

Topics and Trends for 2017

2017 VAASL Fall Conference: Libraries for the People

Chantilly, VA November 2-4, 2017

1. Advocacy through Coalition Building

- a. American Association of School Librarians. (2017). *What is advocacy?* Retrieved from <http://www.ala.org/aasl/advocacy/definitions>
“On-going process of building partnerships so that others will act for and with you, turning passive support into educated action for the library program. It begins with a vision and a plan for the library program that is then matched to the agenda and priorities of stakeholders.”
 - b. **Administrators** Hartzell, G. N. (2017, March/April). Building-level advocacy with library impact research. *School Library Connection*, 5-7.
“Comprehensive library impact research is a useful tool in crafting general advocacy programs, but the wrong tool to use in trying to convince your principal to specifically support you and your program.”
 - c. **Parents** Kachel, D. E. (2017, August/September). Fake news: A golden opportunity to develop parent advocates. *School Library Connection*, 5-7.
“Librarians need to teach and share media literacy skills that students need and parents see as relevant. The recent proliferation of fake news and alternative facts presents a clear opportunity for school librarians to clarify the relevance of their instructional programs and solidify their role in the education of students.”
 - d. **Legislators** Kachel, D. (2016). Get to know your legislators: Organizing a legislator visit. *Teacher Librarian*, 44(2), 50-52.
“The article offers tips on how school libraries can organize legislator visits. The suggestions mentioned include seeking the approval from the school administration, scheduling a visit in the school, and building relations with the elected officials. Moreover, the other tips mentioned include deciding on the invited guests, involving community leaders and influential school leaders, and maintaining email group listing.”
 - e. American Association of School Librarians. (2017). *School librarians as learning leaders*. Retrieved from <http://www.ala.org/aasl/advocacy/tools/leaders>
An infographic and annotated resource guide, ready to share with your administrators, which demonstrate your instructional leadership role in your school. Also available are tips and scenarios for sharing the resources and an action plan worksheet. Please remember to complete the usage survey if you use the resources!
- ✓ **“The school library program is guided by an advocacy plan that builds support from decision makers who affect the quality of the school library program” *Empowering Learners* guideline III.VII, p. 41.**

2. Breakout Boxes

- a. Schaffhauser, D. (2017). Breakout! Gaming to learn. *THE Journal*. 44(4), 6-11.
“The article offers information on the importance of game playing challenges for teaching critical thinking and collaboration to students. Topics include views of lecturer Sherry Jones on using games such as escape rooms or locked rooms for teaching students and sharpening their skills; breakout boxes introduced by Breakout EDU for student's learning purpose; and idea of breakout box adopted by Sioux Falls Christian Schools' director Kristin Mulder for making student's engagement and involvement in learning activities.”

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- b. *Breakout EDU on a budget*. (2017). Retrieved from <http://www.librarygirl.net/2017/03/breakoutedu-on-budget.html>
Library Girl Jennifer LaGarde's blog post on BreakoutEDU in which she notes, "in school we tend to focus on finding right answers, whereas BreakoutEDU focuses on asking the right questions."
 - c. *Breakout EDU: What is Breakout EDU?* (n.d). Retrieved from <https://www.breakoutedu.com/about>
"Breakout EDU is the immersive learning games platform. The Breakout EDU kit allows for the facilitation of games where players use teamwork and critical thinking to solve a series of challenging puzzles in order to open the locked box. Games are available for all ages and content areas."
 - d. William, A. (2016). *Breakout from Mr. Lemoncello's Library*. Retrieved from <https://www.youtube.com/watch?v=JoXLWZMwORA>
"A Breakout EDU Challenge based on the book *Escape from Mr. Lemoncello's Library* by Chris Grabenstein"
 - e. Dulany, P, & Kalinichenko, H. (2017). *Breakouts made easy: A guide to working with breakout boxes*. [S.l.]: CreateSpacePublishing.
"Breakout boxes are innovative, hands-on, interactive, and engaging alternatives to traditional classroom activities like worksheets, textbooks, and lectures. Whether you're just getting started with Breakout boxes or ready to take the next step and customize your own, this book is for you."
- ✓ **"The school librarian stimulates critical thinking through the use of learning activities that involve application, analysis, evaluation, and creativity" *Empowering Learners* action II.IV, p. 25.**

3. "Fake News"

- a. *How to spot fake news: FactCheck.org*. (2016). Retrieved from <https://www.youtube.com/watch?v=AkwWcHekMdo>
Fake news is nothing new! This short video addresses the importance of checking and verifying facts and suggests several fact-checking sources in addition to FactCheck.org.
- b. Foote, C. (2017, August/September). Future ready librarian: Instructional leader in an age of misinformation. *School Library Connection*, 8-10.
"The current frenzy over fake news allows librarians a heightened opportunity to highlight their role as leaders in information literacy and poses a significant opportunity to insert ourselves into curricular planning and conversations."
- c. Valenza, J. (2016). *Truth, truthiness, triangulation: A news literacy toolkit for a "post-truth" world*. Retrieved from <http://blogs.slj.com/neverendingsearch/2016/11/26/truth-truthiness-triangulation-and-the-librarian-way-a-news-literacy-toolkit-for-a-post-truth-world/>
"We need to teach the important lessons of everyday civics for new consumption and production landscapes. These lessons involve sustained critical thinking, a practice to engage in regularly as we read and view and inquire with learners of all ages across disciplines."
- d. NewseumEd. (n.d). *Media literacy resources*. Retrieved from <https://newseumed.org/stack/media-literacy-resources/>
"Looking for free resources on fighting fake news and developing your students' media literacy skills?"
- e. LaGarde, J. (2017). *Fake news, alternative facts and librarians as dedicated defenders of the truth*. Retrieved from <http://www.librarygirl.net/2017/01/fake-news-alternative-facts-and.html>

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“Regardless of how you choose to tackle this issue, school librarians have an opportunity and obligation to lead the charge in helping grow a generation of students who: cannot be duped by "fake news;" know instantly that "alternative facts" are like unicorns: nice to dream about perhaps, but don't actually exist; are armed with the tools necessary to discern fact from fiction no matter how slickly the latter is packaged.”

- ✓ **“The school library program provides instruction that addresses multiple literacies, including information literacy, media literacy...” *Empowering Learners* guideline II.III, p. 23.**

4. Fandom (Fan Culture)

- a. Alessio, A., LaMantia, K., & Vinci, E. (2017). Fandoms: Subcultures on the rise! *ILA Reporter*, 35(4), 11-13.
“The article reports on rise in trends of fandoms, a group or community of people who share a passion for a certain thing. It mentions fandoms that are popular at Schaumburg Township District Library (STDL), including Star Wars, Harry Potter and television series such as Doctor Who.”
 - b. Aycock, A. (2017). A fanboy’s notes for librarians. *Information Today*, 34 (5), 1, 24-24.
“The article discusses the author's views on the impact of comic and fantasy books for science fiction genre to fan fiction at libraries and conventions. He explains that fan fiction terminology has specific meanings in fandom vocabulary at several fandom websites. The author also describes the fandom lifestyle including Fan Fiction, Cosplay, and Fan Studies.”
 - c. Alessio, A., LaMantia, K., & Vinci, E. (2017). *50+ fandom programs: Planning festivals and events for tweens, teens, and adults*. Chicago: ALA.
“This book of ready-to-go programs and events will help public libraries give fans who are passionate about genres, characters, games, and book series plenty of reasons to return to library again and again.”
- ✓ **“The school librarian creates an environment that is conducive to active and participatory learning...” *Empowering Learners* action III.III, p. 33.**

5. Global Goals

- a. Schultz-Jones, B., & Mardis, M. A. (2017, February). School librarians as supporters, professionals, and collaborators in learners’ global connectedness. *School Library Connection*. Retrieved from <http://schoollibraryconnection.com/Home/Display/2061165>
“Gaining global perspective involves moving beyond a content-bound definition of global education. A global perspective goes beyond the narrow approach of studying things foreign and international to an understanding of the interconnectedness of world systems as well as different values and points of view.”
- b. *The global goals for sustainable development*. (2016). Retrieved from <http://www.globalgoals.org/>
“In September 2015, 193 world leaders agreed to 17 Global Goals for Sustainable Development. If these Goals are completed, it would mean an end to extreme poverty, inequality and climate change by 2030. Our governments have a plan to save our planet...it’s our job to make sure they stick to it. The Global Goals are only going to work if we fight for them and you can’t fight for your rights if you don’t know what they are. We believe the Goals are only going to be completed if we can make them famous.”
- c. International Federation of Library Associations and Institutions. (2017). *Access and opportunity for all: How libraries contribute to the United Nations 2030 agenda*.

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Retrieved from <https://www.ifla.org/files/assets/hq/topics/libraries-development/documents/access-and-opportunity-for-all.pdf>

“In the context of the UN 2030 Agenda, the International Federation of Library Associations and Institutions (IFLA) believes that increasing access to information and knowledge across society, assisted by the availability of information and communications technologies (ICTs), supports sustainable development and improves people’s lives.”

- d. *Malala introducing The Worlds Largest Lesson HD*. (2016). Retrieved from

<https://www.youtube.com/watch?v=p2hyORs83EE>

Malala shares the purpose and importance of the Global Goals set forth by the United Nations.

- e. *Heroes for change: United Nations comics*. (2015). Retrieved from

<https://www.yumpu.com/en/document/view/53587356/heroes-for-change>

This comic explains the purpose and goals and how children and adults can move the 17 goals forward.

- ✓ **“The school librarian forms partnerships with the local and global community to promote student learning” *Empowering Learners* action III.VII, p. 41.**

6. LGBTQ in School Libraries

- a. MacMillan, K. (2017). *Libraries are for everyone*. Retrieved from

<http://knowledgequest.aasl.org/libraries-are-for-everyone/>

This October 9 *Knowledge Quest* blog post gives statistics regarding LGBTQ youth and describes how school libraries can be safe havens.

- b. Gaffney, L. (2017). *Be an ally: LGBTQ advocacy and school libraries*. Retrieved from

<http://knowledgequest.aasl.org/ally-lgbtq-advocacy-school-library/>

This October 13 *Knowledge Quest* blog post offers tips for supporting LGBTQ youth and links to resources for students, faculty, staff, and parents.

- c. Barack, L. (2014). LGBTQ & you: How to support your students. *School Library Journal*, 60 (5), 40. Retrieved from

<http://www.slj.com/2014/05/diversity/lgbtq-you-how-to-support-your-students/>

“The article explores the important role of school librarians in the lives of lesbian, gay, bisexual, transgender, and questioning (LGBTQ) teens” and suggestions from four librarians on essential LGBTQ books.

- d. Naidoo, J. C. (2017, May/June). Serving rainbow families in school libraries. *School Library Connection*, 5-8. Retrieved from

<http://schoollibraryconnection.com/Home/Display/2073484>

“It is essential for school librarians to create inclusive collections, environments, and curricula that take into account various forms of diversity, including children or caregivers who identify as lesbian, gay, bisexual, transgender, and queer/questioning..”

- e. Dorr, C., & Deskins, L. (2018). *LGBTQAI+ books for children and teens: Providing a window for all*. Chicago: ALA.

“This resource not only surveys the best in GLBTQAI+ lit but, just as importantly, offers guidance on how to share it in ways that encourage understanding and acceptance among parents, school administrators, and the wider community.”

- ✓ **“The school library program includes flexible and equitable access to physical and virtual collections of resources that ... meet the diverse needs of all learners” *Empowering Learners* guideline III.III, p. 33.**

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7. Libraries as Learning Spaces

- a. Moreillon, J. (2016). Making a space for curiosity and creativity: Classroom-library collaboration for inquiry learning. *School Library Connection*, 1(8), 50-52.
“School librarians are experienced in helping students interact with information. When librarians support learners in accessing diverse resources in multiple formats, students are positioned to take an active role in learning. When students are invited to explore the wider world of information beyond the novel or textbook, they can become curious, make connections, draw inferences that deepen their understanding, and interpret the content of their learning in new, creative, and innovative ways..”
 - b. Rendina, D. (2016). *6 active learning spaces your library should have*. Retrieved from <http://knowledgequest.aasl.org/6-active-learning-spaces-library/>
“In the book *Get Active: Reimagining Learning Spaces for Student Success*, the authors identify six types of active learning spaces that are essential for creating an engaging learning environment for students. While this research (and this book) are not specifically focused on school libraries, we are the ideal place in our schools to encompass all six types of learning spaces in one location. We are the learning hubs of our schools after all.”
 - c. Grigsby, S.K.S. (2015). Re-imagining the 21st century school library: From storage space to active learning space. *TechTrends: Linking Research & Practice to Improve Learning*, 59(3), 103-106.
“As libraries adjust to the needs of the 21st century, there needs to be a different way of thinking in regards to its design. School libraries have traditionally been designed as large rooms for the storage of materials for research and pleasure reading... This article focuses on the shifting nature of school libraries and how renovating existing spaces and the design of new ones must also evolve to accommodate the changing roles of libraries and librarians in schools.”
 - d. *Transforming the Rees library into a flexible learning space* (2016). Retrieved from <https://www.youtube.com/watch?v=f67sw2rVwKo>
“Learn about how we transformed our school library from how it was used in the 80's to a Flexible Learning Space for the 21st Century. We continue to strive towards improving the student learning experience.”
- ✓ “The school librarian ...**designs learning spaces that accommodate a range of teaching methods, learning tasks, and learning outcomes**” *Empowering Learners actions III.III*, p. 33.

8. National School Library Standards for Learners, School Librarians, and School Libraries

- a. Mardis, M. (2017). On the horizon: New standards to dawn at AASL 2017. *Knowledge Quest*, 46(1), 48-54. Retrieved from http://knowledgequest.aasl.org/wp-content/uploads/2017/09/KNOW_46_1_OntheHorizon_48-54.pdf
“We did not plow our current standards under; we made measured, informed decisions about where and how to update what we have.”
- b. *Common beliefs*. (2017). Retrieved from <http://standards.aasl.org/beliefs/>
The six Common Beliefs “define the qualities of well-prepared learners, effective school librarians, and dynamic school libraries.”
- c. *Shared foundations*. (2017). Retrieved from <http://standards.aasl.org/foundations/>

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- The six Shared Foundations that anchor the *AASL Standards Integrated Framework* are Inquire, Include, Collaborate, Curate, Explore, and Elevate. Each image links to an infographic that summarizes competencies for learners and suggests starting points for school librarians implementing the standards.”
- d. Lechtenberg, K. (2017). *Managing standards overload: Your educational compass meets the National School Library Standards*. Retrieved from <http://knowledgequest.aasl.org/managing-standards-overload/>
 “Whenever I hear that new educational standards are coming out, I go through a roller coaster of emotions and a lot of frantic self-talk....Well, this time I’m tired of the roller coaster!... Beyond the new name, new graphics, and revised language, it’s really about something as old as education itself: thinking, creating, sharing, and growing as individual educators and as a professional organization.”
 - e. #AASLstandards archive (2017). Retrieved from <https://www.participate.com/transcripts/AASLstandards/9181c2ce-4c39-4cd0-9c52-fd7084a37c6f>
 Read the transcript of the September 17, 2017, #AASLstandards Twitter chat: 139 participants, 816 messages, 27 resources shared!
- ✓ **“The school library is a unique and essential part of the learning community.”** *National School Library Standards for Learners, School Librarians, and School Libraries, Common Belief #1.*

9. Personalized Learning

- a. *The role of school libraries in personalized learning*. (2014). Retrieved from <https://www.youtube.com/watch?v=Z335wHBxrJg&t=16s>
 From Next Gen Learning Challenges in Oakland, CA, (from about 2 minutes in to 16 minutes), librarians discuss the six pillars of personalized learning and ideas on how the school library support personalized learning.
 - b. *Personalized learning: ESSA definition and the role of school libraries and librarians*. (2017). Retrieved from <http://knowledgequest.aasl.org/personalized-learning-essa-definition-role-school-libraries-librarians/>
 “Ultimately, personalizing learning through the library requires librarians to become leaders in the movement by emphasizing with faculty and administrators the crucial role that the library plays.”
 - c. Easley, M. (2017). Personalized learning environments and effective school library programs. *Knowledge Quest*, 45(4), 16-23.
 “The article focuses on role of personalized learning to offer ways to school librarians for maximizing learner achievement by meeting students and allowing them to engage in experiences that support their learning. It mentions principles of personalized learning followed in schools of Fulton County, Georgia such as just-in-time direct instruction and mastery-based assessment.”
 - d. Kallick, B. & Zmuda, A. (2017). *Students at the center: Personalized learning with habits of mind*. Alexandria, Virginia: ASCD.
 “Educators’ most important work is to help students develop the intellectual and social strength of character necessary to live well in the world. The way to do this, argue authors Bena Kallick and Allison Zmuda, is to increase the say students have in their own learning and prepare them to navigate complexities they face both inside and beyond school. It means establishing classrooms that prioritize voice, co-creation, social construction, and self-discovery.”
- ✓ **“The school librarian creates an environment that is conducive to active and participatory learning...”** *Empowering Learners action III.III, p. 33.*

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10. Social Media as an Advocacy Tool

- a. Baule, S. & Lewis, J.E. (2013). Creating a social media presence for your school or library. *Library Media Connection*, 32(1), 34.
“The authors offer advice on how a school or school library can create an online presence through social media and social networking services. Information is provided on social networking resources such as Facebook and Google+, as well as the business networking website LinkedIn. Additional details are provided on the use of ... Twitter.”
 - b. Alfonzo, P. (2016). Snapchat in the library. *American Libraries*, 47(11/12), 22-23.
Retrieved from <https://americanlibrariesmagazine.org/2016/11/01/snapchat-in-the-library/>
“The article discusses trends in the operation of libraries in the U.S. as of November 2016, particularly the adoption of the Snapchat application (app) in libraries. According to Leon Springs Elementary School, Texas, librarian Jennifer Eckert, Snapchat is very popular among 4th and 5th grade students. Also cited are the use of Snapchat by such librarians as Alanna Graves of Cape May County (New Jersey) Library, and Doctor Joe J. Bernal Middle School's Zinnia Bayardo.”
 - c. *5 tips for new school librarians (and those who aren't so new)*. (2017). Retrieved from <http://www.nikkidrobertson.com/2017/06/5-tips-for-new-school-librarians-and.html>
In her blog post on *The Absolutely True Adventures of a School Librarian* Nikki D. Robertson provides solid advice for school librarians, including a section on using social media to tell our story.
 - d. *Your 2017 AASL social media superstars*. (2017). Retrieved from <http://knowledgequest.aasl.org/2017-superstars/>
Includes a video featuring each of the seven 2017 winners, information about each one, and links to their social media sites. Categories include Sensational Student Voice, Advocacy Ambassador, Tech Troubadour, Program Pioneer, Curriculum Champion, Leadership Luminary, and Social Justice Defender. Get great ideas here for ways to use social media to promote and advocate for your library program.
- ✓ “The school librarian communicates to stakeholders through the library website, parent newsletters, email, and other formats” *Empowering Learners* action III.VII, p. 41.

“The mission of the school library program is to ensure that students and staff are effective users of ideas and information. The school librarian empowers students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information...” *Empowering Learners*, p. 8.

***Empowering Learners: Guidelines for School Library Programs*. (2009). Chicago, IL: American Association of School Librarians.**

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