Putting the Pieces Together: Creating a Sustainable Future for School Libraries

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Key Challenges

• Digital Youth.
• Digital Information Worlds.
• New learning approaches.
• Reading and literacy development.
• School Futures.

• School Library Futures: Do we need a school library?
CiSSL Talks

by therecordingeengineer • 16 videos • 464 views • 2 hours, 14 minutes

Discover the mission and focus for the Center for International Scholarship in School Libraries (CiSSL) at Rutgers University.

1. CiSSL Talks - an overview of CiSSL
2. CiSSL Talks - NJ School Library Study 2009-2011 Phase 1
3. CiSSL Talks - School Library Study 2009-2011 Phase 2
4. CiSSL Talks - The Three Faces of the School Librarian
5. CiSSL Talks - Literacy in the Digital Age
6. CiSSL Talks - Non-fiction and the Common Core Standards
7. CiSSL Talks - Learning and Social Media use
“With the school library literally the heart of the educational program, the students of the school have their best chance to become capable and enthusiastic readers, informed about the world around them, and alive to the limitless possibilities of tomorrow.”

Prof Mary Gaver, 1958

Gaver, M. Every child needs a school library. Chicago, ALA, 1958
Gaver, M. Effectiveness of Centralized Library Service in Elementary Schools. Rutgers University, 1963
Do we really need a school library?

- Availability of information technology
- Access to vast quantities of information on the Internet
- Costly infrastructure; increasing cost of print material
- Cost of personnel
- Students using libraries less since they first began using internet research tools
- Search engines are primary starting point for information searching
"I want to thank Google, Wikipedia, and whoever the hell invented copy and paste. Thank you."
What is a School Library?

The school library is the school’s physical and virtual learning commons where reading, inquiry, thinking, imagination, discovery, and creativity are central to students’ information-to-knowledge journey, and to their personal, social and cultural growth.
Jean Piaget (1896–1980)

The principal goal of education in the schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done; men and women who are creative, inventive and discoverers, who can be critical and verify, and not accept, everything they are offered.

http://www.accessola.com/school_lib/

ENGAGEMENT WITH INFORMATION IN ALL ITS FORMS IS AT THE HEART OF SCHOOL LIBRARIES
• Phase 1:
  • Voluntary online survey, 103 questions 765 schools

• Phase 2:
  • In-depth focus groups in 12 schools with quality school libraries (based on Phase 1 data) : 97 school leaders (principals, curriculum leaders) and teachers
• reading motivation
• reading engagement
• reading interest
• reading comprehension
• sustained reading
• strategic reading
• reading for pleasure
• reading remediation

• Writing process, and support of for conventions of citation and writing formal papers

• Communication in spoken and digital contexts
Primary Functions: Library as Inquiry Center

- Primary role: instructional, not just informational:

- INFORMATIONAL TRANSFORMATIONAL FORMATIONAL

- For students, the primary focus of SL is on building capacity for critical engagement with information and producing knowledge (not finding “stuff”)

- For teachers, SL is a center of learning innovation, experimenting with technology and information; enhancing teaching skills using information and technology (disruptive innovation)

- The role of the school librarian as co-teacher is the most powerful dynamic in developing students’ research skills: inquiry teams; instructional teams
Students as good researchers …..

- Resource-based capabilities
- Research-Inquiry capabilities
- Thinking-based capabilities
- Knowledge-based capabilities
- Personal and interpersonal capabilities
- Learning management capabilities
- Reading-to-learn capabilities
The Pedagogy of the School Library

- Inquiry-based model for developing students as researchers
- Staged process of inquiry-based learning; students need support to undertake substantial research projects
- Instruction on developing students as researchers implemented through instructional teams of teachers and school librarians
- Importance of building excitement, interest and motivation for learning and researching: research task design
- Focus on skills of developing deep knowledge and understanding
- Focus on meaningful creative products using Web 2.0 tools
- Literacies include visual literacy, print literacy, media literacy, digital literacy, and technological literacies – best described as transliteracies
# Information-to-Knowledge Journey

## Information Search Process

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<th>Initiation</th>
<th>Selection</th>
<th>Exploration</th>
<th>Formulation</th>
<th>Collection</th>
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### Feelings (affective)
- uncertainly
- optimism
- confusion
- clarity
- sense of direction
- satisfaction or disappointment
- doubt

### Thoughts (cognitive)
- vague → focused
- increased interest

### Actions (physical)
- seeking relevant information → seeking pertinent information
- exploring → documenting

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**Zone of Intervention:** the critical point / need for instruction

**GUIDED INQUIRY**

Guided Inquiry Instructional Design

Student Learning Through Inquiry Measure
S.L.I.M. Toolkit (cissl.rutgers.edu)
School Libraries for Digital Citizenship

DIGITAL YOUTH

INFORMATION WORLDS

ETHICAL CREATORS OF INFORMATION
Digital Citizenship

- Recognize quality information
- Access quality information regardless of format
- Participate in digital communities in safe and ethical ways to share ideas, work together & produce knowledge
- Use information technology tools to search, access, and create new knowledge
- Learn appropriate ethical behaviors in relation to use of digital tools
- Understand dangers inherent in the use of information technology, learn strategies to protect identity, personal information, & safety
School library as surrogate home and safe place

- School library provides equitable access to resources, technology, and information / instructional services that are not available in homes: an information environment for all
- Place where students can explore diverse topics, even controversial topics, in privacy and without interruption
- Place where students know information they access is trustworthy
- Place where students can retreat and work without interruption and intervention by other students without any kind of threat
- Place where they can obtain individual mentoring as needed without any kind of judgment; special needs
7 Principles of the Possible

- **Principle 1:** The primary function of a school library is pedagogical, with access to quality information as the foundation of meaningful pedagogy

- **Principle 2:** The role of the school librarian is primarily that of teacher, co-teaching with classroom teachers to develop curriculum standards, information and digital literacy

- **Principle 3:** An inquiry-centered pedagogy defines the instructional role of the school librarian; students as researchers

- **Principle 4:** The focus on curriculum content and knowledge development enables the integration of inquiry capabilities in a meaningful way
7 Principles of the Possible

• **Principle 5:** The collaborative nature of teaching is the core dynamic for integrating the school library into the culture of the school

• **Principle 6:** School libraries provide safe, equitable and diverse access

• **Principle 7:** School libraries connect community and the world through digital citizenship and learning for life capabilities.
7 Principles of the Possible

• **Principle 5:** The collaborative nature of teaching is the core dynamic for integrating the school library into the culture of the school

• **Principle 6:** School libraries constitute and advance social justice

• **Principle 7:** School libraries connect community and the world through digital citizenship and learning for life capabilities.
Audrey Hepburn

“Nothing is impossible, the word itself says 'I'm possible'!

George Bernard Shaw

“Progress is impossible without change, and those who cannot change their minds cannot change anything”