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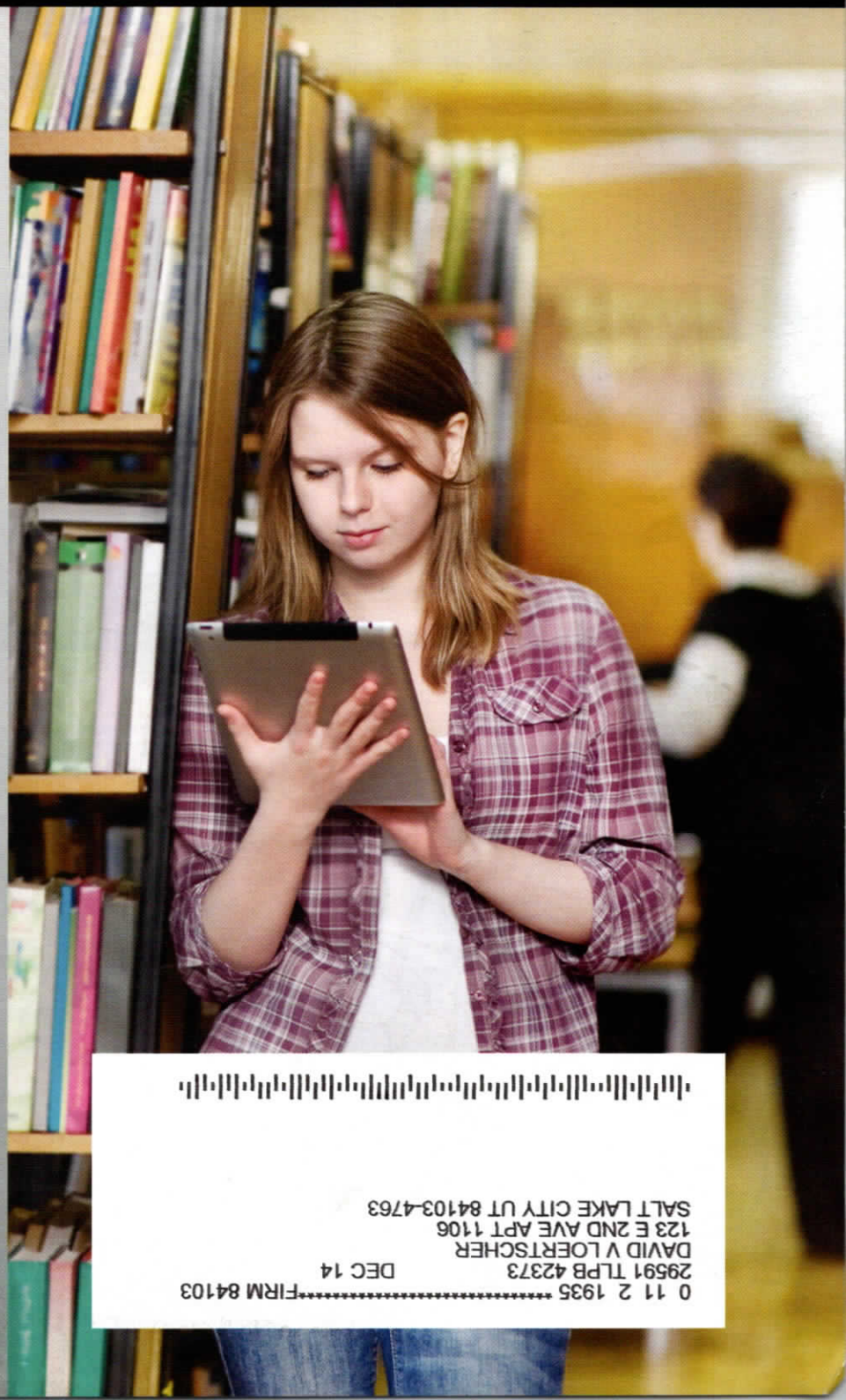
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**Collaboration and
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Inquiry Learning
Deep Learning
New Media**



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CONTENT

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FEATURES

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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.

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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.

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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 (Charlottesville, 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.

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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.

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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 processes—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.

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INANIMATE ALICE: "BORN-DIGITAL"

Amanda Hovious describes the development and use of a digital novel and transmedia storytelling project called *Inanimate Alice*. Using this title, Hovious shows the educational and developmental benefits which can derive from such new forms of content and expression. No doubt, transmedia will play a growing role in teaching and learning.

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NOTEBOOK



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-

Resources for the Teacher Librarian

David V. Loertscher & Elizabeth "Betty" Marcoux

Bagley, Caitlin A., *Makerspaces: Top Trailblazing Projects, A LITA Guide*. ALA, 2014. 128 p. \$50. ISBN: 9781555709907.

Makerspaces are popping up in many kinds of libraries around the world. If you have never visited one, they are spaces where children, teens, and adults make, create, build, experiment, and do all kinds of projects that come close to new inventions or just the use of lots of tools to create something they enjoy. This book is a short review of a number of makerspaces in public libraries in the U.S., and as Bill Derry (a great district school library supervisor turned chief innovation officer in the public library) says, school libraries really need to partner with not only the public library but also other community organizations to have a successful makerspace in the school. If you google makerspaces on YouTube, you will find both there and in the articles section lots of makerspace information. You also can take a short course called a QuickMOOC from lmcsource.com on the topic. This reviewer just visited a fabulous learning commons in Scarborough, ME for students from grades 3-5, and our own Leslie Preddy, incoming president of AASL, has written a book about makerspaces for Libraries Unlimited. The possibilities for both formal and informal connections to curriculum are endless and whether you have lots of money or little, there is still the possibility to use this as a major feature of your transformation into a learning commons. While this book may be one to check out from the public library to read, it is one of a huge source of information ready to be digested. Dig in. DVL

Harada Violet H. and Coatney, Sharen, eds. *Inquiry and the Common Core: Librarians and Teachers Designing Teaching for Learning*. Libraries Unlimited, 2013. 241 p. \$45. ISBN: 9781610695435.

The first half of this book is a must read, a must purchase, and a must think through. Brilliant chapters about inquiry, whether

or not you are a Common Core state, tantalize the brain. Essays are written by Jean Donham, Olga Nesi, Deborah Levitov, Judi Moreillon, Leslie Maniotes, Violet Harada, Barbara Stripling, and Kristin Fontichiaro. Quite a line up of experts and worth every paragraph of thinking alongside them. The second half of the book presents a challenge to the reader as various units of instruction are highlighted by a variety of teacher librarians. Few give a good overview of the entire learning experience but instead concentrate on a sample lesson, usually given by the teacher librarian with the classroom teacher absent. The value of these examples would be to give them to a group of teachers and teacher librarians to read and transform into truly great examples of high level learning when teachers and teacher librarians combine their expertise and coteach together. Some essentials are there; some need major reworking; others could be tweaked. We kept asking: Where is the exemplary technology that might help? How could engagement be improved? Where was both formative and summative assessment by both adults used to advantage? Where was real learning happening rather than directive instructions and assignments? Where were inventive culminating events that put both topic and skills together? How could coteaching rather than turn teaching help the learning experience? How could student creativity be emphasized? Some of the units give a glimpse of some of these concerns. Perhaps that is the challenge of this book: What constitutes real super learning experiences that have inquiry at their heart? It's a challenge for each of us as professionals to ponder and to figure out, and then create such super learning experiences in the learning commons that we become indispensable partners in the learning of the school. If we don't figure out this piece, there are others who are already proclaiming they know how and are doing it. And, they ain't librarians. Let's be the clever ones on the block! DVL

Hart, Amy. *RDA Made Simple: A Practical Guide to the New Cataloging Rules*. Libraries Unlimited, 2014. 176 p. \$45. ISBN: 9781610694588.

If you are switching to RDA that is really the *Anglo American Cataloging Rules*, third edition, then you will need one or several manuals and this one is as good as any we have seen thus far. Libraries are adopting the new rules over time, so the automation system you use may or may not be in the middle of the switch right now and perhaps they have various tutorials to help. The best thing you can do in the current systems is to have as many subject headings as you possibly can and if the system allows, ask your patrons to contribute tags on the system if you can make that happen. Did you actually read that last sentence? Would that idea be anathema to a cataloger? Would lightning strike you if you ALLOWED that to happen? Well, the OPAC has to start to compete with Google, so let's use any tool at our disposal. New discovery search engines are coming on board that search multiple collections and across many formats and collections. It's about time. This book is recommended as one of a number available now. If there is a way to preview several, that would be ideal. DVL

Drapeau, Patti. **Sparkling Student Creativity: Practical Ways to Promote Innovative Thinking and Problem Solving.** ASCD, 2014. 188 p. \$26.95. ISBN: 9781416619352.

I have mixed feelings about this book. It contains at least a hundred short ideas for stimulating creativity in learning projects with the aim of making a classroom truly differentiated. The author looks at several definitions of creativity and settles on original ideas as a central point. The push toward STEM and STEAM education in part is to try to keep this country in the forefront of invention and entrepreneurship. So, it is not just the original idea that counts but how it plays out in actions, problem solving, and just workarounds. The challenge is to stimulate this constantly across schooling. Personally, I think one of the best ways is for kids and teens to discover what creativity is rather than being assigned to be creative. For example, there have been several popular kid and teen movies lately where kids and teens who attend could try to figure out how the actors coped with problems and challenges they faced. What was the difference between skills, novel ideas, workarounds, etc.? We can demonstrate through many YouTube videos kids and teens who are creative, have novel ideas, and, try to change the world. Perhaps creativity is a thread that runs through every class. But, kids who really have novel ideas and actions are often discouraged by adults because we would rather have them talk and act in prescribed ways. The challenge for every teacher and teacher librarian is to recognize creative approaches, actions, and ideas from students and cultivate them. Perhaps this book will get you started; perhaps not; but something needs to stimulate our own recognition. Check out the uTEC Maker Model at: <https://sites.google.com/site/utecmakermodel/> or just google the name and you will see that there is a pathway in the model from user, to tinkerer, to experimenter, and finally to creator. A second thing to do is to attend a Makerfaire and examine hundreds of creative ideas in the various booths. Take some kids, teens, and your own family to such an event; talk about what you see and ex-

perience; ask kids what they think creativity is; ask them to recognize when they are creative; encourage them. But, don't admire non-creative ideas or actions when they are really not present. We have been taught that school often beats out creativity from kids and teens; and, we also have learned that creativity can be learned. If you purchase this book, try out some of the ideas. It is the only way to know whether the students start responding to ideas and actions out of the ordinary. In the learning commons, provide many opportunities for students to create, build, act, and do. Perhaps it is purchasing a 3D printer and having them try to figure out what to do with it. Perhaps it is Minecraft or Lego blocks, or real problems that need their attention and thinking. If kids are not being creative at school, it is not a kid problem; it's an adult problem. *DVL*

Martin, Victoria. **Demystifying eResearch: a Primer for Librarians.** Libraries Unlimited, 2014. 190p. \$75 [paper]. ISBN: 9781610695206.

There is no question that eresearch is challenging. There is no question that the management of eresearch is daunting. There are questions about what truly is eresearch, what are best practices, and how eresearch can be used. This book answers these questions and more. Although most of the information mentioned might be most helpful in academic or public library settings, it can be useful for teacher librarians. Especially noteworthy are such chapters as the one on collaboration. The index is helpful, but best of all is the glossary of terms that can be explored. Recommended. *BM*

Torres-Roman, Steven and Snow, Cason. **Dragons in the Stacks: A Teen Librarian's Guide to Tabletop Role-playing.** Libraries Unlimited, 2014. 212 p. \$75 [paper]. ISBN: 9781610692618.

What a great title! Too bad it has material in it that will quickly date. However, if this book is used to do teen library programming, it has some great ideas that can easily be transferred to whatever games are popular at the time of programming. The history of gaming is given and helps

the professional understand where this phenomena has come from, where it has been, and where it may be going. This kind of information can ease parental fears about gaming, especially when the historical perspective about gaming is presented using information that comes from their teen generation and back further. There is good information about collection development of games and how to best create access points for these games. There are reviews of popular and lesser known games. The glossary of terms is very helpful to the non-gamer professional to be able to speak the language and jargon of games and playing them. The evolution of Dungeons and Dragons as laid out in this book is most interesting. Recommended if you need gaming information. *BM*

Haven, Kendall. **Story Smart: Using the Science of Story to Persuade, Influence, Inspire, and Teach.** Libraries Unlimited, 2014. 168p. \$40 [paper]. ISBN: 9781610698115.

Fun book to read and think about when considering what makes persuasion and influence persuasive. Not only does this book offer techniques for persuading, influencing, inspiring, and teaching, it also backs up its assertions with good research in the neuroscience area of cognition. There are discussions about story power and story communications. Also, the "story snares" or pitfalls to avoid when writing are helpful and can assist students when they write. Good references and good index. Recommended. *BM*

Kirchhoff, Liz. **Teaching Social Media: the Can-do Guide.** Libraries Unlimited, 2014. 125P. \$45.00 [paper]. ISBN: 9781610695565.

This book will serve as a great ready reference/catch-up book for professionals to use. It also makes no assumptions that either the professional or the student is completely knowledgeable about social media. The book speaks to community environment and understanding as it wends its way through ideas about how to apply social media strategies. Both students and professionals will benefit from the strate-

gies, applications and techniques this book offers. Recommended. *BM*

Lacy, Meagan, editor. *The Slow Book Revolution: Creating a New Culture of Reading on College Campuses and Beyond*. Libraries Unlimited, 2014. 150P. \$50. ISBN: 9781610697156.

Clearly aimed at academic library use, this book offers concepts of the slow book reading phenomena that can be applied to elementary and secondary students. It trumpets the benefits of reading for content and study, and developing habits that allow pensive reading to occur. The partnerships this book suggests are welcome additions to the school library, and can help a teacher librarian explore this concept within and outside of their library work. There are three parts to this book: Part 1 explores the benefits of slow reading concepts and how they help readers develop concrete strategies that will transfer to the reading they do online. Part 2 is about academic library work in this area, and Part 3 explores the concepts of partnering with other educational facilities. This book is a plethora of stories about successful slow reading happenings, and can inspire professionals to begin to contemplate how this might look in their setting. This concept isn't readily embraced with the technological advances of today, but definitely a good reminder of what counts. Recommended. *BM*

McNeil, Heather. *Read, Rhyme, and Romp: Early Literacy Skills and Activities for Librarians, Teachers, and Parents*. Libraries Unlimited, 2012. 226P. \$45 [paper]. ISBN: 9781598849561.

Reading is a gift that is a lasting one between children, young adults, adults, teachers, friends, family members. It can't be overstated. This book provides more ammunition about why to read and tell stories aloud to others. Between the snippets of recommended behaviors to do this, there are suggestions for titles, environment, and audiences. This book encourages reading aloud, storytelling, and writing -- but together. Collaboration and creativity at its best is the model of choice. It encourages deep and meaningful con-

nections with children, and suggests that this kind of connection is one that is lasting and memorable. There is good information about how to share, how to develop meaning and purpose to reading, how to learn about reading's importance to learning. Recommended. *BM*

Hennig, Nicole. *Apps for Librarians: Using the Best Mobile Technology to Educate, Create, and Engage*. Libraries Unlimited, 2014. 180 P. \$45 [paper]. ISBN: 9781610695305.

Certainly, apps can date quickly and new ones can emerge just as quickly. This book aims to help find the apps of high quality. Perhaps the best part of the book is the fundamental information that will help many of us become more "literate" regarding the uses of apps. Another great part of this book is the concept and reinforcement it gives to become the expert in terms of app advice. The checklist for app review is great! It can be used and applied regardless of the timing of the app, and it serves to suggest that the apps in this book have been vetted in this manner. Not a small challenge! Many students today (and their parents) are worried about the price of apps as well as the use of apps. This book offers a great guide to how much they may cost as well as how they can be used. Recommended. *BM*

Miller, Joseph. *Internet Technologies and Information Services*, 2nd edition (Library and Information Science Text Series). Libraries Unlimited, 2014. 460P. \$65 [paper]. ISBN: 9781610694735.

This is another excellent publication in the LU "Library and Information Science Text Series". It provides an informative history of the internet and its influence on learning today. The book offers ideas about the technologies in use presently and identifies key issues that need to be considered. Not for the casual user of the Internet, this book is a great tome for librarians to explore and understand more about the technologies their learners and students use daily. The roles of blogs, social media, and play are well covered. Well researched, indexed, useful glossary. Recommended. *BM*



PICTURE BOOKS

ANIMALS OF ALL KINDS

Cohen, Ariel. *The Zoo Box*. First Second, 2014. 48 p. \$17.99. 9781626720527. Grades K-2. Brother and sister are left alone with an entire house to explore. They open a secret box and discover animal costumes that they don and then magically tour a zoo where human settings are behind the bars and animals are doing the viewing. This graphic novel is colorful and full of a fantasy many children have.

Hatke, Ben. *Julia's House for Lost Creatures*. First Second, 2014. 40 p. \$17.99. 9781596438668. Grades PreK-2. Julia moves her house, currently situated on a tortoise back, to the beach and establishes a welcoming atmosphere for others. After she hangs the "official" sign in front, a variety of creative creatures, including mermaids, goblins, and a dragon, appear and move in to live. Wonderfully creative artwork accompanies this fanciful story.

Kimmel, Eric. *Simon and the Bear: A Hanukkah Tale*. Disney-Hyperion, 2014. 40 p. \$16.99. 9781423143550. Grades PreK-2. Simon takes a fated journey on a ship that sinks due to an iceberg. Giving up his seat in the lifeboat, he climbs onto the iceberg in the hopes that he will be rescued. A polar bear comes to him as he begins his celebration of Hanukkah because his mother sent the supplies and urged him to remember the miracles. Simon experiences many miracles and eventually the Hanukkah story is completed and he is saved. The beautiful blue pallet of the book adds to the mood of this fantasy story.

Kraulis, Julie. *An Armadillo in Paris*. Tundra Books, 2014. 32 p. \$17.99. 9781770495265. Grades K-3. Arlo, the armadillo from Brazil, travels through Paris enjoying the sites and experiences his grandfather has described in a journal. With mysterious hints throughout the journal, Arlo finally ends up at the highlight of Paris, the Iron Lady or Eiffel Tower. A book easily used with older children to encourage writing about travel experiences or locations.