

Charting the Course with Topics and Trends

2016 VAASL Fall Conference

1. Digital Literacy

- a. ALA Digital Literacy Task Force. (2011). *What is digital literacy?* Retrieved from <http://connect.ala.org/files/94226/what%20is%20digidigit%20%282%29.pdf>
“Digital Literacy is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills. A Digitally Literate Person...”
 - b. Project Tomorrow. (2015). *Ten things everyone should know about K-12 students’ digital learning.* Retrieved from <http://tomorrow.org/speakup/pdfs/10-things-students-speak-up-2015-national.pdf>
From “Learning via YouTube” to “Tweet Tweet” to “Goodbye 1:1!” Speak Up 2015 Research Project findings.
 - c. Alliance for Excellent Education. (2016). *Digital learning day.* Retrieved from <http://www.digitallearningday.org/>
“Digital Learning Day was started as a way to actively spread innovative practices to ensure that all youth have access to high-quality digital learning opportunities.” Put February 23, 2017 on your calendar right now!
 - d. Martin, A. M., & Roberts, K. R. (2015). Digital native ≠ Digital literacy. *Principal*, 94(3), 18-21.
“The article shows an advisory for U.S. schools and school districts in implementing digital literacy programs. Topics discussed include digital literacy being referred by the American Library Association Digital Literacy Task Force as a capability to utilize information and communication solutions for searching, assessing and making information, the digital literacy program demonstrated by the Pennsylvania School Library Project, and recommended digital literacy functions of a school librarian.”
 - e. University of Derby. (2015). *Digital literacy and why it matters.* Retrieved from <https://www.youtube.com/watch?v=p2k3C-iB88w>
“Digital literacy is a term you may have heard more about during the past few years, but what does it mean and why is it important?”
- ✓ “The school library program provides instruction that addresses multiple literacies...” *Empowering Learners* guideline II.III, p. 23.

2. ESSA (Every Student Succeeds Act)

- a. Fennell, M. (2016). What educators need to know about ESSA. *Educational Leadership*, 73(9), 62-65.
“The article discusses Every Student Succeeds Act (ESSA), which was signed into law by U.S. President Barack Obama on December 10, 2015 as a reauthorization of the 1985 Elementary and Secondary Education Act. Topics discussed include comparison between ESSA and the 2002 No Child Left Behind and the Common Core Standards. Also mentioned are ESSA presenting new opportunities for teacher-led professional growth ...
- b. Church, A. (2016). Starting the conversation about school libraries and ESSA. *Knowledge Quest*, 45(1), 4.
“The article expresses the author's insights regarding the implementation of the Every Student Succeeds Act (ESSA) among school boards and administrators in understanding the aspects of an effective school library program (ESLP) and role of school librarians in library programs.”

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- c. American Association of School Librarians. (2016). *ESSA and school libraries*. Retrieved from <http://essa.aasl.org/>
Your one-stop shop for information about ESSA and school libraries. Includes AASL position statements, state workshops, resources and information, in the news, discussion forums, the #ESSALibraries feed on Twitter, and ESSA updates on *Knowledge Quest*.
 - d. *Digital learning provisions within the Every Student Succeeds Act*. (2016). Retrieved from <https://www.youtube.com/watch?v=IDKJxHsRy10> .
“How the *Every Student Succeeds Act* will help to support greater access to high-quality digital learning and a more equitable use of technology in underserved schools and communities. Learn more at www.all4ed.org/ESSA.”
- ✓ **“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.**

3. Facilities Design

- a. Baule, S. (2015). Designing and renovating library spaces. *School Library Connection*, 1(4), 21-23.
“About the only thing that hasn’t changed in the world of library design is that the space is still intended as a place for people and resources (print, non-print, and virtual) to meet. However, there are a number of trends to take under consideration when designing or renovating library spaces.”
- b. Young, R. (2016). Transforming my high school library facility. *School Library Connection*, 1(9), 22-24.
“Robyn Young explains how she worked with students and staff to transform her library into a place that has flexible spaces, comfortable seating, and is conducive to learning, both for classes and for individual students.”
- c. Bertland, L. (n.d.). *Resources for school librarians: Library facilities design*. Retrieved from <http://www.sldirectory.com/libsf/resf/building.html>
Includes sections on Building and Redesigning Libraries, Library Facilities and Services for Patrons with Disabilities, and Disasters, Damage, Insects, and Mold.
- d. Sullivan, M. (2013). *Library spaces for 21st-century learners: A planning guide for creating new school library concepts*. Chicago: AASL.
“... focuses on planning contemporary school library spaces with user-based design strategies. The book walks school librarians and administrators through the process of gathering information from students and other stakeholders involved in planning a resource rich learning space. Information includes how to create needs assessment documents that complement AASL’s *Empowering Learners: Guidelines for School Library Programs*. Suggestions for adding meaningful aesthetic components and colorful renderings of sample environments are also provided.”
- e. Sullivan, M. (n.d.). *Envisioning new library spaces*. Retrieved from <http://www.ala.org/aasl/ecollab/library-spaces>
“In this webinar, learn how to leverage observation skills to ‘see’ how students interact while working, what tools they choose to use, where they enjoy spending time and what activities naturally lead them into exploration. Learn how to observe people’s behavior and appreciate their comfort zones then use those observation skills to direct you in planning your school library.”
- f. *Library media in the 21st century—Part 1 of 2: Physical spaces & student projects*. (2013). Retrieved from <https://www.youtube.com/watch?v=REN8hAw1mhA>
Librarians in Kettle Moraine School District in Wisconsin share how their library spaces foster student learning.

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- ✓ “The school librarian creates a friendly, comfortable, well-lit, aesthetically pleasing, and ergonomic space that is centrally located and well integrated with the rest of the school; designs learning spaces that accommodate a range of teaching methods, learning tasks, and learning outcomes; provides space and seating that enhances and encourages technology use, leisure reading and browsing, and use of materials in all formats ” *Empowering Learners* actions III.III, p. 33.

4. Future Ready

- a. *Future ready librarians*. (2016). Retrieved from <http://futureready.org/about-the-effort/librarians/>
“School librarians lead, teach and support the Future Ready goals of their school and district in a variety of ways through their professional practice, programs and spaces. If properly prepared and supported, school librarians are well-positioned to be at the leading edge of the digital transformation of learning.”
 - b. *Future ready librarians’ fact sheet*. (2015). Retrieved from http://1gu04j2l2i9n1b0wor2zmguawpengine.netdna-cdn.com/wp-content/uploads/2016/06/FR_Librarians_Factsheet.pdf
Outlines the ten identified areas of future ready school librarianship.
 - c. Gerakios, J. (2016). *Are you a future ready librarian?* Retrieved from <http://knowledgequest.aasl.org/future-ready-librarian/>
“Joanna Gerakios shares information from Sara Trettin’s presentation to the AASL Affiliate Assembly at the ALA Annual Conference in Orlando in June, 2016.
 - d. Foote, C. (2016). Getting on board with the DOE’s Future Ready initiative. *Internet@Schools*, 23(4), 12-13.
“The article discusses the Future Ready Librarians Initiative of the U.S. Department of Education's Office of Educational Technology which aims to help librarians support school change and digital learning. Topics include the ways on how librarians can become school leaders and the role of school administrators in supporting the growth of their librarians. The ways include participating in new technology initiatives and being involved in digital citizenship efforts.”
- ✓ “The school library program is built by professionals who model leadership and best practice for the school community” *Empowering Learners* guideline IV.I, p. 45.

5. GAME

- a. Elkins, A. J. (2015). Let’s play: Why school librarians should embrace gaming in the library. *Knowledge Quest*, 43(5), 58-63.
“The article discusses benefits than can be gained by playing online games such as skills for problem solving, enhancing logical thinking and deeper interactions with library patrons. Topics covered include facilitation of learning through online games and engaging learners in the experience instead of being passive receivers. Also mentioned are development of literacy in media and information, critical thinking, collaboration and creative writing.”
- b. Hovious, A. S., & Van Eck, R. N. (2015). Digital games for 21st-century learning: Teacher librarians’ beliefs and practices. *Teacher Librarian*, 42(5), 34-38.
“This study examines the beliefs and practices of TLs concerning digital games as learning tools to determine if and how they differ from teachers with regard to games and learning. The Teachers' Attitudes toward Games (TATG) survey measured TLs' perceptions of barriers to using digital games. Findings suggest that TLs tend to use digital games to address discrete library skills although there is evidence that some use games to integrate twenty-first-century skills into classroom lessons. Similar to

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- findings on classroom teachers, TLs perceived lack of time, lack of infrastructure, and lack of support as barriers to using digital games.”
- c. Moorefield-Lang, H. (2016). Classroom connections: We’ll take learning for 500: Online gameshow tools for the library and classroom. *School Library Connection*, 1(7), 38.
“Tools to get students involved and responding in a fun and informative way.”
 - d. *From print to pixel: The role of videos, games, animations and simulations within K-12 education--Speak Up 2015 National Findings*. (2016). Retrieved from <http://www.tomorrow.org/speakup/pdfs/speakup-2015-from-print-to-pixel-may-2016.pdf>
“This year’s report ... focuses on a particular phenomenon that we have documented over many years, the emergence of pixel based digital tools, specifically, videos, games, animations and simulations, as legitimate vehicles for learning.”
 - e. *Begin using GVLibraries*. (n.d.). Retrieved from <http://www.gvlibraries.org/gaming>
Identifies exemplary primary games, elementary games, middle school games, and high school games and notes how board games align with the AASL *Standards for the 21st Century Learner*.
 - f. Video Games for Learning: Introduction. (2016). In *School Library Connection*. Retrieved from <http://slc.librariesunlimited.com/>
Elementary school librarian Matthew Winner leads a series of workshops on video games for learning from “Games make us more productive” to “Games improve our resilience” to “Games are fun.”
- ✓ **“The school librarian creates an environment that is conducive to active and participatory learning...” *Empowering Learners* action III.III, p. 33.**

6. Libraries in 1:1 Schools

- a. Cabarcas, M. (2016). Baby steps: Preparing for a one-to-one device program. *School Library Connection*, 1(6), 15-17.
“One-to-one, or one device assigned to one student, is a growing phenomenon in schools across our nation... This article shares the experiences of a Virginia middle school as it implemented such a program and focuses on future steps librarians and staff can take to further develop this meaningful shift.”
- b. Kemp, J. (2016). Busting out of the school library. *inCite*, 37(7/8), 16.
“The article presents the author’s views over introduction of 1:1 program in the St Andrew’s Cathedral School at Sydney, Australia for possession of individual devices by students. Topics include distribution of computer devices among students such as laptop, limitation of librarians’ collaboration with students, reduction of students dependence over teachers for digital information literacy, description of school leadership by teacher librarians and availability of digital learning platforms”
- c. Olson, S., Crossman, B., & Coker, M. (2016). Inquiry infusion: Surviving and thriving in a 1:1 environment. *School Library Connection*, 1(8), 6-9.
“Like the traveler in Robert Frost’s poem, we found ourselves standing at a crossroads—facing a transition to the 1:1 device environment. ... This is the story of how our district’s library program was able not only to survive the transition to a 1:1 environment, but also to thrive.”
- d. Johnson, D. (2016). The librarian’s role in 1:1 schools. Retrieved from <http://dougjohnson.wikispaces.com/1+Schools>
“As an increasing number of schools create programs that provide a device for every student, the school librarian needs to re-think his or her role. What do 1:1 and BYOD programs mean for our facilities, our technologies, our resources, and our professional roles?”

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- e. Thorstenson, K. (2014). *PD series: Evolution of the library in a 1:1 school*. Retrieved from <https://www.youtube.com/watch?v=33KcZfnaCRY>
 “The start of a 1:1 program in a school means big changes for the library and librarian. Kara Thorstenson is library media specialist who has lived it, learned from it, and whose library is thriving. Learn how to work with staff and students while transitioning into a 1:1 library and school.”
- ✓ **“The school library program includes flexible and equitable access to physical and virtual collections of resources that support the school curriculum and meet the diverse needs of all learners” *Empowering Learners* guideline III.III, p. 33.**

7. OER (Open Educational Resources)

- a. Office of Educational Technology. (n.d.). *Open education*. Retrieved from <http://tech.ed.gov/open-education/>.
 “Openly licensed educational resources are learning materials that can be used for teaching, learning, and assessment without cost. They can be modified and redistributed without violating copyright laws.”
- b. Valenza, J. (2016). *OER and you. The curation mandate*. Retrieved from <http://blogs.slj.com/neverendingsearch/2016/02/28/oer-and-you-the-curation-mandate/>
 “At the #GoOpen Exchange on Friday, everyone was talking about OER and the need to curate. The Twitter feed shows the buzz around the trending event and it shows school librarians were at the table. As the initiative moves forward, it is critical for us to choose to be at the head of this particular table.”
- c. Loertscher, D. V. (2016). OERs, collaboration, and the library learning commons. *Teacher Librarian*, 43(5), 46-48.
 “The article discusses the use of open educational resources (OERs), collaboration, and library learning commons in studying California's history for Grade 4 children.”
- d. *OER Commons*. (2016). Retrieved from <https://www.oercommons.org/>
 “OER Commons is a dynamic digital library and network. Explore open education resources and join our network of educators dedicated to curriculum improvement.”
- e. *Why open education matters*. (2012). Retrieved from <http://whyopenedmatters.org/videos/>
 A variety of videos submitted to the U.S. Department of Education contest addressing the challenge to “create a short video that explains the benefits and promise of Open Educational Resources for teachers, students and schools everywhere.”
- ✓ **“The school library program includes flexible and equitable access to physical and virtual collections of resources that support the school curriculum and meet the diverse needs of all learners” *Empowering Learners* guideline III.III, p. 33.**

8. Research into Practice

- a. Harper, M., & Deskins, L. (2015). Using action research to assess and advocate for innovative library design. *Knowledge Quest*, 44(2), 25-32.
 “The article reports on an innovative school library design for a high school library and the use of action research for its assessment and advocacy. Topics include the Hilliard City Schools library program, action research, its phases, reflect, analyze, and implement, and its three-tiered data-gathering approach. Other topics include the library design features such as innovative learning spaces and facilities that support collaborative work and use of multiple forms of handheld technology.”

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- b. Moreillon, J. (2016). Coteaching: A strategic evidence-based practice for collaborating librarians. *School Library Connection*, 1(6), 48-50
 “School librarians who follow trends and research in librarianship will note three interrelated initiatives that can help build effective school library programs: the learning commons (LC) mode; Evidence-based practice (EBP); and coteaching.”
 - c. Haycock, K., & Stenstrom, C. (2016). Reviewing the research and evidence: Towards best practices for garnering support for school libraries. *School Libraries Worldwide*, 22(1), 127-142.
 “While concerns about cutting funds to school libraries have been expressed for many years, little investigation has been done into what techniques are effective in reversing this trend. This paper reviews the empirical research from several disciplines as it applies to the question of how school library funding can be positively affected. The results indicate that teacher-librarians can positively use the principles of interpersonal influence to create effective relationships with decision-makers that may in turn impact funding. This paper is one of the first to review the empirical literature on techniques designed to garner support for school libraries.”
 - d. Subramaniam, M. (2015). New territory for school library research: Let the data speak. *Knowledge Quest*, 43(3), 16-19.
 “The article addresses the lack of evidence for what school librarians contribute to student achievement in science, technology, engineering and mathematics (STEM) content areas. Topics discussed include the evidence gap that weakens the difference that school libraries make in student achievement, the need for school librarians to collaborate with STEM teachers, and the key role played by school librarians in cultivating and sustaining evidence-based practice in STEM subjects.”
- ✓ “The school librarian uses research to inform practice and makes evidence-based decisions” *Empowering Learners* action IV.I, p. 45.

9. STEM, STEAM, STREAM

- a. Jacobs, M., & Johnston, M. P. (2016, October). Enacting leadership: Leading the way in STEM education efforts. *School Library Connection*, 43.
 “The focus of STEM education on inquiry provides the perfect stage for school librarians to step out of their comfort zones and lead efforts throughout their school.”
- b. Bryant, A., Ray, K., & Mamenta, J. (2015). The new school library. *Principal Leadership*, 15(9), 22-25.
 “The article discusses the role of school libraries on STEM education in the U.S. Particular focus is given to the library programs at the Metropolitan Nashville Public Schools (MNPS) and the Harpeth Hall School in Nashville, Tennessee. It also demonstrates how school libraries and librarians have reinvented themselves to ensure that students are equipped with the skills necessary for effective STEM education.”
- c. Holzweiss, K. (2016). Classroom connections: Follow the STREAM in your makerspace. *School Library Connection*, 1(6), 39.
 Great ideas for incorporating inquiry and research into STEM and makerspace activities
- d. *All things STEAM*. (2016). Retrieved from <http://showmelibrarian.blogspot.com/p/all-things-steam.html>
 Links to a multitude of ideas for STEAM programs and activities for varying ages.
- e. *School librarians advancing STEM learning*. (2016). Retrieved from <https://www.oercommons.org/hubs/imls>
 “The goal is to support professional learning cohorts to elevate and expand the role of school librarians, and transform their capacities as instructional leaders, who support advancements in STEM learning.”

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- ✓ **“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.**

10. Technology and Children’s Literature

- a. Paganelli, A. (2016). Storytime in a digital world: Making a case for thinking outside the book. *Knowledge Quest*, 44(3), 8-17.
 “The article focuses on storytimes in the digital age. The author suggests that storytime is a top strategy for developing reading skills, and reading aloud to children should start at an early age. Greg Topo's article about optimization of digital books for readers which appeared in a 2015 issue of "Atlantic" is mentioned. A table showing selection criteria for read-aloud storytimes and digital storytimes is presented.”
 - b. Smollar, S. (2016). Student storytellers: One school librarian’s digital journey. *Knowledge Quest*, 44(3), 37-45.
 “When stories are shared via online publishing platforms, students are excited about their own creativity and collaboration and feel pride in their work. It doesn’t matter if we use basic presentation software or the latest iPad app, the result is always the same—pure magic!”
 - c. Winner, M. (2016). Keeping up with children’s literature. *School Library Connection*, 1(7), 19-21.
 “No matter what the tool, there’s a wealth of great content out there to help keep you in-the-know for the latest and greatest in children’s literature.” Winner suggests blogs, multimedia, twitter, social media, and podcast to supplement selection tools.
 - d. Watch. Connect. Read. *Exploring children’s literature through book trailers*. (2016). Retrieved from <http://mrschureads.blogspot.com/>
 “Watch. Connect. Read. contains video book trailers of upcoming releases, John’s [Schumacher] book picks, interviews with authors, and more—all focused on children’s books.”
- ✓ **“The school library program promotes reading as a foundational skill for learning, personal growth, and enjoyment” *Empowering Learners* guideline II.II, p. 21.**

*“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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