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THE JOURNAL FOR SCHOOL LIBRARY PROFESSIONALS

december 2014

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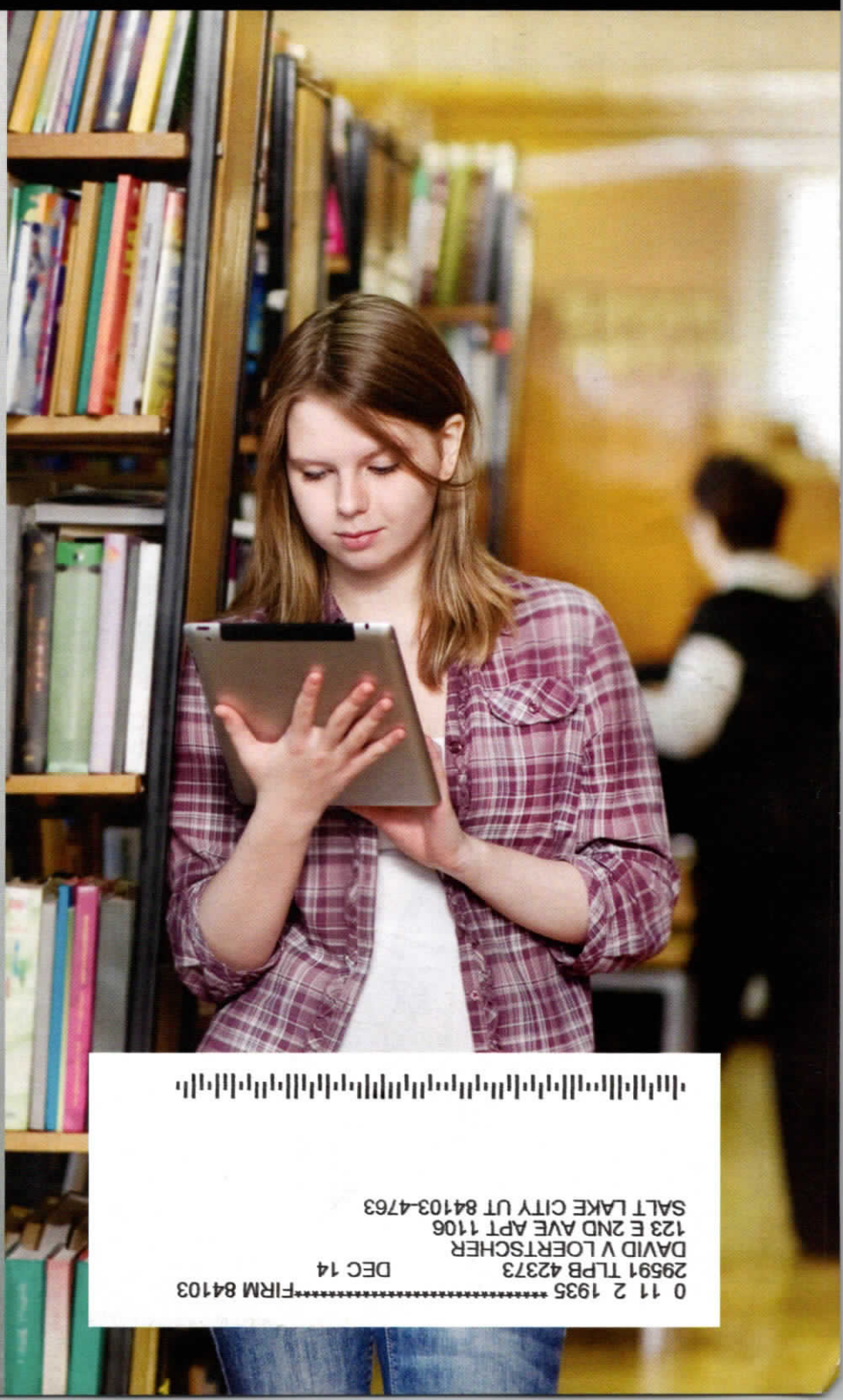

0 11 2 1935 ********FIRM 84103
29591 TLPB 42373 DEC 14
DAVID V LOERTSCHER
123 E 2ND AVE APT 1106
SALT LAKE CITY UT 84103-4763

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Volume 42
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FEATURES

8 **COLLABORATION AND COTEACHING: A NEW MEASURE OF IMPACT**
David V. Loertscher reports the findings of his Baber Research project investigating the efficacy of coteaching. A fascinating study which asked four questions: What happens to learning when the classroom teacher and the teacher librarian coteach? If coteaching has a positive effect on learning, what are the implications for the ubiquitous model of isolated teaching? Could an unobtrusive tool measure the impact of coteaching that would have direct meaning for administrators, parents, and policy makers? Could a measure be developed and easily replicated in any school to provide more avenues to measure success rather than relying solely on standardized testing? Loertscher's findings are important.

20 **PRACTICAL IMPLEMENTATION OF AN EDUCATIONAL MAKERSPACE: PART 3 OF MAKING AN EDUCATIONAL MAKERSPACE**
Laura Fleming, R. Steven Kurti, and Debby L. Kurti conclude their three-article series on makerspaces. The first installment of this three-part series discussed the philosophy of educational makerspaces. The second installment explored the look and feel of the physical space and the selection of tools to inspire tinkering, creating, and inventing. This final part of the series exposes a real-life case study of a makerspace in an average school in an average district, with results that are anything but average.

25 **THE EVOLUTION OF A TRADITIONAL LIBRARY TO A LEARNING COMMONS**
Joan Ackroyd describes her successful effort to transform a traditional library at the Monticello High School (Charlottsville, VA) into a vibrant and heavily used learning commons. Ackroyd provides insights and tips others can use as they aspire to creating their own learning commons.

29 **THE MILITARY LIFE OF JOSHUA H. BATES: A CAMP LEWIS SOLDIER— ANALYZING PRIMARY SOURCES THROUGH INQUIRY LEARNING, A ~~HISTORY~~ MYSTERY LESSON**
Joan Enders provides a detailed account of a program she developed partially in response to Washington State's mandate that social studies and certain other classes would be tested through classroom-based assessments (CBAs). The guidelines for social studies stressed instruction in cause-and-effect research, problem-solution synthesis, and digging deeper in research for writing essays germane to the course. Enders details an inquiry learning approach that includes or touches upon collaboration, research, primary source documents, local and national history, and so many other important topics. This is a great example that should inspire many colleagues.

38 **MOVING EDUCATION FROM NOUNS TO VERBS**
David D. Thornburg explores the use of such technology as 3D printing to exploit some recent changes in teaching and learning, moving from content to proceses–to have students learn to think and solve problems in the manner used by practitioners in a field of study. He argues we are moving away from a noun-based curriculum to one that focuses more on verbs. Thornburg uses the example of 3D printing as a vehicle for pursuing such change.

42 **INANIMATE ALICE: "BORN-DIGITAL"**
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ADVISORYBOARD

Susan D. Ballard
Simmons College, GSLIS, Boston, MA
susan.ballard@simmons.edu

Jennifer Boudrye
Washington DC Public Schools
jboudrye@gmail.com

Gail Bush
National-Louis University, Chicago, IL
gail.bush@nl.edu

Connie Champlin
Library Consultant
cchamp@iquest.net

Bill Derry
Assistant Director, Westport Library
bderry@westportlibrary.org

Ray Doiron
University of Prince Edward Island, PEI
raydoiron@upei.ca

Jean Donham
University of Northern Iowa
jean.donham@uni.edu

Rose Dotten
University of Toronto Schools, Toronto, ON

Michele Farquharson
Kerrisdale Elementary School, Vancouver, BC
mfarquhars@vsb.bc.ca

Carrie Gardner
Kutztown University, PA
carrie.gardner@gmail.com

Sara Kelly Johns
Lake Placid Middle/Senior High School, NY
johns@northnet.org

Doug Johnson
Mankato Area Public Schools, MN
djohns1@isd77.k12.mn.us

Liz Kerr
Ontario Library Association, Toronto, CA
lkerr@accessola.com

Erlene Bishop Killeen
Stoughton Area School District, WI
erlene.killeen@stoughton.k12.wi.us

Marcia Mardis
Florida State University, FL
mmardis@fsu.edu

Joy McGregor
Charles Sturt University, Australia
joymal@bigpond.net.au

Jo Ellen Misakian
Fresno Pacific University, CA
jmisakian@fresno.edu

Betty Morris
Jacksonville State University, AL
bmorris@jsu.edu

Barbara Weathers
Duchesne Academy, Houston, TX
Barbara.Weathers@duchesne.org

Ann Carlson Weeks
University of Maryland
acweeks@umd.edu

Nancy Zimmerman
University of South Carolina, Columbus, SC
npz@gwm.sc.edu

Feature articles are blind refereed by members of the Advisory Board.

Guidelines for authors available online at:
www.teacherlibrarian.com

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is committed to collaborative partnerships for improved student learning through thought-provoking and challenging feature articles, strategies for effective advocacy, regular review columns, and critical analyses of management and programming issues.

Founder Ken Haycock
Publisher Edward Kurdyla
Coeditor David Loertscher
Coeditor Elizabeth "Betty" Marcoux
editor@teacherlibrarian.com

COLUMNISTS
Reid Goldsborough, Sara Catherine Howard, Larry Johnson, Erlene Killeen, Annette Lamb, David Loertscher, Elizabeth "Betty" Marcoux, Kathleen Odean, Mark Ray, Joe Sutliff Sanders, Joanne Troutner, Betty Winslow

EDITORIAL OFFICES TEACHER LIBRARIAN
The Journal for School Library Professionals
Box 958
Bowie, MD 20718-0958
Phone: 301-805-2191
Fax: 301-805-2192
E-mail: editor@teacherlibrarian.com
Web site: www.teacherlibrarian.com

ADVERTISING REPRESENTATIVE
The YGS Group,
3650 West Market Street • York, PA 17404
717.505.9701
E-mail: info@theygsgroup.com

DESIGN AND LAYOUT
Enterline Design Services, LLC
www.enterlinedesign.com

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Phone: 301.805.2191 • Fax: 301.805.2192
Subscription inquiries e-mail:
subscriptions@teacherlibrarian.com
Or subscribe online at: www.teacherlibrarian.com

Teacher Librarian is owned by
E L Kurdyla Publishing LLC.

U.S. POSTMASTER: Teacher Librarian (ISSN 1481-1782 USPS #9-407) (Publications Mail Registration Number 40028609) is published bimonthly except July/August for $60.00 per year by E L Kurdyla Publishing LLC, Box 958, Bowie, MD 20718-0958. Periodicals postage paid at Bowie, MD, and at additional mailing offices.

ADDRESS CORRECTIONS: Send address corrections (covers only) to Subscriptions, Teacher Librarian, Box 958, Bowie, MD 20718-0958.

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Notebook

David V. Loertscher and Elizabeth "Betty" Marcoux

As teacher librarians, we are always talking about the issues of collaboration—among ourselves, students, peers and colleagues, and many others.

This reinforces the work we do and why it is so important to do it. This issue also explores some of our biggest challenges and gives us strong reason to persevere.

The Baber research project by Dr. Loertscher confirms that what we do with collaboration matters. In this project, based on four questions, the work we do is articulated and measured for effectiveness. Don't miss this important research—use it to advance your work. The center poster reflects Loertscher's conclusions, giving ten reasons to coteach. It is one to use with both faculty and students (in addition to Loertscher's column, which provides a sample learning module demonstrating an exemplary unit of instruction based on the topic of immigration).

Also in this issue is the third and final installment of the article series on makerspaces by Kurti, Kurti, and Fleming. Use their case study to model one in your own situation. If you missed the first two articles, we recommend strongly that you go back and read them.

Ackroyd talks about the challenges she has had moving from a more traditional school library setting to a learning commons, which is based completely in the philosophy of collaboration.

Thornburg looks at technology that involves 3D printing, seeing it as a way to advance teaching and learning, as well as process over content learning. He notes that we are moving away from the concept of product to the concept of process.

Enders takes the mandates of a state educational system and uses them to develop creative and engaging programming that includes things like inquiry, primary source discovery work, collaboration, and other interesting aspects of learning. Her development of a strong package for learning that involves using both the best of the state and the best of learning processes is a great example of what can be done to embrace both at the same time.

Hovious talks about digitally developing storytelling. She shows the pro-

Coteaching On and Off Line

A Tech Tip

David V. Loertscher

For at least a half century, teacher librarians have been saying to classroom teachers, "Can we help? Can we partner? Coteach?" Along the way, the idea of "helping" has stuck in many educators' minds, but partnering has been a more difficult concept. Seemingly countless books this author has reviewed for *Teacher Librarian* center on the concept that the teacher librarian, if mentioned at all, is a person in the support role but not really a person to be viewed as an equal.

We are a helpful bunch—it's the reference librarian in all of us—but how do we make that step into parity as a colleague with invaluable expertise? We are happy to build a bibliography, create a LibGuide, or pull resources, but is "gathering" the central role that dominates the perception of who we are and what role we play?

There is so much emphasis on the classroom teacher as the "king of the classroom." And technology often enforces that time-honored model. Almost all the content-management systems out there presume that a course, unit, or problem-based learning experience is an entity owned by the teacher, designed by the teacher, and is the sole guide of what needs to be learned, how it is to be learned, and how learning will be assessed. Even the new Google Classroom makes the assumption that the sum of learning is under the control of a single person.

The structure of an online learning experience or a blended learning experience presumes autonomy and a top-down approach to learning. After teachers are equipped with new technologies, they often transfer what they did in pretech days over to the new system. Little has changed, and critics keep yelling that technology does not make any difference. Yes, the assignments are now available 24-7, but the content has not changed. In Reuben Puentadora's SAMr model, his lowest level is substitution, and it shows little hope of increased learning through technology. The idea that I am now working on a computer vs. paper and pencil, while interesting at first, soon loses its luster as typical boredom sets in.

So as one-to-one computing and content-management systems become ubiquitous, are teacher librarians left out of partnering and condemned to a supporting role again?

No, No, No! Don't Let It Happen!

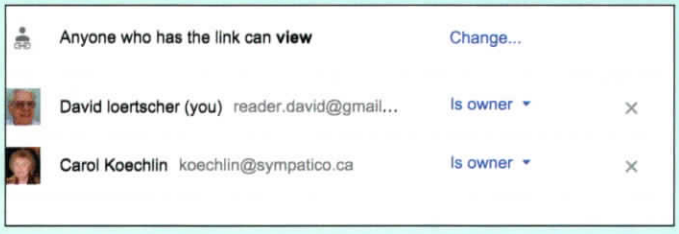
The trouble is that if you find yourself outside the circle of learning once again, we are right back in the same mud puddle.

There is a way inside the circle. There is a door, and it is wide open if you just take a second look. A simple design characteristic of many systems has the unintended consequence of building parity rather than isolated dominance. What do we mean?

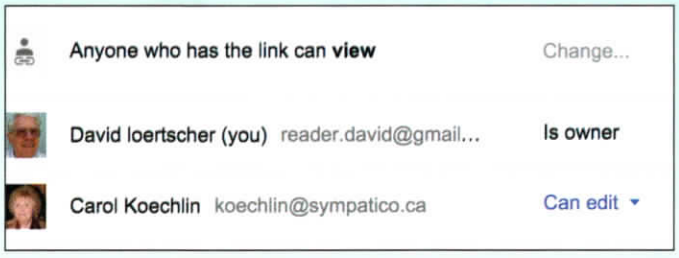
What systems are being used? Google Sites? Moodle? A content-management system like Blackboard? Google Classroom? Simply find out if a learning system is set up for a lesson, unit, or course—does the system allow for multiple instructors at the "ownership" level? Ownership may be extended to more than one person, and that is exactly what you want. You want to be an owner alongside the classroom teacher. Other systems might call this level instructor or other highest powerful position. Try to discover a workaround if this joint level isn't present.

So whether a learning experience is going to be a face-to-face experience in the classroom and the library learning commons, a blended learning experience, or totally online, create a web page for that experience that creates a partnership, as explained below.

For a website in our favorite Google Sites, or one you like better, work out a joint ownership arrangement with the classroom teacher. In this example from a Google Site, both Carol and David are owners and thus have full power to build, change, add, and delete.



In the following example, Carol's ability to change anything on the site has been dramatically reduced to just editing.



And, finally, David has reduced Carol to just a viewer with no power at all to edit or change.

Most content-management systems have such levels, but the result determines the kind of role and relationship possessed by the participants. In the first example, both partners have parity and can cocreate a learning experience; that is exactly what you want since the software now has coteaching as the basic assumption of the virtual space.

At first, this level of partnership may seem strange to a teacher or even to a tech director, but the advantages to participating adults soon become just a natural strategy of accomplishing learning experiences. It is a matter of trust.

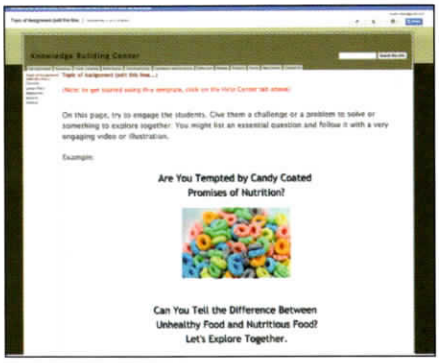
If the software, such as Google Classroom, does not have such levels on the main site, then there is a simple workaround: put a link in the software to another site that is collaborative. Thus a collaborative Google Site's URL is placed in the Google Classroom, and students are directed to that participatory site. It is a simple but powerful change. Furthermore, users of the various content-management systems can keep requesting that double ownership power be a part of the software. It is reported that Google is already considering such a change to their Classroom software.

In order to see how this actually happens, we have included a real learning experience designed to be cotaught. The following example of a cotaught learning experience was created by three students at San Jose State School of Information: Gloria Maciejewski, teacher librarian, San Francisco Unified, California; Lea Porter, teacher librarian, West Fork Elementary, West Fork, Arkansas; and Maureen Sullivan, librarian, Fairmount Elementary, in San Francisco. They created this unit for fifth graders, but it could easily be used with a combination of grade levels grade five and above.

The first thing the trio did was download the Knowledge Building Center template from Google:

http://goo.gl/uldftV

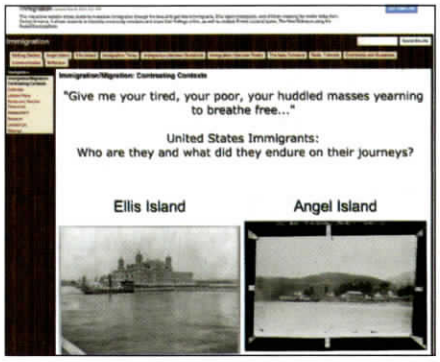
This template is free and can be used by anyone for a lesson or unit of instruction.



Then the trio created their site on the popular topic of immigration; it can be used as a face-to-face unit, a blended learning experience, or even a totally online experience with just a bit of tweaking.

This unit is a template on Google, so you as a reader can pull it down, rename it, and use it or change it in any way you wish. Just click the blue "Use This Template" tab in the upper right, rename it, and it is yours. Since it is a Google site, you will need a Google account to download it. Here is the opening page of this site:

http://goo.gl/RBL2gr



There are a few important things to notice about this site. Take a peek at:

The front page, designed to be a hook for students who might just respond with a spark of interest.

The lesson plan page, which gives the particulars, but notice that it has been designed so that both partners coteach from beginning through the assessment.

The culminating experience, which is very different. During a normal learning experience, students would create a product and make presentations. Not this one. They treat all they have learned along the way as background knowledge. Then they take the major poem, and in a Book2Cloud experience (Google that if you'd like more information), curate and construct around each phrase of the poem and then spend time putting it all together.

The Big Think. After the experience is over, the adults and the students reflect on what they have learned about immigration and how they learned it. And they try to figure out how they could be better learners the next time a project like this happens with their teacher and teacher librarian.

Our conclusion and "So What?" If the structure of a learning experience makes true collaboration and coteaching the expectation and "natural," we think that one major tweak can be a major step forward: two or more heads think about what will work in this collaboration. It brings the library learning commons and the teacher librarian and the teacher together. It is so simple, but worth the try, try again, and try again experiment.