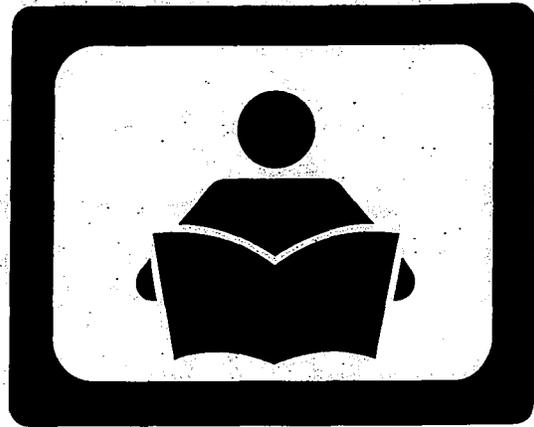


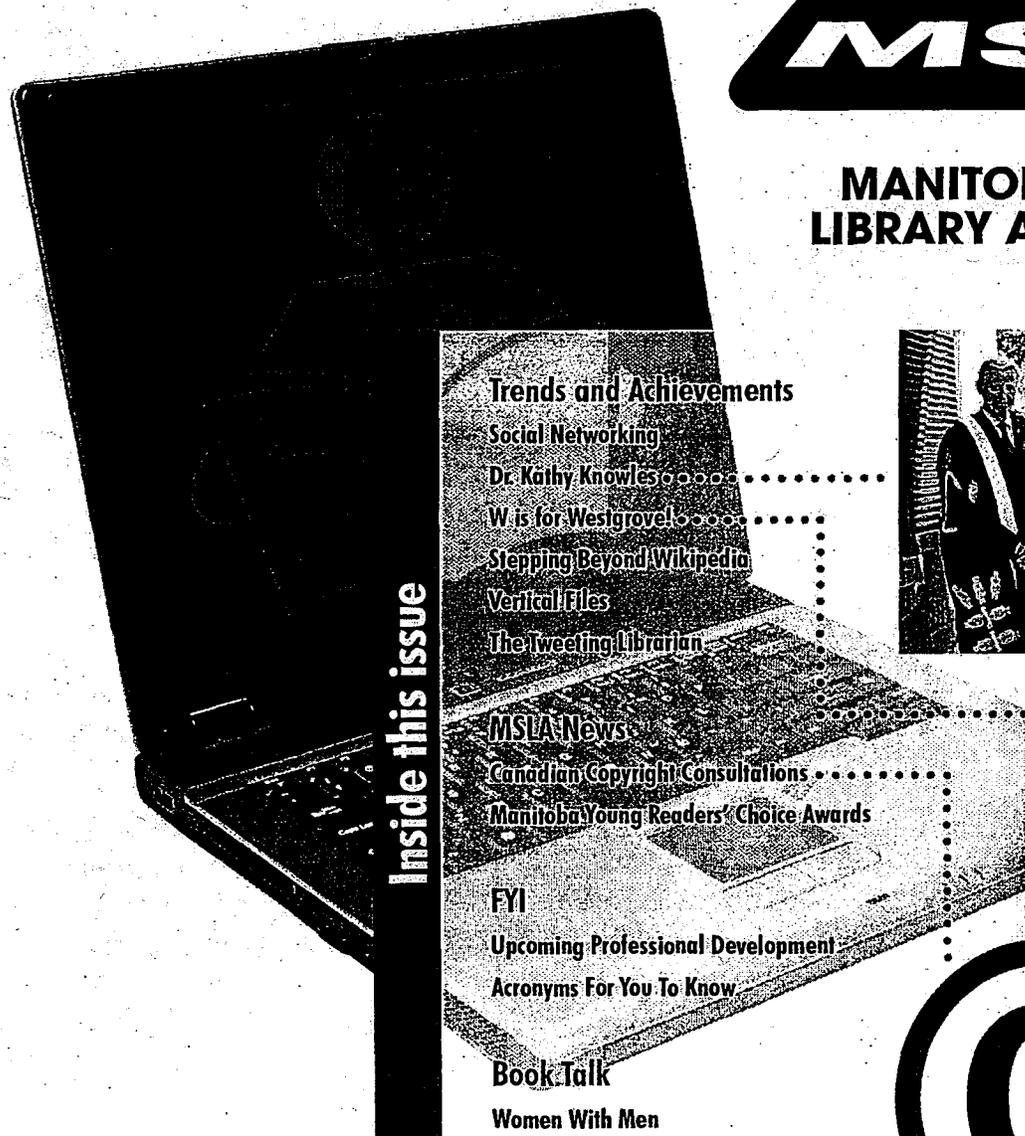
MSLA Journal

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**MANITOBA SCHOOL
LIBRARY ASSOCIATION**



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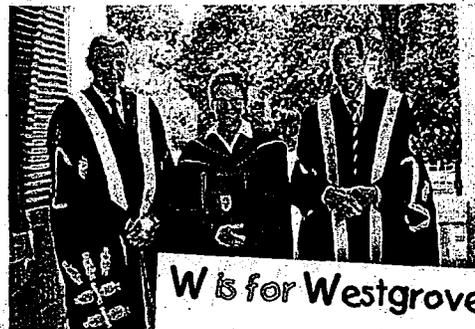
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W is for Westgrove



Written and Illustrated by
The Students and Staff of Westgrove School



MSLA Executive, 2009–2010

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President's Report

By Jo-Anne Gibson

WELCOME BACK! I HOPE YOUR SUMMER BREAK was everything you needed it to be to reenergize yourself for what will undoubtedly be another busy school year. I'd like to take this opportunity to introduce myself as your new president of the MSLA, thank those members who have agreed to serve the association and let you know about some of the goals the MSLA has set for itself in the upcoming year.

I am currently a teacher-librarian and band teacher at Acadia Junior High School in Winnipeg. This will be my fourth year as teacher-librarian and my twenty-fifth year as teacher in the Pembina Trails School Division. I recently completed a Diploma in Teacher-Librarianship through the Distance Learning program at the University of Alberta. Along with my Master Degree in Education specializing in curriculum, I believe I am well-prepared to take on the leadership role and challenges of this organization and be your voice at the provincial, national and international school library levels.

As I have moved into my role, I cannot tell you enough about how impressed I am with the level of expertise and commitment to school libraries exhibited by the members of the MSLA board and liaison officers. As members of the MSLA, you need to know that there is an amazing group of educators working on your behalf.

A special thank you to past-president, Sherry Faller, for all the wonderful work she has done in the past for the MSLA and for making my transition to the presidency a smooth one. This year will mark Sherry's fifth year serving on the MSLA executive where she often found herself filling more than one position at a time. If that isn't

a definition of dedication, I don't know what is.

I'd also like to thank all our returning executive members and give a special welcome to Vivianne Fogarty, Elizabeth Loewen, Cindy Matthews, Betty Braaksma, John Tooth, Nell Ududec (who's taking on an additional role as the SLAM Liaison Officer) and Laura Cowie (a new Liaison Officer position from MLC) who have recently joined

our ranks. It is exciting to see a growing executive at a time when it's difficult to get volunteers due to ever-increasing workloads. We currently have two positions on the executive to fill.

I'd love to hear from you if you would like to join our team!

Our primary goals as an association this year are to continue to advocate for school libraries on your behalf and provide quality PD opportunities for our members. Although there have been some positive steps in the right direction in some school divisions, increasingly we find ourselves having to defend our profession. The MSLA believes that it is time that the Province of Manitoba begins to address the inequities that exist across the province in terms of library staffing and resources. We will be working to address this issue at various levels throughout the year. We hope that if you have not yet sent in your membership for this fiscal year that you will consider doing so as soon as possible. It is only through a strong membership base that we can keep our issues alive and on the minds

of those who make staffing and financial decisions for our schools.

Personally, I am looking forward to learning more about "The New Literacies" at our upcoming SAG event in October organized by the MSLA's fabulous SAG Conference Committee consisting of Kathy Atkin, Nell Ududec and Kevin Mowat.

This is a topic that all teachers in Manitoba can relate to so I hope you will



It is only through a strong membership base that we can keep our issues alive and on the minds of those who make staffing and financial decisions for our schools.

encourage your staff to attend the MSLA's SAG event this year. Stay tuned for an announcement regarding an exciting L.I.T. Forum which the MSLA is organizing for February.

Please feel free to contact myself or any member of the executive if you see a need the association can fill or can help you in any way. I encourage you to visit our recently updated website under the direction of our capable webmaster, Rhonda Morrissette, at www.manitobaschoollibraries.com. We'd love to see more dialogue between teacher-librarians on the Discussion/Question Forum and information being shared on the Teaching Ideas link. The website is your source for upcoming library events and professional development opportunities and is your window to school libraries around the world.

With that, I wish you well on a positive and productive school year. Please come and introduce yourself to me at SAG. I look forward to meeting you! 



Editor's Message

By Lorie Battershill

THERE'S ONE! AND THERE'S ANOTHER ONE.
And another different one over here.

It is August and I am hip-deep in a tall grass prairie landscape, gathering samples of the grasses growing there. I moved house in June and my new neighbourhood is blessed with a stormwater retention basin with a naturalized shoreline. Walking by it each day I've grown curious about this project. Why are things being done differently? Who is in charge? And what types of plants are growing here? Suddenly I stop and smile. Hey, I'm hard at work on a genuine inquiry project. Almost like work.

It doesn't take long to gather and compile my information. Now I'm busy sharing that information with the neighbours that I meet while I'm out walking the dog. Turns out they had questions too. As a final presentation I place a "bouquet" of ripe grains on display in the entrance of my home.

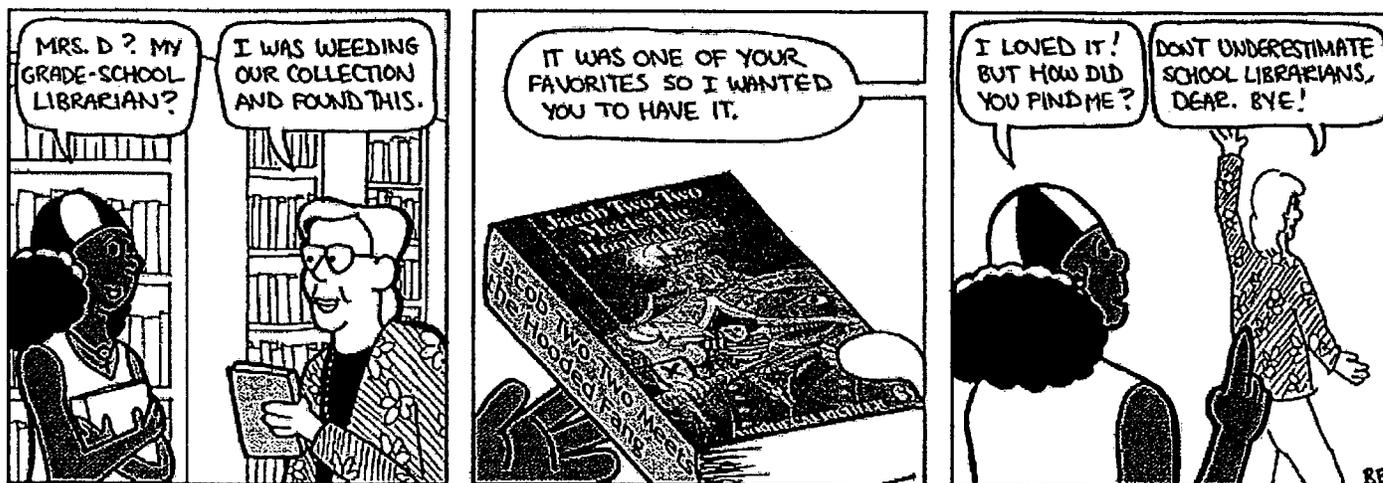
This little bit of summer bliss has renewed my commitment to making the inquiry process I get my students involved in as genuine as possible. I'll search for the real life hook that will connect them to the unstoppable energy of their curiosity.

As we all return to our TL jobs, I hope that you will take some time to read this issue of the MSLA Journal. Find out about the ways in which others in your teacher librarian community are making inquiry come to life in their schools around the province. Read about upcoming changes to copyright laws and licensing and how MSLA is responding to those changes on your behalf.

And if you have some great ideas and resources to share, please send them our way. And don't forget to check out MSLA Online. 

The Power of Librarians

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WOMEN WITH MEN

RICHARD FORD

FRANK

BARBARA

B

I AM ALWAYS EXCITED AT THE PROSPECT OF A NEW BOOK.

Without the diverse membership of my book club I'd be stuck in the same section of the library, reading what's safe. I also get ideas from reviews and other friends, and sometimes consider myself fairly knowledgeable about modern writing.

But that's wrong, of course. It's always embarrassing to realize that there are authors who have been

churning out books for decades to great acclaim, yet I haven't read one of his or her books or know anything about that person.

This summer I discovered American novelist Richard Ford, whose books I had never read. Ford has written six novels and three collections of stories, so I sought the advice of fellow book lovers as to which one I should read. Each and every one of his works was recommended to me with the same enthusiasm, including *Independence Day*, the second of three novels about a sportswriter named Frank Bascombe, for which Ford was awarded the Pulitzer Prize in 1995.

I finally decided on *Women with Men*, a collection of three long stories about ordinary people who are at crossroads in their lives. Three different men in a rut, doing almost nothing except thinking about their interaction with women. But ironically, each story is a fast-paced read.

I was riveted by what seemed to me to be his easy representation of the complex thoughts that go through the brains of even the most 'typical' person, someone the reader would pass on the street, or the reader him/herself, perhaps. People are multi-dimensional, (he calls them "variegated") and even in their grimmest moments have thoughts about all sorts of other issues. Ford is able to capture those thoughts through what has been termed his 'meticulous concern' for language. Each word is carefully chosen to represent the character's thoughts and feelings, so carefully that each sentence is a treat to read on its own.

Much of the time, on his walks along strange streets, he thought about Barbara; and not with a feeling of guilt or even of loss, but normally, habitually, involuntarily. He found himself shopping for her, noticing a blouse or a scarf or an antique pendant or a pair of emerald earrings he could buy and bring home. He found himself storing away things to tell her... She occupied, he recognized, the place of final consequence—the destination

for practically everything he cared about or noticed or imagined. But now, at least for the present time, that situation was undergoing a change...

That quotation comes from *The Womanizer* in which almost nothing happens, but I was drawn to continue reading until the plausible, but unexpected climax occurred.

Ford says he doesn't try to create 'Everyman' characters, but he does explore the dramas of people whose lives have broken down. The cultural institution of marriage is a frequent topic—what does someone do when cast adrift from the security of a relationship? No matter how common divorce has become, people are at loose ends for a long time after a marriage ends, trying to come to terms with what went wrong, what is intrinsically wrong with him/her, how should he/she proceed so as not to repeat the mistakes that brought them to this point of grief. It's the starting point for his characters' journeys, no matter at which point he joins them. His characters are caught standing still in the midst of a spinning world that doesn't care about them.

But their misery is not without humour. Ford also finds the ironies and laughs in his characters' anguish, just as their are contradictions in every real life predicament that make one smile. In 'Occidentals', Matthews, an accidental professor in African-American literature finds himself in Paris after having been told that a French publisher wants to translate his novel. "Maybe it'll turn out better in French," someone says cheerily. Indeed, he wonders why anyone in France would want to read his book, which he wrote as an attempt to get back at his ex-wife, and which he himself considers second-rate.

(But) Penny hadn't read The Predicament, had declined delivery of an early proof Matthews had couriered to her with an inscription, and had almost stopped communicating with him. So that at the last minute he revised the Greta part in such a way that instead of coming home to Maine, eager to reconcile, Greta died in a traffic accident.

I'm always happy when I discover a writer whose connection with the reader is natural. Ford's respect for his characters as real personalities and his use of rich language that make their lives vivid make his writing a pleasure to read, and I'm going to put his other books, including the Frank Bascombe trilogy, on my ever-growing 'wanna read' list. 📖

Submitted by Harriet Zaidman from Belgium, where she is on a leave to help care for a newly arrived granddaughter. Congratulations Harriet.

What's Your Take on Social Networking?

By Jo-Anne Gibson

AT THE RISK OF SHOWING MY AGE, I HAVE TO admit that every time I think about social networking I think about the old Faberge shampoo commercial, "You Tell Two Friends and I'll Tell Two Friends and So On and So On...."

It seems that not much has changed over the years in terms of our basic human need to connect with others. What has changed, however, are the number of web-based tools, known as social networking sites, that make connecting with others near or far on a variety of levels a whole lot easier.

What are Social Networking Sites?

Wikipedia lists over one hundred active social networking sites (http://en.wikipedia.org/wiki/Social_networking). There are social networking sites that suit the needs and interests of virtually everyone on the planet. From Webkinz and Club Penguin for the under fourteen age group, to the wildly popular Facebook and MySpace for older teens and adults, to Nings for a decidedly older crowd, social networking sites are amongst the fastest-growing and most visited sites on the Internet and have become "a ubiquitous part of our culture" (Rosenfeld, p. 1). Among youth, more



than 80% of young people online are networking and believe it or not, studies show that upward of 70% of these young people use networking sites to discuss education-related topics (Richardson, p. 1).

In addition to being able to connect with others who share common interests, family and friends, most social networking sites allow participants to communicate synchronously in live "chats" and asynchronously sending e-mails, uploading videos, pictures, text files and music. They are a place to join or create new clubs or social forums, post messages on personal bulletin boards, create social calendars and personal blogs, play

games, take quizzes and advertise anything you want for free. In fact, there are so many ways to personalize social networking sites that for some people, they have become virtual extensions of their physical selves.

My experience with social networking sites is limited. Although my three teenage sons avidly participate in and maintain their Facebook sites, I didn't start participating in a social networking site until I was required to as part of a Teacher Librarianship-Distance Learning course I took this past winter at the University of Alberta.

What I discovered when I signed up for my own Facebook account was that the basics of the site are quite simple. After adding as much information on my user profile that I was comfortable with, I went searching for "friends"—family or acquaintances based on where I live and where I went to school. This ability to find and accept "friends" from the past and present is called "friending" (Carter, et al, p. 2) and is the process

It seems that not much has changed over the years in terms of our basic human need to connect with others. What has changed, however, are the number of web-based tools, known as social networking sites, that make connecting with others near or far on a variety of levels a whole lot easier.



that links profiles together and expands the friendship list of the user since the user has access to not only to their friends' profiles but also to the profiles of their friends' friends. And so on and so on...

Social Networking from a Personal Perspective

As I "experimented" with Facebook throughout my course, I found myself wearing three hats—as a private citizen, parent and educator. On a personal level, I found it difficult to understand the fascination millions around the world have with Facebook. To be honest, I think my disinterest was primarily due to the fact that I was simply too busy with my course to care what was written on my Facebook page. I simply didn't have the time to personalize my space or take part in the endless games, polls and "poking" rituals that so many users appear to enjoy.

Now that my course is over, I have continued to use Facebook sporadically. Although I check my Facebook pages for updates from time to time, on the whole, I still find the site rather time-consuming. The feature I appreciate the most and the primary reason I continue to use Facebook is the ability to upload and share pictures and videos. It's such a quick and easy way to share special moments with family and friends. This type of "keeping in touch" certainly wasn't possible a few short years ago.

Social Networking from a Parent's Perspective

From a parent's perspective, using Facebook was a real eye opener. When I asked my sons which site I should sign up for as part of my course they all replied in unison, "Whatever we're not on!" Needless to say, this was my first clue that perhaps as a parent I should be taking a greater interest in the online world of my children!

My sons are no different from millions of teens around the world—they love to interact socially with their friends. Although they still prefer to meet their friends face-to-face, when they can't get together they love to interact with each other online. When I was a teenager, I was constantly on the phone; now teenagers are using social networking sites like Facebook and MySpace to keep themselves informed of what's happening with their group of friends and making new friends through old friends. The sense of power and notoriety teens feel using this communication tool is certainly a huge draw for them.

With an endless world of relationships to explore and all kinds of people to hear what they have to say, how can teens not be drawn to various social networking sites (Kollie, p. 1)!

As a parent now using Facebook, I have learned that I am not interested in "invading" my sons' personal spaces online. I believe that they need a place where they can be themselves, discover who they are and actively participate in the world around them. If it's not Facebook they're using to discover who they are, they will undoubtedly find another way, perhaps a more dangerous way, to sort out who their friends are and where their interests lie. I am also not interested in preventing my children from using social networking sites even if they are not totally risk free. In this day and age, I can appreciate that my children need to learn how to interact appropriately online with others. Besides, I figure if I can teach them their manners and why talking to strangers is not such a good idea in the real world, then I can certainly teach them how to behave and not talk to strangers in cyberspace, too!

According to Tracy Mitrano in "Web 2.0," <http://connect.educause.edu/Library/EDUCAUSE+Review/Facebook20/46324>, parents need to get their "heads out of the sand" and become more knowledgeable about social networking sites and how they function. Even though I'm no expert, simply by participating in an online network for a few months, I am now able to ask my sons intelligent questions



As a parent now using Facebook, I have learned that I am not interested in "invading" my sons' personal spaces online. I believe that they need a place where they can be themselves, discover who they are and actively participate in the world around them.

about how they are using social networking sites and what they are doing to keep themselves safe online. It also doesn't hurt that they now know I can find out what they are saying online which I think helps them to take a sober second look before posting (at least I hope it does!)

Social Networking from a Teacher's Perspective

I approach social networking sites in schools in much the same way as I do as a parent. Since social networking sites are not going to disappear and students are not going to stop using them, I believe it is my role as an educator to give my students the skills and knowledge they need to use social networking sites ethically and responsibly. It is also my role as an educator to model the positive use of this and other Web 2.0 tools so that students can learn similar positive ways of building personal online connections and networks with others.

As an educator in the 21st century, I believe it is my duty to dispel the myths about social networking and give students the facts on how to keep themselves and their identities safe online. In preparation for a discussion about Facebook with a group of elementary principals in the



U.S., well-known educational blogger, Doug Johnson, puts the use of social networking into context (<http://doug-johnson.squarespace.com/blue-skunk-blog/2008/10/7/facebook-an-educational-resource.html>). Among his various points, Johnson writes that social networking sites are here to stay so educators must begin the process of educating themselves about how these sites work so they can teach the facts to students. In order to do this effectively, teachers must use reputable information resources such as *Predators & Cyberbullies: Reality Check* by Larry Magid and Anne Collier (www.ConnectSafely.org) and Johnson's own book, *Learning right from wrong in the digital age: an ethics guide for parents, teachers, librarians, and others who care about computer-using young people*.

If, as educators, our only response to social networking sites is to ban them in schools, I believe we need to ask ourselves who will teach children right from wrong as they interact in cyberspace? Certainly not their parents, most of whom are in denial (like me a few short months ago) about what their children are up to online. Kollie likens banning Web 2.0 tools in schools to giving students the keys to the car without being given a license to drive! (p. 2) School divisions need to open the access to these sites so teachers can model the effective use of social networks and design lessons and programs that teach students how to use social networking sites ethically and responsibly.

Will there be bullying online? Will students post too much information on their profiles and pages to put them at risk? Will students post information that will damage either their own or someone else's reputation? The answer to all three questions is "yes" but the real question is: Will there be less or more of these behaviors if we choose to not talk about them in schools? As Stephen Abram writes in "Scaffolding the new social literacies," students "are only as safe as the user has the awareness and skills to make good judgments" (p. 1).

Students are drawn to social networking sites because of the connections they make, their ability to customize their sites and the content. As they share part of themselves online, they begin to sort out who they are and how they can become contributing members of society. They can also use these sites to show off their creativity and demonstrate what they know (Kollie, p. 2). If students are taught to use social networking sites appropriately, they can provide wonderful learning opportunities including global discussions, data sharing and cooperative problem solving much like they would in real-life work situations (Lamb & Johnson, p. 1).

Even though as a teacher I believe that we shouldn't shy away from using social networking sites in schools, I think teachers need to be careful in regard to what they are willing to share online and with whom. As Carter, Foulger and Ewbank remark in their article, "Have you googled your teacher lately?" "It's difficult to know where privacy ends and professional life begins" (p. 5). Whether teachers like it or not, they are held to a higher moral standard than most of the general population. A good rule of thumb for teachers (and everyone else for that matter) is to remember that they shouldn't be posting anything online that they wouldn't say or show others in public. Tracy Mitrano reminds us in her article, "Thoughts on Facebook" www.cit.cornell.edu/policy/memos/facebook.html.

to always remember the "Golden Rule" when online: "Don't say anything about someone else that you would not want said about yourself." After all, what gets posted online stays online forever and is every bit as hurtful as if it was said face-to-face.

I also think that teachers need to be careful with the types of relationships they want to have with their students in cyberspace. I think teachers might find themselves compromised professionally if they decide to carry on "buddy-buddy" online relationships with their students. Again, what

teachers shouldn't do in the classroom, they shouldn't do online, either.

Social Networking Alternatives for Teachers and Students

If Facebook and MySpace sites still seem too wide open and downright scary, there are alternatives. Teachers who are looking to join a professional online network(s) for professional development purposes or if they want to create an online network for their own students might want to explore joining or creating a Ning <http://www.ning.com> A Ning is a free online social network that allows individuals to create or join a customized network based on the needs of a specific group of people. As a teacher-librarian, my personal favourite is Joyce Valenza's TeacherLibrarianNetwork Ning where I can make connections with teacher-librarians around the world.

I see tremendous possibilities for using Nings in the classroom. Since the creator gets to decide who is invited and what a user can see and do, a Ning is a more secure online social networking site that might be more acceptable to educators. If desired, teachers can approve all postings before they go up, they can delete any groups or discussions that aren't appropriate, ban members from the network and reverse any decisions they've made by clicking a box. If teachers are looking for a way to teach students about online safety, cyberbullying and how to use social networking sites appropriately, this might be a way to get started.

Nings are an effective and easy way for teachers to establish a collaborative learning community within their classrooms. With Nings, students can contribute to the collective knowledge of the class on any topic by adding text, pictures, videos, podcasts and multi-media applications such as VoiceThreads. Forums can also be established for learning activities such as literature circles and peer writing groups. Teacher-librarians could use Nings to create virtual



book discussions and since they're online, Nings could be used by teachers to keep parents informed about classroom events and student learning.

If you're still unconvinced that social networking sites are great places to meet people who share common interests, you might want to check out the LibraryThing at www.librarything.com which is a specialized network designed for people who want to share what's in their personal libraries and find out what others have in their libraries. Members have access

to a catalogue of over thirty million titles; they can read book reviews, join specialized groups and take part in group discussions through a messaging service and post blog entries and comment on all blog postings. If you're into books, this site is amazing.

Another site that I enjoy using as a teacher-librarian and book lover is Shelfari. <http://www.shelfari.com/> Like LibraryThing, Shelfari is a specialized network designed for avid readers and anyone who wants to show off their book collection or their favourite books. You can see what your friends and other people in your network are reading and discover great books in the process.

My Final Thoughts on Social Networking

The fact that so many teens today are drawn to social networking sites and actively seek them out should be all the information



The fact that so many teens today are drawn to social networking sites and actively seek them out should be all the information parents and educators need to convince them that they need to do more to understand how social networking sites operate.

parents and educators need to convince them that they need to do more to understand how social networking sites operate. After all, if you "can't beat 'em" you might as well "join 'em" (O'Hanlon, p. 1). I believe that teachers, in particular, need to "seize the day" and begin developing authentic learning experiences that infuse the use of this Web 2.0 technology in classroom lessons and activities. To do this effectively, we must first become comfortable in the social networking world of our students and the only way to do this is to actively immerse ourselves in the format. So what are you waiting for, come be my "friend" and I'll connect you with two friends and so on and so on... 

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Vertical Files: Keep or Toss?

By Lorie Battershill

MENTION THE TERM "VERTICAL FILE" IN conversation with today's students and you'll likely get a confused expression. Truth be told, many of today's young teachers have no idea what a vertical file is either. If they do, they probably can't recall using one since junior high school.

This leaves us, today's teacher-librarians, with a dilemma. Should we keep that filing cabinet full of newspaper clippings, leaflets, brochures and pictures or should we toss it?

Three years ago I started a new school library job. Fueled by the need for a decent filing cabinet I decided to go with "toss". I blazed a trail through the files, tossing twenty-year-old clippings, setting out maps and pictures for teachers to claim as their own. I was making great progress, filling up garbage cans and recycling boxes. Then one day I came upon a file labeled "Children's Book Authors". Surely this was a tosser. Information on authors is so readily available online. Then suddenly I stopped short. There, in the midst of all this irrelevant, redundant information, were two letters, letters written in response to students' "letters to the author" assignments. Original, typed and signed, dated 1984 and 1985. One was from Richard Scarry and the other from Roald Dahl. What a treasure!

Halfway through my mission, I stopped. Clearly this task should be done with just a bit more care. Today that second file cabinet is still sitting there, full to the brim, silently asking the question "Do vertical files have a place in the modern school library?"

To help answer this question I did an informal survey of my teacher-librarian colleagues. The response was decidedly mixed.

Some were passionate about the value of their carefully maintained information files. The most popular response seemed to be, "Who's got time?" With today's tight school library staffing models and the scarcity of library volunteers, finding time to keep vertical files up to date seems like a dream.

Three years ago the MSLA Journal published a paper on this topic, written by Rhonda Morrissette for coursework in the UofA's TL-DL program. Rhonda is a teacher-librarian at the Winnipeg Adult Education Center who faced much the same dilemma as I did. Her question Vertical File or Virtual File in a School Library: Why Not Both? asked many of the questions I'd been wondering about. Her conclusion presents another take on a question that many of us face. Visit the MSLA website to read the paper in its entirety.

Have you been wondering if it's time to tackle that storehouse of information taking up room in a corner of your library? Do you have stories to tell? Let's get a conversation going. Email your thoughts and stories to me at lbattershill@retsd.mb.ca

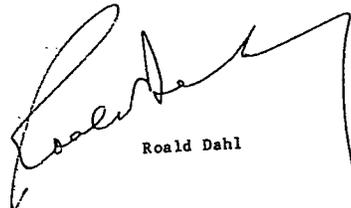
6th December 1984

Hello all the clever children at Princess Margaret School. Thank you very much for my birthday cards but you have the date slightly wrong. Your letters were posted from Winnipeg on 27th October and my birthday is on 13th September.

My book "Boy" came out here in England recently and it tells you about some of the extraordinary things that happened to me at boarding-school sixty years ago when I was eight. You will be astonished at the way we were treated in those days, back in 1924.

And now, I have just finished a long book for young children which is about to be illustrated by the marvellous Quentin Blake. The book is about a Giraffe, a Pelican and a Monkey - and of course a small child.

With love from,



Roald Dahl

5 August 1985

Dear All of you,

Thank you for my beautiful Birthday Book! It is one of the nicest presents I have ever had.

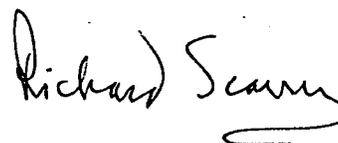
There are some very good artists in Miss Dent's class, and I will keep your pictures, always.

Forgive me for not writing sooner, but I have been in Africa, and am just getting down to my drawing board to begin another book.

Our very best wishes from your friends,

LOWLY

and



and we'll print your responses in an upcoming issue of the Journal. 

A Day in the Life of a Teacher Librarian as Seen Through Tweets

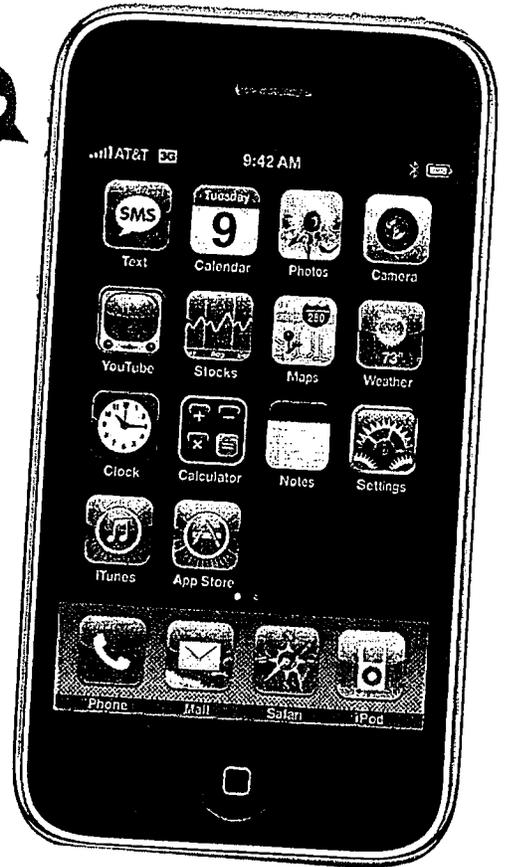


By Christine Robinson

THIS ARTICLE WAS WRITTEN AS PART OF AN ASSIGNMENT FOR AN ONLINE COURSE IN THE Masters in Teacher-Librarianship program of the University of Alberta. The assignment was to present a vision of the future of Teacher-Librarianship in the 21st century.

The Premise

Assume all Teacher-Librarians are tech savvy, tech conscious and well utilized by the teaching staff with whom they work and collaboration is second nature (not too far from the truth, I know). Then assume that all schools have the most up to date technology and that everyone knows how to use it and integrate it effectively. Finally, imagine that there is a comprehensive, well thought out and effective curriculum in place that helps guide teachers in their integration of ICT skills, Inquiry Based Learning and Digital Citizenship. The following is what I think a day in the life of a typical Teacher-Librarian would be like if those things were in place.



Today I will Tweet my day as an example of an assignment I'd like my Digital Citizenship Gr. 9 class to do.

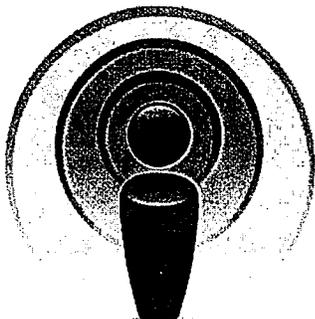
6:00 AM April 3, 2012 from my iPhone

Jogging with my Beagle. Listening to student podcast assignments for collaboration with ELA teacher on debating. Very interesting arguments!

6:07 AM April 3, 2012 from my iPhone

Still listening to student podcasts while I eat and dry my hair!

6:47 AM April 3, 2012 from my iPhone





Off to work on bus: must save environment. School email says Gr. 7 Science teacher wants to meet today re: collaboration on new project. Yay!

7:23 AM April 3, 2012 from my iPhone

At School! Checking to make sure school WiFi is up and running: Gr. 9 Math teacher needs access for his students to download their assignment.

8:03 AM April 3, 2012 from the web

Checking Bloglines: All my Gr. 9 Digital Citizenship students have posted their blog reflections on file sharing and intellectual property rights.

8:07 AM April 3, 2012 from the web

Checking school email. Expecting some straggling assignments from last week.

8:11 AM April 3, 2012 from the web

Students are starting to show up. Must turn on computers & charge 3 class sets of iPod Touches: Gr. 8's need them for Social classes today.

8:15 AM April 3, 2012 from the web

Three groups of students have signed out laptops to work on various assignments and projects. Thank goodness for WiFi!

8:32 AM April 3, 2012 from the web

Ning™

Checking school Ning I set up for teachers' professional development needs to see if there are any questions or teachers looking for help.

8:38 AM April 3, 2012 from the web

Posted new links to Digital Citizenship wiki and viewed additions and comments. Thought provoking comments on Digital Literacy by my students.

8:44 AM April 3, 2012 from the web



New email: Gr. 8 Math teacher wants help creating a WebQuest for Statistics. Scheduled her for common prep with Instructional Tech Facilitator.

8:54 AM April 3, 2012 from the web

New email: Gr. 8 ELA teacher wants to step up collaboration on his Media Literacy unit, looking for ideas. Scheduled him in today as well!

8:56 AM April 3, 2012 from the web

Off to first class: Digital Citizenship in Schools, Grade 8. We're starting Digital Commerce with a group project using Trailfire & the class wiki.

9:02 AM April 3, 2012 from my iPhone

Students are so independent! Working diligently on their group assignments for Digital Commerce intro.

9:32 AM April 3, 2012 from the web

One group asked if it was ok to include a SmartBoard program they want to create for their final project in Digital Citizenship. I said yes!

9:47 AM April 3, 2012 from the web

Period 2: Co-teaching Gr. 9 Social group inquiry unit on Canadian History using online archives, newspapers and databases. So much fun!

10:02 AM April 3, 2012 from my iPhone



ZONE

Found new Winnipeg Free Press online Archives a tremendous help for co-teaching project: <http://archives.winnipegfreepress.com/Default.aspx>

10:37 AM April 3, 2012 from the web

Posting messages on Library 2.0 and Classroom 2.0 Nings looking for ideas to help Gr. 7 Science Gr. 8 Math and Gr. 8 ELA Teachers.

10:42 AM April 3, 2012 from the web

Met with Gr. 7 teacher re: ideas for using tech in her Particle Theory unit, wants to create SmartBoard program. I suggested my grade 8 students help her.

11:23 AM April 3, 2012 from my iPhone

LUNCH I love Spaghetti :) Great conversation with Gr. 8 teacher about authentic assessment. Gave me ideas for collaboration: she's up for it!

12:07 PM April 3, 2012 from my iPhone



Just signed out a laptop, an iPod touch and a digital video camera to a group of students creating a multi-media report on their ELA Book Club book.

12:34 PM April 3, 2012 from the web

Collaborative meeting with Instructional Tech Facilitator Mr. Fredley. Began plans for Gr. 7 Science, Gr. 8 Math WebQuest and ELA Media Literacy.

1:10 PM April 3, 2012 from the web

Met with Gr. 7 Science and extended plans to include a wiki, a podcast creation and the use of the iPod touches. She's elated.

1:27 PM April 3, 2012 from my iPhone

Met with Gr. 8 Math: Mr. Fredley showed how to use a wiki to create the WebQuest and I suggested we co-teach to help implement the project. He's on board!

1:39 PM April 3, 2012 from my iPhone



Met with Gr. 8 ELA: discussed the idea of co-teaching the entire unit of Media Literacy with me AND Mr. Fredley, and we began to plan the unit.

1:57 PM April 3, 2012 from my iPhone

Gr. 8 ELA teacher also wants help creating assessment for Media Literacy Unit and the multi-media final presentation.

2:03 PM April 3, 2012 from my iPhone

5th period Digital Citizenship Gr 9: starting Information Gathering & RSS Feeds & Aggregators. They'll be excited when they learn it makes researching easier.

2:07 PM April 3, 2012 from the web

I was right! They're busy setting up Bloglines accounts, subscribing to favourite blogs and setting up Google updates for research topics.

2:41 PM April 3, 2012 from the web

6th period Digital Citizenship Gr. 7: continued evaluating websites. Students like this site best www.andoverhs.anoka.k12.mn.us/imc/bogus.html

3:07 PM April 3, 2012 from the web

School is over! Checking computers in Library, charging iPods and digital video cameras for tomorrow. Posting new links to Virtual Library.

3:39 PM April 3, 2012 from the web

After school meeting with Gr. 7 team regarding their year end performance assessment project went well. I will be heavily involved in the planning process and be co-teaching during implementation.

4:15 PM April 3, 2012 from my iPhone

Must remember to show grade 7 team Glogster, Scrapblog, Pixton, Voicethread and Animoto as options for student presentations of year end project.

4:43 PM April 3, 2012 from my iPhone

Planning for tomorrow's co-teaching with Gr 9 ELA: students will be using their cells and cameras to create digital collages for their debate topics.

5:05 PM April 3, 2012 from the web.

Dinner! I love it when my husband cooks :)

*5:40 PM April 3, 2012
from my iPhone*

At Gym: listening to Professional Development podcasts (and some music!) while I cycle and lift weights.

*6:45 PM April 3, 2012
from my iPhone*

Relax time: CSI is on! Still thinking about the authentic assessment dilemma from lunch though. I have an idea!

*8:07 PM April 3, 2012
from my iPhone*

Making a to-do list for tomorrow's half day prep time with Mr. Fredley! Update on collaborations, think about assessment ideas, update class wiki . . .

9:00 PM April 3, 2012 from my iPhone

. . . check Nings for ideas, work out way to include cell phones in Math as per Gr. 9 teacher request, discuss Gr. 7 year end project . . .

9:02 PM April 3, 2012 from my iPhone

. . . spend some time with library clerk planning literacy initiatives, then update Virtual Library site with our ideas, read some Edublogs . . .

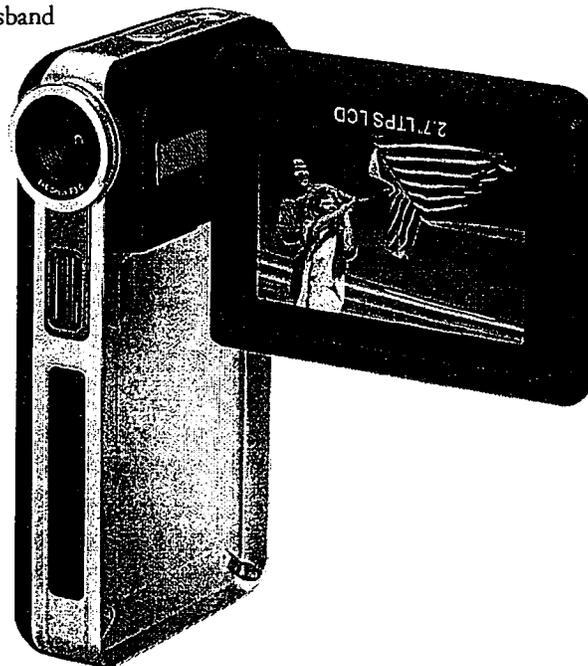
9:04 PM April 3, 2012 from my iPhone

. . . discuss with Mr. Fredley ways creative and applied arts teachers can integrate tech and do some collaborating with us. Done? Done.

9:06 PM April 3, 2012 from my iPhone

IDEA: Set up Skype holographic session with Particle Theory Scientists from CERN for Gr. 7 Particle Theory unit. Brilliant!

9:13 PM April 3, 2012 from my iPhone



Bedtime! Catching up on youth lit on my Kindle, well just reading for pleasure really: Ptolemy's Gate 3rd instalment of the Batimaeus Trilogy.

9:30 PM April 3, 2012 from my iPhone

Goodnight!

10:37 PM April 3, 2012 from my iPhone

If you'd like to read more about Christine's vision go to <http://avisionofthefuture.wikispaces.com>. Better yet, create your own vision. Then share it. Send it to your fellow Teacher-Librarians, your teachers, your Principal, your Tech-Coordinator, your Superintendent, your school board members...

What's your vision?

Christine Robinson has just started on her path as a Teacher-Librarian and is in the middle of her Master's program, furiously taking online courses and trying to keep up with her 3 1/2 and 1 1/2 year old daughters. Since it is her first year as a Teacher-Librarian she would love any advice you have to offer. You can contact her at crobinson@retsd.mb.ca. 📧

W is for Westgrove!

By Lisa Sykes, Westgrove School, Pembina Trails School Division

LAST YEAR, THE STUDENTS AND STAFF OF Westgrove School took part in an amazing alphabet adventure. The result was a published book, *W is for Westgrove*, and over 150 proud authors and illustrators!

It all began in November 2008, when local author, Larry Verstraete, was invited to visit Westgrove School as part of our celebration of Canadian Children's Book Week. Mr. Verstraete focused on his latest writing experience, a Manitoba alphabet book titled, *G is for Golden Boy*, which was set to be released that spring.

Before the visit, classes read many alphabet books on a variety of topics. Students were treated to a PPT presentation that explained how Mr. Verstraete conducted his research and wrote four-line poems and expository text for each subject while meeting the guidelines of the book's publisher, Sleeping Bear Press.

Mr. Verstraete emphasized that the most important part of the project was to communicate what makes Manitoba the special place it is. As a teacher-librarian who was new to Westgrove School, I wondered if we could create our own school alphabet in order to capture what it is that makes Westgrove such a special learning community. When the idea was pitched to students and staff, the response was very positive and enthusiastic.

The first step was to brainstorm possible topics for each letter from A–Z. All students from K–6 were encouraged to submit their ideas for the 26 letters. Staff were also invited to share their favourite words/subjects. A master list was created and displayed on a library bulletin board. Students and staff voted for their favourite topics and, eventually, 26 words were selected.

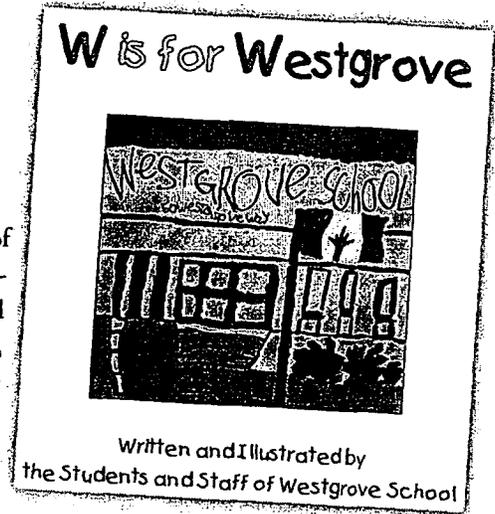
Classroom teachers chose 3 or 4 letters of the alphabet that their class would be responsible for and, as a group, determined the most important aspect of each topic, wrote a four-line poem and sketched ideas for the illustration for each letter. Mr. Verstraete's writing process was followed as much as possible and, some classes, even e-mailed him for advice and feedback.

In addition, Grades 5 and 6 students worked in small groups to write a paragraph for each topic. This included brainstorming what they knew about the subject, creating questions to ask staff/community members, interviewing people, deciding what details were most important, and drafting and revising an explanation paragraph for their letter.

As the writing process unfolded at school, a second visit with Mr. Verstraete was organized in order to share our experiences with him. Brian Lund, the local illustrator who created the artwork for *G is for Golden Boy* was also invited to visit.

Mr. Lund shared information about the illustration process, showed several examples and early sketches and highlighted the steps he followed when creating his paintings. Mr. Lund then treated all K–6 students to a gallery walk in our library where all 27 original oil paintings (26 letters as well as the cover illustration) were displayed. Students and staff were amazed to be able to view these beautifully detailed paintings up close and, needless to say, were very inspired to begin creating their own artwork.

Westgrove's goal was to have every student and staff member make at least a brushstroke on one of the paintings. Students who had expressed a keen interest in art, sketched the scene in pencil first on rough



paper and then on a higher quality paper. Other students used wide brushes and student acrylic paint to create bright, solid background colours. Students then each took turns painting small sections of the illustrations and, finally, the original sketch artists added finishing details. The staff also worked together to create a painting for the letter X.

By this point, the momentum and scope of the project had grown tremendously and, with a great deal of support and enthusiasm from our principal, Judith Pimie, we searched for a local publisher. Art Book Bindery (located in the Exchange District of Winnipeg) fit our needs very well in terms of cost, quality, willingness to provide support and expertise and the ability to meet our tight deadline—May 2009!!

Staff volunteered on Editing, Illustrating and Book Launch Committees and devoted many, many hours to the project. The entire school was proud to invite Mr. Verstraete and Mr. Lund back to Westgrove to share the process in reverse. This time, the students read some of their poems and paragraphs and proudly treated our guests to a gallery walk to view our Westgrove paintings.

It was decided that a joint book launch would be held on May 20 to celebrate both *G is for Golden Boy* and *W is for Westgrove*. Parents, volunteers, dignitaries, administration, library staff and friends from



around the division and city, were invited. The choir sang, students from K-6 read poems, a PPT of the process was viewed, both Mr. Verstraete and Mr. Lund spoke and readings from both books took place. A highlight of the day was when our youngest student, our oldest student and the longest serving staff member cut the ribbon on the cases sent to us by our publisher and the students saw their completed book for the first time. Following the celebration, refreshments were served and book signings took place. The book launch was covered by CBC News and was a great success.

Writing, illustrating and publishing our own book was an enormous undertaking that involved a lot of effort and commitment from our entire school community. There were many rewards as well, though. As a result of this project, our students truly viewed themselves as authors and

illustrators, learned a great deal about the writing and publishing process, became more enthusiastic about writing in general, fostered pride in their abilities, raised school spirit and celebrated cooperation and teamwork.

This fall, we are hoping to frame the 26 paintings and display them in the hallways at Westgrove School. We also asked students, staff and friends to take their copy of *W is for Westgrove* along with them on their vacations this summer (à la Flat Stanley) and to snap a photo for us. It will be very interesting to see how many different places our book has travelled to. The photographs will be made into a display in the library as well as a PPT presentation.

Our students will have fun examining the photos which will also make a great Geography review! As of mid-August, we have

already received photos from throughout Canada and the USA and from as far away as England, France, and Spain. We can't wait to see the rest of the pictures when we return to school.

Creating *W is for Westgrove* was an incredible experience. Perhaps someday your school will want to embark on their own alphabet adventure! Happy reading and writing!

To purchase a copy of *W is for Westgrove*, please contact Westgrove School @ 895-8208. The cost is \$10.00 and proceeds from the sale of the book support Healthful Happenings, our healthy morning snack program. To view a video about the Westgrove Book Launch please go to the Pembina Trails website (www.pembinatrails.ca) and click on the scroll down menu for Video Library and select *W is for Westgrove*. 📖



Builder of African libraries lauded

Honorary Queen's doctorate for city woman who boosts literacy in Ghana

By Nick Martin

KATHY KNOWLES' SUDDEN TRANSFORMATION into Kathryn M. Knowles, doctor of laws, has her friends in Ghana laughingly calling her Dr. Kathy.

"I told them the honour belonged to all of them," said Knowles from her River Heights home.

Queen's University honoured Knowles with an honorary degree earlier this month for the close to two decades she's devoted to building a school and community library network in Ghana.

Knowles has gone from organizing a one-person volunteer campaign to an international effort creating more than 200 libraries in Ghana. And now expanding into neighbouring Tanzania.

Knowles graduated from Queen's University in Kingston, Ontario, in 1977 with a nursing degree.

When her family moved to Ghana in 1990, Knowles began a quest that started with six neighbourhood children and a basket of books. That became the Osu Children's Library Fund, which has built, furnished and stocked six libraries in the Ghanaian capital of Accra, and has developed 200 smaller libraries across the country.

"I'm still a volunteer," though it's a full-time job, Knowles said.

"I'm there twice a year, for a month each time."

The earlier libraries were built in schools, but, said Knowles, "I'm shifting my focus." She said they're establishing more community-based libraries that are combined with

community learning centres.

Last year, she and her Ghanaian friends did an outreach project in seven Tanzanian communities to help start libraries there. "This year, we're going to do 13 communities. It's very exciting—this is remote Tanzania."

Knowles learned back in December that Queen's planned to honour her: "They wrote to me in December, by registered mail. I thought, this is strange, why would I get registered mail?"

Knowles consulted her friend Paulette Bourgeois, author of the *Franklin* children's books, to see how she'd handled receiving similar honours at another university, and speaking at convocation. The best part of receiving her honorary doctorate was that her father was able to come from Calgary, despite recent health problems, Knowles said.

Years ago, Knowles organized book drives, but while she'll still accept books, she prefers to raise money for capital projects to build libraries in Ghana, and to buy books locally in Ghana.



Kathy Knowles received an honorary Doctorate of Laws from Queen's University in Kingston on June 4, 2009. She is standing with David Dodge, Queen's Chancellor (r) and Thomas R. Williams, Queen's Principal (l)

"We're about to embark on a very major project, details of which are still to emerge," said Knowles.

Information on donating or helping us at www.osuchildrenslibraryfund.ca.

This article originally appeared in the *Winnipeg Free Press*, June 21, 2009. Reprinted with permission.



Sharing the Joy of Reading with the African Child

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Since 1991 the Osu Children's Library Fund has introduced African children to the world of books and opened doors to a brighter future.

Click for Library Song

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Book Review

Crocodile Bread by Kathy Knowles

ISBN 978-0-9783384-9-7

Review by Dave Jenkinson

On most days my grandmother and aunties shape the dough to make bread and rolls. Today is a special day. My grandmother is also making crocodile bread!

To make the body of the crocodile, she takes a piece of dough and rolls it on her long wooden table.

My grandmother makes the crocodile's feet from four small pieces of dough. She places the feet in the pan. Then she puts the body on top.

As the cover illustration makes clear, *Crocodile Bread* is neither bread made of crocodiles nor is it bread made for crocodiles. It is bread made in the shape of a crocodile.

The book's narrator is 10-year-old Fransisca who lives in a compound in Nima, Ghana, with "my mother and father, one brother, four sisters, two cousins, three aunties, two uncles and my grandmother. We also have five cats and two goats. Our compound is a busy place!"

The key player is Fransisca's grandmother, Agnes Amoah, who is a local "commercial" baker who, with her workers, normally makes bread and rolls, but who, today, is also making a special loaf of crocodile bread. Through the text and full-page colour photographs, readers follow this overnight bread making process which concludes with Fransisca, along her siblings and some friends, happily devouring the delicious crocodile.

Despite the book's foreign setting, young readers will be intrigued by this special treat and will undoubtedly ask their parents to make a loaf of crocodile bread. As well, the contents of *Crocodile Bread* have social studies curricular applications. Via an e-mail to me, Kathy said that, if you want to try making your own crocodile bread, any bread recipe you have will likely work, but she will be posting one to the OSU Children's Library Fund website.

Highly recommended. 🐊

Dave Jenkinson, editor of C M, an online children's book reviewing journal, lives in Winnipeg, MB.

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Stepping Beyond Wikipedia

Students need to learn to navigate the sea of information that surrounds them

By William Badke

Reprinted from *Educational Leadership*, May 2009—Used with permission

A FEW MONTHS AGO, I NEEDED TO SEND AN urgent message to a young woman I barely knew. I didn't know how to reach her. No phone number, no e-mail address, no address of any kind. So I went on Facebook, found her profile, and sent her a note. To my surprise, she answered a couple of minutes later. She was having her Facebook messages forwarded to her cell phone.

As someone who predates the Internet by many years, I'm still surprised at what we can do these days. The Internet is the biggest revolution in information since the printing press. Never before has so much information been so freely available to so many people. Not only that, but the average high schooler can run rings around the technology available—or so the mythology goes.

The New Information Reality

Wikipedia is a great example of the new information reality. Written by almost anyone, with only a cadre of volunteer watchdogs to guard its content, it has become the most frequently used encyclopedia in the world. The sheer audacity of creating an information resource of this scope, essentially controlled by no one and everyone, is mind-boggling. It runs counter to all the previous rules about quality control and gatekeeping; yet, for the most part, it's pretty reliable. An article in *Nature* a few years ago (Giles, 2005) found that the reliability of Wikipedia was only slightly less than that of Britannica.

Still, there are some biased or incorrect entries. How can we determine whether the information in sources like Wikipedia is

reliable and of sufficient quality for students to use? In the good old days (pre-1990), it was relatively simple. You looked at the authors' credentials, the reputation of the book publisher, or the venue within which an article was published (scholarly journal, trade magazine, or popular publication). There were gatekeepers—serious editors who turfed out the trash and published only the worthwhile. Maybe it wasn't actually quite as pristine as that, but both teachers and students had some concrete measures to determine what information was worth considering and what was not.

No longer. I recently did a Google search on "risk taking." The first Web site in the result set was the product of a British professor who published most of his work in prestigious journals. The second had been created by (or for) a self-help guru with dubious credentials in mathematics and software development, who has now devoted his life to telling other people how to run theirs.

Are Students Prepared?

The uneven quality of today's information is only the beginning of the problem. Sadly, the average high school student lacks the skill to assess online information. Study after study has shown that high school and university students are overconfident about the reliability of Web sites and lack the ability to evaluate them effectively (see Wang & Artero, 2005). In fact, our assumptions about the technological abilities of our youth in general may need a rethink. A British study released in 2008

found that "the majority of young people tend to use much simpler applications and fewer facilities than many imagine" (University College London CIBER Group, 2008, p. 18), and "the wider availability of technology and the near blanket exposure to it in recent years does not appear to have improved search performance in any significant way" (p. 22).

The wide diversity of information sources available today—compounded by the common teenage perception that all information is equally useful and usable—creates a growing problem. The typical high school student appropriates information (inefficiently) from any number of venues, including YouTube, podcasts, and so on; mashes it up; and creates projects with little regard for quality, accuracy, or the niceties of rules against plagiarism.

A 2003 Canadian survey of 3,000 incoming university freshmen found that most included inessential words in searches; used the Boolean operator "or" incorrectly; could not identify the characteristics of scholarly journals; could not distinguish between library catalogs and bibliographic databases; and had difficulty identifying journal article citations, knowing when to cite sources, and evaluating Web sites (Mittermeyer & Quirion, 2003). These recent high school graduates' information skills left them unprepared for further academic work.

Clearly, the time to educate students about the new information reality is in elementary, middle, and high school. The ability to work with information, whether in written, audio, or video form—to define



a problem, understand the nature of the information available, use the best tools well to find the information needed, and then enlist the information effectively and ethically to address the issue at hand—may well be the most important skill of the 21st century.¹ Yet few K–12 educators keep information literacy on their radar, let alone understand how to teach it.

Can Information Literacy Be Taught?

“Students will pick up information skills on their own. Just turn them loose in a good library. They’ll figure it out. What’s so hard about learning to do research?” I hear comments like this all the time, and they dismay me. The “information literacy by osmosis” argument has been debunked by reams of research showing that even university students do not learn how to handle information on their own. They must be taught (see Gallacher, 2007). But is that even possible?

One common approach is the library orientation or, as librarians call it, the “one-shot.” This approach devotes an hour or two to familiarizing students with the essentials of how to use a library (including a few databases and maybe some cautionary instruction about the Internet). One-shots generally fail to produce much actual learning—not just because they are brief but also because they are remedial. They separate out a learning task from the main curriculum, inject that learning task into students, and then bring students back to the curriculum, supposedly inoculated from information illiteracy.

A more viable approach is to give information literacy a foundational role in our instruction. This requires us to reorient the way we teach. Most educators are well aware of the active learning, constructivist, student-centered approach to instruction, which holds that when students discover things for themselves and attribute personal meaning to the subject matter,

they learn more deeply and acquire a more permanent knowledge base. Information literacy instruction has a natural home in active learning.

Combining Information Literacy and History

Let’s consider an average high school course covering the history of the modern world. You reach the early 20th century and decide to have your students work in groups to explore the causes of World War I. Here’s how the process might look if, instead of simply turning students loose, you integrated information literacy into instruction.

Help Students Define the Problem

Have your students do initial research and then identify one essential question to answer. In this case, the question might be, Of all possible causes of World War I, which was the most significant? Was the murder of the Archduke really as important a cause of World War I as many people believe? or How could World War I have been avoided?

Emphasize that this project requires students not just to summarize information, but to analyze it: to sift through events and possible causes to determine the most significant one. Students should think of information as a tool to solve a problem rather than as the goal of research. It’s not enough to find a couple of encyclopedia articles on the causes of World War I and summarize or synthesize the information without adding any real thought of their own.

Familiarize Students with the Available Information Sources

Most students will want to turn first to Google or Wikipedia. If so, they need to understand that they may encounter inadequate or biased material. They should consider alternatives, including the library catalog, journal databases, and academically credible Web sites.

Using a library catalog (ideally in digital form), they should look for books dealing with World War I, any of which will likely cover causes of the war. The library catalog can also direct them to reference sources—for example, a dictionary of modern world history—where they can find concise material on their topic.

Broad-based article databases such as EBSCO’s Academic Search, Gale’s Info-Trac, or the Directory of Open Access Journals (www.doaj.org) enable students to capture credible journal articles, many of which are available in full electronic text within the database. When students are used to consulting only Web sites, it’s worth emphasizing that a peer-reviewed journal article can be useful in confirming the truth of what the Web sites say.

To pull up credible Web sites, have your students go to Wikipedia (“Origins of World War I”) and scroll to the bottom of the article, where they will find a bibliography and some Web site links (including one to a fascinating simulation game on the causes of the war: www.activehistory.co.uk/WW1_CAUSES/index.htm). The reference section of a Wikipedia article is often a good source to discover the more academically sound resources, many of which have been published by more traditional or peer-reviewed methods.

Teach Students to Use These Resources

Most students lack expertise even with Google, let alone with more sophisticated databases. Teach students how to use these tools to their advantage (see Badke, 2008), showing them the value of ensuring that their Web site results include sources that have been peer reviewed.

For Google searches, suggest that students try the advanced features, such as phrase searching, searching with synonyms, or searching only within Web site titles to get more precise results.



If your library lacks journal databases, insist that all your students get borrowers' cards for the local public library, which generally has access to a database or two. Teach them Boolean logic with keyword searching so that they can formulate searches that get them just the information they need. For example, in a journal database, they might use the following search: (World War One or WWI or First World War) and (cause or origin).

For the library catalog, get students started with a keyword search for books (World War One, First World War, and so on). Then have them open the title link of one of the relevant books in the results to get a fuller description. There they'll find a further link to a subject heading (World War, 1914–1918). Clicking on this link will give them access to more books on the same topic, regardless of what specific terminology is used in a book's title. All library catalogs have subject heading searches, and many journal databases have a "narrow by subject" option.

Teach Students How to Evaluate Resources

Students need to learn to ask themselves questions about their sources: Who wrote this? What qualifications do they have? What biases do they have? What is the level of writing? Does it have notes or references? Is the language at a basic or an advanced level? and so on. A useful guide to evaluating resources is the CARS checklist in Figure 1 (Harris, 2007).

For example, suppose I've found a Web site on the origins of World War I: www.firstworldwar.com. To evaluate it using the CARS checklist, I first look at credibility. What is www.firstworldwar.com, and who is behind it? I find a linked name, Michael Duffy, at the bottom of the page and click on it. This takes me to an "About This Web Site" page, where I find a recommendation that the material not be used for academic research because it has not been peer reviewed. Mr. Duffy does not provide his qualifications.

Then I look for accuracy. Although not updated since 2006, the site does appear to have factual information. On reasonableness, the

site is even-handed, not prone to talking about conspiracies, and not taking only one side on issues. Finally, support. Although most articles on the site lack footnotes and bibliographies, there is an extensive collection of primary sources—actual documents, posters, and so on from the World War I era. The feature articles have bibliographies.

My verdict? Although not peer reviewed, this site appears to be a reasonably reliable source for information, especially for primary source material. It is therefore usable with care and discretion, but not for higher-level academic work.

Guide Students in Using Information Effectively

In addition to locating, gathering, and evaluating information, students need to learn how to stick to their goal, capture the good stuff from what they're reading while weeding out the useless, and structure their product, whether it's a report or a research paper.

Straying from the goal is a common problem. Many projects on the origins of World War I will devote most of their space to describing events, failing to leave enough room for analysis of the tensions behind those events, which is the goal. Students often include extraneous details that don't contribute to the main issue.

In taking notes on the information they find in various sources, students may need to learn how to identify the main ideas and separate those out from unnecessary details. Here, group work can be used to good effect as each member presents a portion of the gathered material to the others and they decide together how it all fits.

Analyzing the data in light of the key question or goal they are working with will help students figure out how to outline their final products. Students will need to develop an outline before writing or creating their product. For example:

Figure 1: Summary of the CARS Checklist for Research Source Evaluation

| | |
|-----------------------|---|
| Credibility | Trustworthy source, author's credentials, evidence of quality control, known or respected authority, organizational support. Goal: an authoritative source, a source that supplies some good evidence that allows you to trust it. |
| Accuracy | Up-to-date, factual, detailed, exact, comprehensive; audience and purpose reflect intentions of completeness and accuracy. Goal: a source that is correct today (not yesterday), a source that gives the whole truth. |
| Reasonableness | Fair, balanced, objective, reasoned, no conflict of interest, absence of fallacies or slanted tone. Goal: a source that engages the subject thoughtfully and reasonably, concerned with the truth. |
| Support | Listed sources, contact information, available corroboration, claims supported, documentation supplied. Goal: a source that provides convincing evidence for the claims made, a source you can triangulate (find at least two other sources that support it). |

Source: From "Evaluating Internet research sources," by Robert Harris, 2007, *Virtual Salt*.

Available: www.virtualsalt.com/evaluatit.htm. Copyright 2007 by Robert Harris.

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Was the murder of the archduke really as important a cause of World War I as many people believe?

I. Introduction—Brief explanation of pre-WWI events.

II. The argument that the murder of the archduke was the main cause.

III. Evaluation of that argument.

IV. Conclusion.

The resulting outline becomes a blueprint to guide the production of the final report, using gathered information as a tool to accomplish the research goal.

Teach Ethical Use of Resources

Plagiarism is an increasingly challenging problem for educators and students. If I can easily pull information from various Web sites with a simple copy and paste, mashing it up into a research report in which few words actually came from me, why shouldn't I do it? Web sites are free, so they're available for my use, right?

To counter such ideas, it's important that we teach students directly what plagiarism is—for example, with a tool like the tutorial "Plagiarism, eh?" (www.acts.twu.ca/lbr/Plagiarism_Short.swf). We need to convey to students the following:

- Easy access to something does not mean that I can claim it as my own. If I leave the impression that someone else's words are mine, I'm telling a lie and stealing information. I'm also telling the world that the words and ideas that come out of our brains do not belong to us. If that's true, then anyone can steal my words and ideas just like I've stolen theirs.
- When I steal information produced by someone, I separate the author from what he or she has written. The authority for writing anything comes from its author. If I pass off an expert's writing as my own, then I diminish it, because I can't reveal who the real author is. In the

process, that piece of writing loses most of its power.

- Good research is a discussion: "Jones has argued that... But Smith disagrees when he says... Both Jones and Smith have missed the point, however, because..." If I interact with the writings of other authors rather than passing off those writings as my own, I have lots of opportunity to show I'm in tune with the best ideas about the topic.
- Plagiarism is fairly easy to detect these days (for instance, through a Google search), so there's a very good possibility of getting caught.

The Foundation of Everything

The way to create information-literate students is to make information study the foundation of all subject matter we teach.

Instead of simply telling our students the facts, or even sending them out to find the facts for themselves, we need to help them navigate the sea of information that surrounds them. This means constantly asking them such questions as, What information do you need to address that question? What's the best way to find that information? How will you evaluate what you've found? How can you harness that information to provide the best answer to your question?

When students' first step in any learning task is to think about information, their skill in acquiring and using available resources will grow. The result will be literate students who are able to handle the demands of our information-based age.

Endnote

1 For detailed definitions of and standards for information literacy, see Standards for the 21st Century Learner (American Association of School Librarians, 2007; www.ala.org/ala/aasl/aaslproftools/learningstandards/AASL_Learning_Standards_2007.pdf) and Information Literacy Competency Standards

for Higher Education (Association of College and Research Libraries, 2000; www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm).

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- William Badke is Associate Librarian, Trinity Western University, Langley, British Columbia, and is the author of *Research Strategies: Finding Your Way Through the Information Fog*, 3rd ed. (iUniverse, 2008); badke@twu.edu.



Canadian Copyright Consultations

Submitted by Jo-Anne Gibson

THROUGHOUT THE SUMMER OF 2009, THE MSLA along with many provincial and national school library, public and academic library and educational associations found themselves closely following the “Copyright Consultations” hosted by the Canadian government. Chaired by The Honourable Tony Clement (Minister of Industry, Science & Technology) and The Honourable James Moore (Minister of Canadian Heritage and Official Languages), from July 24 to September 13 the federal government held a series of official consultations across the country and established a website for interested parties to make submissions to the government committee appointed to oversee the “modernization” of Canadian copyright laws.

You may recall the last time the Canadian government attempted to overhaul the Canadian Copyright Act, an election was called and Bill C-61 died on the Order Paper. Despite provisions for the educational use of the Internet in this bill, many Canadians felt that Bill C-61 did not go far enough to address the current state of technological innovations such as digital locks and the rights of educational institutions and libraries to circumvent such locks in order to provide the best possible resources for their students and patrons.

After some coaxing from various library associations and one blogger, in particular—Michael Geist who holds a Canadian Research Chair in Internet and E-commerce Law at the University of Ottawa, the Canadian Government decided that this time around, they would consult “the people” before writing or amending any future copyright laws.

Despite poor timing during the summer months, many representatives from various educational and library associations either

attended a consultation meeting or submitted a formal response on the Copyright Consultation website. Among the groups that made submissions were the Canadian Teachers’ Federation (CTF), the Canadian Library Association (CLA), the Canadian Association for School Librarians (CASL), the British Columbia Library Association (BCLA) and the Manitoba School Library Association (MSLA).

The Manitoba School Library Association’s position on the modernization of Canadian copyright laws, supported by the Manitoba Teachers’ Society (MTS), concurs with the CTF’s position that the Government of Canada must amend the Canadian Copyright Act to support the educational use of the Internet.

On a daily basis, the students and teachers in Manitoba school libraries are faced with the dilemma of whether to use the information they find on the Internet in the form of digital text, pictures, videos and music that could help them teach and understand learning concepts mandated by the province of Manitoba. At issue is the constant fear of breaking copyright laws by downloading and sharing digital forms of information within the classroom and beyond using popular social networking tools such as blogs and wikis.

The share of the burden to decide whether information can or cannot be used often falls on the library staff whose mandate it is to provide quality learning resources in a variety of formats for the students and staff they serve. Despite the best efforts of teacher-librarians to make both teachers and students aware of Canadian copyright laws, it is virtually impossible to know where “fair dealing” begins and ends on information found on the Internet that could potentially be used in the classroom to enhance learning.

In discussions about copyright issues in Manitoba school libraries, most students and staff understand the concept of respecting the rights of creators whether they are creating music, art, text, photographs, movies or videos. Thanks to the professional and committed teachers-librarians and teachers across the province, students from Manitoba are taught to “cite their sources” and give credit for works that are not their own.

However, what most Manitoban students and educators do not understand is why, even when citing their sources, they cannot use much of the freely and publicly available information on the Internet and remix it using tools available and familiar to them in a way that leads to greater self-understanding and/or greater global understanding without breaking the law. An example of this in the classroom is Canadian students not being able to use Google images in their assignments and projects even though they are readily available on the Internet.

Similar to many educational organizations across Canada, the MSLA has taken the position that an amendment to the current Copyright Act would lead to greater innovation and creativity, two highly coveted skills needed to maintain Canada’s position as a world leader. If teacher-librarians are to fully prepare the leaders of tomorrow for their lives in the 21st century, it is the belief of the MSLA that the leaders of today must have the foresight to change Canadian copyright laws so that they allow educational institutions to access the text, images and sounds on the Internet. To do any less would be to put Manitoban and Canadian students at a severe global disadvantage.

To see the responses of Canadians to the Copyright Consultations, go to: <http://copyright.econsultation.ca>



Submission to the Government of Canada

Copyright Consultations

August 2009

The Honourable Tony Clement
Minister Of Industry, Science and
Technology
House of Commons
Ottawa, Ontario
K1A 0A6

The Honourable James Moore
Minister of Canadian Heritage and Official
Languages
House of Commons
Ottawa, Ontario
K1A 0A6

The Right Honourable Stephen Harper
House of Commons
Ottawa, Ontario
K1A 0A6

Dear Ministers,

The Manitoba School Library Association (MSLA), supported by the Manitoba Teachers' Society (MTS), concurs with the Canadian Teachers' Federation's (CTF) position that the Government of Canada must amend the Canadian Copyright Act to support of the educational use of the Internet.

On a daily basis, the students and teachers in Manitoba school libraries are faced with the dilemma of whether to use the information they find on the Internet in the form of digital text, pictures, videos, and music that could help them teach and understand learning concepts mandated by the province of Manitoba. Another issue is the constant fear of breaking copyright laws by downloading and sharing digital forms of information within the classroom and beyond using popular social networking tools such as blogs and wikis.

The share of the burden to decide whether information can or cannot be used often falls on the library staff whose mandate it is to provide quality learning resources in a variety of formats for the students and staff they serve. Despite the best efforts of teacher-librarians to make both teachers and students aware of Canadian copyright laws, it is virtually impossible to know where "fair dealing" begins and ends on information found on the Internet that could potentially be used in the classroom to enhance learning.

In discussions about copyright issues in Manitoba school libraries, our students and staff understand the concept of respecting the rights of creators whether they are creating music, art, text, photographs, movies or videos. All Manitoban students are taught by teacher-librarians and other staff to "cite their sources" and give credit for works that are not their own.

However, what they do not understand is why, if information is freely and publicly available on the Internet, they would be breaking the law if they were to use this information in their research or studies and by remixing this information using tools readily available and familiar to them in a way that leads to greater self-understanding and/or greater global understanding. An example of this in the classroom is our students not being able to use Google images in their assignments and projects even though they are readily available on the Internet.

To students and teachers in Manitoba schools, an amendment to the current Copyright Act would lead to greater innovation and creativity, two highly coveted skills needed to maintain Canada's position as a world leader.

On behalf of the members of the MSLA, I strongly urge you to amend the Canadian Copyright Act in support of the educational use of the Internet. Our leaders of tomorrow are counting on your foresight to ensure that they have the best possible resources for a quality education to prepare them for their lives in the 21st century.

Sincerely,

Jo-Anne L. Gibson, President, MSLA



Manitoba Young Readers' Choice Awards Inc. 2009 Winners and 2010 shortlist announced

The 2010 MYRCA Shortlist

The Winner of the 2009 MYRCA

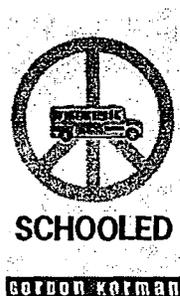


*Dear Jo: The Story Of Losing Leah...
and Searching For Hope*
by Christina Kilbourne

The 2009 MYRCA Honour Books



Sketches by Eric Walters



Schooled by Gordon Korman



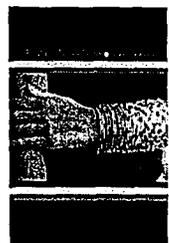
After by Hazel Hutchins
(Smith, Bonappétit & Son)



The Ancient Ocean Blues by Jack Mitchell
(Tundra Books)



Breathing Soccer by Debbie Spring
(ThistleDown Press)



Child of Dandelions by Shenaaz Nanji
(Second Story Press)



Death In The Air by Shane Peacock
(Tundra Books)



Dog Lost by Ingrid Lee
(Scholastic Canada)



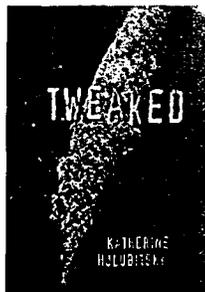
The Girl Who Could Fly
by Victoria Forester
(Square Fish)



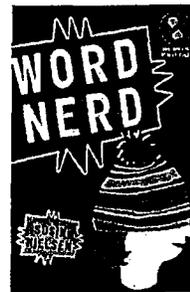
Greener Grass by Caroline Pignat
(Red Deer Press)



Libertad by Alma Fullerton
(Fitzhenry & Whiteside)



Tweaked by Katharine Holubitsky
(Orca Books)



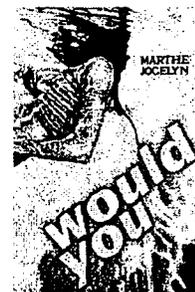
Word Nerd by Susin Nielsen
(Tundra Books)



Res Judicata by Vicki Grant
(Orca Books)



War Brothers by Sharon McKay
(Puffin Canada)



Would You by Marthe Jocelyn
(Tundra Books)



The Séance by Iain Lawrence
(Random House Canada)



What World Is Left by Monique Polak
(Orca Books)



The Shadow of Malabron
by Thomas Wharton
(Doubleday Canada)



Withershins by Susan Rocan
(Great Plains)

The Manitoba Young Readers' Choice Awards Inc. (M.Y.R.C.A.) aims to promote reading and Canadian literature by giving young people the opportunity to vote for their favourite Canadian book from an annual preselected list. The books are nominated based on their quality and reader appeal. All young people in grades 5–8 who have read or heard read at least 3 titles from the list can vote. Voting takes place in April and the MYRCA winner is celebrated at a fall award ceremony attended by participating young people.

For more information, visit our website www.myrca.ca or write to MYRCA, 647 Ingersoll Street, Winnipeg, MB R3G 2J5 or email us at myrca@myrca.ca.

Passages

Sister Regina Chicoine (S. Marie-Du-Carmel) 1922–2009

SISTER REGINA CHICOINE PASSED AWAY ON JUNE 14, 2009 AT THE AGE OF 86 years. Sister Regina came to St. Charles Academy in 1975 after gaining teaching experience in Cold Lake and Grand Centre for 15 years, and including her library training at University of Alberta. She was instrumental in establishing the central library at SCA, including the organization and expansion of facilities, initiation of reading programs for young people, and managing the audio visual equipment. After retirement in 1985, the Missionary Oblate Sisters made it possible for



her to continue to work at the school in the library, and also to volunteer in establishing the SCA Alumni Association and to edit its Newsletter.

Sister Regina was a regular attendee at MSLA workshops, conferences and meetings. She spoke up on behalf of the needs for private schools, and encouraged the association to involve these schools to become active members in developing 'readers for life.'

Sister Regina was a regular attendee at MSLA workshops, conferences and meetings. She spoke up on behalf of the needs for private schools, and encouraged the association to involve these schools to become active members in developing 'readers for life.' She focused her work with teachers on cooperative planning and teaching programs.

Our condolences go to her family and to members of the religious congregation of which she was a member for 63 years. 📖

Upcoming Professional Development

The world is full of exciting conferences for teacher librarians. We're saving our pennies for the IASL conference in Australia in 2010.

Reading for the Love of It
34th Annual Language Arts Conference
Toronto February 11–12, 2010
www.readingfortheLoveofIt.com

American Association of School Librarians AASL
14th National Conference & Exhibit
November 5–8, 2009
Charlotte, North Carolina.
www.ala.org

American Library Association ALA
Mid-Winter Meeting
January
Boston Massachusetts
www.ala.org/ala/conferencesevents/upcoming/midwinter/2010/index.cfm

American Library Association ALA
Annual Conference
June 24–29, 2010
Washington, DC
www.ala.org/ala/conferencesevents/upcoming/annual/index.cfm

International Association of School Librarians IASL
Annual Conference
Sept. 27–Oct. 1, 2010
Brisbane, Australia
www.iasl-online.org/events/conf/2010/

IASL 2011
July 24–29, 2011
Kingston, Jamaica

Have any good PD tips?
Share them by emailing
lbattershill@retsd.mb.ca.



Gateway2Learning

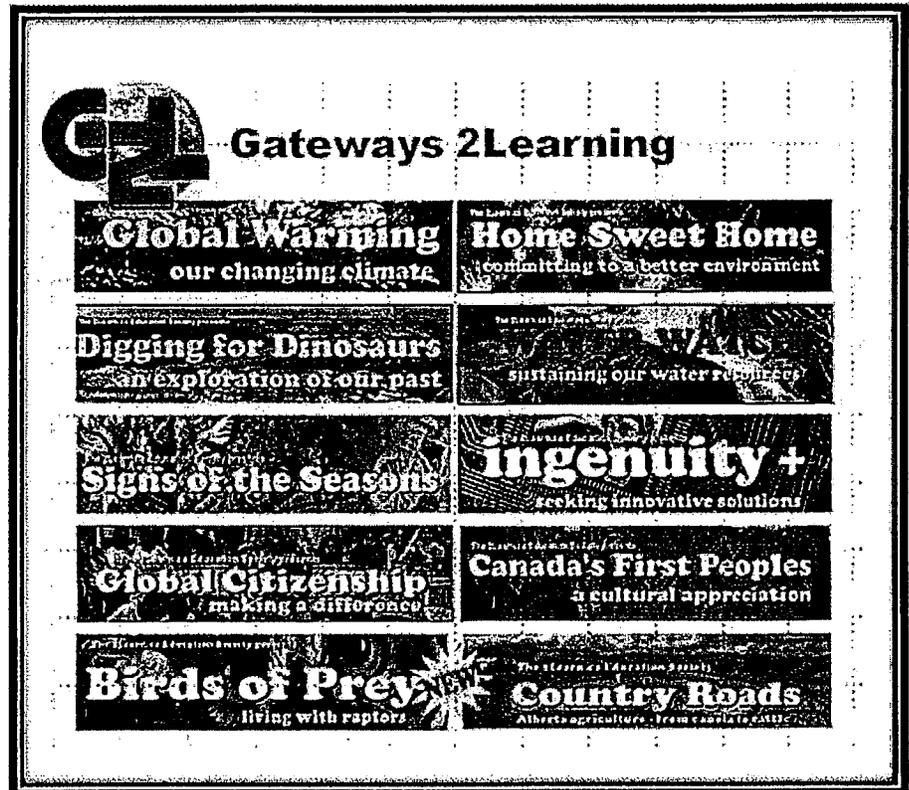
The Search for Internet Gems is Over

Written by Theresa Paltzat

FINDING SAFE AND EDUCATIONAL WEBSITES can be challenging. 2Learn.ca is a portal to educational resources that support technology-enriched learning, providing a tool to help teachers and librarians find those elusive Internet gems. The sites on 2Learn.ca are selected by teachers and approved by a MLIS librarian, then organized into subject and division specific areas. Here are a few suggestions for using the many different 2Learn.ca resources. Use the main portal page www.2Learn.ca to start your search for a particular topic or to access the feature pages "Enjoy" and "Special Editions", which are updated regularly and provide key references and activities for holidays and hot topics in the news.

2Learn.ca has four great sites aimed directly at kids. These four sites are filled with interactive activities and games that are relevant to curriculum. ABC@2Learn.ca is created for students from Kindergarten to grade 2, with links that take kids directly to online interactives about colour, animals, reading and more. Kids Love 2Learn is for students in grades 3–6, 2Learn.ca for Teens is for grades 7–9 and Senior High Source, currently being updated with fantastic new interactives, is for students in grades 10–12.

Visit Gateways 2Learning to find eleven multimedia-rich sites, each focusing on a different topic (eg: robotics, agriculture, dinosaurs, environment). These sites have student and teacher printables, links to great online resources and Smartboard interactives. The image galleries have copyright-free images that teachers and students can use for projects and in the classroom.



'Net Know-How is a resource created for students, teachers and parents. This site explores various issues associated with digital citizenship: internet safety, cyberbullying, plagiarism and copyright. There are activities, guides and links to great online resources. For those involved in French education, there is 2Learn en français. Students and educators can search for French sites in our database (Recherche) and look at holiday (s'amuser) and hot topic (éditions spéciales) pages, filled with links to French resources.

If you have any questions about 2Learn.ca's resources, please contact Theresa Paltzat, Digital Librarian at Theresa@2Learn.ca. 

Nouveautés
à la

DREF

Français
de base

Automne 2009

COTE

AUTEUR

TITRE

CATÉGORIE

POUR LE PRIMAIRE/ÉLÉMENTAIRE

| | | | |
|-----------------------|-----------------|---|----------------|
| D.C. 448.342 J82f 01 | Jordan, Sara | Folies phoniques... et plus, vol. 1 | disque compact |
| M.S. 448.342 H673 02A | Maxwell, Wendy | Le petit chat cherche une famille | multi-supports |
| M.S. 448.342 H673 03A | Maxwell, Wendy | Où est mon chien? | multi-supports |
| M.S. 448.342 H673 04A | Maxwell, Wendy | Petite Pauline | multi-supports |
| 591.76 M533 | | Mémoire : les animaux aquatiques | jeu |
| 591.73 M533 | | Mémoire : les animaux des bois | jeu |
| 634 M533 | | Mémoire : les fruits | jeu |
| 635 M533 | | Mémoire : les légumes | jeu |
| 448.242 H536p | Herbert, Denise | Les prépositions, niveau 1-2-3 | livre |
| AFFICHE | | Termes pratiques pour la conversation = French high-frequency vocab cards | Affiche |

POUR L'ÉLÉMENTAIRE

| | | | |
|------------------------|----------------|--|----------------|
| M.S. 448.342 H673k 3-9 | Maxwell, Wendy | Chaperon Rouge et le loup fou | multi-supports |
| M.S. 448.342 H673k 3-8 | Maxwell, Wendy | Marc le magicien | multi-supports |
| M.S. 448.342 H673k 3-7 | Maxwell, Wendy | Veux-tu aller au Carnaval? | multi-supports |
| 448.642 A322 02-1 | | À la ronde 2, ensemble 1 : mon école, ma maison, les sports, les voyages | livre |

POUR L'ÉLÉMENTAIRE/PRÉSECONDAIRE

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|----------------------|-----------------|---|----------------|
| D.C. 448.342 L537p | Le Lait, Alain | Parapluie : fabulous French songs for children | disque compact |
| D.C. 448.342 J82d 01 | Toader, Mariana | Des airs de grammaire, vol. 1 | disque compact |
| DVD I668 | Lawday, Amy | Aller | DVD |
| DVD I670 | Lawday, Amy | Avoir | DVD |
| DVD I667 | Lawday, Amy | Être verbs | DVD |
| DVD I669 | Lawday, Amy | Faire verbs | DVD |
| DVD I582 | Lawday, Amy | Paris Fashion | DVD |
| DVD I583 | Lawday, Amy | Paris teens, épisode 2 : l'école = Les jeunes | DVD |
| | | Parisiens, épisode 2 : l'école | |
| DVD I621 | Lawday, Amy | Paris teens, épisode 3 : après les cours = Les jeunes | DVD |
| | | Parisiens, épisode 3 : après les cours | |
| DVD (en traitement) | Lawday, Amy | Paris teens, épisode 4 : le repas = Les jeunes | DVD |
| | | Parisiens, épisodes 4 : le repas | |

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POUR L'ÉLÉMENTAIRE/PRÉSECONDAIRE

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|----------------------|---------------------|---|----------------|
| DVD1622 | Lawday, Amy | Paris teens, episode 5 : le soir = Les jeunes | DVD |
| DVD1665 | Teacher's Discovery | Parisiens, épisode 5 : le soir | DVD |
| M.S. 448.342 J59 01A | Maxwell, Wendy | French time | multi-supports |
| 443.21 D626 | | Salut, mon ami! | livre |
| 591.73 M533 | | DK first French picture dictionary | jeu |
| 448.242 B592s 2006 | | Mémoire : les animaux des bois | livre |
| 448.642 I614m | Kelly, Jacqueline | Snack food flashcards | livre |
| 448.642 I614p | Kelly, Jacqueline | Manigan le géant | livre |
| 448.642 I614s | Kelly, Jacqueline | Prince veut-tout | livre |
| 448.642 I614an | Maxwell, Matt | Simon le grincheux | livre |
| 448.642 I614av | Maxwell, Matt | André et sa famille | livre |
| 448.642 I614j | Maxwell, Matt | L'aventure de Stéphanie | livre |
| 448.242 H536p | Herbert, Denise | Jean-Michel, acrobate | livre |
| | | Les prépositions, niveau 1-2-3 | livre |

POUR LE PRÉSECONDAIRE

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|-------------------|---------------------|---|-------|
| DVD1617 | Teacher's Discovery | French sports reports | DVD |
| DVD1618 | Teacher's Discovery | French news and weather reports | DVD |
| 448.642 A322 03-1 | | À la ronde 3, ensemble 1 : la francophonie; mon quartier; la musique; voyager | livre |
| 448.642 A322 03-2 | | À la ronde 3, ensemble 2 : l'espace; l'environnement; ma santé; mon style personnel | livre |
| 448.642 I615e | Maxwell, Wendy | En vacances! | livre |
| 448.642 I615r | Maxwell, Wendy | Rozène : la fille qui n'était pas contente : histoire traditionnelle | livre |

POUR LE SECONDAIRE

| | | | |
|---------------|---------------------|---|-------|
| DVD1582 | Lawday, Amy | Paris Fashion | DVD |
| DVD1583 | Lawday, Amy | Paris teens, episode 2 : l'école = Les jeunes | DVD |
| DVD1616 | Teacher's Discovery | Parisiens, épisode 2 : l'école | DVD |
| 448.642 C316r | Carrier, Roch | French Christmas commercials 2007 | livre |
| 448.642 G676p | Gosciny, René | Roch Carrier raconte... | livre |
| | | Le petit Nicolas | livre |

Pour obtenir ces ressources, veuillez consulter le Catalogue d'accès public (CAP), à l'adresse suivante <http://dref.mb.ca>, et les réserver en ligne.

Vous pouvez également les réserver par téléphone, en composant le 945-4782 ou le 1 800 667-2950 (sans frais), ou par courriel (dref@gov.mb.ca).

Acronyms of Interest to School Library Media Personnel

Compiled by G.R. Brown

*No longer operational/combined with another group

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| AASL | American Association of School Librarians www.ala.org/ala/mgrps/divs/aasl/index.cfm |
| ALA | American Library Association www.ala.org/ |
| ASLC | Alberta School Library Council aslc.teachers.ab.ca/Pages/Welcome.aspx |
| BCLA | British Columbia Library Association www.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 www.cla.ca/AM/Template.cfm?Section=CASL2 |
| CIC | Canadian Images Canadienè (Conferences) |
| CLA | Canadian Library Association www.cla.ca/AM/Template.cfm?Section=Home |
| CM | Canadian Materials: A Reviewing Journal of Canadian Materials for Young People www.umanitoba.ca/cm/ |
| CSLA* | Canadian School Library Association (see CASL) |
| DREF | Direction des ressources éducatives françaises www.edu.gov.mb.ca/m12/biblio/index.html |
| IASL | International Association of School Librarianship www.iasl-online.org/ |
| IBBY | International Board for Books for Young People www.ibby-canada.org/ |
| ILL | Interlibrary Loan |
| IMC | Instructional Media Centre |
| IRA | International Reading Association www.reading.org/General/Default.aspx |
| IRU | Instructional Resources Unit (Manitoba Education) www.edu.gov.mb.ca/k12/iru/index.html |
| AA | Library Association of Alberta www.laa.ca/ |
| WICT | Literacy with Information and Communication Technology www.edu.gov.mb.ca/k12/tech/liict |
| MALT | Manitoba Association of Library Technicians www.malt.mb.ca/ |
| ManACE | Manitoba Association for Computers in Education www.manace.ca/ |

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|----------------|---|
| MASL** | Manitoba Association of School Libraries (see MSLA) |
| MECY | Manitoba Education Citizenship and Youth www.edu.gov.mb.ca/k12/ |
| 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/bins/index.asp |
| OSLA | Ontario School Library Association www.osla.on.ca |
| PEITLA | Prince Edward Island Teacher-Librarian Association www.edu.pe.ca/peitla/about.htm |
| QASL | Quebec Association of School Librarians |
| QLA | Quebec Library Association www.abqla.qc.ca/ |
| RCGW | Reading Council of Greater Winnipeg www.readingmanitoba.org/pdf_files/0708/RCGWAbout.pdf |
| SAG | Special Area Groups |
| SLA | Saskatchewan Library Association www.lib.sk.ca/sla/ |
| SLAM | School Library Administrators of Manitoba |
| SLIC | School Libraries in Canada www.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 home.merlin.mb.ca/~wclr/index.html |

