

***Leading Perspective
Ms June Wall
President ASLA (NSW)***

How has the advent of Web 2.0 technologies affected your role? As with many changes that have taken place in recent times, Web 2.0 technologies will have an impact on your role. Consider:

- Teachers and students can easily create their own information sources in a collaborative environment using Wikis.
- Communication and learning on any topic can happen through the use of blogs – their essential functionality being the feedback and reflective questioning environment.
- Information access for anyone, anywhere, anytime through the use of tools that offer tags specific to the information user. These are in essence the metadata for anyone to use – not just information specialists.
- Information on the topic when you need it. Why not use RSS feeds?
- Storing information in any form to be available for anytime access, either individually or collaboratively? There are many tools that allow this now, from *Flickr* to *Google Docs*. and all things between.

The value of innovative technology is in the ability to take existing work flows that require mediation and place the functionality in the hands of the user. This means, of course, that the person or organisation that has acted as the mediator needs to look ahead and position themselves in a role that still provides value to the end user.

Teacher librarians have been and still are, critical mediators for students' information needs and more importantly, how students use information to create knowledge. So if Web 2.0 technologies enable students to short cut some of the steps in the process, then what does that leave for we the teacher librarians? From my point of view, this allows us to leverage a number of opportunities to lead the learning to its end point – knowledge. If that means students and teachers need soft skills or actual skills in using the technology or teachers need support in how this can translate to the classroom, then that is where we should position ourselves. Leading learning in Web 2.0 is an opportunity for teacher librarians to develop the learning and teaching strategies that will guide the learner through an enriching field of social connectivity and knowledge construction. Be on that leading edge.

THIS ISSUE

- Web 2.0– what's it all about?
- Flat Earth—something to think about
- Web 2.0 Etiquette
- Rubric for blogs or wikis
- Real life examples of Web 2.0 success
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August 2007

Congratulations and Celebrations to

Mrs Anne Lockwood

NSW nominee

FOR TEACHER LIBRARIAN OF THE YEAR 2007

Anne was nominated by her deputy principal and was well supported by her executive and teaching peers. Mrs Carol Bown, the Principal of Tara Anglican School for Girls was enthusiastic in her praise for Anne's dedication and creativity: 'Anne has transformed Tara's library into a dynamic centre for information services. She has worked collaboratively with teaching staff to encourage innovations in curriculum delivery with a key focus on information literacy and the information process. An active member of the Education Committee, Anne has developed an outstanding Moodle package for the delivery of the mandatory course *HSC: All my own work* and has willingly shared this concept with numerous schools across the state'. Congratulations, Mrs Anne Lockwood.

We thank the following contributors to this issue:

Judy O'Connell	JO'C	Di McKenzie	DM
Di Laycock	DL	Linda Gibson-Langford	LGL
June Wall	JW		

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WEB 1.0 MARRIES WEB 2.0 - THEN WHAT?

Joyce Valenza, an American library information specialist, has been intrigued by the depth of opportunities opened to teacher librarians who are lucky enough to be able to tap into the power of Web 2.0 technologies. After reading her address to colleagues on the power of Web 2.0, it seemed that her summary of the differences between it and the previous generation of the Web were strategically placed to offer powerful argument for all of us in convincing our executive to not fear Web 2.0 but to embrace it in educationally sound ways.

Think of Web 1.0 and Web 2.0 as being in an educational marriage in which one partner enriches the life of the other allowing each to see further and dream of possibilities that were not there as a single entity.

Web 1.0

Read only
Web as reading platform
Developer authorship
Individual intelligence
Software applications
Commercial/ proprietary
Static
Impersonal
Restricted collaboration
Official releases
Text based
HD as storage platform
Lecture

Web 2.0

Read/write/collaborate
Web as publishing platform
Public authorship
Collective intelligence
Web as software platform
Open source/ shared
Dynamic
It knows you / your needs
Collaborative
Constantly versioning
Multimodal
Web as storage platform
Conversation

Oh, the *then what* ? Dip into this issue and discover what teacher librarians are developing as they enter the world of Web 2.0.

Leading Learning...into the Research

ASLA(NSW) State Library Day
February 23 2008
including Awards Presentation



with leading addresses by
Ms Di Laycock, Ms Lyn Hay & Ms Lee Fitzgerald
followed by your choice of 3 sensational hands-on workshops from 8 options
including Guided Inquiry, Web 2.0 & Graphic Novels.
Morning tea on arrival & fabulous lunch.

Register at www.aslansw.org.au under Professional Learning

NOTE **State Library Day registrations limited to 120**

WEB 2.0 - WHAT'S GOING ON?



Judy O'Connell is the John H Lee Memorial Award Winner for 2007. Judy won this prestigious award for the innovative work she has done within the Parramatta Diocese in bringing teaching and

executive teams together with students in gainfully using the power of Web 2.0. Her following article examines the power of Web 2.0 .

The Internet was once mostly about surfing from one static Web site to another while collecting or viewing data along the way. But now users share information, collaborate on content and converse worldwide via social-software tools.

Actually, over the last few years, our relationship with the World Wide Web has been changing dramatically! Simple new technologies like blogs, wikis, podcasts, flickr, del.icio.us, podcasts and more are allowing us to not only create content using formats like audio, video and text with greater ease but they are also allowing us to publish and share that content on the World Wide Web with very little effort.

We're entering the age of the *Read/Write Web*—a world in which contributing knowledge is as easy as consuming it. Learners are co-learners and co-authors in this type of environment, making it possible for learners to collaborate and generate new knowledge or build expert domains through a community of practice.

We have many options to participate and publish using these technologies, which are often described as social software. So our learning and teaching is shifting to absorb social software tools for collaborative knowledge creating spaces. Learners can now access people and their knowledge in ways that encourage creative and reflective learning practices that extend beyond the boundaries of the school and beyond the limits of formal education.

Web 2.0 provides the opportunity to shake off old models of technology use and capitalise on new opportunities for creativity and innovation in an online world. Web 2.0 is giving our learners, our teachers and our libraries options never before possible.

The social web: learning together

Knowing our students is no easy task in the early years of the 21st century. Whether it's blogs or wikis or RSS, all roads now point to a World Wide Web where little is done in isolation and all things are collaborative and social in nature.

The *Youtube* and *Myspace* generation is leading the way in creating new forms of social networking and community-based learning. School and home life are no longer compartmentalised. Thus, our approach to learning needs to adopt the same flexibility and online permanence for lifelong learning.

Two prominent collaborative tools

being used in education are **wikis** and **blogs**.

Weblogs (blogs) are a very popular Web 2.0 tool and are used in education as a way of sharing or managing information and promoting literacy and learning. **Blogs** can be used to communicate, showcase student work, collaborate, demonstrate analysis and/or synthesis and promote, as well as foster peer involvement. They allow students to publish their work, present ideas, record events, promote podcasts, offer commentary, share images, experience fieldtrips and more. Blogs have proven to be a highly effective medium for fostering both a professional learning community and a personal learning environment. **Wikis** are also popular and a useful way of sharing and creating knowledge, or managing a project. Wiki software allows students to easily upload content to the Internet, with the important addition that it is then editable by other readers. The best known wiki of all, *wikipedia*, is an online encyclopaedia, illustrating the power of

collaborative action.

Wikis, more than anything, can promote collaboration and group work and are an ideal way for teacher librarians to organise and present information resources for students. Students can easily create and use a wiki for topic areas, projects or assessments, or to share experiences. Our teachers have recognised the importance of good wikis and are looking for opportunities to get *wikiKids* into action!

RSS – coming, ready or not.

Imagine having the latest headlines and updates from your favourite websites or blogs delivered to your desktop. RSS is an acronym for *Really Simple Syndication*, an XML formatting language which allows users to subscribe to sites that offer ‘feeds’ of new content. You can use a ‘feed reader’ to see any new content from a range of web pages or subscriptions.

An *RSS Reader* acts as an *aggregator* in allowing RSS services to distribute, for example, information effectively via newsletters, podcasts, or information alerts. RSS lets the student or teacher control what content they need in their personal learning space. Parents too can join in the blog community and keep up-to-date with the ‘doing and thinking’ within the preferred learning spaces of their children.

RSS has also made it possible to podcast (broadcast) audio to wider and more specialised interest groups. Podcasts are available for download to personal computers or mp3 players for entertainment or information. Students are beginning to produce podcasts to share their work and to enthusiastically display their knowledge to their peers. Students love to have their say, and podcasting allows them to do this in digital style.

Fast forward – facts and flicks

Social bookmarking allows learners and teachers to share their internet ‘bookmarks’ or ‘favourites’ to a public website rather than searching bookmarks stored on a personal computer. Users have the option of adding

tags (keywords) to help define the information and improve the organisation and sharing of the information. While different social bookmarking sites encourage different uses, social bookmarking opens the door to new ways of organising information and categorising resources. Teachers and teacher librarians are branching into these new ways of working online 24/7, using *Del.icio.us*, preparing and sharing their knowledge, transparently and with ease.

And of course, pictures or images are a vital part of our visual world. Learners have easy access to a pool of images in *Flickr*, or have a place to store images for their projects, school excursions, or school events. Not to be outdone, teachers also share video snaps through *TeacherTube* or other media sharing sites.

What does this all mean?

Today we are witnessing the demand for new ways of learning and teaching driven by the emergence of new forms of Web 2.0 read/write technologies. We need to ask ourselves whether what we teach and how we teach is a sound basis for engaging our ‘digitally native’ students.

The learning agenda in today’s world is totally new, totally engaging, totally global and totally personal. The story of this wave of innovation known as Web 2.0 is still developing. What is certain is that nothing will ever be the same in the learning landscape of our schools. Teacher librarians are embarking on a significant journey of challenge and change together, affirming the importance of our work and the value of shared inspiration.

Judy’s Sites

Heyjude <http://heyjude.wordpress.com>

Bibliosphere News <http://parra-bib-blog.blogspot.com>

What is Web 2.0? <http://parracoordinators.blogspot.com/>

Resources

Richardson, Will (2006) *Blogs, wikis and*

WWW.TEACHERTUBE.COM 4U

podcasts and other powerful web tools for classrooms. California: Corwin Press.

Weblogg-ed: Learning with the Read/Write Web

<http://weblogg-ed.com/>



The Ultimate RSS Toolbox:
120+ RSS Resources <http://mashable.com/2007/06/11/rss-toolbox/>

Teaching Hacks Wiki

http://www.teachinghacks.com/wiki/index.php?title=Main_Page

Teacher Librarian Wiki

<http://teacherlibrarianwiki.pbwiki.com/>

Classroom Blogging Wiki

<http://classroomblogging.wikispaces.com/>

Using Web 2.0 Principles to become Librarian 2.0

<http://www.squidoo.com/library2pointo>

Web 2.0 and Libraries: Best Practices for Social Software

<https://publications.techsource.ala.org/products/archive.pl?article=2580>

Web 2.0 for the Classroom Teacher

<http://www.kn.att.com/wired/fil/pages/listweb2os.html>

JO'C



Jimmy Wales, as a panellist in David Weinberger's *Joho the Blog*, responds to a question about the veracity of Wikipedia :

I get at least one email a week from a college student who says he got an 'F' citing *Wikipedia*. I write back saying, 'For God's sake, you're in college. Why are you citing an encyclopedia?'

We tell people to be aware of what it is. It's pretty good but any particular page could have been edited five minutes ago, incorporating a new error. It's generally 'good enough'.

Available at

<http://www.hyperorg.com/blogger/mtarchive/annenberghyperlinkinginweb1.html>

Last viewed July 8 2007

Whilst we grapple with the success of *YouTube's* popularity as a leading entertainment and free speech platform and work out responsible use policies, it might be worthwhile contemplating the positive aspects of this global communication software as a genuine *Next Generation* educational tool.

Yes, it needs refinement because, as an open community, it is subject to legal and moral issues. Through improving its 'core business plan' with direct reference to the way it can be used, its sustainability and the immense social draw, *YouTube* can lead in education—bringing the visual classroom into the here and now with *TeacherTube* (see *Web 2.0—What's it all about* this issue).

So get thinking behind that digi-recorder:

- Ω model literature circles with real kids engaged in real discussion
- Ω demonstrate a live action science experiment as kids explore their understanding of acids and bases or seismic forces
- Ω document a kindy class celebrating their success as 'Brainstormers'
- Ω set up stimulating tutorials giving clarity to the myriad of *how to* manuals for today's learning and teaching software.

These of course represent a tiny example of the innovative and educational power of *TeacherTube* with its educationally safe focus for teachers, students and parents and its anytime or anywhere professional learning capacity.

So post that video, vodcast that demonstration and attach activities, lesson plans and assessments to the video; open your classroom and teach the parents what the kids are learning now.

By the way, *TeacherTube* is reviewed for any inappropriate posts. The community is encouraged to make constructive comments. It has a rating service as well.

LGL

IN HER OWN WORDS

Web2.0Things

Pam Burke from Marlboro Vermont USA shares the excitement she experiences in using Web 2.0. She has a great blogspot and a terrific website. Visit <http://lib.surruralist.net/>.

‘The three tools that have had the biggest impact on my job this year are Wikis, blog software (specifically Wordpress) and del.icio.us.

Wikis are so easy and such a natural collaborative tool that I can't stop talking them up. Here's a blog post I wrote about one I created with my students: <http://lib.surruralist.net/2007/02/02/our-wee-little-wiki/> Now that PBWiki has a wysiwyg [*what you see is what you get*] editor, it's even easier. It's a great first step into Web 2.0.

I used Wordpress to make a new site for my school and, in just a few months, it's made an incredible change in the ways in which we use the website. It used to be so static. It's a good way to keep your site current and useful and for teachers wary of creating a blog for every student, I think a classroom blog works well. Look at <http://lib.surruralist.net/2007/03/31/our-schools-new-web-site/>

And del.icio.us has revolutionized the way I keep track of resources and updates to our website. I use a plug-in that displays the right tags on the correct page, automatically. I can't believe how much time it has saved me. I'm also creating a local del.icio.us network with some of my librarian friends as well as some of my teachers, so they can collaborate with me on resource selection. I love it. I wrote a little more about it in this article I wrote for our local newsletter at <http://homepage.mac.com/crowleyvt/vema/docs/MarchNewsletter.pdf> ,

A Bit o' Advice—BlogManners

* Bloggers should:

- credit their sources,
- check their facts,
- admit when they discover they have made a mistake,
- avoid harming others,
- disclose their biases.

A Bit o' Advice—Evaluating Wikis

* Here are a few question starters to get your students thinking:

1. What is the purpose of the collaborative project and who began it?
2. How many people appear to be involved in editing the wiki?
3. Does it seem that the information collected is improved by having a variety of participants? How heavily edited were the pages you plan to use?
4. How rich is the wiki, eg. how many pages does it contain?
5. Does the project appear to be alive? Are folks continuing to edit it?
6. Does the information appear accurate? Can I validate it in other sources?

* Thanks to Joyce Valenza <http://informationfluency.wikispaces.com/> for allowing us to share her ideas.

THE FUTURE OF LIBRARIES: FREY GAZING

Thomas Frey, a futurologist with the DaVinci Institute, comments that the future role of libraries (all types of libraries) is a mystery. He recommends however that planners begin now by designing 'creative spaces in which staff members, library users and the community at large can experiment and determine what ideas are drawing attention and getting traction' (Frey 1997-2007, <http://www.davinciinstitute.com/page.php?ID=120>).

He asks us to consider the following possibilities in our libraries—



As Frey notes, libraries have come along way from the times of DaVinci when books were chained to lecterns!

WILL YOU BE THE 2008 JOHN H LEE MEMORIAL AWARD WINNER?

If you and your team have been engaged in innovative uses of ICT in learning and teaching over the past two years, ASLA (NSW) invites you to visit www.aslansw.org.au/awards and fill in a nomination form.

Closing Date
November 1st 2007

WEB 2.0 –HONG KONG STYLE

Mrs Dianne McKenzie is a part-time tutor at HKU SPACE Hong Kong. Graduating with a MAppSci from CSU, Dianne has been an active voice for teacher librarians in Hong Kong.

Having recently had the opportunity to teach Hong Kong local teacher librarians about Web 2.0 technology as part of their Diploma course, I was really happy with how some of the students adopted the technology and used it in interesting ways; not only for their assignments, but in real life situations within their schools as learning and teaching strategies.

Many of them had not been exposed to Web 2.0 before and were a little concerned about new words such as blog, wiki and podcast. 'I am feeling overwhelmed' was a comment shared by many on the class wiki.

We took it slow, offering lots of opportunity to practise and discuss how and when to use Web 2.0. There was considerable collaboration between students in the class as they helped each other with new skills they had learnt or as they trialled new parts of the applications I was introducing. Being able to support Chinese language within the Web 2.0 environment was a major draw.

After a 15 hour intensive course, assessment choices included creating a wiki, blog, vidcast or podcast for learning and teaching.

JANE

Jane used English pod (<http://www.ezenglishpod.com>) as part of the English language curriculum. She collaborated with the English teachers creating a whole unit of study around one story that the students, in a prior lesson, had listened to as a podcast. Jane reported that many students then visited the podcast site to listen to more stories on their own.

MAY

May created a podcast for her library (<http://yylms-library-storytheater.podomatic.com/>) which included three episodes. One was

INFORMATION FLUENCY

similar to a book talk on new books she has in the library, the second episode was describing the difference between fiction and non fiction and the third was how to use the school library OPAC. She has moved to including students in her podcasts. May also created a blog for the school library.

Fai

Fai, who works in a school which is similar to a vocational school for students with learning disabilities, created a blog for his school library <<http://chcsmslib.wordpress.com/>>

He has a babel fish link to translate the blog into English so you can read what he is doing if you do not read/speak Chinese. His aim was to encourage students to read and also to promote awareness of the library's services and programs through a medium to which the students would respond.

Ling

Ling created a library blog <http://hk.myblog.yahoo.com/wesy-wesy> to communicate with the school community as to what the library offers and to collaborate with other subject teachers, showcasing how they work together on projects.

Andrew

Andrew also created a blog for a similar purpose and has continued to maintain the blog as he has had such a good response from his school community about it. It is available at <<http://skhlkysslibrary.blogspot.com/>>.

Overall, Web 2.0 offers opportunities to enhance the current Hong Kong curriculum through another medium that interests the students rather than relying on textbooks which is the current and preferred method of learning and teaching.

Hopefully, through their enthusiasm, these teacher librarians will plant seeds of interest and Web 2.0 will become part of everyday teaching in Hong Kong.

The Illinois Mathematics and Science Academy 21st Century Fluency Project <http://21cif.imsa.edu/resources/features/leadarticle_v1_no.html> developed a model for Information Fluency outlining at least 5 significant shortcomings in students' abilities to use technology:

What students don't do well	What they do instead
Turn a question into a query.	Rush ahead toward an answer, grabbing some of the criteria or the whole statement.
Choose the right database.	Enter words or phrases into Google.
Recognize information when they find it.	Rush past important information and clues, continue to browse.
Find better keywords.	Stick with their original words and browse.
Verify the credibility of information.	Accept what they find at face value, hoping somewhere in the information there is an answer.

Their model (below) is an interesting alternative to Australian ISP models.

Digital Information Fluency Model



FLATTENING OUR ROUND EARTH

Thomas Friedman, a columnist for *The New York Times*, is the author of a most intriguing book. Its title can only lead us back to the sixth century notion that the earth is flat and that beyond a certain horizontal plane, lies Paradise. Friedman's an astute journalist but really! Flat Earth? Copernicus and Galileo were proven right and even the Church forgave Galileo in time. So why write a book with the dubious title *The world is flat* and why as teacher librarians should we perhaps sit up, at least a little bit and take note?

Firstly, Friedman delivers an interesting perspective on globalization—he distinguishes 3 stages and notes that we are currently experiencing Globalization 3.0. Globalization, he opines, gained its momentum from technology. Words like *outsourcing*, *insourcing*, *open-sourcing*, *informing* and *offshoring* stood to attention as according to Friedman, the earth flattened.

Note the notion that the earth is not flat but that it has been flattened.

Friedman (2007 online) explains that 'We are going from a world of vertical silos of command and control to a world where value is created horizontally by who we connect and collaborate with'.

By whom we connect and collaborate with! Powerful!

Think about what you are experiencing as a teacher librarian in a connected library. Think about the learning experiences of students involved in today's socially networked communication zones—wikis or blogs or some other socially shared and low cost software. For example, a flat earth wiki project (FlatPlanet Project 2007), involving two groups of students in two countries spanned by an ocean, states that:

Our Space: The Flat Planet Wikispace is an online collaborative project between students in two religious education classes in Catholic High Schools in

Canada and the United Kingdom. The students were given the task of examining environmental issues affecting both Canada and the U.K. and to think about the ethical/ moral responsibility of Roman Catholics with regard to the environment.

The stated aims of this project are set out at the start:

The project is for you to use the Internet to work together and explore:

- *current environmental issues,*
- *the way these issues are being dealt with in the respective countries,*
- *exploration of any international agreements on these issues and*
- *the Catholic moral responsibility for these issues.*

And just to whet your appetite for this next generation of e-pals, (remember the 1970s?) here is a sample of the areas in which these senior students have collaborated:

air pollution	deforestation
animal testing	endangered species
fossil fuels	marine pollution
global warming	moral responsibility
ozone depletion	vegetarianism

They have held rich discussion on articles of common interest, shared useful links and evaluated how the project was developing in the true sense of the students owning the knowledge process and the learning space.

As Marc Andreessen (cited in Friedman 2007 online), co-founder of *Netscape*, notes:

Today, the most profound thing to me is the fact that a 14-year-old in Romania or Bangalore or the Soviet Union or Vietnam has all the information, all the tools, all the software easily available to apply knowledge however they want... That is why I am sure the next Napster

is going to come out of left field. As bioscience becomes more computational and less about wet labs and as all the genomic data becomes easily available on the Internet, at some point you will be able to design vaccines on your laptop.

This excites Friedman (ibid) and should perhaps excite our profession as we begin to awaken to the notion that:

*we are now in the process of connecting all the knowledge pools in the world together... the **upside** is that, by connecting all these knowledge pools, we are on the cusp of an incredible new era of innovation, an era that will be driven from left field and right field, from West and East and from North and South.*

Only 30 years ago, if you had a choice of being born a B student in Boston or a genius in Bangalore or Beijing, you probably would have chosen Boston, because a genius in Beijing or Bangalore could not really take advantage of his or her talent... Not anymore. Not when the world is flat and anyone with smarts, access to Google and a cheap wireless laptop can join the innovation fray.

As teacher librarians, pondering the growing interest in the flat Earth discourse, can we learn anything from this perception of the flattening of the world? Once again Friedman, this time from a father's perspective, leads with his answer:

... the single most important thing you can learn in school is to learn how to learn because what you know today is going to be outmoded so much faster tomorrow... CQ [curiosity quotient] + PQ [passion quotient] is greater than IQ... liberal arts really matters... you never know where the inspiration is going to come from... how you do things matter [sic]... everything you do is going to leave a digital footprint never to be erased... [and finally] imagination matters most of all... the most important competition is between you and your imagination.

Thus, mixed into our logical, organised system-oriented world of librarianship, the teacher in us has *miles to go* as we empower our students to use their imagination, to be curious, to act on imaginations and to be passionate as they discover their *Paradise* in socially connecting to their knowledge pools.

Flat earth but not flat brain!

LGL

References

Friedman T. 2007, *In a flat world imagination is the key*. Viewed on May 4 at www.smh.com.au/news/opinion/in-a-flat-world-imagination-is-the-key/2007/05

Friedman, T. 2005, *It's a flat world after all*. Viewed on May 4 2007 Available at <http://www.nytimes.com/2005/04/03/magazine/03DOMINANCE.html?ex=1178856000&en=76020989e9bcc792&ei=5070>

FlatPlanet Project. Viewed on May 4 2007. Available at <http://flatplanetproject.com/about/>

ASLA ONLINE III CONFERENCE 5th to 26th May 2008

Under Construction: A World Without Walls

The World is Flat - Thomas L. Friedman

With the availability of personal computing, the Internet, the World Wide Web and Web 2.0 tools, millions of people have become creators and sharers of information in a socially-networked, digital world. Global connectivity and collaboration is more than *one-to-many*; it is, potentially, the *power-of-many*.

This international online conference, hosted by ASLA, aims to bring together a range of educators to consider, discuss and explore the educational potential of a globally connected world.

Blog Reflection Rubric

Setting up a class blog is a wonderful way for your students to respond to issues raised in class on a selected topic whether it be cloning, revenge tragedies, environmental protection or even the design of solar cars. Students love to get involved and actually enjoy responding to their mates' comments. Keep the blog academically focused by ensuring that intellectual input is valued. This rubric might be a starting point for you. It is easily adapted for any topic and can be a springboard for setting up a rubric for assessing student wiki projects.

Outcome	Beginning 1-4	Developing 5-7	Proficient 8-9	Strong 10	Score	Weight	Value
Overall use of blog	Few entries; simple retelling of personal events. No comments on others' blogs.	Almost all required entries & comments complete.	5 entries & 5 blog comments submitted of which several represent a substantial contribution.	5 entries & 5 comments submitted, all substantial. Demonstrates reflective analysis.			40%
Intellectual engagement with key concepts	No reference to issues raised through readings/class discussions.	Some reference to issues raised through readings/class discussions.	Demonstrates awareness of most key issues raised through readings/class discussions.	Excellent engagement with all key issues raised through readings/class discussions.			25%
Personal response to key concepts	No personal response to issues/concepts raised in reading/discussions.	Little evidence of personal response to issues/concepts raised in reading/discussions.	Satisfactory evidence of personal response to issues/concepts raised in reading/class discussions & demonstrates satisfactory skill level in reflecting on learning technology & society.	Blog entries convey extensive evidence of personal response to issues raised on reading/class discussions & demonstrates excellent critical skills in reflecting on learning technology & society.			25%
Engaged writing	Consistently poor grammar & syntax making it difficult to follow. Linkages to others' ideas not evident.	Fair attempt at spelling, grammar & syntax & attempt to make sense with ideas. Some linkages to others' ideas evident.	Satisfactory standard of English demonstrating sound skills in development of ideas & links to others'	High standard of English demonstrating excellent logical development of ideas, connecting ideas.			10%

Modified from a rubric available at http://edweb.sdsu.edu/courses/edtec296/assignments/blog_rubric.html with acknowledgement to http://www.catholic-forum.com/churches/cathteach/outcomes_rubric_reflection_journal.html

LIFELONG LEARNING 2.0—TRAIN THYSELF

Web 2.0 technologies are a significant set of skills and tools for all teacher librarians to engage in as a series of **professional learning activities**.

Even if, at the moment, we cannot access Web 2.0 from within our schools because of policies or technological restraints, the opportunities it affords us to enhance learning and teaching will go a long way in our own commitment to lifelong learning. Such opportunities will also update our vocabulary as we connect to *nings* and *blogs* and *things* and *wikis*; as we grapple with *folksonomies*, *technorati*, *social bookmarking* and *rss feeding*.

23 Things... a professional learning course

Helen Bowers is the Public Services Technology Director for the Public Library of Charlotte & Mecklenburg County, US of A. The following snippet is based on her *Discovery Learning* set of tutorials entitled *Learning 2.0*.

The Californian School Library Association has developed an **online professional learning course** entitled *23 Things* < <http://www.schoollibrarylearning2.blogspot.com/> >

It is a mix of **23 discrete activities** that beg you to explore, experiment and innovate as you apply the ideas to learning and teaching, Web 2.0 style.

The *23 Things* kicks off with Bowers's

tutorial on the *7 1/2 Habits of Highly Successful Lifelong Learners*. Each habit can be viewed as a motivational cue for your continued learning and as a reminder of what learners must take with them into the zone of Web 2.0.

Based on the premise that attitude shapes everything, Bowers stresses that learners must have a *learners first* mentality.

Bowers's 7 1/2 habits

1. Begin with the goal in mind
2. Accept responsibility for your own learning. Attitude is everything.
3. View problems as challenges—life events can provide powerful motivation and opportunities to learn.
4. Have confidence in *self* as effective learner—I will, I can, I do.
5. Create your own learning toolbox—books, technology, classes, mentors, friends, web pages, social groups.
6. Use technology to your advantage.
7. Teach and mentor others. A great way to learn something is to teach it to someone else. Reinforces your learning, too.
- 7.5. Successful lifelong learners play! Play is important to learning and brain development so be curious, read, learn. It is never too late or too soon.

CAN YOU HELP? Can you help students in the Asia/Pacific region:

~ Timor (while not strictly Asia/Pacific) has a huge job in getting books into their schools after the conflict. Can you help?

~ The International Association of School Libraries (IASL) provides money to deserving schools to specifically buy books for their libraries. Donate to this IASL fund—they will let you know which school they gave the money to or you can specify region or school.

~ Donate books to a region/village in Papua New Guinea where one of our previous committee members did some volunteer work last year. Contact Elizabeth Pike, teacher librarian at Eastwood Public School.

~ review *Learning, Literacy, Living Project* in info@aslansw May 2007 page 9. Help!

GUERRILLA WARFARE –WEB 2.0

No doubt you've discovered it's not easy to initiate change by going through the front door with guns blazing. Sometimes a more subtle approach is called for, where one creeps stealth-like through the back door in order to be well inside before being discovered. Well, to assist you in applying this slightly subversive approach to the implementation of Web2.0 technologies, Joyce Valenza offers the following *new rules for guerrilla 2.0 practice*:
[edited version of Joyce's article]

Ask Later



Don't say, 'but I can't'... Many of us are working ahead of *the rules*. So, if what you plan is instructionally sound, if you are not breaking any rules, and if no children will be hurt in the process, then exercise some academic freedom. Do it. Make it a success. Do it before someone thinks of a reason why you should not. If you wait for explicit permission, you will miss the bus.

Train Thyself

Don't wait until the big expert comes to town with the most convenient workshop. You cannot wait for the annual conference. Visit any conference that interests you via **webcast** or **podcast**. Find someone else who wants to learn... train each other. Seek the training you need and learn it yourself.

You Can't Punch This Clock

You've got to expect to invest the time it takes on your own time. Folks who expect release time will absolutely miss the 2.0 bus.



Don't Make the Beds

Intrepid pioneers don't worry about clean sheets... I knew I had to give stuff up. My drawers are hopeless but I am getting to be a way better teacher and librarian.

Delegate Up

You don't need to know how to do everything. It is definitely okay to recognize and celebrate the talents of experts who may be 14 years old. Let them help. Let them lead.



Stop to Smell the Learning

Sniff around. What is really happening? When you do that new project, reflect. Not just on what worked and what didn't, or on whether you met your *expected* goals. Were there surprises? Insights? Did you spot any collateral learning? Did students improve process skills? How did the experience inform your practice?

Now go ahead. Enter the Web 2.0 zone if you dare and practice your guerrilla tactics.

Reference

Valenza J.2007, NeverEndingSearch Blog Available <http://joycevalenza.edublogs.org>
Accessed March 23 2007.

DL

IN THE REARVIEW MIRROR

CAR-TL's inaugural *Inspirational Speakers' Seminar*, held at the Meat & Wine Co. Parramatta, kicked off the Community of Action Researchers—Teacher Librarians first face to face discussion over wine and some very fine food.

A snippet from the CAR-TL blog follows:

Amidst torrential rain, ten enthusiastic ducks paddled their way across puddles to attend CAR-TL's first *Inspirational Speakers Seminar*. The venue was great and the food was outstanding but what topped it all was the opportunity to converse with colleagues and to be inspired by our inaugural Inspirational Speaker Ms Jenny Lewis, CEO, Australian Council of Educational Leaders.

Mr Rob Chandler, who has played an influential advisory role in the evolution of CAR-TL, was our special guest. His support for the CAR-TL vision was articulated in his suggestion that perhaps the most important activity in our professional development is *researching our own practice* to provide the evidence that teacher librarians, who are engaged in authentic learning and teaching interventions, make a significant contribution to student achievement.

Jenny described CAR-TL as a bold initiative empowering teacher librarians to be leaders in the field of evidence-based practice, making mention of Associate Professor Dr Ross Todd's contribution in highlighting the need for such practice. To emphasise the necessity for educators to work together as connected communities, Jenny noted that ACEL's vision for the future suggests a place for research communities such as ours.

We posed a number of questions to Jenny of which one flagged the pressure points for our fledgling community. Her answer was clear and crystallised the community growing direction of CAR-TL. We need to be mindful of:

- a sense of place
- researcher behaviour
- new ways of working & new ways of providing
- visibility, sharing, openness
- library-research community relations & the future promotion of library services

Other questions were:

Why bother with practitioner research - who will really listen?

The education community is desperately looking for Australian based robust research that will add value to its current and future practice.

How do you get the research to talk?

It must be—relevant, realistic, evidence-based.

How is ACEL committed to changing educational practice - what is the extent of its muscle?

- Publications
- Support of new research
- Conference and professional learning opportunities

How can ACEL help teacher librarians build power and influence both within their school and in the broader educational community?

Through supporting and connecting with initiatives like CAR-TL!

Like to be a part of CAR-TL? Email Di Laycock at dilaycock@iinet.net.au

DL & LGL

REWIND

Looking at rethinking your literature section of your collection. Why not review the Canon of Literature, rethink its premise, rewrite your criteria and reflect on the choices you make. This task can be filled with surprises.






And to help you along, a definite inclusion for your Teacher Reference [English] is *Masters in Pieces: The English Canon for the Twenty-First Century* by Michael Parker[Doppleganger] and Fiona Morrison.



THINGS TO DO ! THINGS TO REMEMBER !

- August 10  Using Web 2.0 tools for Learning
Implementing All My Own Work in your School—Coffs Harbour
- August 18-24 Children's Book Week READiscover and celebrate
- August 18 ALIA (NSW) Library Technicians mini conference 'neXt REvisited 2007' <http://www.alia.org.au/groups/libnsw/techtalk/05.2007.pdf>
- August 19-23 73rd IFLA General Conference and Council *Libraries for the future: Progress, Development and Partnerships* Durban, SA
- August 24  Using Web 2.0 tools for Learning—Dubbo
- September 1 ALIA (NSW) Library Technicians *Techs on Tour*
- September 6 11am National Simultaneous StoryTime
- September 10-11 Learning Futures Symposium ANU
<http://learningfutures.anu.edu.au/>
- September 14  Using Web 2.0 tools for Learning
Implementing All My Own Work in your School—Wagga Wagga
- October 2-5 ASLA National Conference—Adelaide
- October 9-12 ALIA National Library & Information Technicians Conference 2007, Melbourne <http://www.alia07.com/>
- October 10-12 ACEL ASCD AJCPTA Conference
New Imagery for Schools and Schooling:Challenging, Creating and Connecting Sydney
- October 26-28  CAR-TL Research Retreat Weekend—Mt Victoria
- November 2 RivPat Conference—Wagga Wagga
- November 3  Leading Learning ... Literature & Literacy
- November 21 Guided Inquiry 2: Transforming information into deep knowledge
www.sybasigns.com.au/sybasigns/hotelimages/Admin/pdf/sybaseminar-2.pdf
- December 5  ASLA (NSW) Members' Christmas Party with special guest speaker

UPCOMING EVENTS IN 2008

- February 23  Leading Learning ... into the Research State Library Day
- March  ASLA (NSW) Conference
- May 2-4 CBCA All the Wild Wonders Melbourne
- May 5-26 ASLA Online III International Conference
- Term 2  Leading Learning ... through Critical Thinking
- Term 3  Leading Learning ... through Assessment
- Term 4  Leading Learning ... ICLT