

Location

The School Library Rocks' international conference IASL 2015 takes place at the MECC convention centre, Forum 100, 6229 GV Maastricht from Sunday June 28 until Thursday July 2, 2015.

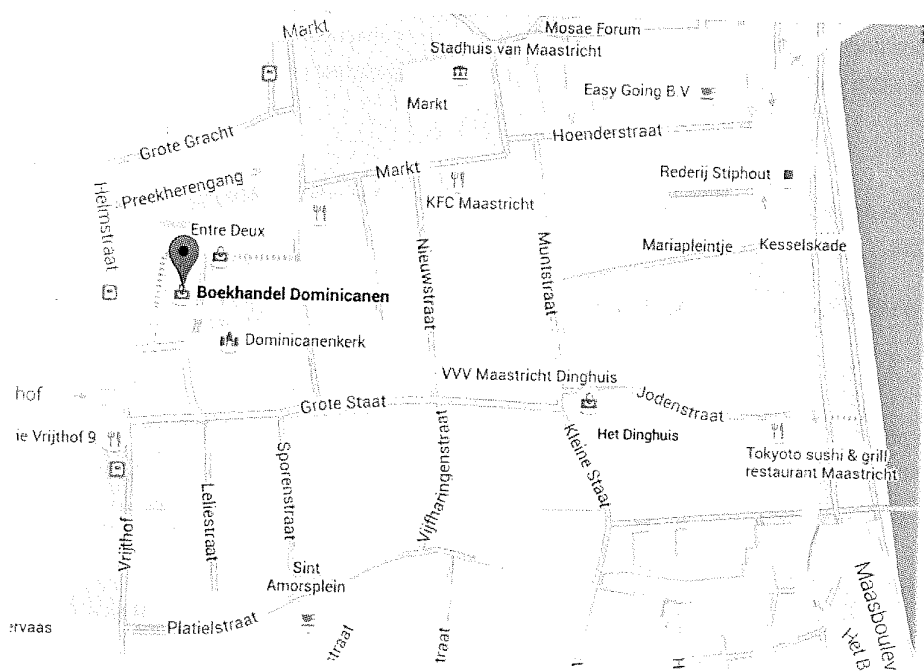
The registration desk / information desk is situated in the Trajectum.

The information market with our vendors and sponsors, auction items, the book exchange library and the IASL exhibition are situated in the Trajectum. Lunches, coffee and tea are being served here and there is a lounge area where you can recharge your battery and/or the batteries of your device(s).

The Makerspace bus from Frysklab is parked on the Forumplein, in front of the main entrance to the MECC. You can visit the bus during conference hours. Jeroen de Boer and his colleagues from Frysklab kindly invite you to visit the bus and experience the makerspace options for schools and libraries.

The opening session, all keynotes, the closing session and a number of other sessions take place in Auditorium 2. The Auditorium 2 can be found following the signs from the Trajectum. All other sessions take place in the rooms situated in the Lobby. The poster boards can also be found in the Lobby.

The Welcome Reception on Monday June 29, takes place in the bookshop Dominicanen, Dominicanerkerkstraat 1, 6211 CZ Maastricht.



The reception starts at 7 pm and food will be served.

The Gala Dinner on Wednesday evening is situated in Château Neercanne, Cannerweg 800, 6213 ND Maastricht. Transport to the venue is arranged from the MECC. The busses leave at 6.45 pm sharp from the Forumplein (main entrance of the MECC).

Registration

On Sunday June 28, 2015 the registration desk is open from 2 pm – 4 pm. All other days the registration desk is open from 8 am – 4 pm.

Badge

Please wear your badge at all times in the MECC convention centre. Participants who have access to the Welcome Reception and / or Gala Dinner will receive a special token/sign to allow access.

Your badge gives you access to use the city busses of Maastricht for free. Show your badge to the driver!

Luggage and cloakroom

There is an unguarded cloakroom in the Lobby. If you have luggage you wish to leave behind, please go to the registration desk / information desk. You will receive a token and your luggage will be stored in a safe place.

Workshops

There is limited space to attend workshops. Please sign in for the respective workshops in the programme. There are forms available for the workshops at the registration desk.

School and library visits

Visits to schools and libraries are planned on Thursday July 2, from 12 – 2 pm. Please sign in for the respective tours before Tuesday morning 10:30 am! More information on the tours is available at the registration / information desk. Please note that the busses leave at 12 am from the Forumplein (main entrance MECC).

Show your badge!

Showing you badge to the driver, gives you free access to all city busses in Maastricht. There is a city bus every 5 minutes (bus stop Forum).

For more information, go to <http://9292.nl/en/maastricht/bushalte-forum-mecc#>

Social media

Show your attendance and experiences via social media.

Twitter @iasl2015 or use #iasl2015

Facebook <http://www.facebook.com/iasl2015>

Wi-Fi

Wi-Fi is available in the MECC convention centre Trajectum, Lobby, the respective rooms and Auditorium 2. To connect to the Wifi use iasl2015 | password iasl2015.

Questions?

If you have any question, please turn to the registration / information desk

Room	OU Campus	Office 1.1.	Office 1.2.	Trajectum	Lobby	Auditorium 2	0.1: London	0.2: Berlin	0: Copenhagen	0.6: Madrid	0.7: Lisbon	0.8: Rome	0.9: Athens
Fri Jun 26 08:30-09:00	Registration	Pre conference workshop	IASL 2015 Conference Committee Office										
Fri Jun 26 09:00-12:00	Pre conference workshop Part I												
Fri Jun 26 12:00-13:00	Lunch												
Fri Jun 26 13:00-15:00	Pre conference workshop Part II												
Sat Jun 27 15:00-16:30													
Fri Jun 26 16:30-17:30													
Sun Jun 28 08:00 - 12:00													
Sun Jun 28 12:00 - 14:00													
Sun Jun 28 14:00 - 16:00													
Sun Jun 28 16:00 - 18:00													
Sun Jun 28 18:00 - 20:00													

Room	OU Campus Heerlen	Office 1.1.	Office 1.2.	Trajectum	Lobby	Auditorium 2	0.1. London	0.2. Berlin	0. Copenhagen	0.6. Madrid	0.7. Lisbon	0.8. Rome	0.9. Athens
Mon Jun 29 14:00-14:30 2-2.30		IASI 2015 Conference Committee Office				PP102. Conde, Elisa: School libraries to read the world.	PP090. La Marca, Susan: The Experience of Reading: Exploring Format	PP083. Paulides, Ria: Overview of activities of SHB: what are our goals and opportunities.	WS061. Helvoort, Jos Van: Information problem-solving skills of students entering higher education.	RP108. Akerele, Johnston Ayodeji: Service Satisfaction And Challenges In School Library Media Centre Of Federal Government Colleges In Nigeria	WS054. Oberg, Dianne; Schultz-Jones, Barbara: IFLA/UNESCO School Library Guidelines (2nd ed.): What's New and How Can the Guidelines Be Used to Support School Libraries Around the World?	PP120. Makhalira, George G.: The school library that germinates in a very unfertile land and acts as a moon rise for Malawi's rural children's library.	PP029. Coleman, Mary Catherine: Design thinking and the school library
Mon Jun 29 14:30-15:00 2.30-3				information market	Posters	RP036. Elbers, Ed; Huysmans, Frank; Kleinjen, Ellen; Ligvoet, Rudy: Effect of a school library on the reading behavior and attitude of migrant students	PP047. Twrsnick, Bettina; Hantschel, Manuela: Germany's next Top-Literacy Workers!	PP156. Smeets, Roeland: Mediathecaris in a network society		RP118. Richey, Jennifer: The School Library as a Sexual Health Learning Environment		PP103. Liqûte, Vincent: School libraries: a new space for knowledge	PP053. Tilke, Anthony: IB School libraries as international-minded learning spaces and environments
Mon Jun 29 15:00-15:30 3-3.30						RP070. Witte, Theo: Literary customization in secondary education. The development of a framework and website for the literary development of adolescents (age 12-18)	PP021. Wardrip Michelle: Battle of the Books: Creative Literacy Ideas for First and Second Language Learners			RP126. Pereira, Gleice; Campello, Bernadete: Understanding teacher-librarian collaboration: the contribution of Montiel-Overall's TLC model			PP067. Gartley, Elizabeth: LGBTQ Curriculum inclusion: the role of the school librarian
Mon Jun 29 15:30-16:00 3.30-4				Coffee Break									
Mon Jun 29 16:00-16:30 4-4.30				information market		PP098. Ragnunathan, M.O.: School libraries as windows to the world		PR153. Product review prior Libraries Division		RP079. Branch-Mueller, Jennifer; De Groot, Joanne: New Teacher-Librarians Rock: Checking in and Looking back on the First Years of being a Teacher-Librarian	ME130. ENSIL Meeting c.o. BMO: School Library Associations around the world	PP127. Santos, Engracia S.: Usability evaluation of newspaper on DVD of the Rizal Library, Ateneo De Manila University	RP142. Krashen, Stephen; Lee-Syr-Ying: Why we shouldn't worry so much about young people's reading habits: Three studies
Mon Jun 29 16:30-17:00 4.30-5						PP086. Bastos, Gloria: Portuguese School Libraries and the National Reading Plan: working together for success							
Mon Jun 29 17:00-18:30 5-6.30													IASI Annual General Meeting

Certificate of \$

Room	OU Campus Heerlen	Office 1.1.	Office 1.2.	Trajectum	Lobby	Auditorium 2	London 0.1.	Berlin 0.2.	Copenhagen 0.	Madrid 0.6.	Lisbon 0.7.	Rome 0.8.	Athens 0.9.
Mon Jun 29 18:30-19:00	19:00-21:00												
Mon Jun 29 19:00-21:00													
Tue Jun 30 08:00-09:00													
Tue Jun 30 09:00-10:00													
Tue Jun 30 10:00-10:30													
Tue Jun 30 10:30-11:00													
Tue Jun 30 11:00-11:30													
Tue Jun 30 11:30-12:00													

Welcome Reception - Awards Ceremony

KE203. Stephen Krashen: The Purpose Of Education, Free Voluntary Reading, And Dealing With The Impact Of Poverty

Registration

Coffee Break

RP040. Doiron, Ray; Asselin, Marlene: Ethical dilemma's for school library researchers working in international contexts.

PP018. Cahill, Maria; Richey, Jennifer: Audiobooks as a Window to the World

WS080. Horta, Miguel; Vitorino, Maria José; Mangale, Daniel: Opening doors for meaningful roads - school libraries and contemporary partnerships

RP001. Warning, Peter, ...: "According to the perceptions of ourselves": A Study on How Hong Kong Primary School Teacher- Librarians View Their Roles and Performance

WS069. Power, Kimbra: Library: A Verb not a Noun.

PP027. Henton, Mary; Shaw, Katherine; Van Dam, Henk; Boelens, Helen: Creating a school library for all: challenges and opportunities in the Democratic Republic of Congo

RP062. Sirihal Duarte, Adriana Bogliolo, Campello, Bernadete: Inquiry learning: educating librarians for their educational role

PP056. Oxley, Cathy: Immersive Fantasy Writing using Role Playing and iPad Apps

RP038. Johnston, Melissa P.: Enabling Teacher Librarian Leadership in Technology Integration

PP101. Koehlin, Carol; Brooks Kirkland, Anita: School libraries leading learning (presented by Dianne Oberg)

Sponsored by the The Chen Yet-Sen Family Foundation, Chinese Primary Schools Embracing Free Time For Reading and Supporting School Library Development. Presented by: Chan, Tina and Chen, Gang: Introduction by: Tina Chan

Posters

Information market

IASL 20015 Conference Committee Office

PP113. Brée, Hans Günther; Günter K. Schlamp: The regional German School Library Association of Hessen - A success story?

PP075. Broekhof, Kees: Measuring the impact of school library collaboration in vocational secondary schools

RP059. Leung, Angel Yuet Ha: Information literacy: Hong Kong primary teachers' perception of the role of the teacher librarian

PP037. Van Beem, Rebecca; Becker, Peter: Embedded librarianship and blended learning: an enhancing combination to increase the effectiveness of information literacy training

PP137.Chan, Tina: The Foundation's journey in reading and library in China. PP138.Chen, Gang: Roles for the Principal: Supporting the building of a school-wide reading culture and developing a modern school library

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Room	OU Campus Heerlen	Office 1.1.	Office 1.2.	Trajectum	Lobby	Auditorium 2	0.1. London	0.2. Berlin	0. Copenhagen	0.6. Madrid	0.7 Lisbon	0.8. Rome	0.9. Athens
Wed Jul 1 08:00-09:00				Registration									
Wed Jul 1 09:00-10:00													
Wed Jul 1 10:00-10:30													
Wed Jul 1 10:30-11:00													
KE204, Saskia Brand-Gruwel: Information Literacy Instruction: what works? Moderator: Iwan Wopereis													
Coffee Break													
Information market													
Posters													
Wed Jul 1 11:00-11:30													
Lunch													
Wed Jul 1 11:30-12:00													
Wed Jul 1 12:00-14:00													

Room	OU Campus Heerlen	Office 1.1	Office 1.2	Traetium	Lobby	Auditorium 2	0.1 London	0.2 Berlin	0 Copenhagen	0.6 Madrid	0.7 Lisbon	0.8 Rome	0.9 Athens
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Wed Jul 1 18:00-19:00													
Wed Jul 1 19:00-22:00													
Wed Jul 1 22:00-24:00													

IASL 2015 Conference Committee Office

Poster sessions - Elevator pitches

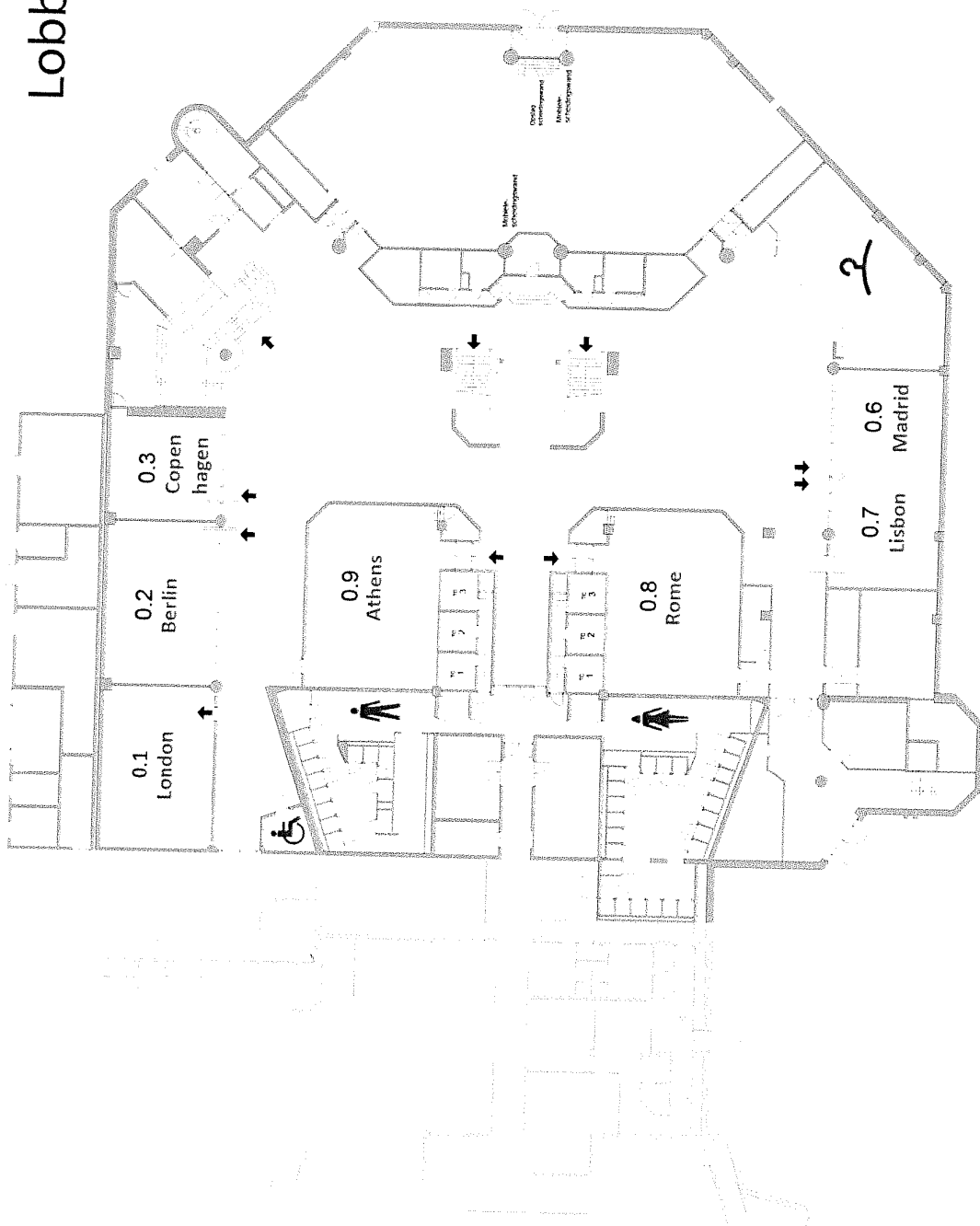
Gala dinner and Auction

Late-night party

Weds

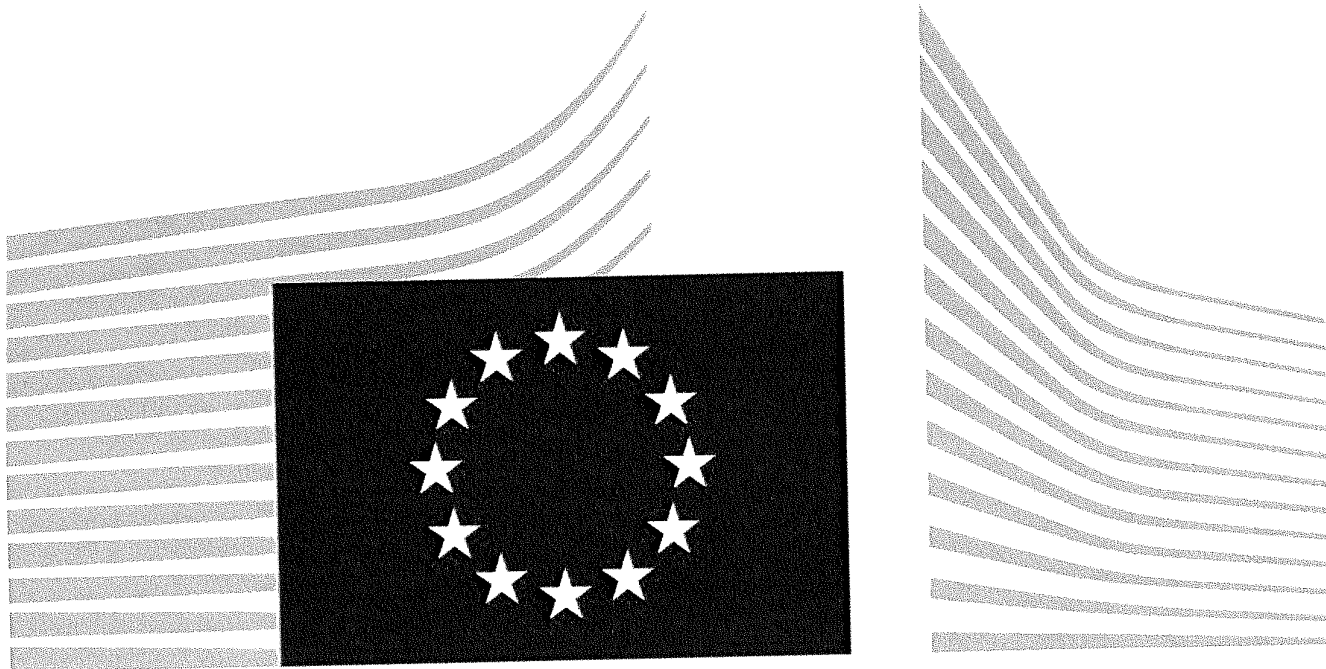
Weds

Lobby

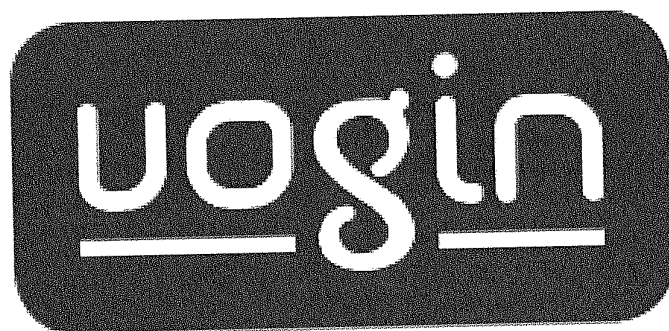


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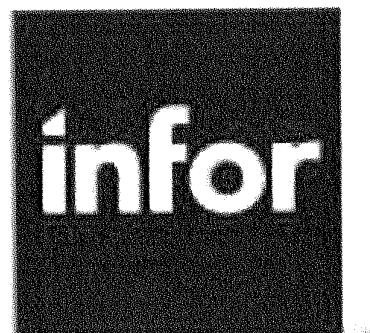
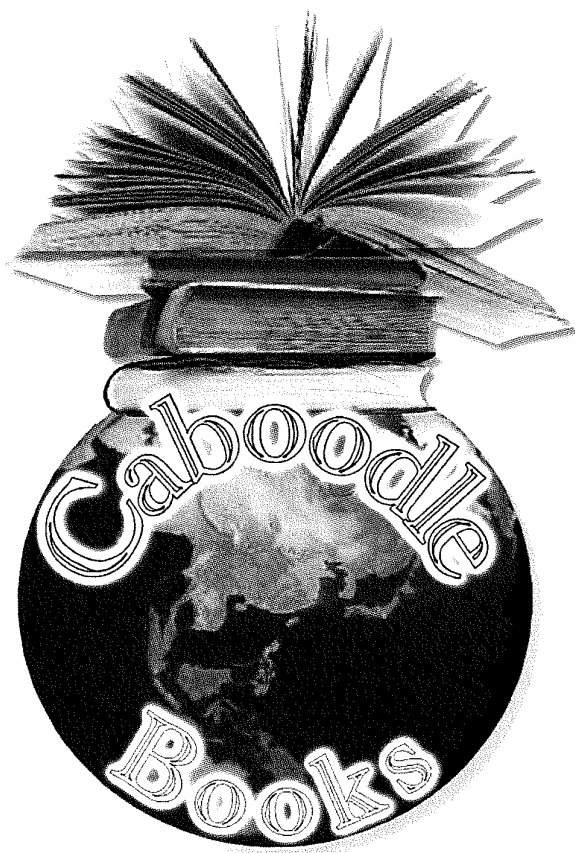
Aura Software
LIBRARY MANAGEMENT MADE EASY





biblionet 

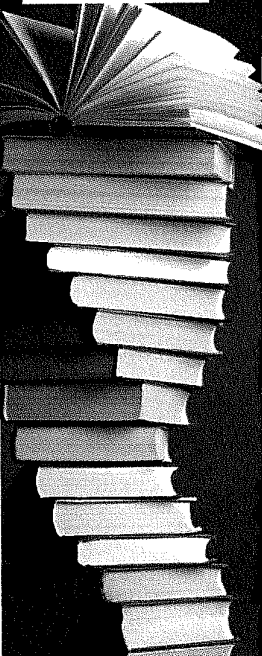
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Bibliotecile școlare de la Marea Neagră până la Marea Nordului 2015




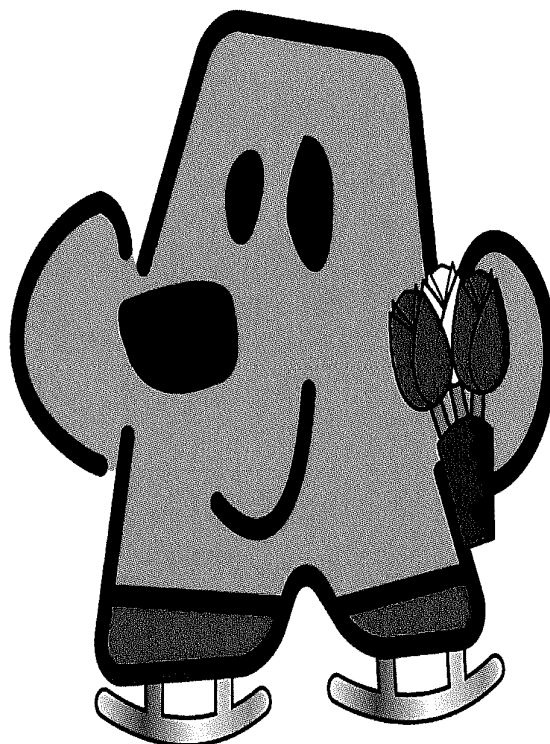
În zilele noastre bicicleta ca și cartea înseamnă libertate pentru milioane de oameni, indiferent de vârstă, sex sau naționalitate.

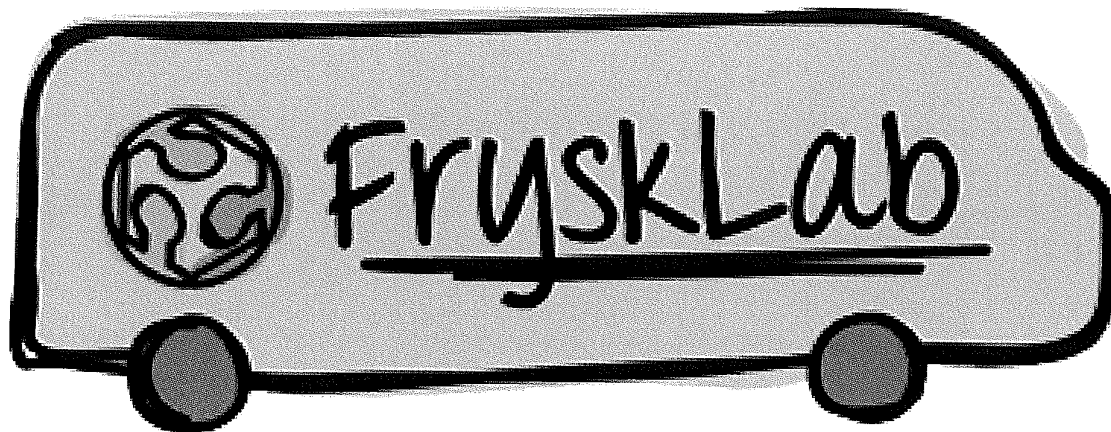
OBIECTIVELE MELE:

- să arăt importanța bibliotecilor în procesul dezvoltării lecturii și al cunoașterii
- să parcurg cu bicicleta distanța între Constanța și Haga
- crearea unei legături mai strânse între biblioteci
- sensibilizarea Guvernului României privind reînălțarea Bibliotecii Pedagogice Naționale I. C. Petrescu
- atragerea atenției opiniei publice asupra congresului Asociației Internaționale al Bibliotecilor Școlare
- schimb de experiență
- solidarizarea oamenilor obișnuiți cu cauza noastră

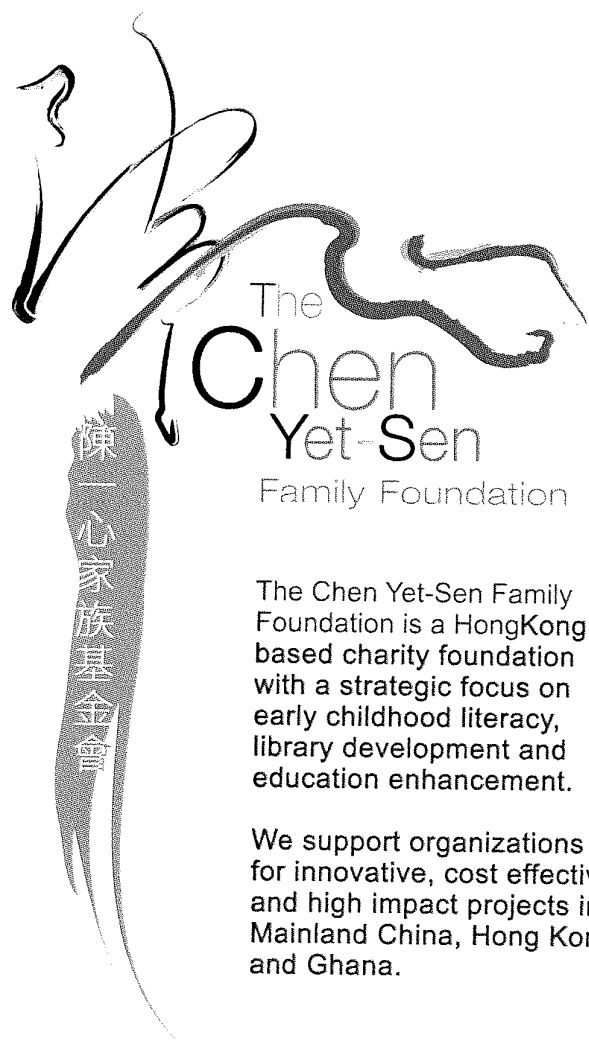


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 Blog: <http://lecturandprineuropa.blogspot.ro>
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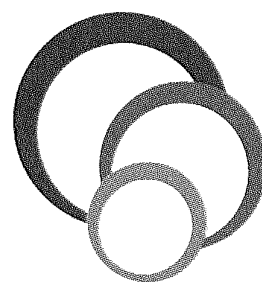


Stichting **GO** FONDS
ontwikkeling van de informatiedienstverlening



The Chen Yet-Sen Family Foundation is a HongKong based charity foundation with a strategic focus on early childhood literacy, library development and education enhancement.

We support organizations for innovative, cost effective and high impact projects in Mainland China, Hong Kong and Ghana.



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AW154

Medina, Virgilio

IASL/LinksPlus Library Commendation Award

Wed Jul 1: 10:30-11:00

Labour camp is a small community where expatriate workers in Abu Dhabi live. This is comprised of various nationalities majority across the Asia and other nations as well. Libraries for Labour Camp (L4LC) project's objective is to build a library in Abu Dhabi where the workers can have free access to various resources in which the primary language is their native language. It also aims to promote the information literacy and to unlock the misconception that money is a hindrance for learning. th the initiative of L4LC volunteers, the library is built through the help of donations from various educational institutions and generous individuals who have the advocacy for literacy.

KE201

Opening keynote

Keynote

Sun Jun 28: 16:00-18:00

KE202

Leendertse, Matthijs

Future of Learning: room for libraries?

Keynote

Mon Jun 29: 09:00-10:00

The future of learning is often wrongly portrayed as a zero sum game between human interaction and large scale use of ICT in education. In his presentation, Matthijs Leendertse will sketch the future of learning and will discuss the changing roles of the different actors involved. He will argue that if anything, technology will make learning more human-centric, with a more important role than ever for teachers and real life connections. And technology will be an important enabler of this development. Digitization provides unparalleled access to information and changes how we define and assess learning objectives. It enables us to differentiate between needs of individual students. As a result, roles of different actors involved in learning will change, not in the least that of the library. In a digital world, is there still room for libraries? In his presentation, Leendertse will discuss ways how libraries could change their role to remain relevant in a world where learning is becoming increasingly personal, collaborative and informal.

KE203

Krashen, Stephen

The Purpose Of Education, Free Voluntary Reading, And Dealing With The Impact Of Poverty

Keynote

Tue Jun 30: 09:00-10:00

"The meaning of life is to find your gift. The purpose of life is to give it away." Pablo Picasso.
As we mature, we find our unique talents and interests, develop them, and discover how to use them to help others. Among the ways school can help in this process is to encourage free voluntary reading, an extremely pleasant activity. This cannot happen, however, without access to books and other reading material. Unfortunately, children of poverty have little access to books: Often, their only source of books is the library.

KE204

Brand-Gruwel, Saskia

Information Literacy Instruction: what works?

Keynote

Wed Jul 1: 09:00-10:00

From practice and research it is known that students often have problems finding and processing information from the internet. Formulating search questions, generating search terms, dealing with conflicting information found, judgment of sources and information and the regulation of the process are skills that are often experienced as problematic. To prepare students for functioning in the knowledge society it is of importance that schools provide solid instruction in information literacy. Research studies in the field of educational sciences give insights in which instructional strategies can be helpful to foster students information literacy skills. In the keynote these strategies will be elaborated and discussed.

KE205

Todd, Ross

Consider The Rock. The Earth. The Cradle. The Stronghold. The Dance. The Music.

Keynote

Thu Jul 2: 09:00-10:00

This closing address first synthesizes some key themes, opportunities and challenges presented at IASL15 surrounding school libraries that rock. This is the Live it - Learn it - Love it agenda. Second, the address identifies core foundations and values that underpin creating and maintaining school libraries as vibrant learning ecosystems: humanistic study; inquiry design and processes; innovation pathways and spaces; data, information and knowledge infrastructures; customized and personalized learning journeys; and social diversity, inclusion and justice. And this is the Be – Do – Become Agenda.

KE206

Baker, Harry

Poetry Slam

Keynote

Thu Jul 2: 11:30-12:00

ME130

ENSIL Foundation

ENSIL Meeting c.o. BMO: School Library Associations around the world

ENSIL Session

Mon Jun 29: 16:00-17:00

Professional meeting (Invitation only) with representatives of school/teacher librarian associations to discuss current challenges and developments

ME151

ENSIL Foundation

ENSIL Foundation meeting (invitation only): Development of School/teacher-librarian training programmes in Europe

ENSIL Session

Tue Jun 30: 14:00-15:30

Professional meeting (invitation only) with representatives of LIS (trainings programmes for teacher/school librarians) to discuss challenges and innovations in the curriculum and the development of a training programme in Europe in the Erasmus+ programme

ME152

ENSIL Foundation

ENSIL Foundation: Panel discussion - School Library Guidelines

ENSIL Session

Wed Jul 1: 10:30-12:00

Panel discussion between school library stakeholders and the audience on the (new) school library guidelines

PO004

Ohira, Mutsumi

A Practice and Issues on Exchange Learning Program using ICT

The SL as a space and place

Wed Jul 1: 16:00-17:00 / Continuously

The paper shows the development and results of students exchange regional information using this program. This program consists of 3 elementary schools 1 located in the center of a big city and the other 2 located in remote areas in different prefectures of Japan. The purpose was to develop the interactive learning program in the 'problem solving style.' In this program, students were actively involved in learning. They effectively applied the information and research gathered, and made comprehensive use of the school libraries. In addition, through the 'integrated study' lesson program, students from three elementary schools across remote areas were able to interact and communicate with each other.

PO007

Riche, Cynthia; , Hanoum, R. Nadia; Yooke, Tjuparmah

A Study on Competency Profile of Teacher Librarian in Optimizing the Use of ICT in Secondary Level School Library

Professional development

Wed Jul 1: 16:00-17:00 / Continuously

This study aimed to describe the competency profile of teacher librarians in optimizing the use of ICT in secondary level school libraries. The competency profile included the description of attitude, knowledge, and skills in using ICT in library. The subject of this study was teacher librarians in West Java, Indonesia. This study used quantitative approach with survey method. The data was collected through self-assessment questionnaire and observation and was analyzed using descriptive statistics. In general profile of school librarian or teacher librarian meet and improve competencies (their attitudes, knowledge, skills) that support the daily tasks in the library and in the field of study that they do, by trying to take advantage of using software and hardware to improve library services to the visitors.

Accessing Information Literacy of the Islamic Private Schools' Students in the Unrest Provinces of Thailand: Information for Redesign Teaching Activities

The SL as laboratory

Wed Jul 1: 16:00-17:00 Continuously

PROBLEMS

The conflicts and violence in the Thailand southernmost provinces, where the majorities of population are Muslim, has affected the economic and daily life of people in this region. Educational management has been through the difficulties comparing with other parts of the countries, especially in the Islamic private schools. Thus the students' GPAs were low comparing with other parts of the countries.

OBJECTIVE

This research aims to investigate information literacy level of upper secondary students in Islamic private schools in the southernmost provinces of Thailand.

DESIGN

Quantitative and qualitative methods using survey questionnaire and information literacy test

SETTING

Islamic private schools in the southernmost provinces of Thailand **SUBJECTS** The population was 16,228 upper - secondary students in 5 provinces including Narathiwat (4,349), Yala (3,719), Pattani (6,020), Satun (950), and Songkla (1,190).

METHOD

Data was collected from 390 samples using quantitative survey questionnaire and information literacy test designed accordance to the standard and indicator for the Information Literacy for Thai Students Standard and the ICT Literacy of the Ministry of Education. Six experts in library sciences and computer science in universities and instructors from secondary school examined the validity of questionnaire and information literacy test. The developed standards consisting of 7 standards that expect students' abilities as follows: standard 1: recognize the importance and necessity of information in learning and daily life, standard 2: able to access information resources and know how to use information search tools, standard 3: able to analyze, evaluate and select information needed, standard 4: Able to collect, organize, synthesis, and use information, standard 5: able to use information for producing new work and knowledge in a creative way, standard 6: have ethic, respect law and responsible to society on issues relating to information, standard 7: have knowledge and necessary skills to use ICT in various ways. The information and ICT literacy test had a total of 56 items; each item test had 4 multiple choices. The statistics used for data analysis were percentage, mean, standard deviation, and Turkey test.

MAIN RESULTS

The results revealed the samples' demographic that most of the students in the Islamic private schools were female, had average grade at good level, studied in science-mathematic stream, studied at schools located in Pattani province. The students had overall information and ICT literacy of the 7 standards at Pass level. They had Pass level in standard 1, and standard 6, Good level in standard 2, Not pass level in standard 3 and standard 7, Moderate level in standard 4 and standard 5.

CONCLUSION

This research proposes implementing the research results that the students lacked the abilities in standard 3, able to analyze, evaluate and select information needed and in standard 7, have knowledge and necessary skills to use ICTs by redesigning curriculum, teaching and learning activities that encouraging students to analyze, evaluate and select information. Classrooms, libraries, and computer rooms should be equipped with modern ICTs for students' practice and use.

PO014

Smeets, Roeland

Ant hill

The SL as laboratory

Wed Jul 1: 16:00-17:00 / Continuously

An ant hill is a giant living place for ants. The ants are hyper-connected and know where to go and what to do. The ant hill I'll first talk to you about is situated the centre of Amsterdam. It's Barlaeusgymnasium, a grammar school with 800 pupils, aged from 12 till 18. The library consists of different spaces, connected (sometimes not) with each other. Different spaces are important because you can differentiate with them in space and time.

In the beginning I had rules like don't eat and don't drink. But they didn't work since the library is so large that no one can really check on the pupils. What's more: I don't want to check on the pupils since they give me lots of reasons to trust them, to give them responsibilities. There's a beautiful and intriguing paradox going on in the library: when it's busy, it's quiet. In a school there are many things that the agenda cannot cover. When a class unexpectedly doesn't have a lesson, the pupils can choose: the canteen or the library? More and more often the library is chosen. It's my experience that there is far more motivation and cohesion among the pupils now compared to, say, ten years ago (I'll ask the public if it has similar experiences). And it's not just our pupils that are behaving more socially, take a look in the big Library, the OBA, near Amsterdam CS.

When a first class unexpectedly don't have a lesson, it will come to the library and the class will receive instruction on one of the ICT skills. My thesis is that, when ICT skills are involved, there are always some pupils who had the chance to master them before they came to this school. So what I do is: spread the knowledge of some over all the pupils in a class. Make use of their collective intelligence. And it works! For searching skills, for general ICT skills, for image manipulation skills. I let pupils teach pupils and the pupils enjoy this way of learning and are respectful towards their colleague with the beamer. Last week there were 55 ICT lessons. In most cases there's a teacher present with the class. Teachers often ask me, because I'm around, to come and help. And I tell the pupils where they can find information that is original maybe even new to the teacher. I tell them how six-graders thank me for information that helped them finish the school....

It must be clear by now that I work in- and for the school. This year I'll have a talk again of one hour to 125 fifth graders about the history of the digital revolution. I tell them how the world is reshaped by technology, the past one hundred years. I tell them about The Network Society, because it's not only the library, nor the school, nor our country, but the whole world.....that is turning into a giant ant hill.

PO015

Jones, Rebecca

An Appetite for Learning: Cultivating Academic Discussion from Library-based Independent Research

The SL as laboratory

Wed Jul 1: 16:00-17:00 / Continuously

At Malvern St James the library has set up an academic supper club that meets twice a term. The librarian sets a topic for debate such as "Who are we and who do we want to be?" and the attendees (from Year 9 -13, aged 13-18) are expected to undertake their own research and bring along materials that can be shared and used as conversation starters. Research is undertaken independently by the pupils using any library resource – physical & virtual. The aim of the club is to promote a scholarly outlook and provide a forum for pupils to flex their academic muscles.

As Malvern St James is a girls' boarding school, the dinners are hosted by the Headmistress in her school house. They include a specially invited guest to take part in the conversation. It is an opportunity for the girls to use their information literacy skills to explore the wide range of resources available on topics that are outside of their normal curriculum, whilst also interpreting what they find in order to present it to others. Suppers are themed either by subject area – Humanities/Science or by a shared interest e.g. logical reasoning. They can be a mix of year groups or specific years.

The club which was started in September 2013 as a means of increasing the profile of academic excellence and linking this with independent learning and research skills. It has grounded the library as a focus for information seeking and the librarians as a part of this enriching process.

The is inclusive, as pupils can apply for a place, and also exclusive as others are invited to take part, due to academic progress or potential, as recommended by teaching staff. The supper club also takes its name from an Oxford college that has an inspirational female Principal, who also used to be a librarian. The school is developing a relationship with the college.

The suppers encapsulate the library and school ethos of wanting to promote curiosity, research and debate and have enabled pupils to expand their thinking within a supportive environment. They have also let pupils shine intellectually and are a pleasure to attend!

It is an initiative that I would love to share with international colleagues as a way of fostering curiosity spearheaded by the Librarian.

PO016

Messakh, Francisca Anna

APISI – An Association of Indonesian School Information Professionals in Indonesia (member of IASL)

Professional development

Wed Jul 1: 16:00-17:00 / Continuously

PO022

Yuki Maeda

Bibliobattle: Creating A New Frontier of Intelligence Among Students

The SL as laboratory

Wed Jul 1: 16:00-17:00 / Continuously

This paper focuses on school libraries in Turkey. It is a general outlook on k-12 education and how the community perceives “the School Library” supported with statistics in relation to the public such as average education of families, literacy rates, school enrollment rates, library visiting rates, etc. (TUIK 2014) While school libraries stir a critical debate on I would like to introduce a new social book review game called “Bibliobattle”, which is now popular in Japan. It was created by Tadahiro Taniguchi, an associate professor of Ritsumeikan University in 2007. The official rules are very simple:

1. Students come together with a favorite or interesting book.
2. Students introduce their favorite book for five minutes, one by one.
3. After each presentation, we’ll talk about the book for about three minutes with all the participants.
4. After all the presentations, participants and audience will vote for the best book. The winning book is the “Champion Book of the Day”.

We are using Bibliobattle in our Japanese & English classes at middle schools and Library Committee events; moreover, the authorities have organized a Bibliobattle tournament every year since 2010, attracting a lot of observers. Teachers can set a theme for selecting books; therefore, any class in any subject at school can use this game. Students can encounter new books and at the same time learn to share each other’s thoughts about these books.

PO023

Lehmans, Anne; Mazurier, Valentine

BYOS : Bring Your Own Smartphone at school

The SL as laboratory

Wed Jul 1: 16:00-17:00 / Continuously

Nowadays, students are increasingly using digital equipment. A large proportion of them has a smartphone. This tool change induces a transformation of information practices. The teacher-librarians have to deal with this new trend. Why not seize this tool to provide a new use of information spaces? More and more teachers have chosen to allow students to use their smartphones during educational activities. The concept of "BYOD" raises many issues. We propose to detail these issues and some educational propositions in this poster. Within the school library, physical space is changing. The idea now is to meet the needs of students and to put the library in their pocket. However, this raises various issues: ethical, legal, regarding accessibility, equality, independence, etc. Faced with this plurality of informational issues, a hybrid space emerges. The class of master degree students in information science and didactic in Bordeaux University, with their professors, has chosen this issue to design on a poster a reflection on this major tool that is the smartphone, and on the applications that could be imagined with classes and pupils in the school library. All the students work in a school library on a part time schedule. They are interested in researching in their school some issues on the use of smartphones in class.

PO042

Hayden, K. Alix; Morro, LeeAnne; Brydger, Barbara

Exemplars of Interprofessional Collaborations: Academic Librarians and K-12 Professionals

The SL as a space and place

Wed Jul 1: 16:00-17:00 / Continuously

This poster will highlight exemplars of collaboration amongst academic librarians, teachers, teacher-librarians and technicians, school administrators, and K-12 students in Calgary, Alberta Canada. Since 2006, librarians at the University of Calgary have been collaborating with K-12 partners through a variety of learning experiences and research opportunities. The new state-of-the-art Taylor Family Digital Library has created new learning and partnership opportunities with the K-12 sector. Further, the Alberta Government's "Learning Commons Policy" (2014) has ignited new opportunities for collaboration given the University of Calgary's expertise in designing and implementing two Learning Commons since 2000.

- University School Week – week long exposure to the University Library's unique archives and collections for Grades 2-12 students.
- Learning Commons Consultation – tours, discussions, and consultations regarding developing School Library Learning Commons based on the post-secondary Learning Commons
- Specialized Instruction – hands-on sessions for students, focusing on technology (3D printers, visualization, gaming to name just a few) as well as library resources.
- Professional Development Days – workshop opportunities for administrators, teachers, and library staff to learn about the information seeking process
- Committee Participation – participating in a variety of committees at different levels including individual schools, provincial government, and library associations
- Research Initiatives – collaborative research into best practices of teacher-librarians

Academic librarians have an active role in the learning path of K-12 students. Students are exposed to a larger learning community and information literacy is developed through these collaborations. However, the collaborative ventures discussed go beyond just supporting high school to university transition for students. Importantly, there is a sharing of expertise amongst academic librarians and their K-12 counterparts including administrators, teachers, and teacher-librarians and library staff. There is a professional connection and awareness that together, we can build collaborations that support OUR students in the K-16 environment.

PO044

Glass, Valérie

For a curriculum in information and documentation from kindergarten to university

The SL as a space and place

Wed Jul 1: 16:00-17:00 / Continuously

CDI - Information and Documentation Centres, which are specific to the French school system, are at the heart of secondary education, at the knowledge junction. School librarian teachers who work there, progressively build information culture aiming at the integration of young people on a citizen, social, cultural and professional level. The FABDEN, French association of school librarian teachers, supports the idea of a curriculum, from kindergarten to university, which creates the required conditions for information documentation knowledge and know how acquisition, enabling students to become citizens who are aware, involved and creative in the information society. "The creation of Adam", in the centre of the poster suggests the significance of the human and relational dimension of school. At the converging point of the indexes, a QR code links to the FABDEN 2012 manifesto. This text calls for the creation of a curriculum bringing together the information documentation knowledge, represented on the poster by a tagcloud (information, document, media) and learning situations - shown in the background representing a teacher in front of his pupils with books and computers, participating in the set of different types of motivation capable of strengthening learning behaviour, stimulating different forms of intelligence and arousing curiosity and creativity.

PO051

Ranaweera, Prasanna

How far have the NILIS Post-graduate courses helped Sri Lankan Teacher Librarians to improve students' reading, writing and communication skills

The SL as Learning Environment

Wed Jul 1: 16:00-17:00 / Continuously

National Institute of Library & Information Sciences (NILIS), University of Colombo was established in 1999 with the main objective of training the teacher librarians (TL) to cope with the challenges of the educational paradigm shift from teacher centered rote learning to the student centered resource based teaching learning system. According to General Education Project 2 (1992-2002) Component 5: NILIS is responsible for the training of Teacher librarians making use of short term medium and post-graduate courses. Since 2003 TLs have been trained under the postgraduate, Diploma, certificate and five day training workshop level, by NILIS. But the effectiveness of the study courses has not been assessed with the aim of measuring how they helped to uplift the status of students, in order to improve their reading, writing, and communication skills. This study has focused on the students registered with NILIS to follow post-graduate courses. At present there are around ten thousand schools in Sri Lanka. Each and every school has a school library, which amounts to a total of ten thousand school libraries. According to the data of the Ministry of Education over 3000 TLs have been appointed to serve in these libraries. To date, NILIS has trained 125 postgraduate Teacher Librarianship (MTL) holders, and 162 Post-graduate Diploma (PGTL) holders. Unfortunately, all registered students could not complete the courses successfully. This study proposes to find out how the NILIS post-graduate students who work as Teacher Librarians have helped to improve students' reading, writing and communication skills. The techniques and information literacy model (Empowering 08) that the TLs use for this purpose is extensively discussed. Survey methodology is used for the study.

PO057

Daisaku, Mitsuko; Minesaka, Nao

Influence of making inquiry-based learning process visible:

A study of the Effects of Presenting a Rubric

The SL as laboratory

Wed Jul 1: 16:00-17:00 / Continuously

Purpose: This research will discuss the influence of using Rubric in Inquiry-based learning for students and teacher librarian. In this research, the i-Rubric(K7-9) as Generic rubric which authors has already development was used. Research Methodology: A field work was held in Junior high school which work on Inquiry-based learning. The study term is August26,2013 to March20,2014. In the survey class, Each students researched their inquiry theme which related school trip in a year. These data were gathering for analysis such Questionnaire as "Information Literacy(18items, five-point scale)", "Self-esteem(20items, five-point scale)" and "i-Rubric(K7-9)"(25items,four-scale:C,B,A,S). Before starting studying, Teacher Librarian and the Students affirmed a common recognition of i-Rubric, and then the middle and post thing of study, the students(valid response=108) does self-assessment that uses the i-Rubric. Results and Discussion: First of all, data from 108 persons were analysed in terms of self-esteem to determine the difference of self-assessment (i-Rubric) by the height of self-esteem. Result of verification(two group: low- high self-esteem), no significant differences were appeared in all items. Effects For students: Taken as a whole, compare middle and post self-assessment (WilcoxonT), there was a significant difference for two items in the group that browses the i-Rubric while Inquiring. [Information arrangement method]($p=.048$),[Use of supplemental information card]($p=.003$). To determine whether these differences in perceptions depended on the grade level of the Information literacy(IL) that the students originally possesses, it divided into three groups(low-middle-high) by using the mean value of the questionnaire of 18 items. Result of verification (Mann Whitney), the following items were found significant in the post self-assessment for middle and high-IL. Especially, positive impact on high-IL were [Make Information cards] ($p=.031$), [Synthesis information] ($p=.023$), [Use of supplemental information card] ($p=.002$). In sum, Browsing the i-Rubric effects were not confirmed in low-IL, but high-IL group. Because my position and approach can be confirmed by the i-Rubric browsing, the promotion of utilization for low-IL group is necessary. Effect For Teacher Librarian: Item for ratio of students that reaches more than i-Rubric(post) A or S standard to exceed 60 percent were 8 items. Top three were [Authority (83.1%)], [Synthesis information (79.7%)] and [Information arrangement method (74.1%)]. Three items that rises from the middle to finality were [Style and type (27.1%)], [Understanding Importance of study (26.7%)] and [Think the composition, Information Searching: Internet (25.0%)] (the rate of increase). As to [Authority], Teacher Librarian repeatedly announced the importance of the quotation through field work, also checked draft. It is guessed that that is reflected in the result. Conclusion: (1) There were only two items that confirmed the effects of browsing i-Rubric. However, the two items were very important, because Teacher Librarian hardly keep tabs on one's student's inquiry process. (2) The effect of the i-Rubric browsing was confirmed in IL that was higher than low IL (3) From self-assessment by i-Rubric, Teacher Librarian can get the information about student's achievement in detail, so that it can improve a class.

PO068

Rector, Natalie Teske

Library Redesign: Evaluating & Measuring its Effects on the School Library as a Collaborative Learning Space

The SL as a space and place

Wed Jul 1: 16:00-17:00 / Continuously

This poster will show the changes in library use by faculty, primary and secondary students after a new library design and move. Aspects of material use, space allocation, scheduling and student survey results are illustrated, lessons learned from the redesign and future plans will be shared.

PO091

Yüksel- Durukan, Ayşe; Alaca, Ilgim Veryeri; Küçükcan, Berrin

Reading Strategies and Library Services for Children and Young Adults in Turkey

The SL as a window to the world

Wed Jul 1: 16:00-17:00 / Continuously

This paper focuses on school libraries in Turkey. It is a general outlook on k-12 education and how the community perceives “the School Library” supported with statistics in relation to the public such as average education of families, literacy rates, school enrollment rates, library visiting rates, etc. (TUIK 2014) While school libraries stir a critical debate on reading habits in Turkey, it is also useful to make an overview of libraries and reading promotion programs that exist. For instance, public libraries do not necessarily offer sufficient programs and contemporary resources for children, young adults (0-18) and their families. Furthermore, preschool enrollment is much lower than Europe and emergent literacy strategies are often not utilized by general public. Since the Ministry of Education distributes text books in schools for free which is advantageous for low income families, searching for new books beyond the given ones does not turn into a vital agenda for especially these families and children. A policy entitled, 100 Basic Literary Works that have been advised by the Ministry of Education for children from 1st grade to 8th grade leads to a rich number of variations to be published while mostly leaving contemporary children’s literature out of school context. Since the list is often regarded as an approved resource, utilizing books beyond the list is at times not preferred by the teachers.

In this poster, the short history of school libraries and the problems they face will be pointed. Is a school library part of the education or is it a supplementary issue? How do librarians view this issue? How does the Ministry of Education sees the school library? The country not only faces shortage of school libraries but also trained and certified school librarians which is a major issue. Z-Libraries (Z for Zenginleştirilmiş : Enriched Libraries) is a recent attempt of the government to rejuvenate school libraries in Turkey, emerged recently with almost 500 pilot libraries in schools. While this project offers attractive and colorful library atmosphere for children, strategies for building a rich collection of high quality books that will be part of these libraries is a work in progress.

Given that PISA (The Program of International Student Assessment) scores of Turkey have room for improvement, and reading skills and critical thinking is an important part of the PISA assessment, new strategies have been sought. Since research draws connections between PISA scores and preschool reading habits, kindergarten libraries and reading programs in relation to them seem to be vital and under numerous organizations’ consideration in Turkey.

PO106

Barbosa de Paulo, Rodrigo; Castro Silva Casarin, Helen de; Marques Redigolo, Franciele

School library in elementary school: in search of an alternative model

The SL as a space and place

Wed Jul 1: 16:00-17:00 / Continuously

This project aims to develop a school library that overcomes the traditional shortcomings found and consider specifically the information literacy, through joint action between Brazilian and foreign experts and teachers from two public schools in Marília - SP (Brazil). The project will be developed in two elementary schools (1st to 4th grade) schools of Marília city network indicated. The approach to develop the research will be the action research and include the proceedings: implementation of physical and structural adaptations of libraries participating schools; observation of the use of the library and search procedures and use of information about students and teachers; conducting systematic meetings with teachers to theoretical discussions and guidelines on the use of libraries and planning activities as well as for assessment of changes and activities developed. The results of the discussions between the staff and teachers will be recorded in audio and a research diary for later analysis. At the end of project the opinions of teachers, coordinators and students about the interventions conducted will be collected through a questionnaire with open questions. It is expected that the remodeled libraries not only meet the requisites of excellence established by Brazilian parameters for school libraries, but also takes into account the aspects of the context of the schools involved and that its use can be incorporated the school culture of the two schools. Another expected result is that the know - how gained with the systematization of the experience of this project can inform the development of other school libraries that contribute effectively to student learning, the development of information literacy and encourage reading.

The Effects Of Parental Involvement And Literacy On Grade Nine Students' Academic Achievement in Selected High Schools in Jamaica

The SL as a window to the world

Wed Jul 1: 16:00-17:00 / Continuously

Many claim that administrators and teachers have the educational background of providing theory and practical experiences in dealing with students but parental involvement is crucial for fine tuning educational focus for each child. Achievement of the highest level possible for child requires that parents and the school work together as a team. Neither parents nor teachers can propel a student to the highest achievement when working on their own. However, through partnership much can be accomplished.

Purpose

The purpose of this study was to explore the components of parental involvement and its relationship to students' academic achievement in Literacy.

Research Questions

In an attempt to investigate the factors that contribute to students' academic achievement six research questions and three null hypotheses were posed:

1. What are the important areas of parental involvement in children's academic experiences as perceived by parents?
2. What are the important areas of parental involvement in children's academic experiences as perceived by students?
3. What is the relationship between parental involvement and students' academic achievement in Literacy?
4. What strategies and programmes can administrators and teachers formulate to improve parental involvement?
5. Do the levels of parental involvement as perceived by parents differ by gender?
 - There is statistically significant difference in the levels of parental involvement as indicated by parents' gender.
6. Do the levels of parental involvement as perceived by students differ by school location and students' gender?
 - There is no statistically significant difference in the level of parental involvement (as perceived by students) in terms of school location.
 - There is no statistically significant difference in the level of parental involvement (as perceived by students) in terms of students' gender.

Method

Data were obtained using the cross-sectional survey design, in which student questionnaires were self-administered to 367 students along with standardized tests, a parent questionnaire to 172 parents and a principal questionnaire to 4 principals along with a semi-structured interview. Questionnaire content formed the basic structure by which the data from all sources were analyzed using descriptive and inferential statistics.

Findings

The major findings of this study corroborates with that of other researchers as it was found that parents, teachers, and administrators all play an integral role in helping a child to achieve. Nine major findings discovered were:

1. Parents and students perceived support and encouragement as major areas of parental involvement and these are important for students' academic success.
2. Parents felt that helping with homework was also important for improving academic achievement.
3. Achievement scores in standardized test increase when parents are involved.
4. Administrators felt that greater accountability on the part of teachers to inform parents whose children are failing and greater communication links between home and school was needed.
5. Administrators felt that parents must be aware of their responsibility by setting goals, rewarding students, and supporting activities at home and at school.
6. Administrators felt that students need to be focus and come to school prepared.
7. Administrators felt that parents need to sign contracts at the admission of their child.
8. School locations differ in their level of parental involvement.
9. Students' gender differs in how they perceived parental involvement.

Conclusions

Greater parental involvement is needed particularly in encouragement, support and school activities. The results indicate that parents that are involved in their grade nine children's education have a positive impact on their academic achievement.

Starting from scratch: creating a library in a special needs school

The SL as a space and place

Wed Jul 1: 16:00-17:00 / Continuously

The purpose of this study was to explore the components of parental involvement and its relationship to students' academic achievement in Literacy.

The first follower: modeling a readers' social network for Brazilian school libraries

The SL as a window to the world

Wed Jul 1: 16:00-17:00 / Continuously

Humanity has in recent years lived a unique experience, in which communication and technology offer endless opportunities to bring down geographical, linguistic, and cultural barriers under an ever-increasing relational perspective. Educational research has shown that students learn more, achieve better results in their academic work, and improve their competencies, when they have access to a school library with well-structured educational programs, accessible physical, digital and technological settings, skilled professionals, in addition to diversified and relevant subjects CAMPELLO, 2012. Great progress has been made as to what concerns the acknowledgment that libraries contribute to the students' learning process. Students today are not the same as 10 years ago, they demand more out of their resources. School libraries, despite using various existing web tools to create dedicated space for young people, still crawl to actualize virtual spaces linked with the information already existing in their local management systems. This ends up duplicating the effort of the professionals in the attempt to answer to their users, fragmenting their access to innumerable websites and environments created for educational purposes.

Why are some virtual communities entertaining, informative, dynamic, and interactive, while others are static, eventually disappearing?

The development of computer-based information systems necessarily involves carrying out a series of implicit and explicit assumptions. Online communities, more than a technological phenomenon, are a sociological phenomenon; Knowing how they operate demands great attention from the people involved in the process.

Shifting to the case of school libraries. We realize their potential, both in the interaction in the physical environment where they are inserted as to in the virtual environments where we witness the appearance of various experiences, and knowledge which can contribute to our professional practice in libraries, in the other settings of the school, and outside the institution.

Brazil is a country of continental dimensions, where Portuguese is the official language, and has an estimated 190 million inhabitants, IBGE, Brazilian Institute of Geography and Statistics, 2013.

Brazil's educational system, considering private institutions, has around 53 million students. In this scenario, we are faced with an educational reality that still in development, with low levels of efficiency in world-wide assessments, such as PISA (Program for International Student Assessment), mainly regarding the reading and writing skills and levels of literacy. With the aspiration to go further, universities, organizations, researchers, and entrepreneurs have invested in studies and methodologies able to assist youngsters to be better prepared to enter the world of writing and reading, allowing them become more autonomous and competent.

The objective of this study is to share with the group of School Librarians and other interested parties, some guidelines, used by the authors to establish the requirements to model a social network of readers. This platform would be attached to a Library Management Software and its information, the dialogic, social and cultural features of the commitment with the information, learning and the promotion of reading, inherent to the school library.

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

The SL as Learning Environment

Mon Jun 29: 10:30-11:00

At Hjulskolan in Linköping the teachers and the librarian collaborate in the classroom to increase student achievement in various subjects. We have a structured and conscious plan for the school library activities, starting with pre-school class and up to year 6, to promote reading and increase students' information literacy.

I want to talk about how I co-operate with the teachers for better achievement among the students, when it comes to information literacy, and present the results of the collaborations.

2011, we received a new curriculum in Sweden. All subjects in the curriculum have a number of abilities that students should develop, and one of the abilities is critical thinking. Much of my time is spent working in the classroom with the teacher to help students develop this ability, which is included in most subjects.

In preschool class, which is a kind of bridge between preschool and school, we lay the foundation. We work with reading comprehension based on reciprocal teaching. The students learn to find their way in the library and they get their library card. We also introduce source criticism, linked to the actual theme that the classes are working with at the time. The students learn to reflect on the origin of the text, the reliability of different sources and what kind of information we can find on the internet. They get tools for how to think when they search for and review the information.

In grades 1-6 we rehearse and deepen the knowledge they get in preschool class, always paired with the subject they are studying at the moment. I take part in planning the project from the beginning with the teacher, I am in the classroom during the whole project and I evaluate together with the teachers and the students. If there is student work to be assessed, I am also involved in assessing their work. In that way I evaluate my contribution to the project and can discover improvement areas to consider for next time.

Information retrieval and source criticism is common in teaching so that students have the opportunity to develop a critical way of thinking. It is important that teaching becomes a part of the regular work for better achievement among the students. It is also important that it becomes a natural part of many different subjects, so that students can see that a source-critical capability is useful in all subjects, and even outside of school. It is also important to start teaching early, for there to be a natural approach.

The evaluations and test shows how well the students have developed a source-critical ability. I want to talk about the results of our work, which clearly shows that it is important to have a purposeful and structured teaching. I will also show some films in which students express their thoughts on source criticism.

A tutorial for the INFOLIT training in the Spanish educational context

The SL as laboratory

Tue Jun 30: 14:00-14:30

This paper presents an INFOLIT tutorial developed by the School Libraries Working Group from the Institute of Valencian Librarians and Documentalists and the Research Group on Education and Citizenship from the University of Balearic Islands (Spain). Firstly, a description of the information literacy training in Spanish educational centres is given. Secondly, the contents of the tutorial are exposed. This tutorial has been developed by following the Three-Phase Model (Blasco & Durban, 2011), a model scientifically acknowledged and widely used in the Spanish context. Moreover, recommendations from educational researches and other INFOLIT tutorials are considered too. Finally, an assessment tool is presented with the aim to improve this instrument and adapt it to the real needs of teachers and students. The first assessment of this tutorial will be developed during the Doctoral Forum celebrated on June-July 2015.

African rural school library development: Lessons learnt from Matenda School Library Project in Zimbabwe

The SL as Learning Environment

Thu Jul 2: 11:00-11:30

The paper focuses on describing the importance and value for development of Rural School Libraries in Africa in order to overcome the increasing gap between the information rich and the information poor that current threatens educational achievement in remote rural schools that are inaccessible. It further discusses the main challenges faced when establishing and developing a Rural School Library in Africa to ensure that the socially excluded rural children have access to reading material. The question is that. Can there be a solution? What are the material and human resources needed to overcome this challenge? In conclusion, the paper offers recommendations that urge governments to establish School Library Services and enact legislation to address the needs of rural schools in terms of infrastructure, equipment, material resources, appropriate manpower and other necessary matters. These Services should include the introduction of ICT in rural schools for fostering vital knowledge, thus enabling schools to address their local needs as well as curriculum issues for children from poor social and economic backgrounds.

Design/methodology/approach – The information from this paper includes background information on the case of Matenda School Library including numerous information gathered from the Matenda School and input from school staff at this school. It also includes a literature review from renowned authors and information from websites on the establishment, development and use of rural school libraries in Africa and ideas suggested.

Findings - It is generally felt that, in Zimbabwe, there is a need for the establishment and development of rural school libraries in order to bring access to information for all, irrespective of class, gender, ability or economic status. Zimbabwe is known to have the highest literacy rate in Sub-Saharan Africa, hence in the rural setting the literacy rate has improved and can now be harnessed by making use of reading material made available through rural school libraries, so that there can be a huge improvement in examination pass rates, with pupils being prepared to perform well at secondary school level and up to university level. There is also the need to improve on comprehensive skills in the early years as well as cultivate a reading culture and create a love of reading that will promote poetry, drama and plays in the schools. Overall, information professionals are in agreement that the ability to read and write is nurtured through constant use of the rural school library. However, because of a lack of clearly defined policies, not many schools in the rural areas have libraries, although professionals can take charge of the situation through the presentation of papers, by conducting School/Teacher Librarian Workshops within their Library Associations, and advocating for Book Donations to augment reading materials in resource poor the rural schools.

Audiobooks as a Window to the world

The SL as a window to the world

Tue Jun 30: 10:30-11:00

Sales and usage for children's audiobooks have increased in recent years (Audiobook Publisher Association, 2013) despite data indicating engagement with print texts being replaced with myriad other activities (e.g. Egmont, 2013). And though readers generally favor purchasing print and electronic books, audiobook listeners prefer borrowing titles from libraries (Zickuhr, Raine, Purcell, Madden, & Brenner, 2012).

Library, literacy, and children's literature professionals promote the benefits of transacting (Rosenblatt, 2005) with audiobooks (e.g. Neuman, 2005; Serafini, 2006), and awards are bestowed upon audiobooks worldwide. Textbook publishers offer audio versions as supplements to their print texts, teachers of young children often incorporate listening centers and audiobooks into regular classroom routines, and teachers of older students provide audiobooks to struggling readers to enable them to participate in literature circles and discussions of texts (Anderson & Corbett, 2008). Audiobook listeners perceive benefits for children including developing a love of reading, encouraging children to read, and introducing topics and titles unfamiliar to the readers (Audiobook Publisher Association, 2010).

Research spanning decades and conducted worldwide has explored the use of audiobooks for promoting literacy skill development (Carbo, 1978; Diakidoy, Stylianou, Karefillidou, & Papageorgiou, 2005; Reitsma, 1988; Shany & Biemiller, 1995). These studies have explored various uses of audiobooks and report mixed results for different types of readers and for readers of varying levels of proficiency. Yet, huge gaps exist in the research with many aspects of audiobook use still uninvestigated.

In order for school libraries to serve as windows to the world, it is necessary to understand the shades currently obstructing the view. This paper reports the disconnect between professionals' claims regarding the benefits of audiobooks for children and those verified by empirical studies. It identifies the gaps in the scholarship surrounding audiobooks and calls attention to those areas in which audiobooks have potential to support children's interests and needs. Finally, it suggests how librarians can and should promote audiobooks based on existing evidence.

Through the lens of literacy, librarianship, and language studies research, this paper and presentation will prompt critical thinking about the legitimacy of audiobook reading for children.

PP021

Wardrip, Michelle

Battle of the BooksCreative Literacy Ideas for First and Second Language Learners

The SL as a window to the world

Mon Jun 29: 15:00-15:30

Battle of the Books (BOB) is a program that has been used in many countries around the world. I have used it primarily with second language learners. I first became involved with the program in the United States about thirteen years ago and have had a lot of success with it. I currently use BOB at both the primary and secondary level at my school in Qatar. It has been so successful that it is now being used at our branch in Al Khor and will be implemented at our Al Wakra branch in 2015-16. Battle of the Books can be used with students who are at or below grade level for reading. It is designed to meet the needs of each school, and is fairly easy to implement. At our school in Qatar, we use the Fountas and Pinnell System to level library books and the DRA2 to assess our students reading ability. We then translate the DAR score to an F and P level. It really does not matter which method you use, such as Accelerated Reading, Lexile or F and P, because BOB is very adaptable.

Overview

The Primary Division is for students in Year 4-6 and the Secondary Division is for students in year 7-10. We choose 7-8 book titles based on the reading levels of our students. This year for the Primary Division our book levels are from L to Q. In the Secondary Division, our book levels go from Q to W. We have seven titles for each division this year.

Participants make a team of four students and are given a list of the books they need to read. They must have a signed Parent Permission Letter to participate. It costs the students nothing to participate and all their reading is done during class time or at home. Students have approx. 4-5 months to read as many of the 7 designated books as they can. When it comes time to battle, they play against three other teams in the first round.

Each team is asked a question from one of the books. They have 20 seconds to talk with their team members and come up with an answer. If the answer is correct they get 5 points. If it is partially correct they get 3 points. If it is incorrect, the other team gets 20 seconds to come up with the answer. The team with the most points after three matches moves into the semi-finals where their team points are erased and they start over.

For the Finals, the two teams with the highest point totals will battle each other. During the Finals there will be two rounds. The team with the most points will be the winner. The winning members of the first place team are each awarded a gift certificate in the amount of 200 QAR. The second place winners each get 100 QAR.

Changing the shape of the library - shaking it up and putting it down

The SL as a space and place

Mon Jun 29: 11:30-12:00

Whilst teaching years 5 and 6 in 2012 I was asked to describe my library. My response to this was 'it rocks'. The staff viewed me quizzically and subsequently moved on to their lunchtime conversation. Little did I know this would be the theme of the 2015 IASL conference? In 2013 I inherited my current library as the stereotypical 'quiet', very structured environment of the past century, both in its physical layout and its lesson delivery. It was visited by few students during their lunchtime as they required a lunchtime pass (only 6 per class) which was given to them by their classroom teacher. These passes were then collected by library monitors at the door - no pass, no library!

Library lessons consisted of 30 minute sessions whereby books were loaned, returned, a story read and the class departed and then the next class arrived to repeat the procedure regardless of age. There were occasions whereby a book was recommended as a great read and short listed books from the Children's Book Council were shared. The schedule was busy as there were 23 classes, but was it productive or stimulating? Was this where the students wanted to be? How to change the mind set of both staff and students to see the library and its potential was both my challenge and my goal. It was time to move towards 21st century learning whereby students can develop the skills of creativity, communication, collaboration and critical thinking. Collaboration was where I started, talking to staff and finding out what they wanted. I can successfully say that 2 years later my library 'rocks' and this sentiment is wholeheartedly shared by students, staff and the community. It is totally an environment where collaborative learning is undertaken. A place to meet, share and discuss. However, this was not accomplished without the support of both the principal and the staff. As Michael Fullan (2001) states 'deep and sustained reform depends on many of us, not just the few who are destined to be extraordinary'. I am not extraordinary but the journey is worth sharing. The library has now become the hub it was meant to be...and this is only the beginning of a continuing journey of change and excitement.

Willy Wonka, (1971) encapsulates my sentiment and passion – 'so much time and so little to do. Wait a minute. Strike that. Reverse it'.

College-level information literacy framework: How teacher librarians can prepare students

The SL as laboratory

Wed Jul 1: 10:30-11:00

U.S. K12 education increasingly emphasizes the need for students to be college and career ready. This session discusses the roles that teacher librarians can play in facilitating such readiness, especially in light of information and digital literacy. First, the Association of College and Research Libraries new Information Literacy Framework is detailed, noting its implications for education and librarians. Too many students arrive at college today unprepared for the rigorous research and information literacy required there, too often because they lacked teacher librarians and relevant instruction and practice. Nevertheless, models of effective articulation do exist, and strategies for optimizing articulation should be considered. Next, K-16 curriculum is discussed. Furthermore, teacher librarians should collaborate with their post-secondary librarian counterparts; by articulating curriculum either to identify equivalencies or to build upon prior learning, librarians can promote seamless transfer from one level to another – including to the workplace.

Creating a School Library for All: Challenges and Opportunities in the Democratic Republic of Congo

The SL as Learning Environment

Tue Jun 30: 10:30-11:00

This paper describes an ongoing library-development project that began in 2010 when a message appeared on the IASL listserv requesting volunteer assistance and consultation with the establishment of a library at the Université Chrétienne Bilingue du Congo (UCBC) in Beni, Democratic Republic of Congo (DRC). Helen Boelens responded to that request and invited Henk van Dam to join her to provide assistance. Despite the civil unrest in this region, a digital, professional, cross-cultural relationship has grown into a multi-layered collaboration and support initiative that has resulted in articles, shared research, networking, face-to-face training, and grant proposals. Since that first contact in 2010, UCBC has established a bilingual (French and English) primary school and is working with the Director and teachers of l'Ecole Primaire de l'UCBC (EPUCBC) to establish a multilingual (English, French Swahili) "demonstration" school library at the school.

The EPUCBC school library will be a demonstration library for teachers and school leaders in the region. It will also be a place that— 1] welcomes and teaches families, parents and teachers about the value of books and how to engage children in reading and literacy activities 2] provides opportunities for children to engage with written and other media as a means of discovery and learning 3] enriches learning through events such as story-time, musical and cultural presentations 4] collaborates with the UCBC library to provide training for educators in media and information literacy 5] offers literacy workshops for area primary school educators 6] hosts literacy and reading fairs for area schools and community members 7] provides access to teaching resources for primary school teachers

EPUCBC plans to explore the use of multimedia to promote reading, music, dance, expression and performance. Although most schools and school libraries have few facilities, training will draw specific attention to possibilities in these areas and the benefits which they bring to education in the region.

The EPUCBC school library will also collaborate with the UCBC library in providing access to multilingual resources, training opportunities, and collection development. It will be a place where university students can volunteer as English language coaches through the use of English language print and digital materials and games. In turn, UCBC students will be able to reflect upon and learn from their experiences at the EPUCBC school library as students of communications, counseling, and economic development.

The paper will describe the "work in progress", from the initial contact in 2010 until the present. It will discuss problems that have been encountered and explore solutions to current challenges.

Creating Love For Reading Via Inclusion Of African Talking Drums In School Library Media Centre Activities

The SL as a window to the world

Thu Jul 2: 10:30-11:00

The African drum is an important instrument of communication in traditional African societies which serves as the voice of the whole community and it communicates desired information. Children that do not come to the school library media centre can be attracted through the inclusion of African drums in her activities. This paper discusses ways through which children could be attracted to the school library media centres for her readership campaign programmes through the use of the African talking drums. African drums can be used through role plays, songs, dances and dramas of literature such that children would get interested in reading accessible books in their library. The paper talks about who plays the drum and the indigenous African stories that include the use of drums as a medium of communicating story themes. The paper also highlights some activities carried out by a school library media centre in Nigeria (with graphic details) on how some of these drums were utilised. Pictorial examples and presentation of the African drums would be presented during discussions. The African Drum should be seen as a significant technique that could be used in attracting children back to read in the school library media centre.

PP029

Coleman, Mary Catherine

Design Thinking and the School Library

The SL as a space and place

Mon Jun 29: 14:00-14:30

The design thinking process focuses on developing empathy and understanding for the individuals that a designer is designing a product, space or process for. Mainly used in creative fields, design thinking is a process that has applications in the educational field and in a library program and lessons. The design thinking process uses five steps to help students better understand their subject and develop a product that helps an issue. The five steps include empathy, definition, ideate, prototype and test. The process encourages students to think deeply, research, empathize, collaborate and innovate. Over the last year, Mary Catherine Coleman has been using the design thinking process with her students in different aspects and lessons in the Lower School and Intermediate School Library (JK-5thgrade students). This process has been used in research lessons and projects as well as lessons to help students have a deeper understanding of the elements of stories. Ms. Coleman will share the steps of the design thinking process, the theory behind using this thinking in a school library and examples of projects that she has conducted with her students.

PP031

Cameron, Sally

Ditching Dewey - how abandoning alphabetical order and decimals made our library more user-friendly.

The SL as Learning Environment

Mon Jun 29: 11:00-11:30

A look at how the library was transformed once realising that alphabetical order and decimal numbers made library lessons frustrating for our students. We will see how ditching Dewey helped students become independent patrons and helpers who love to be in the library. Sally will talk about the process we went through, the importance of student and parental involvement and how to keep up that momentum. There will also be time to talk about some activities and ideas that have been introduced to encourage readers of all ages.

PP034

Boelens, Helen; Cherek Jr., John M.

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

Professional development

Wed Jul 1: 10:30-11:00

The uncertainties which characterises our times make it difficult to identify a forward vision for school librarianship in the Netherlands, within Europe and at international level. These uncertainties include, amongst other things, the economic crisis, demographic changes, higher costs and lower wages (in education), multiculturalism etc..

During a recent meeting between representatives of the Ministry of Education in the Netherlands and Board Members of the BMO (Dutch School Library Association), emphasis was placed on the importance of the Dutch concept of Excellent Education in schools throughout the Netherlands. Also discussions took place about the vision for the multicultural, multilingual school library and information centre within the EU Concept "Education 2030" and the Dutch concept "Onderwijs 2032". It was suggested that the BMO should present evidence about the importance of the role which it plays within these two concepts.

This paper will attempt to identify a forward vision, challenges and concepts for education and school librarianship in the Netherlands, within Europe and at international level. Furthermore, within this vision, the importance and necessity of

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

PP037

Beem, Rebecca van; Becker, Peter

Embedded librarianship and blended learning: an enhancing combination to increase the effectiveness of information literacy training

The SL as Learning Environment

Tue Jun 30: 11:30-12:00

The library of the Rotterdam University of Applied Sciences in Rotterdam (RU) has extensive experience in providing different kinds of training in information literacy. For a long time the formats for these trainings were mostly 'stand alone' library instructions and online training. However, over the last few years a shift towards workshops that are integrated into courses of various study programmes has slowly taken place.

The reason for this transition is in line with the philosophy of embedded librarianship. According to Schumaker, embedded librarians teach more effectively when the information literacy instructions are related to specific courses and assignments (Schumaker, 2014). This is supported by Brand-Gruwel (2014), who likewise states that training in information literacy is more effective when it is related to the context and content of specific courses. Therefore, embedded information literacy training should be more successful than 'stand alone' instructions, but what other factors influence its success and how can its effectiveness be increased even further?

The RU library has examined this question by not only embedding a complete information literacy course into the curriculum, but also by selecting blended learning as innovative educational model for it. Blended learning is assumed to be more effective in learning outcome and more attractive to students. A meta-analysis prepared for the US department for education showed that "In recent experimental and quasi-experimental studies contrasting blends of online and face-to-face instruction with conventional face-to-face classes, blended instruction has been more effective, providing a rationale for the effort required to design and implement blended approaches" (Means, Toyama, Murphy, Bakia and Jones, 2009, p .XVII).

A digital platform with texts and assignments on information literacy, which was developed by the University of Applied Sciences in The Hague, was altered for the RU library. Lecturers of The Hague University developed this platform based on the visions of Oliver and Trigwell (2005) and Vandeput (2010) who state that blended learning is not a mere combination of online learning and formal education, but also involves various didactical strategies, different kinds of learning environments and learning processes. The digital platform in combination with face-to-face meetings form the structure of the RU course.

Over the last year, the course was organized twice as a pilot for the elective course that will start in February 2015. These pilots were an integral part of a minor. After evaluating the course, the conclusion can be drawn that blended learning is a successful and effective tool to train information literacy. However, to have students apply these skills in other parts of their study programmes appeared to be more difficult. The information literacy skills were less demonstrated in other assignments of the minor than expected. The results seem to indicate that it is vitally important to embed a course like this even further into a curriculum; the collaboration with lecturers and the relation with other parts of the study programme could thereby be crucial. Therefore, the elective course provides new opportunities to explore how to 'take embedded librarianship to the next level.

PP043

Markus-Sandgren, Robyn

Flipping the Third Space

The SL as Learning Environment

Tue Jun 30: 14:30-15:00

Our school faced a particular problem. As in many other schools, teachers and students are increasingly mobile savvy and internet connected while at school. This affects how teaching is done and how libraries are used. In response, along with changes to the classrooms themselves, we proposed to bring the Library to the classrooms. We would move the existing library, from its own building, to share the centre of the action, into learning spaces once occupied only by classrooms. While the digital integration had already begun, the physical integration would serve both the traditional and new ways in which libraries can be used. We propose that both library and classroom practices will be "flipped" so that putting ideas and information into action and thinking about what you have learnt will become the focus, using the new library to extend and enrich those practices. This paper will report on the practical implications and experiences of such an undertaking. In addition, the paper will outline some of the research concerning how the elements of the learning process, such as content, skills, research, experiment and play etc. are distributed across the day and, developmentally, across time.

PP047

Twrsnick, Bettina; Hantschel, Manuela

Germany's next Top-Literacy Workers !

The SL as a window to the world

Mon Jun 29: 14:30-15:00

It is the main target of the Bundesverband Leseförderung to establish best-educated pedagogues of reading and literature comprehension as „Literacy Workers“ all over Germany to achieve a way of furthering reading skills and motivation and the comprehension of literature successfully and with a long term effect.

PP050

Royce, John

Honesty honestly, an alternative approach to academic honesty.

The SL as laboratory

Mon Jun 29: 11:00-11:30

Research studies and experience suggest that many students just do not understand citation and referencing. They seem to know the rules, they know what they should do to avoid plagiarism, and yet they still make mistakes, sometimes with heavy consequences. Often, the mistakes made are not revealed for many years, and the consequences can be extra-serious. Often, defences made by those who should know better reveal the most basic non-understanding. It might be that the very expressions "academic honesty" and "to avoid plagiarism" may sometimes be at the root of non- and mis-understanding: citing sources in order to avoid plagiarism is but a very small aspect of good academic practice. Scholars cite their sources because this is what good writing, discussion and argument and demonstration of expertise are all about. For those who do understand, there is no problem. For those who understand what is expected by way of good practice, the main difficulty may be understanding the understandings of those who do not understand, those who do not mean to cheat but who still break "the rules." There may be a disconnect. These notions are evident in the press and in the literature. In this paper, I investigate possible disconnects between those who teach citation and referencing and those who learn and use these techniques. As well as its foundation in the literature, this study involves a series of surveys of librarians, teachers and students, in addition to observation and experience. Librarians, with their generalist outlook and their overview of the curriculum, are well placed to support teachers and general school practice. The paper includes a number of strategies and techniques to promote better understanding and better practice.

PP053

Tilke, Anthony

IB school libraries as international-minded learning spaces and environments

The SL as a space and place

Mon Jun 29:14:30-15:00

The International Baccalaureate Organization (IB) offers educational programmes to schools world-wide. Originally established with the needs of international schools in mind, the programmes are now typically offered in a variety of public and private educational institutions in many countries. The IB has developed four programmes, covering a continuum of education from early years to courses for students aged 18 years of age. The programmes are largely constructivist-based and IB 'big ideas' include inquiry, a holistic view of the learner (IB Learner Profile), international-mindedness and academic honesty, yet the role of the library, overall, is not as clearly identified as may be expected, given factors friendly to a library and information sector paradigm. This professional paper reviews IB documentation and thinking, identifies opportunities where the library can support and contribute to the programmes and identifies good practice, focusing on conference themes of the school library as a learning space, learning environment and as a 'window on the world'.

PP055

Pope, Kerry

Igniting the passion: Practical ways to engage and inspire our students to learn through the school library!

The SL as Learning Environment

Wed Jul 1: 15:00-15:30

When students enter the school library they need to be engaged and inspired. The school library is certainly a space and a place for meeting, sharing and discussing. It is a place where students collaborate, inquire, learn and grow. This presentation will focus on four important areas that should be addressed if students are to be engaged and inspired to learn through the school library. Practical suggestions will be provided and participants will gather a range of helpful ideas they can take back to their own school libraries to engage and inspire their students and share with colleagues. When the right environment is created in the library and it becomes a space students love to visit and spend time in, a positive culture is created and students become motivated to learn. As a result, students will be enthusiastic and you will be developing readers who are not only motivated to read books but love to read, inquire and learn. You will be engaging even the most reluctant student. The atmosphere, the physical layout, colours, noise levels and placement of furniture not only need to be conducive to learning but inspiring. Intriguing displays captivate student's imagination and exciting programs motivate students. Students enjoy celebrating and interacting with each other through special literary events such as Book Week and National Simultaneous Storytime. Puppets and stuffed library friends allow younger students the opportunity to imagine, explore, collaborate and create. Finding ways of being inclusive through games such as giant chess bring students of all ages together and encourages them to meet, share, discuss and challenge each other. Our libraries need to be set in the local, state, national and international scene. Introducing local authors to students, building partnerships with local libraries, attending conferences at home and abroad and sharing what you learn with staff and students will inspire them, broaden their perspective and provide a worldview. Interacting with schools and collaborating with students across the globe through projects such as the IASL GigggleIT Project and International School Library Month captivate and enthuse students, encourage the exchange and sharing of information and make learning enjoyable. Immersing our students in a variety of multimodal, digital and visual texts will transform student learning. Going on a virtual journey together and visiting significant sites around your country, using a range of texts to engage students with past history and events, gives them a sense of time and the importance of place. Using the International Children's Digital Library to browse, locate and select books written in another language and then rewrite the book by creating the text in their own, provides opportunities for students to explore together, develop an awareness of other cultures, share, discuss and communicate. By embedding literacy and inquiry into the everyday lives of our students we are encouraging students to make real decisions that affect their own lives and their learning. Ultimately we are encouraging students to become life long learners.

Students can be encouraged to explore the collection together using passports to investigate new and exciting topics thus developing literacy skills and building a sense of inquiry. Developing a Human Library and inviting 'Living Books' to share their 'real' stories with students provides our students with the opportunity to develop strong interpersonal skills, be inspired by and appreciate others and encourages them to investigate further. Students will love coming to the library when it rocks! If the library is a positive environment with a strong international focus, if it is a vibrant place where students can meet, share, collaborate, inquire and discuss together, if there is a wide variety of resources freely accessible, then students will engage and be inspired to learn.

PP056

Oxley, Cathy

Immersive Fantasy Writing using Role Playing and iPad Apps

The SL as a window to the world

Tue Jun 30: 11:00-11:30

In an exploration of the ability of immersive collaboration to promote richer story-telling, four teacher librarians from two girls schools and two boys schools each selected 8 Year 8 students to participate in a creative fantasy-writing workshop. Utilising a parkland adjoining one of the schools, the students were divided into teams, with one student from each school in each team.

On the first day of the workshop each student chose their character's special powers and selected their weapons. Each team then completed a number of physical role-playing and team-building challenges on their quest to free a dragon from an evil spell. At each challenge they were also given time to write about their feelings, reactions and teamwork issues as they developed their setting, characters and storyline. Ipads were used for decoding clues using the Aurasma AR app; for using QR codes to access riddles and instructions; for developing the setting using the Citadel and Castlerama apps; and for participating in online games.

On the second day of the workshop the students worked with a published fantasy author, Kirilee Barker, to structure their ideas and craft them into a short story. A wiki was set up so that the author, teacher-librarians and students in each group could share common ideas, communicate with each other and read each other's stories. On a final presentation night the author awarded prizes for the best stories.

Participating in this creative writing workshop provided an authentic experience to enrich the students' choice of adjectives, verbs, similes and metaphors and also deepened their understanding of the complex physical and emotional factors involved in the hero's quest.

PP063

Önal, H. İnci

International harmony in school library standards

Professional development

Tue Jun 30: 14:00-14:30

The school library program has become an accepted part of the Ministry of National Education System in Turkey. A school library is found in the majority of elementary and secondary schools. The influence of all the educational requirements that have contributed to the school library standards and guidelines can be found in library spaces, materials, budgets, services, personal requirements, and new informational technologies. Historically, school library standards have been an important guide to these school library programs. The most widely accepted national and international standards for school libraries are established by school librarians, library administrators, national associations, and international associations from 1920 to 2014.

The purposes of this study are to examine the trends in national and international school library standards; to define new competencies and skills in their programs at the school level; and, to evaluate as to whether implementation of standards met or failed to meet the latest expectations. School library directors, school librarians, principals, and superintendents are usually involved in the designing phase of libraries in these new facilities. This study will help the designing team for the

school library examine what is used and not used in the design process by examining how standards are applied in the construction of developments.

PP064

Hunter, Debbie

It all started with a Maker Space

The SL as laboratory

Wed Jul 1: 11:30-12:00

The developing Maker at BGS

Brisbane Grammar School is a large boys boarding school in Brisbane, Australia. It supports student learning through 3 school libraries: a Middle School library and a Senior Library. The third library space is a Middle School Media library space, developed to house a growing Middle school student body in 2014. It offers great opportunities for the teacher librarians to take risks and extend the boys and teachers in challenge based learning, finding ways to utilise game based activities, and a Maker Space as part of the model.

Through the new curriculum, information learning and Maker styled activity, BGS is exploring opportunities found through Design thinking and the Maker Movement to develop new relationships, and maintain a well-resourced collection to support our learners.

The Maker Faire in the library

The global Maker Movement has been a part of our professional Library readings for at least 6 years. We have watched it take hold of education principles, digital technologies and the way we learn, and the way we design learning for students. (<http://makezine.com/2014/01/01/the-year-of-100-maker-faires/>)

The introduction of Maker Faires across the globe in 2006, and the rapid growth of these Faires (the figures of Mini Maker Faires held in 2013 almost doubled), have brought the potential of creativity and the drive for this new style of learning into our library spaces, and we need to listen.

But the arena for education of the Maker Space is vast, and varied, and growing all the time. Promotion of the Maker Space even by prominent country leaders, educators, and the introduction of projects such as the Hour of Code has made the conversation more universal and diverse.

While we each attend our favourite local community Hacker Spaces and Meet Up groups, we are always seeking opportunities for that special project that might work for our libraries. Robotics, 3D printing, code making programs or just good hands-on craft activities are all on show. But what's most appropriate for our library environment?

The Makers' new library space in Curriculum and learning

As the Maker Movement and implementation of creative thinking, learning and problem solving design becomes the norm in education, the design and resourcing of engaging tasks for students is evolving to embrace a new style of investigation, as Inquiry Learning models move towards Challenge based thinking.

So too are library spaces changing to facilitate a new learning process. There are many different designs and ideas. Through the 6 'spaces of technology' inspired by Matt Locke in the UK, and reworked by Ewan MacIntosh more recently to include a 7thspace, (<http://notosh.com/lab/learning-spaces-3-the-seven-spaces/>) we see the use of 21C digital technologies driving the change in our library space, our social culture, and our expectations of how we want to work. Group spaces, publishing spaces, performance spaces, participation spaces, watching spaces, private spaces encourage a rethink of how the library can assist this type of learning.

At Brisbane Grammar School we opened a Maker Space in the Middle School Library in 2014. After many months of research, reading and conversation we selected and developed our kits, and now open the doors 2 lunchtimes per week for creative and supervised tinkering and creating. Small projects are offered, but are not compulsory, on the craft table, and occasional guest inventors are invited to share something completely different.

We have reconsidered the library spaces we have. More open spaces, less books, and some comfortable and outdoor couches for our learners.

Developing a Maker space of activity for the boys has allowed us to witness the joy and power of explorative learning, and connect with academic departments for collaborative conversation. Planning for the 2015 year will invite further exploration and collaboration as we find new ways to immerse challenge based learning into some library tasks, using ideas from what we have evidenced in the more casual Maker Space environment.

PP065

Bailey, Nadine; Boelens, Helen; Cherek Jr., John M.; Tilke, Anthony

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

The SL as a space and place

Thu Jul 2: 10:30-11:00

During the IASL Conference 2012 in Qatar, Boelens and Tilke presented a paper entitled “School Libraries Across Cultures”, discussing the role of the school library in multicultural, multilingual school communities and offering suggestions about how the school library could become a multicultural learning environment. Since 2012, the arrival of increasing numbers of refugees and immigrants has caused large increases in multicultural school populations. Recently (2015), Cherek has agreed to take part in this ongoing study, providing in-depth information to help school library staff to look closely at these issues and to provide help and useful suggestions to the entire school community. He has provided important data relating to ways that students can develop a healthy racial and ethnic identity and improve their understanding and vocabulary around race and ethnicity, therefore contributing to increased cultural competence. Increased competence can contribute to higher self-esteem and healthy development. By using these essential skills, students have the opportunity to take ownership over their ideas and are encouraged to examine the world around them -- at home, school, work and in the media -- thus preparing them to thrive in multicultural environments. The school library becomes a safe “public” space where a healthy and pro-active sense of diversity encourages deep and meaningful conversations with all members of the school community about stereotypes such as discrimination and racism. It also provides important information and literature relating to these subjects. In the end, the hope is that students, teachers and librarians are prepared to safely and constructively deal with the dynamics of a multi-cultural society. Safe facilitation requires “trained” leaders from the school community. An e-learning program for school librarians is being adapted for this purpose.

PP067

Gartley, Elizabeth

LGBTQ Curriculum inclusion: the role of the school librarian

The SL as a space and place

Mon Jun 29: 15:00-15:30

The school library offers a window to the world, and school librarians have the responsibility to offer educational opportunities and resources which reflect the lives, experiences, and contributions of LGBTQ (lesbian, gay, bisexual, transgender, and questioning) people around the world. School librarians play a central role in the school community by selecting materials for inclusion in the collection, participating in curriculum development, working with administrators, providing instruction to students, and collaborating with teachers. Unfortunately, little has been written about the potential role of school librarians in supporting LGBTQ students and inclusion beyond gay and lesbian book lists. This paper offers school librarians, who may be working in a variety of cultural and political settings, the strategies needed to support LGBTQ inclusion and curriculum mainstreaming through the school library program.

“LGBTQ Curriculum Inclusion: The Role of the School Librarian” surveys LGBTQ education research and LGBTQ education initiatives from around the world and draws from the author’s experience leading a LGBTQ inclusion project in Massachusetts and countering censorship in the Dominican Republic. The paper will briefly introduce the educational and legal contexts of LGBTQ curriculum inclusion and identify potential obstacles and tactics for overcoming them. An important first step toward LGBTQ inclusive education is building a network of supporters, and the school librarian is in an ideal position to organize among teachers, students, families, and administrators. This base of support will play an integral role in anticipating and overcoming barriers to inclusion.

Recent studies in California have found that have shown that a LGBTQ-inclusive curriculum not only improves safety and school climate for all students (LGBTQ and straight), but can positively impact academic performance as well. This paper defines the role of the school librarian in LGBTQ inclusion through collection development, access to information resources, providing curriculum support, and subject specific LGBTQ inclusion. One of the goals of LGBTQ inclusive education is normalize LGBTQ lives as part of the wider human experience by mainstreaming LGBTQ themes into everyday learning and

avoiding the “foods and festivals” approach to diversity education. School librarians can aid students and teachers in uncovering LGBTQ themes in in everyday learning experiences by providing information resources which acknowledge the contributions of LGBTQ scientists, historical figures, writers and authors, and artists. Similarly, school librarians can help bridge the wide gap in health education for LGBTQ youth by providing inclusive health resources in the library and working with administrators and technology staff to prevent relevant websites from being blocked by web filtering software. This paper will allow participants to be able to explain the importance of LGBTQ inclusion in schools and the role of the school librarian, define best practices for covering LGBTQ content, and identify action steps for LGBTQ inclusion in their own professional practices. Through LGBTQ curriculum mainstreaming, school librarians can support all students and work toward a more inclusive and just society.

PP073

Hög, Sofia; Melander, Tony; Andersson, Inga

Making school libraries for all a reality

The SL as a space and place

Wed Jul 1: 11:00-11:30

The new Swedish Educational Act, implemented by July 2011, contained a provision saying that all students should have “access to a school library”. Neither the Act nor any related document defined the concept “school library”. In order to give an answer to that question from a professional perspective DIK (Swedish trade union organizing librarians) decided to appoint an expert working group on school libraries.

Step 1. Definition of a school library The group formulated the following definition of “school library”:

A school library is a pedagogical function. A school library’s mission is defined by the Educational Act and school ordinances and syllabuses. Under the guidance of a school librarian a school library strengthens students’ communicative and digital competences in a multimodal text world.

DIK’s definition, put forward in meetings with Ministry of Education, the National Agency for Education and the Schools Inspectorate, was both noted and commended, but not generally accepted in these discussions. The main problem was that it mentioned school librarians as an integral part of the definition. What is a school librarian?

Step 2. Competence criteria of a school librarian There is presently no specific training program for school librarians. You become a librarian and then you specialize through work experience and short courses. The expert group’s new task was to define competence criteria for school librarians:

A school librarian has

- the ability to motivate further learning – learning to learn
 - didactic and relational skills to be able to tutor/supervise individuals and groups in individual and collective learning processes
 - digital competence with a focus on information-seeking processes from a user’s perspective
 - knowledge about and ability to use methods for mediation and communication of content
 - the ability to match media and content to students’ individual needs and circumstances
 - the ability to overview present and potential learning resources and to organize and make information retrievable.
- Step 3. Best practice: World Class School Library With a definition of a school library and competence criteria for a school librarian, the expert group could move forward to a third step, identifying best practice. This was done by creating an award: World Class School Library: A World Class School Library
- is an explicit part of the school’s pedagogical vision
 - collaborates with the school management and the teachers around the students’ learning
 - strengthen the students’ communicative competences, especially reading, in a multimodal text world
 - strengthens the students’ digital competences with special focus on information skills and understanding of information-seeking processes and social media
 - supports individuals and groups in learning processes
 - oversees learning resources and supports teachers and students in their use of literature and media.

The World Class School Library campaign has been running for two years, 2013 and 2014.

Step 4. Reality test Based on the definition, the competence criteria and the award World Class School Libraries (29 awards given during 2014) the DIK expert group had reached a point where qualitative judgement met empirical facts.

During 2014 we used statistics based on final merits achieved by 9Education to test whether school libraries have any impact on pupils’ learning measured in grades.

PP074

Saunders, Pam

The upbeat school library: We say “Yes!”

The SL as a space and place

Wed Jul 1: 10:30-11:00

Melbourne High School (MHS) Library is bursting with students from opening to closing time. In this paper Pam Saunders, Head of Library at MHS will share the numerous ways she and her teams have blended the library, both virtual and physical, into a dual community space – for learning and collaboration and a place for relaxation and creativity. The MHS library is about connections and belonging, being informed critical and mindful users of information, a space for the exchange of ideas, and the unexpected.

MHS has 1400 students, all boys aged 15-18 years. This demographic has traditionally been difficult for the library to effectively engage, but the door counter statistics confirm that at least one third of the students visit the library each day. The library has been transforming, with Pam and her team creating an environment which is safe yet stimulating, and one where students can interact and be involved. It is an environment which encourages reading, but also sharing, talking, laughing and doing. The teacher librarians’ create and manage a mix of resources, but they are also event managers, collaboration artists and risk takers. They are active in both the physical library space and the virtual space.

There are daily events, special activities and themes which help create a lively space, but the main change has been the outward focus that the team now brings to the library which allows for a positive environment. It is now a place where the answer to any request is always ‘yes’.

This paper will examine the impact of this approach and attitude of the library team has on students and teachers and how it helps create a unique community within the school. The paper will provide a practical framework that others can use to enhance their learning space with dynamic ideas and a positive role model.

PP075

Broekhof, Kees

Measuring the impact of school library collaboration in vocational secondary schools

The SL as a window to the world

Tue Jun 30: 11:30-12:00

In 2010, a start was made with the development of a digital monitoring instrument for measuring the impact of cooperation between schools and libraries in the Netherlands. The monitor was developed as part of the national The Art of Reading reading promotion programme, commissioned by the Ministry of Education, Culture and Science. The monitor consists of digital questionnaires for pupils, teachers and library staff. The questionnaires are administered once per year, addressing topics such as pupils’ reading motivation, reading behaviour and borrowing behaviour; home reading culture; teachers’ reading promotion behaviour; school library staffing, opening hours and quality. The data are collected in a national database in Amsterdam and fed back to local libraries and library organizations. Data are available at various levels, ranging from classroom level to national level. The monitor is owned by the libraries. The local libraries invite schools to participate in the monitor. In the period between October and February, pupils complete the questionnaire via the internet. The data are processed in Amsterdam, before they are sent to the local libraries, in the form of concise reports, showing the key data per school (per year group) and for all the participating schools in the municipality, set off against national averages. The library discusses these reports with the school staff and with the local authorities (in the context of local policies aimed at combating educational disadvantages). Alternatively, libraries have the possibility to access the national database if they prefer to compile tailored reports, focusing on specific topics that are relevant in the current cooperation with individual schools.

Since 2010, hundreds of primary schools (over 100,000 pupils) and libraries have been using the monitor data as a basis for improving their collaboration and their reading promotion policies. Schools, library organizations and local and national authorities have welcomed the monitor as the first policy instrument to deliver concrete data showing the impact of school-library cooperation. In 2013, a similar monitor was developed for secondary schools. Following a successful small-scale pilot

in vocational secondary schools, the monitor was extended to include a wider number of schools. In this presentation, we will: explain the role of the monitor as part of the successful national Library at School campaign; elaborate on the data collection procedures; and show how schools and libraries use the data to inform their collaboration policies, using salient examples from both the primary and secondary school monitor. We will also look at interesting differences between the outcomes for primary and secondary schools.

PP078

Paterson, Kris

Moving your library? Embrace the challenge, love the opportunity!

The SL as a space and place

Tue Jun 30: 15:00-15:30

This presentation will outline the highs and lows of moving an established school library into a brand new facility, designed for 21st Century teaching and learning at a boys high school. Brighton Grammar School is an independent school in Melbourne, Australia. The school was established in 1882 and educates 1100 boys from the age of 3-4 years until 17-18 years (Prep-Year 12).

The established middle school library was positioned in an upstairs room the size of 1.5 'typical' classrooms. It had densely packed shelving and minimal space for unstructured activities. The new library is strategically located at the entrance to the new Middle School (A \$19 million dollar project). The library is a ground floor open space, featuring floor to ceiling windows, clear eye lines above chest height, relaxed and flexible furniture fittings, with collaborative and breakout spaces. The key challenge was moving from the old to the new in a tight timeline while reducing the physical collection to fit a reduced shelving capacity. This was done following a review of services, collection and curriculum needs, and consultation with subject leaders.

In the background there was constant negotiation on shelving space, hiring contractors for the actual physical move, negotiation with the builder over access to the new facility, and hiring support staff to assist with the collection audit. The success of the move has been demonstrated by increased use of the library space by student visitors at recess and lunchtimes, additional scheduled activities including Chess Club, Homework Club, and Book Club, and overall increased borrowings by 20%.

The presentation will be supported by visual material and a practical checklist of things to do.

PP083

Paulides, Ria

Overview of activities of SHB: what are our goals and opportunities.

Professional development

Mon Jun 29: 14:00-14:30

SHB started in 2003 as a Consortium in the same model of the Dutch University Libraries, but we are also School libraries. We balance between both sites.

Our goals are: to buy (cheaper) licensees to digital content of professional and scientific literature; to give support of the position of the libraries in the organizations; to stimulate innovation and professionalism.

Our opportunities are: to give access to digital collections; to support students (information literacy) and teachers (research, educational tools); to strengthen the influence to the school board (benchmark).

In this paper we will give an overview of our results, the goals for the next years and how we'll find the balance.

Overview of the Dutch school librarians landscape

Professional development

Mon Jun 29: 11:00-11:30

School librarians from all over the world will be coming to the Netherlands and the beautiful city of Maastricht. They'll hear and see all kind of useful and interesting matters pertaining to their profession and meet 'brothers in arms'. It would be a pity, in our opinion, if they went home without an overview of the school librarian situation in the country.

The BMO would like to present an overview of the school librarians' landscape in the Netherlands. The purpose is to give short presentations (in the 20x20 format of Pechakucha = 20 picturesx20seconds= 5minutes)

Items that will be covered:

- 1.General (statistical) overview of the school librarian situation in the Netherlands. Part One.
- 2.General overview of school librarians in the Netherlands, part two (examples of the diversity)
- 3.Tour around typical Dutch school libraries.
- 4.Successful activities of school librarians.
- 5.Looking into the future...

Each item will take 5 minutes to show and 5 minutes for questions from the public.

We could give this presentations in a session of 50minutes or divide them between 2 sessions of 25 minutes (for example one solely about different successful activities, the other general overview of the school librarian situation and a tour of Dutch school libraries).

Presentations will be made by (selected) members of the BMO under guidance of the board. All the presentations will be documented.

Parental Involvement and Academic Achievement: A Case Study

The SL as a space and place

Tue Jun 30: 16:00-16:30

Many claim that administrators and teachers have the educational background of providing theory and practical experiences in dealing with students but parental involvement is crucial for fine tuning educational focus for each child. Achievement of the highest level possible for child requires that parents and the school work together as a team. Neither parents nor teachers can propel a student to the highest achievement when working on their own. However, through partnership much can be accomplished.

Purpose

The purpose of this study was to explore the components of parental involvement and its relationship to students' academic achievement in Literacy.

Research

Questions In an attempt to investigate the factors that contribute to students' academic achievement six research questions and three null hypotheses were posed:

1. What are the important areas of parental involvement in children's academic experiences as perceived by parents?
2. What are the important areas of parental involvement in children's academic experiences as perceived by students?
3. What is the relationship between parental involvement and students' academic achievement in Literacy?
4. What strategies and programmes can administrators and teachers formulate to improve parental involvement?
5. Do the levels of parental involvement as perceived by parents differ by gender?
 - There is statistically significant difference in the levels of parental involvement as indicated by parents' gender.
6. Do the levels of parental involvement as perceived by students differ by school location and students' gender?
 - There is no statistically significant difference in the level of parental involvement (as perceived by students) in terms of school location.

- There is no statistically significant difference in the level of parental involvement (as perceived by students) in terms of students' gender.

Method

Data were obtained using the cross-sectional survey design, in which student questionnaires were self-administered to 367 students along with standardized tests, a parent questionnaire to 172 parents and a principal questionnaire to 4 principals along with a semi-structured interview. Questionnaire content formed the basic structure by which the data from all sources were analyzed using descriptive and inferential statistics.

Findings

The major findings of this study corroborates with that of other researchers as it was found that parents, teachers, and administrators all play an integral role in helping a child to achieve. Nine major findings discovered were:

1. Parents and students perceived support and encouragement as major areas of parental involvement and these are important for students' academic success.
2. Parents felt that helping with homework was also important for improving academic achievement.
3. Achievement scores in standardized test increase when parents are involved.
4. Administrators felt that greater accountability on the part of teachers to inform parents whose children are failing and greater communication links between home and school was needed.
5. Administrators felt that parents must be aware of their responsibility by setting goals, rewarding students, and supporting activities at home and at school.
6. Administrators felt that students need to be focus and come to school prepared.
7. Administrators felt that parents need to sign contracts at the admission of their child.
8. School locations differ in their level of parental involvement.
9. Students' gender differs in how they perceived parental involvement.

Conclusions

Greater parental involvement is needed particularly in encouragement, support and school activities. The results indicate that parents that are involved in their grade nine children's education have a positive impact on their academic achievement.

PP086

Bastos, Glória

Portuguese School Libraries and the National Reading Plan: working together for success

The SL as a window to the world

Mon Jun 29: 16:30-17:00

The Portuguese National Reading Plan, which started in 2006, predicted from the very beginning the participation of school libraries as essential partners in the various projects to be undertaken in schools. The intervention of school libraries in the various actions foreseen for reading promotion and development of reading skills was considered critical to the success of the programme. Successive evaluations that have been conducted have shown the important role that school libraries in fact made. The participation for Portugal in PISA, corresponding to an improvement in recent results, shows that the work that has been developed in this area has been successful. In fact, several international studies have shown that a continuous and consistent intervention in reading promotion field improves the reading habits and reading skills among children and young people. Based on this context, it is also important to look at aspects embodying the ways in which the relationship between school libraries and the objectives of the National Reading Plan has been operationalizing in schools. Under the master's degree in School Libraries, at the Open University, has been carried a research project aimed at studying these relationships through several case studies that examine the ways in which school libraries have boosted the promotion of reading and have developed collaborative work with the classroom teachers to achieve the purposes established by the National Reading Plan. The final purpose is to summarize best practices to be disseminated by the NRP. The results of these studies, we intend to present in our communication, show a diversity of strategies that are followed by school libraries, trying to involve various actors (teachers, students, parents), thus contributing to the development of reading skills, with positive effects on educational achievement of students.

Professional association - important brick in school librarianship that rocks

Professional development

Mon Jun 29: 11:30-12:00

For the progress or development of every profession is important that people who deal with it come together and pool their forces in the creation of professional associations. In the ever-changing informational surroundings and "difficult to manage" educational systems school librarians are in the need for strong and supportive professional association even more than others.

This paper is intending to consider main problems of the school librarianship and offer some solutions which are in the working field of professional associations. The task of such an association is to look after the interests of the profession and create better conditions to its members -mainly through professional training and education, setting professional standards, making ethical code of conduct,...

In the second part of the lecture, as short practice evidence, would be given example of Croatian Association of School Librarians activities taken in order to promote, support and develop school librarianship that rocks.

Although there is big field for improvement one big goal is achieved: every school in Croatia is having school library. Professional standards for school librarians are demanding education at a master level and insist on both, librarian and pedagogical skills. Association is engaged in developing all important documents affecting school libraries. Lecture will show how everything what is achieved interconnects with school libraries that rocks and what is yet to be achieved to complete that picture.

PP090

La Marca, Susan

The Experience of Reading: Exploring Format

The SL as a window to the world

Mon Jun 29: 14:00-14:30

In 2013, I led a learning team at my school as part of an internal professional development program. This team explored the responses of 178 students from years 7 to 10 to questions about the use of their science etextbook and the responses of 262 students from years 5 to 10 to questions about the use of ebooks and audio books for pleasure reading using the platform "overdrive". This paper will focus, in part, on a discussion of the implications of the responses to the pleasure reading ebook platform survey.

The students' responses indicated a strong preference for paper over digital versions of texts. Whilst this may be related to a particular environment, it is, nevertheless, a finding worthy of exploration. The responses suggested a range of reasons why students are inclined to one reading format over another and noted a range of advantages and disadvantages perceived by the respondents to the varied formats.

The research responses have encouraged and enriched my exploration of the way readers respond to format types. It has been suggested that we read differently when we read from a screen, in comparison to how we read from paper, and that readers choose different formats for different purposes. This paper will explore this, considering how young readers respond to varied formats differently and will include the areas of comprehension, concentration and the impact of format on our senses – touch, scent and smell.

Formal, detailed research, in partnership with a tertiary institution, is planned for 2015. This paper will act as a literature review in preparation for this work and will aim to synthesise the responses from the initial survey in 2013.

The paper will respond to two of the conference sub-themes. 'The school library as learning environment', through its exploration of how students respond to reading format type and how this impacts upon their learning and interaction with format. The second sub-theme is 'the school library as a window to the world', in its exploration of how format impacts on the reading experience.

PP097

Vitorino , Maria José

School Libraries and learning outside the box.

The SL as Learning Environment

Thu Jul 2: 10:30-11:00

Collaboration with public libraries, academic libraries, museums, science centres, community organizations of all kind are not just an challenge for school libraries, but a real opportunity for growing and specially for learning. In a world facing exclusion appeals, as well as suffering exclusion effects, all citizens are educators, all educators are citizens. Decades after UN Human Rights Declaration, all over the world, we promote societies where school is mandatory, and everyone ,or almost everyone spent many years at school. Whenever they rise, school libraries really make a difference, in short time but also in long time, for students, teachers, school staff and families are essential agents of future trends for all. Networking skills as well as good networking experiences, digital or “real world”, local, regional, national AND global, are not just a way to libraries role, but also a good heritage we should assure the next generation of professionals. We must be able to speech for, but also to act for a better society, improving our cooperation strategies and sharing our knowledge. Let's do it.

PP098

Raghunathan, M.O.

School libraries as windows to the world

The SL as a window to the world

Mon Jun 29: 16:00-16:30

Since last few years The Westminster School Library has been conducting the Multiple Intelligence Based Projects in the library along with the Reading Challenge.

Reading Challenge: Along with the Library renovation in the Academic Year 2011-2012, the significant implementation of the Reading Challenge has given a better result on our students’ reading habits. The ICT Suite of the library has supported for the curriculum based research, online project preparation, blogging, etc. The new library wall shelf-“READ” and the aesthetical arrangements of other shelves helped to create a new atmosphere in reading.

We have purchased a large number of books in the last few academic years, especially new series of fictions. Students are given opportunity to participate in the purchasing of library books through the suggestions according to their aptitude. The Subject reference, General reference, Personal Development related books and the renowned author’s fictions are arranged aesthetically. Multiple copies of highly demanding books as well as the famous author’s latest published books are kept in the library stock. Author and series wise stock list are displayed and proper shelf guidelines for easy accessibility of books are maintained in the Library.

Implemented series of activities like Book Review, Read Aloud, Literacy quiz, Debate, Elocution, Story writing, etc. with the help of the multimedia support. Ever since we implemented the Reading Challenge the book circulation increased from 40% to 80% after the implementation of the Reading Challenge.

Multiple Intelligence Based Projects: Students are doing research with their team and presenting the project during their library period. It covers the 21stCentury Learning Skill processes like collaboration, knowledge construction, self-regulation, problem solving & innovation skills, use of ICT for learning & skilled communication. The applications of Cross Curriculum, Multiple Intelligence, Collaborative Leadership and Team work are done through the subject project. The students work together to produce the final product or outcome in their Project presentation in the Library.

Students are doing the Project presentation on various subjects. The librarian coordinates the activities with the proper collaboration of teachers, Head of Subjects, Supervisors; by extending their hours of operation during school hours. The Score Sheets for continues evaluations are maintained by the Senior Students. The library is always engaged by students, resulting in the maximum utilization of library resources. The online projects and performance photos are being uploaded regularly in the respective Class blogs & Library Blog by the Student Blog Administrator and the Librarian respectively. The implementation of the Multiple Intelligence Projects has improved the academic knowledge and student engagement in the library.

Awards: The Awards & Certificates are given according to the performance criteria. The Westminster School Library Award Ceremony for the Reading Challenge, Multiple Intelligence based Projects and Bloggers are conducted annually. The function is successfully coordinated by the Library Staff & Student Volunteers.

PP099

Mota, Claudia; Chaves, Margarida

School libraries dynamics: crossing borders inside and outside the country

The SL as Learning Environment

Tue Jun 30: 14:00-14:30

How can a school library and its dynamics shorten the distance between institutions, professionals assuming different roles, students from diverse countries and different teaching /working methods? How can a Teacher Librarian and a School Libraries Inter-district Coordinator, who work in different parts of the country, cooperate, in order to conceptualize strategies meant to expand the students' learning experiences and to reinforce their involvement with the school library? How can a School Libraries Inter-district Coordinator help to connect the projects of schools with the projects/goals of Public Libraries and City Councils? How important is it for students' present and future lives to engage in/develop new reading activities, keeping simultaneously in touch with partners from other European countries? How can we take advantage of the new technologies and electronic tools/resources (iPads, QR-codes, word clouds, and so on) to modernize the school library and promote digital literacy?

With this paper we aim to share our experience and present an example of good practices in school libraries in Portugal. We intend to show how a local "Reading Plus Project" evolved to a "National Merit Idea Project" (financially supported by the Portuguese School Libraries Network, giving it a new impetus) and got finally linked to a "Comenius Project", where the role of the school library as an open door to intercultural competences (SLODIC) is emphasized. Thus, we hope to give inspiration to others to cross borders inside and outside their country. Besides, we want to show how professionals working for the central institutions, like the Portuguese School Libraries Network, can articulate their work with those who are working in the field, that means, directly with the students. The desirable articulation with the University Libraries personnel and Public Libraries professionals (who belong to the City Council staff) can also be promoted by these innovative projects, which give a lot of work and sacrifice, but also pleasure, to take into one's own hands. However, projects like these will definitely make the School Library rock. They will also strengthen the role of the School Library as a rock—in the sense of a nuclear and steady part —of the school.

PP100

Boelens, Helen; Loertscher, David V.; Valenza, Joyce

School Libraries in Kid's Voices: Multilingual, multicultural open access E-books written by children themselves.

The SL as a space and place

Mon Jun 29: 10:30-11:00

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

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

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

between the young writers, who may or may be living in similar circumstances.

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

PP101

Brooks Kirkland, Anita; Koechlin, Carol (Presented by Dianne Oberg)

School Libraries Leading Learning

The SL as Learning Environment

Tue Jun 30: 11:00-11:30

"Learners have a right to expect good school libraries in every school in Canada."

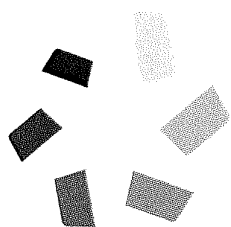
Now schools in Canada have a brand new tool to help them not only reach this goal but also advance learning for the future. Leading Learning: Standards of Practice for School Library Learning Commons in Canada was officially launched May 30th, 2014 at the Canadian Library Association (CLA) Conference in Victoria, British Columbia.

This document has many purposes. Primarily it provides a guide for the transition of school libraries to vibrant centres of teaching and learning responsive to the diverse needs of learners today and into the future. It also serves as a measurement tool to help schools determine where they are now with library facilities and programs and where they want to advance to. Standards can indeed help measure practice, but Leading Learning does much more. By focusing on the needs of the learner, Leading Learning provides a framework for growth. Every school, no matter the status of its library program, can find itself in this framework and decide on tangible steps for improvement.

The development of Leading Learning brought together input from every province and territory in the country, and successfully developed standards for growth that are meaningful within this very disparate context. The process of writing the standards was very unique and modeled the benefits of working collaboratively in a networked world.

The Royal Society of Canada's expert panel report, *The Future Now: Canada's Libraries, Archives, and Public Memory* (2014) summarized research into the transformation of school libraries, citing Leading Learning and the Ontario School Library Association's *Together for Learning: School Libraries and the Emergence of the Learning Commons: A Vision for the 21st Century* and Leading Learning's persuasive in prototyping the development of the school library learning commons in Canada. The expert panel made a call for the Council of Ministers of Education, Canada (CMEC) to frame a national policy consensus on the most appropriate model for school library / learning commons, and for provincial ministries of education to provide sustainable funding for such a model. The expert panel expressed its grave concern about the lack of policy when it comes to the nation's school libraries. "What does not make sense to us is the absence of either the school library or the learning commons or their amalgam in so many of the nation's schools." (RSC, 2014)

A serious re-investment in school libraries as learning commons is a sustainable investment in school improvement and learning to learn today and into the future. The new Canadian standards document is a practical tool to inspire transition journeys and to ensure success. Leading Learning can be the catalyst for change, addressing the grave concerns expressed by the Royal Society's report. We strive for educators in Canada and worldwide to consider this potential. The time to re-invest is now!



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School libraries to read the world

The SL as a window to the world

Mon Jun 29: 14:00 – 14:30

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

School libraries: a new space for knowledge

The SL as Learning Environment

Mon Jun 29: 14:30-15:00

For fifteen years, educational actors (teachers, school librarians, academic advisors...), among which the teacher librarian plays a major part in the Centers for Documentation and Information (CDI, school library), have been teaching, evaluating, requiring students expectations on a supposed "cultural background", commonly called "general culture" in French, supported by the educational institution and the social world.

In a first part of this communication, we wish to define the question of an overall school culture and show how the school librarians have slowly claimed the development and support for a "Culture of information" for each student and, more broadly, each citizen.

In a second step, we discuss the similarities, differences and links between "general culture" and information culture. In which way are they similar, fundamentally different, what is specific and new in the "culture of information" for young people?

In a third step, we frame the components of the culture of information, deeply rooted into culture and the digital developments of information. The culture of information is the field of curricula, educative actions and debates, revealing tensions within libraries, between school requirements and social expectations. The culture of information combines ways to learn, live and enjoy the social world, with information, aiming knowledge construction, the desire to communicate with others and to create with digital tools.

In a fourth and final step, we will show and advocate for a dynamic conception of academic culture of information "in action", connected to the media and social events, in classrooms and school libraries, updating the weak links between general education and information culture. We present some illustrations of a culture of information into action from French examples. Let us have the dream that the culture of information becomes a new form of "general culture" at school which starting point would be digital technologies, mass media and creation!

Social marketing: an impact strategy for school librarians in times of change

The SL as a window to the world

Mon Jun 29: 10:30-11:00

Social marketing as a concept was developed in the 1970s to help improve overall society and to bring about positive social changes. The concept of social marketing was first presented by Zaltman, Kotler, and Kaufman, in their 1972 book, *Creating Social Change*. This paper addresses the role of social marketing with specific examples of how social marketing associated with educational research can be applied to school libraries. Social marketing is based on general marketing principles and strategies aimed at selling products and services to consumers but with the purpose of improving society by providing socially relevant information, changing existing actions; changing individual or group behaviors, attitudes or beliefs; and reinforcing desired behaviors. Since the 1970s, social marketing has been used widely in the United States to promote a variety of pro-social behaviors including: reducing smoking, reducing drug abuse, preventing heart disease, promoting contraceptive use, and promoting organ donation. In recent years the U.S. government has used social marketing to encourage enrollment in the controversial Affordable Health Care program. These marketing approaches are theoretically encased in well-conceived educational and public information programs and management. This paper will provide examples of social marketing research methods and results as used by the presenter in school and public libraries youth services. The paper will likewise highlight resources helpful to school librarians in designing and implementing social marketing strategies.

Structural cooperation between teachers, public librarians and teacher librarians

The SL as a space and place

Mon Jun 29: 11:00-11:30

According to the concept of "De Bibliotheek op School" (public library in school) and "Biebsearch", secondary schools and public libraries in the Netherlands are working on a structural cooperation. Their goal is to improve language skills, reading motivation and information literacy of students. The collaboration is built on a list of components or modules:

- Network and policy (Phase where contracts are signed, strategy is determined)
- "Lees en mediaplan" (An operating plan to provide reading skills and media literacy. Including vision, goals, and annual program);
- Monitor (measuring and comparing results on student reading pleasure, student reading behaviour, student borrowing behavior and teacher reading promotion behaviour);
- Collection (which may consist of collection at school, or a digital connection between collection at the public library and the school library);
- Activities on reading motivation and information literacy (like weekly or daily reading moments, and lessons to provide information literacy).
- Digital portal (an online environment where students can request books, download eBooks and audiobooks, and search for reliable information).
- Expertise (professional development for librarians and teachers)

The stakeholders annually evaluate the various activities, compare it with the results from the monitor, and make new plans.

The components follow each other in a circular process, as shown in the figure. Figure: Data-driven cooperation with schools

The professional paper describes the experiences of the collaboration between the secondary school "Het Candea College" and the library "De Bibliotheek Liemers", based on the components. It also describes the results and do's and don'ts of the practical example. Although they've only worked together for 1 year now, the following results are already visible:

At the teacher level:

- Compared to the initial situation, there is more consensus and cooperation between the librarians and the teachers.
- There is a uniform approach among the teachers in the field of reading promotion.

At the student level:

- Resistance to texts and books is reduced.
- Reading attitudes (positive attitude towards reading and literature) of students are improved.
- The number of loans and the visits of the school library and the public library have increased.

PP113

Brée, Hans Günther; Schlamp, Günter K

The regional German School Library Association of Hessen – A success story?

Professional development

Tue Jun 30: 11:30-12:00

Report on successful projects and the humble chance to establish a school library system in a German state

The projects:

- Reading promotion through libraries in the box (60.000 students reached)
- A truck for in-service-training
- Cataloguing software for all schools of the state
- Large school library conferences (biannually 35 workshops, 300 participants)
- Concourse School Library of the Year
- Book recommendation lists by teachers and students

The difficulties:

- The school library is not seen as a part of the school but as a part of the public library
- No funding by the state, almost no funding by the local authorities
- How to organize a school library managed by volunteering parents and students?

90 min. presentation (slides)

PP114

George, Hanna Chaterina

Information Literacy as an advocacy tool by Indonesian school libraries: An APISI study

Professional development

Mon Jun 29: 10:30-11:00

Following up the previous paper written down for IFLA Conference titled: "The role of national associations in advocating for school libraries: The case of Indonesia" by the author and Diljit Singh, this paper will reveal more on APISI's roles in depth as one of the school library association in Indonesia. Having been off for the past few years, APISI has started its activity again this year and will have 5 years commitment to play its role as a professional organisation for school librarianships.

This paper will discuss its background, program and activity, challenges, strategy planning and strategy in facing funding issues. The background also will include what the importance of having a library association are. The objectives of this paper are: 1. To give an overview of an independent of a professional organisation especially for those countries that are not having any school library association yet. 2. To share school library programs and activities 3. To show any advocacy activity that can be carried out by an association. There will be a questionnaire sent to respondents to find feedback for the organisation improvement in the future.

The school librarian at work; a successful job!

The SL as Learning Environment

Tue Jun 30: 15:00-15:30

It seems quite normal a school library buzzing with life, fully integrated into school life. It's hard work to achieve. About pitfalls and difficulties, about successful projects in particular, I'd like to tell about 'my' library at Reggesteyn. Reggesteyn is a combination of three comprehensive schools in two villages in Nijverdal and Rijssen, providing educational facilities for students wishing to gain the necessary certificates needed for admittance to their college or university. At what point can the school library be said to be completely imbedded within the education system? We must not underestimate the importance of continual promotion of the school library and its possibilities for students and teachers. For teachers it isn't always clear what the contribution of the school librarian can be within the teaching process, she(he) may appear to be a 'busybody'. Her expertise however proves her worth. The school librarian takes part in most assignments, provides extra information and orders the necessary material for projects. We have a library where students are able to come in at any time: during class a free period or break. Help is always available, for many situations from advice on sources for research to solving a minor computer problem. The job of the librarian includes much more and brings innovation to school. For example: in 2003 I discovered 'the big 6' information literacy, namely the importance of information, start with the task definition, find, retrieve and use found information but also present and evaluate the task, this method was new for me. I thought how useful it could be to introduce those information literacy skills into the lessons given at school. "The big 6" became a target to work on. I started talking about this subject through direct one-on-one contact with teachers walking through the corridors or in the lunch area. This information literacy was included as an agenda item in department meetings and the necessary platform was built. What became known as the project Information literacy skills is now, in 2015 embedded in most of the departments in the education system. Take another project 'reading for pleasure'. Currently the timetable of every student includes time reserved exclusively for reading every week reading. We, the remedial teacher and I, started with magazines and books in two classes and built up to its current form, embedded in the curriculum of every student in their first years at school. Providing more understanding, better vocabulary and knowledge, it brings pleasure in the classroom as well.

To sum up What is the secret of being successful?

- Be a pro-active librarian, look further than your own surrounding
- Know the needs of teachers and students
- Make a SWOT analysis of the school library
- Read professional literature, see new themes,
- Develop vision, work together with other professional circles
- make colleagues, teachers partner in your way of (professional) thinking. Building a platform.
- Use the best argument there is: 'this is nothing new, it means no extra work we look only for better results!'

The school librarian rocks: assessment in the school library - showing how the school librarian as a creditable faculty member has made a measured difference to the students' learning and growth.

The SL as Learning Environment

Mon Jun 29: 11:30-12:00

This paper will describe assessment tools that can be used to provide the School Librarian with the means to both report on students in an educational library setting and to advocate their own position as an educational professional. Assessment in the School Library is possible by using measured tools by which the school library, through the School Librarian, can show that learning has taken place. Thus it will be shown that assessment is one avenue in which the School Librarian can demonstrate that she/he is responsible for providing 'the School library as a learning environment'. This paper thus contributes to a subtheme of the 44th Annual International Conference of the International Association of School Librarianship. The School Librarian as a creditable faculty member needs to demonstrate that his/her role as a member of

the staff faculty is creditable by fulfilling the function as a teacher in evidence based reporting. She/he needs to assert himself/herself professionally to show that his/her role on the school staff is on an equal basis with that of classroom teachers to dispel any notions that the role is ancillary as opposed to their role which is central to the educational focus of the school.

This paper will share the assessment tools used by a School Librarian. Rather than merely forecasting the use of pre-designed tools, it describes tools that have been used in a practicing school library, and explains how these have been both utilised both directly in the reporting facet of an educational institution and indirectly in library management and advocacy. In the process the paper will describe what prompted the development of these tools in a particular educational institution and setting; how the tools were used as part of the reporting structure within the school; how the results from the tools were formulated; the ancillary benefits of the tools in: collection development, individual profiles of reading preferences and trends, demonstrating the growth of borrowers as readers, showing the extent of library use, advocacy; and as a reflection of upon the role of the School Librarian as a credible faculty member and a vital part of contributing to the educational aims of the school.

These tools include: a questionnaire to determine individual profiles, reading logs, statistical analysis of individual and group borrowing, and utilising data retrieved from the Library Management System. The significance of the tools lies not only in their structure but in the visual representation of the results. This has been achieved through entering the data into Excel and utilising the functionality of Excel with its capability to: translate data into graphs both linear and pictorial; and to arrange the data according to purposes needed. Thereby, enabling the implicit illustration of the importance of the tool results.

In sharing an aspect of School Library practice it is hoped that other school library practitioners may either utilise the tools described or develop their own tools that meet the individual demands of the educational systems within which they operate. In this way the school library can demonstrate that learning occurs not only within the library but because of the library. It thus functions as a learning environment. This in turn can show how it can impact upon not only the learning of the school community but in the actualisation of the school library as the primary ingredient for learning. At the heart of the learning that is happening is the School Librarian-the school library rocks because the School Librarian is driving the rocking!

PP120

Makhalira, George G

The school library that germinates in a very unfertile land and acts as a moon rise for Malawi's rural children's library.

The SL as Learning Environment

Mon Jun 29: 14:00-14:30

The paper highlights a school library service in a rural set up in Lilongwe, Malawi. It is a school library that has germinated from a ray of hope from the primary school staff, the surrounding community members and leaders (village chiefs, religious leaders, etc.) who garnered to support their children to access printed materials.

In conclusion, the paper details how the author and the IASL 2014 Children Book Award has boosted the primary school library window to the world and the promotion of reading and access to printed materials.

PP122

Bon, Magali; Glass, Valérie

To make every pupil stronger, a curriculum in information and documentation in every French CDI

The SL as laboratory

Wed Jul 1: 11:00-11:30

The FADBEN is the national association of professeurs documentalistes (librarian school teachers) in France. The professional association sees in the implementation of a curriculum in information and documentation the achievement of a triple convergence: first, epistemological, with the synthesis of information, media and digital literacies; secondly, professional, in contributing to the training and self-training of the professeurs documentalistes and thirdly operational, in

programming the implementation of this teaching. This communication, divided into three parts, aims to show how this curriculum fits into the learning environment of the French school library.

French context

The FADBEN has contributed, for the past 40 years, to the thought on school knowledge in information and documentation, the development of educational contents and their teaching methods. The professeurs documentalistes aim at making pupils, future citizens, independent and responsible in informational, media and digital environments.

As a result, the CDI, Centre of documentation and information, is more than a traditional school library, it is a didactic resources centre to teach and promote pupils reading and learning. French professeurs documentalistes are specifically trained to teach and to implement learning sessions associated with the educational contents of the information, documentation, with a specific role in teaching medias and new medias.

To promote the CDI as an educational and learning place

The professeur documentaliste has a pedagogical role to help pupils to master the tools provided by the school library, and so, to develop a rational control, with critical thinking about tools and about media and information.

The autonomy of the pupils would be taken as an aim, not as a starting point. If planning a non-school library encounters conceptual difficulties associated with multiple public and with the local context of the establishment, that of a school library relies on a complex balance between a place of documentation and information, access to culture, and a place of learning to master the tools of access to information.

The FADBEN worked many years ago with some of local authorities in charge of buildings and community facilities to give advice on the building and the installation of a CDI in a new school in order to take into account teaching and learning in a same place.

Towards a curriculum in information and documentation

The focus is to offer a curriculum in information and documentation which allows the national didactic consistency in information and documentation learnings, associated with EMI (Education in the Media and the information), recognized and enshrined in the law, in France, from July 2013. To implement it, the FADBEN's proposals are based on practical and on theories that are already developed through Information and communication Sciences research. The curriculum must be defined as a coherent set of content and learning situations implemented in a specific progression.

The FADBEN aspires to the formalization of a curriculum in information and documentation in order to give the professeurs documentalistes the capability to implement their teaching and to enable pupils to acquire information, media and digital knowledge and skills.

PP127

Santos, Engracia S

Usability evaluation of newspaper on DVD of the Rizal library, Ateneo De Manila University

The SL as Learning Environment

Mon Jun 29: 16:00-16:30

In the 20th century, digital imaging has rapidly become a principal medium to create, distribute and store content. The cost of equipment needed to view the images became affordable and more users became acquainted with the technology. In 2000, the Rizal Library also started transforming the preserved newspaper from microfilm to digital images stored in CDs. Most of the users became more adept in using desktop computers rather than the microfilm reader (which is harder to use and sometimes causes dizziness). At first, the images were simply stored in CDs and the users may just request for it. However, the library aimed to provide an easier mode of access by providing an application program that will facilitate the use of the images. A company was contracted by the Rizal Library to develop a system that will allow the linking of the Computerized Index to Philippine Periodical Articles (CIPPA) to the images. CIPPA is another product developed by the indexing pool of the Filipiniana Section of the Rizal Library. It provides selective but in-depth indexing of Philippine periodical articles. It aims to produce quality output, based on the existing indexing standards. The index includes the title of the article, its author, subject, publisher, date, and page number (Mariano, 2005).

A user-centered system has always been said to be appreciated by its desired clients, simply because the users themselves are part of its development. The primary objective of this study is to determine the usability of the Newspapers-on-DVD (NP-DVD) as perceived by its users, and to make recommendations that will help improve the product and expand its usage. To determine the usability of the NP-DVD a descriptive evaluative research method through usability testing was used in this study. This method allows the representative users to evaluate the system by performing tasks that will help uncover important problems and issues affecting the usability of the system.

PP139

Zhao, Min

How the Hefei Teacher Librarian Association, as a brand new organization, brings significant changes to schools

The SL as Learning Environment

Wed Jul 1: 14:30-15:00

Hefei (China) Teacher Librarians working as a team to initiate change. Presented by Ms. Min Zhao/Mr. Rongyi Chen. Introduction by Prof. James Henri. Description: The concept of "Teacher Librarian" is very new in China. Since an 18-month Teacher Librarian Training Program has been delivered in Hefei in 2012-2014, Hefei primary schools re-defined the roles and responsibilities of teacher librarian, and established the first regional teacher librarian association in China in 2013. Ms. Min Zhao, the President of Hefei Teacher Librarian Association, will share the experiences on how this new-branded organization is operating and bringing the significant changes to primary schools. Mr. Rongyi Chen, the board member of Hefei Teacher Librarian Association, will talk about as an English teacher and Teacher Librarian, how he makes English teaching quite different and efficient with the resources in school library.

PP144

Ip, Kam Lin (Karen)

Enhance the development of school libraries: The power of collaboration on professional associations

Professional development

Thu Jul 2: 11:00-11:30

Teacher Librarian is obviously the minority in normal school communities. Unlike other teachers who could share ideas as well as responsibilities with same grade level or subject teachers, teacher librarians always work by oneself. How can fellow teacher librarians work together and get something done by sharing each other's wisdom? Real examples in elementary schools of Hong Kong, Hefei, China will be shown to share the idea of how collaboration among associations in different districts in Mainland China, Taiwan and Hong Kong made things happen. Discussions on ways to get connected and strategies for maintenance will also be included.

PP147

Wong, Ngai Kuen (June) & Chu, Wah Hing (Betty)

The use of E-learning to enhance the role of teacher librarian as leader in Collaborative Teaching and Learning

The SL as laboratory

Tue Jun 30: 14:30-15:00

Over the past 40 years, the evolution of the computer and Internet Communication Technology (ICT) has enhanced this increasingly information-driven world expanding rapidly. Once people starting to make use of Wi-Fi in communication, they can get information through their digital mobile device whenever and wherever they want. Confronting the rapid changes of ICT and the flooding of information, how to evaluate and select appropriate resources are not only the problems for the educators but also the necessary life-long learning skills for the learners. Moreover, compare with the state of the art learning resources, traditional mode of teaching and learning hardly provoke student's interest in learning. Thus traditional mode of teaching and learning would hardly stand alone and remain unchanged.

To implement e-learning, Government should not only have careful ICT planning and development. However, for the long term development, there should be sufficient funding for schools to acquire, update or upgrade all those necessary hardware and software. Besides that, for educational reforms, educators should be initiative and enthusiastic in understanding more about e-learning. Enhancing effectiveness in teaching and learning, they should think about how to

incorporate targets of teaching with the resources and to make use of e-learning in provoking students' interest and initiative in learning.

Nevertheless, innovators encountered many obstacles and problems during the processes of adopting and implementing e-learning. Problems including : How to make use of mobile devices in teaching and learning? How to utilize mobile devices in facilitating learner's participation in learning activities? How to make learning and teaching more interactive? Despite all those problems, the critical one would be that most teachers were not well equipped with sufficient ICT skills. As a matter of fact, e-learning would be the trend and educators could not just keep watching without taking further action. To raise the effectiveness of learning, it is important that educators should be well-equipped themselves with the necessary competences in using mobile device and other related electronic applicants in teaching.

With our practical experience presented in this paper, we hope to share how a teacher librarian act as a leader in implementing e-learning; to elaborate the strategies promoting collaborative teaching and learning in cross-curricula; to put the roles of "Information specialist" and "Teaching partner" in practice.

PR153

Infor Libraries Division

Product review

Mon Jun 29: 16:00-16:30

PR155

Cengage Learning

Product review

Tue Jun 30: 14:30-15:00

PP156.

Smeets, Roeland

Mediathecaris in a network society

The SL as laboratory

Mon Jun 29: 14:30-15:00

Mediathecaris is Dutch for school librarian and the Network society, according to Manuel Castells, is: "made up of networks of production, power and experience, which construct a culture of virtuality in the global flows that transcend time and space". The digital version of the Network society is turning into an ecosystem where: * Google owns internet searching, Facebook social networking, Twitter microblogging; * Big Data, the ecosystems lifeblood, is flowing through its arteries; * a person is both user, resource provider and customer. Well if Big data is also unfiltered information about all of us, the difference between information and society gets truly blurred. How to disentangle the information, the searching, the media and society? And... more importantly who will do so in education? A proposition: school librarians should not only also specialise in information literacy, but also in the way media and networks are shaping society. To phrase it in another way: more and more a student lives in a digital bubble of his own creation. If students really want to learn how to search for information, they have to know about the bubble too. About four years ago I started reading books about the way media and society are developing and I haven't stopped ever since. For two reasons: I'm convinced that one way to make students critical about the way they encounter information is to tell them how it gets to them. I'm an old fashioned librarian who knows that I also have to read really good, big, fat books about this subject. For three years I have been writing a series of blogs for the Dutch umbrella organisation for media literacy: Mediawijzer.net. The series is called: "the Network society" and is based on the books I've read. At the moment I'm writing part ten. On week days I am a mediathecaris at Barlaeusgymnasium, a grammar school in the heart of Amsterdam. You'll understand that the history section is my natural ally. I'll be happy to tell you about the books I have read and how I present relevant information to "my" students.

RP001

Chu, Samuel Kai Wah; Warning, Peter; YU, Wendy Ching Yin

“According to the perceptions of ourselves”: A Study on How Hong Kong Primary School Teacher-Librarians View Their Roles and Performance

Professional development

Tue Jun 30: 10:30-11:00

This paper reports the results of a small-scale survey and interview of Teacher Librarians (TLs) in Hong Kong primary schools, focusing on factors that influence TLs' potential to implement a program that assists students to develop effective information skills. The respondents' professional and academic backgrounds were explored to identify if they have been trained professionally to be TLs. TLs in Hong Kong government schools are required to have certified library and teaching qualifications, and at least two years teaching experience. TLs are also required to attend day-release professional training courses to enhance their ability to manage the school library. TLs also have a role as in-service trainers for, and collaborators with, teachers in library-related areas, including resource-based and enquiry learning, and reading. It is important to identify how TLs understand and implement their roles and duties. Therefore, the survey reveals the education backgrounds of the TLs; their presumed educational roles; their commitment to strengthening their professional development; their confidence in providing information literacy instruction; the frequency of providing in-service library-related training to teachers; the varieties and frequency of activities they hold in the library, and how these activities influence students' habits of visiting the library. The results surface a range of issues. There is no significant relationship between a TL's education background and his/her confidence in teaching information literacy skills. Although more than 85% of the respondents believe that collaborating with teachers can expand their education role, 75% spend 20% or less of their time collaborating with teachers. Some TLs do not deliver any library lessons because their schools have not integrated library related lessons into their curricula, while others teach as many as 31-40 per week. Only 61% were confident in teaching some core aspects of information literacy. Few surveyed TLs provide any in-service training for teachers at their schools. 93% believe that attending training courses can help strengthen their future career development. Despite this, 46% attended 25 hours or less of professional development training annually, with more than 10% not attending any CPD librarianship-related training courses. Some core elements of primary level school librarianship were not carried out, including story-telling (12%), and book clubs (24%). Additionally, there are many constraints imposed by the curriculum that deter or prevent the TLs from pursuing their professional development. Based on the results of this survey, the authors make the following recommendations to address some of the issues that were surfaced: more support from the education authority and school principals is needed to elevate TLs' status; all primary schools should have mandatory library lessons incorporated into their curricula to enhance students' information literacy; the education authority should restrict the amount of non-library related teaching undertaken by TLs to enable them to focus on their library roles; at least one clerical staff should be assigned to the library to release TLs from routine activities to concentrate on professional activities; and require TLs to complete a minimum amount of professional training activities annually to ensure that TLs' skills stay up-to-date.

RP002

Medina, Virgilio

A glimpse on Brighton college Abu Dhabi library virtual learning environment: how can this help the school libraries?

The SL as Learning Environment

Mon Jun 29: 10:30-11:00

Virtual Learning Environment is becoming a popular learning platform to various educational institutions in delivering vibrant and effective learning environment. It also agrees to the statement that VLE has been a widely-used across most UK institution to support a variety of different type of learning methods (JISC Info Net, 2004). The idea of transitioning into this tool may be challenging, yet an opportunity that will help librarians to foresee what the future library is likely to be. The paper aims to analyse the roles of VLE in improving and managing school library services and how this can support the community on their learning progress. The advantages and disadvantages will also be explored in order to identify future

challenges that may arise. The purpose of this is to provide various specific examples and contents about the library VLE and how this can be used as an opportunity to promote the importance of the library. The author shall give a concrete initiative plan to start up the idea of VLE and some basic strategies in outlining and designing a library VLE. Along with this, a survey, from various users with different nationalities, with a semi-structured interview with IT specialists and faculty was designed as an instrument for gathering data. Based on the findings and some recommendations from different institutions all over the world, VLE can provide a better avenue and access towards effective learning environment and information literacy.

RP005

Hart, Genevieve

A study of the Bookery's library assistants programme in Cape Town: a way forward for the staffing of school libraries in South Africa and other developing countries?

The SL as a window to the world

Wed Jul 1: 10:30-11:00

The paper will report on my ongoing study of the Bookery's School Library Project in Cape Town, which claims to be building a model of service that offers a feasible solution to our huge backlogs in school library provision. My lens will be focussed on the issue of human resources, which is arguably the most pressing question confronting advocates of school libraries in South Africa and other developing countries. My premise is that the provision of physical infrastructure and resources is futile if they are not accompanied by the provision of staff to manage them and facilitate their use. In the past two years, there have been some positive developments for South African school libraries. The LIS Transformation Charter (2014: 24), a project of our National Council for Library and Information Services, was approved by government earlier this year; it asserts unequivocally that, if indeed school libraries are important for quality learning, then our constitutional principles of redress and equity mean that ways must be found to provide them to all schools. Secondly, thanks to the campaigning of the civic action NGO Equal Education, we now have regulations for norms and standards for school infrastructure that state that every school must have a library space. Thirdly, the publication of the National Guidelines for School LIS (South Africa. Department of Basic Education. 2012) offers an opening to hold government to account.

Most commentators rely on the figures given in the Department of Basic Education's NEIMS report in 2011 which found that about 21% of schools had a library with 7% of those having "stock". The vast majority of our school librarians are to be found in the historically advantaged sector – their contracts paid from school fees levied by schools' governing bodies. Most of the school librarians we have trained in recent years at the University of the Western Cape, who mostly work in less privileged schools, are in fact fulltime classroom teachers. They are expected to run their libraries in a few "free" periods each week (Hart 2012). Even if government introduces policy on school library positions, it will take years to train an adequate cohort of librarians. Clearly, we will need innovative strategies.

The Bookery started as a book donation project but has evolved into a sophisticated NPO, setting up libraries in disadvantaged township schools. Seeing the waste in providing libraries that are locked up all day for lack of staff, the Bookery now trains and supports a team of library assistants. They are mostly young unemployed school leavers who are paid a stipend for a year or two – funded by generous benefactors. My department at the University of the Western Cape has taken on responsibility for their training – by means of an intensive five day course and follow-up workshops. However, this involvement provokes questions for example: How does the training fit in with our other professional school library programme? Our fundamental question is perhaps: Is it feasible, and indeed fair, to expect these school leavers to take on responsibility for schools' libraries? The Bookery is confident that that they are making a real difference in their schools; if indeed this is so, does its library assistant programme offer a feasible solution to our backlogs?

The aim of my research, begun in 2013, is to find out what we might learn about the staffing of school libraries in the South African context by investigating the strengths and weaknesses of the Bookery's so-called library assistant programme. It sets out to answer such questions as: •What is the status of the library assistants in their schools? •What are their functions and responsibilities? •What involvement do the assistants have in the learning programmes of their schools? •How are they regarded by the teachers? •What support do they have – inside and outside their schools? •What are the factors within the Bookery schools that make some of the libraries more or less effective? •How do the assistants perceive their work and their futures?

The data gathering to examine these questions has two components: •A questionnaire survey of the library assistants •A

close case study of the workings of one of the longest-established libraries. The lens will widen to include interviews with the school's management team and teachers.

RP010

Yitzhaki, Moshe

Accepting the 'Other': Immigrants in Israeli Children's Literature -Immigrants in Israeli Children's Literature - A case study

The SL as a window to the world

Wed Jul 1: 11:00-11:30

INTRODUCTION Admittedly, a certain reserved attitude towards new-comers is probably a normal human reaction, especially if the latter differ in color, culture and customs. The incoming stranger is often perceived as a threat to existing society, its cohesion, values and hierarchy. When coupled with fears of competition over jobs, housing etc., animosity is intensified and may lead to alienation, derision, rejection, and sometimes even to aggression and violence. The various problems encountered by immigrants in a new country are well documented by sociologists and anthropologists and by authors of novels and children's books. Using the content analysis method, previous studies have explored the images of certain minorities (Afro-Americans, Indians, Hispanic Americans), as reflected in children's literature. Little attention, however, has been directed to the image of the immigrant.

Israel is known as a typical immigration country, and the tensions between veterans and 'new-comers' have been documented in Israeli literature and folklore. In the particular case of Israel, however, certain unique ideological and cultural factors were thought to mitigate the natural human response.

PURPOSE OF THE STUDY The purpose of the present study was to analyze Israeli children's books dealing with immigrants and immigration in order to determine the image of immigrants reflected in these books, thus revealing attitudes of children's authors towards these topics.

METHODOLOGY The contents of about fifty books, in which immigrant problems were a central theme, were analyzed to enable comparison of the various descriptions regarding immigrants' expectations and veterans' attitudes towards them.

MAIN FINDINGS Only few books described purely positive attitudes on the part of the veterans, with no hint of any negative emotions. Apparently, these books paint an idealistic picture, expressing the wishful thinking of their authors. In most books, however, the existing population displays a negative attitude towards new-comers, such as condescension, disrespect, contempt, arrogance, suspicion, prejudices, social hostility, stigmatic outlook, etc. Although veterans were willing to help the immigrants and ease their absorption, often this was from a condescending position. They were certain they knew best what was good for the new-comers, and thus wanted them to change and to adopt local culture and customs.

A common motive is the feeling of shame and humiliation of parents and especially children, because of the steep decline in the father's job status in the new country. A weakening of parental authority enabled negative elements to drag youngsters into the world of crime and delinquency, a known sociological problem. In most of the books, educational staffs attempt to counter the negative attitude and hostility, both at school and beyond, but often their efforts are not sufficient to combat underlying animosities.

CONCLUSIONS

1. Assuming that most of the stories reflect true life experiences, attesting to actual events the authors or others have undergone, the common notion of negative attitudes towards Afro-Asian immigrants is somewhat refuted, since newcomers of European origin also encountered negative attitudes, probably due to the disparate culture, customs and mentality.
2. We realize that in practice it was not always easy to implement the official positive attitude towards the immigrants. Hence the ambivalent feelings prevailing in life and described truthfully in the literature.
3. All of the books analyzed carried an educational message: that the negative feelings towards immigrants stem from biases and prejudice, and are wrong, unfair and unjustified. Each individual should be judged by his deeds and behavior, rather than his color or origin.

Awards with rewards: Implications and perceptions for collection development for youth

The SL as Learning Environment

Mon Jun 29: 11:30-12:00

The professional library literature is fraught with debates about the value and quality of children's book awards. Sometimes the crux of the issue in these discussions is the fact that adults are making the choice of the best books; these may not necessarily be the books that the intended audience (i.e. children) would choose as the best or would even check out from the library at all. In the Australian context, Hateley (2012) notes the importance of encouraging librarians and patrons to use a critical lens when evaluating award winners and to also examine the collection development policies in relation to such choices. In the United States, much controversy surrounds ethnic specific book awards including the Coretta Scott King Award honouring African American writers and illustrators (Aronson, 2001; Pinkney, 2001), the Pura Belpré Award recognising Latino/a American writers and illustrators (Balderrama, 2006), and the Asian Pacific American Award for Literature (APAAL) acknowledging outstanding literature with Asian/Pacific American themes.

However, children's book awards like these based on ethnicity were created because of a lack of diversity within the ranks of popular non-ethnic specific awards such as the Caldecott and Newbery Awards (Pinkney, 2001). Gillespie, Powell, Clements, and Swearingen (1994) analysed the ethnicity of characters within Newbery Award-winning books from the award's inception in 1922 through 1994 and found 90 percent featured White Anglo characters with only 10-26 percent including characters from non-Anglo backgrounds. Research by Rawson (2011) of young adult awards and lists like the Michael L. Printz Award suggests a similar lack of diversity. For example, in her sample of 297 books, she found 241 books (81.1 percent) included White characters but only 11 books (3.8 percent) included Hispanic characters (Rawson, 2011). The findings from these studies are specifically notable considering the perceptions of awards lists from librarian participants in the present study.

In this mixed methods study analysing the factors influencing the collection development of multicultural literature in children's collections, youth librarians revealed their perceptions about award lists and how/if they used them for collection development and reading promotion. They were specifically asked about their familiarity with the five awards noted previously; these results are shown in Table 1.

As shown in the table, the least known awards were the awards for literature specifically honouring minority groups including Latino/a Americans and Asian/Pacific Americans. Many of the communities represented by these youth librarians have high populations of Latinos and Asian/Pacific Americans who need literature with metaphorical mirrors reflecting their socio-cultural. Further, as stated in the IASL 2015 conference theme, the library should serve as a window to the world. Thus, patrons from other ethnic groups need to have access to cultures different from their own but represented in their local and global communities. The final paper will include more detailed analysis with quotes and discussion of the interview data with these youth librarians regarding their perceptions on using book awards for collection development and will also address implications for youth involving the availability of different children's book awards.

Award-winning literacy awards: Lessons learned

The SL as a window to the world

Wed Jul 1: 14:00-14:30

The Library of Congress honors top literacy efforts accomplished by organizations in the U.S. and abroad. Data about the applications and selection process were analysed to provide specific tips and research-based best practices that can improve existing literacy efforts and jumpstart new initiatives. Winners demonstrated sound planning with a clear focus and sustainable support undergirded by volunteer engagement. Winners were resourceful and creative.

The most important research-based factors appear to be:

- Home-based early literacy and rich print environment
- Physical access to a wide variety of reading materials from which the reader can choose
- Explicit instruction
- Authentic shared reading experiences.

This paper details the context and methodology for this investigation.

RP032

FitzGerald, Lee

Does Guided Inquiry enhance learning and metacognition?

The SL as Learning Environment

Tue Jun 30: 14:30-15:00

In a time of global curriculum reform, much emphasis is being placed on the development of information literacy as part of the critical thinking skills the 21st century learner needs to develop. Across countries, there is a move to inquiry learning. In Australia, at least, teachers are implementing inquiry projects with little support from an inquiry process. Simultaneously, the burgeoning of Guided Inquiry theory and pedagogy is an encouragement for teachers and teacher librarians to provide what may well be missing from the move to inquiry learning: A process and a set of scaffolds to help teachers and teacher librarians create inquiry units, and to help students have a process which they can use each time they do research.

Guided inquiry is a way of thinking, learning and teaching that changes the culture of the classroom into a collaborative inquiry community.(Kuhlthau, Maniotes, Caspari, 2012) Since the publication of Guided Inquiry design: A framework for inquiry in your school,(Caspari, Kuhlthau and Maniotes, 2012) Guided Inquiry pedagogy has developed to meet the perceived need for a process approach to creating, delivering and assessment inquiry units, (the Guided Inquiry Design process);as well as expanding on the inquiry process from the point of view of the student (the Information Search process).

My paper will be about the research I did at Loreto Kirribilli in 2014, answering the research question, Does Guided Inquiry enhance learning and metacognition?, as well as providing an exemplar for the design of a Guided Inquiry unit of work. Guided Inquiries were carried out in Year 11 Modern and Ancient History at Loreto Kirribilli , Sydney, Australia in 2014. The Ancient History class was scaffolded by Guided Inquiry curriculum design and support, while the Modern History class conducted their investigation independently, though not entirely without scaffolding.

Creation of the inquiry unit for Ancient History was explicitly wrought in the Guided Inquiry Design process – Open, Immerse, Explore, Identify, Gather, Create and Share, and Evaluate – which allowed clear stages for its development and presentation. Wiki was the technology used for presenting the unit, and for housing the continuous feedback between teachers/teacher librarians and students that is a hallmark of Guided Inquiry, and students submitted their work on the wiki. Additionally, students were expected to learn to use note taking, bibliographic and database technologies.

It was evident that deep learning was achieved by the Ancient History group. The research showed students with unwavering interest in the project throughout. It would appear that teaching/providing students with the scaffolding of Guided Inquiry and the Information Search Process has enhanced their learning, with the variables of having an excellent teacher, and being high achieving, motivated students who regularly achieve deep learning.

As far as metacognition is concerned, Ancient history students demonstrated a high level of awareness of their own process of learning, and showed themselves adept at talking about the Information Search Process. They learnt how to manage their process and what to expect whenever they do research. In contrast, some Modern historians expressed the need to have a more structured approach to their research.

The Guided Inquiry approach scaffolded the creation of inquiry questions for the Ancient Historians, and it is clear that they were able to create excellent, higher order questions. A continuing issue for students from both Modern and Ancient History is reading complex sources, which both groups at least anecdotally liked to avoid.

I will demonstrate the Guided Inquiry Community at <http://guidedinquirycommunity.pbworks.com> which is just one example of practitioner exploration and development taking place in the field of Guided Inquiry.

Does type of task influence viewing behavior in online search?

The SL as Learning Environment

Thu Jul 2: 10:30-11:00

Introduction

Not only young children, but also students and adults at times experience problems in finding information using online search engines (Brand-Gruwel, Wopereis & Vermetten, 2005). Research (Granka, Joachims, & Gay, 2004; Höchstötter & Lewandowski, 2009) shows that most users only look at the first search results page and mostly select the top results on this page. The aim of this study is to understand the influence of different types of tasks on students' viewing behavior in online search.

Method

Participants carried out three search tasks: a fact-finding task (1), a cause-effect task (2) and a task concerning a controversial topic (3). Data collection consisted of eye tracking, log files, an online answer form and think aloud.

Results

Searching. A significant effect was found for the number of search queries and the length of the search queries. Task 2 was different from task 3 for the number of search queries. Search query length was lower for the fact-finding task than for the cause-effect task as well as for the controversial topic task.

Viewing. A significant effect for the number of viewed search results was found. In task 2 considerably more search results were viewed than in task 3. A significant effect was found for the number of viewed search results per query. Post-hoc tests did not show significant differences between the tasks. For the number of viewed search results per position a significant effect was found. Post-hoc tests did not show significant differences between the tasks. A significant effect for the fixation duration on the search results per position was found.

Clicking. No significant differences were found.

Discussion

In the cause-effect task participants used more search queries and keywords and considered more search results. In the controversial topic task, the least queries and keywords were used and the least search results were considered. Furthermore, higher placed search results have a greater chance of being viewed. This was the same for all three tasks. It can be concluded that in this study search behavior is different for different types of tasks.

What was striking in this experiment was that the number of considered search results was the lowest for the task concerning a controversial topic. What might play a role, is that the behavior is influenced by already existing beliefs.

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Educational activities of the School Library of the School Teaching Centre of Basic Education of UFMG

The SL as Learning Environment

Wed Jul 1: 14:30-15:00

Faced with a reality not always favorable in Brazil, it is clear that the professional active in the school library should not only master of library techniques, such as having Education Area notions. This is because the fact that these librarians should also act as educators and this premise should accompany these professionals. Authors such as Santos (2000) emphasize that the Librarian active in the school library should combine the techniques to a social and human side. Remounting the history of the school library in Brazil, as well as education, we can see changes not only at the conceptual level, but also in their functions. By the time the school library has established itself as a tool to support teaching, became perceived as necessary to school. In this new scenario, the school library is not the only service of students, but also faculty, which becomes part of the users of this scope. From the premise that the library is no longer an accumulation of space but now a place of dissemination of knowledge, its performance changes, is increased. Thus, in 2013, the School Teaching Centre of Basic Education Library was called to offer one GTD (Grupo de Trabalho Diferenciado) – WGD - Working Group Differential - for students of the second cycle of human development. The GTD is a present discipline in the curriculum of Teaching Centre. This is the formation of a group of students from the diagnosis of their demands for learning and / or possibilities of curriculum expansion. Aims to respect the pace, time and experience of each student. The example of the School teachers who offer GTD a librarian took a workgroup, performing systematic monitoring and, in a collective work, participated in the planning, coordination and definition of the groups. The Library was proposed then to teach a GTD for students in order to enable them to tell stories. The overall objective of GTD "storytelling" was to interest students of the second cycle of human training to become storytellers. The methodology were held weekly meetings with students (60 semester hours) and work done with children's literature books and juvenile, the Brazilian folklore legends and rhymes, riddles and tongue twister. Was organized literary competitions, where characters and authors of children's books were explored. Held experiences of drama, recitations, recall of written and oral histories. The search activity to the dictionary, with a view to enriching the vocabulary, was called "The Word is". At the end of the semester was made the evaluation of GTD with the students, as well as with the group Cycle teachers. This assessment and the exchange of information was made at a meeting. In the final assessment we point the individual progress of students and each in relation to the working group.

Effect of a school library on the reading behavior and reading attitude of migrant students

The SL as a window to the world

Mon Jun 29: 14:30-15:00

Background – Ethnic inequality in school performance is an urgent policy and research issue in the Netherlands. Primary school students with a non-Western migrant background – who make up a considerable proportion of the total school population – often face educational disadvantages, especially in language and reading proficiency. This is a cause of concern considering the importance of good language and reading skills for participating successfully in society. Reducing educational disadvantages is suggested to go hand in hand with reading promotion activities. These are typically aimed at increasing reading frequency, and improving reading and language skills as well as the attitude towards reading, factors that are related in a reciprocal manner. Schools and libraries are, next to parents, important agents when it comes to reading promotion. Nowadays, school libraries in primary schools supported or run by public libraries and aiming at reading promotion are becoming increasingly common in the Netherlands. Although research has been addressing the effectiveness of school libraries, there is a lack of clarity as to the effects of school libraries' efforts on migrant students in particular.

Purpose – This research paper aims to give insight into the effect of an integrated library facility in a Dutch primary school on the reading behavior and reading attitude of migrant students.

Method – An in-depth longitudinal study with a quasi-experimental design was performed, involving two Dutch primary schools in the multicultural city of Gouda (the Netherlands): an experimental school with an integrated library and a control

school without a school library. Over three successive school years, questionnaires were administered to the students (grades 2-6) in the schools, their teachers, and their parents. The surveys contained questions about the students' reading behavior, their attitude towards reading, various background characteristics, the reading climate at home, and reading promotion efforts at school. At the experimental school a total of 178 student questionnaires were administered from 104 students (1.7 surveys per student on average) and at the control school a total of 288 student questionnaires were administered from 145 students (2.0 surveys per student on average). Comparisons are made between the experimental and control school, and attention is also paid to differences within the experimental school, taking into account differences in the length of library usage.

Findings – The results give insight into whether a school library can be an effective tool in increasing the migrant students' reading behavior and improving their attitude towards reading, factors related to language and reading skills.

Value – By investigating whether a library facility in a primary school leads to more reading and a more positive reading attitude in migrant students, gaps in the research literature can be filled. Moreover, identifying reading promotion projects that perform well in disadvantaged contexts can help policy makers design effective policy recommendations to overcome educational inequalities.

Keywords–School library, Migrant students, Leisure reading, Reading attitude, Primary education, The Netherlands

RP038

Johnston, Melissa P

Enabling Teacher Librarian Leadership in Technology Integration

The SL as laboratory

Tue Jun 30: 11:00-11:30

The highly technological environment of 21st century schools has significantly redefined the role of the teacher librarian by presenting the opportunity to assume leadership roles through technology integration. The teacher librarian must evolve as a leader in order to address the needs of today's learners and ensure that they are equipped with the knowledge and skills they need to use technology as an important tool for learning. Teacher librarians are continually directed to assume leadership roles in technology integration from professional standards and guidelines, as well as from theorists and researchers in this area. Yet despite the abundance of literature that has suggested the need for and the importance of teacher librarians to be proactive leaders in technology integration, this role is one that has been ignored in the research arena and left undefined for school administrators, teachers, and the teacher librarians themselves, leading to uncertainty concerning how teacher librarians enact this role in practice.

This research investigates practices of teacher librarians in order to identify what is enabling some to thrive as technology integration leaders and what is hindering others. Distributed leadership theory (Spillane, 2006), provides the foundation for this research as a framework for thinking about and framing investigations of leadership practice and as an approach that proposes that leadership tasks are not all the sole responsibility of one individual leader, but that anyone can contribute through collaboratively pooling their expertise. Distributed leadership places an emphasis upon maximizing expertise of teachers and building capacity within the organization to provide leadership where teachers can become leaders at various times. Research suggests that distribution of responsibility for leading differs depending on the leadership task and that there are many factors that can either support or constrain teachers to take on these leadership responsibilities (Spillane, 2006).

The overarching purpose of this research is to identify, categorize, and explain the enablers and barriers teacher librarians experience enacting a leadership role in technology integration. The initial research utilized a purposive sample of U.S teacher librarians that are National Board Certified. In the follow up research, a nation-wide sample of teacher librarians was utilized. The replication of this research with a larger random sample provides support to the application of the theory, support for generalizability, and contributes to the validity and reliability of the study and the framework developed as a result of the first study. This presentation will present the findings from the follow up research identifying what is enabling some teacher librarians to thrive as technology integration leaders and what is hindering others in order to inspire discussion from participants on building research-based strategies to support practicing teacher librarians in understanding how to enact this vital role and on how to better prepare future teacher librarians for a leadership role in the integration of technology. References Spillane, J. P. (2006). Distributed leadership. San Francisco, CA: Jossey-Bass.

Enhancing Mental Literacy through Bibliotherapy Program at School Library

The SL as a window to the world

Wed Jul 1: 15:00-15:30

Reading activity has become an integrated part in the development of students' personality at school. In their daily life, many students in Indonesia have to deal with some problems in their study. The problems may be caused by two factors; external and internal factors. Some examples of problems caused by external environment are parents' divorce, parents' laborious career, offensive schoolmates and groups, and sexual abuse. Some examples of problems internally arising from students themselves are ineffective time management, gadget addiction, low learning motivation, stress and depression as a result of problems from external factors, and symptoms of physical illnesses. All of those problems are resulted from poor personality and mental. Physical illnesses start from mental illnesses. Therefore, this research proposes that students will need a mental literacy program in which they are encouraged to be aware of mental problems, involving cognitive, affective, and psychomotoric aspects through Bibliotherapy. Therapy of books (Bibliotherapy) is an art of presenting advices by means of stories. With stories, many interesting subjects and moral messages can be implemented by students in their daily life. Bibliotherapy is intended to reframe personal experience connected to particular literature, to change students' mindset and mental problems through literature, and to read and to discuss stories in groups or individually, as well as to explore implications from fiction or non-fiction literature. Bibliotherapy for elementary and junior high school students integrates therapy techniques through a range of music, hypnosis, yoga, fine arts, role play, film review, poetry, and verses as a form of mental literacy. In bibliotherapy program at school library, school librarian technically plays some roles; first, to select reading materials relevant to clients' intellectuality and emotion; second, to be able to perform personal mental healing process independently by writing and reading prose or poetry; third, to reconstruct problems; fourth, to be proficient at story telling as a persuasive communication technique; fifth, to make a report of the development of book therapy; sixth, to be skillful as a facilitator; seventh, to be a bibliotherapist that is able to be in synergy with teachers in the classroom and school counseling. The ultimate goals of bibliotherapy are to improve reading interest and culture, to create book fans club in school library, and to support students for constructing their mental literacy competence to be able to deal with everyday problems independently. Thus, this research is based on case study design involving meaning construction approach in a school library in Indonesia, and it suggests that the competence of librarian bibliotherapist can be trained through periodic thematic bibliotherapy workshop as a reading-therapy based mental literacy program involving hypnosis method.

Keywords: reading therapy, bibliotherapist, bibliotherapy, communication, hypnosis, yoga, musical therapy, school library, literacy, mental literacy, book therapy.

Ethical dilemma's for school library researchers working in international contexts

Professional development

Tue Jun 30: 10:30-11:00

The International Association for School Librarianship (IASL) has a reputation for supporting and disseminating research informing school librarianship around the world. Since IASL serves a multi-national and multi-cultural library community, it has the responsibility to promote sound ethical procedures for all research. This can raise serious dilemmas for researchers planning to work in Global South countries with few ethical standards for conducting research when, as members of the Global North academic community, we are bound by strict guidelines covering ethical procedures. These dilemmas can include: 1) differing views on what counts as research; 2) differing values and policies on gender, religion, inclusive practices and other social and cultural areas; 3) the insider/outsider phenomenon (white privileged researchers working in non-white communities; and 4) developing research instruments that are culturally sensitive.

These dilemmas present serious challenges as library researchers conduct studies in school and community libraries in remote/rural areas where frontline staff have little or no experience or knowledge of research. Researchers are charged then to pay serious attention to issues of positionality, paradigms of "truth", iterative methods and analyses and an

overarching awareness of reflexivity throughout the research process (Chiseri-Strater, n.d.). Research in this context becomes a continuous process of examining relationships with fellow researchers and participants, the dynamics of that relationship, and its relationship to the research undertaken. Without self-critical lenses through which to engage in the research process, there is risk of being in the position where “ethical research guidelines {as imposed by Western Universities} could be yet another western construct that create a global discourse of ‘our way’ is the ‘right way’ to do things” (Skelton, 2008, p. 29).

For two decades, the ethics of research involving children has become a prominent topic in the literature (Powell et al., 2012), sparking a proliferation of resources for researchers (eg. Childwatch International Research Network, n.d.; Graham et al, 2013; Young Lives, n.d.). Spurred by the UN Convention on the Rights of the Child (1989) and the emergence of the sociology of childhood, accordant rights-protecting procedures were instituted and methods of research designed to enable children’s voices to reverberate throughout the research process. However, from an international perspective, this paradigm of research with children/youth and the knowledge generated by it are unbalanced since . . . ‘only a little more than 10% of the world’s children live in the developed countries of Europe, North America and other European outposts... yet the research is heavily concentrated on children from these places” (Pence & Nsamenang, 2008, n.p.).

How then should researchers working with youth in school and community libraries develop research that assures fair and respectful ethical procedures? What role do children play in the research process – subject, informant or participant? How can Western researchers approach research in developing countries where different expectations for ethical research may not exist? This paper takes a critical perspective on these issues by reflecting on various stances that researchers take in approaching new research, by comparing expectations for ethics in developed and developing countries and by identifying the position children are placed in before, during and after research projects.

RP041

Todd, Ross J; Hay, Lyn

Evidence of Evidence: Insights into the EBP journey of School Libraries.

The SL as Learning Environment

Wed Jul 1: 14:00-14:30

At the International Association of School Librarianship (IASL) conference in Auckland in 2001, Todd presented the idea of EBP for school libraries as a significant practice concern and agenda (Todd, 2001), and challenged the school library profession at that time to actively engage in professional and reflective practices which chart, measure, document and make visible the impact of school libraries on learning outcomes. Now some 14 years later, it has been gratifying to see how the EBP focus of school librarianship has developed: embedded into curriculums for the education of school librarians, a focus in professional development opportunities made available to school librarians, identified in professional and research strands in school library conferences, and examined as a conceptual and organizing concept in research-based literature. At its essence, EBP is an approach to professional practice in school libraries that systematically engages research-derived evidence, school librarian-observed evidence and student-reported evidence in iterative processes of decision making, development and continuous improvement to achieve the school’s mission and goals, which fundamentally center on student achievement, quality learning and quality teaching. As part of the growing interest in evidence-based practice across the library sector, the peer-review journal Evidence Based Library and Information Practice (<http://ejournals.library.ualberta.ca/index.php/EBLIP>) now in its 9th year, published a special issue devoted to EBP in school libraries in 2009. In December 2014, Knowledge Quest published by the American Library Association, also published a complete issue on EBP.

This paper reports on an exploratory research study that seeks to understand how school librarians have embedded an evidence-based practice approach into their school library programs. School librarians from across the world participated in an open-ended survey to identify evidence-based practices in their school libraries. The sample was a voluntary sample, drawn from the 500 participants who have registered on the Evidence-Based Practice for School Libraries Facebook site, a site set up to engage school library practitioners in sharing, discussing and critiquing approaches to gathering evidence of the impact and outcomes of their school library curriculum, reading and literacy and other service initiatives. The survey sought to collect EBP strategies and outcomes in relation to reading and literacy development, inquiry-centered learning, information and digital literacies, and other service initiatives. It also collected data on enablers and barriers to evidence-based practice in school libraries, and to gain insights into the ways that challenges and obstacles have been addressed.

The paper will provide an overview of the dynamics of evidence-based programs, showcase innovative strategies for collecting, disseminating and utilizing evidence to build school library programs, identify a range of outcomes reported in these initiatives, and illustrate how evidence of educational outcomes tied to curriculum standards has informed collaborative instructional practices.

RP052

Okada, Daisuke

How the image drawing method can act as an alternative barometer of librarian instruction

Professional development

Wed Jul 1: 11:30-12:00

1 Aim

My study examines changes in the pictures that university students drew of their school library over time (primarily using the image drawing method [IDM]) while taking a course that explained the importance of school libraries, particularly school librarians. It was expected that if the lecture objectives were achieved, the number of students who drew a librarian would increase compared with drawings done by these same students prior to attending the course. While results revealed an increase in tendency to depict librarians after my specific lectures, however, librarians featured in only 12 of the 32 total pictures drawn by students. As such, this study has two purposes: (1) Determine whether 12 out of 32 is high or low, and, relatedly, whether or not to improve my curriculum, and (2) Consider whether IDM can act as an alternative barometer to librarian instruction.

2 Method

There are not many lectures with similar objectives to those found in my instruction — geared toward class teachers — in other universities in Japan. As such, my 32 students were compared with the 145 students attending 9 lectures of teacher-librarian courses in 8 other universities, as many teacher-librarian course students are expected to understand the importance of librarians.

3 Results

First, the ratio of my students who depicted librarians was compared with the same ratio of the 145 students. In the pre-test, there were no significant differences between the two groups, but in the post-test, the ratio of my students was higher than the other teacher-librarian course students ($p = 0.0830$). From the 9 lectures, 1 revealed an increasing tendency to draw a librarian, 1 had a decreasing tendency, and the others had no significant differences. The name of the lecture that revealed an increasing tendency to draw a librarian was "Teaching and School Library." In the lecture "Application of Information Media," the number of students who depicted a PC increased from 0 to 7 of 12 ($p = 0.008$).

4 Conclusion

The ratio of my students who drew a librarian showed an increasing tendency over the other teacher-librarian course students, revealing that my lectures were successful in communicating the importance of school librarians. In addition, the number of students who drew a PC increased after a lecture on the importance of IT media. Study findings suggest that IDM can be used not only as a barometer for the importance of librarians, but also barometer of other investigations such as librarian instruction.

RP058

Farmer, Lesley S. J

Information Architecture and the comic arts: Knowledge structure and access

The SL as laboratory

Tue Jun 30: 16:00-16:30

Comic arts have gained popularity and credibility in recent years because of its increasing quality and variety. Concurrently, visual messages and the need for visual literacy have increased, particularly in a global society. Comic arts provide a compelling media for communicating concepts in an accessible and engaging manner, and its conventions leverage the interdependence of text and image, thus modelling effective information architecture. To that end, education needs to explicitly teach the medium's communication conventions to help learners comprehend, critique, and generate content

using comic arts. In addition, comic arts conventions can be used in several research methods to capture knowledge and its communication, specifically the significance of format in its impact on message. This paper explains information architecture, focusing on comic arts' features for representing and structuring knowledge, also noting visual literacy. Next, applications of comic arts in education are listed. The paper then focuses on the researcher's content analysis of students' graphic novels, used to determine how well pre-service teacher librarians demonstrate competency in information architecture.

RP059

Leung, Yuet Ha (Angel)

Information literacy: Hong Kong primary teachers' perception of the role of the teacher librarian

The SL as laboratory

Tue Jun 30: 11:30-12:00

With the advances in computers and information technology, the world is now experiencing the "Age of Information" (Heilprin, 1989, p.346). Information is growing rapidly at an exponential rate. Production, processing and use of information had become the main human activities. The world economy is changing from manufacturing based to information based (American Association of School Librarians, Association for Educational Communication and Technology, 1998). The major unit of exchange shifted from goods to information or knowledge. Knowledge is information from every available source, analysed and targeted to needs. Such analyzing skill is part of information literacy skills. To ensure the employability of workers, the government must provide citizens the necessary education and training of such skills (Latham, 1998). Libraries in the information age become information centres to provide necessary information where users can be trained to become information literate. In Hong Kong, school libraries and teacher librarians are provided by the government for primary schools since 1998, prior to the readiness of the innovative applications. Such provision was a continuation of the Chinese and English Extensive Reading Scheme in schools. These reading schemes were originally organized by the Chinese Language Education Department and the English Language Education Department of the Education Department, HKSAR. So the government role statement did not link to the information need in the Information Age. It was not until 2002 that the need to develop student independent learning skills was stressed in the education reform document. Practices of capitalising the newly established teacher librarian are unprecedented. In May 2000, A Pilot Scheme on Collaboration and Learning: Role of the Teacher Librarian, was jointly organized by the Education Department and District Teacher Network, Hong Kong Primary Education Research Association (Education Department, 2000). A video was produced but then the following up stopped. There are neither any piloted examples nor training courses to educate the teacher population to demonstrate the full-time job nature of the teacher librarian. Thus, the newly appointed teacher librarians' roles to practice the innovation are not identified by the teacher partners. Principals and teachers do not see any instructional contribution from the teacher librarians (Henri, Hay and Oberg, 2002) if they are not assigned teaching duties. As a result, there is a wide variety of employment model of the teacher librarian ranging from full time professional teacher librarians to part-time non-teaching clerical custodian of books. Every year, the government keeps on funding the professional training for newly appointed teacher librarians who work as ordinary teachers when they go back to school after the training. Teacher librarians' role is problematic since its establishment. The extreme difference between what is introduced in the training course and the actual practices have frustrated me ever since I have been involved in all the above situations. I have been appointed as the teacher librarian in my school in 1998. I have been the part time tutor of Diploma in Teacher Librarianship training course. In light of the divergence between the government's expectation and that of the public, this research aims at investigating the teachers' personal perceptions of information literacy skills, their responsibility to equip students such skills and the role of the teacher librarian.

RP060.

Wopereis, Iwan.

Information problem solving instruction: An overview of 21st century research

The SL as laboratory

Tue Jun 30: 14:00-14:30

Information problem solving (IPS) is the process of locating, selecting, evaluating, and integrating information from various sources to fulfill an information need (Brand-Gruwel, Wopereis, & Vermetten, 2005). It is regarded an important contemporary skill, at times categorized as twenty-first century skill or higher-order skill. Eisenberg and Berkowitz (1990) coined the term IPS in the nineties of the last century to specify their Big6 approach to integrated library and information skills instruction. Brand-Gruwel et al. (2005) used this instructional method as starting point to analyze IPS processes in professional and learning contexts, resulting in different descriptive models (Dinet, Chevalier, & Tricot, 2012). They concurrently initiated a strand of research that aimed at deducing design guidelines for IPS instruction in secondary and tertiary education (Brand-Gruwel & Gerjets, 2008). This strand has been largely informed from recent insights on instructional design for complex learning (cf. Van Merriënboer & Kirschner, 2013).

The paper at issue focuses on the latter strand of research and presents a retrospective and prospective view on IPS instruction research. The retrospective part of the paper is based on a literature review; the prospective part includes an inventory of research initiatives recently started. For reviewing the literature we consulted databases of EBSCO (ERIC, LISTA, and PsycINFO) and Web of Science (SSCI). For listing ongoing research, conference proceedings of internationally recognized conferences within the domain of learning and instruction were analyzed. In addition, scholars in the field of IPS instruction were consulted to provide information on newly started research projects.

Results of both the literature review and the inventory of ongoing research reveal five major themes in research on IPS instruction, namely: (a) the embeddedness of IPS instruction in educational curricula, (b) the whole task approach as basic principle of IPS instruction, (c) the effect of modes of scaffolding in IPS instruction, (d) the role of meta-cognition in IPS instruction, and (e) the emphasis on evaluation of information in IPS instruction. Except for the latter, the aforementioned issues largely resemble current topics in instructional design research. The focus on information evaluation in IPS instruction stresses the generally recognized importance of this IPS constituent (Wopereis & Van Merriënboer, 2011). As the internet does not have a traditional 'gatekeeper of credibility', like an editor, it is the information seeker who is increasingly responsible for the assessment of information found.

Beside the results, the paper will discuss directions for future research. In addition the link between IPS instruction research and research on information literacy education will be highlighted.

RP062

Sirihal Duarte, Adriana Bogliolo; Campello, Bernadete

Inquiry learning: educating librarians for their educational role

Professional development

Tue Jun 30: 11:00-11:30

Introduction

The concept of inquiry learning originates from the movement of educational renewal that advocates the use of active learning methods and considers the student responsible for the construction of its knowledge (McKinney, 2013). It is based in ideas of educators and researchers such as John Dewey, George Kelly, Jerome Bruner, David Ausubel, Jean Piaget, Lev Vygotsky and Howard Gardner (Kuhlthau, Maniotes & Caspari, 2007). In Brazil, inquiry learning roots are found in the movement called New School or Active School, whose guiding belief is the student as a free, active and socially motivated person, demonstrating curiosity to learn. The focus of instruction is in the learning process, so students are at the center of the pedagogical action (Vidal & Faria Filho, 2003).

The concept of inquiry learning is familiar to librarians, since the library is allegedly the place to search for information, activity that supports -or should support - such a process (Campello, 2009). Inquiry learning gives opportunity for the

librarian exercises more clearly its pedagogical action, guiding students in acquiring information literacy skills while working with teachers in the teaching of curricular content (Maniotes & Kuhlthau, 2014; Oberg, 2004). In Brazil, since the 1960s, librarians have been expressing concern about inquiry learning (Campello, 2003), feeling responsible for the development of a range of cognitive skills, showing concern about their role in innovating the learning process (Carvalho, 1967). Currently, this function is clearly integrated in the librarians profile and therefore it is understood they should be prepared to perform it.

The perception that librarians in Brazil are not properly prepared to carry out this function (Campello and Abreu, 2005) has led some Library Schools to include in their curricula Information Literacy Courses (Mata, 2014). In the School of Information Science of Federal University of Minas Gerais, since 2009, an Information Literacy Course (OTI088) is offered, raising awareness of future librarians to their responsibility in developing information literacy skills of users. In this course the main instructional strategy is inquiry learning, used in order to make them repeatedly experience the research process. Over the time the course is being offered some questions are emerging, relating to how students react to this strategy.

Objectives, methodology and analysis

Thus, this study aims to investigate: 1) how students exposed repeatedly to strategies of inquiry learning react; 2) the difficulties they encounter during the course; 3) and what types of learning they acquire.

Data were collected through in depth interviews with students taking this course and who volunteered. The analysis was based on the ISP model (Kuhlthau, 2004) and in the five types of learning suggested by the author: curriculum content, information literacy, learning how to learn, literacy competence and social skills (Kuhlthau; Maniotes & Caspari, 2007, p. 8). Preliminary results indicate that, although most of the students initially present much difficulty in understanding the inquiry process, through the repeatedly exposure to inquiry during the course the process becomes clearer. It also indicates that most students coming to higher education are not used to learning through research and have no autonomy to conduct searches and build knowledge unless they are guided and closely targeted. Four of the five types of learning mentioned by Kuhlthau, Maniotes & Caspari, (2007) were quite developed during the course being social skills rarely mentioned by respondents. Emotional variation according to the principle of uncertainty of the ISP model could be observed. Upon completion of the course, respondents are consistent in stating that their learning was so helpful, that an information literacy course should be offered to all undergraduate students.

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Literary customization in secondary education. The development of a framework and website for the literary development of adolescents (age 12-18)

The SL as a window to the world

Mon Jun 29: 15:00-15:30

Teachers encounter immense variety in literary competence among students in their classrooms. Librarians also have this problem when they want to advise young people. Yet, little is known about how teachers perceive and deal with this variety. Little is also known about the literary development that adolescents undergo during their school career and the different levels of development that can be identified.

The aim of this study is to create a frame of reference for the development of literary competence in the context of literature teaching in lower (grades 7-9) and upper (grades 10-12) secondary education. Such a frame of reference should make it easier to identify differences between students and to deliver teaching that stimulates the literary development process of students with different levels. A key principle for us was to base the frame of reference on the shared pedagogical content knowledge of a varied group of teachers so that the research outcomes would be meaningful for teachers. With the aid of questionnaires and panel discussions, data was collected on the following questions:

1. Which levels of literary competence do teachers distinguish in upper secondary education, varying from a poor reader at the start of grade 7 to a highly competent reader at the end of grade 12 (pre-university track)?
2. Which texts do teachers consider indicative of a particular level?
3. According to teachers, (a) which features do these indicative texts possess and (b) which attitude, knowledge and skills are called upon by these features at a particular level?

We used two parameters (student and text) to operationalize five levels of literary competence for lower and six levels for upper secondary education. This resulted in reliable graduated book lists, an instrument to describe the difficulty and accessibility of texts for different reading levels and competence profiles of (adolescent) reader. These results were validated by teachers and by a group of external experts, including librarians. Inasmuch as we have been able to ascertain, this is the first time that the link between graduated reading levels for students aged 12 to 18 and graduated levels of difficulty for literary texts has been described so systematically and in such detail.

Each level clearly focuses on a particular function of literature and the acquisition of the associated kind of reading. The levels of literary competence appear to reflect a development spiral. To be able to generalize our findings to other educational contexts, the study is replicated in other countries. In 2010, as part of a European project, a five-country study was launched into levels of literary competence for 12 to 18-year-olds (www.literaryframework.eu). Preliminary findings show that teacher panels in other countries come to the same conclusions as the Dutch panels, which suggests that different groups of teachers in different contexts are likely to arrive at similar conclusions and that a generalizable development model is quite plausible.

With the support of Stichting Lezen (Dutch Reading Association) and the Dutch Ministry of Education is the website www.lezenvoordelijst.nl (reading for your booklist) designed. This website supports the literary development of students and helping teachers and librarians to provide literary customization in secondary education.

Literature in Digital Environments: changes and emerging trends in Australian school libraries.

The SL as a window to the world

Wed Jul 1: 14:30-15:00

Igniting a passion for reading and research is core business for school libraries, inevitably placing the library at the centre of the 21st century reading and learning experience. It is in this context that digital literature creates some challenging questions for teachers and librarians in schools, while the emergence of digital technology and/or device options also offers a great many opportunities. Collection development in school libraries encompasses an understanding of the need to contextualise these e-literature needs within the learning and teaching experiences in the school. The Australian Library and Information Association statement Future of collections 50:50 predicts that library print and ebook collections in

libraries will establish a 50:50 equilibrium by 2020 and that this balance will be maintained for the foreseeable future. This statement from the Australian professional body raised the need to know more about e-collections in school libraries. For teacher librarians in Australian schools, the nature of online collections, and the integration of e-books into the evolving reading culture is influenced by the range and diversity of texts, interfaces, devices, and experiences available to compliment existing print and media collections or services. Management and budget constraints also influence e-collections. By undertaking a review of the literature, a discussion of the education context, and a critical analysis of the trends evidenced by national survey data, this paper presents an overview of the changes and emerging trends in digital literature and e-book collections in school library services in Australia today, and lays the foundations for a further major study in 2015.

RP072

Gibson-Langford, Linda

Slamming in the School Library

The SL as a window to the world

Wed Jul 1: 15:00-15:30

When fellow Australian Hamish Curry (online, 2013) became passionate about today's school libraries as places that really rock, I listened, and when he said, "turn your users of the library into participants in the life of the library. See them as producers of content and not just consumers, and help give the library human faces to the activity going on inside its walls," I thought, let's do it.

For many teachers, the artificial separation in schools of playing/making and learning sits uncomfortably with the need to facilitate in students those skills identified as important for effective learning in today's highly personalised environment – curiosity, intellectual courage, imagination, exploration, commitment, critical thinking, problem-solving, adaptability, resilience, and collaboration

As a teacher librarian, I work with Year 7s in the school library once a fortnight. When they began studying poetry in English, I wondered how I could best stimulate, inspire and get poetry rocking in the school library. I wanted to demonstrate to our colleagues the power of letting the students play, that is, construct meaningful products when given a problem to solve. I wanted to illuminate the power of learning through active and creative thinking.

I set to work developing a series of fun lessons to enhance the boys learning of poetry during their library time with me, and from these initial experiences, I found myself engaged in an action research project.

This session outlines the method and findings in the first cycle of action research. It is a multimedia presentation where the audience will hear from the boys their concerns about learning poetry, and how we can make their learning of poetry rock the school library!

RP076

Garrison, Kasey L.; Spruce, Robin S

Metacognition in Practice: A Comparison of National Board Certified Teacher Librarians and non-National Board Certified Teacher Librarians in the United States

The SL as Learning Environment

Wed Jul 1: 14:30-15:00

Countries around the world have differing ways of recognizing talented educators. In Australia, teachers apply for recognition as Highly Accomplished and Lead Teachers, submitting artefacts and evidence of their mastery to the Australian Institute for Teaching and School Leadership(2014). (For a first hand account of this process, see Uther & Pickworth, 2014.) Teachers in the United States apply to become National Board Certified Teachers (NBCTs), one of the highest recognitions an educator can earn in the US. The application process is very rigorous and enlists applicants to demonstrate their mastery of Five Core Propositions relating broadly to professional practices and applications of teaching and learning. Proposition 3 states: "Teachers are responsible for managing and monitoring student learning" and stresses the need for teachers to utilize divergent teaching strategies and instructional techniques with their students (NBPTS, 2013). In this paper, we consider the role of the TL as related to this proposition using a lens of metacognition and self-regulated learning (SRL). The

main purpose of this research was to examine how NBCTLs and non-NBCTLs apply metacognitive strategies in their teaching and to investigate the differences between the two groups.

Methods

This qualitative research compared two groups of five NBCTLs and non-NBCTLs in the US. The participants volunteered to be interviewed and observed while teaching after completing an online questionnaire for a preliminary stage of this research not reported here. (See Garrison & Spruce, 2013). The interview protocol included 16 questions addressing teacher perception, understanding, and application of SRL and metacognition. The observation protocol was designed to analyze teacher practice and inclusion of metacognitive strategies during the planning, monitoring, and evaluating stages during two lessons. (See Appendices A and B for the interview and observation protocol.) The researchers used an inductive content analysis approach to investigate the patterns in qualitative data (Patton, 2002). In this method, themes and patterns emerging from field notes and interview transcripts become categories; researchers then code the data using these categories.

Preliminary

Results Preliminary analysis of the data reveals mixed results of the knowledge and application of metacognitive strategies across the two sample groups. The observation scores for the ten participants are included in Table 1 across the three stages of learning including totals for each individual (far right column) and group labeled in bold. These means were calculated from the two observations of each participant.

Table 1. Observational Scores for the Participants Across the Three Stages

These scores reveal little difference with the inclusion of metacognitive strategies in teaching across the two groups; the scores are quite similar within the three stages. However, differences in the knowledge and explanation of using such strategies were detected in the interview data. The final paper will report further findings from analysing the differences and similarities in the interview and observational data; make further connections to the role of the TL in promoting metacognitive strategies and SRL; and explore literature from other recognition programs around the world.

RP077

Kang, Ji Hei

Mind the gap: School librarians' anticipated and preferred professional development methods for integrating digital textbooks

Professional development

Wed Jul 1: 14:00-14:30

As the U.S. State of Florida mandate to adopt digital textbooks looms for the 2015 school year, school librarians are expected to play a leadership role in integrating that technology. In order for school librarians to be leaders in digital textbook integration, however, it is essential for them to have professional development opportunities. As there have been few discussions, however, about how to provide such opportunities, this study identifies school librarians' preferred and anticipated methods, as well as the gap between them, for professional development based on a survey of 170 Florida school librarians.

School librarians wish to undergo training through workshops and study groups with their colleagues, which will enable them to discuss digital textbooks and build networks based on the new technology. Other highly scored methods indicate that school librarians also prefer to be educated in a collaborative way. The anticipated method, in contrast, reflects an environment of solo librarians who work independently. The highest and third highest ranking methods, "on the job" (20.1%, n=113) and "by myself" (17.2%, n=97), imply that some school librarians intend to educate themselves by their own efforts.

School librarians expressed a statistically significant disagreement between the anticipated and preferred methods of integrating digital textbooks. Among the ten possible choices, "by myself" has the biggest gap at 10.3%, while "on the job" received 5.4%, indicating that school librarians anticipate that they will have to educate themselves—even though they don't prefer these methods.

In conclusion, this study has been found that school librarians wish to initiate their training with other colleagues through workshops and study groups, which will enable them to discuss digital textbooks, and build networks with respect to the new technology. These results are consistent with Kang and Everhart's research (2014). Considering that school librarians' most significant stage of concern is Stage 0 (Unconcerned) and that most of them possess lower stages of concern (Unconcerned, Personal, and Informational stages), school librarians will require both consultations and discussions to

understand the importance of digital textbooks. This differs greatly from the anticipated method of the solo librarian. Because most school librarians are not yet concerned about implementing digital textbooks, it is worth noting that professional development should address not only technical skills, but also school librarians' beliefs and attitudes. These findings urge the implementation of professional development that will enlarge school librarians' viewpoint, thereby enhancing their awareness of the need for methods to implement digital textbooks.

RP079

Branch-Mueller, Jennifer; De Groot, Joanne

New Teacher-Librarians Rock: Checking in and Looking back on the First Years of being a Teacher-Librarian

Professional development

Mon Jun 29: 16:00-16:30

Introduction

In hopes of helping new teacher-librarians understand the transition from teacher to teacher-librarian, this study presents findings from year three of a three-year study following five teachers as they transition to the role of teacher-librarian. As instructors in the Teacher-Librarianship by Distance Learning program at the University of Alberta in Edmonton, Canada, we are interested in how recent graduates experience the early years of becoming a teacher-librarian.

Research Questions

The following questions inform this paper:

1. What are the strongest memories from your three years as a teacher-librarian? What have been your greatest successes, opportunities, challenges and barriers this year.
2. What concerns do you have about your future professional practice?
3. What previous experiences (formal and informal) have been most valuable in your first three years as a teacher-librarian?
4. What advice would you give new teacher-librarians based on your experiences as new TLs?

Conceptual Framework

This paper explores the concept of "possible selves" in the transition from teacher to teacher-librarian (Markus & Nurius, 1986.) "Possible selves derive from representations of the self in the past and they include representations of the self in the future" (Markus & Nurius, p. 954). These selves are individual and personal while also being social. This concept is interesting as we look at the crafting of the professional identity of teacher-librarians. Ibarra (1999) introduced the idea of "provisional selves" and suggested that a person transitioning into a new role follows an iterative process of observing role models, experimenting with provisional selves and evaluating provisional selves (p. 787).

Literature Review

When examining the few year of becoming a teacher-librarian in the Canadian context, Branch-Mueller and de Groot (2014) found that new teacher-librarians attempted to make themselves indispensable by building on their own personal strengths. These strengths includes technology, curriculum, inquiry and literacy leadership. The participants became champions of their collections - fiction, popular non-fiction, online databases and web resources. It was clear that for these new teacher-librarians developing relations with school administration, teachers and teacher-librarian colleagues was essential. There is much research about teacher identity and pre-service preparation to help inform the experiences of new teacher-librarians (for example, Battey & Franke, 2008; Florio-Ruane & Williams, 2008; Horn, Nolan, Ward & Campbell; Olsen, 2008; Thomas & Beauchamp, 2007).

Methodology

This research project is following five new teacher-librarians for three years. The five teacher-librarians included in this research are working in a variety of school settings, including elementary, junior high school, and high school libraries. They have all been classroom teachers in the past and at the time that this research project began, were all currently enrolled in, or recently graduated from, a graduate level teacher-librarianship education program. This research paper presents the findings from year three of the study. Individual interviews will be completed in January 2015 and an online focus group

with all participants will take place in February 2015. The interview and focus group transcripts will be analyzed, by looking for common themes and trends that emerged across questions and throughout the comments (Bogdan & Biklen, 1992; Miles & Huberman, 1998).

Preliminary

Findings Building on year one of the three year study, participants will return to their initial responses and provide further information about their transition from teacher to teacher-librarian.

RP092

Carvalho, Maria da Conceição; Campos, Tatiane Meire; Santana da Silva, Alexandra

Representations of reading in Brazilian contemporary children 's literature

The SL as a window to the world

Thu Jul 2: 11:00-11:30

OBJECTIVES: This research aims at identifying and analyzing the representations of reading, as well as school library and school librarian in Brazilian contemporary children's literature. A sample of children's literature books written by Brazilian authors and edited in Brazil between 1990 and 2013 was analyzed in order to understand if those representations existing in those fictional narratives in the period studied can be noticed as a reflection (or resultant) of the historical backgrounds related to Brazilian public policies of education and reading promotion.

METHODOLOGY: The criterion for sample selection was intentional sampling or by judgment, that is when the researcher assesses which individuals (in this case, books) have more information about the topic being studied and chooses the elements the researcher thinks are the most relevant of the whole set to be investigated. The selected corpus is composed of 10 Brazilian children's literature titles published in the period. A content analysis of the texts and images of the selected corpus will be carried out based on the concept of social representations argued by Serge Moscovic and from the way Brazilian researchers Regina Zilberman and Marisa Lajolo analyze the historical dimension of children's literature and of reading as a cultural and social practice, as well as the school library as it has been discussed by the American researcher Carol Kuhlthau.

RESULTS: The existing analysis of Brazilian children's literature books confirms, to some extent, our hypothesis of the permanence of a pedagogic-led speech that goes through the fictional narrative intending to convince the young reader of the value of reading and the importance of becoming a reader. Choosing the school library as a place/central theme of many books published in the period does not seem to be random, but rather revealing as to present to the Brazilian child/youth a school place that is still not much appreciated in many Brazilian educational institutions. Another portion of books analyzed fall within the books about books genre where the author makes a call to the small Brazilian reader to get into the world of reading by introducing in the plot characters of traditional tales in children's literature that have influenced the imagination of the children around the world. This line of representation seems to confirm that in Brazil, where the average reading rate per capita is low, (in comparison with other Latin American countries such as Argentina, Chile, Uruguay and Cuba), it is a must to reinforce the idea of the book and its social value as formulated by reading policies proposed by the government and by hegemonic groups. On the other hand, the books published in the last decade, in special, seem to have detached from the interrelationship reading/school and the normative discourse on the importance of reading, revealing instead multifaceted and dynamic representations of reading and reading spaces

RP094

Everhart, Nancy; Johnston, Melissa

School Librarian Leadership: Research and Practice

Professional development

Thu Jul 2: 10:30-11:00

A core body of research concerning school librarian leadership has been generated by faculty and doctoral graduates from Florida State University. Substantive studies have been conducted on leadership in technology integration by National Board Certified school librarians, enablers and barriers to technology leadership by school librarians, leadership in state initiatives related to digital textbooks, leadership with e-books and electronic devices, one-to-one computing, and school librarian leadership education. In this session, participants will learn how this research can lead to changes in approaches to education in school libraries in diverse situations and locations and has the potential to rock the school library.

RP105

Perrotti, Edmir; Pieruccini, Ivete

School library as the Knowledge Station

The SL as Learning Environment

Mon Jun 29: 11:00-11:30

Knowledge Station (PERROTTI) is a concept that is being developed by group of researchers from the Colaboratório de Infoeducação (Collaboratory Infoeducation) -COLABORI-, coordinated by Profs. Edmir Perrotti and Ivete Pieruccini, both linked to the School of Communication and Arts of the University of Sao Paulo. This concept aims to guide the renovation of school libraries in Brazil, given the problematic framework of insufficiency and inadequacy of these libraries in the country. The central assumption is that the current school library model focused on the idea of access to information, proves unable to meet the serious problem of cultural appropriation (apropriação cultural) in contemporary times, marked by increasing avalanches of information. The research aims thus redefine the concept of school library, understood as cultural mediation device essential to the knowledge production processes and construction of meaning.

The research work the concept of Knowledge Station is been built through partnerships between the University and Schools. This collaborative approach has enabled the creation of numerous and innovative school libraries in the country. The REBI – Rede de Bibliotecas Escolares Interativas (Interactive School Library Network), and the School Library Network of Termomecanica College, taken as references in this presentation, total more than 150 libraries already deployed and running in São Paulo. The procedure adopted enabled necessary conditions for the establishment of benchmarks in terms of space, directories, languages and management practices for this kind of cultural mediation environment. The University-School collaboration has allowed also advances in the construction of the epistemological field of Infoeducation (PERROTTI & PIERUCCINI), dedicated to the study of theoretical relationships and practices between Information and Education, nowadays. The concept of Knowledge Station has a special meaning in relation to this field. Thus, the school library is defined as a coordinating body of actions aimed at systematic and methodical development of informational knowledge (saberes informacionais), meeting and described in Infoeducation program and dedicated to the development of skills, competences and attitudes that are essential for people to appropriate themselves of information culture.

The collaborative work that resulted both in the creation of innovative school libraries as a set of consistent scientific references indicate promising way to face the problems that underlie the research. If many positive results have been achieved, however, creating large-scale school libraries as the Knowledge Stations implies changes in concepts and practices and in public policies, as well, including the Information as a central category in educational agendas. Defined as Knowledge Station, the school library becomes as an epistemological contribution to the development of new learning environments, acting positively in the knowledge appropriation processes and meaning, to be supported by references that go beyond the immediacy and empiricism, looking for the dialogue with the complexity of knowledge societies.

School Library Research Rocks: An examination of five years of school library research

The SL as Learning Environment

Wed Jul 1: 10:30-11:00

Introduction

The last update on the state-of-art research in school librarianship was carried out as a project for the IASL conference in 2005, and included a review of the literature in this area from the period extending from 2000-2005. Review and analysis of research in school librarianship was close to the heart of the late L. Anne Clyde, who played a pioneering role in providing regular updates on this topic. After her untimely passing, no complete review of the research has been carried out (although Mardis (2011) did examine the research presented at IASL conferences between 1998-2009). This paper intends to pick up the work of Clyde in order to identify patterns and trends as well as quantity and quality of recent research in the area of school librarianship.

Purpose

Using the framework initially proposed by Clyde (2001), this study gathers and examines research in school librarianship published within the time frame of 2009-2013. This paper intends to provide an overview of the current research in school librarianship in order to carry out a comparison with the results of similar work carried out earlier by Clyde in 1996 and 2001 and 2006.

Criteria for selection of articles

Clyde's (2006, 2004, 2003, 2002, 2001, 1996a, 1996b) previous work clearly demonstrates that most of the research in school librarianship has been published in two major publications (1) School Libraries Worldwide and (2) School Library Media Research now School Library Research). Along with research articles in these publications, the authors will gather published conference papers and do a complete search of all databases that index school library research. Clyde's checklist (2001) will be used to identify articles that might be included in the study. We will look for articles in English that are more than two pages long and include of some kind of statement that the work is based on research with the problem or phenomenon to be investigated well defined. Moreover, these articles will have a clear statement of purpose, hypotheses to be tested or a well-defined focus of inquiry, with research methods thoroughly described. A literature review or a background to the research, as well as a reference list or bibliography should accompany publications. Finally, we will examine results and conclusions that are drawn from these publications.

Method

A breakdown of number of articles from each publication will be carried out, as well as a search to identify active researchers. We will also examine patterns of authorship, topics and themes that recur and methodologies used. We will carry out a comparative analysis of the periods stretching from 1990-1994, 1995-1999, 2001-2005 and 2009-2013 to assess the quality as well as trends in recent research.

Preliminary Findings

The researchers have found more than 100 research articles published between 2009-2013. Popular research areas include collaboration between teachers and school librarians, roles of school librarians, and motivation for becoming school librarians. Articles also focus on the impact of school libraries on student achievement and motivation of students as well as drop-out prevention, school library services to LGBTQ or student with disabilities, and use of technology in school libraries.

RP108

Akerele, Johnston Ayodeji

Service satisfaction and challenges in school library media centre of federal government colleges in Nigeria

The SL as Learning Environment

Mon Jun 29: 14:00-14:30

This study assessed services and satisfaction derived from them in SLMCs of Federal Government Colleges in Nigeria. The descriptive research design was adopted in the study. The multi-stage sampling was used to select 1810 respondents which comprised 48 SLMs, 1505 secondary school students and 257 teachers from 16 Federal Government Colleges in four out of the six geopolitical zones in Nigeria. Two instruments were used viz: School Library Media Specialist Services Satisfaction Questionnaire (SLMSSSQ) designed for SLMs and School Library Media Centre and Users Service Satisfaction Questionnaire (SLMCUSSQ) designed for students and teachers. A total of 1398 questionnaires were returned and found useful. The response rate was therefore 77.24%. Findings revealed that information dissemination, study time, loan and referencing were the main services being rendered at the investigated SLMCs while essential services such as internet services, curriculum design and instructional materials design were at lower ebb. Also, service satisfaction was adjudged not satisfactory and main challenges were irregular power supply and insufficient space. Government should increase the number of professionals working in the SLMCs in FGCs in Nigeria and adequate fund should be made available to ensure building of modern SLMCs, regular organization of activities and purchase of recent books, electricity generating set and modern equipment into the SLMCs

RP111

Cordier, Anne

Teenagers in school libraries ! What about the imaginaries and expectations of digital natives ?

The SL as laboratory

Mon Jun 29: 10:30-11:00

On an international scale, a new form of documentary mediation has merged, which is embodied in the structural and physical evolution of documentary spaces. The quest for autonomy of users-learners appears as a goal for the educational / epistemic institutions that school and the libraries are. Autonomy when searching for information seems to have become a kind of proof of personal accomplishment in our societies.

In France, the school library (le "Centre de Documentation et d'Information": CDI) is under the responsibility of a teacher-librarian. He is in charge of teaching students information literacy along with managing the library. Students are welcome to the CDI when they do not attend classes and want to read or need to search for information, but also in educational sessions led by the teacher-librarian.

At a time when teenagers are referred to as "digital natives", what are their expectations in the school library? How to conceive school libraries so that to help youngsters achieve autonomy in the Information and Communication society? Our research method mixes practice and imaginary and is based on a contextual approach of the informational activity that considers the practices observed as socially situated and determined by the symbolic dimension of the location as well as of the individuals using the considered location. We adopt a qualitative approach of data collection in order to seize in a better way the imaginaries of young people and the « social thickness of the practice in construction ». (Jeanneret, Souchier, Le Marec, 2003). We combine three survey methods: observation, semi-directive interview, and the clarifying interview. Our presentation is divided into three parts.

In the first part, we will show how the school library can be a real laboratory for information practices, which combines formal and non-formal practices.

In the second part, we will analyze the imaginaries of students and their expectations in the school library. We will study the status of the school library among the various places where they usually search for information (we will draw comparisons with their use of the public library). We will also question their relationship to research tools, either paper or digital, in the school library.

In the third part we will show how the school library can be an important help for the training of students. We will focus on the “area of encouraged actions”. This area includes all the activities, objects and places that are introduced in the space of action with the aim of helping the learner to increase his potentiality for action and therefore his ability for action (Bril, 2002 : 258).

RP117

Perriel, Yvonne Merle

The School Library as a Bridge to Literacy: A Garden of Words

The SL as a window to the world

Wed Jul 1: 11:30-12:00

Background

A literacy intervention programme was established for students reading below grade level. Fifty –five percent (55%) of the boys and thirty percent (30%) of the girls were reading below grade level.

The idea of Special Education Project is an initiative of the Special Education Unit Ministry of Education Region 5. Jamaica. Improving boys’ education across Jamaica was initiated to promote 100% in literacy by 2015. Research in Jamaica revealed that school aged children especially our boys are failing because the special stimulation needed at Grades 1 to 3 are not present in most of our primary schools. This has contributed to the high rates of boys dropping out at high school level because they are not equipped with foundation skills. Hence, the high rate of crime in our country.

As the Principal of Goshen All Age I have decided to embark on this project initiative after reviewing data from external and internal examination where majority of our boys are failing. Forty -eight students were tested in the recent Ministry of Education National Assessment Programme; forty of these students were boys tested and identified as students with special needs.

The objectives of the project are to:

1. Improve the literacy levels of boys within the school environment through library literacy garden
2. Achieve 100% literacy level as stipulated by the Min of Edu.

Research Design

The quasi experimental design was because it provides a framework for using intact groups according to Tuckman (2012).

Population and sampling

The sample was selected the school’s population of three hundred and ninety students. The sample includes intact sixty students from the two grade four classes. Twenty students from grade from grade five, twenty students from grade three, ten students from grade two and ten students from grade six.

Presentation and analyses of data

The data gathered from administration of pretest and after a four week emersion of books from the school library and planting words in the garden. Students were rewarded for information planted in the garden. The post-test was then administration and the result analysed.

Brief Overview of the Improvement in the Literacy Level

This project helped to alleviate the high rate of male students not mastering the fourth grade literacy national examination. Studies have shown that boys prefer hands on approach and this project has assisted these male students. It also was established to heighten the awareness of boys education and the critical role parents play in encouragement and support of our boys. As follow up we have now established a parent place and a literacy garden. To date the project has helped over forty boys to excel. Top student emerged from grades two, four, five and six are males and this is encouraging.

Literacy scores from Grade Four Literacy NATIONAL Examination for the last five years: 2010 62%, 2011 85%, 2012 73%, 2013 75%, 2014 75%, 2015 Target 100%.

The team consists of a literacy specialist coach, literacy teacher and the principal.

RP118

Richey, Jennifer

The School Library as a Sexual Health Learning Environment

The SL as Learning Environment

Mon Jun 29: 14:30-15:00

Providing adolescents with accurate, current, reliable, and balanced sexual health information promotes healthier sexual attitudes and behaviours compared to adolescents receiving limited or no information. A positive correlation exists between adolescents receiving sexual health information through formal sources, such as school libraries, and positive sexual attitudes and behaviours compared to adolescents receiving information from informal sources, such as from peer and popular media sources (Cornog and Perper, 1996; Somers and Surmann 2005; Bleakley, et. al., 2009). Secondary school libraries serve as a learning environment and the librarians within them serve as teachers offering access to current, reliable, and balanced sexual health materials and resources meeting adolescents curricular and personal information needs, thereby promoting healthy behaviours and contributing to a healthy society.

Healthy behaviours include delayed onset of first intercourse, fewer partners, and use of contraception (Centers for Disease Control and Prevention, 2010). Negative consequences associated with adolescent sexual engagement include sexually transmitted infections (STIs), HIV/AIDS, and pregnancy. Adolescent pregnancies negatively affect both mothers and children, serving as a detriment to the child's education success and both the mother and the child's physical and emotional health and their economic situation (Hoffman, Foster, and Furstenberg 1993; Moore, Morrison, and Greene 1997; Kirby 2007). Additionally, adolescent births often utilize tax dollars to fund pregnancy related costs (Advocates for Youth, 2008). The International Association of School Librarianship (IASL) identifies the school library as an environment where students learn life-long literacy and technology skills transferable beyond curricular needs, by which students are able "to locate and evaluate information to answer educational and recreational needs and interests" (1993). School librarians teach patrons life-long literacy skills, including how to locate, evaluate, and use information from a range of sources answering curricular and personal needs and interests. Curricular and personal needs may include sexual health needs; materials and resources include both print and digital; and access potentially includes 24/7 availability.

Drawing from the international fields of Library and Information Science (LIS) and health education, as well as this author's original research findings on the motivators and barriers to sexual health information provision for adolescents in school libraries (Richey, 2012; Richey, in progress), this paper will present findings on the role of school libraries as a learning environment providing sexual health information access to both print and digital materials and resources during and beyond the school day. Additionally, this paper and presentation will address approaches for the school librarian in meeting adolescent sexual health information needs, thus encouraging healthy decision-making among our adolescent patrons.

RP123

Farabough, Michelle; Hoyt, Rachel E.; Schultz-Jones, Barbara A

Towards Consensus on the School Library Learning Environment: A Systematic Review

The SL as Learning Environment

Wed Jul 1: 11:00-11:30

Introduction

The school library as a learning environment has been described by some as a dynamic domain where dedicated professionals and students engage collaboratively in an active and evolving educational climate. Although the field of classroom learning environment research can be charted internationally over the past several decades (Goh & Khine, 2002), literature fails to consistently and coherently identify specific aspects of the school library learning environment and methods to evaluate outcomes. Clearly defining school library learning environments could aid in the development and evaluation of school libraries as places where librarians and teachers transform and influence student lives and learning.

Background

Grounded on the constructivist point of view, learning environments are individual "constructions" (Tobin & Fraser, 1998, p. 626) which are neither independent from, nor external to their participants. Lørsbach and Basolo(1998) state that students and teachers simultaneously contribute to the creation of their learning environment; they interact within it and

individually perceive it. Fraser (1998) refers to the learning environment as a “social, psychological and pedagogical context in which learning occurs and which affect student achievement and attitudes.” (p. 3) For Koechlin, Loertscher, & Zwaan (2008), the learning commons is a learning environment that meets the needs of 21st-century teaching and learning. The education discipline has a history of developing assessment tools to examine the use of learning environment variables in educational environments (Lewin, 1936; Moos, 1974; Tobin & Fraser, 1998; Walberg, 1968). The purpose of these evaluation instruments is to determine how individuals and groups of individuals react to their environment; to investigate what factors can affect their reaction to the environment; and to explore associations between the environment and student outcomes.

While the educational community was establishing a historical record of learning environment examination, the school library community was evolving from a focus on provision of resources to an environment where teaching and learning become the primary focus. Consequently, the literature on the school library learning environment includes a fragmented variety of applications and considerations. Identifying such antecedents will contribute to an understanding of the value that school libraries as learning environments add to the educational community.

Methodology

Findings from a systematic review of literature (Grant & Booth, 2009) within the last 50 years indicate a variety of concepts used to describe school libraries as learning environments and few evaluation approaches. Seventy- two databases were systematically searched for relevant articles based on the following inclusion criteria: the terms “learning environment” and “school library” were within one word of each other and the terms together were within eight words. The search technique was a keyword proximity search and we used the near operator (n) and a number to determine articles relevant to our study. After discarding duplicates, 46 articles were appraised and synthesized for research evidence about how primary and secondary school libraries have defined and implemented various factors toward establishing and evaluating a learning environment.

Discussion

Results detailing what is known about this domain and recommendations for practice are provided in narrative and tabular form. Also discussed are a variety of models presented in the literature (Loertscher, Koechlin & Zwaan, 2011; Niinikanga, 1995; Todd & Kuhlthau, 2005) with the facets identified and attached to a school library learning environment. Important elements for inclusion and evaluation in the school library learning environment are identified.

Conclusion

Examination of how teacher-librarians, classroom teachers, and administrators conceptualize school libraries as learning environments is important for designing, orchestrating and evaluating exceptional hubs of collaborative and transformative learning.

RP124

Lehmans, Anne; Mazurier, Valentine

Transformation, transfer, transition: what the school librarian can do in transliteracy, the French context

The SL as laboratory

Mon Jun 29: 11:30-12:00

Information transliteracy is the topic of a research project led in France. For this project, we observe the information activities of young people in school project situations, especially in school libraries. Our research, based on ethnographic qualitative methodologies, enables us to observe in details thin and elaborate cognitive phenomena and social relations taking place in the pupils' information working process, especially when digital tools allow them to expand the walls of the classroom and the library. School libraries have long been places for collecting, storing, accessing and preserving print collections. With the emergence of digital information, the school library as a physical location still exists but its spaces and boundaries are reshuffled. This major change encourages us to study the new distribution of spaces in school libraries, the relationships between different types of spaces (physical and digital, individual and social, private and public) and the way pupils move from one to the other. Our research points out the transformation of learning strategies in collaborative situations, transfers between informal personal digital abilities and formal academic skills and between experts and novices, transition from learning to creating, cognitive redistribution between spaces. These phenomena are facilitated by, and sometimes created by the action of the school librarian, who is, in France, a teacher librarian. For this paper, we intend to explore and try to explain some of these processes which seem to us encouraging for the future of school libraries and

signs of a renewal of the task of librarians, implying new modes of action which we will describe.

The first mode of action is mediation. School librarians are mediators in different ways :

- socially, between school disciplines, teachers, families, institutions, and pupils regarding skills and expertise,
- informationnaly, between documents and users,
- cognitively, developing instrumental skills with tools and devices, facilitating situated and shared knowledge creation in spaces.

We will illustrate mediation actions with the use of a web based platform by secondary-school pupils from a spatial point of view. This mediation tool becomes an interface not only between print and digital collections but also between "traditional" school activities and digital activities. Nevertheless, we notice that the school border remains strongly impervious to informal or personal activities.

The second mode of action is creation, especially from knowledge formats. The supply of adequate knowledge formats in project scenarii is a way to combine individual and collective strategies and spaces in the process of knowledge creation. Some examples of these formats, such as the logbook, the blog can be described.

The third mode of action is education. Educational support to media, digital and information literacy is the sine qua non condition of equality in transliteracy and promotion of democracy at school. Our observations show that pupils are very unequal regarding access to and use of information. They also need to develop their critical. A more or less formal curriculum is necessary to ensure a real « information culture » among pupils. We will describe some examples of what is proposed in French schools in that direction.

RP126

Pereira, Gleice; Campello, Bernadete

Understanding teacher-librarian collaboration: the contribution of Montiel-Overall's TLC model

The SL as Learning Environment

Mon Jun 29: 15:00-15:30

According to the IFLA / UNESCO School Library Manifesto "the school library provides information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society. The school library equips students with life-long learning skills and develops the imagination, enabling them to live as responsible citizens" (IFLA/ UNESCO, 1999). The Manifesto emphasizes the issue of teacher-librarian collaboration, stating that "It has been demonstrated that, when librarians and teachers work together, students achieve higher levels of literacy, reading, learning, problem-solving and information and communication technology skills" (IFLA / UNESCO, 1999).

In Brazil, although since the 1980s there have been academic studies on teacher-librarian collaboration (Silva, 1984; Alves, 1992; Bessa, 2011), they were limited to explaining the importance of participation of the teacher in the library activities emphasizing the low occurrence of an integrated work with the librarian. The reasons that could explain this situation are mainly the lack - during their training - of education of librarians and teachers for the development of joint activities, the lack of working conditions (two shifts for teachers, librarian multiple assignments, lack of time, ignorance of librarian functions, etc.).

The above studies analyzed the collaborative work between teacher and librarian, especially pointing out how each perceives the other's work and how both work (or have the potential to work) together, when they understand the educational function of the school library. Studies are guided by little consistent theoretical framework and the use of different terms to refer to the phenomenon weakens the analysis performed, as in the study of ALVES (1992, p. 67), where there is no precise definition of the terms used, ranging from integration to involvement, communion, union, joint work and collaboration.

Campello (2009 IASL), in a study that examined the educational function of the librarian found, among other things, how these professionals performed the collaborative work and the difficulties of this practice. Using for the first time the model that the American researcher Patricia Montiel-Overall (TLC) developed based on Loertscher taxonomy (1988), the study of Campello (2009) found that librarians' educational practices occurred in three of the four levels identified by Montiel-Overall: coordination, cooperation and integrated instruction.

The results revealed that librarians understood the need for collaboration in order to achieve success in their educational practices. They were aware of the difficulties involving collaboration and took concrete actions to make sure collaboration occurred demonstrating a proactive attitude, contrary from the image of an apathetic individual isolated from school life, in the way they are featured in the literature.

In this study (Campello, 2009 IASL), the TLC model was efficient to analyze more specifically teacher-librarian collaborative actions. However, a detailed analysis of the model, and of studies that used it, would be necessary to enable evaluation of the utility model for the Brazilian reality.

Therefore this study aims:

- 1) to understand how the TLC model (Montiel-Overall, 2005) was designed and how it has been validated by the author;
- 2) to analyze studies that used the TLC model.

The methodology was textual analysis of ten articles published by Montiel-Overall describing TLC and the subsequent attempts to its validation and of five research reports that used the model in different countries.

Preliminary results show that TLC has been systematically tested by the author over the last ten years, increasing the understanding of the phenomenon of teacher-librarian collaboration. The consolidation of the terminology seems to be a useful consequence. The analysis of the studies that applied the model indicates that it can contribute to the quality of research on the topic in Brazil.

RP128

Robins, Jennifer

Using your outside voice: action research speaks for the school librarian

Professional development

Wed Jul 1: 11:00-11:30

As the school library evolves at warp speed to include learning commons, makerspaces, and other areas for collaboration, discovery, and study, it is easy to lose track of which practices to preserve, the innovations that work, and those that need improving or abandoning. It is even more difficult to make the case to onlookers that what is going on in the library (which has become a noisier place) is progress. Successful school library programs do not occur by accident, but rather through careful planning and reflection. With action research, that reflection is based on evidence that provides data for decision-making and for school library program evaluation. Action research is a model for continuous quality improvement, a concept administrators and politicians understand. The concrete evidence provided through action research speaks out loud for school librarians, making the case for how the changes taking place in the library improve student engagement and learning as well as teacher productivity.

School librarians who are reflective practitioners observe how learning occurs in the library and the classroom and consider ways to improve it. They consult research and collaborate with teachers in order to help students become more successful. This reflective process is much improved when it is applied in a systematic way, as through action research. Action research is a bridge between research and practice. It is research designed to improve local conditions. It differs from academic research which has stricter standards for validity and reliability. This is not to say action research does not need to consider threats to the validity of data and conclusions. The school librarian as action researcher addresses threats as a matter of accountability to administrators, other teachers, and students. However decisions are made according to the best approach to improve practice rather than to generate and confirm theories. In addition to improving practice, action research in the school library provides a way to demonstrate and justify library programs and to highlight how the librarian is a leader in school improvement.

This presentation describes a collaborative partnership between a university researcher and 39 school librarians who conducted four action research projects each over one school year for a total of 156 projects. Aggregate results from these action research projects will be presented. This includes an overview of the projects chosen by the school librarians, outcomes from these projects, and specific examples of the types of studies completed. Along with this data, results from a follow-up survey with the librarians will be included to demonstrate how becoming action researchers helped the librarians gain credibility in their schools, increase collaboration with teachers, and gain prestige in the eyes of their administrators. School librarians who practiced action research also found that it promoted continual improvement in the quality of services and resources in the school library. In a time of rapid change, concrete evidence shouts out on behalf of the innovative school librarian.

RP129

Testers, Laurent; Gegenfurtner, Andreas; Brand-Gruwel, Saskia

Motivation to transfer learning to multiple contexts

The SL as Learning Environment

Wed Jul 1: 11:30-12:00

To stay up-to-date in contemporary information societies it is important to be able to effectively and efficiently find, evaluate, process and present required information. In education training in these information literacy competences is mainly the domain of institutional libraries. In education long-term transfer of learning, or the application of newly acquired competencies also outside the training environment is essential. Research learns that this takes place sparsely, leading to what is called a Transfer Paradox. The aim of this study is to develop a practical instrument for lecturers to measure the influence of a set of key variables on the learner's motivation to transfer learning to the education and the work context. Two hundred and thirty-four students of the Open University of the Netherlands engaged in an information literacy course filled out a questionnaire before entering the course. Data was analysed using factor analyses and multiple hierarchical regression analyses. Results show that already before the course motivation to transfer learning to both the study and work setting is influenced by the prospective opportunities to apply new learning, and support students receive from their supervisors.

RP140

Chen, Rongyi

Improving English Learning in the Primary School: Reading Picture Books

The SL as Learning Environment

Wed Jul 1: 15:00-15:30

Hefei (China) Teacher Librarians working as a team to initiate change. Presented by Ms. Min Zhao/Mr. Rongyi Chen. Introduction by Prof. James Henri. Description: The concept of "Teacher Librarian" is very new in China. Since an 18-month Teacher Librarian Training Program has been delivered in Hefei in 2012-2014, Hefei primary schools re-defined the roles and responsibilities of teacher librarian, and established the first regional teacher librarian association in China in 2013. Ms. Min Zhao, the President of Hefei Teacher Librarian Association, will share the experiences on how this new-branded organization is operating and bringing the significant changes to primary schools. Mr. Rongyi Chen, the board member of Hefei Teacher Librarian Association, will talk about as an English teacher and Teacher Librarian, how he makes English teaching quite different and efficient with the resources in school library.

RP142

Krashen, Stephen; Lee, Sy-Ying

Why we shouldn't worry so much about young people's reading habits: Three studies

The SL as a window to the world

Mon Jun 29: 16:00-16:30

Study 1: If we allow self-selection of reading material, will students only read "easy" books and not develop their reading ability over time? To investigate this issue, books taken out of the school library for voluntary reading over three years by grade 7 students in Hefei, China, were analyzed. Students read more books, more total words, and books with more complex content as they matured.

Study 2: Do students who experienced a program that encouraged self-selected reading avoid literature of high quality? This study showed this was not the case: Graduates of the "Stone Soup" program were more enthusiastic about reading in general than comparisons, with the difference being significant for reading novels. The groups were equally enthusiastic about reading poetry and comparisons were more enthusiastic about reading textbooks, but differences in general were

not large. The results suggest that fears that allowing self-selected reading will result in an avoidance of "serious" literature are unfounded.

Study 3: A common belief is that people don't read much. This may be because we rarely see other people doing it. This suspicion was confirmed: seventh graders in Hefei reported reading more than their friends and their classmates did, a result consistent with studies done in other countries. This must be an illusion, as students' classmates were also part of the study.

Taken together, these three studies suggest that at least some of our fears about young people's reading habits are unfounded.

RP143

Wang, Fei-yu & Lee, Sy-Ying

Free voluntary surfing: An extensive reading curriculum supported by technology

The SL as a window to the world

Thu Jul 2: 10:30-11:00

Free Voluntary Surfing (Krashen, 2011), an input-based CALL program, was implemented in a tertiary EFL curriculum in Taiwan. A mixed-method design was employed to investigate the various aspects of this practice and its potential effects on acquiring EFL. Twenty-two sophomores participated in this one-year FVS-CALL program, in which they were provided access to the Internet in class for them to choose and read the materials that interested them. To enhance the validity of the current research, a control group was included. Numerical data were collected with a pretest-posttest approach using the vocabulary level test (Schmitt, 2000) and a cloze test (Mason, 2003). Learners' reading logs, a survey questionnaire, the researcher's field notes, and a corpus analysis of the reading materials were thus gathered to obtain more in-depth insights. The quantitative results indicated that EFL learners indeed benefited from this FVS program in light of the greater improvements they made on vocabulary, particularly in the 10,000 level words, and cloze reading than their counterparts. The regression results confirmed the predicting power of FVS on the participants' linguistic development with 76% of variance explained. The corpus analysis using Range (<http://www.lexutor.ca/range/>) found that the distribution of different level words of the reading texts covered from the first 1,000 level to the first 10,000 level words and even beyond. This result explicated the participants' significant progress at the 10,000 level words, confirming the potential of technology and the power of extensive reading from the wide variety of materials supplied in the virtual world that supports FVS, which in turn helps enhance English acquisition. In addition, results of the corpus analysis of the reading materials unveiled the depth and breadth of the input sought by the learners themselves according to individual interest and English proficiency.

On the other hand, qualitative results showed that the seed of learner autonomy (Benson, 2011) might have been sprouted because of this practice among these EFL students. The freedom of selecting their own reading materials led to a growing interest toward English reading. Also, the opportunity to share their reading process and afterthoughts with other members in this reading club was found conducive to the participants' self-perceived progress on writing and thinking skills. The results of this study have lent support to the previous research findings, confirming that EFL learners do make progress in the linguistic aspects when compelling and comprehensible input (Krashen, 2011) can be assured in the curriculum. Moreover, an input-based program that features the freedom for selecting reading materials by learners themselves and endows an access to affluent input may result in more positive attitude toward both general English learning and reading.

RP145

Liu, Lien-Yu

How to design a library for children: Case Studies from Taiwan Elementary Schools.

The SL as Learning Environment

Tue Jun 30: 14:00-14:30

- 1.What factors lead to discussion of a refurbished library space?
- 2.What were the important consideration that lead to the final design?
- 3.What are the features of that design?
- 4.How important is flexibility and agility within the space (multiple spaces)?
- 5.How has use (student & teacher) use changed?
- 6.How important was principal support?

RP146

Chen, Chao-chen (Joyce)

Growing from nothing : the performance of teacher librarians in Taiwan

Professional development

Wed Jul 1: 11:30-12:00

Since 2009, Taiwan's Ministry of Education has begun to add the post of teacher librarians in some elementary schools. Teachers who are enthusiastic about reading education become teacher librarians to take charge of managing school libraries and promoting reading after receiving short professional training. This study aims to probe into whether the system is helpful to the management of libraries in elementary schools and to the establishment of reading environment at school.

Specifically speaking, this study aims to discuss whether there is any difference in the activities of school libraries and schools' attitudes toward reading between schools with teacher librarians and schools without ones. The study surveyed elementary schools in Taiwan with a questionnaire which was filled out by teacher librarians or general librarians at school. The questionnaire was tested with Cronbach's α reliability, and a coefficient of 0.973 was obtained, which is considered excellent reliability.

742 copies of the questionnaire were retrieved, and 741 of them were considered valid after the elimination of one with incomplete answers. Among which, 213 copies were from schools with teacher librarians, and the rest 528 copies were from schools without teacher librarians. In addition, the fill rate of schools with teacher librarians reached 80%. The study found that schools with and without teacher librarians:

1. Had significant differences in the management of their libraries.
2. Had significant differences in library use education.
3. Had significant differences in developing library collections to support instruction and reading promotion.
4. Had significant differences in team teaching among teachers of different subjects.
5. Had significant differences in participating in the planning and design of school curricula, integrating schools, parents and community resources, and planning multiple reading projects.
6. Had significant differences in the schools' attitudes toward reading.

This study manifests that the post of teacher librarians is positively helpful to the management of school libraries, the promotion of reading activities, the support of teaching and learning, and the change of schools' attitudes toward reading. Growing from nothing, the value of teacher librarians has been proved in the study in just a few years.

Evaluation of an Information Literacy Tutorial for Valencian Secondary Education (Spain) Using a Discussion Group

Workshop

Mon Jun 29: 10:30-12:00

This activity is created with the aim to assess an information literacy tutorial for school and high school students. The tutorial was created following these bases: the Three-Phase Model (Blasco & Durban, 2010), scientifically acknowledged and widely used in the Spanish context, components recommended for educational and INFOLIT websites (Torres, 2005) and finally, some treats related with serious gaming in this field (Markey, Leeder & Young Rieh, 2014). Firstly, the information literacy context in Spanish primary and secondary education is described. Also, the contents of the tutorial are explained. Afterwards, an evaluation model of INFOLIT tutorials (Somoza-Fernández & Abadal, 2009) will be distributed among participants. Subsequently, a discussion group between participants will start according to the following instructions:

- The activity will be recorded with the aim to be used in a future research.
 - An identification number will be assigned to each participant.
 - Each participant will say her or his identification number before speaking. Note: this action will help transcribers afterwards.
 - The discussion group will start with a quick round, where participants will say their identification number, name and professional role.
 - According to the Three-Phase Model, the discussion will be divided by each one of them and moderated by the researcher.
- As far as the Doctoral Forum is concerned, this action will take 90 minutes. The activity requires a projector as well as a laptop which will be used during the explanation.

WS45

Bond, Amanda; Duvoisin, George; Lee, Lesley

For Librarians by librarians: effective, free PD with a little help from your friends.

Workshop

Mon Jun 29: 10:30-12:00

This workshop will focus on demonstrating how to implement effective and free professional development, for and by librarians, by setting up four different types of inter-linked networking groups. The model demonstrated will be the Istanbul Librarians in Schools Network which meets during the academic year with four distinct foci. The group is a bi-lingual Turkish/English-speaking mix of national and international librarians, all professionally qualified in either librarianship, teaching or both.

The group started with a traditional meeting once per semester, during school time, in a different school, for the exchange of ideas, skills & recommended resources. Unfortunately, due to working commitments, it was not possible for everyone to attend both meetings, so setting up the Turkkutuphane (Turkish Library) Wiki was suggested and two librarians volunteered to take on this task and also curate. The Wiki contains all the meeting minutes, resource links, policies, discussion threads that people are willing to contribute.

Nothing can replace the value of meeting face-to-face so an informal evening meeting at a restaurant convenient for most members twice a year was suggested. This is now an established fixture. The final piece has been the establishment of a Book Chat Group, via Good Reads, that meets monthly on alternate continents. The Group meets in person after work at a local café and members are free to drop in and out over the evening. The group is also open to work-place colleagues and friends. The only criteria is that they must have a love of books for k-12 and be willing to talk about two or three titles each per meeting. Subsequently the members enter their reviews on the Istanbul Librarians Book Chat site for all to see. This provides a permanent record for librarians to use in their own workplaces. Librarians also build up their own professional

development at a low cost, networking with colleagues throughout the year. Those who are not able to attend personally do not feel left out because they have access to the Wiki and the Book Chat site.

During the workshop participants will have the opportunity to share their experiences and brainstorm possibilities for themselves. They will follow a hands-on guide giving them the opportunity to set up their own group Wikis and Book Chat sites and take away tips for the future.

WS54

Oberg, Dianne; Schultz-Jones, Barbara

IFLA/UNESCO School Library Guidelines (2nd ed.): What's New and How Can the Guidelines Be Used to Support School Libraries Around the World?

Workshop

Mon Jun 29: 14:00-15:30

The IFLA School Libraries Section has, over the past two years, been working on the revision of the 2002 IFLA/UNESCO School Library Guidelines. The School Libraries section has been working in cooperation with IASL through the Joint Committee of IASL / IFLA School Libraries. Workshops on the School Library Guidelines have been held at the IFLA WLICs in Singapore (2013) and in Lyon, France (2014) and at the IASL conferences in Bali (2013) and Moscow (2014). This session will be a culmination and celebration of the work of both international school library groups.

The first half of this session will summarize the work that has been done and present the revised Guidelines, with a focus on what is new in the document. Examples of how guidelines have been developed and used around the world will be shared from the new book, *Global Action on School Library Guidelines*, co-edited by Barbara Schultz-Jones and Dianne Oberg (DeGruyter Saur, 2015). The second half of the session will involve the participants in discussions of how individuals and associations can use the new Guidelines to support school libraries and school librarians in their local or national communities. The discussions will be facilitated by the use of "cases" to focus the discussions. Ideas and insights from the discussion groups will be shared at the end of the session.

The proposed session will be 90 minutes long.

About 40 participants are anticipated. NOTE: The new book, *Global Action on School Library Guidelines*, will be officially launched sometime during the conference (time and place is still to be worked out with the IASL President, Dr. Diljit Singh).

WS61

Helvoort, Jos van

Information problem-solving skills of students entering higher education.

Workshop

Mon Jun 29: 14:00-15:30

The aim of the workshop is to inform educators in secondary education about the information problem-solving skills students entering higher education, are supposed to have. The intended target groups for the workshop are school and teacher librarians, as well as teachers and curriculum developers in secondary education.

The workshop starts with an introduction of the scoring rubric for performance assessment of information literacy in Dutch higher education (Van Helvoort, 2010). The presenter explains why and how the rubric was created and how it can be used. Participants are then asked to score one or more examples of student products using the rubric. Sample papers are provided by the workshop presenter. Assigned scores are then discussed as a group.

The scoring rubric for performance assessment of information literacy, developed in a PhD research project to be finished by the end of 2015, aims to represent the level of information literacy that is expected from students on finishing their first year of higher education. During the second part of the workshop, we will debate whether secondary education institutes succeed in preparing students for the level of information problem-solving that is expected at the start of higher education and, if not, how the scoring rubric of information literacy can help them to do so.

After the workshop, participants are able to:

- sum up and explain the different criteria used to measure students' information problem-solving skills in higher education;
- use the scoring rubric for the performance assessment of information literacy in order to score student products;
- use the scoring rubric to design learning content in the field of information problem-solving. Maximum number of participants: 25. Duration: 120 minutes. Required materials:
- Computer/laptop with internet connection and overhead projector • Flip-over and pens
- WiFi connection accessible for presenter and participants
- Participants are asked to bring their own mobile device if available.

WS69

Power, Kimbra

Library: A Verb not a Noun

Workshop

Tue Jun 30: 10:30-12:00

As soon as I read "Arouse bustle and an atmosphere of 'revitalisation' of the school library" I knew I wanted to present at IASL 2015... my middle name is 'Bustle'.

Shanghai American School libraries are known for being innovative, noisy, creative, fluid, inventive and of course bustling. Not only that, but our libraries hold the biggest collection of English books in all of China.

Our Elementary Library is the heart of the school, literally, and figuratively. We never miss an opportunity to invite students in to share poetry, to paint, debate, and create. Come and hear about the amazing "Cardboard Challenge" we conduct once a year to celebrate Caine's Arcade and the Imagination Foundation. Every October our library is bursting at the seams with cardboard, hot glue guns, tape and students clamouring to make something... out of (almost) nothing. Our Cardboard Challenge fosters an appreciation of using your imagination, making and creating, using recycled materials, and exploring the love of play; child-centred play that stimulates the minds, motivates learning and fosters creativity.

Learn about our "Books to Eat Competition" every March, where for three weeks in a row, students are involved in choosing a book, and along with their family or friends, cooking an item to best represent that book; whether it be the cover image, theme of the story or character from the book.

Students, teachers and parents LOVE this competition as it brings people together sharing some of our favourite things... stories and food!

Our amazing After School Activity program has diverse activities offered in the library for three five-week sessions per year. Activities such as Minecraft Workshops, Painting Sessions, Knitting Sitzings, Digital Photography Classes, Scratch Junior for Ipad Lessons, and a Chinese Folktale Club are among a few of the things we offer. All of these events draw patrons into our space, where we have our wonderful books showcased.

Events we've held in our library include our Date with Dad Night, Nature Night, "Eat So They Can" Global Fundraiser and many visiting author, musician and artist sessions. Even our library furniture has been created by Senior students working on their Community-Action-Service (CAS) projects, collaborating with our Elementary Students over a two year period to recover all of our sofa's with inspirational artwork depicting their favourite story-book characters.

Every single day our library is used not only for library check out, read-a-louds and flexible lessons on databases and research skills, but also to showcase our students' artwork. Our televisions loop classroom activities, up and coming events and highlights of some of the activities mentioned above. Our large Green Screen area gets utilised throughout the year, by not only our Elementary Division, but also students, teachers and parents from all areas of the school.

The Shanghai American School Elementary Library is leading the way in redefining the new role of the School Library. Come to my workshop to find out how you too, can utilise your library for even more than the privilege of sharing wonderful books with children.

WS80

Horta, Miguel; Vitorino, Maria José; Mangale, Daniel

Opening doors for meaningful roads – school libraries and contemporary partnerships

Workshop

Tue Jun 30: 10:30-12:00

Laredo is a non profit organization for education and cultural projects, through a large diversity of partnerships. School libraries are a natural partner for literacy projects, especially those valuing interacting with cultural resources available inside or outside schools, and promoting cross-curriculum activities. We'll present and share what we've been learned from three projects Laredo teams are involved to: *Miríades de Histórias* (Thousand Stories), Oporto, 2014-2015; partners: public schools, school library, Serralves Foundation, Serralves Museum, local authority; focus: art, inclusive educational activities (all students including special needs), reading and literacy promotion; *Leituras em Cadeia* (Chaining Reading), Tores, 2014-2016; partners: prison library, public library, school library (public or private schools); focus: improving reading skills, prison libraries, citizenship; *FOLIO* (Obidos Literary Festival), Obidos, 2015; partners: local authority, School Libraries Network, National Reading Plan, Teacher's Training Centre, local libraries, co-working resources; focus: reading, art, books, literacy and literature, local development, tourism & culture projects.

WS81

Manck, Katy; Carmichael, Patricia

Opening wide the window: your students share their world through GigggleIT!

Workshop

Wed Jul 1: 14:00-15:30

Students share their personal knowledge of the world around them with readers in other lands through writing, photography, and art when teacher-librarians use the GigggleIT Project to foster creativity and authentic learning in the school library.

GigggleIT Project lesson plans range from fractured fairy tales to poetry to persuasive writing to visual literacy, covering English/Language Arts, Social Studies, and Information Technology.

While primarily aimed at students ages 10-14, the GigggleIT Project for global writing through school libraries is easily adapted for younger gifted students, older special needs students, and English-as-Second-Language students of any age, since writing in small groups is strongly encouraged.

Students also learn cooperation, problem-solving, persistence, understanding others, and working together through GigggleIT. Students' metacognition is enhanced as they provide glossary definitions for culturally specific words used in their writing.

Creative works from each registered class are displayed on their own page of the International Association of School Librarianship (IASL) website, linked from the school's GigggleIT home page which includes student-written introduction to their country, community, and school, as well as the GigggleCritic mascots which they have chosen.

Workshop attendees at IASL2015 will consider writing topics, practice brainstorming, and review poetry styles before writing their own geography gem poem or hometown advertisement – sharing these quick writings with the workshop group is optional, but so much fun! Cyber-safety and GigggleCritic selection methods will also be discussed.

All GigggleIT lesson plans, registration, and online hosting of school and class pages are provided free of charge to librarians and teachers - <http://www.iasl-online.org/sla/gigggleIT/index.htm> Let's GigggleIT and help your students open wide the window onto their world and experiences!

School Librarian Leadership: Research that Can Rock Practice

Workshop

Tue Jun 30: 14:00-15:30

A core body of research concerning school librarian leadership has been generated by faculty and doctoral graduates from Florida State University. Substantive studies have been conducted on leadership in technology integration by National Board Certified school librarians, enablers and barriers to technology leadership by school librarians, leadership in state initiatives related to digital textbooks, leadership with e-books and electronic devices, one-to-one computing, and school librarian leadership education. In an interactive workshop, attendees will learn about the results of this research and how it can be impact their own practices in school libraries in diverse situations and locations throughout the world by utilizing collaborative, small-group techniques. As an extension activity, they will also be shown best practices of school librarian leadership that supports these research findings and which were part of the American Association of School Librarians Presidential Vision Tour.

WS104

Doiron, Ray; Filipenko, Margot; Lee, Elizabeth A

School libraries: Empowering learners across space and time.

Workshop

Wed Jul 1: 14:00-15:30

School libraries have the potential to offer access to the resources, knowledge and skills essential in the 21st century. UNESCO in the Alexandria Proclamation (2005) identified Information literacy as “a basic human right in a digital world.” Using the Learning Commons model (2004) this workshop will examine how librarians can collaborate with teachers to integrate information literacy throughout learning. The workshop, from three perspectives, will provide practical strategies to add to existing practice and ideas for transforming the school library. Presenters are former teachers & librarians who currently are teacher educators and researchers. Participants will receive a handout of practical ideas and resources.

Revisioning the School library as a Learning Commons

“Look at your learning space with 21st century eyes: does it work for what we know about learning today, or just what we knew about learning in the past?” (Robinson, 2010). This question is a challenge for all librarians addressing the demands of today’s learning expectations. This has meant the transformation of traditional models for school libraries into more learner-centred spaces as exemplified in the learning commons model. The learning commons approach gives recognition to the changing nature of information access and changing nature of learners. This perspective will outline the rationale, principles and components of the learning commons model and provides participants practical steps to begin transforming their school library into a more vibrant, interactive, responsive and exciting learning space for students and teachers.

Teacher-librarian/teacher collaboration for 21st century learning

Notions of “literacy” are shifting – traditional reading and writing, including curriculum literacies, remain important, but multiliteracies- multimodal ways of making meaning and inquiry learning (New London Group, 1996) are increasingly important in the 21st century. Teacher librarians are both resource specialists with broad knowledge of the extensive resources in the library, on the Internet and in the community and agents in creating schools that enable students to learn through these vast resources and multiple communication channels. Without this expertise teachers can only minimally accomplish the information literacy requirement of 21st century learning (Kuhlthau, 2010). This perspective explores teacher-librarian/teacher collaborations in creating the necessary climate for primary students to inquire, participate, create and learn in an information environment.

Strategic Reading for Learning

Developing the ability to read texts deeply and critically has always been important for learning. Today it is essential within a digital environment. Teacher librarians are key in collaborating with teachers to develop inquiry projects infused with strategic reading and viewing. Successful learning within digital environments calls for a greater emphasis on visual literacy. Visual thinking strategies (Housen, 2002) enable students to gain deeper meaning from images across environments, print or digital. Integrating these with reading comprehension strategies (Wilhelm, 2004) underpins reading within the digital environment. This perspective focuses on strategic reading and viewing to meet the needs of elementary and secondary students.

WS148.

EU Commission

Role-play EU Decision-making: the chocolate workshop

Workshop: http://ec.europa.eu/netherlands/services/chocolate-workshop/index_nl.htm

Wed Jul 1: 10:30-12:00

We engage participants in the practical decision-making process in the EU, and hope them to And excite them for the interests of their country, keeping a close look at the progress of the European project. The role is based on the Chocolate Directive. The roles in the play are acting as a negotiator of one of the EU countries, the European Parliament or they are an ambitious officer at the European Commission is keen that his bill is passed on the chocolate directive. The participants will be briefed on the decision making process in the EU. They also be introduced to the (often heavy) negotiations work in practice. The workshop allows participants not only get acquainted with decisions within the EU but also acquire knowledge about decision making processes in general.

Committee / task	Members
Conference committee	Lourense Das (Meles Meles SMD)
	Saskia Brand-Gruwel (OU)
	Jaap Walhout (OU)
Program committee	Saskia Brand Gruwel
	Lourense Das (Meles Meles SMD)
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	Sabine Roks (OU)
Registration	Jaap Walhout (OU)
	Marina Pongraz (OU)
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	Lourense Das (Meles Meles SMD)
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	Justin van de Mortel
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Conference Website / Social Media	Jaap Walhout (OU)
	Lourense Das (Meles Meles SMD)
Trade exhibitions	Lourense Das (Meles Meles SMD)
	Sabine Roks (OU)
	Albert Dohmen (Meles Meles Techniek)
School and Library visits	Lourense Das (Meles Meles SMD)
	Elly Cuijpers (CUBISS)
	Rosa Hoofs (Centre Ceramique)
	Linda Jochems (SCHUNCK*)
	Marianne van Oerle (Stella Maris College / Bibliotheek Meerssen)
	Dianna Slangen (UM)
	Yvonne Laeven (Heuvelland bibliotheken)
	Jan Slangen (Kindcentrum De Vlinderboom)
	Per Fbhelink (Kindcentrum / basisschool Amby)

