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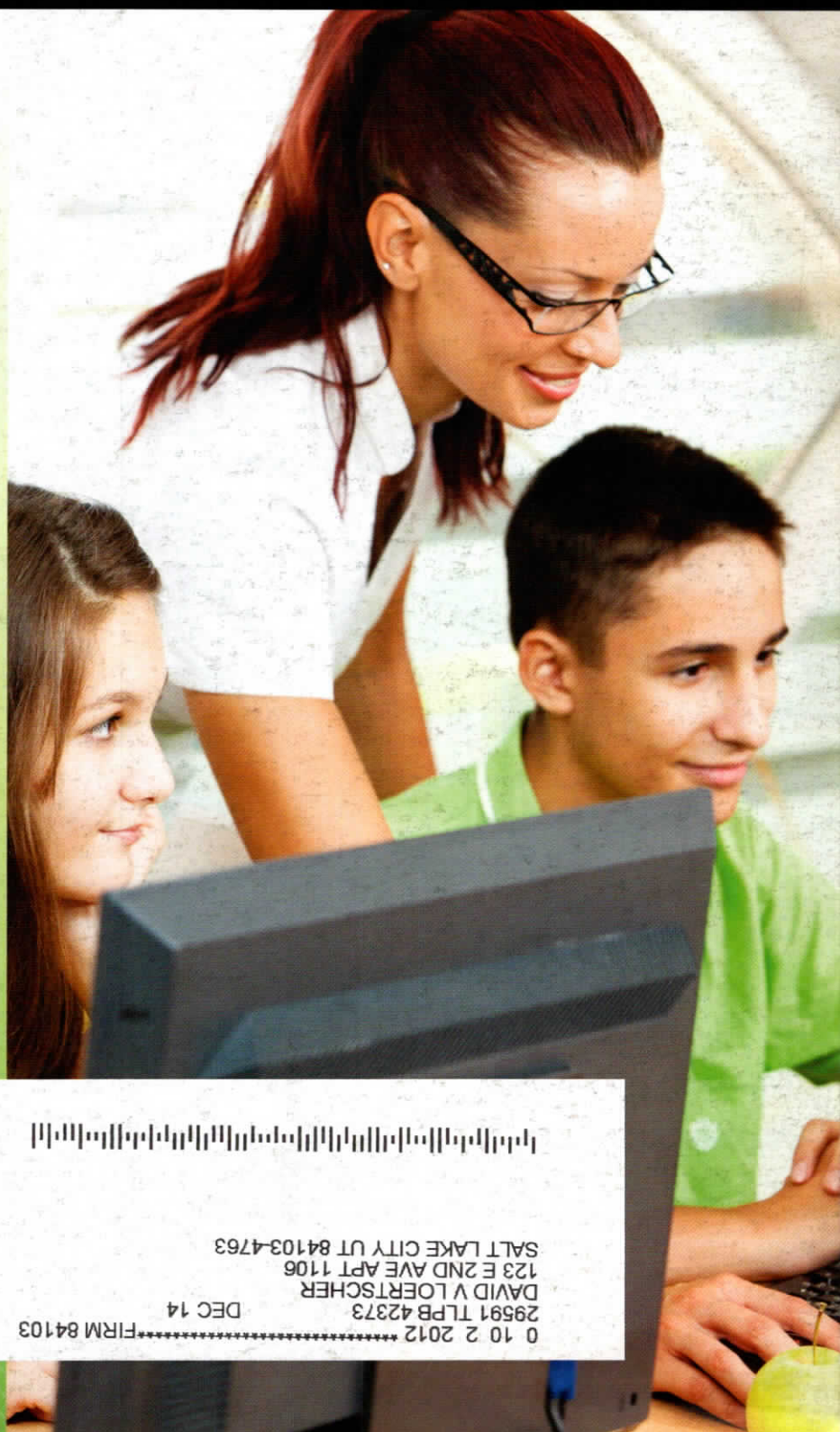
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CONNECTED LEARNING: LINKING ACADEMICS, POPULAR CULTURE, AND DIGITAL LITERACY IN A YOUNG URBAN SCHOLARS BOOK CLUB

Kafi Kumasi describes how a Young Urban Scholars after-school book club program was used as a space to implement a connected learning model of library service with teens. The connected learning model seeks to bridge three major spheres of influence in a teen's life: academics, interests, and peer culture.

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PLANNING AND CREATING A LIBRARY LEARNING COMMONS

Shannon C. Hyman provides a detailed look at her recent challenge to plan and open a new library learning commons in a new elementary school in Henrico County, Virginia. Hyman provides almost a step-by-step guide not only to tangible items such as equipment, technology, and furniture but also to the philosophy and ideas underlying decisions.

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Marc Crompton reports on his project to engage students through the creation and use of hypertext novels. The participatory learning for students transcends literature.

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IMPACT OF SCHOOL LIBRARIES ON LEARNING

Dorothy Williams, Caroline Wavell, and Katie Morrison coauthored a significant report for the Robert Gordon University Institute for Management, Governance, & Society (Aberdeen, Scotland October 2013) on the Impact of School Libraries on Learning.

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BATTLE OF THE BOOKS

Our favorite library humorist, Ian McEwen, gallantly leads (or follows) his students into a battle of the books.

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TIPS AND TACTICS: THE WONDERFUL WORLD OF ITEAM

Shannon Robinson tells how and why she developed and iTeam at her school to serve as peer coaches and assist students and faculty with rapidly changing technology. Robinson, inspired by an earlier iTeam article in *Teacher Librarian*, provides advice and guidance for creating an iTeam and explains the benefits and rewards for all members of the school community.

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AUTISM AND IPADS: WHAT WE ARE LEARNING

Amy Price of the Oakstone School in Ohio offers another article on the benefits of using iPads with students with autism. As with her earlier piece (*Teacher Librarian*, October 2011), this article provides solid information for anyone working with students with autism or other challenges.

EVENTS

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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.

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Show Up

David V. Loertscher and Elizabeth "Betty" Marcoux

In this issue there are many examples of professionals showing up to help make the world of teaching and learning a better place. These professionals have not let missteps, controversies, or major or minor glitches change their vision toward improvement.

It may be that you can't complete everything you want in a preferred time-frame or even that in the future it will become whole. But initial and succeeding steps are the beginning. Take time to explore some of the issues these professionals put before us in this issue, and be aware that that they aren't necessarily presenting the whole story, perhaps a work-in-progress. Understand that, despite their own doubt about how to move forward, they did.

Kumasi takes us to a book club started to encourage connections to the academics, interests, and cultures of peer groups. Library services for this book club look quite different from traditional library services and how book clubs usually work.

Hyman and Bentheim take us through the evolutions of different Learning Commons, and address many of the challenges they have encountered along the way. Yes, they are well on their way (and some would say "there") but they see more challenges and indications there is more work to do. Marc Ray, in his "Advocacy" column suggests that failure is another learning experience and not one necessarily to leave behind.

Partnerships between public and school libraries are happening, many out of necessity, as student options for libraries diminish and funding continues to challenge everyone. Wilson (public) and Ellis (school) describe their extraordinary and valuable collaboration, focusing ultimately on the end-user.

There are many ways to engage learners in learning: Crompton talks about how his project engages students in creating and using hypertext novels. McEwen, in his comical manner, talks about the book battle – something most professionals are well aware of. The tips and tactics article talks about an iTeam created as a peer coach opportunity. Robinson talks about how to

Resources for the Teacher Librarian

David V. Loertscher & Elizabeth "Betty" Marcoux

Chih-Hsiun Tu. *Strategies for Building a Web 2.0 Learning Environment*. Libraries Unlimited, 2013. 170p. \$50 Trade pb. 978-1-59884-686-7.

The personal learning environments spoken of in this book refer to individuals who create for themselves a digital learning environment of resources, people, and tools that facilitate learning. While this reviewer's definition of a PLE is a bit broader, this Tu has spent considerable time with students in the creation of an individual's own PLE environment rather than just let the Internet roll over the top of them. We learn the techniques of connecting to our own set of tools that facilitate our work; the resources that we commonly use to enhance our ability to learn; and, how to link to various people globally with similar interests of our own. This book is more of a theoretical guide rather than a practical one, but provides a solid understanding of the task and opportunities that confront every learner, whether child, teen, or adult. So, the question arises, where are you in the creation of your own PLE and are you teaching these skills to the young people you know at home or at school? The best use of this book is to help us see the possibilities and point us toward the practice of the actual construction of our own digital PLE. As such, it is a very useful tool. Then there is a note to the publisher. Like all publishers who take considerable months to process and prepare a book to market, authors like Dr. Tu end up with outdated information and no way to correct it. An example is the use of iGoogle to construct a PLE; a tool that no longer exists. Publishers need to invent new ways of delivering the latest information in a world that is evolving very rapidly. This is a recommended source for all of us in the real world on new technologies. *DVL*

Tomlinson, Carol Ann. *Assessment and Student Success in a Differentiated Classroom*. ASCD, 2013. 156p. \$27.95 Trade pb. 978-1-4166-1617-7.

When reading this book from a teacher librarian perspective, there

comes an overwhelming urge to sit down with a group of major educational consultants like Tomlinson and Jay McTighe and a number of others to work through a different scenario than helping the isolated teacher in the isolated classroom "covering" prescribed content. Dr. Tomlinson addresses content understanding and "process" by which she means a teaching strategy. We would like these major thinkers to turn their attention to the real world of rich information environments, rich technology environments, and teaming the classroom teacher with a teacher librarian to assess how both working together can produce not just an expected result but challenge kids to exceed expectations. This volume concentrates on what teachers assess, when, and how they assess. What about the students themselves? What about what other specialists in the school can contribute to assessment? There are solid ideas here for just one piece of the total picture of assessment and teacher librarians are likely to participate in a professional development discussion of these strategies, but we urge that you be prepared with other perspectives that demonstrate your contribution to teaching and learning, and urge other types of measures. So, if this book is being discussed in your faculty, you must read it; otherwise, we are still looking for a broader perspective sometime this century. *DVL*

Sauers, Michael P. *Google Search Secrets*. ALA Neal-Schuman, 2013. 224p. \$48 Trade pb. 978-1-55570-923-5.

Here is a practical guide to searching Google that you can use immediately to create lessons and guides for young people who think they already know how to search best. It will astound both you and them what we don't know when we just get on and type in whatever comes to our mind about something we want. Chapters with lots of illustrations cover web searches, videos, news, images, maps, blog searches, Google scholar, patents, books, and alerts, and a chapter containing miscellaneous tips and tricks. Well worth the price and it can be used by your iTeam to increase their expertise to share across the school. Recommended. *DVL*

Stielow, Frederick J. *Reinventing the Library for Online Education*. ALA Editions, 2013. 328p. \$75 Trade pb. 978-0-8389-1208-9.

Yes, this book is about reinventing the academic library and it is pricy, but teacher librarians everywhere need to convert their websites into virtual learning commons to build a participatory culture whether the learning experience is face to face, totally online, or somewhere in between. Perhaps the district can purchase a copy and then have several persons read and report the best ideas as the teacher librarian group considers what to do to stay relevant. Readers of this review might also pull up the free template for a virtual learning commons (google that). Get an idea of what can be done at the local school and district levels to push into the lives of teachers and students and have them "live" in our virtual space at any time, location, or device. This book makes some solid proposals that can be adapted to the K-12 arena. Recommended as just one source to consider. *DVL*

Devine, Jane and Egger-Sider, Francine. *Going Beyond Google Again: Strategies for Using and Teaching the Invisible Web*. ALA Neal-Schuman, 2014. 192p. \$70 Trade pb. 978-1-55570-898-6.

In the short five years since the author's first book was published, searching the invisible web for the hard-to-find has become even more complex. For young people, especially high schoolers, who are doing advanced research, the teacher librarian needs to have advanced skills in information searching. In these essays, the authors provide not just an introduction to the topic but also plenty of examples and tips for using a variety of search engines to uncover items not usually floating to the top of a Google search. So, take a serious look at your own skill level and decide if you have the kinds of skills that make you the magician of finding and locating. This book may just be the ticket to the magical powers you need to stay on top of that mysterious behavior of the information world. Recommended. *DVL*

Jones, Jami, and Flint, Lori. *The Creative Imperative: School Librarians and Teachers Cultivating Curiosity Together*. Libraries Unlimited, 2013. 242p. \$50 Trade pb. 978-1-61069-307-3.

There is no misunderstanding the title of this book! It is full of history and ideas about creativity and its place in the school. Best of all is the collaborative nature of infusing creativity into learning and involving both the classroom teacher and the school librarian. And students are the benefactors of this collaborative quest. Excellent bibliographies at the end of each chapter, and excellent appendixes. Well worth the time to read and consider its points. Highly recommended. *BM*

Scordato, Julie, and Forsyth, Ellen, eds. *Teen Games Rule! A Librarian's Guide to Platforms and Programs*. Libraries Unlimited, 2013. 144 p. \$45 Trade pb. 978-1-59884-704-8.

This book is not just about gaming—it is

about learning, and learning with each other. While mainly focused on the public library setting, there are also several chapters that show how this can work effectively in a school setting, even around the learning process within or outside the education setting. Nice selection of authors by the editors—these people know much about what they write. This book also provides ideas on to integrating games into learning environments in effective and interesting ways. Recommended. *BM*

Medea, Andrea. *Safe within These Walls: De-Escalating School Situations before They Become Crises*. Capstone, 2013. 176p. \$24.95 Trade pb. 978-1-62521-518-5.

Conflict management and response are important teaching tools within a school setting. Conflict involves not only the school but also the community. This book discusses de-escalating many of these crises before they become traumatic and emergency. It offers practical ways to do this,

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both in the classroom and in the building. It covers three very important components in any crisis: the student, the teacher, and the parent. Terms such as “flooding” are well explained, and techniques for handling issues are given. There is developmental information, but there could be more in terms of the secondary student, which is where many crises take place. The summaries the book offers at the end of each chapter are helpful but need to be aimed more toward the collaboration of the teacher with others in the building as well as with parents. The community is not well covered as an ally to crises at schools. Techniques offered are well defined and can certainly be used by the teacher and the parent as well as the student. Recommended. *BM*

Hagler, Kaye. *Inquire, Investigate, Integrate: Making Connection to the K-2 Science Standards and the Common Core*. Capstone, 2014. \$24.95 Trade pb. 978-1-62521-516-1.

There is much confusion and misunderstanding about how to apply the Common Core standards (and others) to everyday school learning, especially at the early developmental ages. This book takes this challenge and divides it into three areas: inquiry, investigation, and integration. There is a clear map to follow in each chapter; sections are introduced with what they will cover and determine. More of this could be taken to technology, and certainly can be by the reader. The difficulty levels, objectives, and supply lists are quite helpful as teachers wend their way through the chapters. Collaboration with the teacher librarian would enhance these lessons and make inquiry especially stronger. Worth reading and knowing about. Recommended. *BM*

Feber, Jane. *Engage Striving Students in the Common Core Classroom*. Capstone, 2014. 152p. \$24.95. 9781625215109.

The Common Core standards are influencing the classroom in ways both good and not so good. This book strives to make reading intervention for older students a positive encounter. It develops activities

that include the various reading skills that Common Core standards require and talks about differentiated instruction, as well as suggestions for reading advancement and assessment. References are selective, the most important one being what Marzano has to say about academic achievement. If all of the resources are carefully considered, some of what Marzano says may conflict with what the author suggests regarding reading achievement. Be careful! *BM*

Holt, Leslie, and Holt, Glen. *Success with Library Volunteers*. Libraries Unlimited, 2013. 156p. \$45 Trade pb. 978-1-61069-048-5.

While this book focuses mainly on public library volunteers, there are great suggestions that can apply to school libraries. Many of us are frustrated by the plethora of “work” we have to do to keep the school library running, yet we often don’t have the staff (or paid time) to do so. This book offers suggestions for making things happen in your library with volunteers. Additionally, many of the programs that are run by volunteers in public library settings have much to do with student learning. Capitalize on this focus and become an influential source of their work. Recommended. *BM*

Maddigan, Beth, and Bloos, Susan. *Community Library Programs That Work: Building Youth and Family Literacy*. Libraries Unlimited, 2013. 213p. \$45 Trade pb. 978-1-61069-263-2.

There is no question that this book addresses the influence of online information and digital aids, but it goes beyond these tools and looks at techniques to help the library relevancy when it comes to literacy. It encompasses the entire family in its quest to find how to best do this, a first step that is imperative to most literacy programs. Both budget and marketing issues are addressed and defined; collaboration between types of libraries/communities is explored. Recommended. *BM*

Teaching STEM and Common Core with Mentor Texts: Collaborative Lesson Plans, K-5. Libraries Unlimited, 2013. 235p. \$48 Trade pb. 978-1-61069-426-1.

This book offers plenty of ideas and structure about how to teach STEM and Common Core lessons and collaboratively work effectively with the classroom and the school library, but it really comes down to having a partnership mentality to do this. Mentor texts are defined as texts that will illustrate the question and its appropriate answer within the guidelines of the STEM/Common Core parameters. There is much that can be documented, except for how learning this can be extrapolated to learning in another area. The library activities are much the same that are currently in existence, but they tie to the standards explicitly. If you need this roadmap, this book is a good guide; otherwise, no. *BM*

Woolls, Blanche, Weeks, Ann, and Coatney, Sharon. *The School Library Manager (5th ed.)*. Libraries Unlimited, 2013. 280p. \$50 Trade pb. 978-1-61069-133-8.

Long awaited and well updated, with solid mentors writing it, this book includes information about the history of education and school libraries but then seizes the current moment into the world of global information and current expectations (standards, guidelines). It seeks to influence the behavior of the current practicing teacher librarian with up-to-date ideas and information to help the school library run more smoothly. There are areas where the orientation of the teacher librarian to the school are discussed, as well as the tasks that the teacher librarian needs to consider. Leadership is paramount, especially as it now involves managing the use of hand-held devices. The flexibility of the teacher librarian is mirrored only by the flexibility of the facility, something this book talks a lot about. There are still forms and examples to consider using evaluation techniques and questions that are to be thought about, as well as the connections inside and outside the school building that need to be formed. Available in paper or hard copy. Highly recommended. *BM*