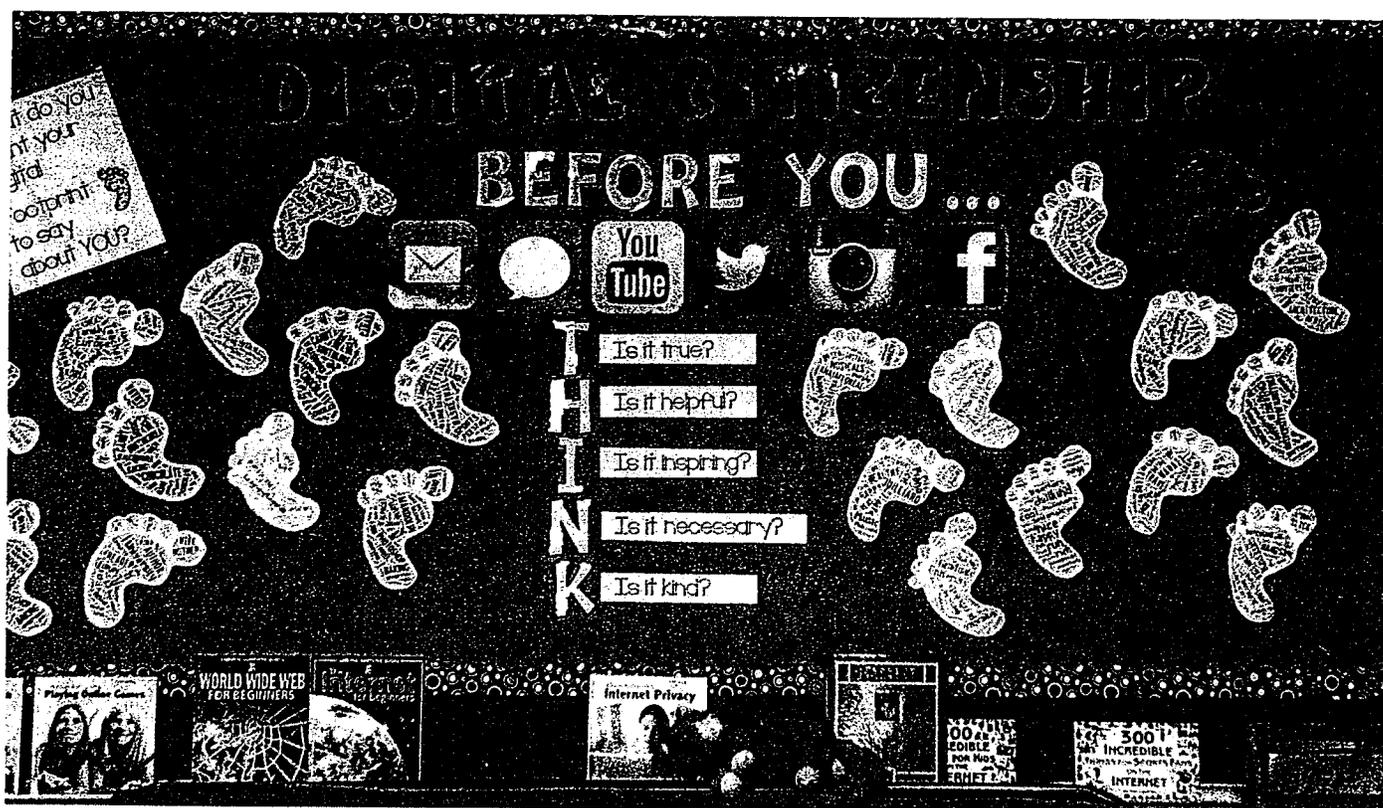


MSLA JOURNAL

Volume 41, Number 2
Spring 2014



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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 ala.org/aasl/
ALA	American Library Association www.ala.org/
ASLC	Alberta School Library Council aslc.ca/
BCLA	British Columbia Library Association bcla.bc.ca/
BCTLA	British Columbia Teacher-Librarians' Association (of the British Columbia Teachers' Association) bctf.ca/bctla
CACL	Canadian Association for Children's Literature (of CLA)
CASL*	Canadian School Library Association cla.ca
CIC	1. Canadian Images Canadiennes (Conferences)
CLA	Canadian Library Association cla.ca
CM	Canadian Materials: A Reviewing Journal of Canadian Materials for Young People umanitoba.ca/cm/
CSLA*	Canadian School Library Association (see CASL)
DREF	Direction des ressources éducatives françaises edu.gov.mb.ca/m12/biblio/
IASL	International Association of School Librarianship iasl-online.org/
IBBY	International Board for Books for Young People ibby-canada.org/
ILL	Interlibrary Loan
IMC	Instructional Media Centre
IRA	International Reading Association reading.org
IRU	Instructional Resources Unit (Manitoba Education) edu.gov.mb.ca/k12/iru
LAA	Library Association of Alberta 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*	2. Manitoba Education Citizenship and Youth: 3. 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
OSLA	Ontario School Library Association www.osla.on.ca
PEITLA	Prince Edward Island Teacher librarian Association
QASL	Quebec Association of School Librarians
QLA	Quebec Library Association abqla.qc.ca/
RCGW	Reading Council of Greater Winnipeg
SAGE	Special Area Groups
SLA	Saskatchewan Library Association
SLAM	School Library Administrators of Manitoba
SLIC	School Libraries in Canada 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 sites.google.com/site/wpgroundtable

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President's Report

By Jeff Anderson

I am a pragmatist when it comes to educational funding. I realize divisions are under pressure to cut programs, but cutting programs that are essential to creating and maintaining a literate society are unacceptable. All you have to do is read a little Chomsky to see the pitfalls to democracy of a citizenry befuddled by ignorance...welcome totalitarianism. Chomsky argues that in order for democracies to flourish, the citizenry must participate in social activism in order to protect a climate of social justice. Who then inspires and teaches young citizens to engage in the democratic process? Education is an investment, not a cost.

A surprise announcement made in March, 2014 to the staff of the Pembina Trails Media Centre that they will be closed due to budget cuts has sent a tsunami through the school library community. There seems to be a pervasive idea among the bean counters out there that digitalization is this great panacea that will save students from the labourious task of actually reading, researching and writing...hither to be known as "thinking". Also the thought seems to prevail that by replacing professionals with I Pads and a profusion of Apps the problems of illiteracy will suddenly disappear. Have school divisions succumbed to this thinking? I ask us to consider two things: What is it that we can save? Why isn't a more balanced approach being considered?

Savings

I, for one, am waiting for the research that states that defunding school libraries, closing divisional libraries and replacing teacher-librarians is paying off with higher literacy rates and more literate students who are able to navigate the incredible tidal wave of digital information that they face on a daily basis. School libraries have adapted from the traditional model as the great defender of the canon of literature, dusty encyclopaedias and silence to become a user friendly, learning commons; a place that invites all to partake in the knowledge feast. We've come a long way to strip away obstacles that in past have prevented students from connecting to the information that they require to succeed.

Balanced Approach

The message to Canadians from creators, publishers and administrators from the Canada Art's Council's National Forum 2014 on the Literary Arts was loud and clear: Canadian writing and publishing are in a deep crisis. Well, the question arises, why should we care? We should for a few reasons. A decline in the ability for Canadian writers to make a living and Canadian writing to be published is the canary in the coal mine for Canadian culture and for the future of Canadian content in our school systems. During the forum, time and time again, school libraries were referenced as

the place where literature and more particularly, Canadian literature were the place of first exposure to Canadian school children. School libraries then are on the front line in the important literacy goal of promoting reading and Canadian identity.

Of course, teachers, parents, schools are primarily the driving force behind developing young readers, but the school library is integral to this equation. Consider for a moment, a newcomer to our country or province; for the most part, it is through the school system where a student is introduced to the plethora of Canadian literature. I would suggest that without teachers and teacher librarians working together, students will have the misfortune of not experiencing the gift of literacy with all their senses. Technology is certainly a powerful tool and must continue to be harnessed by knowledgeable teachers to support the life-long love of reading; however, can a tablet do the same devoid of teachers and teacher librarians?

Teacher Librarians work as partners with all teachers in teaching inquiry skills; providing accessibility to all genres of books; promoting reading, writing and thinking; creating inviting environments conducive to discussion and the pursuit of knowledge. Events like book fairs, reading clubs, Maker Spaces, reading competitions, video book jacket creation, digital database management mini lessons, essay writing and research seminars, digital streaming projects are all parts of a modern school library. The hub of a school's culture and ethos is represented by and in the library. Without libraries and the teachers who co-habit the space, student literacy suffers; research bares this out. The decline of libraries, school libraries in particular, threatens to undermine the goal of student literacy, cross curricular and collaborative inquiry, critical thinking and the essential part of a well functioning school, collegiality.

Since the advent of the digital revolution futurists in education and else where have embraced the notion that technology can and will solve systemic and societal problems, educating our youth to be one such quick fix. I am not a Luddite, nor do I subscribe to the view outlined by Dr. Phil McRae from the University of Alberta, that "technology is just a 'tool'; an innocent object; value-free and in the service of whatever subjective goals we chose to ascribe the device" (McRae, 2012). Others feel that Marshall McLuhan's (1964) cautionary pronouncement that "just as we shape our technologies, so they shape our habits of mind and physical selves (McRae, 2012) is more in line with technologies ultimate impact on society.



Are we able to say that Google, Wikipedia and any number of other search engines and Apps can replace teacher-student interaction and guidance? When we allow the tool to be the answer, we fail at inspiring students to think for themselves. Was Marshal McLuhan ultimately right, "the medium is the message"? Good teaching practice demands that we use these fantastic technologies available to us, but use them in a guided way. For example the Literacy with ICT document gives us a blueprint to use technology as a tool to help students think critically about the material they are learning. The teacher is seen as the guiding force, not the technology.

Children are exposed to something magical through the gift of reading. By depending on the digital world to be the sole arbitrator of knowledge for our students; by cutting professional staff and programming and by defunding literacy initiatives we will be creating a future citizenry who are illiterate and dependant on those who control the message. George Orwell's dystopia will come to be our reality and we will have missed an opportunity to save our children from a future 1984. With that said, Teacher Librarians will continue to rage, rage against the dying light. What Manitoba students need is more investment in libraries and teacher librarians, not less!



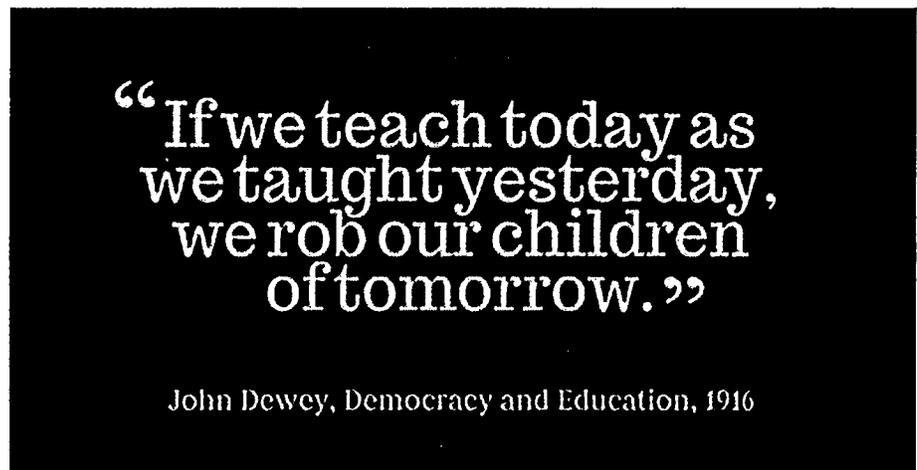
Editor's Message

By Heather Eby

"Digital Citizenship", the term has been kicking around the library world and into schools now for the past ten years, but are we really taking it seriously! Enough has been said about the 21st century student, we are way past that now. Our students are being born, raised and educated in a world where being a digital citizen is WHO they are, now it's time to ensure THEY understand what that means and what power and responsibility comes with that reality.

Thankfully, the school library, with its qualified staff, has become a place where students and educators can come to find answers to questions regarding digital citizenship and more importantly, for resources, lessons and guidance in navigating this digital terrain that our students are already jumping into head first.

There are many experts in the field of digital citizenship and even more tools and guidelines available for educators to utilize in order to make this area of education a priority in their classroom. Today's school library is the best place to seek out the expertise and helping hands to sift through



all the information and ensure digital citizenship has been placed into our students' bank of lifelong skills.

This issue of the MSLA spring journal focuses on the topic of Digital Citizenship. We will look at a few example unit plans for your school library, highlights of a Professional Development session on copyright and an in-depth perspective on the need for digital citizenship in today's schools. Also, take heart in our President's

message this issue, it links directly to our theme as well, who else is going to guide, teach, instill and bring digital citizenship into our schools and keep our students safe and responsible online if school libraries and professionals continue to get cut?

Enjoy!



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Book Chat with Harriet Zaidman: *Indian Horse*

by Richard Wagemese

Formula for a standing ovation: Tell a roomful of librarians that the library saved your life.

It was chemistry that worked for novelist Richard Wagemese when he spoke at the Ontario Library Superconference in January this year. The packed room (the walls were pushed back to accommodate the crowd) rose as one when he finished telling the story about his early life, affirming what we all know: the library is one of the most important, equalizing institutions in society.

Wagemese's story is all too familiar. Born in 1951 near Minaki, Ontario, his family life reflected the dysfunction created by the residential school system. He was removed from his parents and eventually put into a foster family in Toronto, where he experienced mental, physical and sexual abuse.

He left home at age 16 and became homeless in St. Catharines, Ont., filling his days with the occasional job, but mostly wandering, begging and petty theft. One rainy day, he ducked into the library. Wagemese said he looked bad—the pants he wore were stolen and three sizes too large and he smelled terrible. When the security guard approached he assumed he would be told to leave, as usual, but instead was advised, “You can't stay here—if you're not reading.”

So Wagemese began to read, and over the course of the next period of time, read everything he could. The library became a haven. Instead of rejection, the librarians would only ask “How can I help you?” when he approached them. One woman in particular took him under her wing, occasionally feeding him and taking him to concerts and theatre.

Wagemese began to see himself as having greater possibilities and used the education he gained in the library to wangle a job as a journalist at a Regina weekly newspaper, later working as a columnist for *The Calgary Herald*. In 1991 he became the first aboriginal journalist to win a Canadian Newspaper Award. He left journalism shortly after to pursue creative writing

and has 10 books under his belt—not bad for someone who still only has grade 9. He credits the non-judgemental, welcoming, democratic atmosphere of the library, and the librarians with saving him from a predictable, sad fate.

Of course I wanted to read his books right away. I picked up *Indian Horse*. It's a truly Canadian story, about one of the brightest, most unifying elements in our society—hockey—and also one of the darkest stains on our history—institutionalized racism against First

Nations and the residential school system.

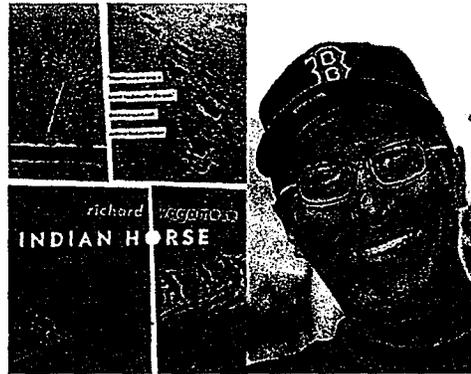
It's a painful story, but one with hope. Wagemese is an exceptional writer who crystallizes themes in sweeping prose:

They took me to St. Jerome's Indian Residential School. I read once that there are holes in the universe that swallow all light, all bodies. St.

Jerome's took all the light from my world. Everything I knew vanished behind me with an audible swish, like the sound a moose makes disappearing into spruce.

He pulls no punches in recounting what happened in those unhappy days, yet his description of most egregious crimes is delicately related, using suggestion rather than detail. His deft style is effective and arresting. I was left breathless. I look forward to the release of his next book this spring, *Medicine Walk*.

Indian Horse was one of the choices for CBC's Canada Reads competition in 2013, deservedly so. It's an important book with significant statements about Canadian society, much like Tomson Highway's *Kiss of the Fur Queen*. I recommend *Indian Horse* highly. It reminds us why some of our current students suffer dysfunctionality. And it reinforces the crucial role libraries and librarians play in providing opportunities and possibilities for everyone. Libraries save lives, spiritually and physically. Richard Wagemese is living proof.





"Daisy's been accepted!"

I clicked my heels in happiness one morning a few years ago. A small publisher had accepted

Daisy's Biggest Success, a picture book story I had worked on for so long.

My glee turned to gloom after a year passed. The company seemed to have disappeared, probably another victim in today's shrinking publishing world. I put the project aside, planning to take a weekend sometime in the distant future to research which publishers were accepting submissions and to prepare the individual letters.

Soon after, though, I bumped into Sarah Neville, one of my former students at Niakwa Place School. She told me she had graduated with a Bachelor of Fine Arts from the University of Manitoba and hoped to one day illustrate children's books. When she said she specialized in painting dogs, I took a step I had never considered until that moment. I invited her to illustrate my manuscript with the aim of publishing it myself, and she agreed.

The project advanced very quickly from there. Sarah and I had a similar vision for the illustrations and she did a great job interpreting Daisy and her hijinx. I contacted Friesens Printing in Altona, who were very helpful in advising me on the steps I needed to take. I hired a graphic artist to blend the text and illustrations, applied for an ISBN and booked the launch for November at McNally Robinson.

CONNECTING

with Children's Literature

Introducing author, Harriet Zaidman and her first published book *Daisy's Biggest Success*

I advertised the launch by contacting newspapers, CBC Radio and CTV Morning Live, using the hook about a teacher and her former student collaborating on a children's book. We made a Facebook page, a website (forestparkpress.ca) and sent the invitation out via Twitter and e-mail. Sarah and her mom baked cute dog bone and daisy-shaped cookies for our guests.

What a day it was! I was too busy to count, but I'm told about 175 people listened to the first public reading of *Daisy's Biggest Success*, a story that grew from watching my own dog try to get past the barriers I put on our couch to keep her from shedding on the cushions. In the story, Daisy knocks the books down and learns from the pictures. When she solves the family's problems they reward her with her own library card, so she can choose the books she wants to read for herself.

The audience laughed at the jokes and chuckled at the cute illustrations of the impish pooch. Adults and kids both loved the story about a dog—they saw themselves in the owners who foolishly thought they could train their pet. The humorous connection to literacy was a hit with parents, teachers and children. Daisy flew off the shelf. We sold about 120 copies on the day of the launch and it became the bestselling children's book at McNally Robinson for two weeks. Toad Hall and the WAG also carried it and we sold many copies privately. Within three weeks the entire print run of 500 was gone, necessitating a reprint.

Daisy received a good review in *CM Canadian Review of Materials*, which helped

us to get it into bookstores in Toronto and have it distributed to stores, schools and public libraries across the country by Peanut Butter Press. I recouped my investment and the book is still selling at a respectable rate; Sarah and I are both delighted at Daisy's big success.

Publishing the book set me on a whirlwind of activity. Schools invited me to be their celebrity Guest Reader during I Love to Read month—an enjoyable perk. Making young children laugh and want to read books, encouraging older students to follow their passions—what more could a teacher want? Sarah came with me to a few readings, too, where she was welcomed

like a rock star and her original drawings received a lot of attention.

Personally, it's been a validating experience. I want to write for children and I'm motivated to work even harder now. I've got several manuscripts that need editing and ideas for

other stories, both silly and serious. I hope Daisy's sales numbers will make publishers take a harder look at my writing and recognize that I can write good stories for children.

It's a step I've wanted to take for a long time. I have a chance encounter with a former student to thank for launching me on the journey.

Harriet Zaidman is the teacher-librarian at Niakwa Place School in Winnipeg. Daisy's Biggest Success can be purchased through forestparkpress.ca, at McNally Robinson Booksellers, Toad Hall Toys, the Winnipeg Art Gallery and the Friends of the Winnipeg Public Library shop in Winnipeg's Millennium Library.



Harriet Zaidman/Sarah Neville



Creative Expression, Critical Thinking and Digital Citizenship

A Responsibility for Educators

By Brandi Nicholauson,
Teacher Librarian at Henry G. Izatt Middle School

Creative expression, critical thinking and digital citizenship are inextricably linked in a world where access to information is carried in one's pocket and the ability to disseminate and share opinions about that same information is instant. These three concepts should be a part of any school library program. We have an ethical and legal responsibility to guide our students through choices about the information they access as well as the way they may decide to publically react to it.

A child's right to freedom of expression and access to information is detailed in Article 13 of the United Nations Convention on the Rights of the Child. It states that "The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice" (UNCRC, 1989). This right was conceived and adopted before the age of social media, handheld portable devices, and ubiquitous access to the internet. Many students now choose to access and create online content as text, video, audio, augmented reality and interactive programs, but how are students determining the intent behind the information they are finding or creating? Although critical thinking skills, the examination of media messages and author's intent have always been important aspects of education, technology has added layers to our communication that have never before existed. It is imperative that students know how to properly interpret and create multimedia messages as they are essentially branding themselves when they discuss, produce, and share these types of messages online. Not understanding how words, images, videos, and audio files work together to create meaning could have a detrimental effect on their ability to think critically about the information and experiences in which they are engaging.

Article 17 in the UNCRC states that parties "...recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources..." and that parties "...encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being" (UNCRC, 1989). In light of the right to freedom of expression and access to information provision, this seems somewhat contradictory. How can someone both be permitted to access something, and be protected from it? The implication for digital citizenship education is the realization that protective measures are not enough to adequately guard against



injurious online experiences, information and inappropriate content. Over-zealous blocking practices do little to give students confidence and skills to make good online choices. Instead, in much the same way as child rights and opportunities for democratic participation must be authentically integrated into school life, so must the concept of digital citizenship be integrated in order to encourage children to be self-aware, critically thinking, and self-monitoring while they access media across different formats. Obviously, there are things on the internet that are not desirable for children to be exposed to, but there will always be some variation in terms of cultural and family boundaries when it comes to labeling things as "inappropriate" or "damaging." It is necessary for the education system to help students understand where their cultural, societal, and family boundaries intersect so that they can become fully aware of where their own personal boundaries are in terms of content. It also means that students need to become aware if content they are viewing or producing is in violation of another individual's rights, thereby providing an additional measure for whether or not it is acceptable. This is particularly important when students engage in social media platforms. The education system has a responsibility to address these new literacy practices during school hours, and to help students better understand their rights as consumers and producers of information.

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Protecting Your Online Reputations Unit

By Jo-Anne Gibson, Teacher-Librarian at Acadia Junior High School

The following is a series of lessons I complete with my grade 9 classes every year about the importance of protecting their online reputations and staying safe while interacting online. Depending on a teacher's situation, they could easily be adapted for students slightly younger or older. The class schedule I have set out is just a guide. Depending on the discussions that ensue (and I guarantee there will be many), classes may want to discuss certain topics longer than indicated.

Big Ideas

You are responsible for creating and protecting your online reputation and the reputations of others. Always think before you click. Freedom of speech does not equate freedom from consequences.

Big Question

Does it really matter what I post on the Internet?

Class 1

1. Watch Youtube video: "Jack Vale: Social Media Experiment"
www.youtube.com/watch?v=5P_0s1TYpJU
2. Discuss the three biggest concerns with interacting online: 1) anonymity; 2) digital footprint lasts forever; and 3) legal ramifications.
3. Show Amanda Todd video from CBC News, October 28, 2012: "Provoked, exploited and blackmailed":
www.cbc.ca/player/News/TV+Shows/The+National/ID/2298009510/
Discuss: The comment, "We have a serious lack of awareness of what happens online."
• Is it easy to get sucked in? How is it done?
• Is it easy to detect this underground network of pedophiles? Why is this a problem?
4. Read as a class the MacLean's Magazine article, *The real world of teenage cyberbullying*:
www2.macleans.ca/2012/10/23/bullied-to-death/
See paragraph 4
"I came of age on the Internet. Like 43 per cent of kids today, I was a victim of cyberbullying—though I didn't really think of it as such because the term hadn't been invented yet. I was also, undoubtedly, a cyberbully. My parents—God bless them—had no idea what I was doing on MSN Messenger and ICQ (precursors to Facebook and Formspring, today's most popular cyberbullying destinations). When I was eleven, I saw middle-aged men masturbating on webcam. I saw a video of two raccoons mauling each other to death. I saw two boys from my homeroom

class strip for me in an online chat room. And I returned the favour. In fact, this was a weekly afternoon ritual for my girlfriends and me. While mom and dad were upstairs watching *Frasier*, we would be in the basement "exploring" the Internet. Sure, our parents checked in every once in a while (the sound of their footsteps leaving us more than enough time to close the page and delete the history) but it was when we went out, to the movies or a party, that they checked in with greater frequency and angst. "When will you be home?" they'd ask again and again, when what they probably should have been asking was, "Why do you clear the browser history every time you use the computer?" Or "What exactly are you doing down there in the basement?"
Discuss: *Are you surprised by this? Why or why not?*

5. View videos

- "Think before you post"
www.youtube.com/watch?v=4w4_Hrwh2XI
- "Once you post it you lose it"
www.youtube.com/watch?v=UmijKUwAswY

Class 2

1. Discuss: *What's a "dossier?"* View video: "Digital dossier"
www.youtube.com/watch?v=79IYZVYIVLA
Discuss:
 - *When did your digital dossier begin?*
 - *When does it end?*
 - *How does this relate to the term "online reputation?"*
 - *Why is your online reputation important to you?*
 - *What are the similarities and differences between your online and face-to-face reputation?*
2. Show CBC Marketplace website: "Digital surveillance: How you're being tracked every day"
www.cbc.ca/news2/interactives/digitalsurveillance/
Assign 2/3 students to look at each icon and report back to the group how the producer was being tracked. What does the producer say about digital surveillance? Is she see the need to change anything? Is she willing to change? www.cbc.ca/news/community/digital-surveillance-won-t-drive-me-off-social-media-lauren-o-neil-1.2562551
3. Watch Part 1 and 2 of the video, "Digital footprint: Watch where you step" (*Writer's Note: Video can be ordered through the Department Of Education Library: Y2682*)
4. How have people ruined their reputations? Read selected newspaper articles (*Writer's Note: I've been collecting these for years. They are easy to find in your daily newspaper.*)



Class 3

1. View Common Craft Video, "Online reputations/Digital footprint":
www.commoncraft.com/protecting-reputations-video
2. Discuss: Even if you think you've deleted your information, pictures, videos, someone could have copied them or they are available online via the "Wayback Machine" Internet Archive:
www.archive.org/
3. Want to know what your reputation looks like online, see 25 free search engines to find anyone www.findermind.com/free-people-search-engines/ Show the website and conduct a search on: www.123people.com
4. Show students how to create a Google Alert for their name.
5. Discuss:
 - Is it easy to get your reputation back?
 - Should you use your real name online? How does this tie in with creating a positive reputation? Who is in charge?
 - Why is it important to protect your personal information online? Address, phone number, banking information, etc.?
 - What's a weak password? What's a strong password? How often should you change your password?
6. As a class, review the "Core Rules of Netiquette":
 - Remember the human
 - Adhere to the same standards of behavior online that you follow in real life
 - Know where you are in cyberspace
 - Respect other people's time and bandwidth
 - Make yourself look good online
 - Share expert knowledge
 - Help keep flame wars under control
 - Respect other people's privacy
 - Don't abuse your power
 - Be forgiving of other people's mistakes

Class 4

1. Divide the class into 5 groups and have each group complete one of the following "Social Networking Scenarios":
 For Each Scenario:
 The group is the principal of a school and it's up to them to decide what to do about a concern that has been brought to their attention. What action, if any, will they take and why?
 First, they need to identify the netiquette "rule" that is being abused.
 Second, they need to determine if the safety or well-being of anyone is at stake.
 Third, they need to decide what advice, strategy and/or consequences to give to the individuals involved in their scenario and why?
 Fourth, be prepared to share their findings and advice with the entire group.

Social Networking Scenario #1: Mr. Blake and Jennifer

Junior High school social studies teacher Mr. Blake has been adding students as friends to his Facebook page, using the forum to answer questions and guiding classroom related discussions. Lately some students have begun asking personal questions about relationships and life choices and Mr. Blake has been "counseling" them after school hours. Jennifer's mother, who monitors Jennifer's Facebook page, feels uncomfortable about this and brings it to the attention of the principal.

Social Networking Scenario #2: The Grade 9 Volleyball Trip

Two grade 9 girls on the volleyball team took pictures of their teammates on their recent volleyball trip and posted them on their Facebook page. In at least a few of the pictures, the girls are shown in the locker room with very little clothing on. One of the girls in the pictures comes across these pictures on the Internet and goes to the principal for help.

Social Networking Scenario #3: Juan and Philip Trade Insults

The HH Middle School is using GoogleDocs as a writing tool and as a means to do peer reviewing. Juan and Philip have used the platform to exchange messages that involve name calling and racial slurs. This comes to the attention of their English teacher who then shares this information with the principal.

Social Networking Scenario #4: Tweets Gone Bad

Numerous students in your school are being targeted by someone on Twitter who is constantly tweeting means things about them. The students know the account that the tweets are being sent from but nothing more. They bring this information to a trusted teacher who then passes the information on to the principal.

Social Networking Scenario #5: Phys. Ed. Class and Blogging

For Phys. Ed., Mr. Teal's grade 9 class has been asked to set up a blog and write about tips for staying healthy. Several of the students decide that this would be a perfect place to talk about the weight of certain students in the class and their general appearance. Several overweight students in the class see the blog and tell their school counselor.

2. As a class, review the "Safe Computing Guidelines":

- Protect your personal information
- Know who you're talking to or dealing with
- Use anti-virus, anti-spyware and a firewall
- Back up important files
- Protect your passwords
- Update operating systems and browsers regularly
- Know who to contact if something goes wrong online

3. Discuss:

- How we can protect ourselves online?
- What does the producer of CBC show us about protecting ourselves online using social networking sites such as Twitter, Instagram and Facebook?
- CBC Marketplace: Social Media Tips



www.cbc.ca/marketplace/blog/tips-social-media-privacy-protection

See online tutorials from Google re: 1) Stay Safe Online; 2) Your Data on the Web; 3) Manage Your Data www.google.com/goodtoknow/

What do you do if you are being cyberbullied? See website: www.needhelpnow.ca/app/en/

4. Final thoughts for the class: "A friend advertised on Craigslist for a housekeeper. Three interesting resumes came to the top. She googled each person's name. The first search turned up a Facebook page. There was a picture of the applicant, drinking beer from a funnel. Under hobbies, the first entry was, "binge drinking." The second search turned up a personal blog (a good one, actually). The most recent entry said something like, "I am applying for some menial jobs that are below me, and I'm annoyed by it. I'll certainly quit the minute I sell a few paintings." And the third? There were only six matches, and the sixth was from the local police department, indicating that the applicant had been arrested for shoplifting two years earlier. Three for three. Google never forgets. Of course, you don't have to be a drunk, a thief or a bitter failure for this to backfire. Everything you do now ends up in your permanent record. The best plan is to overload Google with a long tail of good stuff and to always act as if you're on Candid Camera, because you are."

5. Complete the following reflection:

Reflection: Protecting Your Online Reputation

1. What is a digital footprint? When does it begin? When does it end?
2. How is a digital footprint collected? Give at least 4 examples.
3. Who is responsible for protecting your online reputation and the reputation of your friends and family? What is the similarity between your online reputation and your face-to-face reputation?
4. What is the difference between your online reputation and your face-to-face reputation?
5. List 2 ways that you could be affected in the future by having an online reputation that is not positive.
6. Give one example of a circumstance that could lead to you being charged with an offence or fined for posting something inappropriate online.
7. If you post a picture, video or text online and then decide to take it down, you will no longer have to worry about that picture, video or text getting into the "wrong" hands. True or False. Explain.
8. How is it possible to track your name online i.e. be notified when someone mentions your name?
9. Who should you contact if you're being bullied online?
10. List one way you can commit to protecting your online reputations and/or the reputation of others.

"With Great Power, Comes Great Responsibility"

A Digital Citizenship Lesson Plan

By Heather Eby, Teacher Librarian at Linden Meadows School

You probably recognize the quote in the title above, it comes from Spiderman the movie and it's a great way to hook your students at the beginning of this mini-unit I did for our gr.5 students this past fall. I have to begin by giving credit to my adapted version of this unit that comes from the amazing resources available at Common Sense Media in their "Scope and Sequence" section in their collection of online lessons. You can find them at www.common Sense Media.org/educators/scope-and-sequence.

Activating Strategy: Share the video clip from Youtube of Peter Parker making the statement "With great power, comes great responsibility". The clip can be found at www.youtube.com/watch?v=IKmQW7JTb6s. I like to show the clip to the students have them guess where the quote is from and what it means. Afterwards we discussed the question, "What kind of power does the internet give us?" and "What is a digital citizen?". I supplied a picture of a digital citizen and had the students do a word splash in small groups of all the elements that make up a digital world (ie. Devices, computer programs, rules, etc.)

Acquiring Strategy: Afterwards I tell them that as digital citizens, we must act safe, respectful and responsible while using the internet. To begin their understanding of such concepts as internet safety, intellectual property, cyberbullying and more, I show them a few short videos on these topics (there are so many available online through Netsmartz, Common Sense Media, PBS and Youtube). After I have them use sticky notes to write down at least three different examples of safe, respectful or responsible behavior (one per sticky note). As a class, they are then asked to put their sticky note on the appropriately titled chart paper with the titles: SAFE, RESPECTFUL, and RESPONSIBLE. I read them out loud and we discuss if they belong there or somewhere else or in multiple categories. With more of a background and schema set up, I begin by explaining their assignment.

Application: I explain to the students that they will be creating Digital Citizen Superheroes that are going to come along and use their powers to help a student act safe, respectful or responsible while using the internet. As you can imagine, this creates quite a buzz of excitement for the students as they begin brainstorming the names of their Digital Citizen Superheroes (eg. Hackerman, Cybersally, Bullybuster, etc) With the energy in the air, I had the students use Marvel's Create your own Superhero website at www.marvel.com/games/play/31/create_your_own_superhero. The students saved these using the Snipping Tool and putting



it into their picture folders on the computer. My vision was to have the students create cartoon strips of their Superhero saving the day with the comic starring themselves! Our school had installed the program Comic Life onto our computers and I had had a lot of success with this software in the past so I knew it would be a great tool to create our comic strips.

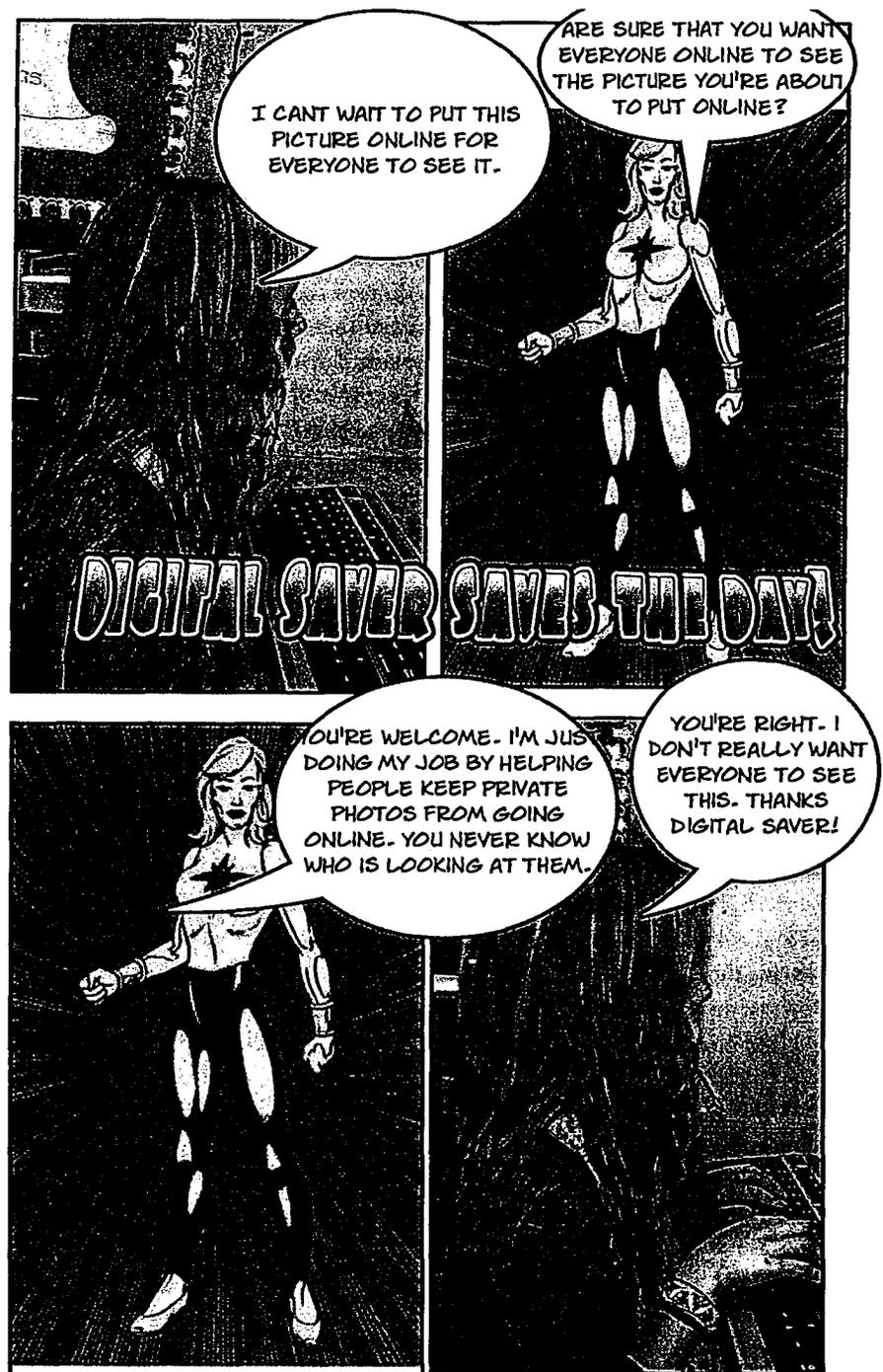
Before hitting the computers, the students were then asked to create a storyboard where their superhero would come along and save them from using the internet inappropriately. I provided the students with a paper template of 4 panels with speech bubbles for the students to create a rough draft of their cartoon strip.

Once their storyboards were completed and approved, the students needed to have their friends take a photo of themselves using the internet inappropriately that would be included in the comic strip. With the photos taken and uploaded to the students' picture folders, it was time to open the Comic Life program and begin dragging their photos in (along with their superheroes) and creating their scenarios.

With their final Comic Life cartoons completed, the students saved them as PDFs so I was able to print them off and create a class book for the school library. We read it out loud and reflected on all that we had learned through the course of the project.

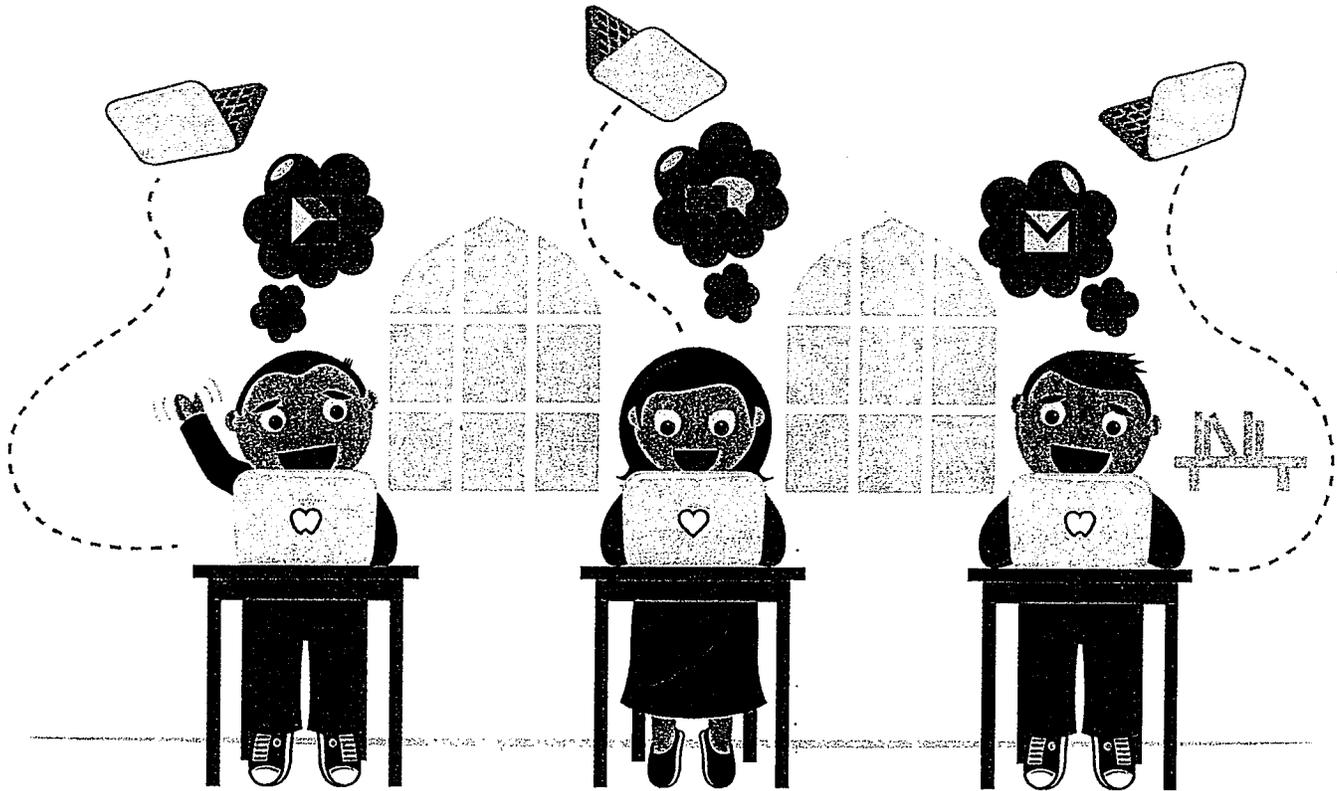
Reflection: In looking back on this unit (it was my first time), it took a lot of library classes to complete but many skills were taught and reinforced along the way. Would I do it again? You bet! The grade 5 students were the perfect age and were always eager to work on it. They were very proud of their completed comic strips and at the same time learned a lot about what it takes to be a Super Digital Citizen.

If you'd like more information about this lesson or the resources I used during the unit, please feel free to contact me: heby@peminatrails.ca.





www.dodigital.co.uk/education/files/2012/06/Google-Apps-For-Education.jpg



Google Serendipity

How BYOD Can Enhance Your Lesson

by Joyce Riddell, Teacher Librarian, K–5, Saint John's-Ravenscourt School

"Imagine walking into a library that is large, well appointed, well lit, and airy. The stacks are a marvel to look at. You realize that the books make a perfect rainbow that stretches from one end of the room to the other. Every exposed spine is a part of the spectrum. Now imagine that you are about to settle in to use this library for your research."

A recent lesson with Grade 5 students in the library started with that descriptive piece followed by the instruction for the students to jot down their reactions to the scene they had imagined. It has turned into a very interesting project for our Grade 5s.

Everything went well with the first class. Students wrote busily and with great fervour. A number exclaimed aloud about how they wished to actually see this amazing library, how our library could be better, even wondering about doing something like this at home. Some questioned what happened to books with mixed coloured spines. Others hesitatingly mentioned that the catalogue

would be really hard to set up, or complained that there would be too much walking between books of similar subjects and thought it was wasteful of their time. BINGO! My mission was accomplished—or was it?

Next period, the second Grade 5 class arrived. "Second Verse, same as the first..." This group walked in with their laptops, which had been needed in the technology class the period earlier. Our school has a BYOD plan for the students in Grade 5, and we use the Google educational apps, so that the students all have a g-mail account.

I trotted out the scenario. As I started to hand out the foolscap paper, a hand shot up, "Could we please use our laptops?"

Why not? "Just make sure you name the document something that will help you find it later."

Then, something happened. Students started to share their opinions by sharing the Google documents they were writing. A silent



collaboration grew somewhat organically. The next cycle, when the Grade 5 classes were due again, I anticipated extending the lesson of the previous class and asked both classes to bring their laptops. For this period, we set out with the deliberate intent to identify camps of opinion on the matter of the rainbow library. Students identified whether they were 'pro-rainbow library' or 'con-rainbow library'. One student in each group began by opening a document for all to use and invited the others from their group to share the document with editing privileges. The writing began in earnest, as they each initially took their own bullet in the document and started composing in a discrete coloured

font. Occasionally someone would call out a question about why something disappeared, but for the most part, the students were all adding content to the same document at the same time, in relative silence. Of the 4 groups (2 opposing opinions in each of 2 classes) all but one have moved on to develop a Google Presentation (similar to Power Point) to present their arguments to the class. As the teacher, I have been granted permission to view and edit, as well as comment on their burgeoning presentations.

It has been invigorating and a privilege to watch this process unfold. I can't wait to see the final results!

Copyright Pointers

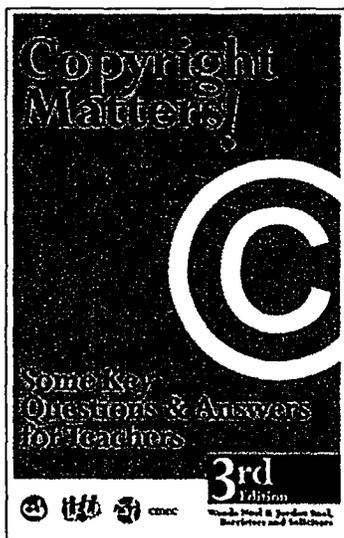
Are you a copyright lawyer?

By Mona-Lynne Ayotte, Teacher-Librarian, Vincent Massey Collegiate

When John Finch, Consultant with Manitoba Education's Learning Support and Technology Unit met with the Pembina Trails Media Center staff, teacher-librarians and library technicians, he opened his copyright presentation with the question: "Are you a copyright lawyer?"

The room of normally chaty professionals went silent. Many of us wondered where John was going with this question, until he answered it. He had us from this moment on...and with every segment he chose to highlight, he asked a question at the onset, and 90% of the time we were surprised by the answers.

Given this model approach, I did the same thing with my staff when I created a mini-PowerPoint presentation on some of the highlights of the Copyright Matters. It only took 6 minutes at a staff meeting to highlight some of the main points. I began each slide with a question as John had done and gave the teachers a moment or two to think about it...my goal was to surprise them and to keep them interested in copyright matters!



Here are a few questions he had us reflect upon—see if you know the answer!

Is original student-created work protected by copyright?

YES! Any poem a student has written is protected by copyright. The © exists automatically for any work. A painting, a photograph, a musical score, a performer's performance or computer program developed for school is all protected as they are valuable creations



worth protecting. Any innovative and original work created by a student is their intellectual property. If students are interested in sharing their work, they might look into *Creative Commons*—a free-licensing website that allows you to state clearly how your work can be used without requiring further permission or any compensation.

1. The article is based on my note-taking of the session and on the information provided in Copyright Matters. I have attempted to reflect the copyright issues as best as possible, and if you have any questions, please forward them to John Finch for clarification. A pdf copy of the Copyright Mini- PowerPoint is available for viewing at: <http://vmclibrary.pbworks.com/w/page/5046198/FrontPage>



Can I display student work outside of my classroom?

NO! You're probably as stunned as the majority of us who were there by the answer to this question. Believe it or not you require student/parental permission to display student work in your own school hallways, on websites and anywhere outside of your classroom. Student work displayed at a school board office or mall display also requires permission. Many schools are now placing in their yearly school application a blanket permission slip that applies to in-school and outside of school displays as well as posting to divisional websites.

If your school does not have such a policy in place, consider having the student or parent sign a release form authorizing the use of the student material.

Can I show movies at lunch and charge admission?

NO. Any educator showing a movie in school can only do so with *an educational purpose* in mind. Teacher and parent committees are not allowed to show a movie and fundraise as this would require paying for the movie showing as a public performance to companies like ACF and Criterion.

Some schools and teachers have inadvertently advertised either through school newsletters or on websites the viewing of movies in which a charged admission occurs (even though it is for school fundraising efforts). It is a silent understanding that companies like ACF and Criterion have staff that look on school and divisional websites to see such "illegal listings of showings," resulting in some issues and extra costs for school divisions and teachers.

Showing a movie in class—it's educational!

As students in Creative Writing (Heather Pauls, Teacher) at VMC were exploring the various aspects of performance poetry, Nereo Eugenio², a visiting artist in the school,

Permission Granted

For example, I would need to ask Tim O., a student in my school permission to post even a few lines on a website or student anthology (never mind the entire piece) from an original slam poetry piece he wrote during a two-week Artist in the School workshop with Nereo Eugenio entitled *The Way the Music Speaks*:

The way the music feels.

The way it sounds.

The way it paints a picture

When it begins.

As Mr. Michaels of Poison says:

*"When I hear the music,
I just let it play."*

had them do several movement-based activities. When performing spoken word, voice, body movements and expressions are essential in giving an all-around performance. We took the opportunity to share with them a story from a Jimmy Kimmel³ interview with Katie Lowes of *Scandal*. Katie Lowes, who was babysitting for Jamie Roberts, the casting director for Feature Animation Disney, asked Katie if she would "come in and work on this little movie." Well, that little movie was FROZEN!⁴ "She asked me to come in and do all the physical movements for Idina Menzel's big song, *Let it Go*. You know the one!" In that movie "you're creating ice-sculpture out of your hands. It's a lot of hand motions but my personal favourite is when she steps forward with her right foot firmly out." She opens her arms out and her fingers are splayed like jazz-hands! "I also loved doing the movement when she takes her hair down and struts out before she says: "the cold never bothered me!" Katie went on to say they didn't want a dancer as a model for these physical movements, they wanted an ordinary person! And she was their choice.

As a result of the discussion, we brought the Disney movie to class, cued it up to the song and watched the cartooned version of the body movements. We wanted our students to envision themselves being as bold as Elsa who initially is fearful. Our goal in showing this movie is educational and it also compliments the lesson we want them to learn as they explore creating their spoken word performance.



2. Nereo Eugenio spent two weeks at Vincent Massey Collegiate through Manitoba Artists in the School working with M-L Ayotte, H. Pauls, A. Kahn, Tracey Groening and C. McIntyre-Muir. He is a performing artist adept at slam poetry, visual arts and dance.

3. "Katie returns to Jimmy Kimmel Live!" Jimmy Kimmel Live. Perf. Katie Lowes. ABC. 9 April, 2014. Television. www.katielowes.com/?p=880

4. Written permission was emailed to Disney Thursday, April 17th, 2014 asking to include the above photo of Elsa. Generally, it takes 6 weeks to receive this permission. A phone call was made to Disney as a result indicating that I would input the request given this article was not going to print immediately. twdc.image.licensing@disney.com.



A student has created a video for school and has added some licensed music. Are they covered by the SOCAN license?

YES! Students who add licensed music to their videos or films are covered by the SOCAN license if your school or division has purchased the license. Teachers who post the videos with music to internal school sites are also covered. However, if a student posts it themselves, *YouTube* and *Google* may take the posting down as the student does not have SOCAN coverage outside of school. Many students create *personal videos* using licensed music and so in order to protect copyright, posting sites can take them down. Maria Aragon (a young Winnipeg singer) was lucky when Lady Gaga chose to follow and like her after seeing a posting of one of her cover songs, *Born this Way*. Lady Gaga could have asked *YouTube* to take the video down as Maria did not have permission to reproduce the song as a public video.

Can I play my person iPod/iTunes in class to students?

YES and NO. If you have a CD copy of the music and you used iTunes to transfer it over to your iPod, it's a YES. If you purchased the music directly from iTunes, than this is considered for your personal use as the account is held in your name alone, and so becomes a NO.

Can I show Netflix in the classroom?

No. Netflix is a "personal or household subscription service" and the terms of agreement are between you, the subscriber, and the subscription service, for example Netflix. Therefore, you are not permitted to use Netflix under this agreement.

Is the work I created as a teacher for my school copyrighted and can I sell it?

John indicated that rarely are any of these questions simple, rather they are complex and multi-layered.

A teacher is in the employ of their school division. Many work at home and at school to create supportive materials and as an employee of the division you have produced the work during your employment. Currently, some school divisions and districts are including clauses in their contracts or policy manuals that cover teacher-produced material while in their employ. For many, the work belongs to the school division even if it was completed while working at home or after school hours. Furthermore, some teachers create materials in class and later post them for sale to sites such as *Teachers Pay Teachers*. A small number of teachers have made a substantial amount of money, however, these teachers are able to promote themselves widely on social media and to integrate modern approaches in creating new work that appeals to today's students.

These lines of who owns what are currently blurred and so we can look to future contracts and policies that might clarify the intellectual ownership of educational materials produced while employed by educational institutions.

And many more questions, regulations....

John Finch covered a number of topics, and I selected only a few to present to staff and to write about in this article. The presentation was just long enough to peak their interest, and covered topics relevant to their practise and classroom. I would encourage teachers to read the copyright material themselves, and should they have questions, to please forward them to their librarian for further clarification. For schools without librarians or library media consultants ask your principal who is in charge of this file in your school division. Copyright need not be boring, or overly complicated. Luckily for most of us the new act has liberated the use of educational materials in ways that are profitable for student learning.

Mona-Lynne Ayotte, B es arts, M Ed., is currently a teacher-librarian at Institut collégial Vincent Massey Collegiate and wrote the article based on the workshop with John Hirsch, January 2014. She recently hosted Nereo Eugenio as a Manitoba Artists in the School in which the focus was to create Slam Poetry and Art.

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MSLA LIT Forum

BYOD and Mobile Technology Use in the Classroom

By Brandi Nicholauson



The Manitoba School Library Association hosted the MSLA LIT Forum on March 12, 2014 at the Manitoba Education Library. The evening began with a tour of the library, an introduction to some new resources and a look at their new and improved website.

The main event of the evening was a panel discussion on BYOD and mobile technology use in the classroom. Guest panelists included Joe Martin and two students from Henry G Izatt Middle School Phil Taylor from St. John's Ravenscourt School, Roy Norris from Dakota Collegiate, Joan Badger (Curriculum Coordinator for SJSD), Chelsey Bernhard from Ecole Golden Gate Middle School, and Tara McLauchlan from Collège Sturgeon Heights Collegiate. An audience of approximately 40 people made up of teachers, teacher-librarians, library-technicians, school administrators, and divisional coordinators was in attendance.

Each panelist was given 15 minutes to speak about how mobile technology has impacted student learning and to address any specific successes or challenges that might be key considerations for schools moving in a BYOD or mobile technology direction. Audience participation was encouraged and many ideas and experiences were exchanged.

Even though each panelist outlined a slightly different approach to encouraging technology use in the classroom, some key similarities emerged as experiences were shared. A culture of collaboration and inquiry emerged in each of the schools as technology was embraced. A need to focus on the areas of digital citizenship and the creative use of technology were also mentioned. Most importantly, these schools endeavored to always find authentic uses for technology, and to keep the learning process front and center for students.

A discussion simultaneously occurred on Twitter while the event took place. Please feel free to view the archived tweets here:

www.storify.com/BrandiLN/msla-lit-forum





Highlights of the 15th Annual Graduate Students Research Symposium

Faculty of Education, University of Manitoba

By: Gerald R. Brown, Archivist MSLA, and Honorary Ambassador, International Association of School Librarianship, Winnipeg, MB, Canada

The Symposium is an annual opportunity for students to present the progress in their educational research for the U of M Masters or Ph. D. programs. It is an excellent time to see what the current trends in research are on the campus, and how they relate to 'the feet on the ground' situations. This year, thirteen presentations were made. Each candidate spoke clearly and passionately about the topic, and responded to questions from the audience.

In the session on Educational Leadership, Brent Epp introduced his M.Ed quantitative study on how school principals support the implementation of an inclusive model of classroom practice, with particular attention to how the principal can be supportive in the systems and structures that fall under their control. It will be interesting to follow this paper in the next year to see his results and conclusions.

Abdelhady Elnagar outlined his topic: *Public Education Governance in Neoliberal Era—An examination of the changing role of professionals, bureaucrats and elected politicians in Manitoba*. This will be an extensive study for his PhD that will involve many levels of data collection. The results will be an important interpretation of the direction of education in MB.

Cathryn Smith reported on her completed PhD research on *Community, Critical Reflection & Action: Developing Agency in Teacher Leaders for Social Justice*. She did a masterful job showing the various levels of facilitator training that were undertaken in the current urban school settings, the methods used, the results and the participants' responses. The fine part of this work is that the methodology can be readily transferred to other areas of educational study and change. The work was well-documented. There is great potential for the application of this material in the school systems and across a wide range of professional groups.

Language, Culture and Identity was the second theme. These papers were very well done, and presented some significant issues for consideration.

Yunyi Chen's *Walking through the darkness of unknown: Delving into the common problems that Chinese ESL students encounter in post-secondary academic writing* was a very fine Master's paper that has relevance for both public school and post-secondary settings. She examined the way divergent educational and cultural backgrounds, as well as writing norms, play a significant role in how Chinese students adapt in the Canadian setting. She addressed the disparate thought patterns and rhetoric conventions between Chinese and Western cultures and how these affect the

outcomes. Teacher-librarians could pay attention to these implications in their daily work with Asian students.

Mehdi Rahimian is PhD student embarking on an investigation of *International Students Identity Formation in Canada: A Linguistic Perspective*. He hopes to find out how speech accommodation can function both as a tool and as an obstacle for student's social and linguistic development. The results of this study should have implications for the way EAL and ESL are taught in K-12 classrooms, as well as at the post-secondary level.

Dan Chen did a Narrative Inquiry into Chinese ESL Students in the Canadian Classroom, as her Master's paper. She drew distinct comparisons between Asian Confucianism approaches to learning and Western Socratic methods of teaching. The collision of these two philosophies on Chinese student activity and participation in the classroom were vividly drawn. There is significant material here for any teacher or librarian who has new Chinese students in the classroom. This would be a valuable paper for presentation at SAGE or other Professional Development opportunities.

Heritage Language Maintenance or Loss: A Difficult Choice for Immigrant Parent is the area of investigation for a PhD by Nataliya Kharchenko. The research will investigate the roles of parents, community, educators and social networks in helping immigrant families maintain their language, culture, identity, religion and ethnic pride while at the same time mastering the skills and fluency in an English or French setting. This will be a challenging project, but one from which we can gain significant understandings of the modern immigrant experience. It has implications for the heritage resources in the school library and community.

The third theme was Teaching and Learning. It included three presenters who were at the Master's level, and one PhD candidate. Lee-Anne Adams is investigating *Music Therapists' Experience of Family-based Music Therapy: An Interpretative Phenomenological Analysis*. It will draw on an interview method to study how teachers and students consider the text to discover how the words create meaning, and to make sense of the experience through verbal expression. Some important references for readers interested in this topic were provided.

Anna McKay proposed an M.Ed study to examine Student Engagement, Program Quality and High School Transition and the Use of Cree Culture, Traditions and Cree Language in the School Setting. The cases studies are now in progress with Otter Nelson Rive School students and alumni. The results of this study may provide



some useful insights into transition issues and school retention factors. There were some positive connections made between this researcher and other presenters at the symposium. This study has relevance to any school with aboriginal children in attendance, and certainly for the quality of the library program that it operates.

Lalaine O. Tugade is investigating *Integrating Learning from the Math Support Program on Using Different Strategies in Teaching Basic Math Skills*. Some productive discussion evolved around the kinds of professional development that were undertaken, and the levels of facilitator skills needed by the leaders and teachers to nurture positive responses and follow-up implementation. The results of this M.Ed Study will be used to help facilitate future planning and programming in the First Nation Schools in the area.

Rick Wiebe reported on his continuing Ph.D. work related to Using History as a Context for Teaching Chemistry. The study involves curriculum development and implementation based on work with 65 grade 11 chemistry students from three suburban Winnipeg high schools as compared to an intervention group consisting of 53 students from the same high schools. The final recommendations from this work will be reported at SAGE and to the MB Curriculum Dept.

Session four incorporated two papers under the heading *Thinking Outside the Methodological Box*. Ross Meacham, as a Master's research explored the literature on *Caring Relationships and the Good: An Analysis of Free-verse Poetry*. He gave a spirited reporting on his learning, and the application that he had been able to use

in his personal life, his classroom, and his counsellor work. The methodology was a narrative analysis and the format was a series of 77 free-verse poems. Meacham was clearly enthusiastic about his work, and confident in the contribution it makes to education for deep imagining of possibilities, implication and outcomes.

J. Alysha Sloanem, a Ph.D student, is examining *An Aesthetic Questioning of the Power of the Witness in Educational Administrative Praxis*. Her background in theatre allows her to take some video clips called "Cops in the Head" to stimulate the respondents to consider how they make decisions, where they get their frameworks for the information, and how a radical new approach for undoing the copies who construct us in the lecture hall, at home, and in the office or staffroom can change an administrative attitude and performance. It will be exciting to follow this research, and observe how it can be applied in the Manitoba scene.

Special thanks to Dr. Zana Lutfiyya, Associate Dean of Grad Studies, for organizing the symposium. Appreciation goes to the moderators for each session. Compliments to Juliana Enns who arranged the delicious supper in the Faculty Lounge, and the breakfast on Saturday morning. It was excellent. This Symposium is a very valuable contribution to education in Manitoba. It is unfortunate that more classroom teachers and administrators don't find time to attend. I look forward to next year's presentations too. Readers are encouraged to view the proceedings from recent Education Graduate Student Symposiums at www.umanitoba.ca/education.

OLA Conference with a Manitoba lens

By Jonine Bergen, MSLA President Elect, Teacher Librarian at St. Paul's High School

The future of libraries has been discussed with some trepidation and with some excitement lately. This interest in pushing out the library walls is why I love the Ontario Library Association's Conference theme for 2014: "A Universe of Possibilities."

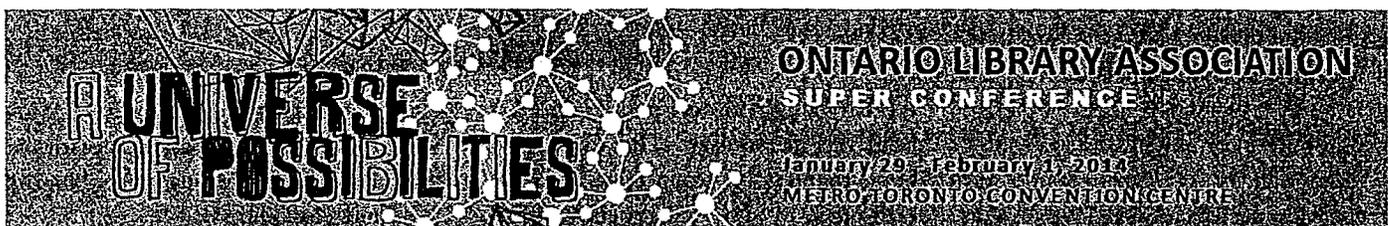
As I attended the Conference in January, I felt many of the sessions were very relevant to school libraries in Manitoba. Thinking back on the Conference, I would like to share some of my reflections and also start a conversation with you about what we can

do for school libraries in Manitoba.

The first "possibility" the conference presented was the possibility of collaboration. What a great example of libraries joining together to support and build a strong community—together! Of course, there are many issues and activities that are specific to school libraries. At OLA, however, the focus was on the areas of commonality. There were sessions on advocacy, Copyright, RDA, ebooks, makerspaces, and information literacy, to name a few. I attended some great sessions that have inspired

me to look at my library with fresh eyes. I have included a few session descriptions below as possible conversation starters for our school library community in Manitoba.

Tara Gonder and Terence Kernaghan used their libraries to present a case for the Learning Commons in their workshop, "Your Library: Creating a Learning Commons." Several principles resonated very strongly with me. First, a fundamental premise underpinning the Learning Commons is equitable access. The library spaces,





including the programs and physical and virtual spaces, are to be available to all; faculty, students, and the larger school community. Based on this premise, it follows that library programs are fully integrated into the curriculum and school goals. I was particularly interested in the idea of formulating information literacy learning outcomes for each grade level. In their model, core classes must include these outcomes in at least one assignment. What a great way to build the expectation of collaboration and embed information literacy skills into the learning experience. This can only occur, however, if library staff is involved in planning at a school level. Tara and Terence focused on their learning partnerships. We will be discussing the concept of the learning commons in MSLA's SAGE in October.

Bobbi Newman's spotlight session, "Disruption as Opportunity," provided some nuggets to consider when thinking about advocacy in libraries. First, the phrase "sexy isn't going to save the library" could be used as a mantra when developing goals and

learning outcomes. Ms Newman's point is technology should be a means to an end and not the end itself. She reminded the participants that we need to focus on services and people. Finally, just-in-time advocacy is often the most effective type of advocacy with administrators at all levels. She challenged us to have an elevator speech ready. A corollary to this idea is that libraries need advocates who are not librarians. The most powerful voice is the voice of the community.

A couple of short snappers to finish:

Several schools joined together to develop an e-book library shelf. Each school budgeted \$250/year, which was leveraged to build a strong shared e-book collection.

Just-in-time teaching may mean embedding video instruction into a library site and, ideally, the catalogue—now that is an interesting thought.

Creative Commons licensing of images and video—teach students about their rights as creators

I enjoyed all the sessions I attended. I continue to revisit the Conference through

the speakers' handouts and notes that are now archived in the OLA site. What a great way to start developing a repository of best practice for libraries. These resources are available to everyone.

There are possibilities for change in libraries in our province. To quote the *Lorax* "Unless someone like you cares a whole awful lot, nothing is going to get better; it's not" (Dr. Seuss). Our students and our libraries need us to be actively engaged in looking for the possibilities. Please consider attending MSLA SAGE Conference in October—and the OLA Conference in January. Better yet, plan to attend as a presenter.

Finally, I would like to extend an invitation for you to get actively involved with MSLA mission. We are always looking for members to serve on committees, to act as liaisons to other associations, and to join the MSLA executive. School libraries need a strong voice—and MSLA is only as strong as its membership. Please make your voice heard

MSLA Website: A Year in Transition

By Kevin Mowat, @kevmowat

2013–2014 has been a transformative year for the MSLA Website. As the year progressed it became obvious to the President and Executive that the MSLA website was in need of a design revision. While the content continued to be relevant the visuals including the logo were out dated and incongruent with the practice and pedagogy of 21st century school librarianship. After much thinking and dialogue it was decided that the new website design should reflect those endemic Web 2.0 attributes and applications inherent in this digital age. With the conceptual planning complete in early 2014, a local web designer/developer, Jon Snidal was retained to not only redesign/revision the MSLA website but the logo as well. The new MSLA Website with its .ca domain name was approved by the Executive and went live in



February 2014 with very positive feedback from the membership. "The Internet is about connections—connecting people to each other, to ideas, and to possibilities."

(Shirley Malcom, AAAS) The MSLA website www.manitobaschoollibrarians.ca without doubt, connecting school librarians to infinite possibilities!



Highlights of the AGM 2014

By Heather Eby

It was a quaint gathering at the Winnipeg Free Press café on Monday, May 5 for our annual general meeting. With just over 20 or so in attendance, we were a strong and vocal group sharing the amazing achievements and accomplishments of the MSLA this past year. With the strong leadership of our President, Jeff Anderson, the MSLA has made headway into making decisions regarding databases for the province, providing more social media access for our members, helping to deliver more cutting edge professional learning for school library professionals and giving a voice to school libraries regarding all the cuts and changes that have arisen in the past few months.

Along with our AGM, came our favorite part of the night, an opportunity to recognize those in our field that support and cheer us on in our fight to make school libraries the heart of today's schools. Four awards were presented that night.

MSLA Outstanding Teacher Librarian of the Year

Jeff Anderson



"In every sense of the word Jeffrey Anderson is considered a success not only by his colleagues at Tec Voc High School but the larger library community across the province and country. A master teacher, Jeffrey has shaped and influenced the hearts and minds of the myriad of students who cross the threshold of the Margaret Crawford Memorial Library every day. He is seen as a champion of student voice and their inalienable rights to fairness and equality of opportunity. Through innovative programming and pedagogy, Jeffrey demonstrates an unwavering commitment to education, Tec Voc High School, teacher-librarianship, school libraries in Manitoba, and most importantly to his students who continue to flourish in a place where all who enter are accepted as learners and individuals."

- submitted by Kevin Mowat

MSLA School Administrator Award for Distinguished Service

Kim Midford, Principal, Sister MacNamara School,
Winnipeg School Division



"As an educational leader, Kim has worked to ensure that all students have engaging, up to date, quality learning resources. At both William Whyte and Sister MacNamara schools, Kim has secured love of reading and community based grants that have allowed both schools to purchase materials and develop programs that would not otherwise be possible. Under Kim's guidance, a literacy committee was developed, which successfully applied for an Indigo Love of Reading Grant, totaling \$105,000 over three years. A teacher librarian was hired to develop inquiry and theme based programs, to purchase materials and to initiate the transition of a dated library to a learning commons for 21st century learning. The learning commons uses current curriculum based content, high interest fiction and graphic novels as well as award winning picture books to engage all readers. The library space was transformed to include modern, student designed learning spaces where students planned, designed, budgeted, purchased and constructed their own reading and meeting spaces. Acquisitions include current technology such as e readers, iPods and iPads for 21st century digital citizenship, expression and communication. She is an excellent leader, role model and champion of reading and literacy for all children and adults in the schools she has worked in."

- submitted by Janet Ledson



**MSLA School Administrator Award
for Distinguished Service**

**Leslie Wurtak, Principal, Chancellor School,
Winnipeg School Division**



“Leslie Wurtak’s administrative talent shone through with her recognition to continue promoting an effective school library program when she arrived. Together, with her vice-principals, she has been instrumental in growing and improving the school library. Leslie and her administrative team keep themselves abreast of current research and information and trust their library staff to do the same; they have been able to lead, guide, encourage and support school library staff to provide effective and engaging resources programming for students and staff. Leslie has made a difference in each of these key areas: adequate funding, flexible scheduling, supporting the teacher librarian as an educational leader, and promoting the school library as a central and vital learning area.”

-submitted by Vivianne Fogarty

MSLA Distinguished Service Award

**Neill Johnson, Assistant Superintendent of Schools,
Louis Riel School Division**



“For Louis Riel School Division, Neill Johnson is that true voice that advocates so diligently on behalf of the invaluable work of the school libraries. He ensures that school library programs are always represented on the frontlines in the division His vision that has guided our ongoing transformation towards embracing a learning commons concept where all literacies meet in the school library. He believes in the potential of school libraries to change lives for the better, and he has consistently endorsed that belief through his actions and unwavering commitment to enriching teaching in learning in Louis Riel School Division.”

-submitted by Kathy Atkins

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Position Open

Professional Learning

Position Open

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Manitoba Teachers' Society (MTS)

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Association of Manitoba Independent School Libraries (AIMSL)

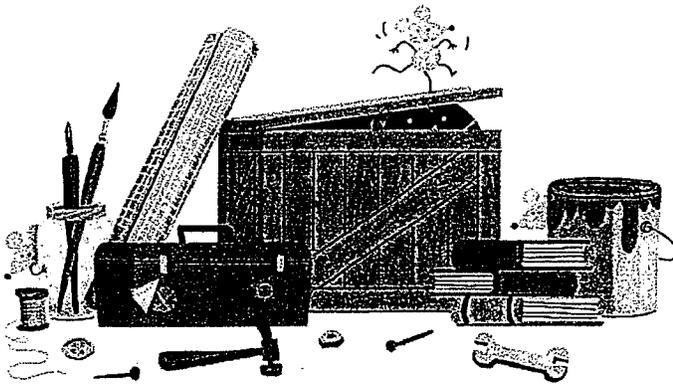
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Eureka!

TD Summer Reading Club 2014

Visit **WINNIPEG PUBLIC LIBRARY** to join the TD Summer Reading Club.

No required reading lists - just read for the fun of it!

- You'll get a free reading activity kit and the chance to win some great prizes!
- Special events and workshops all summer long.

Registration begins **Monday, June 23**

Club ends **Friday, August 15**

(children up to age 12 are welcome to join)

Summer Reading Club Kick-Off will be held at Millennium Library on Saturday, June 28 at 10:30 a.m. with the Winnipeg Goldeyes.



Check out winnipeg.ca/library for more details.

TD Summer Reading Club

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