	28.44	10	55.56%	4	22.22%	14	77.78%	10	10	3	3★		
1B	19	642	33.79	14	73.68%	3	15.79%	17	89.47%	5	5	2	1		
2A	20	637	31.85	8	40.00%	6	30.00%	14	70.00%	11	12	4	5		
2B	18	559	31.06	13	72.22%	3	16.67%	16	88.89%	4	6	1★	2		
3A	19	504	26.53	12	63.16%	4	21.05%	16	84.21%	7	8			5	6
3B	19	431	22.68	15	78.95%	3	15.79%	18	94.74%	3	1★			3	1★
4A	18	519	28.83	11	61.11%	4	22.22%	15	83.33%	8	9			6	7
4B	20	592	29.60	13	65.00%	5	25.00%	18	90.00%	6	4			4	4
5A	16	212	13.25	13	81.25%	2	12.50%	15	93.75%	1★	2			2	2
5B	15	221	14.73	13	86.67%	0	0.00%	13	86.67%	2	7			1★	5
6B	23	331	14.39	13	56.52%	8	34.78%	21	91.30%	9	3			7	3
<b>TOTALS</b>	<b>243</b>	<b>5789</b>	<b>23.82</b>	<b>144</b>	<b>60.49%</b>	<b>54</b>	<b>22.22%</b>	<b>201</b>	<b>82.72%</b>						

BB = Best Borrowers RB = Regular Borrowers \*Average number of books borrowed per term per child

**Appendix E:**  
**Utilizing data retrieved from the Library Management System:**  
**1. Sample of loans list**

Borrowing Results Semester 2 - Primary							
Class	Borrower	Borr. No.	Date	Barcode	Title	Call Number	Type
3B	Niamh	390	22-Sep-11	8238	The Invisible Boy	BF Gar	BF B
3B	Niamh	390	22-Sep-11	24917	Boy : Tales of Childhood	F Dah	FIC
3B	Niamh	390	15-Sep-11	23801	The Witches	F Dah	FIC
3B	Niamh	390	8-Sep-11	23637	The Witches	F Dah	FIC
3B	Niamh	390	22-Sep-11	27720	Always Jack	F Ger	FIC
3B	Niamh	390	22-Sep-11	28852	1841, Letty & the Stranger's	F OAG	FIC
3B	Niamh	390	1-Sep-11	28131	1841, Meet Letty : Book 1 - O	F OAG	FIC
3B	Niamh	390	8-Sep-11	28131	1841, Meet Letty : Book 1 - O	F OAG	FIC
3B	Niamh	390	15-Sep-11	28131	1841, Meet Letty : Book 1 - O	F OAG	FIC
3B	Niamh	390	22-Sep-11	28131	1841, Meet Letty : Book 1 - O	F OAG	FIC
3B	Niamh	390	13-Oct-11	25226	My Sister Jodie	F Wil	FIC
3B	Niamh	390	20-Oct-11	25226	My Sister Jodie	F Wil	FIC
3B	Niamh	390	20-Oct-11	29448	Wallabies	J599.22 Pry	JNF
3B	Niamh	390	15-Sep-11	8238	Are We There Yet? : a Journey	JF Les	JF
3B	Niamh	390	26-Aug-11	6828	Are We There Yet? : a Journey	JF Les	JF
3B	Niamh	390	1-Sep-11	6828	Miss Fox	JF Put	JF
3B	Niamh	390	13-Oct-11	7618	More Pants	PF And	PF P
3B	Alex	225	19-Oct-11	1978	Cryptids : and other Creepy C	001.944 Wri	NF
3B	Alex	225	19-Oct-11	1978	Ghosts	133.1 HIG	NF
3B	Alex	225	22-Sep-11	28465	Haunted History : Ghostly Gra	133.122 Ban	FIC
3B	Alex	225	26-Aug-11	13671	The Mystery of Haunted Houses	133.122 OXL	NF
3B	Alex	225	1-Sep-11	24847	Christmas in Ireland	394.2663 Chr	NF
3B	Alex	225	8-Sep-11	25105	Christmas in Ireland	394.2663 Chr	NF
3B	Alex	225	8-Sep-11	25105	The Atlas of Legendary Places	909 Har	NF
3B	Alex	225	15-Sep-11	28342	Mr Badger and the Difficult D	BF Hob	BF B
3B	Alex	225	20-Oct-11	29579	Mr Badger and the Magic Mirro	BF Hob	BF B
3B	Alex	225	22-Sep-11	28775	Mr Badger and the Missing Ape	BF Hob	BF B
3B	Alex	225	18-Oct-11	29655	Zac's Double Dare : Book 13 -	BF Lar	BF B
3B	Alex	225	1-Sep-11	24981	On the Case	CS F Sim 1/8	CS C
3B	Alex	225	11-Aug-11	1704	Selby's Secret	F Bal	FIC
3B	Alex	225	18-Aug-11	9793	Selby's Shemozzle	F Bal	FIC
3B	Alex	225	11-Aug-11	5400	Selby's Stardom	F BAL	FIC
3B	Alex	225	22-Sep-11	17614	Mischief Afoot	F Sim	FIC
3B	Alex	225	13-Oct-11	25402	Mischief Afoot	F Sim	FIC
3B	Alex	225	1-Sep-11	4938	Open for Business	F Sim	FIC
3B	Alex	225	18-Aug-11	26814	The Life of Ray Kroc : and th	J338.76164975 K	JNF

**Appendix E:**  
**Utilizing data retrieved from the Library Management System:**  
**2. Numbers borrowed by call number group: Sample- Term 2** Grade 1,

<u>Borrower</u>	<u>Items in history</u>	<u>Borrower</u>	<u>Items in history</u>
Sarah (3) (Teacher)	89	Charles (374)	29
1 000 to 099		4 100 to 199	
11 100 to 199		4 300 to 399	
3 200 to 299		1 500 to 599	
6 300 to 399		5 700 to 799	
8 400 to 499		5 900 to 999	
2 600 to 699		1 Easy fiction	
24 700 to 799		9 Unidentified	
1 800 to 899		Evy (388)	38
1 900 to 999		4 600 to 699	
19 Easy fiction		3 800 to 899	
13 Unidentified		2 900 to 999	
WALLICH, James (297)	40	3 Easy fiction	
3 100 to 199		26 Unidentified	
3 300 to 399		Finn (396)	20
1 500 to 599		2 100 to 199	
3 600 to 699		1 500 to 599	
1 700 to 799		1 700 to 799	
19 900 to 999		2 900 to 999	
10 Unidentified		1 Easy fiction	
Nicholas (307)	12	2 Fiction	
12 Unidentified		11 Unidentified	
Olivia (319)	12	Jade (405)	22
1 000 to 099		1 000 to 099	
1 600 to 699		3 600 to 699	
3 Easy fiction		1 800 to 899	
7 Unidentified		3 900 to 999	
Jennica (347)	12	5 Easy fiction	
1 Easy fiction		1 Fiction	
11 Unidentified		8 Unidentified	
Isla (351)	12	Eimear (410)	11
1 600 to 699		1 000 to 099	
2 800 to 899		3 Easy fiction	
9 Unidentified		7 Unidentified	
Lachlan (361)	15	Sophia (425)	15
1 000 to 099		1 900 to 999	
1 100 to 199		5 Easy fiction	
6 600 to 699		9 Unidentified	
1 700 to 799		Asher (446)	15
4 Easy fiction		3 Easy fiction	
2 Unidentified		4 Fiction	
Zac (372)	33	8 Unidentified	
3 000 to 099		Claudia (479)	18
1 100 to 199		1 000 to 099	
3 300 to 399		1 100 to 199	
2 500 to 599		1 600 to 699	
2 600 to 699		1 800 to 899	
1 700 to 799		4 Easy fiction	
14 900 to 999		10 Unidentified	
2 Easy fiction			
5 Unidentified			

**Appendix E:**  
**Utilizing data retrieved from the Library Management System:**  
**3. Numbers borrowed by item type group: Sample- Grade 1, Term 2**

<u>Borrower</u>	<u>Items in history</u>	<u>Borrower</u>	<u>Items in history</u>
Sarah (3) (Teacher)	89	Charles (374)	29
7 JF Junior Fiction		8 JF Junior Fiction	
27 JNF Junior Non-Fiction		7 JNF Junior Non-Fiction	
32 NF Non-Fiction		12 NF Non-Fiction	
1 TR Teacher Reference		1 PF Picture Fiction	
2 KIT Kit(multi item/types A4)		1 BF Bridging Fiction	
2 PIC Picture(Individual)		Evy (388)	38
1 SW Computer Software		19 JF Junior Fiction	
17 PF Picture Fiction		6 JNF Junior Non-Fiction	
James (297)	40	4 NF Non-Fiction	
7 JF Junior Fiction		3 PF Picture Fiction	
5 JNF Junior Non-Fiction		6 BF Bridging Fiction	
25 NF Non-Fiction		Finn (396)	20
3 BF Bridging Fiction		2 FIC Fiction	
Nicholas (307)	12	9 JF Junior Fiction	
1 FIC Fiction		1 JNF Junior Non-Fiction	
10 JF Junior Fiction		5 NF Non-Fiction	
1 BF Bridging Fiction		1 PF Picture Fiction	
Olivia (319)	12	2 BF Bridging Fiction	
2 JF Junior Fiction		Jade (405)	22
1 JNF Junior Non-Fiction		1 FIC Fiction	
1 NF Non-Fiction		4 JF Junior Fiction	
3 PF Picture Fiction		4 JNF Junior Non-Fiction	
5 BF Bridging Fiction		4 NF Non-Fiction	
Jennica (347)	12	5 PF Picture Fiction	
11 JF Junior Fiction		4 BF Bridging Fiction	
1 PF Picture Fiction		Eimear (410)	11
Isla (351)	12	4 JF Junior Fiction	
8 JF Junior Fiction		2 JNF Junior Non-Fiction	
1 JNF Junior Non-Fiction		3 PF Picture Fiction	
2 NF Non-Fiction		2 BF Bridging Fiction	
1 BF Bridging Fiction		Sophia (425)	15
Lachlan (361)	15	5 JF Junior Fiction	
2 JF Junior Fiction		1 NF Non-Fiction	
2 JNF Junior Non-Fiction		5 PF Picture Fiction	
7 NF Non-Fiction		4 BF Bridging Fiction	
4 PF Picture Fiction		Asher (446)	15
Zac (372)	33	4 FIC Fiction	
5 JF Junior Fiction		5 JF Junior Fiction	
7 JNF Junior Non-Fiction		3 PF Picture Fiction	
19 NF Non-Fiction		3 BF Bridging Fiction	
2 PF Picture Fiction		Claudia (479)	18
Charles (374)	29	6 JF Junior Fiction	
8 JF Junior Fiction		3 JNF Junior Non-Fiction	
7 JNF Junior Non-Fiction		1 NF Non-Fiction	
12 NF Non-Fiction		4 PF Picture Fiction	
1 PF Picture Fiction		4 BF Bridging Fiction	
1 BF Bridging Fiction			

**Appendix E:**  
**Utilizing data retrieved from the Library Management System:**  
**4. List of item types and ages**

<u>Item Type</u>	<u>Age range</u>
Fiction	9-12 years
Junior Fiction	6-8 years
Bridging Fiction	7-9 years, early chapter books
Picture Fiction	4-6 years
Senior Fiction	13+ years
Graphic Fiction	9-12 years
Quarto Fiction	Oversize Fiction book 9-12 years
Classic Literature Fiction	Age range 9-12 years
Adult Fiction	16+ years
Adult Non Fiction	16+ years
Non Fiction	9-12 years
Junior Non Fiction	6-8 years

**Appendix E: Utilizing data retrieved from the Library Management System:  
5. Sample of a school library report**

First Name	Borr. No.	Interest			Text Types			Borrowing			Effort			Comments
		W T	W A	W B	W T	W A	W B	W T	W A	W B	I	C	E	
Niamh Y3	390		1 2			1 2			1 2				1 2	Niamh shows interest and enjoyment in stories during her weekly visits to the library. She is a keen borrower and takes out a varied selection of chapter books, stories and novels. Niamh has enjoyed borrowing the book, 'My Sister Jodie', books from the 'Our Australian Girl' series, those by Roald Dahl, as well as a range of others. She is to be commended for practicing with her independent reading by borrowing a range of chapter books and novels. She has demonstrated an emergent response as she connects with literature. Niamh is to be commended for the range and thoughtfulness of her responses. Keep up the great work in Library, Niamh!
Alex Y3	225			1 2		2	1		1 2				1 2	Alex continues to show interest and enjoyment in stories during his weekly visits to the library. He is a keen borrower and takes out a varied selection of information, chapter books and novels. He has enjoyed borrowing the books in the 'Mr Badger', 'Selby' and 'Walk Right In Detective Agency' series, and those about mysteries. Alex is to be commended for his extending his independent reading with borrowing a range of chapter books. Occasionally he needs a reminder about returning books on time. He has demonstrated an emergent response as he connects with literature. Keep up the great work in Library, Alex!
First Name	Borr. No.	Interest			Text Types			Borrowing			Effort			Comments
		W T	W A	W B	W T	W A	W B	W T	W A	W B	I	C	E	<b>Semester 2</b>
Samuel Y1	336		1 2							1 2			1 2	Samuel has continued to show an ardent interest in literature and displays enjoyment in stories during his weekly visits to the library. He is a very prolific borrower and clearly derives great pleasure from his reading. Samuel consistently takes out a wide and varied selection of chapter and story books, across a range of topics, enjoying in particular those from the Zac Power series. He has continued to demonstrate that he is developing his skills in his response to literature. Samuel is to be commended for his perceptive observations expressed during our literature discussions. Keep up the great work in Library, Samuel!

**Appendix F: Summary of assessment tools and their benefits**

Assessment tool	What prompted use	How tools used within school reporting structure	How results formulated	Benefits						
				Collection Development	Reader profile & trends	Reader growth	Library use	Advocacy	School Librarian role	

<p>This in turn shows the significance of the SL to meeting the educational mission of the school with regarding the development of reading as a lifelong behavior</p>													
<p>Class teachers and school executive also completed the surveys. This showcased the evaluative skills of the SL. The results of the questionnaire show the SL has proactively sought to match the collection to the individual and group profiles generated.</p>													
<p>The results enable the SL to motivate reading with the knowledge of what is actually preferred</p>													
<p>Comparison of results with same children in consecutive years</p>													
<p>Showed what their personal attitudes were to reading as to time spent recreationally on reading and extending their choices outside of school to public libraries</p>													
<p>Observed preferences for genres, authors, how book choices are made and reading from a series impacted upon selection choices and promotional displays</p>													
<p>Responses tabulated in excel. From this collective tendencies were translated visually into graphs and also expressed as percentages</p>													
<p>Evaluated if reading behavior changed from this initial assessment when compared to other assessment tools used</p>													
<p>Individual profiles: school program requirement</p>													
<p>Questionnaire - Reader Interest Survey</p>	<p><b>Assessment tool</b></p>	<p><b>What prompted use</b></p>	<p><b>How tools used within school reporting structure</b></p>	<p><b>How results formulated</b></p>	<p style="text-align: center;"><b>Benefits</b></p>			<p><b>Collection Development</b></p>	<p><b>Reader profile &amp; trends</b></p>	<p><b>Reader growth</b></p>	<p><b>Library use</b></p>	<p><b>Advocacy</b></p>	<p><b>School Librarian role</b></p>

<p>It also showed that the SL was an educational professional in his/her own right- not just a library officer</p>	<p style="text-align: center;"><b>Benefits</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="1353 1211 1530 1335" style="width: 16.6%;">School Librarian role</td> <td data-bbox="1217 1211 1353 1335" style="width: 16.6%;">Advocacy</td> <td data-bbox="1082 1211 1217 1335" style="width: 16.6%;">Library use</td> <td data-bbox="975 1211 1082 1335" style="width: 16.6%;">Reader growth</td> <td data-bbox="858 1211 975 1335" style="width: 16.6%;">Reader profile &amp; trends</td> <td data-bbox="702 1211 858 1335" style="width: 16.6%;">Collection Development</td> </tr> </table>						School Librarian role	Advocacy	Library use	Reader growth	Reader profile & trends	Collection Development
School Librarian role							Advocacy	Library use	Reader growth	Reader profile & trends	Collection Development	
<p>The coordination between class writing programs and the writing of the responses consolidated the working relationship between the class teachers and the SL. It reinforced the vital place of the school library within the educational arm of the school mission</p>	<p>Because the logs showed actual books read, it could be seen what was being used in the library</p>	<p>As the year progressed it could be seen the development of their borrowing choices-any changes regarding reading level, complexity of text, genre, author etc. and also if the nature of their responses developed</p>	<p>Showed whether the students were actually reading what they borrowed, how long it took to read a book and what type/s they preferred</p>	<p>Observed preferences for genres, authors, how book choices are made and reading from a series impacted upon selection choices and promotional displays</p>	<p>The literature responses were assessed according to a rubric designed by the SL</p>	<p>Through comments in the individual school reports. These comments were formulated alongside other assessment tools.</p>						
<p>School based reporting requirement to assess literature response from the library</p>	<p>Reading logs (Literature responses)</p>	<p><b>What prompted use</b></p>	<p><b>How tools used within school reporting structure</b></p>	<p><b>How results formulated</b></p>	<p><b>Assessment tool</b></p>							

<p>This mimics what a class teachers does -measured assessment figures to justify a student's school report writing-hence it consolidates the professional educational role of the teacher-as distinct from a library officer.</p>	<p style="text-align: center;"><b>Benefits</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="1388 1232 1530 1355" style="width: 16.6%;"><b>School Librarian role</b></td> <td data-bbox="1259 1232 1388 1355" style="width: 16.6%;"><b>Advocacy</b></td> <td data-bbox="1126 1232 1259 1355" style="width: 16.6%;"><b>Library use</b></td> <td data-bbox="1003 1232 1126 1355" style="width: 16.6%;"><b>Reader growth</b></td> <td data-bbox="861 1232 1003 1355" style="width: 16.6%;"><b>Reader profile &amp; trends</b></td> <td data-bbox="702 1232 861 1355" style="width: 16.6%;"><b>Collection Development</b></td> </tr> </table>						<b>School Librarian role</b>	<b>Advocacy</b>	<b>Library use</b>	<b>Reader growth</b>	<b>Reader profile &amp; trends</b>	<b>Collection Development</b>
<b>School Librarian role</b>							<b>Advocacy</b>	<b>Library use</b>	<b>Reader growth</b>	<b>Reader profile &amp; trends</b>	<b>Collection Development</b>	
<p>This can be linked to reading development and hence an advocacy tool as it shows how the library contributes to the educational focus of reading development as part of the school's mission. But this needs to be pointed out to teachers and executive-the prime players in school based decision making-library funding</p>												
<p>Showed library use on an individual level as the entries are dated</p>												
<p>Changes in the statistics could portray the growth/lack of it, but again was not a stand-alone tool but used in conjunction with the reading log</p>												
<p>The reader profile could be gauged from the amount borrowed and returned. This was not used as a stand-alone reporting tool but combined with reading logs</p>												
<p>In the trends collated this had implications for collection development and the teaching program.</p>												
<p>Statistics were tabulated using the data sorting function in excel.</p>	<p><b>How results formulated</b></p>											
<p>The results were linked via a rubric according to library report outcomes</p>	<p><b>How tools used within school reporting structure</b></p>											
<p>School based requirement for SL to write a report for each student. This analysis gave justification to what was written-how much was borrowed, frequency of borrowing, type of borrowing,</p>	<p><b>What prompted use</b></p>											
<p>Statistical analysis of Individual borrowing</p>	<p><b>Assessment tool</b></p>											

<p>Places the SL as a figure of authority as the provider of the level of each group's involvement and as the awardee of group prizes.</p>	<p><b>Benefits</b></p> <table border="1"> <tr> <td data-bbox="1374 981 1390 1111">School Librarian role</td> <td data-bbox="1230 981 1374 1111">Advocacy</td> <td data-bbox="1107 981 1230 1111">Library use</td> <td data-bbox="1002 981 1107 1111">Reader growth</td> <td data-bbox="857 981 1002 1111">Reader profile &amp; trends</td> <td data-bbox="703 981 857 1111">Collection Development</td> </tr> </table>	School Librarian role	Advocacy	Library use	Reader growth	Reader profile & trends	Collection Development
School Librarian role		Advocacy	Library use	Reader growth	Reader profile & trends	Collection Development	
<p>Competitiveness between groups enhances the role of the library as a place worthy to strive for school based awards and as a place to excel for involvement within.</p>							
<p>The statistics generate the frequency and the amount that the library is used on a group bases and as a school. Useful to see how the library is functioning within the whole school mission.</p>							
<p>N/A for individual reader growth as it is a group statistic. Applications as before for motivating a group with the hope of it affecting an individual within that group. Incentives such as group prizes also apply</p>							
<p>N/A for reader profiles because they applied to groups and not individuals. Useful for example when looking at ways to approach motivating a class as a whole to borrow, or to return books. Incentives could then be offered that would be helpful.</p>							
<p>N/A</p>							
<p>In an excel table showing comparative placement of each group with number of books borrowed and awards given in each group</p>	<p><b>How results formulated</b></p>						
<p>Not used, except to place the individual within the trend that their group shows. However factors such as ability, personal influences also come into play-so limited application</p>	<p><b>How tools used within school reporting structure</b></p>						
<p>Group library awards – motivate library use</p>	<p><b>What prompted use</b></p>						
<p>Statistical analysis of group borrowing,</p>	<p><b>Assessment tool</b></p>						

As it is the SL who has collated this information it demonstrates the crucial role that the SL plays in contributing to the educational mission of the school.

The individual knowledge of a student as a borrower that can be directly translated to their reading development.  
By demonstrating the link between achieving curriculum outcomes and a student's library use, this strengthens the case for the place of the library within the school's mission.

Valuable source of data on library use.  
-most popular items borrowed according to item types and borrowers

Observations from the reader profile indicate changes to the reader growth

By comparing with previous reports (all stored on library digital files) trends, changes and development (the ongoing reader profile) are observed and followed up in one-to one contact within the library or with conferences with class teachers

Selection choices were followed up from preferential borrowing choices

By utilizing the data sorting facility of Excel.

Through comments in the students individual school reports

School based requirement for SL to write a report for each student. This data gave justification to what was written-favorite title and authors, type of borrowing (which could be linked to development as a reader), etc.

Utilizing data retrieved from the Library Management System

SL= School Librarian

# E-learning enhance the roles of teacher librarians as leadership in Collaborative Teaching and Learning

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## **Wong Ngai Kuen, June**

Vice President, Hong Kong Teacher Librarians' Association Teacher Librarian,  
Ho Lap Primary School (Sponsored by Sik Sik Yuen)

Hong Kong, China

[wongngaikuen11@gmail.com](mailto:wongngaikuen11@gmail.com)

## **Chu Wah Hing, Betty**

Part-time tutor, HKU School of Professional and Continuing Education

Hong Kong, China

[bchu05a@gmail.com](mailto:bchu05a@gmail.com)

### **Abstract**

*Over the past 40 years, the evolution of the computer and Internet Communication Technology (ICT) has enhanced this increasingly information-driven world expanding rapidly. Once people starting to make use of Wi-Fi in communication, they can get information through their digital mobile device whenever and wherever they want. Confronting the rapid changes of ICT and the flooding of information, how to evaluate and select appropriate resources are not only the problems for the educators but also the necessary life-long learning skills for the learners. Moreover, compare with the state of the art learning resources, traditional mode of teaching and learning hardly provoke student's interest in learning. Thus traditional mode of teaching and learning would hardly stand alone and remain unchanged.*

*To implement e-learning, Government should not only have careful ICT planning and development. However, for the long term development, there should be sufficient funding for schools to acquire, update or upgrade all those necessary hardware and software. Besides that, for educational reforms, educators should be initiative and enthusiastic in understanding more about e-learning. Enhancing effectiveness in teaching and learning, they should think about how to incorporate targets of teaching with the resources and to make use of e-learning in provoking students' interest and initiative in learning.*

*Nevertheless, innovators encountered many obstacles and problems during the processes of adopting and implementing e-learning. Problems including : How to make use of mobile devices in teaching and learning? How to utilize mobile devices in facilitating learner's participation in learning activities? How to make learning and teaching more interactive? Despite all those problems, the critical one would be that most teachers were not well equipped with sufficient ICT skills. As a matter of fact, e-learning would be the trend and educators could not just keep watching without taking further action. To raise the effectiveness of learning, it is important that educators should be well-equipped themselves with the necessary competences in using mobile*

*device and other related electronic applicants in teaching.*

*With our practical experience presented in this paper, we hope to share how a teacher librarian act as a leader in implementing e-learning; to elaborate the strategies promoting collaborative teaching and learning in cross-curricula; to put the roles of "Information specialist" and "Teaching partner" in practice.*

**Keywords:** E-learning, Collaborative Teaching and Learning, Roles of teacher librarians

## 透過電子學習計劃發揮圖書館教師推動校本協作教學的效能

黃毅娟

朱華卿

內容撮要

在電子科技及網絡技術急速發展的近40年內，資訊的流通主導社會的發展。流動電腦裝置及網絡無處不在，資訊垂手可得。在不斷變化、擴張的資訊科技及知識當中，如何作出取捨，不僅是教育者面對的困難，也是學子必須具備的終身學習能力。此外，相對於電子裝置的聲光色影的吸引力，學子對傳統的學習模式較難提起學習的興趣。因此，傳統的學習模式及內容已不能一成不變，教育者亦不能獨善其身。

在推動電子學習時，政府除了要設定資訊科技發展計劃外，更必須投放資源於購置或更新硬件設備、開發電子學習軟件。此外，教育者才是教育改革中最重要的主導力量，須主動、積極地學習、思考如何善用資源，結合教學目標及資源，才能有效透過電子學習提升學生的學習興趣、培養學生自主學習的態度，從而提升學與教的成效。

事實上，在電子教學的發展中，推動者舉步維艱，究其困難列舉如下：如何在教學中運用流動電腦裝置？怎樣才能讓每位學生透過電子教學更有效地參與課堂學習及活動？如何在教學中讓學生與教師、學生與學生之間有更多互動？在眾多問題中，最大的問題是大部分教師缺乏足夠的資訊科技知識。然而，電子學習將是教育的發展趨勢，教育者不能再拭目以待，必須主動、積極自我增值，投入學習、思考電子學習的資訊及技能。

本文透過校本電子學習計劃經驗，談談圖書館教師如何透過電子學習計劃推動跨科協作教學的策略及應用，實踐圖書館教師作為資訊專家及課程協作者的角色。

**關鍵字：**電子學習、協作教學、圖書館教師的角色

## Introduction

Over the past 40 years, the evolution of the computer and Internet Communication Technology (ICT) has enhanced this increasingly information-centric world expanding rapidly. When digital mobile device is linked up with Wi-Fi network, people can get information anytime anywhere. Confronting the rapid changes of ICT and the flooding of information, how to evaluate and select appropriate resources are not only the problems for the educators but also the necessary life-long learning skills for the learners. When comparing with those state of the art learning resources, traditional mode of learning and teaching is difficult to provoke students' interest in learning. Thus traditional mode of education would hardly remain unchanged. It is important that educators should always keep themselves up to date, promote E-learning, make use of mobile device in teaching and raise the effectiveness of learning.

## Background to the Education Reform

In 2014, the Education Bureau of the Hong Kong SAR conducted a consultation on the Fourth Strategy on Information Technology in Education (ITE4) which focuses on realizing IT potential and unleashing the learning power of our students to learn to learn and to excel. ITE4 aims

**'to strengthen students' self-directed learning, their creativity, collaboration, problem-solving and computational thinking skills, as well as ethical use of IT** in an enhanced IT environment, with schools' professional leadership and capacity, as well as the support from community partnerships.' (EDB, 2014, p.1)

In the consultation, it also pointed out the benefits of mobile technology on learning and teaching:

The popularity of mobile computing devices has brought about the Post-PC era\*. Mobile technology not only enables access to various kinds of learning resources on the Internet anywhere and anytime, but also facilitates communication and interaction among students and teachers. While students can conveniently share knowledge and exchange ideas with peers, teachers can play an advisory role forging a learning partnership with students. When IT-enabled learning opportunities are readily available, students will gradually cultivate the habit of taking responsibility for their own learning and become self-directed learners. (EDB, 2014, p.6)

Referring to "Post-PC era", the document further explained (as cite in Isaacson, 2011) that

Post-PC era is a market trend that the vast majority of users will eventually adopt mobile devices, for example, smartphones and tablet computers as the primary computing device instead of personal computers. These devices emphasize portability and connectivity, including the use of cloud-based services, more focused "apps" to perform tasks, and the ability to synchronize information between multiple devices seamlessly. (EDB, 2014, p.6)

Facing the popularity of mobile technology in the post-pc era, it is important for educators to

consider how they can make good use of those devices in order to raise the effectiveness of teaching and learning.

To implement e-learning, the Government should not only have careful ICT planning and development. However, for the long term development, there should be sufficient funding for schools to acquire, update or upgrade all those necessary hardware and software. Actually, educators are the key initiators in the educational reforms. They should be initiative and enthusiastic in understanding more about e-learning. Enhancing the effectiveness in teaching and learning, they should think about how to incorporate targets of teaching with the resources and to make use of e-learning in provoking students' interest and initiative in learning.

In fact, there are many local or international examples showing how teachers make good use of mobile technology and Internet resources to raise the effectiveness of learning and teaching. This paper aims to share the strategies and experience of how a teacher librarian makes use of the school-based e-learning program in promoting collaborative learning and teaching in cross-curricula. Besides, putting the roles of "Information specialist" and "Teaching partner" in practice in the program, teacher librarian helps to promote student's self -direct learning and enhances effectiveness of learning and teaching.

### **Innovating an E-learning planning**

Dennie Heye is an information scientist. He emphasis

'an information professional is helping others to organize, navigate and manage information in this increasingly information-centric world with our skill set and a continuous evolution of technology, we can play a key role in companies, organisations and society.' (Heye, 2006, p.1).

As one important role of teacher librarians is information professional, teacher librarians should be an 'effective networker'. Therefore, they must always equip themselves to become key players and 'linking pins' (Heye, 2006, p.5) in the information ecology. Therefore, teacher librarian should keep us up to date, deal with the challenging in Digital Age. However, how teacher librarian can play the role as information professional and collaborate with subject teachers? This paper intends to share the practical experiences in a primary school in Hong Kong and to show how teacher librarian as an information professional in E-learning to promote Collaborative Teaching and Learning.

Last year, we joined two E-learning projects. The first one was supported by Quality Education Fund (QEF) of Education Bureau. The project title was 'Strengthening students' reading comprehension ability (both Chinese and English) through developing children's literature e-quiz bank on cloud'. The other one was New Learning Experience (NLE) projects. Samsung tried to recruit some schools to join the Samsung Smart School to promote E-learning in June. Our school had been selected by NLE project. The project topic was 'SMART SCHOOL: Library Co-operation E-learning in the M Generation'. Samsung provided 37 tablets for our schools. Most of all teachers involved in this project for cooperative teaching to promote E-learning.

The project tried to combine old ideas in a new way which had been the main driver for the innovation. In addition, new idea or service turned out when the project was in progress.

### **The details of the “SMART SCHOOL” E-learning project**

#### *Aims of E-learning project*

This “SMART SCHOOL: Library Co-operation E-learning in the M Generation” E-learning project intended to adopt mobile devices in teaching and learning to provide more interactions between teachers and students; to arouse students’ interest of reading through activities; to raise students’ reading and comprehending ability by taking part in the competition and completing the assessments from ‘cloud’ platform; to motivate self-directed learning through multimedia, interactive mode of learning and teaching; and to design and plan collaboratively for the strategies in developing knowledge-based IT education. Besides teaching students to master their competence in multimedia resource based learning, teachers also helped them to develop the appropriate behaviour in using ICT.

#### **Creativity project: Old ideas in a new way**

Adopting mobile devices in lessons, teaching materials had to be revised and adjusted before they could be used in e-learning. Such mode of learning and teaching motivated students’ interest in learning and provided more interactions between student and teacher, student and student. It helped to develop students’ initiative in learning. The collaborative planning and teaching (CPT) in e-learning enhanced teachers’ professional development. From the observation during the processes of the implementation, teachers identified the impacts of e-learning. On the other hands, it facilitated teachers’ professional development of E-learning.

With light to carry and convenient to use tablets, students could access the learning materials wherever Wi-Fi is found. Furthermore, they could easily write and draw on the touch screen of the tablets, this solved the problems for those who were not skillful in Chinese character input. Although there were only thirty-seven tablets available, the tablets provided ample opportunities for students in e-learning and provoked their interest in learning. Through the ‘Cloud’ platform, students could develop self-directed learning in their own time and speed; they could learn from peers and had better understanding of their own learning. Thus, E-learning program could also cater individual learning differences.

#### **Mission of education: Develop mobile device to enhance learning and creativity.**

Facing the challenge in the e-learning, the priority consideration is to change the traditional mode of education that the educators ever had. Educator’s confidence of using e-learning and their skill of using it would be interrelated. Nevertheless, educators should recognise that e-learning is necessary and they should be energetic, innovative in adopting those new technologies in teaching and learning if they want to foster self-directed learning and creativity in learning.

#### **Tasks in e-learning program**

Class	Activities	People who take part in CPT with teacher librarian	Learning task
P.1	E-library	Class teacher	Online reading and voting
P.2	E-library	Class teacher	Online reading and voting
P.3	"Cloud" project	Chinese language teacher	E-quest and book promoting
P.4	"Cloud" project	English and Chinese language teacher	E-quest and book promoting
	Drama	Chinese language and drama teacher	Drama script writing
P.5	"Cloud" project	English and Chinese language teacher	E-quest and book promoting
	A trip to meet the famous scientists	General science	E-quest, use GPS to display the route and tasks, practice the internet searching skill
	Reading strategy: Newspaper reading	Class teacher	Skimming and assessment
	Famous people show	Chinese language and drama teacher	Drama script writing
P.6	Reading club: Bring Characters alive	Art and Craft teacher	Reading in depth, sharing and drawing
	E-library	Class teacher	Online reading and assessment

Table 1.

### Strategies of adopting tablets in learning and teaching

Facing new things, adults usually feel uneasy or worry too much. They tend to keep things unchanged instead of accepting new ideas. On the contrary, our students are curious to explore new things. Thus they are smart in learning to use any electronic devices. Actually, the development of electron devices tends to be more user friendly. As long as we make good use of electronic teaching resources and technology, maintaining the status quo, it is possible for us to input new concepts into the existing teaching materials. Furthermore, to enrich our teaching materials, we can combine resources from Internet. At the same time, mode of teaching can be changed to student-centered, interactive and self-directed learning

mode. In addition, this mode of learning will reduce the burden comes from traditional knowledge teaching mode and it also raise the effectiveness of learning. Through the application of school-based e-learning experience, the commonly used e-learning strategies and technology are as follows:

Internet:

- Browse the web
- Quiz
- Browse Videos (Youtube)
- Vote
- Discussion, recording, photo taking, video
- Use Google cloud platform to share documents, Google sites for communication and collaborative writing.

Classroom management systems: Samsung School Class mode

- Student monitoring
- Send and receive files
- Other computer program (Apps): Mobile School (BEYOND CAMPUS)

This project utilized mobile devices in lessons for all students from Primary 1 to Primary 6. Firstly, we promoted E-library to Primary 1 and Primary 2. Instead of lengthy typing, QR code was used for helping them searching. Students were taught to search E-books and read E-books.

For primary 6 students, Teacher librarian had collaborative teaching with Visual Art teachers. Reading Club during library lesson engaged students discussing the characters of a book "Oscar and the Lady in Pink". Additional online reading materials and videos related to "Life Education" was given. Students were required to read this novel and the additional information. They were guided to think about the meaning of a life. At last, based the understanding about the 'Oscar and the Lady in Pink', students were guided by Visual Art teacher to choose a character and draw a picture of the character. The discussing results, assignment, mind map products and teaching resources would be uploaded onto a google site to stimulate students self-learning. Through reading printing book, online news and videos, students organized, navigated and managed different kinds of information of a topic and created a new learning product.

For primary 3 to primary 5, Chinese and English language teachers planned and taught collaboratively. We had another project named "Strengthening Students' Reading Comprehension Ability (both Chinese and English) through Developing Children's Literature E-quiz Bank on the Cloud" (Cloud Project). This project is supervised by the Principal investigator (PI), Dr. Samuel Kai Wah Chu who is an Associate Professor of Faculty of Education and the Deputy Director of the Centre for Information Technology in Education of the University of Hong Kong. This proposed project aims to strengthen reading comprehension ability of Hong Kong primary school students through engaging in an interactive e-quiz cloud service as post-reading activities to monitor students' level of comprehension in children's literature. Collections of quality children's literature are selected from award winning books. A bank of during-reading and post-reading questions (with scaffolding support) specific to each title is developed by the project team with input from

participating teachers. The e-quiz cloud service is accessible via a web browser or via a software application for mobile devices.

### **Innovational curriculum: the roles of teacher librarian as information professional**

“That innovation and creativity can lead to new and exciting tools and services. In addition, it is not just about us creating new tools and creating services, as information professionals we can also help our organizations in supporting innovation...”

When the project was in the processing, we needed new ideas or service to solve the problems of lacking interaction with students. We started to develop innovative curriculum to satisfy the requirement of interactive learning and teaching.

In English subject teaching scheme of work of primary 4, there is a reader named “Eating around Hong Kong”. This book is included in the “Cloud Project”. Teacher librarian searched and located all related teaching materials in school and from webs. Teacher librarian adopted the questions of e-quiz cloud from project team. English teacher based the contents of story book to re-allocate the sequence of questions. To implicate the E-learning, teacher librarian provided the new idea and service including an online question form from Google Earth Platform which is an excellent innovative information management tools. Beside, educational software, “Edmodo” was a good platform to group the students in one class. Students logon the platform to finish the tasks such as taking pictures, sound recordings, discussing and sharing documents. Teacher librarian taught them the technologies of the software in library lessons.

In addition, teacher librarian used the document function of Google Earth Platform to support Chinese subject teachers and drama teachers in writing assignment. Teacher librarian guided the primary 4 and 5 students to develop a drama transcript on google drive; engaged students using tablets to collaborative learning and writing. Teacher librarian also organised a reading competition in which students read biographies of famous scientist in depth. The questions were created by General Science teachers. Then students participated in an E-quest, a reading competition by using GPS to display the route and tasks, hence students practiced the internet searching skill by using tablets. The software of “Beyond Campus” and “EduVenture” platform, designed by IT department of EDB and Centre for the Advancement of IT in Education of Chinese University of Hong Kong respectively, can be used for planning outdoor interactive activities.

### **Conclusion**

The Hong Kong Government will launch The Fourth Strategy on IT in Education (ITE4) in 2015. Major proposed initiatives include the phased provision of wireless network services and other supporting facilities for all public sector schools. However, most teachers are not yet ready in adoption IT in teaching.

Nevertheless, innovators encountered many obstacles and problems during the processes of adopting and implementing e-learning. Problems including: How to make use of mobile devices in teaching and learning? How to utilize mobile devices in facilitating learner's participation in learning activities? How to make learning and teaching more interactive?

Despite all those problems, the critical one would be that most teachers were not well equipped with sufficient ICT skills. As a matter of fact, e-learning would be the trend and educators could not just keep watching without taking further action. To raise the effectiveness of learning, it is important that educators should be well-equipped themselves with the necessary competences in using mobile device and other related electronic applicants in teaching.

From the E-learning project experience, this mode of learning enhanced the roles of teacher librarians as information professional and leadership in Collaborative Teaching and Learning. 'Being an information professional, however, requires certain characteristics to transform successfully into twenty-first century information professional, constantly reinventing themselves to stay relevant' (Heye, 2006). Teacher librarians, who are information professional, should be an active learner and effective networker. Therefore, teacher librarians should always be ready to become the key players and 'linking pins' in the information ecology when the education reform is in processing.

## 透過電子學習計劃發揮圖書館教師推動校本協作教學的效能

黃毅娟  
朱華卿

### 前言

在電子科技及網絡技術急速發展的近40幾年內，資訊的流通主導社會的發展。時致今日，流動電腦裝置及網絡無處不在，資訊垂手可得。在不斷變化、擴張的資訊科技及知識當中，如何作出取捨，不僅是教育者面對的困難，也是學子必須具備的終身學習能力。此外，相對於日常生活中電子裝置的聲光色影的吸引力，學子對傳統的學習模式較難提起學習的興趣。因此，傳統的學習模式及內容已不能一成不變，教育者亦不能獨善其身。教育者必須肯定電子學習的重要性，與時俱進，提升自己的電子教學能力，應用流動電腦裝置提升學與教的成效。

### 教育的背景

當前，教育局開始推展第四個資訊科技教育策略諮詢文件(Fourth Strategy on Information Technology in Education, ITE4)。第四個資訊科技教育策略以學生學習為中心，ITE4的目標是：

「以“發揮IT潛能，釋放學習能量”為題，旨在透過發揮資訊科技的潛能，提升學與教的互動經驗，以釋放學生的學習能量，讓學生學會學習、邁向卓越。透過優化的資訊科技環境，發揮學校的專業領導與能力，加上社區夥伴的支援，從而加強學生的自主學習、創意、協作及解難能力，並提升他們的計算思維技巧及使用資訊科技的操守。」

(教育局, 2014, p.1)

這份諮詢文件指出應用流動電子裝置於學與教的好處：

流動電腦裝置的普及引領我們進入後電腦時代\*，流動科技不單能讓學生隨時隨地從互聯網上得到各種學習資源，也能促進師生間的溝通及互動。學生能便捷地與同儕及老師分享知識及交流意見，而教師亦可扮演顧問的角色，與學生建立學習夥伴的關係。當資訊科技衍生的學習機會增加，學生會逐漸培養對個人學習負責的態度及習慣，進而成為自主學習者。

(教育局, 2014, P.6)

ITE4諮詢文件(引述 Isaacson, 2011)指出：

後電腦時代是一種市場趨勢，大部分用家最後會選用流動裝置如智能電話及平板電腦等，取代個人電腦成為首要的電腦裝置。這些裝置著重便攜和連接性，包括雲端服務的使用、更專門的應用程式以執行任務，以及在多種裝置之間同步而無縫地處理資訊。

(教育局, 2014, P.6)

面對後電腦時代，教育者目前最需要思考的是如何善用流動電腦裝置以提升教學成效。

在推動電子學習時，政府除了要設定資訊科技發展計劃外，更必須投放資源於購置或更新硬件設備、開發電子學習軟件。此外，教育者才是教育改革中最重要的主導力量，須主動、積極地學習、思考如何善用資源，結合教學目標及資源，才能有效透過電子學習提升學生的學習興趣、培養學生自主學習的態度，從而提升學與教的成效。

事實上，本地及國際有不少個案讓我們見證教師如何善用流動科技及互聯網的資源，提升學與教的成效。本文透過校本電子學習計劃經驗，談談圖書館教師如何透過電子學習計劃推動跨科協作教學的策略及應用，實踐圖書館教師作為資訊專家及課程協作者的角色，從而推動學生自主學習及提升學與教的成效。

## 電子學習新體驗

Dennie Heye 是一位資訊科學家。他強調：

一位資訊專家是在不斷增長的資訊中心，運用技巧、持續演變的科技幫助別人去組織、行駛及管理資訊，成為一間公司、機構和社會中的重要角色。

作為圖書館教師，其中一個重要的角色是成為一位資訊專家。在不斷增長的網絡資訊世界，圖書館教師作為資訊的管理員，必須是精通網絡技能的。因此，圖書館教師必須自我增值，應對信息迅變的時代。但是，圖書館教師如何才能透過跨科協作教學體現資訊專家的角色呢？接下來介紹的是香港小學圖書館教師於校本跨科電子協作教學的計劃及工作經驗。

2014年至今，本校先後參與兩份電子學習計劃。首先是由香港教育局的「優質教育基金」資助的「透過雲端兒童文學讀後測驗庫服務加強學生的中、英文閱讀理解能力」(雲端計劃)；然後，本校成功申請了「三星智能教學新體驗平板電腦試驗計劃」(三星計劃)，計劃名稱是「優質校園：圖書館在M世代支援學科教學的協作計劃」(優質校園)。主辦機構三星免費提供37部平板電腦讓學校推行電子教學。

結合兩項計劃，本校進行了圖書館跨科協作教學，推動電子教學計劃。這個計劃重組舊的教學活動，以新的電子教學模式重新展示出來。同時，圖書館的服務也因此有重大的改變。

### 三星智能教學新體驗計劃的詳情

#### 目標

本計劃「優質校園：圖書館在M世代支援學科教學的協作計劃」(「優質校園」)的目標以平板電腦作為媒介，增加師生進行互動學習的機會。雲端計劃希望透過活動提高學生中英文的閱讀興趣；亦希望透過雲端題目庫測試及比賽，提高學生中英文閱讀理解能力。老師需要設計多元化的電子教學教案，推動學生自主學習。透過跨科教學活動，教師團隊協力設計及實施以知識為本及資訊科技教學的策略。除了教導學生更好地掌握多媒體資源的學習技能外，教師同時亦

教導學生使用多媒體的正確態度。

### 新、舊意念結合的創新計劃

透過使用平板電腦，使很多教材重新整理後，以電子科技展示於學生面前，提高了學生學習的興趣及增加了學生與教師、學生與學生之間的分享、交流及互動，增加了學生學習的主動性。而協作教師在協作過程中，透過觀察，發現電子教學的效益，主動參與及學習，促進了教師的專業發展。

平板電腦便於攜帶，無線網絡、繪畫及書寫功能，亦解決了學生在學習上紀錄及交流時未能掌握電腦中文輸入法的困難。雖然只有37部平板電腦，但是全校學生於電子教學都能受益、增加了學習的樂趣，使學習跨越空間的界限，讓學生可以透過雲端科技及網站自主學習、方便教師展示學習的成果、同齊學習及照顧個別差異。

### 教育信念：發揮資訊科技的力量促進電子學習的影響力與創意空間

在面對教育改革中電子教學的衝擊中，首當其衝的困難是要改變教育者的傳統教育觀念。教育者是否有足够的信心進行電子教學與運用資訊科技的能力是互相影響的。因此，教育者必須先認同電子教學的必須性、重要性，還要有幹勁，自我增值，求新求變的決心，便能發現及發揮電子高科技促進學習的影響力，發揮電子學習的創意空間。

### 電子教學的實踐項目

年級	主要活動內容	與圖書館協作教學人員	電子教學項目
一	電子圖書館	班主任	網上閱讀及投票
二	電子圖書館	班主任	網上閱讀及投票
三	雲端計劃	中文科	答問比賽及推介圖書
四	雲端計劃	英文科、中文科教師	答問比賽及推介圖書
	童話劇場	中文科、戲劇科教師	寫作劇本
五	雲端計劃	英文科、中文科教師	答問比賽及推介圖書
	世界名人成功之旅	常識科	網上問答比賽、 戶外衛星定位(GPS)確定 學習路線及實習網上搜索 資料的技能

年級	主要活動內容	與圖書館協作教學人員	電子教學項目
	閱讀策略：閱讀報章	班主任	速讀體驗及評估
	世界名人SHOW	文中科、戲劇科教師	寫作劇本
六	「活現書中人」讀書會	視藝科教師	深度閱讀、分享及繪畫劇中人物
	電子圖書館	班主任	網上閱讀及評鑑網頁

### 平板電腦在教與學的應用策略

對於陌生的事物，我們心存忌憚，太多顧慮，所以成人容易墨守成規，不太容易接受新事物。相反，學生因為好奇心，在電子科技的學習及運用方面，卻是一點就明。為了更貼近電子媒介充斥日常生活的社會環境，推動以電子科技進行學習的方式勢在必行。實際上，資訊科技應用程式的發展以方便、簡易為原則，沒想像中困難。而且，只要我們善用電子教學資源及技術，以不變應萬變，則可以新的概念優化舊有的教材，更可以結合網絡學習資源，豐富教材，與此同時，教學模式便可以轉變為以學生為中心的互動、自主學習模式，同時也可減輕傳統單向傳授知識的教學負擔，提升的學與教的成效。透過校本電子教學的應用經驗，以下為常用的電子教學策略及可應用的電子教學技術或程式：

上網：

- \*瀏覽網頁
- \*問答、測驗
- \*瀏覽影片(Youtube)
- \*投票
- \*討論、錄音、影相、錄影
- \*利用Google雲端共享文件、協作平台進行交流及協作寫作教學

課堂管理系統：Samsung School Class mode

學生監控

收發文件

其他電腦程式(Apps)：移動學堂 (BEYOND CAMPUS)等

本計劃惠及全校學生。首先，圖書館主任與班主任協作，向一至二年級學生推介電子圖書館。學生運用平板電腦，以「QR Code」簡易的方法登入電子圖書館的網頁。學生學習利用平板電腦搜尋電子圖書及閱讀圖書。

為六年級安排的活動是生命教育讀書會：活現書中人。圖書館教師與視藝科教師合作進行這活動。圖書館教師在圖書課引導學生閱讀及討論《最後12天的生命之旅》的內容及書中不同角色的性格、特點，延伸閱讀或觀看與生命教育有關的剪報及影片。教師透過引導學生討論，讓學生深入明白生命的意義。在此基礎上，視藝科教師引導學生欣賞畢加索的作品，學生選擇書中

的一個角色，模仿畢加索的繪畫技巧，創作故事人物的畫像。而圖書課堂上要求學生做的討論結果，包括腦圖、簡報、感想和教學簡報，還有過往學生的優秀作品，都上傳於谷歌協作平台網頁上展示，鼓勵學生重溫學習內容、自學新的知識。活動透過閱讀印刷書本，再加上網上新聞和影片，學生重組不同的學習材料，再創造新的作品。

此外，以三至五年級為主要推介對象的雲端計劃是整個三星協作計劃的主導活動。目的是推動三至五年級學生透過電子學習，提升中、英文理解能力。計劃促使中、英文科任教師必須與圖書館主任協作，推動閱讀。計劃的負責人是香港大學朱啟華博士。「透過雲端兒童文學讀後測驗庫服務加強學生的中、英文閱讀理解能力」計劃的目標是透過雲端測驗庫加強香港小學中英文理解能力。計劃包括的優質兒童文學中，大部分是獲獎書籍。由資深教師根據書本內容出題。透過上網及流動電腦裝置便可以登入使用雲端題目庫。成效可透過圖書館的借閱數據及教師的觀察所知；雲端計劃推介的有趣的兒童文學吸引學生閱讀，從而引領學生從閱讀簡單的故事過度到閱讀內容較深、多文字的書籍；雲端計劃中的「閱讀大挑戰」平台讓學生從閱讀中獲得成就感，從而鼓勵學生自我挑戰，主動參與，提升閱讀量及加深對圖書內容的深入理解。

### 革新的課程：圖書館教師作為資訊專家的角色

「改革與創意可以引領我們獲得全新和令人興奮的工具和服務。此外，這不僅使我們創造出新的方法和服務，作為資訊專家，我們亦可以透過這個方法及服務去支援我們的機構進行改革……」(Heye, 2006)

當計劃開始後，我們需要新的構思和服務去解決如何透過流動電腦配置進行互動教學的問題。我們開始去發展互動電子教學的需求。

在四年級英文科課程中有一本必讀書是「Eating around Hong Kong」。這本書是雲端計劃其中一本書。圖書館教師為學科教師獲取一個支援教學的資源：題目庫。英文教師根據圖書內容把題目分成三部分。此外，為了推動電子教學，圖書館教師提供了教學新建議及服務，包括為教師設立網上題目問卷。同時，教育平台「Edmodo」也是一個非常好的教育平台，教師可以為學生建立小組平台，讓同一班學生登入並在平台上完成教師指定的作業，例如照相、錄音、討論及分享文件。圖書館教師利用圖書課教導學生使用平台的技能。

另一方面，圖書館教師利用谷歌文件共享的功能去支援中文科、戲劇科教師，讓學生在圖書館課創作劇本。透過文件共享的功能，學生可以同時修訂同一份文件的內容，讓學生與學生之間有更多互動學習的機會。圖書館教師也和常識科教師協作，進行「世界名人成功之旅」名人傳記閱讀比賽。每位常識科教師推介一本名人傳記並設五條問題交給圖書館教師。學生除了可上網回答名人問題外，圖書館教師還利用「移動學堂」(Beyond Campus)，透過全球定位系統(Global Positioning System, 通常簡稱GPS)，學生需要利用平板電腦先搜索遊戲區，然後學生可實習利用網上搜索技巧尋找答案，再回答問題。「移動學堂」是由教育局研發製作的電子教學工具。與「移動學堂」類似的戶外學習軟件還有「戶外移動學習系統」(EduVenture)平台。

這平台是由香港中文大學資訊科技教育促進中心設計及管理。

## 總結

今年，教育局將推展第四個資訊科技教育策略諮詢文件(Fourth Strategy on Information Technology in Education, ITE4)。計劃主要為學校提供網絡服務及構買流動電腦裝置的資助。但是，大部分的教師還沒有做好投入電子教學的準備。

即使電子教學的成效有目共睹，電子技術的硬件軟件萬事具備，在校本電子教學的發展中，推動者還是舉步維艱，回顧困擾教師有關電子教學的問題列舉如下：如何在教學中運用流動電腦配置？怎樣才能讓每位學生透過電子教學更有效地參與課堂學習及活動？如何在教學中讓學生與教師、學生與學生之間有更多互動？在眾多問題中，最大的問題終究是大部分教師現有的工作量繁重、缺乏足够的資訊科技知識。然而，電子學習將是教育的發展趨勢，教育者不能再拭目以待，必須主動、積極自我增值，投入學習、善用電子教學的資訊及技能，透過電子學習減少教育者的教學重擔。

透過校本電子學習計劃經驗，圖書館教師作為資訊專家，可透過電子學習計劃推動跨科協作教學。「一位資訊專家必須具備一些特質使自己成功過度為21世紀的資訊專家，這就需要我們持續作出相關的改變」(Heye, 2006)。作為圖書館教師，我們必須是主動學習者及提升自己資訊科技的能力，才能在電子教學改革中，從起點對教師提供建議及協助，實踐圖書館教師作為資訊專家及課程協作者的角色，從而推動學生自主學習及提升學與教的成效。

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# Learning, changing and affecting

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**Zhao Min**

Hefei School Teacher librarian Association  
Wanghu Primary School Hefei, Anhui Province  
P.R. China  
[386850174@qq.com](mailto:386850174@qq.com)

## **Abstract**

*“Stone soup” is a reading association formed by over ten primary schools of Baohe District, Hefei, China.*

*Sponsored by Chen Yixin Family Foundation, reading promotion activities of these schools got great effects and attracted wide attention in the recent ten years.*

*The foundation suggested local government to set up the position of “librarian teacher” in the association schools and organized a series of professional trainings for the librarian teachers in order to develop library education in these schools. After the 18-month session training, the librarian teachers gained new understanding in school libraries and kept practicing their knowledge in building pleasant environment as well as item circulation process. They also established “Association of Librarian Teachers of schools in Hefei ” which aims at promoting communication between schools and facilitate development of school libraries.*

*The association has accomplished the textbooks of “Stone soup” reading association and made efforts on setting up the curriculum of the course “Library” in schools. They also developed a program called “Basic Training of Librarian Teachers” to help more schools and teachers to rebuild their understanding in school libraries and make the libraries better with their knowledge, thus giving hope to the future library education in mainland China.*

**Keywords:** stone soup reading school league, school library, Hefei School Teacher librarian Association, Library curriculum, China

## **I. The setting up background of association**

Since 2007, Chen Yet-Sen Family Foundation has continued supporting and promoting “School Reading Program” in Hefei, from the “books we read,” to 2009’s “campus reading environment model” . In three years, until 2012 ,the Foundation has worked together with eight leading schools of “campus reading environment model ” to launch campus coalition of stone soup pleasure reading.

While advocating happy reading and building campus reading environment ,the Union is committed to making primary school libraries into school resource center to support teaching and learning. This strategy has also been supported by the Board of Education in Hefei Baohe District and Board of Education of Changfeng County. Board of Education in Baohe District has firstly established the Chinese mainland teacher librarians posts.

In Nov.2012 the first phase of the "School Library teacher certification courses" was implemented by Chen Yet-Sen Family Foundation in Hefei. The first lesson of this training is "seeing is believing" – A visit to Hong Kong school library. The visiting personnel included divisional ,the Secretary of Education, principals and teacher librarians. This trip to Hong Kong opened a window for teacher librarians knowing about the school library.

The next 18-month training course, nearly 40 teacher librarians received 12 modules of learning taught by 15 instructors, these instructors were from Taiwan, Hong Kong and mainland China.

Number	teacher librarians Training Modules
1	Seeing is believing - Hong Kong School library visits
2	library school teacher roles and information resource base
3	finishing Bibliography
4	IT for library use
5	Collection Development - Nonfiction
6	to build a library and reading culture
7	Information Resources and Services
8	inquiry-based learning
9	Library Services Promotion
10	English Resource Services
11	Library Design
12	Collection Development - Nonfiction

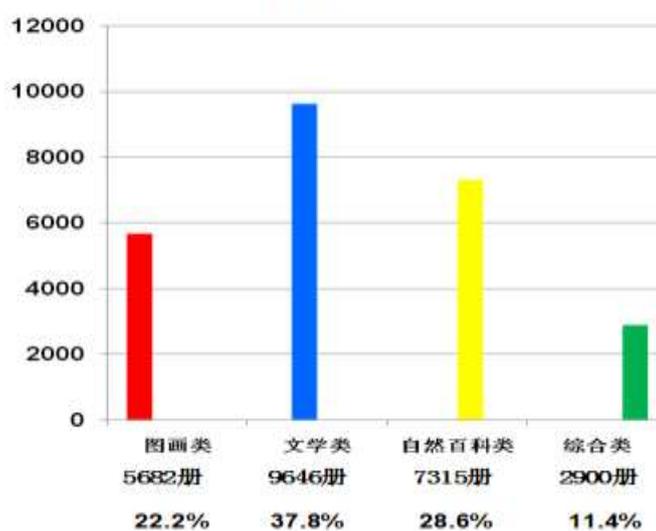
After the training, teacher librarians have a new understanding for school libraries: the school library is not a stack room, but a place for students to learn. Collection and borrowing are the most basic functions of libraries, the difference between schools and public libraries is that school libraries are to support teaching service, so the library's most important clients are teachers foremost. The teacher librarians are not only just the groups who manage books, but should be teaching partners for subject teachers. They serve the readers, knowledgeable people by using professional skills.

Lakeview Elementary School is one of the coalition members, the school library teachers have mastered the use of the library system technology and taken advantage of the system data to find a basis for collection development and strategy after training courses in library, the following is a collection of school library classification and student lending statistics:

Until December 2014, Lakeview Elementary School has got a collection of 25,543 books, collections in the library automation statistical classification system:

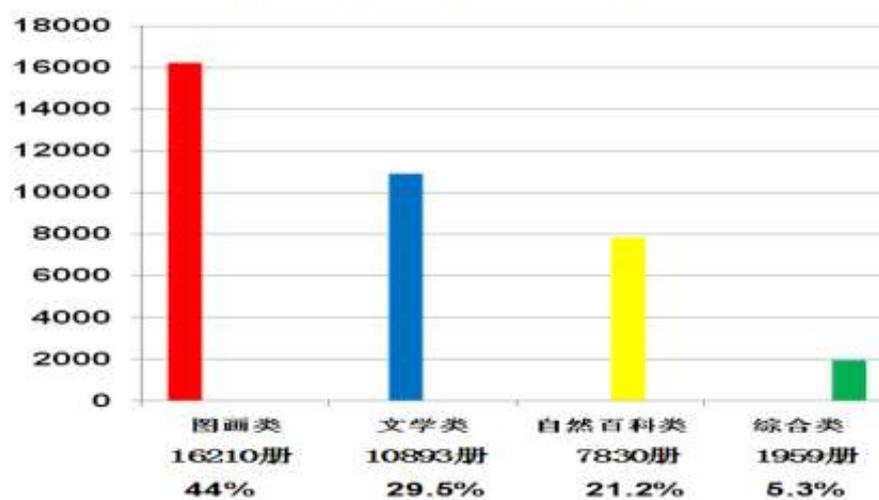
The proportion of various books (below)

各类图书所占比例

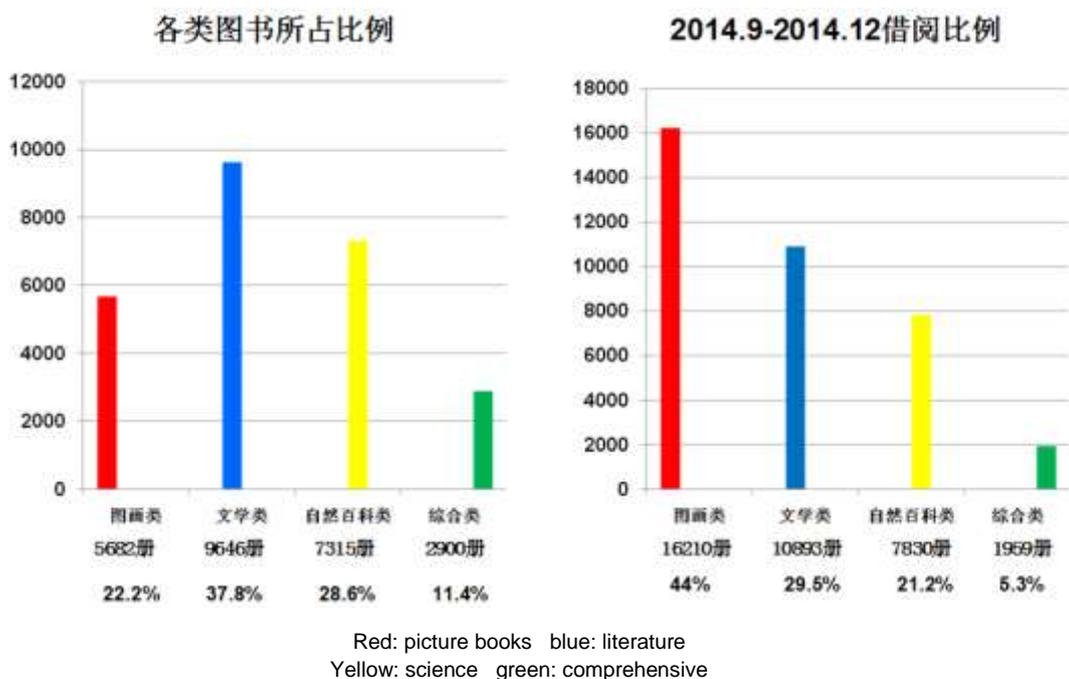


Students' borrowing statistics for all kinds of books:  
Borrowing proportions from 2014.9-2014.12 (below)

2014.9-2014.12借阅比例



The comparison of the amount of all kinds of books and students' borrowing volume:



Analysis: As can be seen from the chart, the literature shares the t largest throughout the collections, whereas picture books account for the largest proportion of the amount of borrowing. In the statistical period , students are mainly in 1-5 grade, the lower grades are in great demands of picture books, so We should increase the amount of picture books in the collection (in the book purchases of 2015, we have increased the picture books about 10,000). Literary collections demand is also likely to become large along with students' graders increasing. You can keep this amount of data without increasing temporarily.

The use of professional skills promotes the school library collection development and meets the needs of the students' borrowing. Since good collection is the foundation for readers to get close to the library.

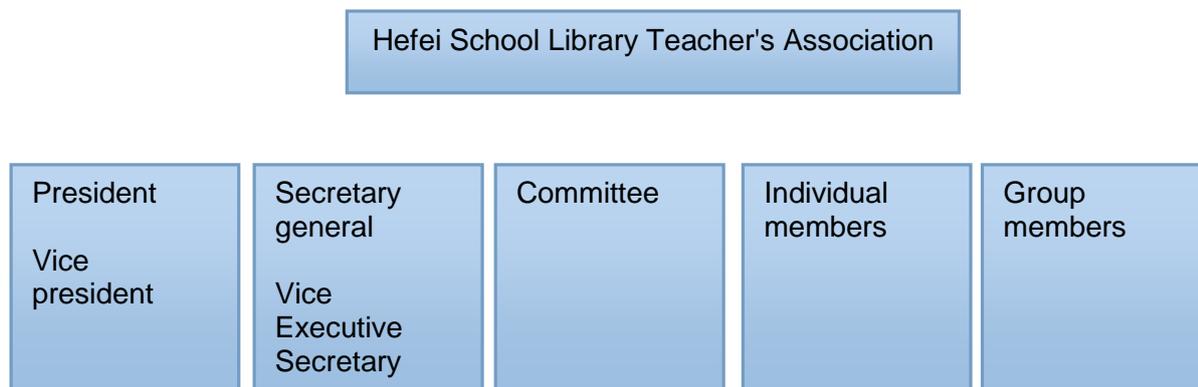
## II. The foundation of Hefei Teacher Librarian Association

To enhance library teachers' professional and sustainable development, and to create opportunities for communication among library teachers from different schools in Baohe district, principals from Stone Soup Reading Association schools proposed the establishment of Library Teacher's Association, which was agreed and supported by Baohe District Education and PE Department. Finally, Hefei School Library Teachers' Association was founded in September, 2013.

Our Association is the first case in Anhui Province. It is the bridge and link among libraries of united schools and among its staff. Our Association is a non-profit public organization. It fills the gaps of Chinese mainland on school's library association.

The Association is composed by library teachers from Baohe District. It has president, vice-president, committee in the leader group, who are also library teachers from schools. The schools are the group members , while library teachers are the individual members. The

Association's operating mechanism is council. It has no fixed workplace. It just assemble the members when needed.



The council is held every two months. We make plans through the council. In 2014, our target was to promote reading in every united schools and develop the Library Curriculum. Every time we gather together, we try to clear up, think over and improve our work. It is also a good opportunity for us to know each other more. It also plays an important role in enhancing team cohesiveness, working efficiency.

After its establishment , all its members worked out the The Articles of Hefei School Library Teacher's Association ( The Articles of Association for short) . In The Articles of Association, the obligations are defined as following.

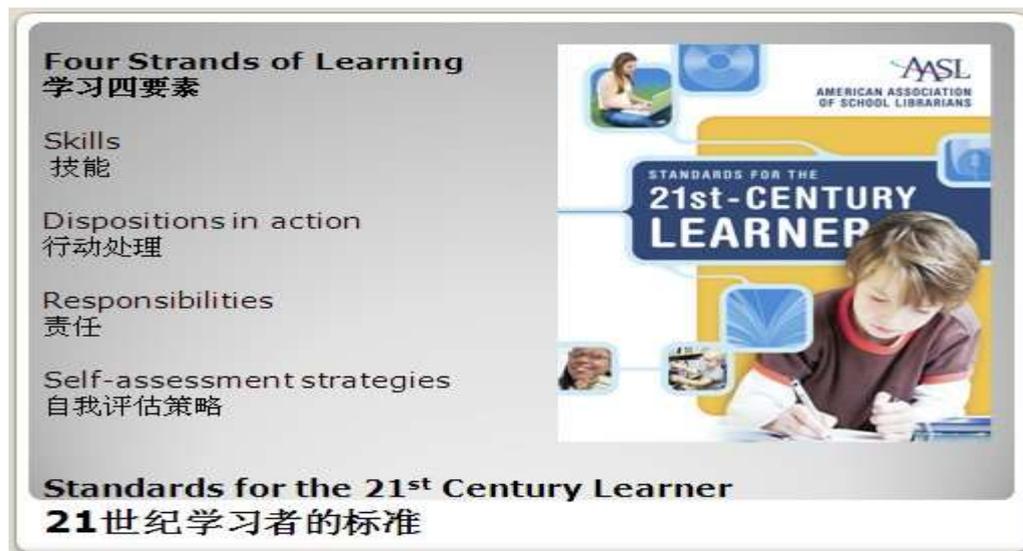
1. To promote school library's work for supporting teaching;
2. To make links among its members, where they can communicate and share with each other to improve their management level.
3. To do more research and make reflections to the Stone Soup Reading Association Principals Round Table Council.
4. To hold fellowship activities to promote the communication of its members.
5. To promote library's modernization and try to contribute to library's cooperation and share of resources.
6. To Join in other social beneficial activities related to Library development.

### **III. Developing professional abilities and promoting school libraries**

As the first group that received professional training on school librarians, the Association views the development of school libraries as its mission. The association has attempted to develop primary school library module and teacher librarian training seminars.

1. The development and practice of primary school library training

In 2007, the American Association of School Librarians (AASL) proposed "Standards for the 21st Century Learner". The Standards state the four strands of learning, namely skills, dispositions in action, responsibilities and self-assessment strategies.



Hefei Association of School Librarians is also exploring how to utilize librarianship education to foster learner who can learn from reading and use information. After visiting school libraries in Taiwan and Hong Kong, the Association realized that the keys are to improve the library user education system in Mainland China, to propose a module of school library training and, hence, to enhance students' learning skills.

In June 2014, while school librarians celebrated their graduation from the training, the Association started to formulate the proposal of school library module for "Stone Soup" Happy Reading School League. The content of the proposal includes members of the lesson setting group, schedule, materials for preparation, job allocation and budgets, etc. The proposal was submitted to member schools of the League. The principals of those schools provided support for the training in terms of staff, venues and budgets. During the summer holiday of July 2014, the school library module writing program was officially initiated.

There are three foci of the school library training, namely library utilizing, information skills and reading skills. Targeting at 6th grade students, the training aims to enhance their abilities to utilize school libraries and to gather and use information. After lesson plan members efforts during the summer, the school library module for "Stone Soup" Happy Reading School League was completed.

Obviously, as library utilization is a brand new module, the communication between module editors and users is essential for the development of the module. In order to inform teacher librarians on the intent, content and use of the module, the Association adopted a "three-step" strategy.

First, school principals were informed. At the principal round table meeting of the "Stone Soup" Happy Reading School League, the president of the Association reported the process and achievements of the module-setting program, of which the principals showed affirmation and support. The president also suggested that this newly-developed module should be included into primary school timetable and lead by teacher librarians.

Second, teacher librarians were trained to fully understand the lesson-setting idea, module division and practice methods. By showing them the development of the module, support and cooperation were obtained.

Third, open classes were hosted so that teacher librarians can enhance their understanding of the module. Focusing on library utilization, information skills and reading skills, three open classes were used to display the real school library module.

date	field	theme	grade	teacher	time	place
28 <sup>th</sup> November	Library utilization	using encyclopedia(l)	3rd	Li Ling (Wanghu Primary School)	8:20—9:00	Library of Wanghu Primary School
	IT literacy	knowing library system	4th	Chen Jun (Tunxinlu Primary School)	9:30-10:10	
	Reading literacy	Reading strategy--summary	5th	Chen huijuan (Shuhong Primary School)	10:20-11:00	
	discussion				11:00—11:30	

The three open classes helped the participants to see the fact that, after a year's efforts, teacher librarians in Hefei Baohe District managed to introduce library module into classes and to implement library utilization education.

#### **IV. The development of teacher librarians' three-day training seminars**

The establishment and development of school libraries rely on not only teacher librarians, but also consensus of the principals, teacher librarians and teachers on the functions of school libraries.

Due to the lack of library education, many teachers have limited knowledge on the functions of school library and the responsibilities of teacher librarians.

With the support from Chen Yixin Family Foundation, the Association developed a three-day training for school library. As a primary training of school library management, participants of the training include primary and high school teacher librarians, reading teachers, teachers involved in library management and school principals. The aims are to enhance the participants' understanding of the functions of school library and teach librarians and to provide essential guide on the programming, establishment/improvement, maintenance and management of school library.

Professor James Henri, the consultant of the Chen Yixin Family Foundation designed the framework of the training. The lecturers are the graduates of the 1st teacher librarian training program.

The training consisted of six modules, namely libraries in schools, introduction to school library and teacher librarian, the development of library collection, book borrowing and relevant services, the creation of pleasant library environment and promotion (including the use of social media).

During the training plan stage, the lecturers helped each other in terms of the contents and strategies of teaching. To ensure the training quality, the Foundation invited, Mrs. Yuexia Liang (the former president of the Association of Hong Kong school library), Xinru Lin and Yafang Chen, teacher librarians from Taiwan to lead the training plan process. Additionally, they provided guidance at the training and feedback and advice after the training.

So far, two series of training has been launched. The number of participants reached 80, with 20 participating schools. One of the participants, who is a math teacher, stated in his feedback: " Before the training, I have never known that I could be connected to teacher librarians. As a math teacher and a part-time teacher librarian, I always thought the duty of teacher librarian was simply checking in and out books. This training showed me how useful libraries and books are for students and my classes. For example, the book 'math picture book', it illustrates magic stories using different shapes, such as birds and boats. As students are interested in the stories, they will also remember the shape at the same time. This is far more interesting and effective than the traditional teaching methods. Additionally, this training taught me how to encourage students' ability to share. I really benefit a lot from the training and am willing to participate in more things like this.

As the schools in Mainland China are paying more and more attention to school libraries, the demand for teacher librarian training has remarkably increased recently. In May and August 2015, the Association will be invited to Yunnan Province and Guangdong Province to host the training. This will be a unique opportunity to promote the training and the school library module in Mainland China.

### **Thoughts in progress:**

Comparing to the existing library education in HK and Taiwan of the past ten years, library education in Mainland China has just started and "Baohe District in Hefei is the starting place of this historical reform", according to Pro Chen Zhaozhen of Taiwan Normal University. The Association of Librarian Teachers of schools in Hefei is taking all pains in effecting development of school libraries with their spirits and teamwork. However there are lots of challenges ahead.

1. It's challenging in bringing all teachers of different subjects into library education given their busy routine and changing the whole planning of curriculum and way of studying for the students.

2. How to promote the ability of management inside the association as well as to serve librarian teachers while expanding space of development really worth a second thought.
3. It's necessary to liaise and communicate with school libraries in different countries and regions, in order to widen horizon and know the industry better, on the way of building a professional team.

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Dr. Carol Gordon's speech 21st century school library education

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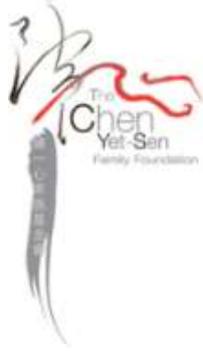
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