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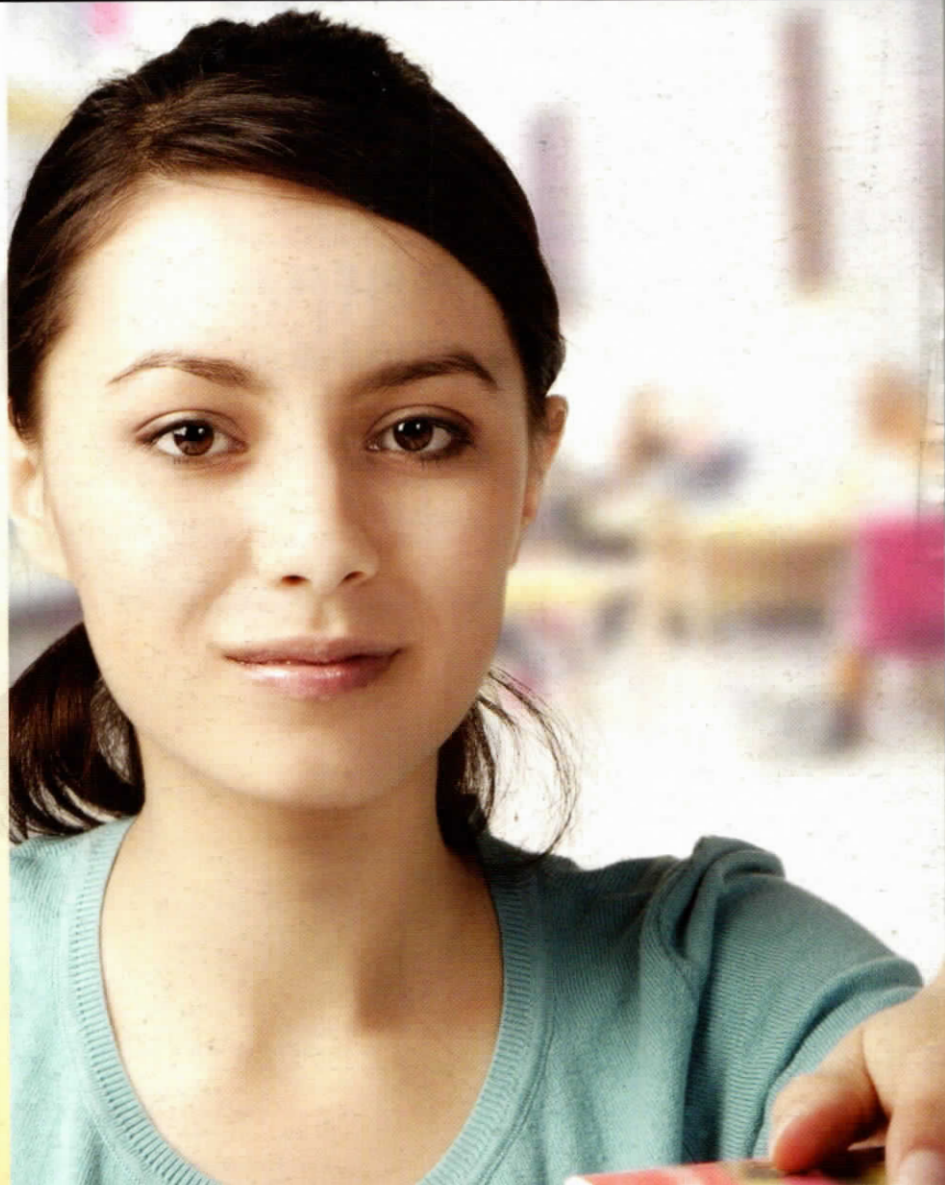
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Professional Relevance



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FEATURES

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THE PHILOSOPHY OF EDUCATIONAL MAKERSPACES: PART 1 OF MAKING AN EDUCATIONAL MAKERSPACE

R. Steven Kurti, Debby L. Kurti, and Laura Fleming provide an excellent discussion of the maker movement and makerspaces, the rationale behind them and the benefits they produce. The important article is very informative and very persuasive. This is a must read for teacher librarians.

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BUILDING A CULTURE OF CREATION

Andy Plemmons offers firsthand experience introducing maker culture and activity to his library and students. Starting simple and moving to robotics and 3D printing, Plemmons demonstrates realistic ways to start and grow making in school libraries.

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MAKE IT SO: YOU CAN START A MAKER CLUB AT YOUR SCHOOL LIBRARY!

Rebecca Sofferman Buerkett recounts her route to making in an informative and useful article. Buerkett covers goals and planning, space, funding, volunteers, and technical expertise.

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SCHOOL LIBRARY MAKERSPACES: MAKING IT UP AS I GO

Ana Canino-Fluit shares her experience and success in establishing a maker club in her small school. She also related maker activity to both AASL's *Standards for the 21st-Century Learner in Action* and the CCSS Anchor Standards.

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REALITY CHECK: AUGMENTED REALITY FOR SCHOOL LIBRARIES

Marybeth Green, Joy Hill Lea, and Cheryl Lisa McNair argue that augmented reality for school libraries is closer than we think. The authors discuss research related to augmented reality in learning environments and strategies for implementation in school libraries as a plan for research or a product of research. Strategies include create, curate, locate, and gamify. A very interesting article on an important topic.

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WHY DO I STILL NEED A LIBRARY WHEN I HAVE ONE IN MY POCKET? THE TEACHER LIBRARIAN'S ROLE IN 1:1/BYOD LEARNING ENVIRONMENTS

Jennifer LaGarde and Doug Johnson have produced an important "call-to-arms" for teacher librarians. The article addresses the challenge to teacher librarians to remain relevant—and employed—as the world of information and information technology threaten traditional roles and practices. The authors present several ideas and actions that can be used to change, adapt, and survive.

45

WHY A MIDDLE SCHOOL LEARNING COMMONS?

Chad Stephenson and Jason Stone address the question "Why a Learning Commons?" for librarians, administrators, technology coordinators, and other middle school teachers. The article tells the story of the learning commons created by the San Francisco Friends School, among the first for middle school students in the United States.

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LOOKING BACK ON A YEAR OF TRANSITION FROM TRADITIONAL LIBRARY TO LEARNING COMMONS

Christina A. Bentheim finishes her year-long series of articles reporting on the transformation of her traditional library into an innovative and vibrant learning commons.

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NOTEBOOK



Summer

David V. Loertscher and Elizabeth "Betty" Marcoux

Ahhh – summer! The “break” to which we have been looking forward. Yes, time to pause, but also time to refresh and rethink!

As most educators know, the “summer break” isn’t only a time to relax and enjoy a respite from Monday to Friday workdays, but it also is a time to contemplate what next year is going to look like.

We believe this issue can help you with your reflection. One of the hottest topics to emerge recently is the Maker Movement and Makerspaces. We have included multiple articles that may help you think about the potential for a makerspace at your school, what will work with your situation, and how to begin or continue this process. Several schools are holding events that involve many concepts of the makerspace agenda; some schools are collaborating with public libraries and other community organizations to create an opportunity for students to enjoy the concepts of creation. Look for something in your community.

Kurti et al have spent much time developing thoughts and strategies about the makerspace movement, and they have put them on paper for all of us to enjoy. This article is a thoughtful, insightful, and important analysis of the philosophy and pedagogical underpinnings of the movement. Their analysis and argument are strong, and the benefits they tout are inspiring. The authors will follow up with two more articles on the maker movement which will be published in the next two issues of TL and posted on our website. Continuing with the maker theme, both Plemmons and Buerkett offer thoughts about what tools and resources might be needed, how to acquire them, and how to use them effectively. Canino-Fluit offers a reality check about implementing the concepts of creation/makerspace while aligning such activities with both the AASL and CCSS standards. Worthwhile reading to consider how these ideas may fit into what already is your very full plate.

This issue also draws from several field experts who offer suggestions for how to increase the viability and visibility of the school library in a technology-influenced world. Green, Lea, and McNair talk about the concepts of augmented reality and how it can be considered when planning for research. They offer strategies addressing both creation and curation. LaGarde and Johnson discuss the challenges faced by teacher librarians in the shadow

The learning commons is frequent theme for this publication, and this month's issue doesn't disappoint.

of educational technology, symbolized by one-to-one devices and BYOD. The article discusses way to use the technology to remain relevant in your school and to your students.

The learning commons is a frequent theme for this publication, and this month's issue doesn't disappoint. Stephenson and Stone lay out a strong rationale for its value and its function, something that all of us need to know and consider. Bentheim finishes her series on how she has moved from a traditional library to a learning commons at her school. She encourages us to consider moving toward a more alive and meaningful use of the library.

With this issue we say goodbye to Joanne Troutner. A columnist of great value to the publication ("Web Wonders"), Joanne is retiring from the work of being a columnist with this issue. As such, we celebrate her knowledge and expertise in both her column and as the guest columnist "From the Brain Trust."

Our other columns offer a wide range of information and advice. Loertscher's "What Works" column discusses his "uTEC" model, relevant to 21st century learning, maker spaces, learning commons, and more. This month's poster graphically portrays the model. Ray, always a great advocate for our work, looks at what it will

take to be even more involved in advocacy, important relationships, and vital action. Killen shows how to use wordless books to address some of CCSS, and Goldsborough sheds some light on the notorious Heart-bleed bug. As usual, Lamb and Johnson give us another noteworthy contribution to wise use of educational technology with Infographics: Part 2: Practical Ideas for Your Library.

The columns included beyond these offer sage advice from technological concerns and purchases as well as strengthening your collection. Dr. Joe Sutliff Sanders, facing the challenge to "publish or perish" in his academic position, writes his final reviews in this issue. His lively critiques of graphic novels and comics will be missed.

So take the time to reflect while you relax. You will be refreshed and invigorated with many innovative and exciting plans for your future. We look forward to hearing how things are going for you next year!

WRITE FOR *TEACHER LIBRARIAN*!

The editors of *Teacher Librarian* welcome original manuscripts on any aspect of library services for children and young adults that will contribute to excellence in programs and improved support for their delivery. We are committed to collaborative partnerships for improved student learning through thought-provoking and challenging feature articles, strategies for effective advocacy, and critical analysis of management and programming issues

We invite you to share your knowledge, expertise, or research with the *Teacher-Librarian* readership and the greater teacher librarian community. We encourage articles from both practitioners and library educators. Submissions will be considered for publication only if they have not been published previously and they are not under active consideration by another journal. Articles usually range in length from 2000 to 3500 words, but can be longer or shorter depending upon the needs of the topic.

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