

MSLA JOURNAL

Volume 39, Number 3
Spring 2012



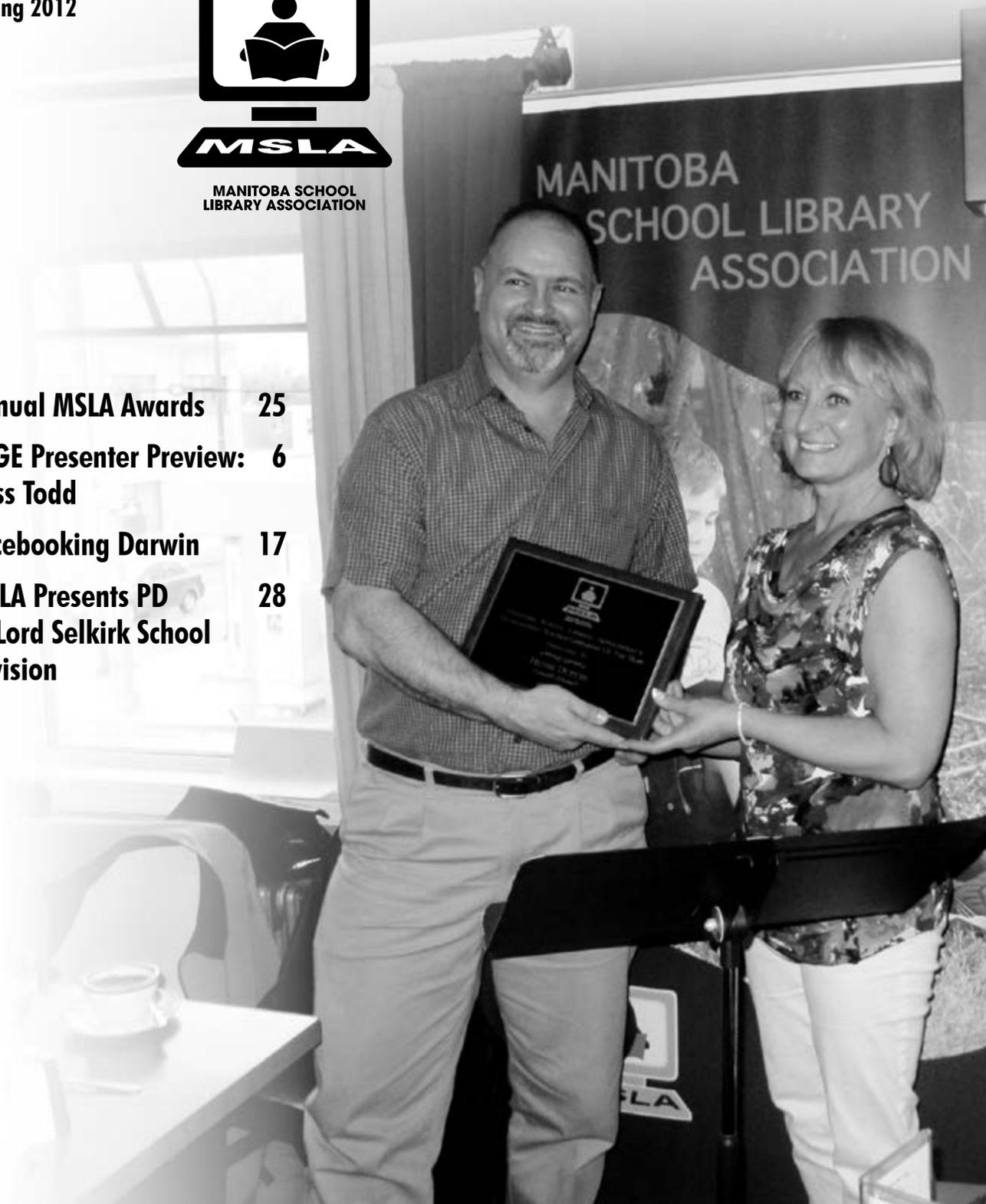
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The MSLA Journal is the official publication of the Manitoba School Library Association and is published three times a year.

Membership to MSLA is \$30 and includes a subscription to the Journal. It may be obtained by sending a cheque or money order payable to MSLA to:

Information Management c/o The Manitoba Teachers' Society
191 Harcourt Street Winnipeg MB R3J 3H2

Portions of the Journal are also available on the MSLA Home Page at: www.manitobaschoollibraries.com

The views expressed in this publication do not necessarily reflect the views of The Manitoba Teachers' Society, The Manitoba School Library Association or the editor.

Advertisements may be bought at the rate of \$100 per page or \$55 per half page or \$30 per quarter page.

Articles or correspondence can be addressed to the editor of the Journal: Lorie Battershill, msslajournal@hotmail.ca

ISSN 1189-7163

The MSLA Journal is indexed in the Canadian Education Index.



President's Report

By Vivianne Fogarty

AS I LOOK BACK ON THIS YEAR AS PRESIDENT of MSLA, the best analogy that comes to mind is that of a juggler—a juggler with many balls. Those balls include the many balls within our MSLA organization—advocacy, professional development, website, journals, SAGE conference and committees, LIT Forum, monthly meetings, membership, budget management and the other library associations we belong to. These include CLA, IASL and OLA/OSLA. Sometimes I've been juggling solo, but most of the time I'm juggling with the other members of our executive and liaison officers. Through our combined efforts we provide and share information, publicize and create learning opportunities, celebrate commitment to the professions of teacher librarians and library technicians. We also maintain collegiality and collaboration through our journal and website. This is no small feat for a group of individuals who are almost all working full time at regular jobs in school libraries.



Without these combined and collaborative efforts of everyone in our MSLA group, these opportunities and resources we provide would not exist. It is a humbling experience to realize how much time, work and effort goes into running and maintaining our SAGE group. Congratulations to everyone who has gone before me and to those who will continue to carry the torch.

At our Annual General Meeting we will bid farewell to some of our executive and welcoming others on board. A huge thank you goes out to Lorie Battershill who is stepping down from publications. We truly appreciate the great journals she has produced over the years. Heather Eby, our current secretary, will be filling that position. We'd also like to thank Kim Marr who has been our membership chair over the last few years. She has kept us well informed about our membership and she has also brought the library technician's perspective to our table which has been beneficial. Candice Phillips from St. James will be replacing Kim, and we welcome her aboard as well. I am pleased to announce that Jo-Anne Gibson is taking on the Advocacy/Public Relations role so we will continue to benefit from her knowledge and passion for effective school libraries. This year, we have also filled our PD role with someone from Louis Riel School Division—Lisa Ferguson. Heartfelt appreciation goes out to our fantastic SAGE conference co-chairs Christine Robinson and Jeff Anderson who organized a great conference focused on literacy. Jeff Anderson is now chairing our next SAGE conference along with ManAce this year, while Christine will stay on as Member at Large. Thank you also goes out to Rhonda Morrissette, our webmaster and Claudia Klausen, our treasurer who are both very effective in what they do.

A huge thank you to all of our liaison officers who keep us well informed and supported—John Tooth (IRU), Nicole Massé (DREF) and Gerald Brown (IASL and Archives), Debbie Smith (SLAM), Andy McKiel (ManAce), Lia Baksina (MTS), Paulette Leclerc (WCLR) and now Karin Borland (Winnipeg Public Library). We are thrilled to have some of our more experienced members stay on and equally excited to have some new blood with fresh ideas, enthusiasm and energy!

We are on the home stretch. For most of us, we have nine weeks of school left. Our provincial grant has come in and been spent, our donations have gone out to our supporting groups (WCLR, CM and MYRCA), we've organized and attended some great PD conferences and we continue to advocate for quality school libraries across the province. Due to numerous delays related to our staffing requests from Manitoba Education's EIS, Educational Information System, we unfortunately have no concrete and current data to share with you about teaching staff in Manitoba's school libraries. Hopefully, we will have that information in the fall. Recently, we have received positive support from our MTS President Paul Olson. He will look into this issue as well.

Until December 2013, I will be sitting on the Canadian Library Association's School Libraries Advisory Committee. Nova Scotia has recently attempted to cut numerous teacher librarians from one of their school divisions. Our CLA School Library Advisory committee successfully encouraged CLA to make an official statement denouncing these cuts. Pressure from within the province of Nova Scotia has also caused the government to reconsider their decision. On a federal level, we are now hearing about cuts to the

CAP (Community Access Program) and Library and Archives Canada. These cuts will also be affecting all Canadians' access to information, especially those who can least afford Internet access and access to technology in this country. When those emails start coming about getting involved, contacting your elected officials and speaking up on behalf of school and all libraries and access to information, please use your democratic and citizenship muscles to help make a difference for those who have less of a voice.

As I prepare to hand over the MSLA baton, binders and memory sticks to our President Elect, Joyce Riddell, I would like to wish her all the best in this adventure. Joyce brings with her a varied background, professional teacher librarian training and work experience in both public and private schools. Her calm demeanor and thoughtful perspectives will be definite assets for MSLA.

It's been a pleasure serving this membership as President of the Manitoba School Library

Association this year. I will truly treasure the people I've met, the friendships I have made and the experiences I have had. I have a much deeper appreciation of the commitment that goes on behind the scenes to help make our Manitoba school libraries vibrant and relevant learning areas of our schools in this information rich 21st Century! 



Editor's Message

By Lorie Battershill

I RECENTLY HAD CAUSE TO read *The Gospel According to Larry* and its sequel, *Vote for Larry*, written by Janet Tashjian. These YA novels were quite popular when they came out a decade or so ago. I loved the anti-consumerism message and thought maybe I'd try to revive interest in these books. But as I read on I realized that these books were probably too dated.

It used to be that the main things that "dated" a YA novel were slang terms used by the characters and the fashions portrayed on the cover. Now I'm fairly certain that it's communication technology that ranks #1. Reading about a character saying that they need to find a phonebooth or send a fax is



probably worse than having them say "groovy". Technology, especially communication technology, is likely the one thing that defines what it means to be up-to-date in 2012.

Communication technology has changed many things for the MSLA Journal too. We are gradually moving toward digital-only delivery. Also, the journal itself is only one aspect of the way we communicate with our members. There's also the MSLA website and group emails. We've even started using Skype to bring professional development to school library staff

outside of the Winnipeg area. Hey, maybe it's time to start our own YouTube channel so we can produce and share videos about all the amazing things we are learning. Who knows what the future holds?

Your MSLA executive has been working hard to make sure that you feel connected and informed. The MSLA webmaster and the journal editor have started working together as a team to make sure all the bases are covered. I certainly imagine that this trend will grow in future years.

One thing that we know for certain is that, when it comes to communication, the MSLA along with library staff throughout the province will be on the forefront of adapting to change, advocating for the use of communication technology and educating others so that everyone can benefit. 

One thing that we know for certain is that, when it comes to communication, the MSLA along with library staff throughout the province will be on the forefront of adapting to change, advocating for the use of communication technology and educating others so that everyone can benefit.

Cloud Atlas by David Mitchell

I usually follow the '50 page' rule. If a story doesn't grab me within the first 50 pages, I reserve the right not to read it.

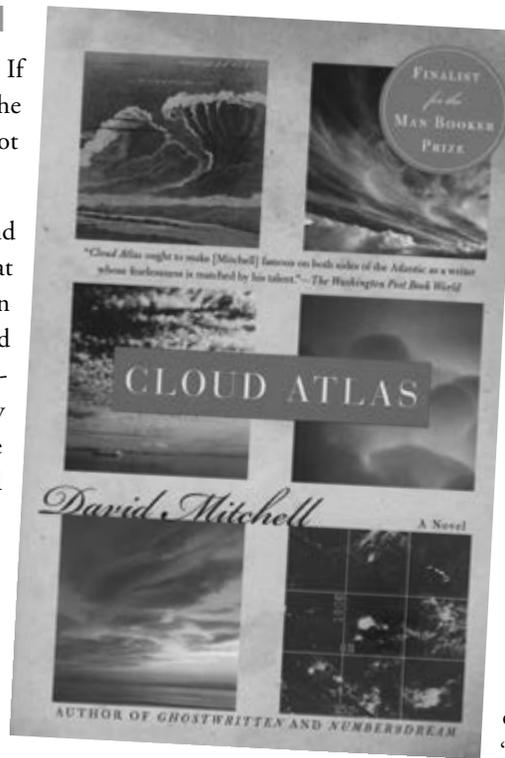
What to do, though, when you find yourself engrossed in a story that ends abruptly in mid-sentence on Page 39? I was annoyed, upset and aggravated, because I was completely hooked on *Cloud Atlas* by David Mitchell. I assumed that the print run was faulty, and all I had to do was get another copy to continue reading the fascinating diary of a nineteenth century sailor to New Zealand.

Off I went to the bookstore, where I found the first story in every edition of the book also ended on page 39. My protestations to the store clerk were met with "contact the publisher."

So I pursued my literary indignation on the Web, where I discovered posting after posting from readers who were similarly surprised. But most left the advice: "Keep reading."

I'm glad I did. *Cloud Atlas* is a brilliantly conceived and wonderfully written epic about the tendency of human beings to prey on each other, from the level of individual to individual up to the level of nation to nation. The six short stories are linked through a common character with a cloud birthmark, reincarnated at different times in history. The second two stories are set in the 20th century, one in the early 21st century, one in the near dystopian future, and the last in a post-apocalyptic far-off time. Except for the middle story, all are interrupted and continue to completion after the middle story.

Mitchell shows how humans rise and then fail, with the protagonist in each story falling in one way or another. Some of the falls are quite ordinary, some rather humorous. Robert Frobisher, a dissolute composer, skips out on his bill by jumping from the first floor of a hotel in *Letters from Zedelghem*, and Meronym and Zachray Bailey climb a mountain to meet the devil, or Ol' Georgie as he is called in *Sloosha's Crossin' an' Ev'rythin' After*. Luisa Rey, whose name is an echo of Thornton Wilder's



Bridge Over San Luis Rey, is forced off a bridge in her car when she discovers uncomfortable information about a nuclear power project in California. There's also the rise and fall of civilizations and the fall from grace—weighty topics lie beneath the individual plots and the larger narrative.

Mitchell shows off his talent by writing in different English dialects, from 19th century American and British English to a futuristic way of speaking that is delightfully inventive. In *The Orison of Sonmi* a 'disney' is a movie, a 'ford' is a car, coffee is 'a cup of starbuck', a 'Unionman' is a rebel.

I found each of the stories thought provoking and couldn't pick a favourite. *The Ghastly Ordeal of Timothy Cavendish* is terribly funny and tragic at the same time, and I wonder how Mitchell came up with the unusual plot twist for poor Timothy, a publisher of vanity novels. *The Orison of Sonmi* is moving. A clone, called a 'fabricant', created only to serve, develops intelligence and acts on what she sees is wrong; it's a commentary on our consumer society as well as the consequences of loyalty and trust.

The construction of the book makes it even more effective. Not only was I curious to find out how each story was linked, but I had to keep reading to see how the link would end up in the second half. The point at which each story is divided leads in to the next, even though it takes place at a different time and place.

Cloud Atlas is not a quick read. At more than 500 pages and with six unique stories, it demands attentive reading. But it's well worth it. Short listed for the Man Booker Prize in 2004, this is a book that will provoke discussion about the human need for power and what it does to the individual and to society. It will stay in your thoughts for a long time.

Just follow this sage advice—when you get to page 39—keep reading. 📖



By Harriet Zaidman

MSLA AGM

By Vivianne Fogarty, President 2011–2012

OUR ANNUAL MSLA AGM TOOK PLACE ON May 7th, 2012 at In Ferno's Bistro in St. Boniface. We had an attendance of approximately 40 people including our award winners, nominators and their guests. Congratulations to all of our award winners: Henri Dupuis: Outstanding Teacher Librarian of the Year, Brad Corbett: School Administrator Award for Distinguished Service and Ellen Donogh: Distinguished Service Award. It is great to see such dedicated educators promoting the educational value of school libraries.

Thank you to everyone who stayed for the AGM after the awards were presented. It was informative and interesting to hear all the reports from the various executive and liaison members. Our constitution states that we need 10% of our members in attendance at our AGM to vote on items and pass resolutions. When you sign up to attend the Awards dinner and AGM, we count on those numbers to reach that quorum.

Thank you to everyone on our executive and all of our liaison officers who worked

so hard all year to help us make Manitoba's school libraries great learning places for our students. Thank you to Kim Marr, our membership chair and Lorie Battershill, our publications chair who will be moving on. We really appreciate all the hard work you've done over the last few years.

I'd like to wish our new executive all the best next year as we continue to keep the educational value of school libraries at the forefront. 

through the window
OF A TRAIN
A CANADIAN RAILWAY ANTHOLOGY

If you've ever been curious about the lives of people on board a moving train, or wanted to take a nostalgic trip back to the steam era, then this book is for you.

Since the first trans-continental passenger train, *The Pacific Express*, headed west in 1885 the railway has been part of many people's lives. For some the railway was their life. One only needs to mention *The Moonlight Special*, *The CNR*, *The E&N*, *The CPR*, *The Blueberry Special*, *The Milk Run*, or *The H&SW* (*Hellish Slow and Wobbly*) for memories to come flooding back.


Barbara Lange

This journey begins in Craigellachie, amongst the verdant mountains of British Columbia, where the famous last spike was driven home. The reader is then transported to Vancouver Island and across the Prairies to Nova Scotia, and from the era of steam to diesel-electric trains. Relive hilarious, hazardous, and historical moments as you peek through the window of a train and into the past. Meet gandy dancers, a rookie running out of steam, lost immigrants, and women entering the male-dominated world of the railway. Experience asbestos snowball fights, boxcar classrooms, and silk trains as they blur by your window.

These stories retell the significance of the railway, or a single journey taken, in the lives of ordinary Canadians. Dotted with junction and siding names, engine numbers, and routes, for the rail enthusiast.

Cover design by Constance Rose Zonta
Cover photograph by Russ Watson
Engine 2141 *The Spirit of Kamloops*
on a fun trip. Taken at Armstrong, B.C.
September 24, 2005

www.borgalis.com

through the window - **OF A TRAIN** - A CANADIAN RAILWAY ANTHOLOGY EDITED BY BARBARA LANGE

EDITED BY BARBARA LANGE

Dr. Ross Todd will be presenting at our Interdivisional Learning Commons Day on September 20, 2012. The four urban school divisions Winnipeg, Louis Riel, Pembina Trails and River East Transcona will all be participating in this relevant learning day at the Caboto Centre. This is a great example of collaborative work and learning across our divisions in Winnipeg.

From Literacy to Inquiry

A Holistic Approach to Literacy Development in Selected Australian Schools

Dr Ross J. Todd, Director, Center for International scholarship in School Libraries, School of Communication and Information

Rutgers, The State University of New Jersey, New Brunswick, NJ, USA

114—Beyond the United Nations Decade of Literacy: what libraries can do— Literacy and Reading Section with National Libraries

Abstract

This paper presents an inquiry-based approach to literacy development in Australian schools, funded through the Australian Government Quality Teacher Program in 2008-10. It provides a brief overview of research focusing on school libraries and reading and literacy development, and describes an holistic approach to literacy development based on Kuhlthau's Information Search Process as a research-based and validated instructional framework. According to Kuhlthau's research, the Information Search Process has been found to occur in seven stages: Initiation, Selection, Exploration, Formulation, Collection, Presentation, and Assessment. These stages provide the basis for developing a range of literacies, including resource-based competencies, thinking-based competencies, knowledgebased competencies, reading-to-learn competencies, personal and interpersonal competencies, and learning management competencies.

Background and Literature Review

The IFLA /UNESCO School Library Manifesto posits that the fundamental mission of school libraries is for students to "achieve higher levels of literacy,

reading, learning, problemsolving and information and communication technology skills". Historically school libraries have fostered literacy development by focusing on reading enrichment programs, and developing a set of explicit information skills, under the umbrella of information literacy. A comprehensive body of research, for example as documented in *School Libraries Work!* (Scholastic, 2008; Haycock 2003; Lonsdale 2003) provide extensive and diverse evidence that school libraries play a significant role in realizing that mission.

However, there are many definitions of literacy, and what it means to be considered "literate," varies from country to country and from educational system to educational system. A common assumption underpinning most definitions is that a person has to be able to cope with some reading and/or writing tasks. Herrich, of the Ofsted Inspectorate for children and learners in England takes this further, and claims that literacy is the capacity to recognize, reproduce and manipulate the conventions of text shared by a given community" (National Literacy Trust, 2006, p. 1). In other words, literacy goes beyond merely acquiring reading and writing techniques; rather, it is the transformation, communication



and dissemination of text and the development of meaning and understanding. Similarly, Freire (1973) claims: "To acquire literacy is more than to psychologically and mechanically dominate reading and writing techniques. It is to dominate those techniques in terms of consciousness; to understand what one reads and to write what one understands: it is to communicate graphically. Acquiring literacy does not involve memorizing sentences, words or syllables - lifeless objects unconnected to an existential universe - but rather an attitude of creation and re-creation, a self-transformation producing a stance of intervention in one's context."

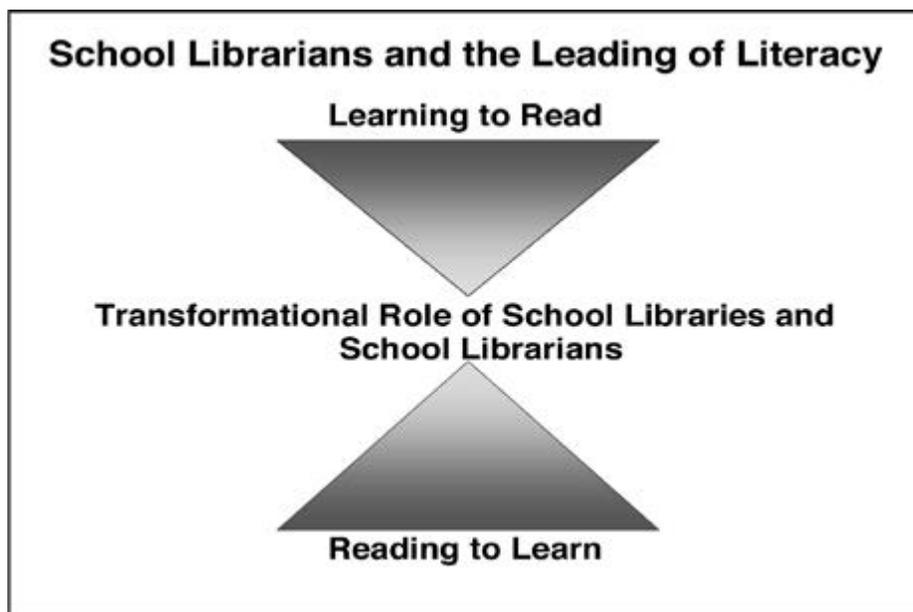


Figure 1: From Learning to Read To Reading to Learn

Against this backdrop, school libraries and school librarians are critical in the reading-literacy-knowledge life cycle, because they are the transformational link, the bridge between children learning to read, and children continuing to read, to know and to understand, as shown in Figure 1.

Reading is the Key to Understanding

The school library as a transformational bridge in the reading-literacy-knowledge life cycle is well documented in a considerable body of research dating from the 1930's that explores how dimensions of reading are enhanced when school librarians provide access to reading materials, promote reading, and integrate literacy with their instruction. The importance of access to reading materials is demonstrated by Cleary's study (1939) which reported that students in a school with no school library averaged 3.8 books read over a four-week period while students from a school with a library averaged 7.6 books. Gaver (1958, 1963) found that students with access to school libraries read more than those who only had access to centralized book collections without librarians, and read more than children who only had

access to classroom collections. Her findings showed a strong correlation between the size of the library collection and the amount the students reported reading. This finding is supported by Lowe (1984) who found that students in schools with libraries read and enjoy reading more than students in schools without centralized libraries. Research by Allington (2002), Gottfried, Fleming & Gottfried (1998), McQuillan, (2001), and Pack (2000) provide further evidence that ample access to books and magazines predicts higher reading achievement. Collective evidence suggests that the number of books per student in a school library is a significant predictor of reading achievement. In addition, students who read more have more books available at home (Morrow, 1983; Neuman 1986; Greaney & Hegarty, 1987). In recent years, important reading research has been undertaken by Krashen (1985, 1988, 1989, 1993, 1995, 1997, 2001). Collectively these studies explicate further the contextual and instructional dimensions of reading development fostered by the school library. The evidence indicates that students get a large portion of their reading materials from libraries. Students read more when they have a quiet, comfortable place to read. In addition, the free

voluntary reading promoted by access to reading materials has a positive impact on reading comprehension, vocabulary, spelling ability, grammar usage and writing style. In turn, access to books and magazines predicts higher reading achievement. An ample supply of books is key to the fostering of independent and engaged readers, particularly English Language Learners (Elley, 1992). Students who read more typically have higher literacy development, as well as overall higher student achievement. Rutter's study of high-achieving schools in London (1979) found that such schools invested substantial budget and effort to ensure libraries were open after school as well as during the day, a finding later supported by Alexander (1992).

Ample access to books fosters more borrowing of reading materials, and is particularly enhanced with the presence of a school librarian to guide the choice and to encourage motivation and enjoyment of reading. Von Sprecken, Kim & Krashen, (1998) found that explicit attention from a librarian or other helper can get students interested in books and help them to discover a "home run" book. According to Didier (1982), the intervention by a professional school librarian increased use of newspapers and access to the library and achievement in reading by elementary school students. Thorne (1967) found that augmented library services, with attention to reading literacy programs, resulted in greater gains in reading comprehension, with boys gaining most. In addition, the school librarian supports reading for entertainment and personal growth by championing free choice (Lu & Gordon, 2008), and validating the reading of alternative media such as magazines and websites (Lu & Gordon, 2008). This is a critical element in reading engagement. Programs that promote reading throughout the school year, as well as during the summer, are critical to maintaining reading levels. Research reports that students who do not read during the summer typically lose one



to three months on standardized reading tests scores from June to September. The cumulative effect of reading loss causes an achievement gap as children from lower socioeconomic backgrounds experience the greatest reading losses. Researchers conclude that the achievement gap in our schools is a summer reading gap (Cooper, 2003). The role of the librarian in providing free choice and reader's advisory beyond the scope of curriculum is especially critical for low-achievers and struggling readers. These students are seeking reading experiences that are relevant to their own lives and that provide emotional and psychological benefits (Lu & Gordon, 2008). This points to the need to provide materials and structures that help students grow, not only cognitively, but psychologically, emotionally, and socially, through their reading experiences (Lu & Gordon, 2007).

In addition to helping students read in traditional print environments, school librarians help them negotiate digital text. Library collections are no longer static and fixed, nor is it possible to mediate them. All students are eventually challenged by texts they retrieve from subscription databases, Internet web sites, and electronic books.

Reading sources, whether informational or fictional, can no longer be leveled, labeled, and packaged for consumption by students. This is especially true of electronic resources. More than half of respondents to a survey believe reading will be different in ten years (The Pew Internet & American Life Project, 2010). There will be a new fluidity in media creations, with visual representations and storytelling emerging as important to "screen" literacy. In addition, recent research indicates students read digital text differently. Rowlands & Nicholas (2008) report that young information searchers in digital environments skim, scan and squirrel, or hoard information, but do not read it. New "forms" of reading are emerging, such as 'power browsing' horizontally through titles, contents pages and abstracts. (Rowlands & Nicholas, 2008).

My own research, and that of Hay in Australia, on how school libraries help students learn leaves provides further evidence of the central place of the school library as a transformational bridge in the reading-literacy-knowledge life cycle of students. Table 1 below shows the findings from three studies: Student learning through

Ohio School Libraries (Todd & Kuhlthau, 2005; Todd, Kuhlthau, & Tepe, 2004) which involved 13,123 students; Student learning through Australian School Libraries (Hay, 2005) which involved 6,718 students, and Student learning through Delaware School Libraries (Todd 2005) which involved 5,733 students.

A more recent study of school libraries in New Jersey provides further insights. In this 2009 study involving 765 school librarians (Todd, Gordon & Lu, 2010), it was found that school librarians in New Jersey make an extensive and diverse contribution to reading and related activities in the school. The top 10 reading and related activities, with percentage of involvement, were:

- Literature displays (89.4%)
- Book talks to promote literature for recreational reading (77.5%)
- Encouraging any free voluntary reading outside of school (77.1%)
- Use databases and/or websites to encourage reading (75.7%)
- Any reading incentive program within the school (59.7%)
- Book talks to promote curriculum related reading (57.7%)

How helpful the school library is to you with your general reading interests.	Place	Most helpful	Quite helpful	Some help	A little help	No help/Does not Apply
The school library has helped me find stories I like.	Delaware	39.8	21.5	15.1	11.7	11.9
	Ohio	29.3	19.4	17.2	18.7	15.5
	Australia	36.4	24.3	15.5	12.8	10.9
The school library has helped me read more.	Delaware	30.4	20.7	16.1	16.1	16.7
	Ohio	20.9	17.0	17.2	24.3	20.6
	Australia	29.2	21.8	17.0	17.1	15.0
The school library has helped me become a better reader.	Delaware	29.4	19.5	16.2	16.2	18.8
	Ohio	18.2	15.2	15.8	25.2	25.6
	Australia	27.2	20.3	16.7	17.3	18.4
The school library has helped me enjoy reading more.	Delaware	30.2	17.4	14.7	18.2	19.5
	Ohio	20.9	14.0	16.3	25.5	23.3
	Australia	27.6	19.0	16.8	18.4	18.1
The school library has helped me be a better writer.	Delaware	22.3	20.8	17.9	17.7	21.3
	Ohio	15.5	16.9	17.9	24.7	25.1
	Australia	20.8	20.3	19.7	18.7	20.4

- Encouraging any voluntary reading activities, such as DEAR, inside of school (56.7%)
- Self-help information such as brochures, web links, or book lists (55.5%)
- Books or information to help students cope with challenges or sensitive topics (54.4%)
- Summer reading programs (43.8% (Todd, Gordon & Lu, 2010, 168-173).

The current reading and literacy challenge

It is of greatest importance that school libraries continue to work to develop and sustain a culture of reading. While these findings are encouraging, and show that school libraries do help students on a range of reading dimensions, they also clearly suggest challenges to be addressed. In the context of the definition of literacy, one of the key challenges centers on the reading as central dynamic in the transformation, communication and dissemination of text and the development of meaning and understanding. At the heart of reading is the development of meaning for students: knowledge and deep understanding of their curriculum topics, the world around them, and themselves. When reading is at risk, it is not just school libraries that are at risk; more critically, it is knowledge that is at risk. Alvin Toffler expressed it this way: “The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn” (Toffler, n.d., 6). This raises a fundamental question: the connection between literacy and reading development, and learning, and the role of school libraries in enabling that connection, not just in terms of how young people read transformatively to build deep knowledge and understanding, but how this engagement can be enabled through the school library.

At times one hears of school librarians lamenting the fact that they see many meaningless forms of library research assignments, projects and reports, where

students seem to undertake low-level learning activities that do not give much evidence of learning new knowledge, and where students seems to be engaged in the “transport” of text rather than the “transformation” of text into deep knowledge and understanding for themselves (Limberg, 1999). The transport of text is shown not only in cutting and pasting of text, but also in the stockpiling of facts without imposing any organizational or reflective structure on them, or without constructing both local and global coherence to ideas (Todd, 2006). While it might be seen as a failure on the part of teachers, it is also a challenge for the school librarian to position herself / himself as the information learning specialist – one who brings specialist knowledge of learning through information, and who is empowered to lead the school community in developing effective instructional interventions that guide students meaningfully through their information inquiries to develop deep knowledge and deep understanding of their topics. School libraries and school librarians as transformational agents are about enabling students to transform information into new knowledge, and this is a complex, carefully designed and guided process of reading and literacy development.

If the school library is to be integral to the reading-literacy-knowledge life cycle of our students, then primary focus has to move from “finding stuff”, from finding and stockpiling facts, to a focus on the construction of on deep knowledge and deep understanding. This means moving from low-level learning activities focusing on the transport of text to highlevel activities focusing on the transformation of text. This challenges us to rethink our instructional involvement in the reading and information literacy. Research evidence suggests that the central focus of information literacy instruction is resource-based: finding, accessing and evaluating information sources, rather than knowledge-based, that is, engaging students in the

transformative and constructive process of building knowledge from information (Todd, Gordon & Lu, 2010; Todd, 2006). This calls for a shift in instructional focus beyond finding and evaluating information sources, to guiding and empowering students to take found information and critically reflect on it, impose personal organizational frameworks on it, establish and identify interrelationships, and to develop personal viewpoints, conclusions, and positions. This focus shifts students from the found information, to actively searching for and constructing meaning and understanding of the found information, and through it, encountering alternative perspectives and conflicting ideas and learning how to integrate this into existing knowledge and create new knowledge for themselves. This is at the heart of reading and literacy.

Instructional framework

The instructional approach proposed in this paper takes a more holistic approach to literacy development, situating it within the information- to- knowledge journey of students, and basing it on a body of established research to inform the instructional process. There is increasing criticism of the plethora of information literacy models that exist today, many of which are without theoretical foundation, and not derived from systematic research to be strongly tested and validated models; they often do not take into account research validated patterns of information seeking. This criticism also focuses on its predominant ‘resource’ focus, rather than any strong focus on the “use” concept which is embedded in the rhetoric of information literacy. In the information literacy discourse, “use” is largely undefined and explicated, and giving little attention to the complex cognitive processes required to engage with the found information and to transform information into deep knowledge, actions, and decisions. In addition, educational systems around the world are adopting



orientations and practices that can be labeled as evidence-based education. Central characteristics include an emphasis on scientifically-based research to provide foundation for learning and instruction, and a focus on scientifically-based research as a framework for professional decision making and action (Whitehurst, as reported in Kersting, 2003, 1; Davies, 1999, 109). Against this backdrop and the concerns raised, Kuhlthau's model of the Information Search Process is the instructional framework proposed as holistic framework for engaging students in the reading-literacy-knowledge development process. The Information Search Process was developed in the 1980s and refined in the 1990s through an extensive series of research studies ((Kuhlthau, 1986; Kuhlthau, 1988; Kuhlthau, 1989; Kuhlthau, Turock, George & Belvin, 1990; Kuhlthau, 2004). It is a research generated and validated model, and since its conceptualization and development, the model has been used as a framework and diagnostic tool for understanding the information search experience of people in a variety of library and information settings, and as a framework for developing instructional interventions to support the information-to-knowledge journey of people in a range of library settings, particularly school and academic

libraries. A review of the application of this model to an extensive range of research and professional contexts is provided by Kuhlthau, Heistrom & Todd (2008). The model is founded on the belief that learning is a process of personal and social construction developed by influential 20th century educational thinkers such as John Dewey (1859-1952), George Kelly (1905-1967), Jerome Brunner (1915 -), Jean Piaget (1896-1980), Howard Gardner (1943 -) and Lev Vygotsky (1896-1934). The Information Search Process model is shown in Figure 2.

According to Kuhlthau's research, the Information Search Process has been found to occur in seven stages: Initiation, Selection, Exploration, Formulation, Collection, Presentation, and Assessment (Kuhlthau, Maniotes & Caspari, 2007, 19). These stages are named for the primary inquiry task to be accomplished at each point in the process. These six stages explain the thoughts, feelings, and behaviors students commonly experience in the process of learning from a variety of information sources. Instruction and guidance are provided in the form of strategic interventions that enable students to activate prior knowledge and experiences, build background knowledge, select a viable topic, explore a wide variety of

information sources, formulate a focus, collect, evaluate, analyze, and synthesize information, and present a learning outcome that represents new understandings in innovative, meaningful and creative ways. This approach to learning across the curriculum is known as Guided Inquiry (Kuhlthau, Maniotes & Caspari, 2007). Embedded in the guidance provided by the school librarian are interventions that build competency in locating, evaluating and using information to construct their own deep knowledge and understanding through a combination of reflection strategies, social networking, and application of Web 2.0 tools.

Guided Inquiry is carefully planned, closely supervised targeted interventions of an instructional team of teachers and school librarians to guide students through curriculum based inquiry units that build deep knowledge and deep understanding of a curriculum topic, and gradually lead towards independent learning (Kuhlthau, Maniotes & Caspari, 2007, p. 3). Though Guided Inquiry, students not just develop deep knowledge and understanding of their curriculum topics, they also systematically and explicitly develop capabilities – the skills, abilities and habits of mind – that enable them to prepare for, plan and successfully undertake a curriculum-based

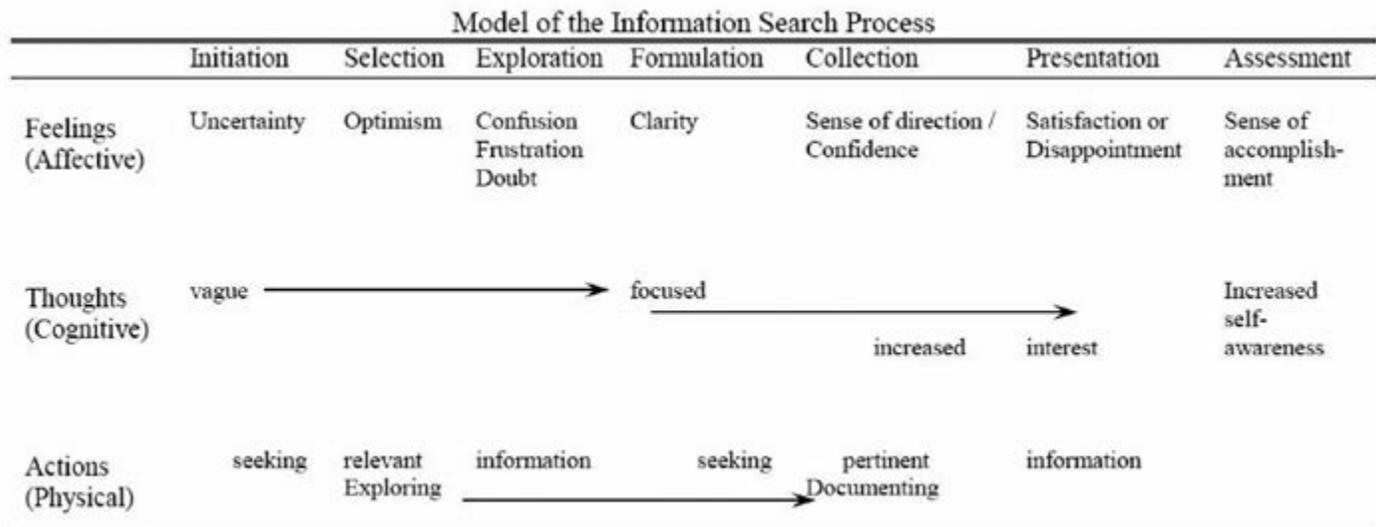


Figure 2: The Information search Process

inquiry unit. Through working with information resources and ideas, students question, discover, think, reflect, and build deep knowledge and understanding of their curriculum topics. These capabilities build on and extend the information literacy framework that has become the hallmark of many school libraries over the last two decades, and include:

- **Resource-Based Capabilities:** These are abilities and dispositions related to seeking, accessing and evaluating resources in a variety of formats, including people and cultural artifacts as sources, and libraries. They also include using information technology tools to seek, access and evaluate these sources, and to construct and represent their own knowledge and understanding
- **Thinking-Based Capabilities:** These are abilities and dispositions that focus on substantive engagement with data and information, the processes of higher order thinking and critical analysis that lead to the creation of representations / products that demonstrate deep knowledge and deep understanding.
- **Knowledge-Based Capabilities:** These are the abilities and dispositions that focus on the creation, construction and sharing the products of knowledge that demonstrate deep knowledge and understanding.
- **Reading to Learn Capabilities:** These are the abilities and dispositions related to the transformation, communication and dissemination of text in its multiple forms and modes to enable the development of meaning and understanding.
- **Personal And Interpersonal Capabilities:** These are the abilities and dispositions related to the social and personal aspects of learning: about self as a learner, and the social and cultural participation in inquiry learning.
- **Learning Management Capabilities:** These are the abilities and dispositions that enable students to prepare for, plan and successfully undertake a

curriculum-based inquiry unit. (Todd, 2010; Gordon 2009)

The Australian Guided Inquiry project

The Australian Guided Inquiry project was undertaken from late 2008-2010. It was funded through the New South Wales Association of Independent Schools/Catholic Education Commission Quality Teacher project, and part of a broader Australian Government Quality Teacher Program. Its focus centered on taking professional standards into practice, with emphasis on: Innovation in learning and teaching; Instructional interventions underpinned by research; Effective utilization of the information and technological landscape; Connected, shared learning – for teachers and students; Evidence-based practices; and Collaborative teams. The project involved collaborative teams of classroom teachers and teacher librarians working with classes from twelve independent schools in New South Wales implementing Guided Inquiry instructional units centering on selected curriculum objectives.

The purpose of the project was to (1) understand the dynamics of developing and implementing collaborative Guided Inquiry units, based on the Information Search Process model; (2) track and understand how students build on their existing knowledge of a curriculum topic and how their knowledge of a topic changes in the context of a collaborative guided inquiry unit; (3) examine the transformation and integration of found information into existing knowledge, and the creation of new personal knowing, and reflective processes; and (4) use some school-based tools for measuring and charting knowledge development. It is important to note that this was a professional development program, engaging the collaborative teams in professional development centering on Guided Inquiry, Guided Inquiry instructional design, and use of school-based assessment tools to chart the learning of students.

Specifically, the project involved 34 teachers, 18 teacher librarian and 935 student participants.

The essence of this project was to engage teacher/teacher librarian teams to develop, implement, measure and evaluate curriculum units, underpinned by a range of instructional interventions to develop a range of information, technical and critical literacies, and employ a range of evidence-based practices to track the development of student's knowledge and information capabilities, and to reflect on the learning outcomes and learning process. Kuhlthau's "Information Search Process", as documented above, was the instructional framework that underpinned the curriculum units. This instructional framework provided the basis for determining the range of competencies to enable students to develop deep knowledge of their curriculum topics. A holistic approach to literacy development was employed, based on the stages of the information-to-knowledge journey, and included resource-based competencies, thinking-based competencies, knowledge-based competencies, reading-to-learn competencies, personal and interpersonal competencies, and learning management competencies. These capabilities are the abilities and dispositions that enable students to prepare for, plan and successfully undertake a curriculum-based inquiry unit.

Following the professional training, each school developed an open-ended research task with Guided Inquiry scaffolding, which was carried out in the schools. Most projects were in Years 7-10, with 8 in History, 1 each in English and Personal Development, Health and Physical Education, 2 in Geography and 1 in Science. Two elementary schools were involved, with projects in Year 5 Geography and Year 4 Science. All projects had significant teaching input from teachers and teacher librarians.

Each inquiry unit involved:

- use of the Information Search Process as



- the instructional design framework;
- planning of instructional interventions to initiate the project, to help students select topics, build background knowledge, develop specific focus questions, analyze, synthesize, deal with conflicting knowledge, develop arguments, and develop personal positions and perspectives;
- an area of inquiry which allowed students freedom to develop their own focus questions;
- developing and using existing background knowledge;
- high quality resources for students and instruction in their use.

The project focused on:

- presence of teachers and teacher librarians at each stage of the process to guide and intervene, both in planned ways, and in unplanned ways which arose out of information provided by students in the Student Learning Through Inquiry Measure (SLIM) Reflection Sheets;
- process more than product, and most did not tell students what the product was to be until they had passed the Collection phase of the Information Search Process;
- the gathering of data from students at three points of the Information Search Process - at Initiation, at Collection, and at Assessment.

The instructional teams went beyond the traditional paired collaborations of classroom teacher and school librarian, and at times included four or five educators working together. In some schools, gifted and talented teachers, teachers of children with special needs, literacy support teachers, reading support teachers, technology teachers and curriculum coordinators were substantially involved in the instructional unit of each school. This enabled instructional activities to be targeted and supported to meeting diverse student needs. Instructional interventions were developed by collaborating teams to directly

support each stage of the Information Search Process. These were shared amongst the various teams through a wiki designed explicitly to help each other in the planning process. An extensive range of instructional activities were thus made available to all participants as examples of specific interventions. These included interventions such as “building background”, “creating questions”, “initial question development”, a range of “note taking” scaffolds, scaffolds to support analysis of information, developing deep perspectives, critical analysis, topic selection, and peer review processes.

A key feature of the instructional interventions was a predominant focus on complex knowledge building and information transformation tasks, such as question formulation, analysis, synthesis, interrogating diverse viewpoints and perspectives, developing arguments, developing conclusions, addressing implications, critical reflection, and learning to structure their outcomes in ways that conveyed the complexity and richness of what they had learned. This was so that students could progress from collecting sources to engaging with the collected information to build deep knowledge and understanding. Typically these interventions are weakly developed in traditional information literacy instructional units.

As part of each curriculum unit, data were gathered from students using the Student Learning through Inquiry Measure (SLIM) Toolkit (Todd, et.al 2005). The SLIM toolkit was developed, tested and revised as part of an Institute for Museums and Library Services (IMLS) funded research project during 2003-2005 titled “The Impact of School Libraries on Student Learning”. It was developed to provide an easy-to-use and reliable measurement toolkit to enable school librarian and teacher teams to show the growth of student learning through Guided Inquiry. The toolkit provides evidence of student

learning in multidimensional ways including growth of knowledge of their curriculum topic, interest, feelings, and experiences during the inquiry process, and their reflections on their learning. The SLIM instruments (available at www.cissl.rutgers.edu) provide data at three stages of the students' inquiry process: at the Initiation stage of the research task, midway during the task (typically at Formulation stage of the ISP), and at the Assessment stage of the task. Data are collected through three short survey instruments which capture responses to open-ended questions as well as categorical responses.

The Australian schools in this project used the SLIM toolkit, with the following questions asked at each stage:

1. Write the title that best describes your research project at this time.
2. Take some time to think about your research topic. Now write down what you know about this topic.
3. What interests you about this topic?
4. How much do you know about this topic? Check (✓) one box that best matches how much you know. Nothing, Not much, Some, Quite a bit and A great deal
5. Write down what you think is EASY about researching your topic.
6. Write down what you think is DIFFICULT about researching your topic.
7. Write down how you are FEELING now about your project. Check (✓) only the boxes that apply to you. Confident, Disappointed, Relieved, Frustrated, Confused, Optimistic, Uncertain, Satisfied, Anxious or Other.

The third reflection sheet also included students' reflections on what they had learnt.

Achievements of AIS Project

The school teams were responsible for analyzing the data that were collected in their schools, using the handbook provided with the SLIM toolkit. As part of the grant reporting process, each school was required to submit a formal report of the process,

including synthesis of learning outcomes, as well as reflections on the process and outcomes by the instructional teams. This is currently being analyzed and will be published in due course. Reflective commentary compiled by each instructional team identifies eight key common dimensions as they relate to the reading-literacy theme of this paper. These are:

1. Teaching for enabling students to engage in quality research is simply hard work: engagement, reading for learning, writing to demonstrate learning, and constructing knowledge require complex planning, co-ordinated delivery and thinking about the whole learning journey of the student;
2. The ISP approach works as a key learning diagnostic: helps identify roadblocks in terms of: engaging with diverse information sources, reading for meaning, reading with focus, transitioning from reading to writing, providing analytical frameworks for engaging with various texts to construct meaning with focus and efficiency;
3. Developing students as quality researchers embraces multiple literacies that need to be fostered and taught. This goes beyond the traditional list of information skills; rather it involves visual literacies, social literacies, emotional literacies, and project management capabilities;
4. Valuing of staged approach and formative assessment along the information-to-knowledge journey: instructional support throughout the entire research process, and not abandoning students at the critical period of knowledge building, that is after the Collection stage of the ISP;
5. A key component of reading for meaning is building on prior knowledge, and connecting the desired learning outcomes to real world significance. This builds ownership of learning, interest and motivation;
6. Understanding of the complexity of knowledge building: teachers witnessed the struggle of students to narrow broad topics and develop deep focus questions that direct their inquiry; saw just how complex it was for students to engage in question formulation; and saw how students were challenged to craft arguments; conclusions, positions. Transforming found information into personally held knowledge is a key instructional challenge, and one that needs ongoing support, reinforcement and feedback;
7. Reading and writing for meaning takes time. Collaborative teams working together means that time, expertise and instructional load are shared, enabling focus on individual needs. A bonus is that through sharing of expertise, there is ongoing learning from one another as teachers; and
8. The interest and engagement of students as they developed their own focus questions and directed their own inquiry fostered further development of students' love of reading and desire to read more. Their research, which answering a focused question, provided opportunities to raise further questions and open up opportunities for pursuing personal interests.

The students provided substantive reflections on their learning process. Some of these reflections which explicitly center on reading and literacy dimensions are highlighted here.

At the heart of inquiry-based learning, students produce their own questions, work to improve their questions, strategize on how to answer the question, develop the knowledge building skills to answer the questions, and understand the real world value / implications of their questions in the answers they create. This is a central principle in relation to Guided Inquiry. Thinking is not driven by answers but by questions, and students found it

challenging to formulate the focus questions that were at the heart of their research:

Question formulating was difficult and required a lot of thinking and deliberating. I loved making up my own questions. (This) made me more comfortable with what I was reading and researching.

Creating my own question was hard. I had to read so much stuff to get to it, and it was worth it.

You have to really dig into all the ideas and understand them before you can come up with your own important question.

Students found it challenging to analyze and synthesize ideas from the resources they had collected and read.

Before this task, I was very uncomfortable taking notes. After the library lesson on it, I felt that I knew the method but needed practice. Taking notes from multiple books, videos and websites really improved this skill.

You have to concentrate on your reading and topic in order to take the best notes.

That making summaries and writing a range of notes before diving straight into the final project helps to eliminate some of those overwhelming and stressed feelings with so much to read.

The lessons we had on note taking were very helpful. Helped me select the different arguments and organize them.

Students identified the connection between interest and engagement, and reading.

I was very interested in my topic, it made me think what life was like back then. I want to read more about my topic.

I came away with many more questions that I am interested to read more about.

The thing you have to know before you start researching is if you are interested in the topic or not. And if you are not, you will not make



a big effort to find the information you want. So, always choose a topic that you are interested in! The reading will be easier.

I learnt that having a choice of topic meant that I had freedom and individuality. You read what interests you. I enjoyed this because I was able to work on something noone else did. More of this type of work would be good.

Students recognized the importance of reading across multiple forms and formats.

This project has helped me to acknowledge and use other sources such as documentaries, books and encyclopedias.

You just can't skim read through one source and find your answer.

I saw the value of multiple sources to cross check information for reliability and this makes you think more about what you are reading.

Students recognize that the value of reading is in thinking and interpreting

That instead of just writing down the facts you also need to elaborate and interpret it. You have to really think about what you read and just not copy sentences that look good

All the steps were very time consuming but I can see how important they are now. You are made to go deep into the sources and not just grab bits here and there

Conclusion

The Information Search Process model describes feelings, thoughts, and actions in an information seeking task with a discreet beginning and end where considerable construction of knowledge takes place. The preliminary findings continue to support the extensive body of research findings on the usefulness of the model for instructional design in learning environments (Kuhlthau, Heinstrom & Todd, 2008). Inherent and crucial to a successful Guided Inquiry project is a holistic view of students' experience in the search process. In addition to cognitive processes, there are

motivational and affective dimensions, and these play a critical role in shaping students' engagement in learning and the nature of that learning. Guidance and instruction in each stage of the Information Search Process provide rich opportunities to develop a range of literacy capabilities in a coherent and holistic way, and to support the construction of knowledge and understanding.

In the USA environment, The American Association of School Librarians' "Standards for the 21st Century Learner" (AASL, 2007) targeted for school librarians and classroom teachers are an important step in this direction. They are set within a knowledge construct, and are framed around four themes which center on skills (key abilities needed for understanding, learning, thinking, and mastering subjects); dispositions in action (ongoing beliefs and attitudes that guide thinking and intellectual behavior that can be measured through actions taken); responsibilities (common behaviors used by independent learners in researching, investigating, and problem solving), and self-assessment strategies (reflections on one's own learning to determine that the skills, dispositions, and responsibilities are effective). The four themes are: 1. Inquire, think critically, and gain knowledge. 2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. 3. Share knowledge and participate ethically and productively as members of our democratic society. 4. Pursue personal and aesthetic growth. At the heart of these themes is the central concept of reading as "a window to the world" (AASL, 2007 1). It argues that "Reading is a foundational skill for learning, personal growth, and enjoyment. The degree to which students can read and understand text in all formats (e.g., picture, video, print) and all contexts is a key indicator of success in school and in life. As a lifelong learning skill, reading goes beyond decoding and comprehension to interpretation and development of new understandings".

Such a holistic approach to literacy as described above indicates that libraries can play a leading role in the reading-literacy-knowledge cycle of schools. And this is at the heart of the future of libraries. 

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Biographical Information

Dr Ross J Todd is associate professor in the School of Communication and Information, and Director, Center for International Scholarship in School Libraries. His primary teaching and research interests focus on adolescent information seeking and use. The research includes: understanding how children learn and build new knowledge from information; how school librarians and classroom teachers can more effectively empower student learning; and how the development of information and critical literacies through guided inquiry and constructivist learning approaches lead to deep knowledge and deep understanding.

Facebooking Darwin

By Mona-Lynne Ayotte, Teacher-Librarian

“Rigorous learning material requires students to be active, not passive. It requires perseverance and discipline, as it asks students to use critical and creative thinking skills and background knowledge to impose meaning and reach understanding” (Jackson, 2011, p. 42).

RECENTLY A TEACHER CANDIDATE AT OUR school, Gwen Browne (University of Winnipeg), shared with us an assignment idea based on using a Facebook template. Her cooperating teacher, Carrie Dunford (Science) took this idea and created a Facebook assignment and page for Charles Darwin. Students were given instructions upon which they were to assume the role of Charles Darwin during his five year voyage on the H.M.S. Beagle (1831-1836). On the Facebook page¹, they were to include a profile picture, three wall photos, five friends and/or family profile pictures, two Charles Darwin wall posts, four structured and factually based comments from those who influenced his work, and finally a list of interests Darwin had incurred from birth to 1836 (see page insert). Students were booked into the library to begin the complex and layered research process in order to make meaning of the material so they could write entries that reflected the developing theories of evolution that Darwin garnered during his five year voyage.

When the first class rived at the library, we realized we were double-booked. We had pre-selected a number of print resources for the students and were going to send half the class to do computer-related research. With computers unavailable, we decided to ask the students if they would be willing to access the Internet using our school wireless access point.² We informed them that the research they were doing would be quite non-linear and that they could begin the project at any given point as they selected information for their Facebook page.³ Furthermore, we also invited them to work in partnerships with others so they could share details and websites. With half the class using printed materials, and the majority of them using our online subscriptions as a starting point (see apps), students willingly began to do personal research. When students use their own personal devices, one challenge is that you may not be able to see their screen searches as actively; some may be playing games instead of researching, as was the case with one student. A gentle reminder to go back on task was all it took and she was back on track.



Files relating to this article are available to download on the MSLA website.

That evening, wanting to see the outcome of the project and the research strategies I would employ, I went home and sat down to begin the process I would use in completing this project. I had photocopied pages from the Britannica Encyclopedia, printed out one *Infotrac Gale* article from Science in Context, and taken a book home on Charles Darwin. Although I had taught many units on Darwin prior to this assignment, I found this approach was fresh, inviting and indicative of 21st Century Learning.

When I work on a project with a student, I use a large 11 x 17 paper and draw a spider web format based on the topic at hand. That evening, I took all my reading materials, a pen and pencil with me and sat outside on my gravity free chair. My cats decided to sit with me in the shade while I began reading the printed material. As I told the students, I didn't bring my laptop outside as I don't have a backlighting feature so I reserved this part of my research for a later portion in the evening when

¹The Facebook Timeline template was not used, rather the former template which was easier to navigate was chosen as a more orderly template. Students find Timeline too confusing. Gwen's original project was on the kidney.

²Students with PDAs: most cell phone plans charge extra for data plans, and given many students have limits within their data plans, we suggested they turn off their mobile network and turn on their Wi-Fi access as we have Wi-Fi access points in our school. Students also have mobile access Ebsco and Gale apps for our online database subscriptions.

³Ian Fraser, University of Winnipeg Librarian. In a recent conversation with Ian, he shared with me that he often works with groups of students and suggests that each take a portion of a project and begin their research in a non-linear way. He then encourages the groups to share their creative and innovative research strategies with each other.



I would be inside. As I began to read, I started to try and make connections – first I wanted to know his family and ancestral history. I was so surprised to find out that he was related to the famous Wedgwood family and that his mother had been his father’s third cousin. His father, who had hoped his son would become a doctor, was disappointed when his son walked out on a second viewing of an operation without an aesthetic. He decided to send him to a college, whereby, he could become a Christian minister. This decision would change his life as the Reverend John Stevens Henslow would become his botany professor and influence his future career greatly.

Something magical within me happened as I begin reading and putting the puzzle pieces together. A sudden thirst for knowledge about his life and how Darwin’s ideas percolated within him that contributed to his future book, *The Origin of Species*, began to overtake my research psyche. I was playing out these various scenarios that would become portions of the text I would later write in the comment sections. The first task I chose was to find out who, during the prescribed time frame of 1831-1836, might have influenced or conversed with him about the books he was reading or discoveries he was making. Although I began a list on my webbed page of notes that included dates of birth, I forgot to write down in my notes the dates I would include on the comment page. Ms. Dunford wanted dates on the comments and wall so that they would reflect one of the assignment’s parameters. The next day when I went to finish the wall and comment writings, I spent another 20 minutes researching the preciseness of my comment timings. With another class coming to do the same project (this class would have direct access to the computers) I was able to share this noted error in order to save them some time as well.

After reading about a particular individual who would possibly have been a professional colleague or friend, I immediately handwrote on the back of the webbed page of notes, the scripts I would use for the project. This is where I should have placed the dates in question; given that I had enough information in my script I was easily able with the help of Darwinian timelines to access the dates in question from various webpages. The next day when I shared my research strategies and experience with the students and Ms. Dunford, I was able to suggest, via the telling of Darwinian stories, what I had learned about Darwin, piquing their interest further. Off they went to discover the journey via their trajectory!

In Guided Inquiry, the goal of “the instructional team is to select and suggest high-quality resources from among databases, Web sites, and online libraries (Kukhltha, Maniotes, & Caspari, 2007, p.66). Carrie and I did work to prepare a list of suggested websites, and perhaps the one we found the most fascinating came from the PBS Evolution Series. We played

a snippet of the PBS series that was aired... in order for them to situate themselves in the time frame. I affectionately said that Charles Darwin’s phrase TAG could read – “A Checkered Past!” as I had found a picture of him from the Australian Museum (Circa 1854) wearing checkered pants, vest and ascoted tie! I encouraged them to play with the language of the times, as I would consider their being able to match the structure and elegant language of the day an exceptional rubric rating. I informed them that I had written, *my dear chap*, in one of the comment areas and wondered if the word had been used in that time frame. I clearly checked its origin with Merriam-Webster online to find out that it was a word that was from the 14th Century⁴. We encouraged the students to write in the style of the day and reminded them that LOLs were not allowed.

In an attempt to figure out how much time this project might take a student, I continued the next day to work on the picture selection. In all it took me about four hours, while the average student employed three hours. I didn’t have the confidence and time to actually draw my pictures (until I saw the students’ work the next day) so I downloaded pictures cutting and pasting them into the picture boxes. Having enlarged the original worksheet from 8 x 11 to 11 x 17, I was able to provide pictures I could make out and see. The next day when I was sharing this with the class, a few students showed me their worksheets (please see examples). These students had drawn and coloured in simplified yet descriptive pictures, thusly eliminating any copyright issues. We showed the class the sample student renditions so that they be confident in drawing their representations of Darwin’s voyage, family and friends. A few students approached me and asked what they could to sharpen their project; I made the same suggestion several times which was to label their pictures with the

Sample Comment

Robert Edmund Grant, Radical Evolutionist

My dear chap, I understand you survived the massive Valdivia earthquake. Your Wedgwood mother’s angelic spirit must have guided you up the mountain that day preventing you from drowning. Based on your post about the beds of dead shellfish that appeared in the mountain layers high above the tide, how did you make the connection between Lyell’s works, whereby, continents rise and fall and these layers of shellfish?

⁴Chap. (2012). Merriam-Webster.com. Encyclopedia Britannica. Retrieved April, 25, 2012: <http://www.merriam-webster.com/dictionary/chap>

selected names and connection they played to Darwin as this would help the reader further establish situational context; for example, Charles Lyell, author of *The Principle of Geography*.

As part of the assignment, students were to include an *Interests* section (see instructions and Facebook Template). I had listed the interests but most students had decided to write a paragraph. "I loved to ride the back of giant tortoises in the Galapagos...I found many unique animals in Australia... Another one of my interests would be exploring, so this journey is a perfect fit for me. And yet another wrote I loved studying biology and was interested in investigating geology." These comments although brief did confirm the research and fact gathering all the time fulfilling the requirements of the assignment.

In this project, students did not have to uncover a single understanding, the assignment was open-ended and there was ambiguity that had to be pieced together in order to write and compose the comment and wall pieces. When the material was vague, they had to find other sources that expanded upon the concepts. I shared with them the vague pieces I had encountered and how after reading almost four sources; I finally came upon the explanation that assisted in further understanding Darwin's influences. Essentially, he believed after reading Lyell's *Principle of Geography* that the earth was much older than anyone had estimated but it was in St. Jago that he crafted the concept that the earth is gradually and continuously changing with land rising in one area and falling in another. He based this notion on having seen in higher masses of rock and land evidence of sea fossils. To create this conclusion required a circuitous journey of resources and I recommended to students that they explore as did Darwin so they could draw their own conclusions upon his work.

Before the students could make meaning, we had to navigate the layers of material

causing shifts in thinking and questioning. Students had to analyze the information and evaluate accordingly as it needed to fit the parameters of the assignment. Surface understanding of the concepts would not in a short set of sentences translate enough information and so writings had to be succinct and reveal accurate information. Students who might have approached this in a linear fashion may not have been able to find some of the inaccuracies; the long voyage and stops on the journey can only make sense at times once one has travelled onto the next destination, similar of course to Darwin's own five year voyage. Students had to detect the patterns in Darwin's work and were forced to consider the history of the times with the Bible having been the key influence in the lives of many. Darwin was seen as a blasphemous man to many yet he persevered. His story is not one that a paragraph can fully encapsulate, however, as with Darwin, their journey was one of evolution.

Rigorous work requires that students use evidence to detect and defend meaning. Their ability to piece together the information, the clues and inferences into a synthesized format that displays accurate information assists students to "marshal evidence in defending their point of view" (Jackson, p.43). Some ideas of course can be left unstated, yet the story of Darwin intrigued. "It wasn't easy to forget how mysterious and mighty Darwin's story had become. It had worked all of the internal materials of the mind and the self, becoming a part of the students yet changing them in a way that stories do, subtly working its magic above and below the surface of consciousness" altering their consciousness in a Darwinian way. (Ben Okri, *Our Secret Territory*, 2011, p. 138). The restrictions were initially removed for the project but it required of students: engagement, sequential ordering, prior knowledge and a way to uncover nonlinear relationships among the variables. In classifying the information, they had to reorganize the

knowledge to fit the Facebook Profile and thusly create their own understanding and multiple meanings. (Jackson, 2011, p. 48-49). The opportunity to delve into a topic and produce a modern representation of past knowledge and history is certainly, as evidenced with these classes, an excellent way to engage and inform. 📖

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Carrie Dunford, M Ed. Teacher, Vincent Massey Collegiate. cdunford@pembinatrails.ca

Gwen Browne, Teacher Candidate, University of Winnipeg, 2012. G_browne559@hotmail.com

Ian Fraser, Librarian, University of Winnipeg. i.fraser@uwinnipeg.ca

Fakebook: the Perfect Online Resource for Presenting this Project

Heather Eby, Linden Meadows School, (heby@pembinatrails.ca) shared a similar project idea that students in her school did in regards to Greek Gods and Goddesses. They used a fake Facebook template from my FakeWall (<http://www.myfakewall.com>). By using this free template students could work directly online, however, the students who inputted pictures may not have been aware of copyright laws. By having the students draw their own illustrations, it may be one way to deal with the issues of copyright.

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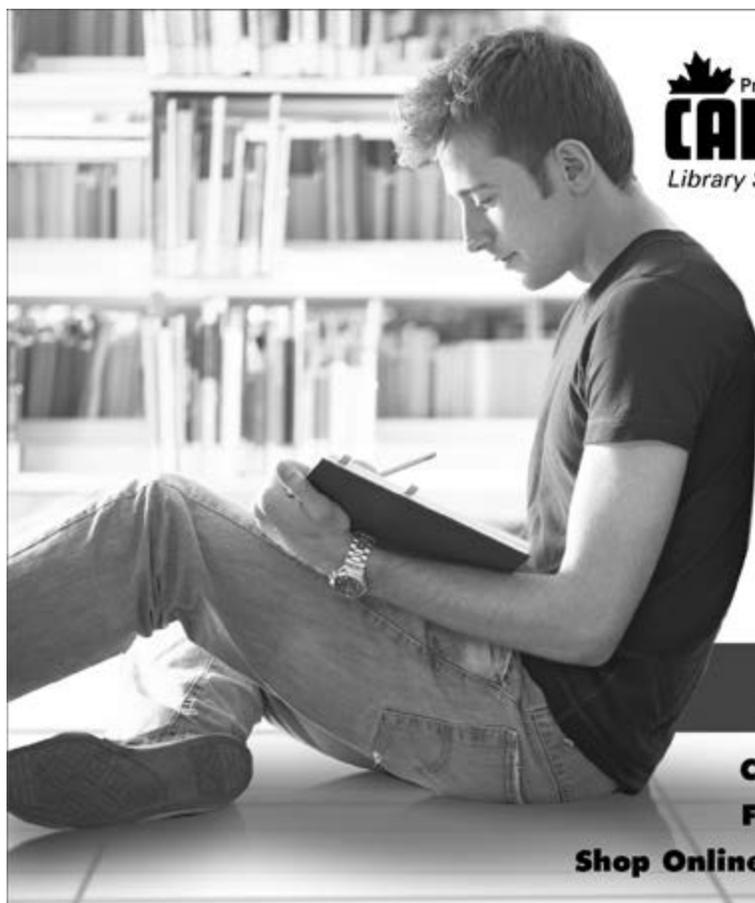
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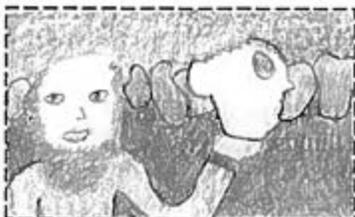


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Charles Darwin

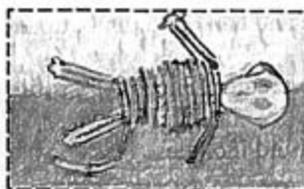
Leigh Hornice
-Buenos Aires, Arge

Lives in Cambridge, England

- Wall
- Info
- Photos (114)
- Notes
- Friends
- Subscriptions



"Bones found on beach"
Wall



"sloth skeleton"



"Ate an owl"

Friends (246)



Thomas Malthus

previous researcher



Emma Wedgwood

-cousin
-eventual wife



Captain Robert Fitz Roy

-captain



Robert Grant

-WENT TO UNIVERSITY WITH DARWIN



John Stevens Henslow

-Mentor



Charles Darwin

It was a wonderful day in Buenos Aires, Argentina. I found bones and parts of skulls on the beach! I can't wait to find more!



Charles Darwin

There is something so similar between all of these fossils! Perhaps they originated from the same species, but why are they different?

Date: Aug. 28, 1833 at _____ (time) near Argentina (place)
9:08am

View all 6 comments



Well you know that Hutton and Lyell believed that wind, water, earthquakes and volcanoes affected life. Maybe those elements changed the species!

Date: Aug 28, 1833 at _____ (time)
10:04am



All of those fossils prove that the population does not grow infinitely! There must have been famine, disease or war that caused these species to die.

Date: Aug 28, 1833 at _____ (time)
12:20 pm



My, I am so proud of you Charles! I'm glad to be your mentor. Analyze those fossils to determine how they are different.

Date: Aug 28, 1833 at _____ (time)
4:55 pm



I knew bringing you along would be a good idea! You are getting close to a major breakthrough! my friend keep work

Date: Aug 28, 1833 at _____ (time)
7:19 pm

Interests:

I loved studying biology and was interested in investigating geology. It was very interesting as there seemed to be so many similarities and differences in all the species. How can that be? I like collecting plants, insects and geological specimens, which helps me differentiate between the species. I also enjoy eating strange animals. I ate two beetles once and they tasted different, so these species differed in some way. Nature, exploring and no science are loves of mine so this voyage is a perfect fit. I also enjoy studying Nat



Charles Darwin's Facebook Profile – Research instructions

Carrie Dunford, Vincent Massey Collegiate

Here are the 2 websites we will use to research Darwin's Beagle voyage:

Website 1: <http://www.pbs.org/wgbh/evolution/darwin/diary/>

Website 2: http://www.pbs.org/wgbh/evolution/educators/teachstuds/pdf/darwins_excerpts.pdf

Website 1:

Open (click on) Darwin's diary and read the first page. When you're finished, turn the page (click the arrow).

This page is a timeline; notice the big space between his Beagle voyage and the publishing of his book "Origin of Species." We are going to focus on the Beagle voyage. Click on the Beagle (it should turn red when your mouse is on it).

Read the first 4 diary entries written before leaving for the voyage. You'll find these entries by clicking the 4 small boxes above the Beagle Voyage. This should give you a bit of background on Charles.

Now for your research:

There are 11 diary entries on this website:

- Jan 1832
- Feb – April 1832
- March – June 1832
- Jan 1833
- Summer 1833
- Feb – March 1835
- Aug 1835
- Sept 1835
- Nov – Dec 1835
- Jan 1836
- Oct 1836

You will be responsible for creating a Facebook profile dated around one of the time periods above. (I'm hoping each student have a different time period)

Use the space provided in your booklet to take notes on your selected time period's diary entries.

Website 2:

This website contains detailed diary entries. Find, read and take a few notes from the entries corresponding to your selected time period.

With this information plot your selected portion of Darwin's voyage on the map on page 15 of your booklet.

Using all of this information, create your Facebook profile. See the assignment instructions and template on the following pages.

Charles Darwin Profile Page

Instructions: You are to assume the role of Charles Darwin during his 5 year voyage of the HMS Beagle. While on your travels you visit many places and see many fascinating things. Luckily, you have a Smartphone and can continually update your Facebook Profile 😊

Using the template, create a Facebook profile page for Charles Darwin.

His/your profile should include:

1. Profile picture – 1 mark
 - a. Must correspond to when and where Darwin is on his Beagle voyage.
 - b. Must be coloured
2. Three wall photos – 3 marks
 - a. Must be applicable to Charles Darwin and his journey on the Beagle
 - b. Must be coloured
3. Five Friends with profile pictures – 5 marks
 - a. Must be people who influenced Darwin's work
4. Two wall posts – 6 marks
 - a. Must be related to Charles Darwin and his voyage on the Beagle
 - b. Four friends comments on *one* of the Wall Posts
5. Interests – 5 marks
 - a. A short paragraph in which Charles describes what he likes to do and why he likes doing it. Include a couple of questions or thoughts which helped him later develop his theory of evolution.
 - b. Must be applicable to Charles Darwin's voyage on the Beagle
 - c. Should include at least 5 clear and distinct points

Total: /20

Here are some tips:

- Remember that Darwin formulated his theory of evolution by natural selection **after** his voyage was finished.
- Provide the name and a description of the region/s or area/s
- Include observations from the region/s and area/s (which helped him later develop his theory of evolution)
- Include questions or thoughts that arose from your observations.
- Include interesting facts about your trip

MSLA Awards Presentations

THE ANNUAL MSLA AWARDS PRESENTATION TOOK PLACE ON MAY 7 at In Fernos Bistro in St. Boniface. Following is the nomination write-up for our three winners. Congratulations all.

MSLA Outstanding Teacher: Librarian of the Year

**Henri Dupuis, Teacher-Librarian, Springfield Heights School
(River East Transcona School Division)**



Henri Dupuis has always personified the role of teacher-librarian, teaching LwICT and promoting literacy not only in his school but at the divisional and provincial levels, as well. Henri is a master teacher who constantly strives to lead his students to higher level thinking and to take ownership for their learning. He promotes global citizenship by example.

Henri has taught for 26 years, 25 of those in the River East Transcona School Division. In the past six years, he has been the teacher-librarian at Springfield Heights School. His staff and administration speak highly of his programs, clubs and of Henri as a friend. He has certainly made a huge impression on the students he works with.

Henri's library program is unique in that Springfield Heights School is triple-track. He works hard to collaborate and co-teach with teachers in the English, French and Ukrainian programs. All three have their challenges. His program is organized so that each grade is given different, more challenging assignments. He also

includes the students in their own assessment which develops their metacognition skills.

Besides his regular program, Henri also has many extra-curricular clubs. He runs two French literacy clubs: "Je lis tout" for grades 4-6 and "Lis moi tout" for grades K-3. This year he started a library club in which the members maintain the bulletin boards, and set up displays to promote books, authors, series and illustrators. Henri also has a MYRCA club for grade 5 and 6 students. He has taken students to "Thin Air: Winnipeg International Writers Festival" and always has an interesting "I Love to Read" theme, bringing in guest speakers and authors to the school.

In Springfield Heights, Henri helps manage the K Kids Club. These global learners have done much for their community. They manage fund-raising for UNICEF, Winnipeg Harvest and Salome Mission. They work in the Holy Redeemer soup kitchen and hold a spirit week called "Movies with a Cause" in which they make presentations to raise awareness about such illnesses as asthma and leukemia and then show videos about them. Henri's latest project involves working with radio personality Bubba B from Hot 103 who has written and recorded several children's songs. Along with author John Toone, his students will be helping to create graphic novels/comic style for some of the songs.

Henri is a professional development leader both in his school and at the divisional level. For example, at Springfield Heights he has instructed staff on the use of PowerPoint and Prezi. At the divisional level, Henri has helped organize the purchasing and distribution of new French videos and music CDs, he has helped set up the division's library automation system, and during PD sessions, has presented many innovative projects that he is doing in the library and classroom. In this way, he has been a wonderful support to both new and seasoned teacher-librarians in the division. As well, Henri has been an executive member of the River East Teacher Librarian Association and, while president, he represented the Association in talks with the superintendent regarding the importance of school libraries.

At the provincial level, Henri has attended and presented at the Summer Monarch Teacher Network for three years. He is a member of the Winnipeg Children's Literature Roundtable and attends the MYRCA dinners and the Amelia Read-in as well as many other events offered by the WCLR. Whenever SAGE has been held in RETSD, Henri has been there to help with the set up and take down at the end of the day.

On Saturday mornings when the rest of us are sipping our coffee and reading the paper, Henri is busy promoting French language and culture on his radio program called “La musique pour tout le monde.” As a regular feature, Henri’s grade 5 students serve as guest reporters. One of their tasks as “reporters” is to complete an artist profile of a French singer and then choose songs by that musician to be played on the radio. Henri also has his grade 6 students plan, research and perform a pre-taped program for the show called “La ligue des radio sholaire”.

Being a teacher-librarian in one language is challenging enough; accomplishing this feat in three languages is a testament to Henri’s dedication to libraries, learning and student achievement.

MSLA School Administrator Award for Distinguished Service

Brad Corbett, Principal, Grosvenor School (Winnipeg School Division)



Brad Corbett made a connection very early in his teaching career between having a well-stocked library, a qualified and adequate library staff, and student achievement. As Vice-Principal of Dufferin School, he continually supported the library and literacy programs. When Brad became the Administrator of Grosvenor School, he recognized that the school needed an updated library and a teacher-librarian. Because he valued the function and purpose of the library, he envisioned the space as a multimedia centre. In order to create that centre, he acquired funding to purchase a Mac Lab. Brad also obtained funding for a new circulation desk to accommodate a new PC computer, a scanner and a printer for the library automation process. Four iMacs were also made available for students and staff to search materials in the library.

Through Brad’s vision and commitment, the library has become a vibrant and an integral place in the school which is utilized by teachers, educational assistants, clinicians, guest presenters, students, parents, the community, after school programs, the chess and drama club, staff meetings and parent council meetings. The library space has been reorganized to include a quiet reading area with leather chairs and a coffee table created by the students, a Smart-Board, a teaching area and a comfortable, inviting, carpeted area for the teacher-librarian to read books or give book talks to classes.

Mr. Corbett is a global thinker and as such, he was the driving force behind Grosvenor School’s involvement in a three year project on human rights which coincided with the building of the Canadian Museum for Human Rights. Brad was instrumental in acquiring permission to use the image of the Canadian Museum for Human Rights on a banner which is proudly displayed on the exterior of the school. The goal was to learn about human rights and to help the students in the school better understand and make sense of their world. In-services on inquiry and assessment were provided for all staff with Brad and the teacher-librarian supporting teachers and students with inquiry-based projects. Relevant materials were researched, purchased and have become valuable resources in the library. Brad fostered the creation of the Human Rights Kits for each grade level with books and related lesson plans. To further the multimedia concept, Brad advocated for, promoted and supported the production of student films by budgeting for the purchase of the necessary video equipment to create these films. Students were involved in the dramatization of a picture book and a human rights newscast which were both coordinated by the teacher-librarian. This video equipment continues to be utilized by staff for film production to enhance various themes in their classrooms.

In addition to his annual budgeting to build the library collection, Brad and the teacher-librarian collaborate on the planning of the semi-annual book fairs which are fund-raisers for the library. This year, a unique fund-raising project called the “Grosvenor Gallery Glitz” was organized by a parent and enthusiastically supported by Brad. The proceeds were designated for the purchase of new books for the library.

Brad sees the role of the teacher-librarian as a vital and essential teaching resource for staff and students, and has expanded the role to include the teaching of technology. To encourage collaboration between the classroom teachers and the library, Brad includes the teacher-librarian in all grade level team meetings.

Throughout his tenure at Grosvenor School, Brad has been resolute and effective in establishing and enhancing the purpose and scope of the library in the school. With Brad’s vision, Grosvenor’s School library is truly the “heart of the school.”

MSLA Distinguished Service Award

Ellen Donogh

Teacher-Librarian, Queenston School (Winnipeg School Division)



Ellen has been an active leader in education and school librarianship in the Winnipeg School Division for many years. From 1977 to 1985, Ellen worked at Norquay School in Kindergarten, Grade 1, Grade 4, and as a Music and Special Education teacher. She was inspired to move into the school library after attending a conference on children's literature. Her enthusiasm for the field and especially for children's literature has grown and flourished since that time. From 1985 to 1999, Ellen worked at Lord Selkirk School in Grade 6 and as the teacher-librarian and technology teacher. After that, she moved to Queenston School where she has been a teacher-librarian and technology teacher ever since. With declining enrollment, in 2011 Ellen took on a similar half-time position at Luxton School.

Ellen's instructional and research methods are both student and teacher-friendly. Working with classroom teachers, she teaches students the skills they need to become independent learners. Ellen is readily available to work with groups either in the classroom or in the library according to their learning needs. There is an excellent balance between literature, technology and independent learning skills in these collaborative activities.

The students, staff and parents of both Luxton and Queenston schools value the leadership Ellen provides in their academic, cultural and community outreach programs. Currently, she hosts a "Bookworms Book Club" once a month after school for approximately twenty-five grade 4-6 students. Ellen also maintains two noon-hour "Computer Clubs" for grades 4-6 students.

Ellen has been quick to share her knowledge of books and technology at the school and divisional levels. She works with the technology committees of both Queenston and Luxton schools in order to help teachers become more comfortable with technology and learn how to integrate it into their lessons. As a member of the WSD South District Technology Mentors Committee and the WSD Library Advisory Council, Ellen has provided divisional in-servicing for Winnipeg School Division South teachers on various technology and literacy-related themes.

In collaboration with the schools administrators, Ellen has co-authored many successful grant applications. These include grants for the "Artists in the Schools" program, the "Children's Heritage Fund," the "Indigo Love of Reading Foundation," Ignite and Lego Robotics. To raise additional funds for the library, Ellen also works with parents and students each year to operate book fairs. The proceeds of these book fairs have enabled Queenston and Luxton schools to purchase additional resources, and to host guest authors, illustrators and storytellers especially during "I Love to Read Month."

Ellen served on the initial Winnipeg School Division's "Brookside Cemetery Tours Remembrance Day Project," has directed Manitoba Day Celebrations, and organized the "Valentines for Veterans" at her school. Due to her leadership, the staff and students at Queenston School have been encouraged to participate in a variety of outreach programs with Winnipeg Harvest, Siloam Mission and UNICEF. For many years, Queenston students and their families have worked closely with the Kathy Knowles Library program in Ghana, fostered by the schools' global initiatives.

As MSLA's Co-Journal Editor from 2000-2008, Ellen contributed significantly to the leadership of the provincial school library community. She was the Secretary of the MSLA from 2005-2007 and SAG Committee member from 2000-2007. She has maintained an active membership in ManACE since 1999. Since 1997, Ellen has served as a book reviewer for the Canadian Children's Book Centre and has been active in the Winnipeg Children's Literature Roundtable. As a member of the Title Selection Committee of the Manitoba Young Readers' Choice Award, Ellen keeps abreast of current literature trends and readily shares these with her colleagues.

For all her years of continued service to the school library community, Ellen Donogh is clearly one of its most distinguished members. 

MSLA Library PD in Lord Selkirk School Division

By Donna Artimowich

ON FEBRUARY 3, 2012 THE LIBRARY STAFF of Lord Selkirk School Division was fortunate to have Jo-Anne Gibson, Teacher-Librarian from Acadia Jr. High, and Edna Johnson, Library Technician from Acadia Jr. High, run an all-day workshop. East Selkirk Middle School hosted the workshop and I had the pleasure of being the contact person for making the necessary arrangements.

With thirteen library staff members in attendance our experience and skills ran the gamut from newly hired to nearing retirement. Education also varied within the group from working toward the Library-Technician diploma to volunteer experience only. Jo-Anne and Edna not only kept the sessions informative and interesting, they inspired each one of us. Highlights included learning to use the Animoto website, creating a wiki to make our library home page show our latest books and going over cataloguing in Marc Records. Everything was in-depth and



Lord Selkirk computer lab, Jo-Anne Gibson

informative. Promoting of our libraries was another topic that many of us found very useful, especially with the focus being on the use of technology! Edna and

Jo-Anne had a wealth of ideas on keeping our students engaged and interested in the material in the library. While our schools range from Kindergarten to Grade 12, Jo-Anne and Edna were able to make each session relate to each one of our libraries.

As a group, it was unanimous that this was one workshop we had all benefited from and we would like to have Jo-Anne and Edna come out to our division to share more of their library knowledge in the near future.

Donna Artimowich is the Library Clerk at East Selkirk Middle School. 📖



Lord Selkirk computer lab, Edna Johnson

Reflections on the 2012 Super Conference

By Joyce Riddell, President Elect

THE OLA SUPER CONFERENCE WAS AN EXCELLENT OPPORTUNITY TO GET together with other professionals to learn about new ideas and to share common interests and concerns. The keynote and spotlight speakers were inspiring and offered much food for thought. Tom Wujec, a former Winnipegger, gave a talk about innovation and visualisation that stimulated great discussion. Jonah Lehrer spoke fluidly and knowledgeably about creativity and about the importance of experiencing 'grit' and building drive through ones passion and experience. Neil Pasricha was awesome; the author of the blog *1000 Awesome Things*, and *The Book of Awesome* talked about his journey to best selling author.



Tom Wujec



Jonah Lehrer



Neil Pasricha

Ken Haycock and Wendy Newman found a fun way to present a message about being effective advocates for the school library program by referencing the debate between Margaret Atwood and Toronto mayor, Tom Ford. Useful advocacy tactics include networking and showcasing positive results. Whining and blaming detract from those goals. Vivianne Fogarty and I took lots of notes as Ken and Wendy gave session attendees their ideas for best sharing the importance of library programs in an age of expanding information.



Ken Haycock



Wendy Newman

Before the official start of the conference, I joined a tour of two Toronto public school Libraries to see how the Teacher Librarians had adapted the library space to new uses. At Edgewood Elementary, the library became a learning commons that was part of the EEL (Edgewood Experiential Lab). The new space included an art

room, a science room, a gallery and the learning commons (which could be divided into two teaching spaces). Besides offering break-out space for one-on-one or small group work the space could also host large presentations. Students could be taking science, art, or do wood working. There was space to display student work and some comfortable lounging area as well.

I went to a number of sessions that focussed on school library practices, including brain based instruction and guided inquiry. I attended Nancy Pearl's session about readers' advisory, which gave me the opportunity to speak briefly with her, and get the package of my action figure Nancy Pearl signed. I really enjoyed the session by Tim Gauntley called Integrating the Learning Commons. Tim explained the model of the learning commons as both a physical and virtual space that expands well beyond the walls of the traditional library and the school to the world beyond. You can all become part of the discussion about Learning Commons by registering at lcommons.org.



Nancy Pearl

The conference wrapped up with a very personal Q and A session with George Stroumboulopoulos. The hall was packed with conference goers who had enjoyed lunch, when George bounced onto the stage at the front of the room, and he gamely took all questions with his very open, personable manner. He was very pleased to be able to talk to a room of librarians because, as a boy, he and his sister spent many hours in their local library while their mom worked.



George Stroumboulopoulos

Of course, the OLA store and the trade show were both interesting and it was worth spending time perusing the displays. The OLA Super Conference was an amazing experience. It is mind-expanding to be able to share information with fellow professionals in a charged environment. Make the time to enrich your professional life. Take the time to reflect afterwards. Change your energy level.

Closer to home, we will be enjoying a wide slate of interesting presenters this fall at the MSLA SAGE. See you all there! 📖

Acronyms of Interest to School Library Media Personnel

Compiled by G.R. Brown

*No longer operational/combined with another group

AASL	American Association of School Librarians www.ala.org/ala/mgrps/divs/aasl/index.cfm
ALA	American Library Association www.ala.org/
ASLC	Alberta School Library Council aslc.teachers.ab.ca/Pages/Welcome.aspx
BCLA	British Columbia Library Association www.bcla.bc.ca/
BCTLA	British Columbia Teacher-Librarians' Association (of the British Columbia Teachers' Association) www.bctf.ca/bctla
CACL	Canadian Association for Children's Literature (of CLA)
CASL*	Canadian School Library Association www.cla.ca/AM/Template.cfm?Section=CASL2
CIC	Canadian Images Canadiennès (Conferences)
CLA	Canadian Library Association www.cla.ca/AM/Template.cfm?Section=Home
CM	Canadian Materials: A Reviewing Journal of Canadian Materials for Young People www.umanitoba.ca/cm/
CSLA*	Canadian School Library Association (see CASL)
DREF	Direction des ressources éducatives françaises www.edu.gov.mb.ca/m12/biblio/index.html
IASL	International Association of School Librarianship www.iasl-online.org/
IBBY	International Board for Books for Young People www.ibby-canada.org/
ILL	Interlibrary Loan
IMC	Instructional Media Centre
IRA	International Reading Association www.reading.org/General/Default.aspx
IRU	Instructional Resources Unit (Manitoba Education) www.edu.gov.mb.ca/k12/iru/index.html
LAA	Library Association of Alberta www.laa.ca/
LwICT	Literacy with Information and Communication Technology
MALT	Manitoba Association of Library Technicians www.malt.mb.ca/
ManACE	Manitoba Association for Computing Educators www.manace.ca/
MASL*	Manitoba Association of School Libraries (see MSLA)

MECY*	Manitoba Education Citizenship and Youth: Now Manitoba Education
MLA	Manitoba Library Association www.mla.mb.ca/
MLC	Manitoba Library Consortium
MLTA	Manitoba Library Trustees Association mla.mb.ca/mlta
MSLA	Manitoba School Library Association www.manitobaschoollibraries.com/
MSLAVA*	Manitoba School Library Audio Visual Association (see MSLA)
MYRCA	Manitoba Young Readers' Choice Award www.myrca.ca/
NBSLA	New Brunswick School Library Association
NSSLA	Nova Scotia School Library Associations
OLA	Ontario Library Association www.accessola.com/ola/bins/index.asp
OSLA	Ontario School Library Association www.osla.on.ca
PEITLA	Prince Edward Island Teacher librarian Association www.edu.pe.ca/peitla/about.htm
QASL	Quebec Association of School Librarians
QLA	Quebec Library Association www.abqla.qc.ca/
RCGW	Reading Council of Greater Winnipeg www.readingmanitoba.org/pdf_files/0708/RCGWAbout.pdf
SAG	Special Area Groups
SLA	Saskatchewan Library Association www.lib.sk.ca/sla/
SLAM	School Library Administrators of Manitoba
SLIC	School Libraries in Canada www.clatoolbox.ca/casl/slic/
SLiP	School Libraries Information Portal (of National Library) www.cla.ca/slip/advocacy.htm
SLJ	School Library Journal (US) www.schoollibraryjournal.com/
SSLA	Saskatchewan School Library Association www.ssla.ca/
WCLR	Winnipeg Children's Literature Roundtable https://sites.google.com/site/wpgroundtable/home