Top 10 Topics and Trends
Virginia Association of School Librarians
November 2013

1. Apps

a. *Kathy Schrock's guide to everything: Bloomin' apps.* Retrieved from
http://www.schrockguide.net/bloomin-apps.html
The amazing Kathy Schrock has identified apps for iPad, Google, Android, and Web 2.0 and categorized them by the Bloom's (revised) taxonomy levels they address.

b. *Appitic apps for education: Mulitple intelligences.* Retrieved from
http://www.appitic.com/index.php/mi/apps-for-multiple-intelligences
Presents from six to twelve free or relatively inexpensive apps for eight of Gardner's multiple intelligences.

c. AASL's *Best apps for teaching and learning.* Retrieved from
http://www.ala.org/aasl/standards-guidelines/best-apps/2013
The inaugural list of best apps from AASL, free or relatively inexpensive, organized in the categories of Books, STEM, Organization & Management, Social Sciences, and Content Creation.

d. Moorefield-Lang, H. (2013). Augmenting reality in your school's library. *Library Media Connection, 32*(1), 26-27.
Moorefield-Lang highlights free Web sites and apps that enrich students creative learning experiences. Apps include Anatomy 4D, Spacecraft 3D, and Zooburst.

e. Graham, M. A. (2013). *Google apps meet Common Core.* Thousand Oaks, CA: Corwin.
Written to help "maximize learning and exceed Common Core requirements using Google's suite of easy-to-use tools. Includes step-by-step guidance, screen shots, links and sample K-12 lesson plans."

✓ **"The school librarian integrates the use of <u>state-of-the-art and emerging technologies</u> as a means for effective and creative learning"** *Empowering Learners* **action II.III, p. 23.**

2. Infographics

a. *7 things you should know about infographics creation tools.* Retrieved from
http://net.educause.edu/ir/library/pdf/ELI7093.pdf
From Educause's 7 things series, a great two-page overview of infographics.

b. Starkey, C. J. *Infographics for librarians, educators, and other cool geeks: Introduction to infographics.* Retrieved from http://www.livebinders.com/play/play/143539
Everything you ever wanted to know about infographics and more.

c. *Kathy Schrock's guide to everything: Infographics.* Retrieved from
http://www.schrockguide.net/infographics-as-an-assessment.html
Schrock provides links to online tutorials and samples as well as advice on creating and ideas for using infographics in your classroom.

d. Valenza, J. *School library infographics: Research and advocacy.* Retrieved from
http://blogs.slj.com/neverendingsearch/2013/03/06/school-library-infographics-research-and-advocacy/
Valenza shares ideas for creating and examples of infographics that convey the importance of school libraries.

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e. Lankow, J., Ritchie, J., & Crooks, R. (2012). *Infographics: The power of visual storytelling*. Hoboken, NJ: Wiley.
"…teach[es] you how to find stories in your data, and how to visually communicate and share them with your audience for maximum impact."

✓ **"The school librarian <u>communicates to stakeholders</u> through the library website, parent newsletters, e-mail, and <u>other formats</u>"** *Empowering Learners* **action III.VIII, p. 41.**

3. Libraries as Learning Spaces

a. Stathopoulos, P. (2013). Involving students in the library redesign process. *School Library Monthly, 29*(6), 39-41.
Stathopoulos describes how collaborative lessons in social studies led to student input in redesigning the school's library.

b. Linton, J. N. (2012). TPACK as a framework for collaborative inquiry in the learning commons. *Teacher Librarian*, *39*(6), 25-29.
Linton asserts that today's school library as a learning commons should be flexible, open, wireless, comfortable, inspiring, and practical in order to help teachers integrate technology and digital content.

c. Sullivan, M. (2013). *Library spaces for 21st-century learners: A planning guide for creating new school library concepts*. Chicago: ALA
Sullivan leads you through planning "a learning space that fits your school, your students and your community" (p. ix) beginning with a needs assessment, moving to focus groups, encouraging innovation, and sharing library scenarios and concepts.

d. Sullivan, M. (2011). Divine design: How to create the 21st –century school library of your dreams. Retrieved from http://www.slj.com/2011/03/buildings-design/divine-design-how-to-create-the-21st-century-school-library-of-your-dreams/#_
Sullivan shares "five design considerations that you shouldn't overlook when planning your dream school library."

✓ **The school librarian <u>designs learning spaces</u> that accommodate a range of teaching methods, learning tasks, and learning outcomes"** *Empowering Learners* **action, III.III, p. 33.**

4. Librarians as Professional Development Providers

a. Fontichiaro, K. (2013). Librarians as professional developers. *School Library Monthly, 29*(8), 47-48.
Fontichiaro suggests ways that librarians can serve as in-house professional developers in their schools.

b. Abilock, D., Fontichiaro, K., & Harada, V. H. (Eds.). (2012) *Growing schools: Librarians as professional developers*. Santa Barbara, CA: Libraries Unlimited.
Numerous authors share their ideas and experiences about how librarians can provide professional development for their teachers in the areas of reading, information literacy, student assessment, etc.

c. *Growing schools with PD*. Retrieved from http://www.noodletools.com/debbie/professional_development/growing_schools/
Overview and links from ALA Annual preconference on librarians as professional developers, identifying deep truths underlying effective professional development.

d. Harvey, C. A. (2013). Putting on the professional development hat. *School Library Monthly, 29*(5), 32-34.
Harvey suggests that by providing professional development for teachers, librarians not only share their knowledge but also make connections to school libraries for staff and administrators.

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e. Harvey, C. A. (2012). *Adult learners: Professional development and school librarian*. Santa Barbara, CA: Libraries Unlimited.
Harvey defines professional development, discusses aligning PD and the school improvement plan, suggests vehicles for delivery of PD, and provides specific scenarios, tools, and sample handouts that might be used.

✓ **The school librarian seeks opportunities to <u>teach new skills to the faculty and</u> staff, whether in a classroom setting or one-on-one instruction"** *Empowering Learners* **action, III.VIII, p. 43.**

5. Nonfiction/Informational Text

a. Young, R. (2013). Common core and literary nonfiction: Now what do I do? *Library Media Connection, 31*(6), 38-40.
Young asserts that "the importance of literary nonfiction and expository text as they relate to the Common Core and the curriculum can help redefine the essential role of the school librarian" (p. 38). She suggests specific books that may be used in the classroom to support the Common Core and shares several organizers useful in helping students process and synthesize information.

b. Moreillon, J. (2012). Reading comprehension at the core of the library program. *School Library Monthly, 29*(2), 2, 5-8.
The chart and article provide essential connections to academic standards that place school libraries at the core of the academic program with reading as the foundation of learning. Moreillon provides an alignment matrix for reading comprehension strategies and the AASL *Standards for the 21st Century Learner* and asserts "in a collaborative climate focused on literacy improvement, school librarians can serve as teacher leaders…Carpe diem!"

c. Moreillon, J. (2012). *Coteaching reading comprehension strategies in secondary school libraries: Maximizing your impact.* Chicago: ALA.
Early chapters address collaborative teaching and maximizing impact. Remaining chapters present seven specific strategies, from activating or building of background knowledge to making predictions and drawing inferences to synthesizing, to be used at the secondary level.

d. Moreillon, J. (2013). *Coteaching reading comprehension strategies in school elementary school libraries: Maximizing your impact.* Chicago: ALA.
Early chapters address collaborative teaching and maximizing impact. Remaining chapters present seven specific strategies, from activating or building of background knowledge to making predictions and drawing inferences to synthesizing, to be used at the elementary level.

e. *School librarian's role in reading toolkit*. Retrieved http://www.ala.org/aasl/advocacy/tools/toolkits/role-reading
"Reading is a foundational skill for 21st-century learners. Guiding learners to become engaged and effective users of ideas and information and to appreciate literature requires that they develop as strategic readers who can comprehend, analyze, and evaluate text in both print and digital formats." This toolkit provides librarians with the tools needed to accomplish this.

✓ **"The school librarian collaborates with teachers and other specialists to integrate <u>reading strategies</u> into lessons and units of instruction"** *Empowering Learners* **action, II.II, p. 21.**

6. Makerspaces

a. Gustafson, E. (2013). Meeting needs: Makerspaces and school libraries. *School Library Monthly*, *29*(8), 35-36.
"…makerspaces—centers of collaboration, experimentation, critical thinking, engineering, and creation—have been popping up around the country...Makerspaces are physical locations where people can experiment with 3-D printers, self-publish a book, make a robot, learn electrical circuitry, and more."

b. Wong, T. (2013). Makerspaces take libraries by storm. *Library Media Connection, 31* (6), 34-35.
   Wong describes makerspaces, explains what happens there, and summarizes their benefits.

c. *Makerspace.* Retrieved from http://makerspace.com/
   The Web site, *Makerspace*, offers a directory of makerspaces (you can add yours), space where you can share what's happening in your makerspace (and read about what's happening in others), and a playbook!

d. *Makerspace playbook: School edition.* (2013). Retrieved from http://makerspace.com/wp-content/uploads/2013/02/MakerspacePlaybook-Feb2013.pdf
   This 84-page "playbook will help you establish a wonderful new resource in your school, neighborhood, or wider local community. It shares the knowledge and experience from the Makerspace team as well as from those who have already started Makerspaces."

e. Preddy, L. B. (2013). Creating school library "makerspace." *School Library Monthly*, *29*(5), 41-42.
   Preddy shares practical ideas for creating a makerspace in your library.

f. Preddy, L. B. (2013). *School library makerspaces: Grades 6-12.* Santa Barbara, CA: Libraries Unlimited.
   "The roles of school library media specialists and school libraries themselves are ever changing in response to the needs of the community and the evolution of human thinking, interaction, and learning processes. A school library makerspace can provide patrons with a place for learning, doing, and creating …This book completely explains the makerspace concept and supplies real-world implementation guidance and inexpensive programming ideas that can be used as-is or adapted to suit a specific library or community's needs."--Amazon

✓ **"The school librarian <u>creates an environment</u> that is <u>conducive to active and participatory learning</u>…"** *Empowering Learners* **action, III.III, p. 33.**

7. Online Communities of Practice

a. Belzowski, N. F., Ladwig, J. P., & Miller, T. (2013). Crafting identity, collaboration, and relevance for academic librarians using communities of practice. *Collaborative Librarianship, 5*(1), 3-15. Retrieved from http://collaborativelibrarianship.org/index.php/jocl/article/view/212/187
   Although targeted at academic librarians, completely appropriate for school librarians as well. The authors discuss how communities of practice "can be used to develop and sustain professional identity" as well as "facilitate collaborations…develop partnerships…[and] build professional empathy."

b. Wenger, E. (2000). *Communities of practice: Learning, meaning, and identity.* New York: Cambridge University Press.
   "Communities of Practice presents a theory of learning that starts with this assumption: engagement in social practice is the fundamental process by which we learn and so become who we are." Wegner suggests that "communities of practice are groups of people who share a concern or passion for something they do and learn how to do it better as they interact regularly."

c. Holzweiss, K. (2013). Edmodo: A great tool for school librarians. *School Library Monthly, 29*(5), 14-16.
   Holzweiss notes that school librarians often feel isolated and suggest Edmodo "a powerful, multi-faceted, cyber-safe social network" that can be used both "as a way to extend their classroom beyond the book stacks" and as a space "to connect with each other."

d. *Edmodo*. (2013). Retrieved from http://www.edmodo.com
   "Edmodo helps connect all learners with the people and resources needed to reach their full potential." One of its offerings is to "Build a network of communities--Support collaboration in classrooms, schools,

and across your district to amplify professional learning networks, supported by a global community of educators."

 e. *Connected Educators*. (2013). Retrieved from http://connectededucators.org/
  An initiative of the United States Department of Education, helping educators thrive in a connected world—sponsors Connected Educator Month, offers Community Directory, and so much more!

 f. *Edweb: A professional online community for educators.* (2013). Retrieved from http://edweb.net
  "edWeb.net is a professional social and learning network that makes is easy for anyone in the education community to connect with peers, share information and best practices, spread innovative ideas, and provide professional development." It "provides an easy and intuitive Web 2.0 platform that includes blogs, discussions, file-sharing, shared calendars, wikis, live chat, messaging, polling, and shared links. Communities (groups) can be created and linked for closer collaboration."

✓ **"The school librarian <u>participates in …professional development</u> to sustain and develop knowledge and skills… <u>takes advantage of professional development opportunities</u>"** *Empowering Learners* **action III.VIII, p. 43.**

8. Pinterest

 a. *Education trends: Teachers stuck on Pinterest*. (2013, August 14). Retrieved from *http://www.edutopia.org/blog/teachers-stuck-on-pinterest-kendra-jarvis*
  Kendra Cameron Jarvis shares the top K-12 education pins.

 b. Clark, A. (2012). Pinterest for librarians. *Library Media Connection*, *31*(3), 24-25.
  Clark shares specifics and ideas for ways to use Pinterest and even suggests some Pinterest users you might want to follow.

 c. *Pinterest*. (2013). Retrieved from http://www.pinterest.com
  "Pinterest is a tool for collecting and organizing things you love." You can create boards, pin, like, and follow to your heart's content.

✓ **"The school librarian integrates the use of <u>state-of-the-art and emerging technologies</u> as a means for effective and creative learning"** *Empowering Learners* **action II.III, p. 23.**

9. RDA: Resource Description and Access

 a. Hart, A. (2013). RDA—Coming to a catalog near you. *Library Media Connection*, *31*(6), 46-47.
  Hart provides an excellent overview of RDA, Resource Description and Access, the successor to AACR2.

 b. Adamich, T. (2009). RDA and school libraries: Why can't we keep AACR2? *Technicalities, 29*(6), 12-15.
  Adamich tells us why we really can't keep using AACR2, gives a bit of background on RDA, and discusses the impact of the change on school libraries.

 c. Cassidy, J. L., & Milhorat, J. Y. (2011). RDA: What does it have to do with me? *AALL Spectrum, 16*(2), 24-27.
  Cassidy and Milhorat answer the question, "How will RDA, the successor standard to the Anglo American Cataloging Rules, 2nd ed. (AACR2) for the 21st century, affect all the players?"

 d. *RDA Toolkit.* (2013). Retrieved from http://www.rdatoolkit.org
  "Designed for the digital world and an expanding universe of metadata users, RDA: Resource Description and Access is the new, unified cataloging standard. The online RDA Toolkit subscription is the most effective way to interact with the new standard." Free trials are available.

 e. Welsh, A., & Batley, S. (2012). *Practical cataloging: AACR2, RDA, and MARC21.* Chicago: ALA.

"*Practical Cataloging* sets out to highlight the most common issues encountered by cataloguers and suggests resolutions for these issues. It aims to be used in conjunction with AACR2, RDA, and MARC 21…"

✓ **"The school librarian establishes school library program acquisition, processing, and <u>cataloging procedures</u> that conform with district policies"** *Empowering Learners* **action III.V, p. 37.**

10. Reading Online v. Print

    a. Cull, B. W. (2011). Reading revolution: Online digital text and implications for reading in academe. *First Monday,* 16(6). Retrieved from *http://firstmonday.org/ojs/index.php/fm/article/view/3340/2985*
Cull discusses the shift from print to digital and touches upon the cognitive neuroscience of reading. In short, we read differently online than we do with printed text.

    b. Coiro, J. (2012). The new literacies of online reading comprehension: Future directions. *Educational Forum, (76)*4, 412-417.
Coiro suggests instructional strategies that can be used to help students read better online.

    c. Fisher, D., Lapp, D., & Wood, K. (2011). Reading for details in online and printed text: A prerequisite for deep reading. *Middle School Journal, (42)*3, 58-63.
Fisher, Lapp, and Wood investigated how well people read for detail when reading online and in print and found that "the students who read online performed significantly poorer than the students who read from the printed version on questions related to specific information in the texts." They offer strategies that we can use to encourage and support deep reading.

    d. *ReadWriteThink: Reading online.* (2013). Retrieved from http://www.readwritethink.org/professional-development/strategy-guides/reading-online-30096.html
"Research suggests that online reading requires a different set of skills and strategies than offline reading." This strategy guide provides research basics, the strategy in practice, and related resources.

    e. Hodgson, K. *Strategies for online reading comprehension*. Retrieved from http://www.learnnc.org/lp/pages/6958
"This article examines the differences between reading in print and reading online and proposes some tools and strategies to help aid students' reading comprehension and information literacy in online environments."

    f. *Reading the World Wide Web*. (2013). Retrieved from http://writing.colostate.edu/guides/guide.cfm?guideid=33
From the Writing@CSU Guide, how Web documents differ from print documents, how we read the WWW, and strategies for effective reading on the WWW.

✓ **"The school librarian <u>models reading strategies</u> in formal and informal instruction"** *Empowering Learners* **action II.II, p. 21.**

"The mission of the school library program is to ensure that students and staff are <u>effective users of ideas and information</u>. The school librarian empowers students to be <u>critical thinkers</u>, <u>enthusiastic readers</u>, <u>skillful researchers</u>, and <u>ethical users of information</u>…" Empowering Learners, p. 8.

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

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