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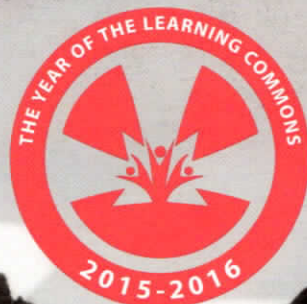
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COTEACHING: A SUCCESS STORY

Sydnye Cohen presents a powerful argument for co-teaching and collaboration between teacher librarians and classroom teachers. Her case is strengthened by the first-hand experience she recounts. The article also provides a good profile for the role and responsibilities of 21st-century teacher librarians and the importance of learning commons. A valuable article with both general/theoretical and specific/real-world evidence

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THREE HEADS ARE BETTER THAN ONE: LIBRARIANS, READING SPECIALISTS, AND CLASSROOM TEACHERS IN THE LEARNING COMMONS

Deborah J. Parrott and Karin J. Keith offer an interesting and useful look at coteaching and the collaboration of teacher librarians, classroom teachers, and reading specialists. Utilization and exploitation of both the virtual and physical learning commons plays an important role.

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LEARNING COMMONS OR MAKERSPACE? DON'T FORGET THE LIBRARY

Ryan Steele, our favorite principal, writes another insightful article from the perspective of an activist principal who "gets" the role of libraries and librarians in schools. He addresses one of the "fears" that many persons have as school libraries change and adapt to the ever-evolving 21st-century learning environment.

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WHAT'S IN A NAME: REIMAGINING THE SCHOOL LIBRARY PROGRAM

Michelle Easley and Marie Yelvington describe the approach taken by Fulton County, Georgia, schools to reimagine school libraries for 21st-century learning and to designate school librarians as media and educational technology instructors (METI). The authors explain the philosophy adopted by the county, the planning process they followed, and finally, implementation of new roles in new learning commons. Their example of the new learning commons at Centennial High School is very impressive. A very interesting and useful article.

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AN ASSESSMENT OF THE AVAILABILITY OF HEALTH SCIENCES CAREER INFORMATION TO YOUNG PEOPLE IN RURAL ILLINOIS

Kelly K. O'Brien and Martin MacDowell report on their study concerning the adequacy and availability of information on health science careers in a group of libraries. Health science and careers are two areas of great interest and importance in today's world. To address some of the shortcomings they discovered, the authors created a list of resources which are provided with the article.

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EXTRAORDINARY DEEDS: AN INVESTIGATIVE PROBLEM SOLVING PROJECT

Linda Swenson underscores the importance of coteaching and collaboration in her presentation of a project at the elementary division of the International School Nido de Aguilas, in Santiago, Chile. The project, incorporating 10 lessons, was designed for students to consider what it means to be good citizens while learning the investigative problem solving process. The article and project provide many good ideas and activities worth emulating.

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DIGITAL GAMES FOR 21ST-CENTURY LEARNING: TEACHER LIBRARIANS' BELIEFS AND PRACTICES

Amanda S. Hovious and Richard N. Van Eck note that, while, video games as tools for learning in K-12 have been a topic of intense discussion over the last 15 years, most studies have looked at classroom teachers' acceptance and use of commercial off-the-shelf games. The authors' study examines the issue vis a vis librarians. A fascinating study and article on a fascinating and important topic.

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NOTEBOOK



Some Summer Reading

David v. Loertscher and Elizabeth "Betty" Marcoux

There is much information in this issue that will help you with your thinking about your particular situation. We hope it encourages you to try something different, whether an aspect of your program or an entirely new direction. Several articles address Learning Commons philosophy and coteaching and collaboration: Cohen, Parrot & Keith, Steele, Easley & Yelvington, and Swenson. In a way, each succeeding article strengthens the message. Please note that much of the supportive documentation they use reflects what we have stated and cited previously about the Learning Commons.

Summer (in the USA and in Canada) is upon us. We hope you use your time to reflect on what has been happening in your school facility, and what can happen in your school facility that will make student learning even more important.

Cohen argues for coteaching and collaboration, particularly with emphasis between the classroom teacher and the teacher librarian. She uses her own experiences to illustrate how this can happen. Cohen makes a strong argument for the roles of teacher librarians and learning commons in 21st century learning. Parrot and Keith continue this conversation with their article and specifically address coteaching and collaboration between teacher librarians, classroom teachers, and reading specialists. They emphasize the importance of the physical and virtual learning commons. Steele, the intrepid principal of an elementary school that has embraced the concept of the learning commons, shows us how not to "fear" but rather embrace change as exciting and fulfilling. Easley and Yelvington look at the approach that Fulton County, Georgia, has taken to make school libraries and school library professionals integral to and at the center of learning. Their practical and insightful thoughts provide us great lessons. Swenson's article, highlighting her work at an international school in Chile, provides more information and ideas we can emulate. Yes, the momentum is global, and the issue is universal – improving the learning of all students.

Health sciences and health science careers are topics of great importance and currency. O'Brien and MacDowell report their findings from a study they did about the adequacy and availability of information in that area. While recognizing the inadequacy of information in many libraries, they provide a good list of resources to help begin the process of reconciling this issue.

Summer Reading and Resources

David V. Loertscher & Elizabeth "Betty" Marcoux

There is a growing chorus of voices out there interested in creativity, self-directed learning, making, inventing and many other forms of creative endeavor. These voices are a reaction against the cookie cutter idea of having every child and teen able to know and regurgitate the exact same data of a standardized test. The 2015 Horizon Report provides great support for an emerging direction:

As far as driving education technology adoption over the long term, the report singles out two movements: First, the shift to deeper learning approaches, perhaps best typified by the move to putting greater emphasis on project-, inquiry-, and challenge-based learning; and second, the rethinking of how schools work, away from traditional bell schedules and siloed subject instruction. Instead, schools are starting to turn toward multidisciplinary approaches that are, according to the report preview, leading "some teachers and administrators [to] believe that schedules should be more flexible to allow opportunities for authentic learning to take place and ample room for independent study."

Over the next three to five years, collaborative learning approaches, affecting the way both teachers and students learn, and a shift from "students as consumers to creators" could help drive the types of technology schools adopt. Of the latter, the report points to "the growth of user-generated videos, maker communities, and crowd-funded projects" increasingly becoming the means for active, hands-on learning. (<http://www.eschool-news.com/2015/05/11/horizon-report-trends-844/>)

For summer reading, I suggest that everyone pick up a copy of Sir Ken Robinson's book and David Perkin's book as listed here. Then sample other voices by both adults and teen authors. Certainly, the library learning commons is the place to encourage children to pursue their own interests over those dictated by adults.

- Robinson, Ken and Lou Aronica. *Creative schools: The Grass-roots Revolution That's Transforming Education*. Viking, 2015. \$27.95. ISBN: 9780670016716. A provocative and super read citing examples of excellence and even including some schools where teacher librarians are making a difference.

- Price, David. *Open*. Crux Publishing, 2013. \$13.99. ISBN: 978190997907. An entertaining, shocking, and mind opening look at the future in living, learning, careers, and just how this might apply to what we are doing in the learning commons.

If you do a bit of searching, you run into lots of additional books by teens and adults who are interested in the whole idea of informal education. You can start with these that are in my library:

- Llewellyn, Grace. *The Teenage Liberation Handbook: How to Quit School and Get a Real Life and Education*. Lowry House, 1998. \$20. ISBN: 9780962959172.

- Boles, Blake. *The Art of Self-Directed Learning: 23 Tips for Giving Yourself an Unconventional Education*. Tells Peak Press, 2014. \$14.99. ISBN: 9780986011955.

- Stephens, Dale J. *Hacking Your Education: Ditch the Lectures, Save Tens of Thousands, and Learn More Than Your Peers Ever Will*. Perigee Books 2013. \$15. ISBN: 978039915961.

- Benson, Richard. *F in Exams: The Very Best Totally Wrong Test Answers*. Chronicle Books, 2011. \$9.95. ISBN: 9780811878319.

- Johnson, Cameron. *You Call the Shots: Succeed Your Way - and Live the Life You Want - With the 19 Essential Secrets of Entrepreneurship*. Free Press, 2007. \$17.99. ISBN: 9781416536093

- Staloder, Erika. *97 Things to Do Before You Finish High School*. Zest Books, 2008. \$10.99. ISBN: 9780979017308.

- Shipp, Josh. *The Teen's Guide to World Domination: Advice on Life, Liberty, and the Pursuit of Awesomeness*. St. Martin's Griffin, 2011. \$15.99. ISBN: 9780312641542.

Grover, Robert,; Greer, Roger; Achleitner, Herbert; Visnak, Kelly. *Evolving Global Information Infrastructure and Information Transfer*. Libraries Unlimited, 2015. 180p. \$75. ISBN: 9781610699570.

A book that talks about the quickly changing world of information and its use and delivery. It presents a great view of the way information infrastructure exists today, and predicts how it will be in the future, looking carefully at various issues like institutions, people, processes, etc., that will impact its future. Digital creation of information is well explained and shown with commentary. A chapter on emerging trends is especially interesting. More could be said here about the collaborative nature of the future of information. The morphing role of information specialist is explored both as it was historically and how it will be in the future. A scholarly book to read, well informed and well documented. Good index. Best read and thought about carefully as it tends to overwhelm the practitioner with ideas. Recommended.

Donnelly, Andria. *The Library Collaboration and Flexible Scheduling Toolkit: Everything You Need to Know to Get Started*. Libraries Unlimited, 2015. 139 p. \$ 42.75. ISBN: 9781440836848.

A primer for those who still think about library schedules as either flexible or rigid. The hybrid design of the schedule, as well as the issue of the professional not needing to facilitate every situation isn't addressed well. The research that is cited is well done, but there are holes in that research. Collaboration has been well researched and documented in recent years by the school library field, yet current prevailing theory on collaboration isn't well explored. This book lends itself to beginners in the school library field or to those who inherit a situation (fixed scheduling) and want to adjust it or change it to totally flexible, but the issue of the perception of flexible scheduling by others in the education world isn't well addressed. If you are interested in risk-taking and exploring what works best for learning, this isn't for you.