

Top Ten Topics and Trends

VAASL Fall Conference

November 6-8, 2014

1. Augmented Reality

- a. Mulch, B. E. (2014). Library orientation transformation: From paper map to augmented reality. *Knowledge Quest*, 42(4), 50-53.
The challenge: "I wanted our school library to come to life in front of new students and for them to learn from their peers about all of the great resources and services our library has to offer." The answer: Aurasma and augmented reality.
 - b. Byrne, R. (2012). Augmented reality adds a layer of learning. *School Library Journal*, 58(10), 17.
Byrne shares information about free apps that can expand students' worlds.
 - c. Green, M., Lea, J. H., & McNair, C. L. (2014). Reality check: Augmented reality for school libraries. *Teacher Librarian*, 41(5), 28-34.
Green and colleagues discuss research on augmented reality in K-12 learning environments, popular platforms, strategies, and constraints.
 - d. Cooper, C. (2013). *Teaching with Aurasma*. Retrieved from https://www.youtube.com/watch?feature=player_embedded&v=uHIxYpBW7sc
Teachers share how they have integrated Aurasma into various projects and assignments at high cognitive levels via Bloom's taxonomy.
 - e. Miller, S. M. (2013, December). *Our first augmented reality scavenger hunt through a fairy tale ebook with the second graders*. Retrieved from <http://vanmeterlibraryvoice.blogspot.com/2013/12/our-first-augmented-reality-savenger.html>
Miller shares the adventure of augmented reality in a project that incorporated reading, books, technology, and fun.
 - f. Craig, A. B. (2013). *Understanding augmented reality: Concepts and applications*. Amsterdam: Morgan Kaufmann.
"Augmented reality is not technology. Augmented reality is a medium. ... One reads a book. One watches a movie. One experiences augmented reality." Craig "addresses core conceptual issues regarding the medium of augmented reality as well as the technology required to support compelling augmented reality."
- ✓ **"The school librarian integrates the use of state-of-the-art and emerging technologies as a means for effective and creative learning"** Empowering Learners action II.III, p. 23.

2. Digital Curation

- a. Kirkland, A. B. (2013). Teacher-librarians as content curators: Strong contexts, new possibilities. *School Libraries in Canada*, 31(2), 19-22.
Kirkland explains that content curation arises from "an increasing need for sense-making in the explosion of online information...a content curator [is] 'someone who continually finds, groups, organizes, and shares the best and most relevant content on a specific issue online.'"
- b. Valenza, J. K. (2012). Curation. *School Library Monthly*, 29(1), 20-23.
Valenza addresses the following topics: "Why must school librarians curate?" "Why and what are we curating?" "Curating as a life and student skill;" "Curation as the new search;" and "Curation as a learning opportunity."
- c. *Digital curation—Curating with Web 2.0 tools*. (n.d.). Retrieved from <http://www.livebinders.com/play/play?id=405785>
From "Social Bookmarking" to "The Tweeted Times" to "iPad Apps for Curation"—a non-overwhelming general site

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- d. *Digital curation for school librarians and other tech types*. (n.d.). Retrieved from <http://www.livebinders.com/play/play?id=123810>
Much information from Carolyn Starkey—"Definition," "Articles on curation," "Students as curators," "Process," and "Tools"
 - e. *Digital curation*. (n.d.). Retrieved from <http://www.livebinders.com/play/play?id=899477>
From "What is curation" to "Opposing viewpoints about curation" to "Curation blogs"—good general information
 - f. *Digital curation for school librarians*. (n.d.). Retrieved from <http://www.livebinders.com/play/play/592070>.
Check out the "What's Out There" tab for tools and the "A Few Finished Products" tab for examples.
 - g. *WebTools4u2use—Curation Tools*. (2014). Retrieved from <http://webtools4u2use.wikispaces.com/Curation+Tools>.
A long list of "How to use curation tools," tools to explore, and rubrics for curation
- ✓ **"The school librarian designs and maintains a library website that provides 24/7 access to digital information resources..." *Empowering Learners* action III.III, p. 33.**

3. Evidence-based Practice

- a. Richey, J., & Cahill, M. (2014). School librarians' experiences with evidence-based library and information practice. *School Library Research*, 17. Retrieved from http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol17/SLR_EvidenceBasedLibrary_V17.pdf
Richey and Cahill surveyed public school librarians in Texas to determine "the extent to which they applied components of EBLIP to practice, the extent to which they shared EBLIP data and with whom, and the extent to which formal LIS education has supported their applications of EBLIP."
- b. Hughes, H. (2014). School libraries, teacher-librarians and student outcomes: Presenting and using the evidence. *School Libraries Worldwide*, 20(1), 29-50.
"Education policy makers and school principals need detailed, reliable evidence to support informed decision-making about school library resourcing and staffing....[This review] strengthens the evidence base and recommends how this evidence can be best used to advance school libraries and teacher-librarians and enhance student learning."
- c. Gillespie, A., & Hughes, H. (2014). Snapshots of teacher librarians as evidence-based practitioners. *Access*, 28(3), 26-40.
Gillespie and Hughes define "what constitutes evidence for teacher librarians" and present "snapshots of teacher librarians' lived experience as evidence-based practitioners."
- d. Dow, M. J. (2013). *School libraries matter: Views from the research*. Santa Barbara, CA: Libraries Unlimited.
"This book provides authoritative library and information science research addressing the school librarian's position as an essential school leader, school-wide resource person, and collaborator who partners with classroom teachers in the design and delivery of instruction."
- e. Moreillon, J. (2014). Collecting and documenting evidence of best practice. *School Library Monthly*, 31(2), 27-28, 59.
Moreillon discusses evidence for practice and in practice and suggests ways to document and share evidence of practice.
- f. Dando, P. (2014). *Say it with data: A concise guide to making the case and getting results*. Chicago: ALA.
Dando notes that "data-based communication speaks with the authority of factual evidence,...tells an authentic story through numbers,...and can protect you from making incorrect assumptions."

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- ✓ “The school librarian uses local, state, national, and international school library data to engage support” *Empowering Learners* action III.VII, p. 41.

4. Genrefication

- a. Dewey vs. genre shelving...the conversation continues here. (2013). Retrieved from <http://www.aasl.ala.org/aaslblog/?p=3461>
AASL blog posts as a follow-up to the six-person panel presentation at ALA Midwinter in Seattle. Two sides of the issue are presented, and school librarians weigh in.
 - b. Jameson, J. (2013). A genre conversation begins. *Knowledge Quest*, 42(2), 10-13.
Jameson provides background on how the genre conversation began within AASL.
 - c. Bojanowski, S., & Kwiecien, S. (2013). One library's experience. *Knowledge Quest*, 42(2), 20-21.
The authors explained how they genrefied their elementary middle library.
 - d. Jackman, B. (2014). Genre shelving: Why and how I made the leap. *Library Media Connection*, 32(5), 22-24.
After genrefying her middle school library, Jackman shares her seven steps, patron reactions, and statistics.
 - e. Buchter, H. (2013). Dewey vs genre throwdown. *Knowledge Quest*, 42(2), 48-55.
Buchter explains the adoption of a word-based organization system for the library collection of a new elementary school in her Colorado school district. She shares library statistics and outlines benefits to both students and school librarians.
 - f. *Arranging library fiction by genre*. (n.d). Retrieved from <http://schools.natlib.govt.nz/school-libraries/building-and-managing-collection/arranging-library-fiction-genre>
The National Library of New Zealand Services to Schools provides information and links to genrefying librarians and genrefied school libraries down under.
 - g. *Genre-fication*. (2013). Retrieved from <http://www.readerpants.net/p/genre-fication.html>
Mrs. ReaderPants talks about what it is and how we did it, answers reader questions, and provides an update—two years later.
 - h. Whitehead, T. (2014). *Ditching Dewey*. Retrieved from <http://www.mightylittlelibrarian.com/?p=1037>
The mighty little librarian shares the process she used to genrefy the fiction and nonfiction sections of her library.
 - i. Pendergrass, D. J. (2013). Dewey or don't we? *Knowledge Quest*, 42(2), 56-59.
Pendergrass argues that Dewey is the standard and presents strong arguments for its continued use.
- ✓ “The school librarian establishes school library program acquisition, processing, and cataloging procedures that conform with district policies” *Empowering Learners* action III.V, p. 37.

5. Library Reports (*not the boring kind!*)

- a. Kaaland, C., & Nickerson, D. (2010). Notes from *The Bullet Train*: Communication as a key to administrative support. *School Library Monthly*, 26(8), 45-47.
Kaaland and Nickerson suggest that the best way to gain the support of your administrator is through solid communication.
- b. *Extreme monthly library report makeover*. (2010). Retrieved from <http://theunquietlibrarian.wordpress.com/2010/02/16/extreme-monthly-library-report-makeover/>
Unquiet librarian Buffy Hamilton shares her thought process of creating her monthly library report, the importance of standards documentation, and the tools she uses to create.

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- c. *Infographic: Monthly library report*. (2012). Retrieved from <http://informania.wordpress.com/2012/04/15/infographic-monthly-library-report/>
Fran Bullington begins with “Hello. My name is Fran, and I am an overachiever” and proceeds to share how she is using infographics to create her monthly report.
 - d. Kachel, D. E. (2012). The annual report as an advocacy tool. *School Library Monthly*, 28(8), 27-29, 2.
Kachel asserts that “an annual report that communicates and assesses program goals, trends, and accomplishments is an essential document for every school librarian.” She gives ideas for organizing the report and, on an accompanying page, examples of topics to include.
 - e. *School library annual reports: Connecting the dots between your library and student learning*. (2013). Retrieved from <http://www.librarygirl.net/2013/05/school-library-annual-reports.html>
Jennifer LaGarde suggests four reasons that we should create annual reports and provides links to examples.
 - f. *Springfield Township High School Library Annual Report—June 2012*. Retrieved from <http://issuu.com/joycevalenza/docs/annualreport12pdf/1?e=0>
Joyce Valenza’s annual report created using issuu.
 - g. *Lee Library annual report*. (2013). Retrieved from <http://vimeo.com/user18661602/chlib1213>
Carolyn Stenzel provides a summary of the 2012-2013 school year in Lee Library at Chatham Hall.
- ✓ **“The school librarian writes articles and regular reports giving concrete evidence of what the library does to prepare learners to be successful in the twenty-first century” *Empowering Learners* action III.VI, p. 41.**

6. Makerspaces (*completely updated for 2014!*)

- a. Graves, C. (2014). Teen experts guide makerspace makeover. *Knowledge Quest*, 42(4), 8-13.
Graves addresses the following questions: “What is a makerspace? Why is one needed? How do I get started? What next?”
 - b. Plemmons, A. (2014). Building a culture of creation. *Teacher Librarian*, 41(5), 12-16.
Plemmons describes his elementary school library as a “space of creation” and discusses the amazing maker projects that his students have completed.
 - c. Canino-Fluit, A. (2014). School library makerspaces: Making it up as I go. *Teacher Librarian*, 41(5), 21-27.
“Making is an inquiry-driven social activity that allows students to develop the very same skills, dispositions, responsibilities, and strategies touted in AASL’s 21st Century Standards.” Canino-Fluit discusses her maker club, their activities, and the numerous AASL standards that they have addressed through making.
 - d. *7 things you should know about makerspaces*. (2013). Retrieved from <http://net.educause.edu/ir/library/pdf/eli7095.pdf>
From Educause’s 7 things series, the answers to seven basic questions about the topic.
 - e. Burke, J.J. (2014). *Makerspaces: A practical guide for librarians*. New York: Rowman & Littlefield.
From the “Practical Guides for Librarians” series, this book “includes useful case studies, descriptions of equipment and new technologies, and models for planning and assessing projects.”
 - f. *Library makerspaces*. (2014). Retrieved from http://aasl.ala.org/essentiallinks/index.php?title=Library_Makerspaces
One of AASL’s *Essential Links: Resources for School Library Program Development*, this page offers links to articles, books, library websites and blogs, and other online resources.
- ✓ **“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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7. Professional Development (*Sharpening the saw!*)

- a. Woolls, B. (2012). An expanding world for professional development. *School Library Monthly*, 28(8), 14-17.
Woolls summarizes conference hot topics from the field (assessment, reading, Web tools, leadership, and “the new”) and provides a solid list of resources.
 - b. Kelly, C., & Werthmuller, K. (2013). Take charge of your professional development! *Knowledge Quest*, 42(1), 76-77.
Kelly and Werthmuller present ideas and ways in which to do this.
 - c. *Professional development*. (2013). Retrieved from http://aasl.ala.org/essentiallinks/index.php?title=Professional_Development
One of AASL’s *Essential Links: Resources for School Library Program Development*, this page offers links to blogs, listservs, professional readings, online classes and webinars, and professional associations—national, international, and state.
 - d. *LMC @ the forefront: A collaborative community for library/media professionals*. (2014). Retrieved from <http://www.edweb.net/lmc>
LMC @ the forefront is a “free online collaborative community where school librarians, district librarians, and school library LMS students can collaborate on all aspects of being a K-12 library media professional.”
 - e. *Library of Congress: Teachers: Professional Development*. (2014). Retrieved from <http://www.loc.gov/teachers/professionaldevelopment/selfdirected/> and <http://www.loc.gov/teachers/professionaldevelopment/webinar/>
Online classes and webinars available for free through the Library of Congress—from “Supporting Inquiry through Primary Sources” to “Searching LOC.gov”
- ✓ “The school librarian takes responsibility for professional growth through continuous program improvement” *Empowering Learners* action, IV.I, p. 45.

8. Project-based Learning

- a. Harada, V. H., Kirio, C., & Yamamoto, S. (2008). Project-based learning: Rigor and relevance in high schools. *Library Media Connection*, 26(6), 14-16,18,20.
“Project-based learning (PBL) is a potentially powerful means to produce relevant and rigorous learning.” Harada, Kirio, and Yamamoto define PBL, discuss the librarian’s role in PBL, and then share examples of projects.
- b. Markham, T. (2011). Project-based learning: A bridge just far enough. *Teacher Librarian*, 39(2), 38-42.
Markham addresses how PBL works, the teacher as coach, and the various instructional benefits of project-based learning.
- c. Chu, K. W. S. (2009). Inquiry project-based learning with a partnership of three types of teachers and the school librarian. *Journal of the American Society for Information Science and Technology*, 60(8), 1671-1686.
Chu reports on a research study with primary 4 students in Hong Kong who were guided through group projects, sharing both positive findings and limitations.
- d. Harada, V. H., Kirio, C., & Yamamoto, S. (2008). *Collaborating for project-based learning in grades 6-12*. Worthington, OH: Linworth.
Harada, Kirio, and Yamamoto address an introduction to PBL, school reform and PBL, the role of the librarian in PBL, and planning for PBL. They then give full details for 11 PBL projects.
- e. MacDonell, C. (2006). *Project-based inquiry units for young children: First steps to research for grades pre-k-2*. Worthington, OH: Linworth.
McDonnell shares ideas for projects for each grade—pre-kindergarten, kindergarten, first, and second.

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- f. *Are school librarians part of your PBL dream team?* Retrieved from <http://www.edutopia.org/blog/school-librarians-part-pbl-team-dream-suzie-boss>
Boss points out what and how librarians contribute to the PBL process.
- ✓ **“The school library program models an inquiry-based approach to learning and the information search process” *Empowering Learners* guideline II.IV, p. 25.**

9. Research

- a. Donham, J. (2014). College ready—What can we learn from first-year college assignments? An examination of assignments in Iowa colleges and universities. *School Library Research*, 17. Retrieved from http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol17/SLR_CollegeReady_V17.pdf
Donham explored the following research questions: “What skills and knowledge do instructors in first-year college courses expect of their students when research papers are assigned? What assumptions do instructors in first-year college courses make regarding students’ skills, knowledge, and dispositions as instructors assign a research paper? How does the authentic language of college instructors enrich our understanding of readiness for college research assignments?” “Findings have implications for high school library programs and high school teachers as well as librarians working with first-year college students.”
- b. Everhart, N., & Mardis, M. (2014). What do stakeholders know about school library programs? Result of a focus group exploration. *School Library Research*, 17. Retrieved from http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol17/SLR_StakeholdersKnow_V17.pdf
Everhart and Mardis conducted an external evaluation in conjunction with the Pennsylvania School Library Project “to better identify and understand what stakeholders—teachers, administrators, parents, school and community leaders, and education associations—expect from school library programs to educate tomorrow’s citizens.” They found that “reaching out to stakeholders in an organized, purposeful way, and not in a crisis mode, garnered substantial support for school libraries and school librarians. Inviting stakeholders to learn about the research of the profession in a professional and inclusive environment allowed them to thoughtfully reflect on school libraries’ value and become school library champions.”
- c. Whittingham, J., Huffman, S., Christensen, R., & McAllister, T. (2013). Use of audiobooks in a school library and positive effects of struggling readers’ participation in a library-related audiobook club. *School Library Research*, 16. Retrieved from http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol16/SLR_Use_of_AudiobooksV16.pdf
“A study was conducted to determine the impact of the use of audiobooks with struggling readers in a school library audiobook club. The participants met weekly in the school library with the school librarian and researchers to discuss audiobooks and make reading recommendations to their peers. Standardized test data as well as pre- and post-study interviews and surveys, teacher questionnaires, parent questionnaires, and student interviews were analyzed. The findings indicated that struggling readers’ use of audiobooks had a positive impact on reading skills and attitudes toward reading.”
- ✓ **“The school librarian uses research to inform practice and makes evidence-based decisions” *Empowering Learners* action IV.I, p. 45.**

10. Web 2.0 (also all new for 2014!)

- a. Kovalik, C., Kuo, C., Cummins, M., Dipzinski, E., Joseph, P., & Laskey, S. (2014). Implementing Web 2.0 tools in the classroom: Four teachers’ accounts. *TechTrends*, 58(5), 91-95.

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The authors describe using four Web 2.0 tools in their classrooms, report student response, and note improvements for future usage.

- b. Branch-Mueller, J., & deGroot, J. (2011). The power of Web 2.0: Teacher-librarians become school technology leaders. *School Libraries Worldwide*, 17(2), 25-40.

Branch-Mueller and deGroot describe the results of a graduate course in which students were encouraged “to play with and explore Web 2.0 technologies.”

- c. Creighton, P. M. (2012). *The secret reasons why teacher are not using Web 2.0 tools and what school librarians can do about it*. Santa-Barbara, CA: ABC-CLIO.

Creighton defines Web 2.0, addresses the barriers to its use in schools, and discusses School Library 2.0. She interprets related research and describes how school librarians can be change agents in their schools.

- d. *AASL best websites for teaching & learning*. (2014). Retrieved from

<http://www.ala.org/aasl/standards-guidelines/best-websites>

“*Best Websites for Teaching & Learning* honors websites, tools, and resources of exceptional value to inquiry-based teaching and learning as embodied in the American Association of School Librarians' *Standards for the 21st-Century Learner*.” Six years of best websites—2009 to 2014! What will be on the 2015 list?

- e. *AASL best apps for teaching & learning*. (2014). Retrieved from

<http://www.ala.org/aasl/standards-guidelines/best-apps>

“*The Best Apps for Teaching and Learning* is a recognition honoring apps of exceptional value to inquiry-based teaching and learning as embodied in the American Association of School Librarians' *Standards for the 21st-Century Learner*.” Twenty-five apps from 2013 and 2014! What will be on the 2015 list?

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

“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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