



# Newsletter for IFLA section no. 11 School Libraries and Resource Centers

Issue 44, June 2007

<http://www.ifla.org/VII/s11/index.htm#Newsletter>



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**Theme:**  
**School Library 2.0  
and School Library MI**

Here you'll find the blog  
for comments  
on the themepages

[http://iflasblog.  
wordpress.com](http://iflasblog.wordpress.com)

# Standing Committee Meeting

Zagreb, March 4, 2007

By Lourense Das

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**Present: Karen Usher, James Henri (chair),**

**Lourense Das (secretary and minutes) Apologies: Barbara Immroth,**

**Helle Barrett, Paolo Odasso, Yuriko Nakamura, Bruno Vermeeren.**

## Members Standing Committee

SC contains 14 members; including new members and existing members.

In Durban the new committee will start its work for two years. In Milan (IFLA 2009) there will be new elections.

Corresponding members:

The following members will be removed:

Mary George Chacko, Carlos A.

Cordoba, Virginia Dike and H. Prasad;

we will invite: Prof. Lesley Farmer

(USA), Prof. Luisa Marquardt (Italy) &

Lourense Das (Netherlands), Constanza

Mekis (Chile).

Before Durban we have to advertise

for new chair and secretary. This will

be communicated to whole SC how

to nominate, date, to the chair, why

they want position – brief statement,

administration experience. Form with

their name + name from SC-member

who is nominating will be drafted (action

LD)

Procedures: New SC members can vote;

old SC members can nominate. June 30

is the deadline; July 31<sup>st</sup> is end voting.

Do we want postal vote? If so, we need

time for electronic voting. There will be

no nominations or elections in Durban during SC.

A ‘thank you’ letter will be sent to the leaving sc members: Margaret Baffour-Awuah, Helle Barrett, Maj Eriksson, Isabelle Fructus, Vincent Liqueste, Dahlia Naujokaitis.

Before 1 February 2009, we need new nominations for SC (period 2009-2014)

## Durban 2007

We have been corresponding with Busi Dlamini about a satellite in Durban.

Date has been established: 18<sup>th</sup> August; no venue or program known yet; if they

want IFLA-people to attend, we need

more info: timeslots (with regard to

sc-meeting), presenters names, venue,

theme and registration fee. Within

two weeks we need to know that = 21<sup>st</sup>

March, because of promotion and IFLA

marketing (= 325 Euro).

Division III is organizing division

day on social inclusion; two papers

related to schools were chosen from the

submissions at the Division meeting.

Subtitle in the program has been changed

into ‘libraries serving the public’.

There are also two back-up papers

available: James Henri and Liv Saeteren.

Public libraries, Reading and schools

section theme is ‘health issues’; no dates

yet and no confirmation on papers (will

come from Gwynneth Evans).

## Quebec 2008

A Satellite in Toronto will be organized

together with the Ontario School

Library Association; dates are 7<sup>th</sup> and

possibly 8<sup>th</sup> August 2008. The theme is

Libraries without borders: Navigating

towards global understanding” and the

topics proposed are: Boys and reading,

evidence-based practice, be the change,

and, web 2.0 and maximizing the

presence of the school library.

We add: getting school libraries on

the political agenda – on regional or

local level: examples of what works and

what doesn’t work; School librarians

training: international issues in relation

to training. Diane Oberg and Yuriko

Nakamura will be asked to join the committee. (Action JH)

Joint session with Multicultural section is planned and discussed; theme: “school libraries in a multicultural world”.

Multicultural is coming back to us with

confirmation within a month. We need

to find a person to draw up CFP and

work with Kirsten Leth Nielsen: Barbara

Immroth will be asked (action LD).

Proposal and format for the session will

be discussed in Durban.

Need to apply for translations for the

joint session (action LD). Total hours

will be three: 2 from schools, 1 from

multicultural. Action Karen: send

Barbara some thoughts on the theme and

multicultural event. Karen would like to

be member of the group.

## Newsletter

Theme for next issue: Web 2.0. Issue to

publish close for Durban = #44; deadline

for articles is April 15. Max. 500 words.

Madeline Duparc, Isabelle Fructus will

be invited to produce article in French;

Dahlia Naujokaitis, Yuriko Nakamura,

Randi Lundvall, Helen Boelens articles in

English; we need bio’s from Linda Veltze;

Randi Lundvall, Luisa Marquardt, Diane

Oberg, Martine Emoult, Madeleine

Duparc. (Action: Niels)

Suggestion: to put URL of newsletter on

cover and a standard box inside where to

find all documents and papers from the

section.

Memorandum of understanding with

IASL has to be put on the website and in

Newsletter (action LD)

## Cooperation with IASL

Ask Bruno if nominations were received

(action LD). Karen Usher, Lourense

Das and James Henri are willing to

participate in committee.

## Next mid-year meeting

Next venue Division Meeting is not

known yet because of change of chair.

Tentative choice will be London; incl. 1

day workshop in cooperation with SLA,

SLG (CILIP). JH will contact John Lake

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# The New City School Multiple Intelligences Library

by Thomas R. Hoerr, Ph.D. Head of School  
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to find out more. Friday workshop and sc meeting on Thursday.  
Possible dates: 28<sup>th</sup> Febr. SC meeting; 29<sup>th</sup> Febr.: workshop;  
Division meeting on March 1 and 2, 2008.  
Alternative: sc-meeting 28<sup>th</sup> afternoon; follow-up on 29<sup>th</sup> in the  
afternoon. Maybe we could include ENSIL? (Action LD).

## Projects

Revision guidelines: Karen and Barbara have indicated interest;  
LD and Diane are interested too.  
Applying for funding for meeting of working group: we estimate  
the need of approx. Euro 6000,00. Check out how project-  
funding has to be done. Action LD.  
JH contacts Diane about this.

## New project: running a workshop.

If ENSIL is running a workshop in part of Europe without  
funds, IFLA could apply for funding when cooperation can be  
established. Action LD  
Suggestion: Crimea, Georgia,

Development of Statement on IL  
Will be brought to Steering committee IASL-IFLA.

## Coming European events

1<sup>st</sup> European conference on School Libraries:  
'School Libraries as places for Learning' : [http://www.buchzeit.at/no\\_cache/termine/single-ansicht/article/533/8.html](http://www.buchzeit.at/no_cache/termine/single-ansicht/article/533/8.html) in Wels, Austria.  
ENSIL-group is still growing: > 50 members from  
> 15 countries. Next meeting will take place at  
Conference in Wels, Austria.

See report from Wels, page 11

## What is ISLD?

In 1472, the entire collection in the library at Queen's College, Cambridge, England consisted of 199 books. At that time, books were still relatively rare (Gutenberg invented the moveable-type printing press just 17 years earlier), and relatively few people knew how to read. While human knowledge was expanding, it probably seemed finite at the time; certainly the pace of information acquisition was far less than now.

Fast-forward to today, and both the quantity of books published and the number of people who are readers has increased exponentially. There were 172,000 books published in the USA in 2006, for example, and literacy is a given in sophisticated societies. Today, public libraries are common throughout metropolitan areas around the world, and virtually every school has some sort of library. Regardless of the size or design of a library, its shelves are stocked with books, magazines, and journals of every kind. If you love to read, if you find books to be treasure troves of information, if language is your forte, then the library is a haven for you.

But these descriptions don't apply to everyone. Many people don't enjoy reading, and some people learn in other ways. This is captured by the decline in newspaper circulation: The largest 50 newspapers in the U.S. dropped by 3.2% in the past twelve months. The tilt away from reading is even more dramatic among younger people. Indeed, the spate of electronic tools and distractions – from DVDs to cable television, to video-on-demand, to I-Pods means that more and more people gain information and are entertained in non-linguistic ways. While this backing away from reading as the way to learn may bother us – I tend to be one who reads avariciously – it may be less problematic than we fear.

As we gain increasing knowledge about how the brain operates, we realize that the linguistic pathway is just one way to learn. This was established by Howard Gardner in his 1983 book, *Frames Of Mind* (Basic Books). In setting out the theory of multiple intelligences (MI), Gardner defined intelligence as "solving a problem or creating a product that is valued in a culture." Looking at brain functioning, the nature of problem-solving, and culture, he posited seven different intelligences: Linguistic (sensitivity to the meaning and order of words); Logical-mathematical (the ability to handle chains of reasoning and to recognize patterns and order); Musical (sensitivity to pitch, melody, rhythm and tone), Bodily-kinesthetic (the ability to use the body skillfully and handle objects adroitly); Spatial (the ability to perceive the world accurately and to re-create or transform aspects of that world); Interpersonal (the ability to understand people and relationships); and Intrapersonal (access to one's emotional life as a means to understand oneself and others). Subsequently, Gardner identified an eighth intelligence, Naturalist (the ability to recognize and classify the numerous species, the flora and fauna, of an environment).

It is time for libraries and librarians to take the next step forward and support the various ways that people learn as well as the many modes in which information can be shared. Libraries should always have a plethora of books, of that there is no question. But books may be only one part of the collection,

one way to learn. The goal is to facilitate and support learning, however this is done.

I write not from a theoretical perspective but from real life experiences. I am the headmaster of the New City School (an elementary school in St. Louis, MO, USA), which last year opened the world's first Multiple Intelligences Library. Our 4,200 square feet library is rich with books (13,500 volumes) but that is only the beginning. Our recognition of multiple intelligences is manifested in three ways.

First, our library reflects the fact that regardless of the intelligence(s) we use, being comfortable makes learning come easier. Our library is not only visually attractive, but it has comfortable seating and nooks and crannies. We have traditional chairs (which are comfortable) as well as giant bean-bag chairs and brightly colored semi-spheres which are seats. We have capitalized on our high ceilings by using risers, steps which separate and serve as seating. Our library has giant open spaces, two classrooms, and small, semi-private areas that are created by the configuration of the walls. I use the term "ambient learning" to capture the fact that simply walking through our library provides opportunities to learn.

Second, our library abounds with materials that reflect the other, non-linguistic, intelligences. Prominent are two fish tanks, identical except one is for fresh-water fish and the other is for salt-water fish. Simply comparing and contrasting the biomes is a learning experience. We also have tape recorders and headsets so that students can learn through music. A circular room has a metallic surface that allows students to write or draw directly on the walls; this space has a tile floor to allow wet and messy science experiments as well as cooking. On top of our book shelves are a range of puzzles, architectural pieces, and art objects. A chess table, surrounded by two big easy chairs, is very prominent.

Third, we periodically create learning centers which facilitate – sometimes require – students' use of their "other," non-linguistic, intelligences. At these times, our MI Library Coordinator prepares activities which address each of the intelligences. Students rotate through the centers so that all of their intelligences are developed. Over time, we plan to create MI centers which will more closely match teachers' curriculum. Too, we also provide a wealth of opportunities for students to use their linguistic intelligences: they read, listen to stories, and do traditional research.

Finally, our MI library serves many purposes. It is used for public assemblies, for faculty and committee meetings, for Saturday Morning Story Time (neighbors are invited to bring children to hear stories), and is also the setting for our school-wide Boggle, checkers, chess, and Othello tournaments.

Together, these strategies create a setting in which all children can learn, and in which children can use all of their intelligences in learning. Dr. Howard Gardner formally opened our library in December 2006, and it is still a work in progress. We continue to seek new ways to capitalize on students' intelligences and to create opportunities for our students to conduct research and learn.

## Making libraries enticing also for "non"-readers?

By coordinator Mette K. Ofstad, Kragerø, Norway (mette.k.ofstad@kragero.kommune.no or msosofstad@online.no )



**Is it possible to seduce the so-called non-readers into school libraries and make them feel welcome and even eager to find books that are especially interesting to them?**



If you ask students about libraries, most will answer that they are quiet, unassuming and rather dull places. Some students will tell you the school libraries are pleasantly useful, but for many, especially boys, school libraries are a place they would rather avoid.

We need to get everyone to read. Every fourth 15-year old in Norway does not read well enough to function properly, one out of four drops out of high school, 400,000 grown-ups out of our 4.5 million in Norway are functionally illiterate. Last, but not least, we seem to keep up the social differences in the end results. One way to iron out the social differences is to have the offer of doing "homework" at the schools. What better place to do this than in pleasantly furnished school libraries with clever librarians and others as helpers? Why not also open the school library for the kindergarten that is almost always close by? Research shows

that if kids get a head start it is all to the good. A school MI-library would be a wonderful learning arena for pre-school kids also.

In Kragerø, a little seaside town south in Norway, we have devised a project called SMIL (as in smile) – an ongoing project for the last three to four years. The letters pertain to Strategies for learning, Multiple Intelligences and Learning Styles. The goal is to give teachers a toolbox with diverse methods to cater to every student's learning strategies and styles and intelligences. So the idea came up: Why couldn't we categorize the books and media according to the eight multiple intelligences as in Howard Gardner's interesting theory, and put them in a corresponding nook or corner? Then the very bodily-kinesthetic boy who wants to find something interesting, could find it in a jiffy because all



the books that pertain to his bodily-kinesthetic intelligence were prominently set up and easy to find in a specific corner of the room?

A quiet running treadmill with a reading rack could also be part of the interior decoration in this part of the library.

For the spatial intelligence corner we wanted books about the visual arts, biographies with pictures about famous painters, books on how-to-draw, books on maps in every category, interesting books with most only pictures or photos, comics and so forth. A powerful computer where students could manipulate pictures and video would be part of the equipment in this part of the MI-library as well as room for drawing, doodling and making squiggles. An easel with a possibility to paint could be a part of the outfitting.

This is how we plan to do with every one of the eight intelligences in our MI-library. As in New City School in St. Louis there is a small theatre in the centre which can also serve as an exhibition area and can be used for performances from outside sources or by the school's own students or teachers. This way the MI-library will become a room of many different activities.

In Norway most every school is a public school, so we applied for extra funds from official sources and had a bit of luck as we received a sum more or less sufficient enough to go ahead. We have hired an interior designer who is a specialist on school libraries. She is quite smitten with the MI-idea, and she has lots of exciting solutions. Since the funding is a challenge even though we have received funds, we are co-operating with the local high-school class of carpenters. They are doing the carpentry which in parts of the room consists of a landing of two levels which has lots of room for sitting or lounging or being the audience area for performances of different kinds, but also other activities such as the standing area for choir-singing, band exercises and so forth. The school has 260 students and 20 teachers and is our biggest primary school. The room is about 90 square meters and has three adjoining group rooms – each 15 square meters – which will be back-up rooms for some of the intelligences. We need to have workplaces with headphones for music, and we also plan for a huge aquarium and terrarium as well as an ant-farm inside glass in the naturalistic intelligence area.

The school libraries of Norway came into being during the school reform of 1775, but have not been prioritized as they have in Denmark and Finland. They are mostly a sorry chapter, and something needs to be done. With a teacher from Kalstad school I travelled to the official opening of the MI-library at New City School in December 2005. Our enthusiasm just grew when we saw what Thomas Hoerr and his teachers had accomplished. I have just finished translating his book on "How to become a Multiple Intelligence school?" into Norwegian. The book is a testimony on how well the school has carried out the ideas of the multiple intelligence theory – not only in the classroom, but now also with their library.

Wouldn't it be wonderful if both Thomas Hoerr and Howard Gardner could come to our opening of the first European MI-library in Kragerø Norway? It is exciting that such a relatively small school works on establishing a school library so much out of the ordinary.

**Looking for IFLA papers from Section 11  
– School Libraries and Resource Centers?**

**<http://www.ifla.org/VII/s11/index.htm>**

# School-libraries in Norway. A study of the situation in Norwegian School-Libraries



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**The complete report (in Norwegian) is available for download from [http://www.utdanningsdirektoratet.no/upload/Forskning/Skulebibliotekrapport\\_fullstendig.pdf](http://www.utdanningsdirektoratet.no/upload/Forskning/Skulebibliotekrapport_fullstendig.pdf)**

The study was carried out as an email based questionnaire to all primary and lower and upper secondary level schools in Norway in the period September 5<sup>th</sup> to October 14<sup>th</sup> 2006

- The response rate was 51 % based on the number of schools that received the invitation to participate. In total 1546 schools responded
- All 19 Counties were represented. Compared to the actual geographical distribution of schools in Norway, our response lay within +/- 2 % of the actual distribution.
- We got responses from 85 % of all municipalities in Norway.
- 33 % of the responses came from schools in urban (city) municipalities (as limited by the municipal numbering system). The real rate in Norway has 32.8 % of the schools located in such municipalities.
- Out of the response from the schools, 86 % came from primary and lower secondary level schools (actual rate in Norway is 88 %). The distribution between primary levels combined primary and lower secondary and lower secondary level was almost identical to the actual distribution in Norway.
- 16 % of the response from primary and lower secondary level came from schools with less than 50 students, and 33 % from schools with more than 300 students. The real distribution is 19 % and 33 %. This shows we got a minor over-representation from the larger schools and under-representation from the smallest. This was anticipated, due to the use of Internet and e-mail for distribution and response.

In addition to the questionnaire, a qualitative interview study was conducted to get more information on how and to what degree school libraries are used actively as a tool in the education. The qualitative study consisted of interviews

conducted at six schools – two at primary level, two at lower secondary and two at upper secondary. The schools were located in Eastern Norway. At each school, the headmaster, the person responsible for the school library, two teachers and 4 students were interviewed.

## Data representativity

All headmasters and all who are responsible for school libraries were included in our “sample”. Regarding these groups, our material is representative to a large degree, and we can make statistical generalisations from the response sample to the school population/general population. Regarding teachers and students, we cannot do that to the same extent. The headmaster was in charge of distributing the questionnaire to 4 – 6 teachers and 4 – 16 students (they were given specific instructions on how to do it). Thus we do not have the same kind of statistical representation, as we do not know exactly how many were invited to participate at each school in relation to the numbers of responses we got. Still, the response gives a clear picture of attitudes and activities related to the school-libraries from these groups – even if we cannot generalise to the same degree. Further we have checked out to what degree our sample differs from the population of teachers and students regarding gender and age and other central variables of which we have statistical data from other sources. In this respect we learned that our sample corresponds to a high degree to the total population. So, we could conclude we got a high degree of category-representation.

## Available resources

### – status quo or improvement since 1997

The main conclusions regarding resources are:

Nearly all schools in Norway have a school library. The best situation is found in the upper secondary level, where 95 % of the schools have their own library. In primary and lower secondary level 87 % of the schools have their own, while additional 10 % have an agreement with the municipal public library. In total, this pretty much the same situation as was found in 1997.

In 1997, 40 % of the primary and lower secondary level schools had their library in a room that was also used as a classroom. In 2006 we found the percentage reduced to 16%. The results most probably show there has been a significant improvement of accessibility.

There is a clear division between primary and lower secondary level schools on the one hand and upper secondary on the other regarding personnel resources available, the competence of the personnel, and the opening hours. In upper secondary level, the person in charge of the library normally has the library as his/her only assignment (at 80 % of the upper secondary level schools). Only 18 % of the primary and lower secondary level schools find themselves in the same situation. In upper secondary level, close to 60 % of the people in charge of the library are qualified as librarians at bachelor level or higher – either as a single standing qualification (55 %) or in combination with pedagogic qualification (4 %). At primary and lower secondary level schools only 11 % have the same level of qualification. But, every fourth person in charge of libraries

in primary and lower secondary level schools have had additional training in library subjects of at least a half year duration or more. Thus every third primary and lower secondary level school have a person in charge that either has half a year training in library subjects or is educated as a librarian. It seems there has been a small improvement on these issues since 1997, but the improvement is only marginal.

### **Librarian – qualified librarian or the person responsible for the library**

In primary and lower secondary level schools we can observe a small improvement regarding the personnel resources allocated to the library. 26 % of the schools have a person allocated to the library for more than 7 hours a week; this is an increase from only 12 % in 1997. Still, the main impression is that the primary and lower secondary level schools will make do with what is really a very small personnel resource – in our material the average was 5.4 hours a week. We find a) a significant difference between the primary and lower secondary level schools and the upper secondary level schools and b) a not so significant but still easily observable difference between the smaller and the larger schools. The upper secondary level schools show an average of 29 hours a week, compared to the 5.4 hours a week in the primary and lower secondary level schools. Upper secondary level schools with 300 students or more have an average of 39.5 hours a week, which translates into more than one full-time position in the library. The largest primary and lower secondary level schools (300 students or more) also with an average of 11.6 hours a week are way ahead of the smaller schools (100 students or less). Still they are far behind the 39.5 hours of the secondary level schools of same size. Is it possible this significant difference between the levels, also regarding the larger schools, can be explained

by different needs? Do primary and lower secondary level schools need less librarian resources than upper secondary level schools? That would seem hard to believe. How can students in primary and lower secondary level schools be given an acceptable service compared to what they are given in upper secondary level? This is one of the main challenges indicated by this report. One answer might be that the smaller schools are too small to be able to carry a full-range library service, still it seems unlikely for this to be the whole answer.

In the qualitative interviews, small and limited personnel resources was the most frequently mentioned issue regarding what limits the library services at the school.

In spite of limited personnel resources, most school libraries are open the whole school-day or even a bit longer. Here we do not find the large differences between the levels. 75% of the primary and lower secondary level schools are open the full school-day or longer. In upper secondary level the percentage is 86 %. Even if this might be interpreted as positive, regarding accessibility, it also serves to display the poverty in primary and lower secondary level school libraries: Students in primary and lower secondary level schools find their libraries open almost as long as in upper secondary level schools, but there is only qualified personnel available for a minor part of the opening hours. At the same time it is only fair to assume that the students in primary and lower secondary level schools are less able to serve themselves, and are more in need of support than students at upper secondary levels. This is a paradox.

### **The school library participating in planning processes at the school**

The persons in charge of the school library and the headmasters answered that some 30 % of the schools had elaborated plans



for the school library. When asked, also 23 % of the teachers reported likewise. By the way – this was a common observation: when asked questions regarding participation in planning- and development processes, we generally learned that the teachers to a less degree than the two other respondent-groups gave confirming answers. A typical example from primary and lower secondary level schools:

Question: Has the headmaster called for a meeting where the school library is the main issue? 33 % of the headmasters confirmed, 19 % of the school librarians and - only 12 % of the teachers.

This indicates there is a diversion between the stakeholders concerning their participation and their knowledge of what is happening regarding planning activities. Being the responsible person, one must assume that the headmaster knows the facts and figures about what meetings have been held or not. So, when he/she answers “yes” to the former question, the assumption will have to be that this is correct. But from our answers it seems the other stakeholders are not always informed about what is happening. Successful planning processes demands that all stakeholders are as informed as possible regarding what happens, what is about to happen, and why, and to be able to participate. So, if what we observe is representative for the situation at large, this is a sign showing that all relevant stakeholders are not properly involved on issues regarding the school library. Thus meetings where school library has been on the agenda have been held – without the other actors knowing it

54 % answered that the school library is integrated in the planning processes at the school, varying from 68 % for headmasters, 51 % for library responsible to 43 % for the teachers. Again, if we assume the headmasters’ answers are closest to the real situation, being responsible for the planning, an interpretation could be that at the formal level there is reasonably good integration at about 70 % of the schools. Still there seem to be some lack in involvement of relevant stakeholders. Quite a few of the people in charge of the libraries indicate they are involved to a smaller rather than to a larger degree. Some indicate they are being invited into the process at so small a degree that it hardly even matters. Thus the percentage of acceptance of the person responsible for the library is clearly lower than among headmasters. The tendency among teachers is they do not observe that the librarian is included, even if the headmaster, who is the person in charge of planning processes, expresses that this is being done, and even if more than half of the librarians responsible agree. If this is real – that the tendency is such that the school librarians for most teachers are invisible in the schools’ planning processes, we will be facing a major challenge. Because when it comes to the daily, pedagogical planning, there is no reason to assume factors that are made invisible will be drawn into the process.

In the qualitative interviews, the librarian stated the “far too small” time- and personnel-resource as the issue most limiting to their possibility to participate in the planning processes. Of the ones answering that the school library was integrated in the school’s planning, 71 % of the primary and lower secondary level schools and 84 % of the upper secondary level schools responded that the person in charge of the school library participated as representative for the school library in the planning processes. Of these 71 (84)

%, only 21 (25) % answered that the person in charge of the school library always participated as representative. Thus it seems most of the librarians participated in the planning processes to some degree, but only a minority participated regularly.

### **Give Room to Reading!**

Why are the librarians and the headmasters interpreting the situation so different? This is the question that remains after having examined how the two groups responded to a question on how the school has handled issues regarding the school library in “Gi rom for lesing!” (Give Room to Reading!). Close to  $\frac{3}{4}$  of the headmasters in primary and lower secondary level schools (72 %) answered that these issues have been discussed, while less than half (45 %) of the librarians and teachers agree to this. In upper secondary level schools 25 % of headmasters and 20 % of librarians answered affirmatively. So, the question is: Headmasters, librarians and teachers have all given answers referring to the situation at their own school. What then, is the reason behind them experiencing the situation so differently?

### **Teachers – use of school library in the education**

Regarding their own use of the school library in preparation and implementation of teaching, these are the main findings from the teachers:

Teachers use the school library. Still most of them answer they do not always use it (54 % in primary and lower secondary level schools and 61 % in upper secondary level schools). Rather fewer answer they use it always (25 % respective 18 %). It may seem paradoxical that the rate of high-frequency users is lower in upper secondary levels than in primary and lower secondary level schools when we know that the service offered is far better in upper secondary schools.

Teachers state that they cooperate with the librarian. But this cooperation is limited to finding background material. The specific competence of the librarians is seldom asked for as supplement into the teachers’ pedagogical work.

The school library is mainly used for Norwegian language books and subjects related to societal issues. In some of the qualitative interviews, it was pointed out to us that this is not a naturally given limitation, that the library has potentials (unfortunately unused) both regarding natural science and mathematics. Concrete examples were given. Lack of time was stated as main obstacle in the qualitative interviews, when pointing at what hindered cooperation. One librarian claimed that teachers were so busy implementing pedagogical reforms, reforms that at the core demanded information-literacy and intensive use of the library, that there was no time available either to use the library or to cooperate with the librarians. . The existence of traditional (old-fashioned) attitudes and individual aspects regarding the teachers were also brought up as obstacles to a more integrated and wider cooperation, this was brought up by the librarians.

## Learning to use the school library

At 75 % of the schools, the teachers answered that their students are trained to use the library. This training is given as (in ranked order) i) seeking information, ii) choosing information, iii) making use of the acquired information, iv) evaluating the information and finally

v) identifying their need for information. We can observe this involves most aspects attributed to information-literacy, still it is paradoxical that what is normally stated as the origin: to identify ones personal needs for information is placed last while the search, that has to originate from the needs, is ranked first. This suggests that the training might not always be linked up to real problem-solving, but be more of a theoretical exercise.

The responsibility for the training is divided between the teachers and the persons in charge of the school library. In upper secondary levels this normally is the librarians' responsibility, in primary and lower secondary level schools this is assigned to teachers – but to teachers that are not the ones who are responsible for the school library.

Training to use the library is an issue where we can observe improvement from 1997 (in primary and lower secondary level schools). The percentage answering that training is an integrated and systematic part of the education (in primary and lower secondary level schools) has increased from 17 % in 1997 to 33 % in 2006. This clearly indicates a more systematic approach to training. One of the librarians we interviewed stressed the need for the training to be linked to real project work and that it had to aim wider than to using examples from Norwegian language only (multi-disciplinary).

## The students

Most students use the school library once a week or more frequently. In primary and lower secondary level schools the percentage is 72, in upper secondary 65.

We find differences in how they use the school-library between the levels. In upper secondary level the library is more important as an instrumental tool related to school assignments, while the broader cultural aspects are less obvious. In primary and lower secondary level schools the most important is finding good books to read. An activity ranked fifth in upper secondary levels. Surfing on the Internet, ordinary schoolwork, homework and the use of the library for more practical issues like the use of photo-copier are examples of activities they rank higher. Even if the school library is regarded as an important arena for literature (primary and lower secondary level schools) and as an arena for learning (upper secondary level), the school library also is considered important as a social arena at all levels.

Those who do not or only seldom use the school library answer this is because they find the information they need either at home or other places. This is common on all levels. For students in primary and lower secondary level schools they rank access to a (to them) better public library as second most important. This is ranked fifth in upper secondary. Upper secondary rank as second the fact that their teacher never takes the class to the library, this is ranked third at lower levels.

Only very few really have anything “bad” to point out about the school library. It is not difficult to get there, the opening hours are not too short, and they neither find the rooms to be unpleasant or unsuitable. But, at upper secondary level we can observe that the alternatives “I do not like to read” and “I never meet any of my friends there” score relatively high in explaining why they never use the library.

This indicates that among the ones not using the library, the main reason for doing so is related to how they judge the quality of the library compared to other, available sources of information. Thus among a minority, but still a rather large minority, the library is seen as inferior to alternative channels, and so not used.

## The Internet

The area where we find largest positive shift from 1997 to 2006 is in connection to Internet access. In 1997, 89 % answered that their school had no Internet connection. But at the same time it was stated that 1/3 had plans for such connection within next 2 years and further 40 % “within reasonable time”. In 2006 only 8 % of the schools answered their school had no Internet connection. This indicates that schools, to a large degree, have been able to follow their plans for Internet access.

Both teachers and students answer that the Internet is first and foremost used for general information gathering in relation to project-assignments. Teachers, to a somewhat larger degree than the students themselves, answer that students are using the Internet to search through catalogues and lexicons and for private information seeking.

When asked what tools they would use as sources for project-assignments, a majority of the students answered they would use Google or such engines (65 %). Paper based dictionaries and lexicons and personal help from grown-ups was mentioned by 15 %. Specially designed web-sites like “skolenett.no” and the use of the traditional library catalogues was hardly mentioned at all. If librarians, in a world where the students are using Google and other Internet based engines, still see it as their main task to train the students to use printed sources (as was hinted to us in some interviews), the libraries might find it a major task being regarded as relevant for the students of today.

Another challenge pointed at from the qualitative interviews is the integration (or lack of) ICT and Internet in the school library. From what we learned, it might seem the librarians to easily assign



ICT and net searching to the computer-teacher.

### **How the situation "is" – and what it "ought to be" like**

We presented a sequence of questions to headmasters and library responsible; asking them to answer to what degree their school actually addressed different issues/tasks. Subsequently the teachers were challenged to answer to what degree they viewed these issues/tasks as important. We will recite a few replies from primary and lower secondary level schools:

They all agreed of the importance of administrative tasks and traditional librarian duties. From 78 to 95 % answered these tasks to a large/very large degree are/should be important

88 % of the teachers versus 51 % of librarians/headmasters stated cooperation between teachers and library personnel to make the library a vivid arena for learning was/should be important to a large/very large degree

82 to 50 % likewise on promoting literature and stimulate the will to read

67 to 31 % likewise on training students to use different sources of information

42 to 25 % on having the librarian as participant in pedagogical teams and education

Thus we saw a clear expression from teachers, asking for the library to a larger degree than it is today to engage and involve also "outside of traditional library issues" (administration, books etc). The qualitative interviews supported this impression. Several librarians pointed out they had too little time to be "librarians" and too much were reduced to being "keeper of the books" with main task to keep the library tidy.

But what are we to put in the term "outside of traditional library issues"? In the theory chapter we point at the different roles the librarian may play in the pedagogical picture. Some of the librarians we interviewed underlined that the librarian has his/her special competencies and aim to show how these can be of value in the teaching – not to thread into the teachers' spheres. This is a point where there is need for a clarifying debate – not if libraries are to be integrated into the teaching, but how that is to be understood, what role is there for librarian competencies to play and also what differences this calls for in relation to the main levels of education.

### **The effect of having a Plan?**

One might assume factors like school size, librarians' competencies, personnel resources and opening hours would be determining factors for explaining to what degree the school library is being used and seen as useful. In our evaluation we also have considered the effect of having a Plan for the school library. The respondents were asked if a plan for the school library exists. We used the answers to that question to construct an independent variable and tested out the distribution on some of the central factors. This gave us a picture, indicating that the existence of a Plan seems to have effects.

Regarding library services on specific types of books:

Overall we found that schools having a Plan for the school library also displayed higher content with how the different library-services were doing. At an average schools with Plan had a 15 % higher score than schools with no plan.

general literature (69 to 51 %)



easy-to-read books (62 to 48 %)  
Lexicons etc (61 to 49 %)  
Science books (55 to 43 %)

How does the school library contribute (primary and lower secondary level schools)

74 with Plan versus 58 % without answered the school library contributes to promote reading and stimulate students to "leisure-reading"  
58 to 38 % answered the school library has a central role in the education  
57 to 42 % answered the school library stimulates students to search for information on their own

Systematically approaching the training of students to use library (primary and lower secondary level schools)

46 % from schools with Plan answered that integrated and systematic training was given versus 29 % for schools that had no plan.

To what degree do the training include (upper secondary level schools)

Identifying students' own information-needs (43 to 29 %)

Searching for information (in catalogues, databases etc) (55 to 29 %)

Evaluating the information found (52 to 17 %)

Choosing relevant information to use (56 to 43 %)

How to make use of information in the assignments (53 to 33 %)

We controlled using school size (number of students) and the competence level of the librarians. What we found actually was that these aspects were most visible at the smallest schools that also had the lowest degree of relevant educated personnel. These schools seemed to be the ones showing the most profit from having a Plan.

The qualitative interviews underlined the importance of where the library was placed in the school hierarchy. At one of the upper secondary level schools, the person in charge of the library had title of chief of department, and as such was responsible for involving actively in the school's planning processes and to elaborate a plan for her own department. Thus, the organisational structure made certain the school library would be actively included in the planning processes.

## Wels – an ENSIL meeting of the year

By Helle Barret

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**The first European conference on school libraries, that took place in the the city of Wels, Austria, from Thursday 26<sup>th</sup> to Saturday 28<sup>th</sup> April**

"I would like to thank the organizers and all delegates and contributors for the very successful conference last week in Wels."

"I enjoyed the speeches, the workshops, the social and cultural events, the possibility to meet old colleagues and get in touch with new ones. I enjoyed the lovely town as well."

"Thank you all for an inspiring conference! Exchanging experiences and idéas for a couple of days was very stimulating ..." "I hope to repeat this important experience again."

The comments after the first European conference on school libraries, that took place in the city of Wels, Austria, from Thursday 26<sup>th</sup> to Saturday 28<sup>th</sup> April, shows that it was a very successful event.

Lernort Schulbibliothek – (Ohne Lesen keine Lernen):  
School Libraries as places of learning – (no learning without reading) attracted delegates from 18 countries during the three days in Wels, a lovely town in Austria, well known for conventions of many kinds. Gerhard Falschlehner, director of the Austrian Book Club for Young People, a reading promotion initiative, and also the Fit for Reading initiative from the Austrian Government, held the first key note adress on The Use of Media and the Reading Competence of the

Network Generation. Some conclusions by Falschlehner are, that reading must take place in the media and in the language of the network generation, that today literature must face up to the competition and that promoting of the reading habit means teaching orientation in medial environments and reading strategies.

As well as other keynotes, workshops, seminars and cultural events, delegates enjoyed a reading from Christoph Ransmayr, whose most recent book, The Flying Mountain, has been translated into more than 30 languages

For me it was extremely interesting and a new experience to meet so many engaged and professional colleagues from Europe as well as finding that some of our questions and discussions received new dimensions.

After the conference there was a meeting of ENSIL, the European Network for School Libraries and Information Literacy and I am looking forward to read the notes from that very important and positive event.

Helle Barret

# @ your library – Focus on school libraries in Norway

By Maren Brit Baadshaug

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This year and next year The Norwegian Library Association are following up the IFLA campaign @your library by focusing on the school libraries. This is done in cooperation with 13 other organizations. Among these are organizations of authors, teachers, school leaders, students and parents as well as organizations representing different parts of the library world. All the participating organisations are represented in the Advisory Board of the campaign.

The planning of the campaign started in 2006, and has developed gradually in cooperation with the participating organizations. This planning process has to been seen as an important part of the whole venture.

The main goal of the campaign is to strengthen the school libraries by showing how they can play an important role in the learning process. This is done by connecting the activities in a modern library directly to the goals in the curriculum. A new curriculum was introduced last year, and we put emphasis on showing the different ways the library contributes to the development of what is referred to as basic skills, such as reading, writing and digital competence.

The campaign addresses different audiences: politicians and school administrators at the national as well as the local levels, school leaders, teachers, students and parents. A variety of events are planned to reach the different groups

To realise the main goal a set of subsidiary goals are developed. Among these are requests for a national plan for the school libraries, competence development of the school library staff, better integration of the library in the overall planning of the schools etc. The functions of the library as stimulating cultural arena as well as learning centre are emphasized.

Digital competence is defined in the national curriculum in such a way that it is easy to relate it to the information literacy concept in library science. Recently a conference was held at the University of Oslo where these two partly overlapping concepts were discussed. The conference was a joint venture of Biblioteksentralen and ITU (Network for IT- research and Competence in Education). The 250 participants was a mixture

of people from different parts of the library world and educators responsible for the development of digital competence in our schools.

So far the leaders of the campaign have had meetings with politicians at the national level about the role of the school library, and we have seen that periodicals, newsletters and WebPages of the participating organizations have written about the campaign and about school libraries. At the end of May our Minister of Knowledge will be present at an opening event at Vahl school in Oslo. Those who attended IASLs Annual Conference 2007 in Lisbon you will remember Gry Engers presentation of this school and how the library works with language development and integrating of minorities. During the school year 2007-2008 actions we hope to see actions all over the country.

## Library 2.0: It's Not About the Books

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It is always a risk in the library world to say that it is not about the books. So, to use a less emotionally charged example, let us propose that the \$100 laptop project, One Laptop Per Child (OLPC), is not about the computer either. In both of these cases, the books and the computers are just tools. Books are a storage technology that we have used for a few thousand years to hold information. Computers are a more recent example of a tool we created to improve our processing capabilities. Neither of these technologies really does anything for us. The magic is in how we use them.

Library 2.0 is that kind of magic. The basic idea behind Library 2.0 is the development of a new perspective that can help us provide a higher level of services by focusing on our patrons. The movement was initially built around concept of Web 2.0 as discussed by Tim O'Reilly in a 2005 article, "What is Web 2.0" <http://tinyurl.com/743r5>. Libraries began talking about harnessing patron intelligence, using data, and developing new software on an open release cycle. Library 2.0 is really about harnessing the new technologies to focus our development activities on patron engagement. Just like the OLPC project proposes to use a computer as a tool for social change by promoting connectivity and education, Library 2.0 brings radical change to our organizations by creating new conversations around information.

So what does this look like in a real world library? Using the expanded powers of computers and the web, we can now do things with books (and the information they hold) that we were unable to accomplish previously. Some examples of this include tagging books to provide additional metadata, developing a social network around books, and even extracting the stories and information from books into new storage technologies for broader access. By adopting tags to supplement (not supplant) traditional subject cataloging, for example, libraries can provide additional points of entry into their collections that can accommodate unique cultural elements. These tools allow even remote libraries to become full participants in the global information network. This is especially true since many of the tools that make up Library 2.0 are being developed using open source technologies.

The Web 2.0 movement has brought about the development of many new free and/or open source technologies that libraries can use to provide enhanced services. The cost for developing or piloting a new program for possible adoption is no longer measured by hard currency, but by soft resources. What is it worth to your organization in terms of time to make a new project work? If, for example, your library wants to prioritize facilitating user discussions about books they are reading, it can be done if you are willing to redirect time that may now be spent on other tasks. Are there programs that are hanging on because they have

"always been there" but are no longer drawing participation? Or are there tasks that could be automated or streamlined to generate additional staff time?

This isn't to say that time is the only cost associated with Library 2.0 – but rather that it can be the only cost. Most of these technologies are designed to run on a web server and so will work best when run in an online, hosted environment. This, however, starts to cost money. When looking at these new Web 2.0 technologies, the one thing to remember is that it will either cost time or money. The less time you want to spend on something, the more money you will need to spend. Luckily, the opposite is also true. If you want to get started with a new project, you can do so with very little money by investing additional time. Don't have a web server where you can host a new book discussion website? Not a problem. Using a free, open source web server package like Xampp [<http://www.apachefriends.org/en/xampp.html>] you can turn any computer into a personal webserver. While this program is not recommended for use in an online environment, if you have a local library network or even a few connected computers you can create your own internal library webspace using Xampp.

Why create a webspace? Is it really that essential for Library 2.0? I believe that it is. Digital spaces – whether built on a blog, wiki, or

other tool – are different than physical spaces we have in our libraries. By starting a conversation on a blog or a wiki, even one running on a local computer using a program like Xampp, allows the users to interact in a dynamic environment. While this can be simulated on paper, using the computer allows multiple conversations to take place, and more importantly to grow and develop over time. Being involved in a local webspace also prepares library user for participation in the global information space. By writing on a local book discussion blog, a patron is learning the skills that will allow him or her to create a public blog to spread cultural awareness. Knowing how to edit an internal library wiki means that a user is able to contribute to the growth of knowledge by contributing, editing, or even translating entries on Wikipedia.



While a digital divide separating those with broadband access in their homes from those without, libraries can leverage Library 2.0 ideas and tools to build a more meaningful bridge over this divide. Instead of

just providing occasional access, libraries can provide tools and support to make sure that the occasional access is meaningful. By engaging patrons in the creation of a webspace as opposed to the mere consumption of them, libraries are preparing users to take on a more meaningful role in the global information network. As networks and connectivity spread through mobile technologies and programs like the OLPC project, libraries around the world need to be prepared to guide their patrons through this new information space. Open source technologies allow libraries to start small, building a local space that can grow over time to meld with the larger online world. By moving beyond the technology, be it a book or a computer, Library 2.0 can use any available tools to focus on creating a user-centered library experience. Because in the end, it's not about the books but about growing human capacity.

# Web 2.0 Meets Information Literacy

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To be most effective, citizens of the future will need to creatively blend several relatively traditional skills with emerging information and communication tools. And they will need to practice those skills in an information landscape that is genre-shifting, media-rich, participatory, socially connected, and brilliantly chaotic. To be most effective, students also need understandings of traditional information structures as well as understandings of the shifts in the way knowledge is built and organized

## Two threads

Through my librarian visioning glasses, I see two threads—information fluency and Web 2.0-- beautifully woven into rich 21<sup>st</sup> century cloth as teachers and librarians who value inquiry, thinking skills, ethical behavior, and innovative student work hone their craft on a funky and vibrant 21<sup>st</sup> century loom, with learners as collaborators.

As a new thread—Web 2.0--is colorful and dynamic. It reveals new opportunities for collaborations, creation of media, and interactions with audiences never before imagined. A more traditional strand—information literacy--is a sturdy fiber. It is a fiber many of us digital immigrants carried over in our trunks from the old country. And it deserves to be unpacked and shared--woven through instruction and learning.

Information literacy or fluency is the ability to effectively and ethically seek, use, and create information. It is a process in which students (and the rest of us) recognize a need for information; formulate questions based on those needs; identify potential information sources; develop strategies for physically and intellectually accessing information; evaluate, analyze, synthesize and organize new information

with existing knowledge; and effectively, ethically and creatively communicate new knowledge.

Information literacy competencies are process skills. They will grow with students, even when current search tools and platforms are obsolete, when we move beyond Web 2.0. These skills have legs. They will serve learners even when they forget how to balance a chemical equation or how to solve for X. They prepare students to learn to learn.

So, how do we interpret traditional skills for a chaotic, exciting, multimodal, socially mediated information 2.0 landscape? And how does our instruction shift as the information landscape evolves?

### Fluency: Information access

Information access involves recognizing the need for information, identifying potential sources, and strategies for locating information.

I've heard celebrated futurists, as well as librarians, proclaim that we live in a good enough / why bother world. If people can easily find some information, they will not be motivated to find better or best information. Math teachers do not say, "good enough" at multiplication and division. They move as many of their learners toward higher applications and deeper mathematical thinking. Why should we not expect learners to master more thoughtful information-seeking strategies?

In a 2.0 world we must encourage students to seek information energetically. That often includes reaching beyond everyone's favorite search engine or wiki reference. Though Google rocks it is not the only band in town. Google's information reach is staggering, yet it may not be the best strategy for all information tasks. Innovation is thriving in the search world. In fact, a number of alternate search tools employ a less "vertical", far more user-centered approach. A growing number of tools respond to the preferences of visual learners. A growing number of tools specialize in finding information in varying formats.

Those who wait for information to be set free, those who wait for all the scholars and authors to put their work up outside of their books and journals, may be waiting a long time. As Google strives to digitize the print content of university libraries, our K12 students may not recognize that they have substantial libraries of content already available, content designed directly to meet their information and developmental needs, content that Google has not yet and may never grab. Our students do not have to wait.

Hundreds of databases offer hundreds of thousands of valuable documents beyond those accessible on the free Web. Schools, state and national libraries and government agencies subscribe to content that is both developmentally and content-appropriate for learners. Unless we teach students about the enormous value of these reference sources, ebooks, magazine, journal, and newspaper articles, unless we value them ourselves, students will not find them or use them.

I could not conduct my own research without subscription databases created by such vendors as EBSCO, ProQuest, Gale, and Wilson. Because our school culture values these sources, because they are designed directly to meet their information and developmental needs, our students have grown to love them as well. Teachers and librarians must ensure that these valuable materials get used and are no further than a click or two away from learners. Students who do not have access to this substantial content, students who choose not to use them, are an information underclass. These resources must be front and center on our virtual libraries. They must be prominent on our online pathfinders. Our teachers look use of databases as they assess student projects. We create multiple points of access to them and we look forward to finding an effective federated search solution that will search across the databases, our catalog, and the Web.

Because students will need to access both traditional and emerging sources, through both formal and informal information systems, they need understandings of both worlds. In subscription databases, it still helps to know the underlying structure of controlled vocabulary and subject hierarchy. Students can use official descriptors or subject headings to help them gather relevant content. They can select to search by either keyword or by subject and that choice often matters. And although I no longer formally teach Boolean logic, in databases, sometimes AND makes a big difference.

Students have greater search power when they understand the newly tagged world, the world of popular folksonomies. Tags are emerging as powerful tools, different from the structured controlled vocabulary and subject headings of databases. As they search, students should be on the look out for the various tags assigned to the most relevant resources. Those public-created tags will assist them in gathering related content. They can discover information relationships by exploring aggregators like Technorati <http://technorati.com> or del.icio.us <http://del.icio.us/>. Student-developed tag clouds allow for browsing among related concepts, broader and narrower terms, names, places, etc. offering a freedom beyond outlining or taxonomy. A teacher who asks a learner to “show me your tag cloud” will see the various directions a student’s research, and her thinking, is taking.

We can teach students to control their own information worlds. By selecting relevant RSS feeds, they restructure search dynamics, channeling information to automatically flow in their direction, personalizing their own stream of information. As students find relevant information and news sources, we need to guide them to seek RSS buttons and capture those feeds.

Interactive survey sites allow students to design and conduct original research. Using tools like SurveyMonkey <http://www.surveymonkey.com/> and SurveyScholar <http://www.surveyscholar.com/>, and Zoho Polls <http://polls.zoho.com/>, students can easily collect data and graphically describe their results. Surveys are truly authentic experiences requiring students to navigate through some of the sticky issues of inquiry—predicting question issues, deciding how large a sample should be, designing effective question formats—single choice, multiple choice, rating scales, drop-down menus. The sophisticated reports these sites generate eliminate some of the challenging statistical work previously associated with playing with survey data, forcing learners to focus on understanding and interpretation

The Internet fosters a search environment in which learners work independently, often in their rooms, often after midnight. There are fewer face-to-face opportunities for adults to intervene to help assess an information problem, focus a topic, suggest keywords and alternate vocabulary, or recommend a critical book or website or portal. While we should celebrate the independence of learners, we must recognize that any 15-year-old doesn’t really know what she doesn’t know.



As teachers and librarians in this new landscape, we have new opportunities to intervene, AND to have dialog, while respecting young people’s need for independence. Librarians can move their pathfinders to blogs and wikis, to open them to students and teachers for collaboration and comments. They can suggest search strategies and lead students to information types—primary sources, literary criticism, biography, news. They can lead students to the variety of information formats—portals of streaming media, wikibooks, ebooks, blogs, ejournals. They can lead students to global perspectives, diverse sources and points of view.

### Fluency: Evaluating information sources

This fluency involves determining accuracy, credibility, and relevance; distinguishing among facts, points of view and opinions; and selecting the most useful resources for a particular information need.

The traditional publication process made evaluation a much simpler skill back in the days before digitization, and in the days before information assumed new democratic formats. And while it was easier to teach evaluation in a controlled world, a world where resources fit into neat little boxes, we now live in a wonderfully rich confusion.

New, as well as traditional questions emerge as learners evaluate the information they find. What is authority? Whose voices are valid and when? Is it best to examine the collective knowledge of the public, or the expert knowledge of academics? What is the information context? Is it a casual information need or a formal or critical project? Are we investigating a breaking issue for which scholarly material does not yet exist? Is the best source likely to be: scholarly, popular, trade; “on the ground” and timely, or retrospective and reflective; primary or secondary; biased or balanced? Who is the audience for my project? Is it a professor who values scholarship and depth?

Just as mega-store sites like Amazon address the long tail or the niche market, the Web, and blogging especially, promote the flourishing of the niche opinion, a great democratic concept, but a challenge for learners struggling to evaluate context and bias. How should students evaluate and select blogs as information sources, with Technorati (<http://technorati.com>) currently tracking more than 72 million blogs? Blogs are essentially primary sources. They can provide lively insights and perspectives not documented by traditional sources. They compare in some ways to a traditional interview, with the speaker controlling the questions. Ripe for essays and debate, blogs present not only the traditional two sides of an issue, but the potentially thousands of takes. And those takes take less time to appear than those documents forced through the traditional publishing or peer review process. Blogs allow scholars and experts written opportunities to loosen their ties and engage in lively conversation.

Over the past couple of years a big issue in learning to evaluate has been what to do about Wikipedia. Its content is heavily accessed; its articles appear on nearly every result list. Its

democratic editing process provokes questions relating to the wisdom of crowds and the value of experts. Wikipedia forces us to examine the dynamic nature of information and to explore how knowledge is built. Whom do we trust and when do we trust them?

If a project has to do with breaking news, a hot topic, technology, or popular culture, Wikipedia may be the very best place to start. One of its advantages over print is that it is not limited by traditional publishing restrictions of cost or size. It is able to address the long information tail, providing something for nearly any interest.

But when teachers encourage students to find scholarly materials, Wikipedia may not be the best place to start. Academics, concerned about tenure and promotion generally find other avenues for publication. High school and university students need to know that teachers and professors will expect them to reach beyond Wikipedia.

Evaluation also involves reflecting on your own work. How might it have been more effective? How could I have done a better job?

#### **Fluency: Digital citizenship and information ethics**

These fluencies involve contributing positively to the learning community; respecting diverse points of view; practicing safe, ethical, and responsible behavior regarding information; recognizing the principles of intellectual freedom; respecting intellectual property; and promoting equitable, democratic access to information.

It's increasingly tough to model respect for intellectual property in a world of shift and change, in a world of mixing and mashing, in a world of ubiquitous sharing, casual online communication, and pirating. Debate continues to rage regarding how to balance users' needs for access to information while protecting the rights of content creators to profit from their labors.

Students are rightly confused and frustrated. The Pew Internet & American Life study, Teen Content Creators and Consumers, quoted researcher Mary Madden in its press release ([http://www.pewinternet.org/PPF/r/113/press\\_release.asp](http://www.pewinternet.org/PPF/r/113/press_release.asp)).

Today's online teens have grown up amidst the chaos of the digital copyright debate, and it shows. . . At a time when social norms around digital content don't always appear to conform with the letter of the law, many teens are aware of the restrictions on copyrighted material, but believe it's still permissible to share some content for free. (Lenhart & Madden, 2005, Press release)

Can we guide students to behavior that is fair and just and respectful of intellectual property without compromising their creativity and enthusiasm? Today, a single student project might incorporate downloaded video clips, music, and art, as well as quoted text. It is also likely to be broadcast.

When projects stayed in our classrooms, limiting the amount of borrowed content and simple documentation were generally enough for students to ethically use the creative work of others.

With students regularly publishing and broadcasting beyond classroom walls, they need to take greater care and use new strategies when they borrow the creative works of others. On the Web, it is not always possible to get permission from or even identify a content creator.

We can help by teaching students about information ethics when they produce and post media. We can ease some of the confusion by teaching students about the new flexible protections and freedoms made possible by Creative Commons <http://creativecommons.org/licenses>.

Even simple documentation is complicated by the fact that the official style books have not kept up with students' new array of information choices. If we expect ethical behavior, we have to make it less painful for learners who want to behave ethically. Even before the examples hit the standard style manuals, we should facilitate students' ethical behavior by adapting and modeling citation formats for blogs and wikis and podcasts and whatever is coming next.

Social responsibility is also about etiquette. Bloggers do not have editors. Bloggers blog on the spot. Rash thoughts may be posted before a blogger really chews on an idea, before rational thought has time to take over. In classroom blogs, learners should argue and debate and criticize. They also should be sensitive and respectful. As teachers, we can inspire a degree of impulse control for learners who blog.

Social responsibility extends to interactions wikis, as well. In class wikis, we may need to discuss and establish guidelines for how we modify information and negotiate content. Guidelines for wiki construction could be class-generated, with the wiki's about page serving as a kind of charter for behavior, trust, accountability, and contribution. These guidelines should serve to build the culture of the wiki. Even in an open authorship environment, participants should see both freedoms and responsibilities relating to the community. As teachers and librarians, we too have responsibilities. While we look out for the safety of our students, we must also protect their access to the information and communication tools they need to learn effectively. We must speak up against initiatives that prevent access to critical tools for learners.

#### **Fluency: Synthesis and organization**

This fluency involves the ability to see information patterns, to analyze information, to organize ideas, and to effectively weave together ideas and content from multiple sources to create a coherent new whole.

*Web 2.0 presents the ultimate opportunity for teaching synthesis. Students who effectively use Web 2.0 tools, synthesize effectively.*

Wikis promote a jigsaw style in which learners can divide a research task and share individual expertise and insights to



complete an information gathering task or answer a driving question. Wikis may be one of the best tools for helping students to learn how to collaborate and build text-based knowledge as they incorporate information from multiple sources, consider diverse ideas, learn how to edit, integrate feedback, and negotiate the content of multiple authors. Additionally, peer collaboration and distributed authorship remove some of the “drama” associated with top-down assessment. Wikis shift the onus of correction and improvement from the teacher to the community. Teachers can assess the work of the group, as well as individual contributors to the wiki community through its history pages. A growing number of online tools also support collaborative writing and other types of information synthesis. They include: Google Docs and Spreadsheets, ZohoWriter, Celtx (for scriptwriting and storyboarding)

AjaxWrite. I cannot imagine planning a group writing project without using a wiki or an online writing application. Bernie Dodge’s Design Patterns for EduWikis [http://edwiki.org/mw/index.php/Design\\_Patterns\\_for\\_EduWikis](http://edwiki.org/mw/index.php/Design_Patterns_for_EduWikis) lists the impressive ways wikis might be used by learners.



Blogging is also essentially about synthesis, with emphasis on the blogger’s voice as he or she engages in dialog and debate. Blogs foster the kind of risk-taking writing that may not happen in the traditional five-paragraph essay. In this new form of public writing, students can share ideas before they are fully formed and solicit and use the ideas of others as they clarify build their own. Bloggers learn to connect with audience, to express their messages in concise space and in more conversational tone. Bloggers learn to weave their own voices into personal, unique communication products, developed over the course of time. Students can blog their research experience (we created a template). Students can use blogs to host their literature circle discussions. They can blog in the voice of a character with the goal of enhanced understanding based on synthesizing discussion.

New media projects as digital storytelling, inherently involve synthesis as learners select and weave words, images, sound, and video together into a coherent composition to conveying meaning, knowledge, and personal perspective. Using editing tools like: iMovie, Final Cut, and GarageBand, students compose and share original media, incorporating the relevant ideas and creations of others. If we are to teach synthesis in a 21<sup>st</sup> century landscape, we need new strategies for encouraging and assessing synthesis in these innovation creations.

### Fluency: Creating and communicating new knowledge

This fluency involves seeking excellence in knowledge generation, collaborating, and contributing positively to the learning community.

What’s changed in terms of communication of knowledge? Web 2.0 is the perfect sandbox for our students to authentically hone this information fluency.

We’ve always worked to inspire students to improve their

writing, research and communication skills. Web 2.0 shifts writing and composition in critical and exciting ways. Web 2.0 means audience. Learners now have the potential for a truly authentic and globally connected audience. Learners are discovering real reasons to research, to write, to tell their unique stories. They can use new media tools to stream and share in ways that truly showcase their personal talents. Learners are discovering that research can be collaborative, community-based, media-rich, and exciting.

Writing, or public writing, doesn’t come naturally to all students. Through classroom blogging, we prepare students to write effectively and regularly for many purposes, and for varying audiences. We prepare them for the types of blogs they will likely find in academics and business—for those blogs that are used for project management, professional communication, customer communication, and for college courses.

Through their writing and research contributions in wikis, learners learn to collaborate, to share responsibility as a team member, to create together. Wikis represent a version of the peer review process for non-academics. In wikis, students help each other as they grapple with such writing challenges precision of word choice and accuracy.

Communication in the future will likely be increasingly collaborative, geographically agnostic, and multimodal. But even when paradigms shift, some things stay the same. Those who can use information to communicate effectively have clear professional and academic advantage. The learner and the worker of the future must be able to ask the important questions, use information create thoughtful and compelling arguments, back their arguments with solid evidence, make decisions and reach conclusions. This type of brain work may result in a streamed multimedia presentation or a digital story. It may also result in a formal corporate white paper posted as a PDF.

I want my students to be fluent for all information formats - traditional, current and emerging. They should be able to identify a wide array of information and communication strategies and choose the ones that best meet their needs. But wherever the information they need lives, whatever the vehicle they choose for communication, they will be more successful if they can weave some sturdy old threads into the fabric of their communication. They will be more successful if they can effectively and ethically access, evaluate, synthesize, and communicate in whatever version of “Web” we experience. Teachers and librarians together can prepare learners to produce work that will last the test of time.

For links and references, visit Joyce’s Information Fluency Wiki: <http://informationfluency.wikispaces.com>

This article contains excerpts from the author’s contribution to Terry Freedman’s Coming of Age 2.0.

## With my feet in the mud...

By Helen Boelens  
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Nederland



In Australia we are very aware of the need to conserve water. As a child in Australia, I knew that drinking water came from a tank on the roof and that bath water was pumped from an artesian well, deep under the ground. Water was never wasted. Dirty water was never allowed to run down the drainpipe. It was thrown onto the thirsty plants in the garden.

When I was in my twenties, I met a kind, friendly Dutchman. We fell in love and decided to “give it a go”. After our marriage, we moved to Holland. This is a country which has too much water. I will never forget the day we moved into our new house. It was raining. There was mud everywhere. Further along the street, grubby little children, wearing warm coats and rubber boots, were playing in the mud, building dykes. They were having a lovely time.

Yes, Holland is a country which has too much water, and lots of mud. There is a wonderful Dutch expression, which roughly translated into English is “with your feet in the mud”. It means that you are involved in the daily grind, putting one foot in front of the other, making squelching footsteps through the mud, to get to the dry ground – doing the ordinary day to day tasks in order to achieve a goal.

In this article, I want to tell you about “my feet in the mud” in the School Library and Information Centre at the Kalsbeek

College in Woerden, the Netherlands. After my arrival in the Netherlands, it took me quite a while to learn the language, become familiar with the Dutch children’s and adult literature, revalidate my diploma’s and find a job as a school librarian in a local secondary school. For the record, the job of teaching librarian does not (as yet) exist in the Netherlands.

During my job interview in 1998, the director of the school explained to me that the Kalsbeek College is an “ordinary” school. It is not a private school - it is government funded and has no special sources of extra income. It is not a selective school. In 2007, it has a total of 2,600 pupils and is what is known as a comprehensive high school. The director told me that I was being hired to bring the school’s library into the 21st century. So this is when I had to put on my boots and began plodding through the mud...

I began by trying to define the goals of the school library (which has now become known as the school library and information center (SLIC) ). Whilst maintaining the wonderful, traditional goals of the school library, an attempt was made to introduce computer technology, new concepts of learning and digital forms of information into the SLIC. My recent paper:

“Imagine ... You may say I’m a dreamer, but I’m not the only one,”<sup>1</sup> : The school library and information center at the heart of the learning process and as an integral part of the learning environment

describes how we approached this problem. This paper was presented in Dutch and English at the Kalsbeek College on 31 January 2007 and was also presented, in Italian, at the triennial national project “Biblioteche nelle Scuole” in Milan, Italy on 15 March 2007. It can be found (in English) on the ENSIL (European Network for School Libraries and Information Literacy) website [www.ensil.eu](http://www.ensil.eu) .

1 Lennon, John : Imagine, 1971.



Photographer: Ann Forberg

The paper describes how the school, as a whole, has recognized the important role which the school library plays at the heart of the learning process and as an integral part of the learning environment. Step by step, in co-operation with directors and teachers throughout the school, we have been moving towards this goal. The various steps which have taken place in this process were discussed at democratic meetings within the school, and decisions were made.

The educational objectives of the school are clearly stated in the school policy statement and in all information booklets which are handed out to (prospective) pupils. Information evenings have been held for parents of pupils, in order to explain to them what we are doing and what we are hoping to achieve.

In 2002, a decision was made to build a new SLIC (400 square meters), which would incorporate the traditional values of the school library, while making provisions for new facilities for the 21st century. This was a costly decision, but the results are spectacular. We now have a facility where more than 100 pupils from all different levels within the school can read, do their homework, or make use of new forms of learning, thanks to ICT software and hardware. The SLIC is comfortable, attractive and colorful. It has an excellent collection (in traditional and digital form) in five different languages. There is an ELO (Electronic Learning Environment) and a fully automated web-based library catalogue. At the moment, federated searches are being instigated, for the storage and retrieval of information throughout the entire school. We also have special facilities for gifted pupils and pupils with learning difficulties. Last but not least, the SLIC gives compulsory, interdisciplinary instruction in information literacy to teachers and pupils.

Our success up until now can be verified by:

- Improvement in academic achievement of pupils;
- An awareness throughout the school of the advantages (and disadvantages) of new forms of learning and how these can be implemented in the SLIC (when necessary);
- An awareness that learning should be interdisciplinary and that co-operation within the school is essential;
- An awareness of the effects that the information society has had on the “ordinary” school;
- A SLIC which is nearly always full with pupils making use of the facilities. It has come to the point that we almost need a second SLIC.
- An increase in reading throughout the school. The statistics for borrowing of traditional information, by pupils and staff, have risen more than 17% in one calendar year.

The success of the KILM (Kalsbeek Information Literacy Matrix), mentioned in my paper:

“Imagine ... You may say I’m a dreamer, but I’m not the only one,”<sup>2</sup> : The school library and information center at the heart of the learning process and as an integral part of the learning environment is due to a combination of:

1. Organisation and
2. Methodology
3. The integrity and vision of the school leadership.

2 Lennon, John : Imagine, 1971.

The changes in organization include meetings between all groups within the school (establishing a democratic process) and the coordination of projects between subject areas. The methods include the interdisciplinary teaching of information literacy skills in the SLIC. The integrity and vision of the school leadership speaks for itself.

No, we have not yet reached the other side of the pool of mud. The information society in which we live is changing so rapidly. The SLIC needs to take these changes into account and, if necessary, implement them into the policy of the SLIC. The situation within the SLIC at the Kalsbeek College is not perfect. Every day we come up against problems which still have to be solved. Nevertheless, the democratic process throughout the school plays an important role in resolving these problems and implementing new ideas. Without the educational vision of the director, Dr. Jaco Schouwenaar, none of this would have been possible. This is clearly described in the paper mentioned above.

In 2003, I decided to look more closely into the problems faced by the school librarian (or teaching librarian) in the 21st century. I have become a Ph.D. research student at Middlesex University, School of Education and Lifelong Learning in London, in co-operation with the University of Amsterdam and the Vrije Universiteit (VU) in Amsterdam. My contact with the university in London is usually through E-learning. My recent papers include:

“A new kind of information specialist for a new kind of learning”

which I presented at World Library and Information Congress, 72nd IFLA General Conference and Council, in Seoul (South Korea), August 2006, can also be found on [www.ensil.eu](http://www.ensil.eu) . The ideas presented in this paper are very relevant to a walk through the mud.

During my research, I have been fortunate to meet people from many different countries who are interested in school library work – librarians from different kinds of libraries, academics, researchers, politicians, and also people with commercial or economic interests. I have also met those who think that school library work is at an end –it has seen better days and is no longer necessary. It can be replaced by other kinds of services.

But these people do not plod through the mud. They are not involved in the daily life of the school or the school library. They visit the school library occasionally, carry out research, and come up with ideas and suggestions. Sometimes politics or self-interest play a role.

Their work is different from mine. I get up in the morning and am faced with the day to day realities of school library work, in positive or negative ways. I see what happens each day in the SLIC. I see the little drama’s which occur, and also see the reactions of children, on a daily basis, to new innovations in the SLIC. I put on the gumboots every morning and plod on through the mud. It may be time for a new sturdy pair of gumboots. They sell very pretty, colourful ones here in Holland!

# International School Library Day (ISLD) on Monday, October 22, 2007

By Rick Mulholland

[conri@shaw.ca](mailto:conri@shaw.ca)



## What happened on ISLD 2006?

Monday, October 23, 2006 saw a great number of school libraries celebrate International School Library Day. The types of celebrations are a varied as the number of schools celebrating. Due to many school holidays, school libraries did not limit their celebrations to October 23 but celebrated throughout the month of October. On International School Library Day messages of good cheer were posted on the IASL listserv (IASL-LINK) from school librarians around the world wishing all an exciting celebration.

In a primary school in Kenya, the children and teachers read specially written poems for the day about libraries, played singing games and acted out skits.

Many schools received their specially made bookmarks from their partner school from a different country. These were designed around the theme of Reading, Knowing, Doing. Many paired schools became e-pals for the year.

Book fairs were organized in a number of school libraries. One such book fair was in the Aga Khan Schools in Karachi. These schools held special book fairs where school librarians and teachers held special reading and storytelling corners.

At Choithram International School (India) the entire school read for 2007 seconds (approx 33.5 minutes) to celebrate the importance and joy of reading.

In other schools around the world students came to the library to send emails around the world as part of the "Email Around the World" project. The students sent one message per school on the theme of the day.

Many schools and associations joined in the celebrations for the first time. We hope that these groups will join us in celebrating in the upcoming celebrations for 2007.

## INTERNATIONAL SCHOOL LIBRARY DAY 2007

School libraries around the world will be celebrating the 9th Annual International School Library Day on Monday, October 22, 2007. This day is an opportunity for all involved in school libraries to showcase the importance that school libraries and programs have in the education of the youth of today who will become tomorrow's leaders.

The Ninth International School Library Day has the theme "Learning – Powered by your school library". This theme highlights the important role school library programs play in student achievement as well as their responsibility in the promotion of reading, literacy skills and information literacy skills, which help to provide the foundations for lifelong learning.

International School Library Day 2007 will see a number of continuing projects such as "Email around the world" and the "Bookmark project." New projects are currently in the planning stages and will be announced in the next few months. Special this year is the development of a poster illustrated by Canadian illustrator and author Lee Edward Födi. The poster will be available on the ISLD website <http://www.iasl-slo.org/isld.html> for downloading and printing in time for promotion of the special day.

International School Library Day provides the school community an opportunity to celebrate the importance of the school library. It is a day where teachers, students, parents, administrators and, of course, school librarians stand up and show the citizens of our respective countries that school libraries matter and make a difference!

# DEPARTMENT OF STATE'S U.S. SPEAKER AND SPECIALIST PROGRAM REPORT - November 25 to December 2, 2006

by Dr. Lesley S. J. Farmer  
lfarmer@csulb.edu



The following report consists of two parts: 1) an assessment of the overall experience and emerging issues; and 2) a chronological account of my Brazilian trip under the auspices of the Sala Elizabeth Bishop program.

Several issues emerged throughout the country during the presentations and visits.

- The population's reading problem: many people are functionally literate, but they have difficulties comprehending textual information. People read less as they get older; youth are reading less than they used to. Poor rural people are coming into the cities, thinking that they will get jobs and money; they find it very difficult to find work without literacy skills (manual jobs are very competitive).
- Brazil's youth population is booming. Teens are "into" the Internet, video, and shopping more than reading. A growing number are involved in drugs, gangs, and risky sexual behavior (many 14-15 year olds are pregnant). For the past decade or more there has been less parental control for dating.
- Many youth are interested in technology, and in the Internet specifically, but few have connectivity, particularly in rural areas. Several libraries have started Internet access, although rural libraries sometimes lack even electricity. Librarians report that the youth sometimes abuse the Internet, e.g., going onto pornography websites. There is a strong need for information literacy, including evaluation of websites and transformation of information.
- Most people do not have the library "habit." It is not a significant part of their culture, which is oral-based, so librarians try very hard to make libraries welcome and relevant. Librarians are increasingly doing outreach work, such as publicizing their resources/services in public areas and offering events/contests to attract youth to come to the library and become regular users. Programs that focus on creative expressions seem to be particularly popular: origami clubs, folklorico, jazz music.
- Even though library systems are sometimes centrally administered, youth projects tend to be locally driven and isolated. There is a great need to coordinate program efforts within systems, and to partner across systems and agencies.
- Youth are required to attend only eight years of formal schooling, and 80% attend private schools so public education is uneven at best. Furthermore, because teachers are permanent civil servants, some are not motivated to improve themselves professionally or

embrace newer teaching/learning strategies.

- A great need exists for more financial and legislative support for libraries, particularly for school libraries. Librarians are now meeting with decision-makers to explore the possibility of mandating school libraries with qualified library staff. The U. S. helps by donating books and equipment to libraries.
- While some school librarians provide high-quality programs, many do not have proper training. All too often "burned out" or retired teachers are assigned to the school library.
- Academic library preparation dedicates little coursework targeted especially for school librarianship. Most librarianship programs are undergraduate degree programs, which focus on basic operations. A new program at the Rio Federal University will emphasize information management. There is a strong need for school librarianship formation and for international library educator exchanges. Library science candidates (students) are also interested in scholarships for study in the U.S.
- There is a new, strong effort to provide resources and services for visually impaired youth and adults. One visually impaired teen attended my presentation in Fortaleza, and he shared his success in their Braille center; the librarian there has been a very positive force in these patrons' lives. I was impressed that she brought him to the presentation, and I was happy to provide him an opportunity to share with the rest of the audience.
- Material preservation is just starting to be considered; proper climate control is a big problem. Workshops on this topic would be useful.
- John D'Amicantonio has correctly identified two other areas of continuing education need by Brazilian librarians: information literacy and distance education. He has already contacted experts in these areas (which are also interests of mine).

The program accomplished several objectives. Program attendees were very enthusiastic about the lecture presentations, and asked good follow-up questions. Overall, they became more aware of youth needs and how they might be able to serve and empower them. The audience was given many ideas and practical tips that they could implement immediately without a lot of funding. They also saw the benefits of collaboration, and are eager to seek out partnership opportunities, including U. S. sponsored services.

- The event gathered a good cross-section of librarians and related professionals. Attendees were

encouraged to network after the presentation, and in three instances stakeholders met at an after-presentation meal to discuss possible partnerships.

- Attendees learned about program principles and librarian competencies for library services for youth. They discussed the need for more academic preparation and continuing education that would focus on you

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- The event gathered a good cross-section of librarians and related professionals. Attendees were encouraged to network after the presentation, and in three instances stakeholders met at an after-presentation meal to discuss possible partnerships.
- Attendees learned about program principles and librarian competencies for library services for youth. They discussed the need for more academic preparation and continuing education that would focus on youth services, including school librarianship. They also realized the need to help other librarians understand and respect youth, and to encourage youth to participate in library operations.
- Attendees learned about current information literacy standards and the new draft learning standards of the American Association of School Librarians. During the Q/A period, attendees mentioned the need for more information literacy instruction and collaboration with classroom teachers.
- Attendees learned about the educational role of all librarians. Public librarians, in particular, realized that they needed to help youth become more effective, self-sufficient library users and researchers. They learned that youth need to be critical consumers of information and also creative producers of information and ideas.
- Attendees learned successful strategies for attracting and engaging youth in meaningful library and information activities, both traditional and technology- based. They learned about ways to provide a welcoming, specific space for youth. The library should provide venues for youth participation and empowerment.
- Attendees learned about successful youth-centered library programs and products. During the Q/A time, attendees shared best practices occurring in Brazil, some of which were mentioned during the presentation, based on library visits during the week.
- Attendees learned about the impact of technology in youth's lives, and realized how important it is for libraries to include technology resources and services. They also learned the importance of empowering youth through giving them authentic opportunities to use technology within the library and to help the library carry out its mission.
- Attendees learned about ways to collaborate with other youth-serving agencies. Several potential partners were

mentioned in the presentation and during the Q/A period. They realized the need for more outreach and collaborative efforts.

- Attendees learned more about the State Department Information Resource Centers and the American Corners in Brazilian public libraries, and several indicated interest in using the services and publicizing them to other Brazilians.

As a result of the program, several linkages were suggested and formed. Follow-up measures were instigated.

- The presentation PowerPoints were mounted on the IRC website for librarians to access and use afterwards.
- Library science books. I donated four different books I wrote on librarianship, a unique title for each IRC. Digital Inclusion, Teens, and Your Library was the source for one of my presentations in Fortaleza. Almerita Sousa in Rio's IRC will be able to use the book Student Success and Library Media Programs for future programs.
- School library facilities images. IRC Director John D'Amicantonio will receive a CD-ROM of California school library facilities (also accompanying this report) that I have collected during my librarianship program coordination. These images can be shared with librarians in an effort to create more effective and attractive libraries that will engage youth.
- Study on beginning and experienced school librarians. I am conducting a global study on school librarians as a way to determine possible predictors of success. Several school librarians said that they would participate in the study, and publicize it to their peers.
- I suggested that Ken Dowlin (San Francisco Public Library Director and Distance Education Administrator for the San Jose State University) be invited to present in Brazil since he regularly visits his son and family who live in Sao Paulo. His expertise is community partnerships in support of libraries.
- Information Resource Center. At each library or center visited, the IRC had an opportunity to talk about their services and resources, which laid the groundwork for future collaboration. I was able to serve as their "calling card." For instance, the IRC made a good connection at the National Library Euclides da Cunha Library; neither was aware of each other's services before then.
- American Corners. I mentioned their services in my presentations. I gave them several suggestions were given to improve services, which they appreciated: create a desktop "message" about IRCs; extend hours of access by providing internships to librarian candidates (studying in academic library preparation programs), involve youth in programs. (It should be noted that the supervisor at the Fortaleza American Corner cannot speak English. I spoke with her in French, but I recommend that an English speaker be made available for this project.)
- National Bilingual Centers. While visiting three libraries in their centers, I gave them several suggestions to improve their programs, which were positively received: create READ posters featuring youth who use the library; have older youth read aloud to children

in the library; have older youth tutor children in the library; provide workshops for English teachers on ways to incorporate use of the library; acquire and catalog children's writing; create a database of age-appropriate Portuguese websites that can be linked by libraries throughout Brazil.

- International Association for School Librarianship (IASL). The South American regional director Katharina Berg was invited to attend the last lecture, based on my prior contact with her. She established connections with the IRC director and other librarians. Several other librarians learned about this professional association, and said they would contact Ms. Berg. She is also interested in information literacy research, and upon return to the states, I sent her my chapter on information literacy elements, which is part of a book on information literacy assessment that will be

published in 2007 by Scarecrow Press.

- Children and Youth National Book Foundation. After visiting the foundation, I mentioned its work during other presentations. I also gave them ideas for publicizing their efforts and awards. I also suggested that they contact the California Center for the Book (<http://www.calbook.org/>).
- Library of Congress. I visited their regional office in Rio. As a result, the Long Beach Museum of Latin American Art, which is interested in developing a research library, wants to connect with the Library of Congress's acquisitions program.
- Federal University in Rio. I reviewed their new librarianship preparation program, and we shared our online instruction content and delivery. I will help them search for ways to provide library educator exchanges; they are very interested in coming to the U. S. to learn new methods of librarianship and library education.

#### Sala Elizabeth Bishop Programs

<http://irc.embaixada-americana.org.br/index.php?action=matéria&cid=342&submenu=122&itemmenu=285>

At the end of November and beginning of December, Professor Lesley Farmer, from the California State University Long Beach, spoke in Brazil on

"Library Services and Products for the Youth".

Powerpoint Presentations:

Teens on the Digital Fringes

Librarians as Youth Advocates

Rio de Janeiro

November 28th, from 2pm to 3:30pm

Centro Cultural Justiça Federal Auditorium

Av. Rio Branco, 241 - Cinelândia

Additional information: [ircrrio@state.gov](mailto:ircrrio@state.gov)

#### Brasília

November 29th, from 10am to 12am

Casa Thomas Jefferson Auditorium

SGAN 606, Bloco B, L2 Norte

Additional information: [ircbsb@state.gov](mailto:ircbsb@state.gov)

#### Fortaleza

November 30th, from 09am to 11am

Biblioteca Pública Governador Menezes Pimentel

Av. Presidente Castelo Branco, 255

Centro- Fortaleza, CE

Telephone: (0xx85) 3101.2541

Santos, SP

From November 30th to December 1st

X Seminário para Bibliotecários de Centros Binacionais

Centro Cultural Brasil - EUA (CCBEU)

R. Jorge Tibiriçá, 5/7 Gonzaga

## Europe and International Work!

By Helle Barrett  
[helle.barrett@malmo.se](mailto:helle.barrett@malmo.se)  
Sweden



**Interesting speeches and small workshops are a way of sharing knowledge and experiences concerning The European Union and the Swedish membership - as well as the most current questions of Europe today.**

For some years the City Library and the Department of Education of Malmo, have arranged several events for school staff to meet and share ideas about materials, teaching and even meeting politicians, representing different political opinions, researchers, journalists and writers.

It has proved quite easy to get well-known politicians and other "big names" to give speeches and take part in discussions.

There is a very large interest in international work and possibilities of studying in other European countries among young people, and one important object is to show how

libraries can support teachers and students in finding useful and correct information on many different questions (grants, social security, education, validation etc).

Mostly teachers, librarians and job advisors attend (they might bring a few students, even if they are not the specific target group).

Earlier this month (May 2007), we arranged a full day conference, which was much appreciated by the participants, representing several schools in the region.

# Theme for next number:

**State Libraries for Life:  
Lifelong Learning and Life Skills**

**Deadline 1 October 2007**



**Christopher Harris**  
informancy@gmail.com

is the Coordinator of the School Library System of Genesee Valley BOCES, an educational service agency that supports 22 school districts in Western New York. He comes from a

background as an elementary teacher and instructional technology coordinator, and has been working in the library world for two years now. Christopher has a masters degree in instructional technology from North Carolina State University, an advanced degree in educational administration, and is currently finishing his masters of library science at the University of Buffalo. In addition to blogging at Infomancy [ <http://schoolof.info/infomancy> ], Christopher writes Digital Reshift, a blog on the School Library Journal website. He has presented around the country on School Library 2.0 and other library topics.



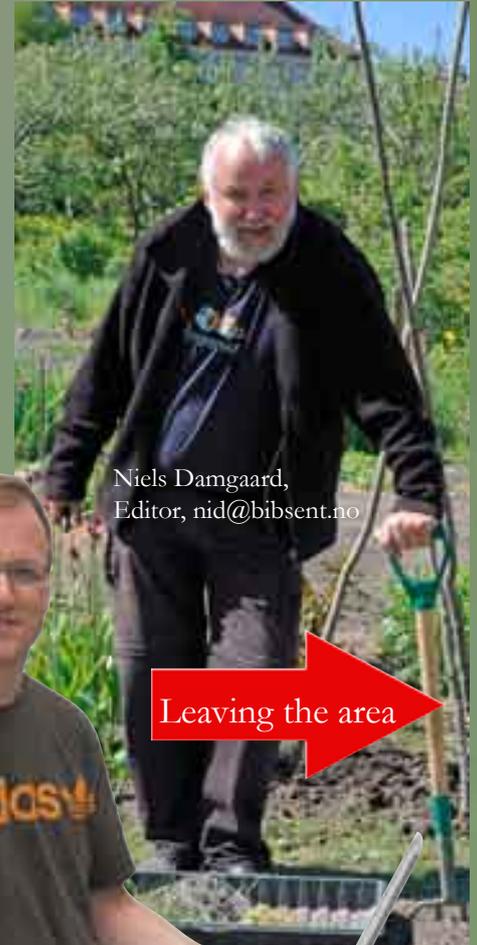
**Rick Mulholland**  
conri@shaw.ca

is an experienced teacher and teacher-librarian, currently working in Surrey, British Columbia, Canada. Rick's education includes a B.Ed (UVic), Diploma in Education (UBC) and M.Ed – School Libraries (UofA). He has held a number of executive positions in the local, provincial and national school library associations. Currently, he is the International School Library Day Coordinator for IASL.

Taking over



Dr. Lesley S.J. Farmer  
lfarmer@csulb.edu



Niels Damgaard,  
Editor, nid@bibsent.no

Leaving the area



**Joyce Valenza**  
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has been the librarian at Springfield Township High School (PA) since 1998. For ten years, she was the techlife@school columnist for the Philadelphia Inquirer. Joyce is the author of Power Research Tools and

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