

IMPACT



Association for Teacher-Librarianship in Canada

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SPECIAL CONFERENCE ISSUE

FROM THE EDITOR

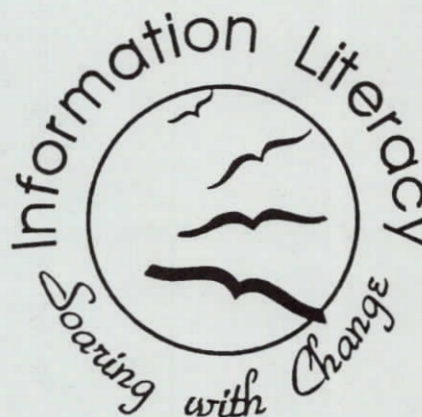
WELCOME TO THE CONFERENCE! I suppose I should say, "Welcome to the special Conference Issue of *Impact*", but I do think that reading it will make you feel as if you are there. If you attended the joint ATLC/SSLA Conference in Lloydminster, Alberta, in April, these pages will trigger pleasant memories. If you did not attend, you can still reap some of the benefits. Your colleagues in ATLC have provided outstanding session writeups, so that all our members can make use of the practical strategies, suggested resources, and exciting ideas that made "Information Literacy ... Soaring with Change" a most worthwhile Conference experience.

This issue consists almost completely of workshop descriptions. Thank you to everyone who contributed: we all appreciate your commitment. (Jennifer Hinchcliffe even wrote hers in pencil, flat on her back because she was too ill to get out of bed.) Several of those people have never written for *Impact* before. Since one of the purposes of this publication is to facilitate the networking of teacher-librarians, the more people who participate, the more meaningful the result. This issue is evidence of that.

As we go to press, election ballots are still coming in thick and fast. The new Board of Directors will take office in September. The "lineup" will be published in the fall issue.

Enjoy a safe and relaxing summer, and take the time to write something for *Impact*. The fall deadline is Sept. 15. Teacher-librarians across Canada will be richer for your effort.

Linda



WHERE THE PRAIRIE MEETS THE SKY ... SOARING WITH CHANGE an overview of the ATLC/SSLA Conference

It would seem that the one thing in life we can be certain of is CHANGE. All around us, we see it or hear about it. And in library media services, change is rampant. The biggest change on the Canadian scene is the focus on programming. At the recent ATLC/SSLA conference in Lloydminster, AB/SK, April 21-24, one could see the changes being demonstrated. Over 200 delegates from all provinces except PEI, and including representatives from the U.S. and Australia, enjoyed the wonderful western hospitality organized by Donna DesRosches (SSLA) and Brian Laing (ATLC), co-chairs for the conference. The weather was welcoming, the city inviting, the people friendly, and the program inclusive.

Two pre-conference institutes allowed early delegates time to examine the topics of Education for



from the workshops which she had been involved with to assist in the implementation of this philosophy. Good ideas, and good handouts!

Vicki Pennell
Avalon Consolidated School Board
St. John's, Nfld.

**LIBRARIES IN
 THE INFORMATION AGE**
 a keynote address by David Loertscher



David Loertscher, the well-known expert on computerized collection development for school libraries, and the author of *Taxonomies of the School Library Media Program*, came to Lloydminster to talk about a new paradigm for school library service.

Loertscher argued that the emphasis on a fixed continuum of information skills may be misplaced; that education is not a process by which an empty vessel (the student) is filled with information, but rather, a method to draw out the native sense found in all children. He used the example of Nintendo games, and noted that young people seem to be able to learn Nintendo with little external instruction.

To master a complex game such as Nintendo, children learn only what they need to know: how to get in, how to win, how to exit. Teaching children complicated library skills which are often specific to a particular bibliographic tool is not providing them with the general, lasting skills which they will need to deal with an ever changing information environment, Loertscher suggested. The same bibliographic tool, for example, may now be available in print form, microfiche, CD-ROM and online. Students must be taught to be knowledgeable and flexible in their approach to information gathering.

Loertscher also pointed out the problem of finding too much information on any subject, and stated that locating skills may not be as important as "what happens next?" With information, it is not so much a case of "pour it in" as "draw it out". Questions of

5. What Would You Do? Inquiry in the Classroom
6. Planning Adventures: Synectics
7. Glad You Asked That: Questioning in the Classroom
8. Opening the Door to Cooperative Learning
9. Think About It! Creative and Critical Thinking
10. Where Did You Get That? Resource-based Learning
11. Something for Everyone: Ideas for Individualizing in the Classroom
12. Effective Lecture
13. Peer Partner Learning
14. Reflective Teaching
15. Focused Imaging

All are available for \$10.00 each from:
 Saskatchewan Professional Development Unit
 P.O. Box 1108
 Saskatoon, Saskatchewan S7K 3N3

In addition to these booklets, the Unit has also developed a series of workshops, and a newsletter to assist teachers in implementing some of the instructional strategies. Additional information about these can be obtained by writing to the above address.

In the second part of the session, Liz Roberts focused on the booklet *Where Did You Get That? Resource-Based Learning*, which she co-authored with Alixe Hambleton and which was officially launched at the opening night reception of the ATLC / SSLA Conference. Liz provided an overview of the information about resource-based learning which was contained in the booklet and gave some demonstrations

critical analysis, relevance, currency, readability, accuracy, and omission become paramount. What is **missing** in the information retrieved is often as important as what is there, Loertscher pointed out. Students must be taught to be discriminating consumers in the information supermarket.

Loertscher put forth the Gradual Release Model as the best approach to this problem. He commented that many teachers and teacher-librarians assume too much responsibility for the students, guiding them through every aspect of their information search. Other educators take too little responsibility, issuing assignments that lack proper instruction and definition, whereas the GRM provides the "just right" level of support. The GRM approach begins with close supervision and aid for the students, and then gradually tapers off as they become more and more independent in their command of the resources. Loertscher feels that rather than creating a continuum of basic skills, and instead of adopting a scope and sequence approach, teachers and teacher-librarians should use the GRM to produce students who are able to produce information, negotiate information systems, and communicate findings on their own. This is a learner-specific approach that deals with students "where they are" in regard to their information skills, and works on applying search strategies to problems that interest and engage them. "Teach generically, not specifically", is Loertscher's motto, and he cautioned that if teacher-librarians "...move smartly to deal with information overload, we will still have a job. Don't download the kids to death".

Loertscher concluded by urging teacher-librarians to work toward the summarization of knowledge in a way that helps children grow.

*Dr. Larry Amey
Dalhousie University
Halifax, Nova Scotia*



TEACHING ART THROUGH PICTURE BOOKS

a workshop by Linda Nykolaychuk

Linda piloted the new Saskatchewan Arts curriculum in her own classroom and has given inservices throughout the province on implementation. She stressed that just as teachers teaching reading have a multitude of books around, so must a teacher of art have a multitude of visuals for the students to look at.

One of the most accessible sources of visual aids is the many picture books available from the library. She showed examples of watercolour by an illustrator such as Lobel, and mentioned other illustrators such as Reid for her plasticine works, David Wisniewski for his paper cutting, and Chris Van Allsburg for line drawing.

She summed up her talk by stating, "The possibilities range far beyond these. Just search the shelves of your school library."

*Arlene Wuschke
Moose Jaw Board of Education
Moose Jaw, Sask.*

BROADCASTING BOOKS

a workshop by Sandra Backus

The focus of the workshop was on promoting library resources through displays, bulletin boards, and programming ideas.

Sandra presented several bulletin board ideas such as:

1. CAT-alog / CATch up on your reading
 - * pictures of cats, list of cat books
 - * display of books
 - * taught students how to use the OPAC to find books
2. Happy tales to you
 - * displayed old books on cowboys
 - * students designed new covers and wrote a brief review of the book on an index card
 - * cards were put in book pockets in the books
3. Hockey theme - using hockey cards for a border
4. Book early for Christmas
 - * children would put their name and title of a book they would like for Christmas on paper on the bulletin board, to form a long Christmas wish list.

Sandra described the monthly birthday parties