

THE STATE UNIVERSITY OF NEW JERSEY
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CiSSL



Past Tense // Future Tense Why Libraries Matter

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Shaping a Stronger Education System for NZ: Consultation Document



Vision

- *Whakamaua te pae tata kia tina – Take hold of your potential so it becomes your reality....*
- *Whaia te pae tawhiti kia tata – Explore beyond the distant horizon and draw it near!*

Goals

- Objective One: Learners at the centre
- Objective Two: Barrier free access
- Objective Three: Quality teaching and leadership
- Objective Four: Future of learning and work
- Objective Five: World class inclusive public education

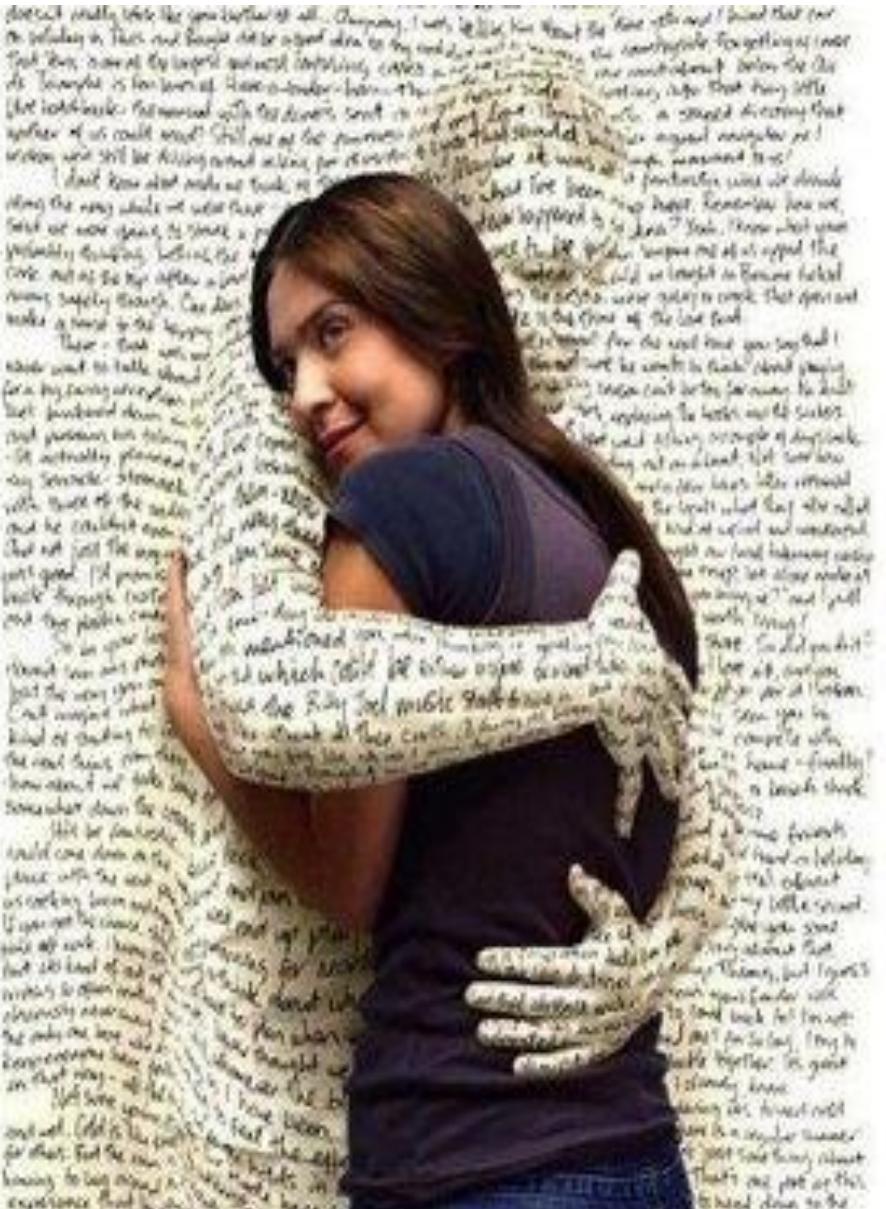
Do we really need a school library?

- Availability of information technology
- Access to vast quantities of information on the Internet
- Costly infrastructure; increasing cost of print material
- Cost of personnel: certified school librarian
- Students using libraries less since they first began using internet research tools

Search engines are primary starting point for information searching



The Changing Information Landscape



- Transformation of information access: digital devices, smart technologies, voice activation, haptic technologies
- Changing arena of content publishing; apps-driven access; wearable computing; breakdown of traditional publishing control
- Changing culture of reading: visual, linked, interactive, participatory
- New technology frontiers for learning: VR, gaming, robotics, makers and innovation



Gaver, M. Every child needs a school library. Chicago, ALA, 1958

Gaver, M. Effectiveness of Centralized Library Service in Elementary Schools. Rutgers University, 1963

Mary Gaver: 60 Years of Research

“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.” Mary Gaver, 1958

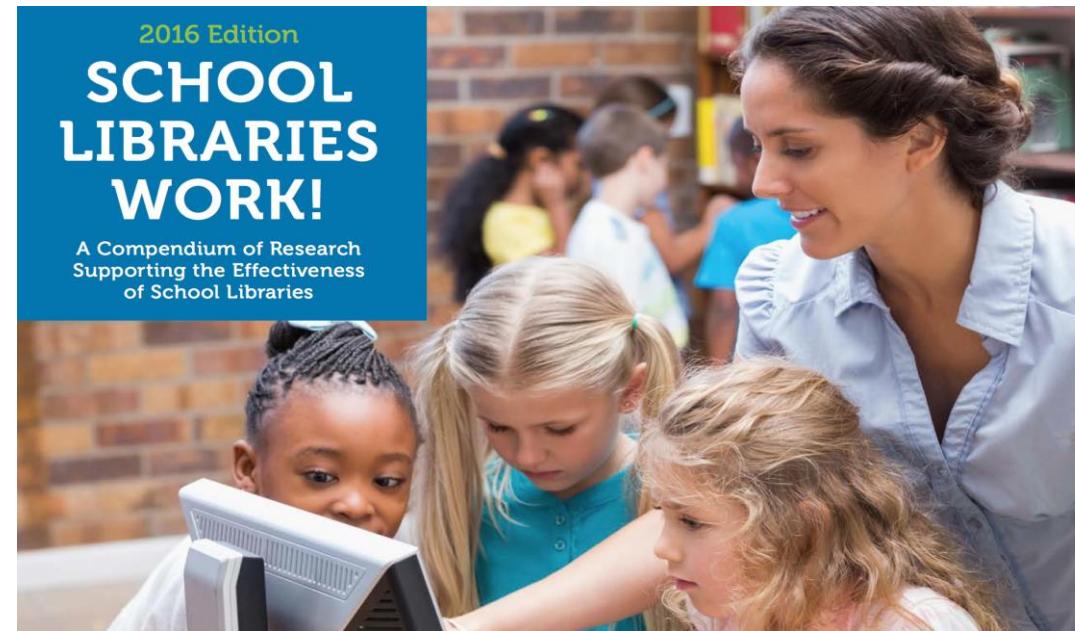
What is a School Library?



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.

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**60 Years of Evidence of School Library Impact on Learning
and Student Achievement**

School Library Research: Guiding Principles for the Future

- Access to quality and diverse information sources needed for deep learning
- Nurturing reading and literacy development
- Development of information, inquiry and critical literacy capabilities
- Development of knowledge of subject curriculums
- Development of technical, analytical and reflective skills for accessing information and constructing & producing knowledge
- Development of independent learning capabilities
- Academic achievement: Instructional interventions focus on how you undertake good research and apply research skills to constructing knowledge



A PLACE TO ASSEMBLE
WITH THEIR FRIENDS
OPENLY.



How to self-assess their work.



Books that are professionally selected to meet school and personal needs.

Adapting to new situations.

How to search efficiently and effectively.

Responding to literature.

Reading contests and prizes. A quiet place to learn.

LEARNING TO BE A GOOD DIGITAL CITIZEN.

Having resources available for school projects at the public library because the school librarian collaborated with them.

MATERIALS MATCHED TO THEIR LEARNING STYLE.



Cloud computing. The opportunity to borrow digital cameras, recorders, and laptops.

Resources that align with the curriculum.

<http://www.ala.org/aasl>

100 THINGS KIDS WILL MISS

If they don't have a SCHOOL LIBRARIAN in their school

Assistance and guidance in completing homework assignments.



Help with history fair,

A PLACE TO USE THEIR IMAGINATIONS.



Synthesizing information from diverse perspectives.

Accepting learning as a life skill, not just an academic necessity.



Special programs and speakers.

Learning experiences that are enhanced through teacher/librarian collaboration.



A library website that offers access 24-7 to

Digital literacy
Quality control

- **FREE VOLUNTARY READING:**
the rock of literacy
development, spelling,
vocabulary, writing,
comprehension
- **FREE VOLUNTARY READING:**
the stepping stone between
conversational and academic
language
- **FREE VOLUNTARY READING:**
• the building block of self,
identity and careers



http://www.123rf.com/photo_21802851_oman-reading-on-a-rock.html

Transformative Role of School Libraries: Reading and Literacy

Prof. Stephen Krsashen

- **Reading motivation**
- **reading engagement**
- **reading fluency**
- **reading comprehension**
- **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**



Research: Key Factors To Encourage Reading

- Understand the lives of your young readers
- Provide personalized reading guidance
- Use curriculum as link to reading enjoyment and enrichment:
Go from curriculum to personal interest
- Show young people that academic success comes through improving reading
- Have an open mind about what boys read
- Know the dynamics of improving reading
- **ACTIVE ENGAGEMENT RATHER THAN PASSIVE ACTIVITIES**



On Becoming a Researcher



- Resource-based capabilities
- Research-Inquiry capabilities
- Thinking-based capabilities
- Knowledge-based capabilities
- Personal and interpersonal capabilities
- Learning management capabilities



One Common Goal: Student Learning. New Jersey Research Study

Report of Findings and Recommendations of the New Jersey School Library Survey Phase 1



One Common Goal: Student Learning

Prepared by Dr. Ross J. Todd, Dr. Carol A. Gordon,
and Dr. Ya-Ling Lu

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RUTGERS
School of Communication
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CiSSL

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N · J · A · S · L
New Jersey Association of School Libraries

Report of Findings and Recommendations of the New Jersey School Library Survey Phase 2



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N · J · A · S · L
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NJ: School Library as a Quality Learning Center

- For students, the primary focus of SL is on *building capacity for critical engagement* with information and producing knowledge (not finding “stuff”)
- For faculty, SL is a center of learning innovation, experimenting with technology and information; enhancing teaching skills using information and technology, developing inquiry and research capacity of students; focus of cross-disciplinary learning
- The role of the school librarian as co-teacher is the most powerful dynamic in the sustainability of school libraries
- Teachers recognize the instructional expertise of school librarians and actively seek out this expertise, and consistently highlighted the sustained, active use of the school library by them and their students



Transformative Role of School Libraries: Developing Inquiry

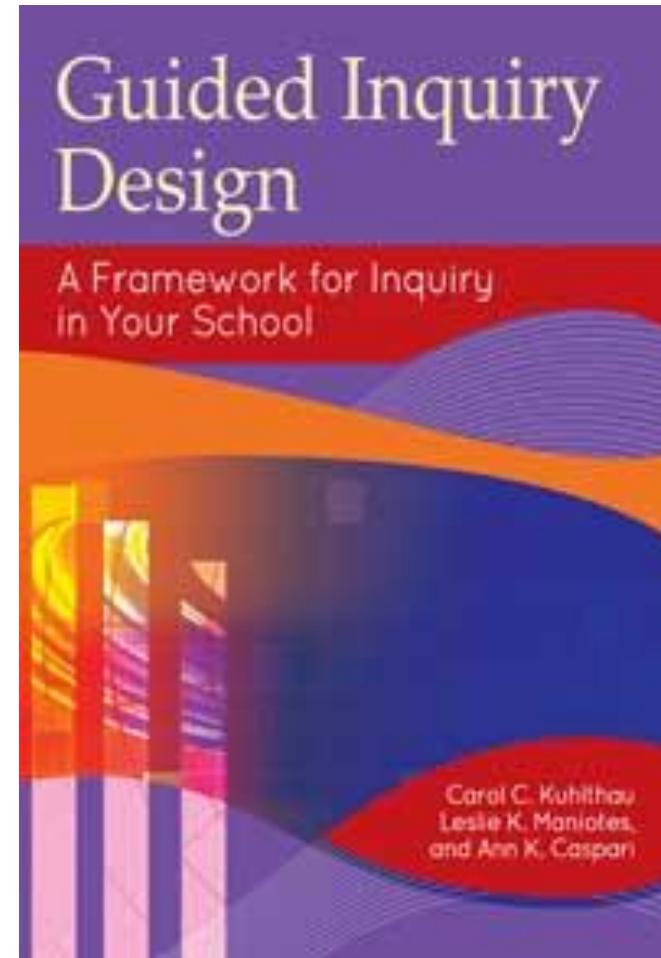
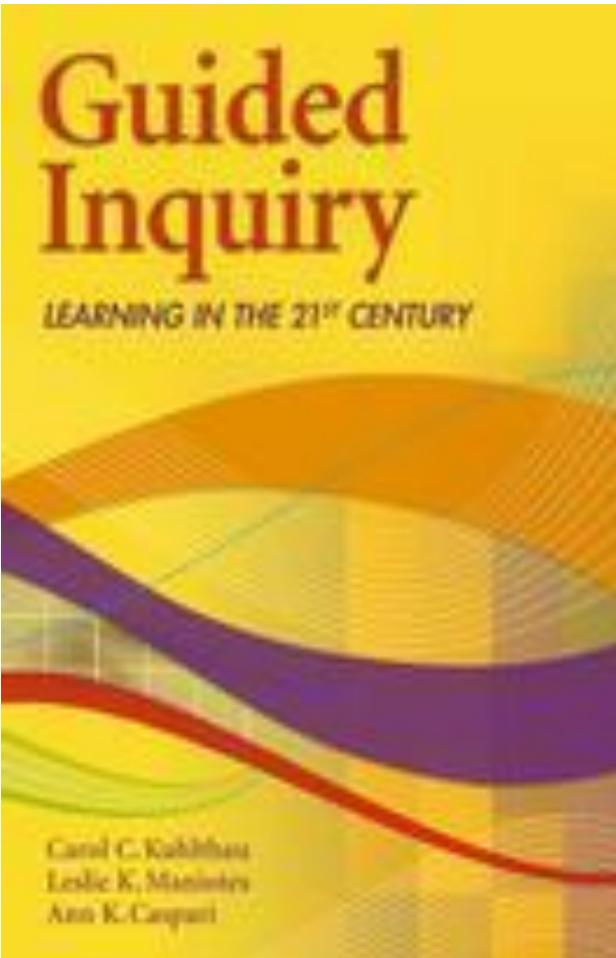
- Building excitement, interest and motivation for learning
- Activating prior knowledge
- Building background knowledge
- Generating meaningful questions to research
- Developing research capabilities
- Literacies include visual literacy, print literacy, media literacy, digital literacy, and technological literacies
- Primary focus is fostering the complex skills to build knowledge
- Engaging students as content providers who work on- and off-line to produce creative products
- School library portrayed as a common ground across the school for meeting individual and special needs



Inquiry-Based Pedagogy



Prof. Carol Kuhlthau

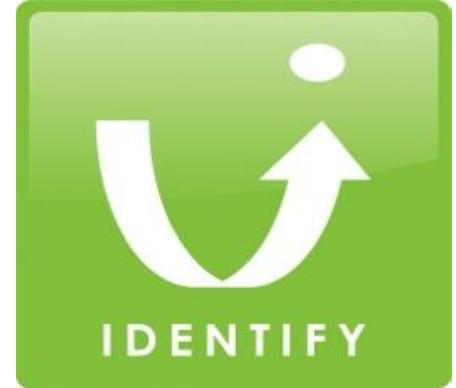


Kuhlthau, C., Caspari, A., & Maniotes, L. (2007). *Guided Inquiry: Learning in the 21st Century*. Santa Barbara, CA: Libraries Unlimited.

Kuhlthau, C.C., Maniotes, L., & Caspari, A.. (2012). *Guided inquiry design: A framework for inquiry in your school*. Santa Barbara, CA: Libraries Unlimited.

School Libraries and Inquiry Learning:

“Explore beyond the distant horizon and draw it near!”



Kuhlthau, C.C., Maniotes, L., & Caspari, A. (2012). *Guided inquiry design: A framework for inquiry in your school*. Santa Barbara, CA: Libraries Unlimited.

Engaging in digital environments



DIGITAL YOUTH INFORMATION WORLDS

ETHICAL
CREATORS OF
INFORMATION

School Library Research and the Digital Context

- The instructional role of SL is significant mechanism for the development of students as digital citizens
- Help students recognize and access quality information in multiple modes and across multiple platforms
- Develop digital communication in collaborative, ethical ways for students to share ideas, work together & produce knowledge
- Provide sophisticated information technology tools to search, access, create and demonstrate new knowledge
- Instruction that develops ethical uses & behaviors in relation to digital technologies
- Help students understanding the dangers inherent in the use of complex information technologies – cyberbullying, pornography, stranger danger: mindfulness

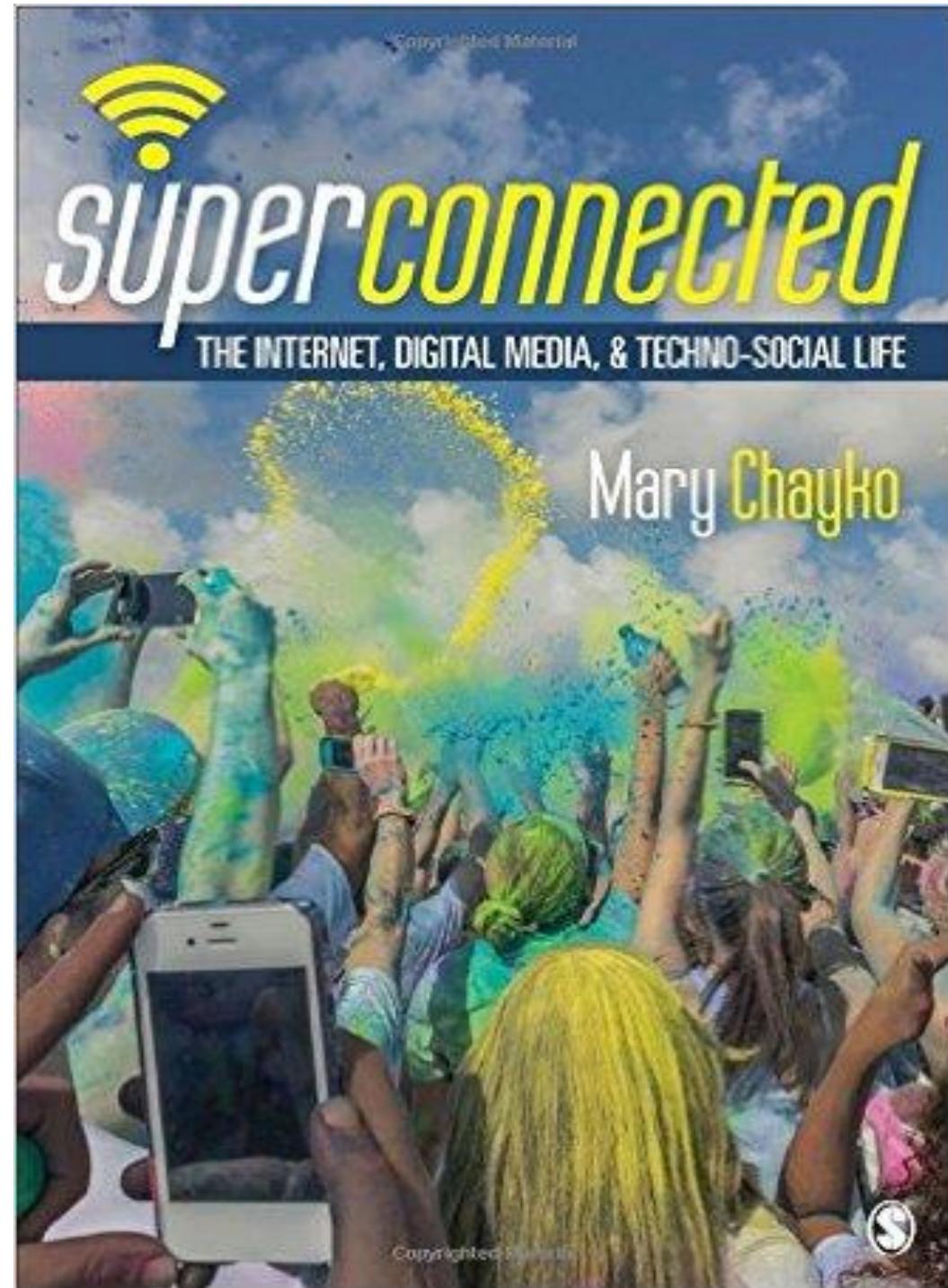
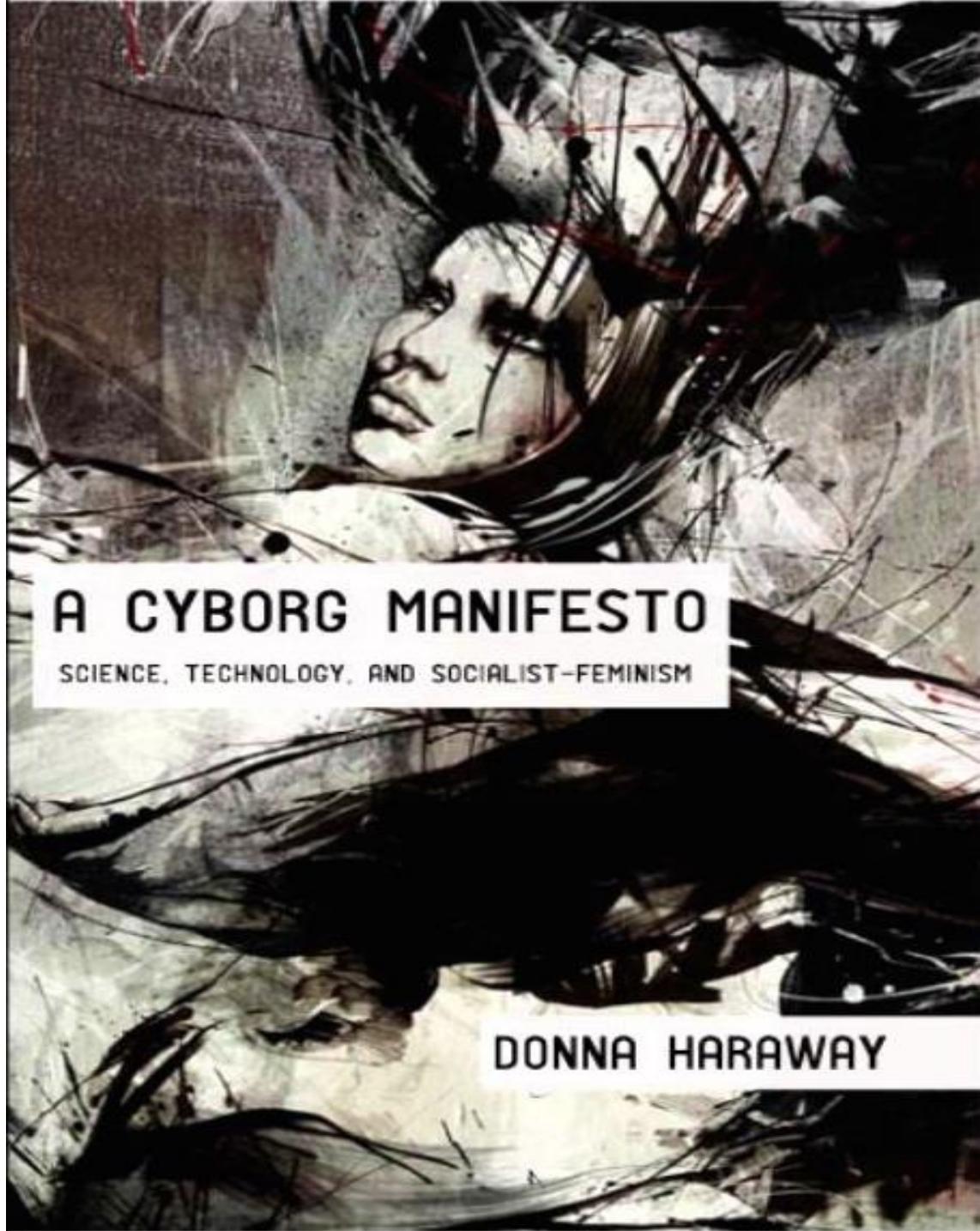




Model instructional strategies that center on:

- Integrating and evaluating multiple sources of information presented in different media or formats
- Engaging with strong and thorough textual evidence to support analysis
- Showing how themes interact and build on one another to produce a complex account
- Analyzing and synthesizing multiple interpretations
- Identifying and addressing conflicting information
- Writing arguments to support claims with clear reasons and relevant evidence
- Producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Using technology, including the Internet, to produce and publish writing: knowledge producers





Disruption, Dualisms and Directions

Donna Haraway: Cyborg Manifesto (1985)

Breakdown of boundaries between human and machine

- Breakdown of dualisms: self/other, male/female, civilized/primitive, right/wrong, truth/illusion, fact/fake news, god/human;
- Role of technology in challenging these dualisms: technological development creates new interpretive & innovative opportunities.

Mary Chakyo: Superconnected (2016)

- Techno-social life: “digital life is simply real life”
- Terms such as “virtual”, “cyberspace” even “digital” are misleading in that they imply something almost, but not quite real.
- Amidst robotics, automation, devices immersion: critical set of dynamics and realities around **human agency**.
- Creates the problematic around terms such as “digital natives” “digital citizens”





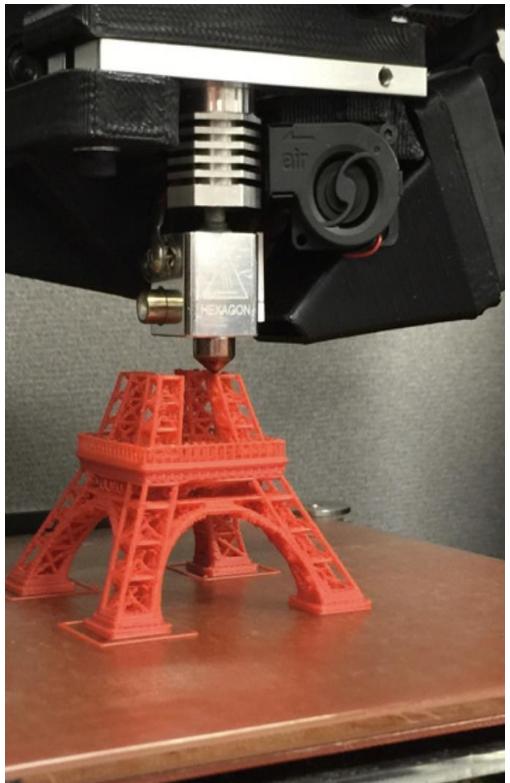


Makerspaces, Hackerspaces, Hatchspace, Fablabs, Maker Commons, Creation Stations ...

- Fundamental questions around space, technology, time, opportunity, formal vs informal learning, and budget to permit creativity and innovation to flourish.
- Limited evidence around impact: much rhetoric / anecdotes of value. (See PHD thesis of Xiofeng Li, Rutgers University)
- Authentic design, value-added, information immersion for informal learning and innovation, connections to formal learning
- Are we becoming myopic? Discourses around 3D / hydrographic printers: return to industrial age factory; libraries becoming bling centers, hardware stores?



Disruptive Dynamics

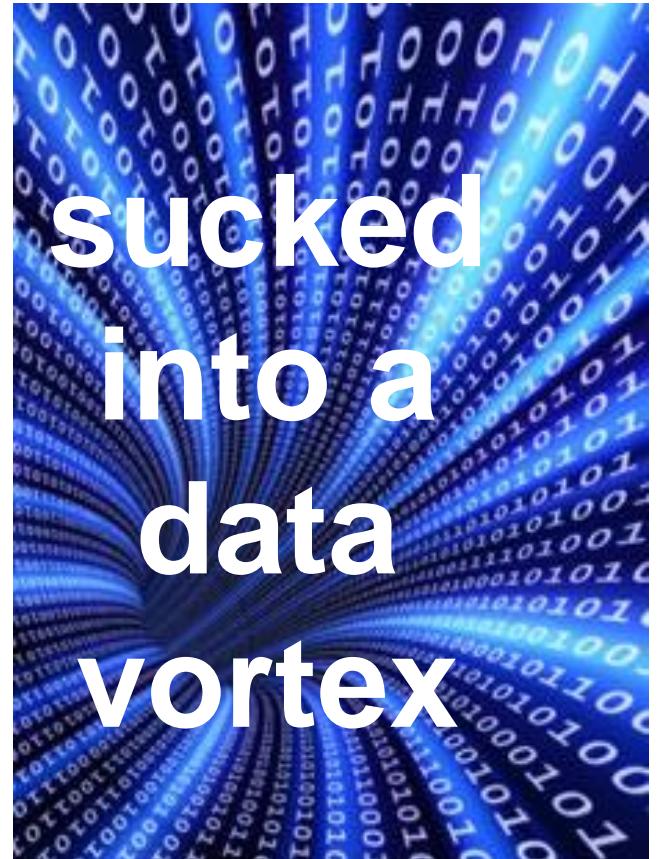


- New dynamics around plagiarism.
 - What constitutes “protected objects”: protected by copyright, trademarks, patents.
 - Future of 3D printing: printers with “black lists” digital verification via patent check.
 - Balance of innovation, creativity, design, core values and ethics of libraries; copyright and intellectual property rights and laws: be part of discussion.
 - Connecting Makerspaces to BIG ideas and to resource-based inquiry
-
- <https://justcreative.com/2017/08/28/7-incredible-ways-3d-printing-is-transforming-our-world/>



Schools and School Libraries as Data Centers

- Role of schools and libraries in data curation: collection, access and management of data repositories; authentication, archiving, preservation, representation, data standards & policy.
- Data data-bases / data search engines designed the same way Google, Microsoft, Facebook.
- Data quality assessment & ethics of handling data.
- Tools and training to enable data discovery and retrieval.





Data in --- Knowledge out and the development of Wisdom

Problem solving with data

Thinking critically about
evidence of data analysis

Data analytics tools / methods

Data storytelling

Data use: appropriateness,
purpose, ethics

Creating and Interpreting
data visualizations

Data conversion to rich, ethical,
actionable intelligence

Data Literacy





Humanistic Study

<http://brainpages.org/can-you-spot-the-ten-faces-in-the-tree/>



Humanistic Study as Key to SL Futures

- Schools and School Libraries as cradles of civilization and democratic society
- Schools and school libraries as breeding grounds for ideas generation, disruption and intellectual discontent: diversity of ideas as foundation for critical thinking, argument, debate and building knowledge, developing powers of observation and comprehension, and an aversion to dogmatism. Ideas / Thinking Networks
- Schools and school libraries as opportunities for social, collaborative and global learning: global, local, formal, informal, unofficial, unscheduled, impromptu learning: Social and Cultural Networks
- Learning without borders: connected learning, global collaboration, removing obstacles, seeding community formation, encouraging conversation, and growing student networks. Community Networks



Humanistic Study

Civil Discourse

Informed Discourse

Human Rights

Human Agency

Social Justice

Civic Responsibility

Open Access

Equity of Access to Resources /

Technology

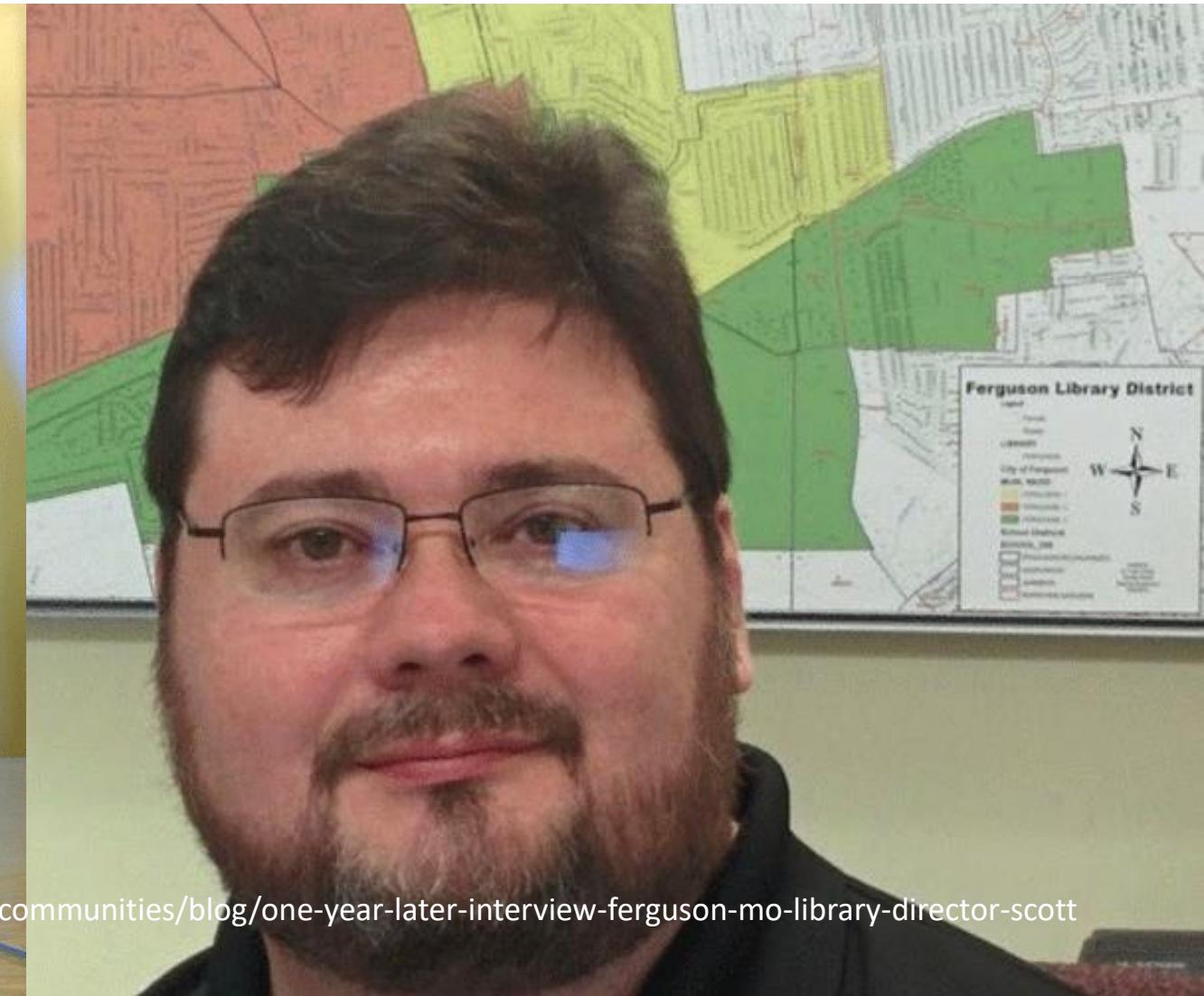
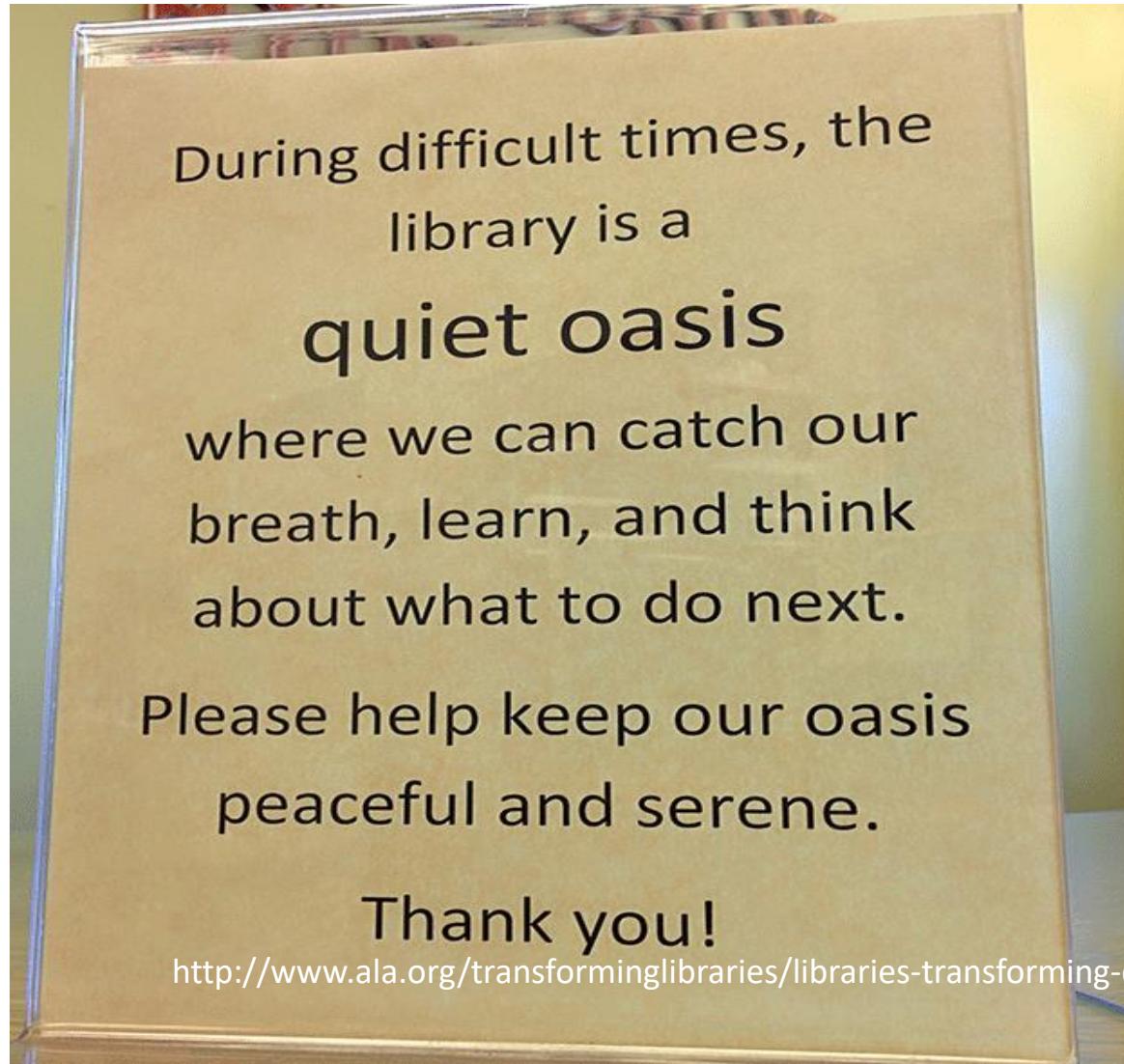
Community Building

Diversity

Commitment to the Social Good



Scott Bonner and the Ferguson Municipal Public Library, Missouri





**From “Source” / “Selfie” / “Ego-Centric” narratives to outcomes narratives that place focus on the subject:
Communities transformed by.....
Student Learning through Ohio School Libraries**

SCHOOL ACTION: Visible Agenda and Evidence of Social / Cultural Diversity, Inclusion, Access, Justice & Wellbeing

- **Diverse information ecosystem:** for all, enabled by IT, regardless of social and economic and access circumstances.
- **Knowledge ecosystems:** Opportunity to examine diverse interests, diverse perspectives, arguments, even controversial topics, in privacy and anonymity, and without interruption: inclusion for diversity.
- **Wisdom ecosystems:** individual help, mentoring, empathy, resilience, coping, interacting as needed without any kind of judgment. Access to expertise, help, support
- **Safe ecosystems:** where students can retreat and work without interruption and intervention by other people without any kind of threat: identity, sexuality, social relationships and interactions

FUTURE TENSE // FUTURE PERFECT

- In an era of banishing truth and the suppression of ideas, we have to have **professional, intellectual and social courage** to live our values, ethics and practices = the courage to practice them.
- Beyond pessimism: ok today, better tomorrow. **Critical constructive capacity.**
- Leadership that is **encouraging and nourishing**: our students, our colleagues: wellbeing as a central mindset.
- Sustainability is built on common language, common platforms, conversations and formative feedback (moving beyond the jargon / bibliobabble of librarianship) eg. Information Literacy.



From Sunrise to Sunset: Constructing a Bright Future

- Leadership role in fostering human agency and wellbeing in context of building information-knowledge capacity: access to devices, access to intellectual competencies, capacity for developing the ethics and values – wellbeing of our students; coping and resilience.
- Leadership role in fostering enactment of the social good: our agenda is bigger than student achievement: it is about social justice, social good, community empowerment, sense of the global.
- Leadership in **duty of care** for each other: mentoring, sharing, best-practice networks; communities of practice; nurturing the newbies.
- Find your space to take time to reflect, to refresh, reshape, redirect.

