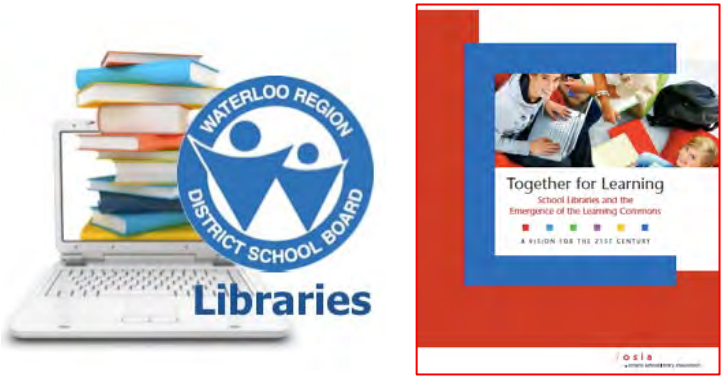
Designing Virtual Library Learning Spaces

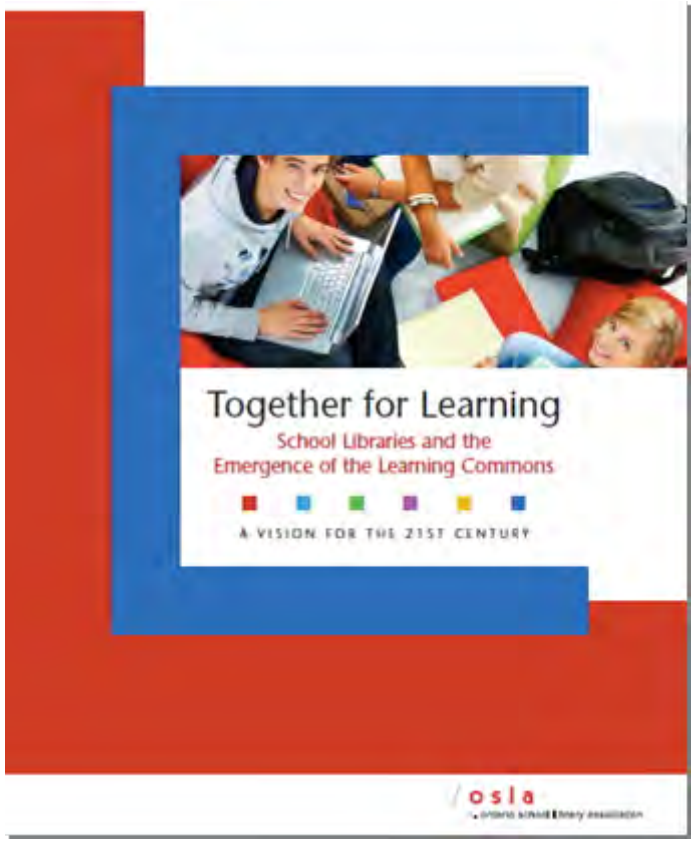


Hamilton-Wentworth Catholic District School Board
Believing, Achieving, Serving

Hamilton-Wentworth Catholic District School Board
April 5, 2011

Anita Brooks Kirkland
Consultant, ITS, K-12 Libraries
Waterloo Region District School Board

http://library.wrdsb.ca

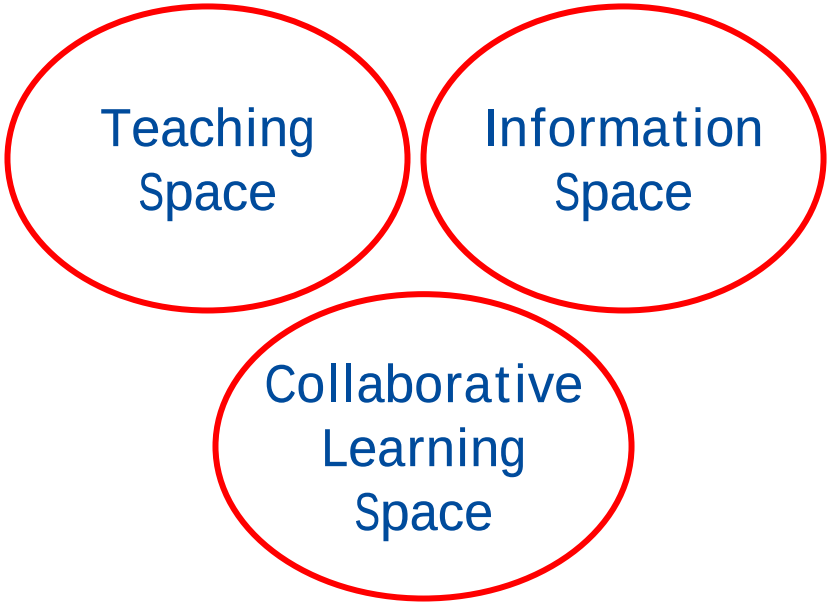


The time has come for school libraries to welcome an ever-widening variety of learning practices and activities. This can be accomplished through the provision of real and virtual spaces that encourage and facilitate expanded engagement.

The challenge is discovering how to reconfigure our current spaces both inside and beyond a school and a school library's walls to reflect this new reality. Access to the technology that makes it possible, obviously, is critical.

21st Century School Library

PHYSICAL SPACE



Our online library spaces must be dynamic, usable learning spaces.

VIRTUAL SPACE

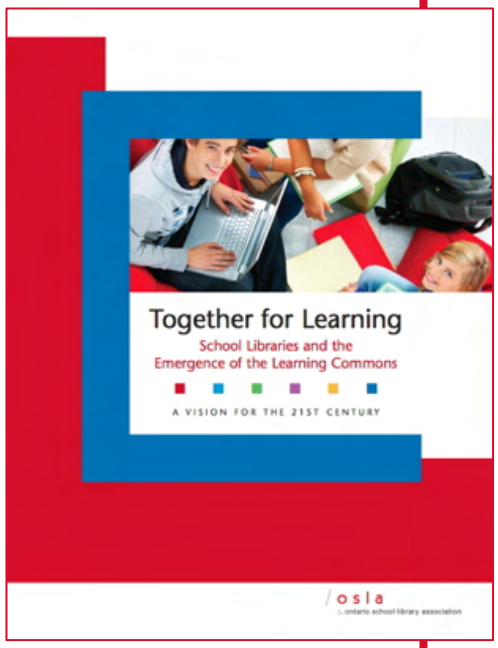
A Vibrant Online Presence is Essential for All Libraries

The library has to be somewhere and everywhere.

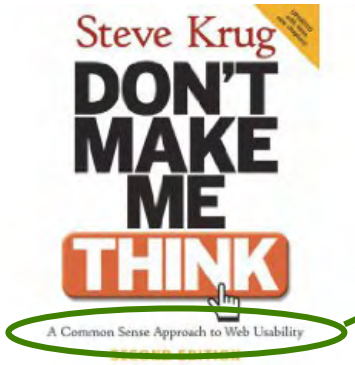
We need to be better when users are in the virtual library space than when they cross the threshold of our physical library space.

Joseph Janes
Dean, The Information School
University of Washington

OCULA Spotlight Speaker, Super Conference 2008



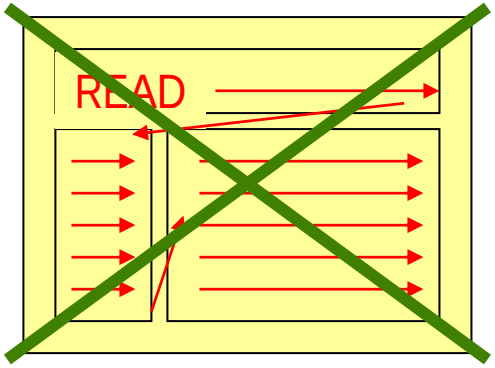
Design components of 21st century learning spaces need to consider collaboration, comfort and community. Wherever possible, learning spaces should be colourful, inviting and playful. Learning is fluid and participatory... as a result, space should not place limits on learning. Instead, space should encourage collegiality and intellectual development.

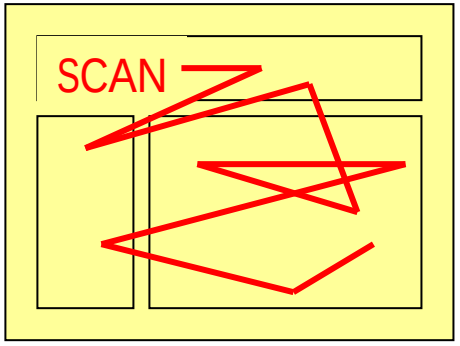


A Common Sense Approach to Web *Usability*

How we really use the web:

SCANNING



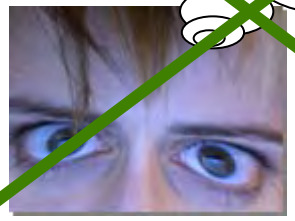


SATISFICING

"Principle of Least Effort"

Fast Food Approach to Information-Seeking

"Our information is *healthier* and tastes better too!"



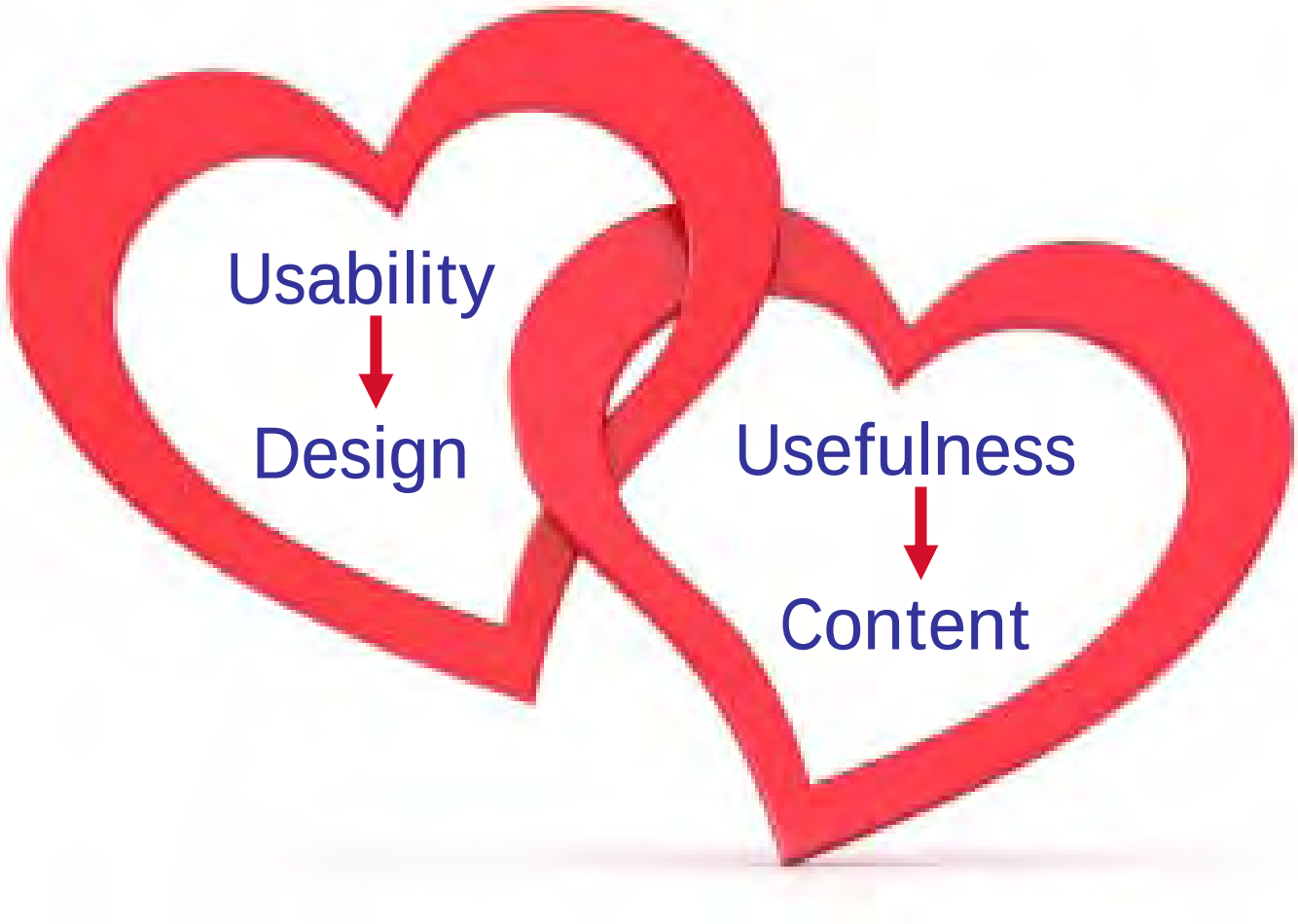
Perplexed Librarian

MUDDLING THROUGH

How to use this site

I'm not sure how I got here, but I like what I found!

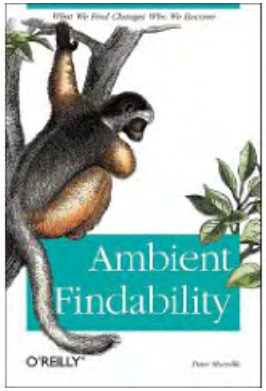
The ideal website is both USABLE and USEFUL



Usability

It's not rocket surgery™

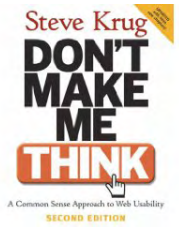
After all, usability really just means making sure that something works well: that a person of average (or even below average) ability and experience can use the thing – whether it's a Web site, a fighter jet, or a revolving door – for its intended purpose without getting hopelessly frustrated. (Krug, 2006)



Complexities of Achieving Usefulness

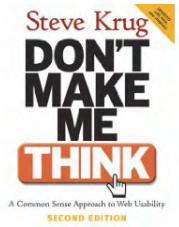
- Information Interaction
  - Defining Information
  - Information Retrieval
  - Language Representation
  - The People Problem
  - Human Information Interaction
- Findability

(Morville, 2005)

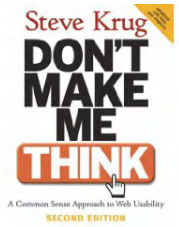


Heuristic Evaluation Based on Krug's Law

Don't make me think.



1. **Make it self-evident:**
   - Make intent of all pages obvious
   - Use plain English, not jargon
   - If it's not obvious, make it self-explanatory
2. **Avoid visual noise:**
   - Lack of visual focus - competing visual elements
   - Incongruence of colors
   - Lack of white space
3. **Omit ~~needless~~ words:**
   - Be concise
   - Avoid "happy talk"
   - It shouldn't need instructions: No "*how to use this website*"
4. **Make navigation obvious:**
   - Provide street signs
   - Provide breadcrumbs



Heuristic Evaluation Based on Krug's Law

Don't make me think.

5. Don't deplete the reservoir of goodwill:

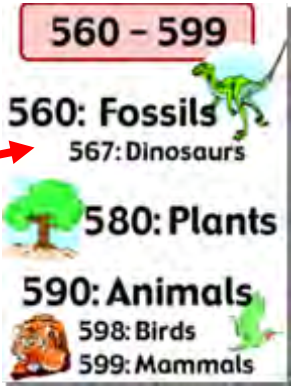
- **Things that diminish goodwill:**
  - *Punishing me for not doing things your way*
  - *Asking me for information you don't really need*
  - *Shucking and jiving me*
  - *Putting sizzle in my way*
  - *Your site looks amateurish*

- **Things that increase goodwill:**
  - *Know the main things that people want to do on your site and make them obvious and easy*
  - *Tell me what I want to know*
  - *Save me steps wherever you can*
  - *Put effort into it*
  - *Know what questions I'm likely to have, and answer them*
  - *Provide me with creature comforts like printer-friendly pages*
  - *Make it easy to recover from errors*
  - *When in doubt, apologize*

Physical Library Space

- Open
- Flexible
- Inviting
- Organized

Good signage in the *physical* library space



Physical Library Space

Resource-rich & organized to support...

Photo used under license from iStock Photo: http://www.istockphoto.com

CC Licensed photo by Ann Arbor District Library: http://www.flickr.com/photos/aadl/3404945718/

the messy business of learning that takes place within its walls.

Virtual Library Space

Resource-rich and organized to support ...

…the messy business of learning that takes place in collaborative online spaces AND everywhere else.

Book Blogs

Facebook Groups

Online Presentations

Research Project Wikis

Collaborative Writing with Google Docs

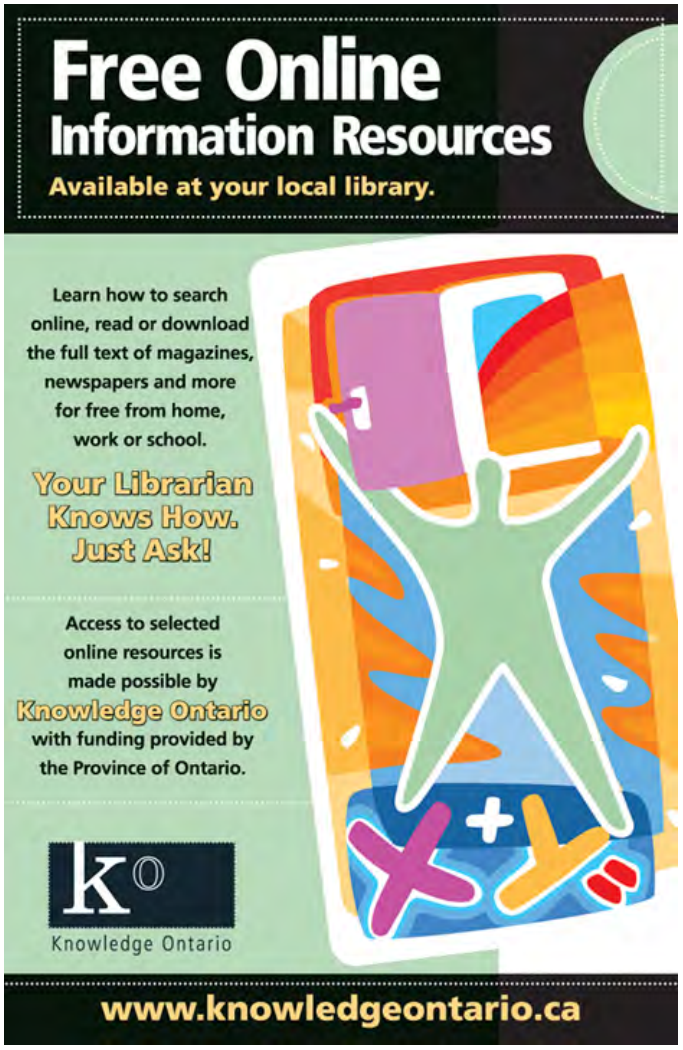
Twitter Backchannel Discussions

Knowledge-Building Centres

AND in the physical learning commons.

The WRDSB Library Learning Commons Story

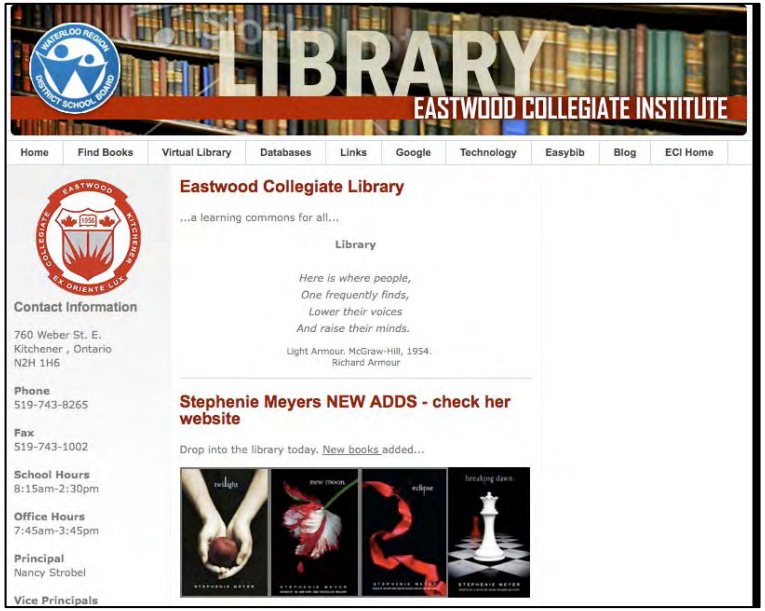
Opportunity Strikes!

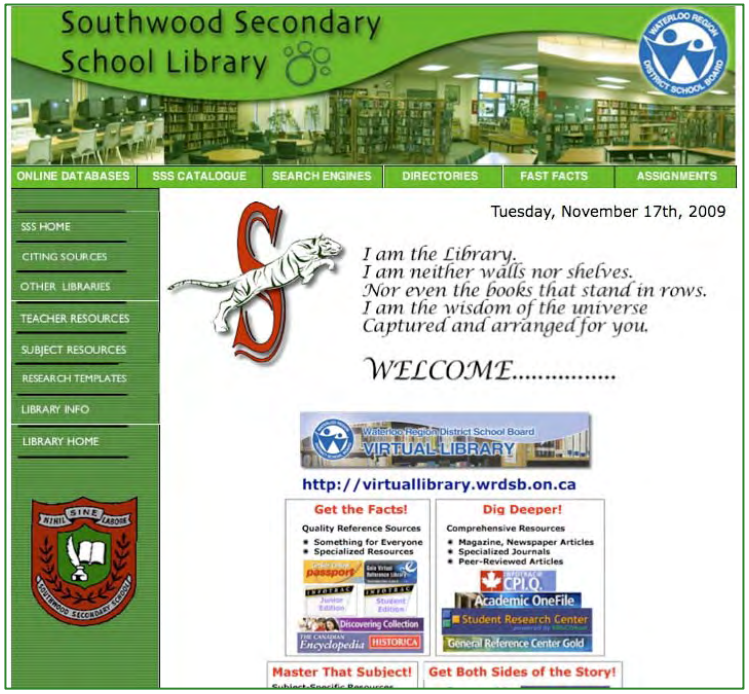


...and the WRDSB Virtual Library is born (January 2008).

The Problem Remained: Secondary Libraries

- ✓ Sixteen teacher-librarians working in isolation at sixteen schools
- ✓ Duplication
- ✓ Need to be able to collaborate
- ✓ Varying levels of comfort, time and ability to support library web presence
- ✓ Want common research guide, based on resources developed over past few years



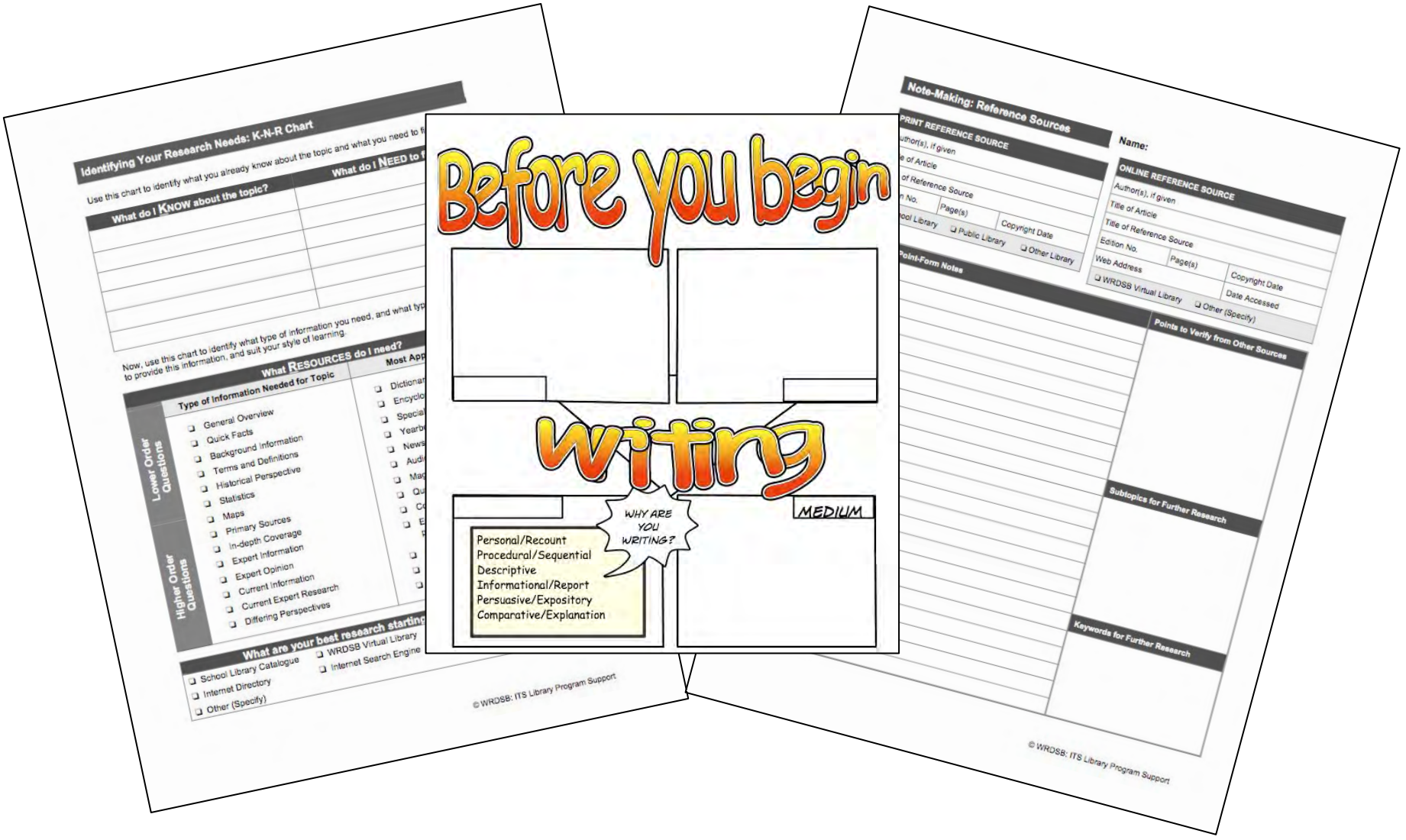


High School D

Library

???

Minimal Content



Working independently and collaborating to create great material.

How could we scale this up effectively and share broadly?

The Problem Remained: Elementary Libraries

- ✓ Five teacher-librarians working centrally, supporting 102 schools
- ✓ Still have mandate to support instructional role of libraries and support teachers
- ✓ Need common resources
- ✓ Need to be able to collaborate
- ✓ Varying levels of comfort, time and ability to support library web presence

The Problem: Need One Place to Look

- ✓ Instructional Resources
- ✓ Procedures & Policy
- ✓ Library Catalogue
- ✓ Virtual Library
- ✓ Central Libraries / Professional Resources

Promotion & Marketing

"A **SHARED VISION** is not an idea…it is rather a **force in people's hearts**… **a force of impressive power**.

It may be inspired by an idea,

but once it goes further - if it is compelling enough to acquire the support of more than one person

- then it is no longer an abstraction.

People begin to see it as if it exists.

Shared visions derive their power from **common caring**.

Shared vision is vital for the learning organization because it provides the **focus** and **energy** for learning.“ Peter Senge

Johnson, Doug. *The Indispensable Librarian: Surviving (and Thriving) in School Media Centers*. Linworth Publishing Inc., Worthington, Ohio.1997.

News

Integration with other WRDSB sites

Twitter Feed (WRDSB Libraries)

System View

One Place to Look

Learning Commons | Find Books | Virtual Library | eVideo | Staff Resources

Blog > Read > Recommended Reads

Recommended Reads

Book Lists

Adventure Series

Fantasy Series

Graphic Series

Historical Fiction

Humour Series

Horror & Supernatural

Mystery Series

Realistic Fiction

Romance Series

Science Fiction

Sports Series

Great Reads Junior Great Reads Intermediate

Find more great recommended reads in the Virtual Library.

Check out **NoveList K-8 Plus** or **NoveList Plus** (Secondary).

Reading Engagement

Webpages

Great Reads-Intermediate

Realistic Fiction Titles

Bite of the Mango	Mariatu Kamara
Black and White	Eric Walters
Diamonds in the Shadow	Caroline B. Cooney
Lush	Natasha Friend
Poison Ivy	Amy Koss Goldman
Shepherd's Granddaughter	Anne Laurel Carter
Taken	Norah McClintock
United We Stand	Eric Walters

Horror/Supernatural

Breathe	Cliff McNish
Eighth Grade Bites	Heather Brewer
Dead is a State of Mind	Marlene Perez
Full Tilt	Neil Shusterman
The Graveyard	Neil Gaiman
Groosham Grange	Anthony Horowitz
Horowitz Horror	Anthony Horowitz

Humour Titles

Dead Guy Spy	David Lubar
Diary of a Wimpy Kid	Jeff Kinney
Dork in Disguise	Carol Gorman
Geek Charming	Robin Palmer
Twits	Roald Dahl
Disreputable History of Frankie Landau-Banks	E. Lockhart

Science Fiction Series

Books of Ember	Jeanne DuPrau
Missing	Margaret Peterson Haddix
Gideon Trilogy	Linda Buckley-Archer
Hunger Games	Suzanne Collins
Chaos Walking	Patrick Ness
Maze Runner Trilogy	James Dashner
H.I.V.E.	Mark Walden
Uglies	Scott Westerfield

Sports Series

Take it to the Extreme	Pam Withers
Orca Soundings	Various authors
Orca Sports	Various authors
Impact Books, A Jake Maddox Sports Book	Jake Maddox

Romance Series

Twilight	Stephanie Meyer
Beacon Street Girls	Annie Bryant
Lily B.	Elizabeth [illegible]
Mate, Dates and	Cathy [illegible]
Princess Diaries	Meg [illegible]
Confessions of Georgia Nicolson	Louise [illegible]

Resource List Downloads

Book Trailers

What is that book about? Discover the latest and greatest books in your library by watching these video book trailers.

What's New!

Power Surge by Andy Briggs

The Red Pyramid by Rick Riordan

Mockingjay by Suzanne Collins

Witch & Wizard by James Patter

Video
Book Trailers

Silver Birch

This program is for students in Grades 3 to 6. The Silver Birch program is comprised of three lists: Fiction, Non-Fiction, and Silver Birch Express.

Silver Birch Book Trailers

Silver Birch Express

Silver Birch Fiction

Silver Birch Non-Fiction

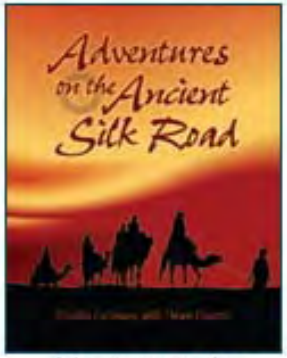
- Silver Birch Express
- Silver Birch Fiction
- Silver Birch Non-Fiction

Library Programs

Red Maple 2011

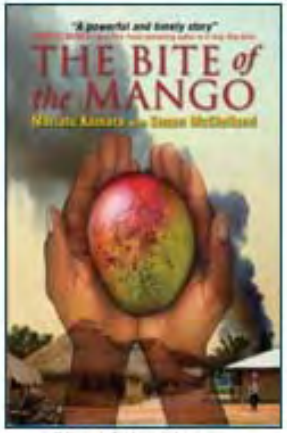
Learning Caring Connecting

Learning Commons | Find Books | Virtual Library | eVideo | Staff Resources | SEARCH



Adventures on the Ancient Silk Road

Agency: A Spy in the House



Bite of the Mango

Charlie

Ghost Ride

Green Career$

Pages

- Welcome Readers!
- Digital Citizenship
- A Few Words From Our Sponsor...
- But I Don't Know What To Say!!
- How To Write A Post
- How To Write A Comment
- Spoiler Alerts
- How To Add A Link
- Inserting An Image

Categories

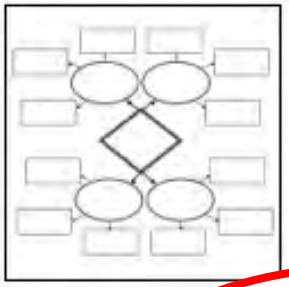
- Adventures On The Ancient Silk Road (2)
- Agency: A Spy In The House (2)
- Bite Of The Mango (1)
- Charlie
- Haunted
- Journey To Mars (1)
- My Name Is Henry Bibb (3)

Cross-School Blog

Topics and Sub-Topics

Selecting a topic and deciding on the focus of your research is key. Use the organizers provided to help you develop your topic and sub-topics.

Topic Web



Use the Topic Web to:

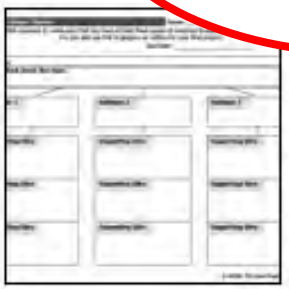
- identify layers of topics and sub-topics
- make connections between ideas
- narrow your topic and research focus

Revisit the Topic Web as you delve more deeply into resources and discover more layers to your topic.

WRDSB Library_Topic Web
WRDSB Library_Topic Web
WRDSB Library_Topic Web_Example

See an example of how the Topic Web can be used, below.

Topic & Sub-Topic Planner

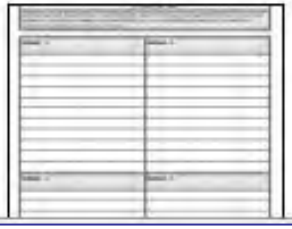


Use the Topic & Sub-Topic Planner to:

- show how your sub-topics support the ideas you have developed about your topic
- make sure that you have at least three pieces of supporting evidence for each of your sub-topics
- help prepare an outline for your final project

WRDSB Library_Topic Sub-Topic Planner
ibrary_Topic Sub-Topic Planner

izer



nizer to:

key points about each of your sub-topics
ssess whether you have enough evidence to make
g arguments about each of your sub-topics, or

Inquiry & Research

Web Content & Downloads

Looking at Issues from All Angles

Name: _____

Different people have different perspectives on issues. Use this organizer to help you see different points of view, so that you can develop your own.

Perspective #1 — **Student**

- → *Cell phone is my lifeline*
- → *Need it for access to my files / work*
- → *Use it for research*

Perspective #2 — **Teacher A**

- → *Distraction in class*
- → *Safety issue*
- → *Can be used for cheating*

Issue

Should cell phones be allowed in school?

Perspective #3 — **Teacher B**

- → *A tool for enrichment in my class*
- → *A way to connect to the real world*
- → *Capacity for storage & retrieval*
- → *Teach effective use*

Perspective #4 — **Parents**

- → *Want to contact my child when necessary*
- → *My child should be able to contact me when necessary*

Exemplars

I think that...

© WRDSB: ITS Library Program Support

Video Tutorials

Citation: What You Need To Know!

Research help from the Waterloo Region District School Board Library Learning Commons

http://library.wrdsb.ca

WHAT DOES CITATION MEAN?

When conducting research you collect information, ideas and quotations from many sources. You must acknowledge each source with a citation.

CITING MEANS THAT:

Your sources can be verified for their authority and currency.

Your research steps can be re-traced, so that your audience can consult specific sources and assess your conclusions about the topic.

You are honest about acknowledging others' words and ideas.

You are able to back up your own ideas with the ideas of the experts.

WHY MUST I CITE?

IT'S ABOUT MORAL RIGHTS!

Canadian copyright law says that the creator of a work has the right to be actively acknowledged by name. The creator of a work also has the moral right to the integrity of their work, to protect it from being mutilated, distorted, or in any way prejudiced with detrimental effects without their permission. Learn more about copyright.

IT'S ABOUT ACADEMIC HONESTY!

Acknowledging your sources communicates accountability. Failing to give this acknowledgment may be perceived as taking credit for others' ideas or creations, and would consequently be considered dishonest. Learn more about academic honesty and plagiarism.

WHAT MUST I CITE?

YOU MUST ACKNOWLEDGE:

- ✓ Direct quotes
- ✓ Paraphrased information or ideas
- ✓ Statistics
- ✓ Specialized information
- ✓ Images, charts, graphs, media files

KEEP TRACK OF YOUR SOURCES!

Keep track of what information you got from each of your sources. Our note-taking tool can help you with this! http://library.wrdsb.ca/research/note-taking/

GATHER THE RIGHT INFORMATION!

You need to record key information about each source, like the author's name, date of publication, publisher or web address, etc. Use our Works Cited Source Log to keep track of your sources!

http://library.wrdsb.ca/research/academic-honesty-plagiarism/what-must-i-cite/

USE THE CORRECT CITATION FORMAT!

Citations must be formatted so that it is easy for people to retrace your research footsteps to find your sources.

Style guides for formal academic writing:

For citations for informal online presentations:

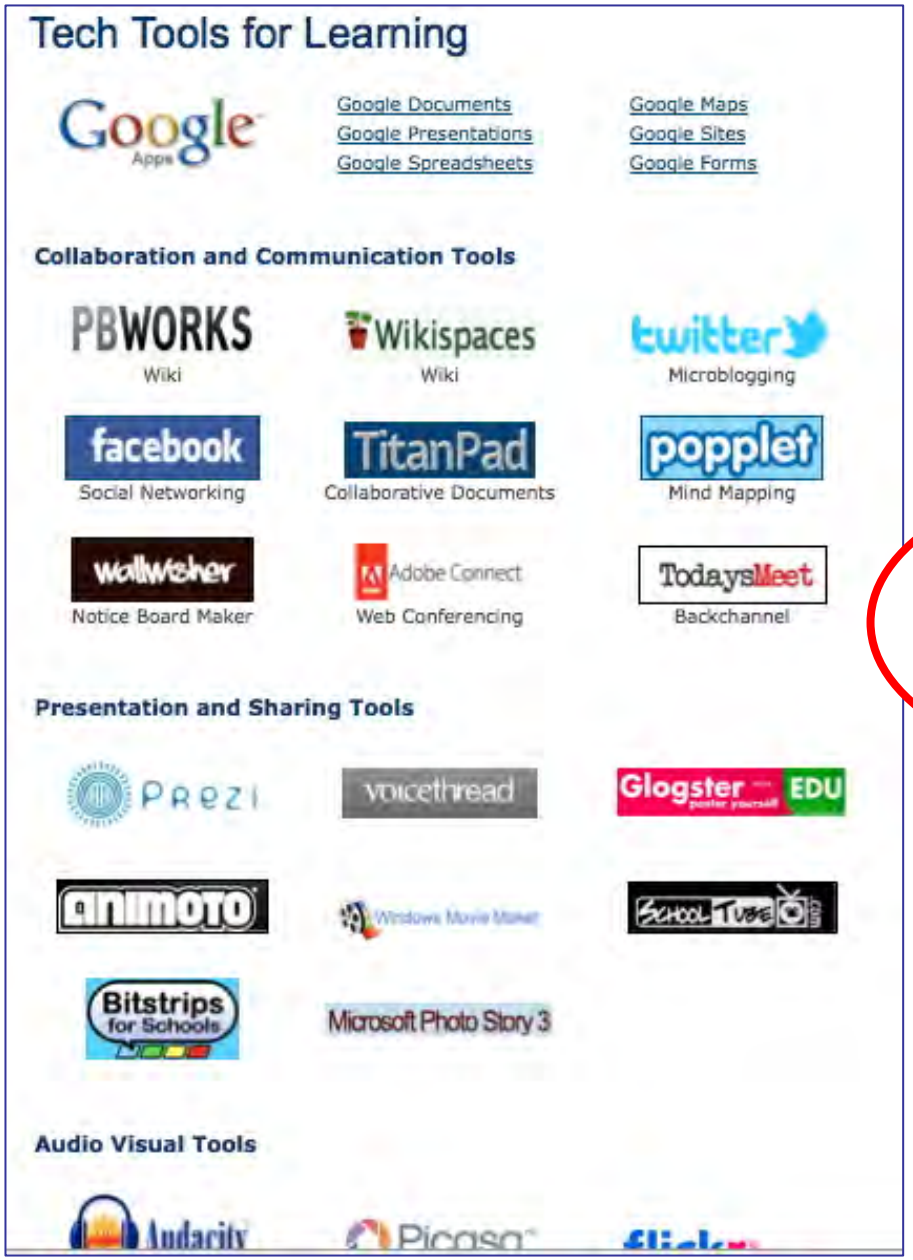
HOW DO I CITE MY SOURCES?

HOT TIP!

Find links to sources for copyright music and video files at:

© WRDSB Library Program Support, 2017.

Tip Sheets to Download



Tools, Tools, Tools

Copyright-Friendly Sources

The following sites will help you find files you have permission to use, provided you follow the terms of the license. It is your responsibility to ***find, read and abide by the terms for the materials you use*** and to ***keep track of your sources and give attribution as appropriate***. Look for the terms of use or terms and conditions on every site that you visit.

Sources for Images and Music Files

Pics4Learning: Copyright-friendly images for use in education.
Pics4Learning Image Use Policy

flickr Creative Commons: User photos with CC licensing.
Browse by license type.
Review the different license terms on the flick
Commons page.

flickr: The Commons: Public Domain im
and archives.
Copyright information for images in The Com

Wikimedia Commons: Public domain and "freely-licensed
media files.
Commons: Reusing content outside Wikimedia

DK Clip Art: Images from the Dorling Kindersley book series
DK Clip Art Terms and Conditions of Use

freeplaymusic: Broadcast quality music.
freeplaymusic terms of use See 2(d) Free Student Educational Use

incompetech: Royalty-free music files.
incompetech Royalty-free Music Licenses

CC Mixter: Music remixes with Creative Commons licensing
CC Mixter Yea, But Is It Legal?

Tools, Tools, Tools

Dewey…In Pictures

Use this easy Dewey Decimal Classification picture chart to help you quickly find your favourite non-fiction books and to learn what kinds of books are found under different Dewey Decimal numbers!

UFOs and the Unexplained
001

Fairy Tales
398.2

Dual Language
440

Space, Astronomy
520

Weather
551.5

Dinosaurs
567

Plants
580

Amphibians
597

Reptiles
597

Fish & Sharks
597

Birds
598

Mammals
599

Inventions
600-609

Human Body
610-619

Transportation
621-629

Library Orientation

Let's take a look at the different sections of the library.

Orientation Videos

Teacher Resources

Teach

Learning, Caring, Connecting @your School Library

Library's Added Value

Strategic Connections

Teach

- Reading
- Book Trailers for Teachers
- Inquiry and Research
- Character Education
- Ressources françaises
- Online @ Your Library
- Teaching with Technology
- Collaboration and Support
- Resources for your PLC
- Contact Us
- Teacher's Toolbox

Early Learners Love Non-Fiction!

Children are more engaged in reading when they are able to choose books that highlight interests and passions. Many students, particularly boys are enthusiastic about high-interest non-fiction material. Giving students a choice promotes independent reading, fosters a better understanding of the value of reading and empowers and motivates students.

Why Read Non-fiction?

- Some students prefer non-fiction and that's ok
- It allows students to access high interest topics (cars, animals,dinosaurs, arts and crafts)
- It builds background knowledge
- Students learn to read non-fiction in a variety of ways (diagrams, labels, charts, text boxes)
- Multi-leveled text allows students to access 'chunks' of information at an appropriate reading and interest level
- It helps to increase and extend vocabulary
- It enhances understanding of different topics
- It can be a strong motivator because it builds on student interest
- It helps young students to make 'real' world connections

How Can I Support My Students with Non-fiction reading?

- Value and support student non-fiction choices
- Allow frequent opportunities for students to select non-fiction from your school library
- Discuss student interests and help them to find related materials in the library
- Create opportunities to model how readers access non-fiction
- Ensure that young children are exposed to non-fiction materials in the classroom
- Talk with your students about ideas and information gathered from non-fiction texts
- Be sure to include non-fiction in read aloud experiences
- Provide suggestions for parents on ways that they can support non-fiction reading at home

Why is Non-Fiction Important?

...**Info-Kids - are often actively engaged in learning on a variety of levels. It is their interest in a specific topic that motivates them to want to learn, and in many cases to realize that they need to read better.**

(R. Jobe & M.Dayton Sokari. Info-Kids: How to use non-fiction to turn reluctant readers into enthusiastic learners, 2002.)

When students are allowed to read something that interests them, substantial reading growth often can be seen.

(S. McCormack, in Info-Kids: How to use non-fiction to turn reluctant readers into enthusiastic learners.)

© WRDSB: ITS Teacher-Librarians

Web Content & Downloads

Book Trailers for Teachers

WRDSB teacher-librarians introduce you to great new books, recently added to elementary library collections. Have a look and a listen!

- A Chance to Shine by Steve Seskin and Allen Shambling

- Bad Boys Get Hen Pecked by Marie Palatini and Henry Cole

- Best Time to Read by Debbie Bertra

- Black Book of Colors by Menena Cottin

- Character Building Day by Day by Anne D. Mather and Louise Weldon

- Dear Vampa by Ross Collins

- Hello My Name is Bob by Linas Alsenas

- How Many Donkeys by Margaret Read MacDonald and Nadia Jameel Taibah

- I am Too absolutely small for school by Lauren Child

Video
Book Trailers

Virtual Library
Re-Invented

Mission Critical

Can we actually build an online library learning commons?

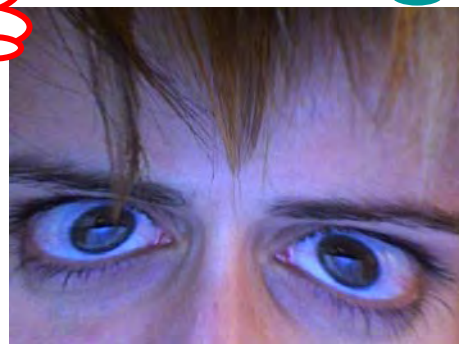
Who will do the work? How will we keep it going?

Will our teacher-librarians embrace the project and understand its strategic importance?

Do we have the resources? Will our own department support us?

Will our stakeholders support us? Will they see the benefit? Can we meet their needs and exceed their expectations?

Will what we ultimately create be usable and useful and inspire learning?



- Elementary Library Staffing Grant
- ITS Department Reorganization
- New Leadership
- Better Support
- Renewed Vision
- Together For Learning

Wireless in Schools

http://www.flickr.com/photos/kevhickey/

Web 2.0 for Learning

INFORMATION TECHNOLOGY SERVICES

Influencing the Agenda

2010-2011 Powerful Learning Practice Cohorts

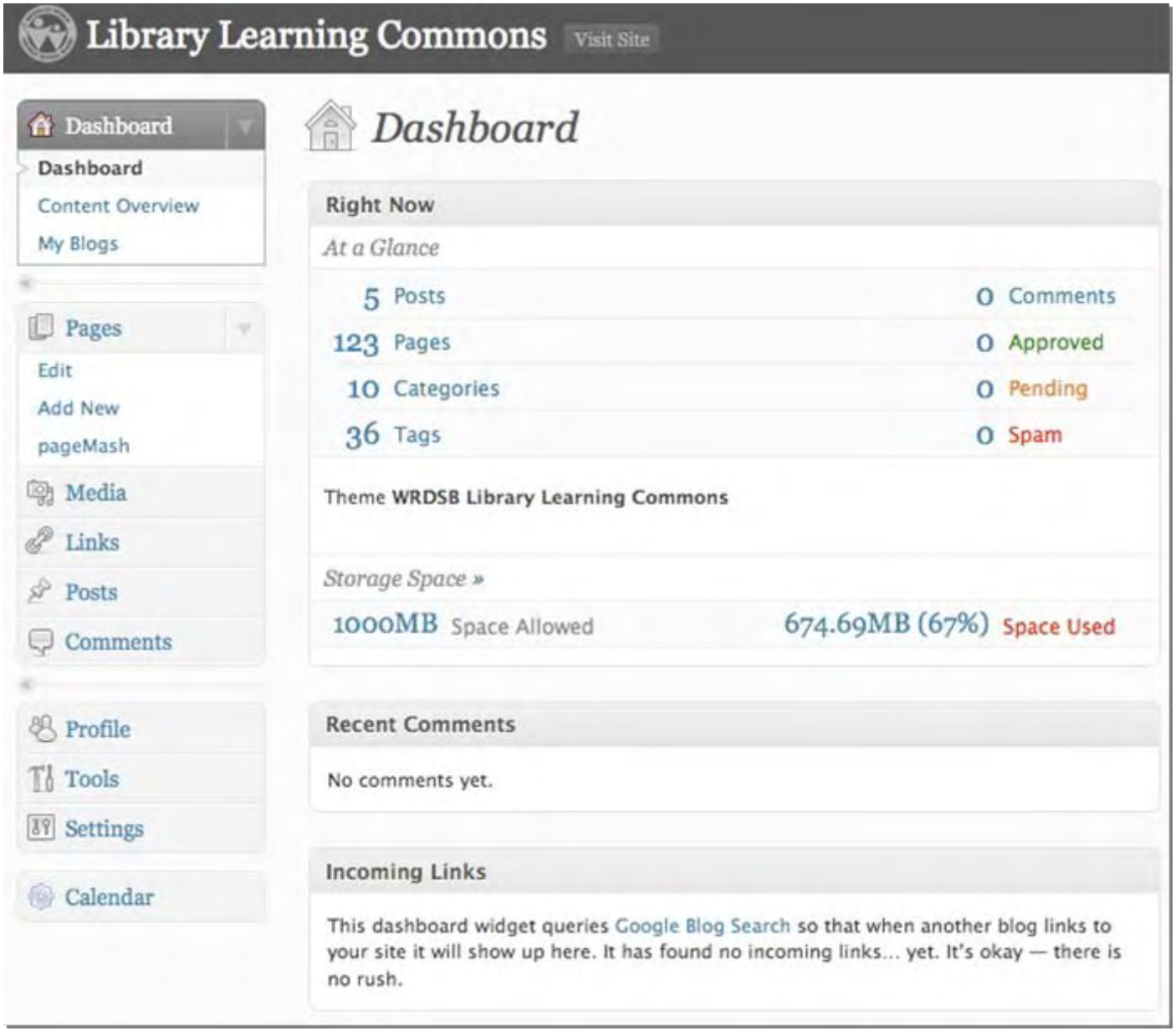
Futures Forum & PLP

Canadian

Library Learning Commons

Wordpress MU

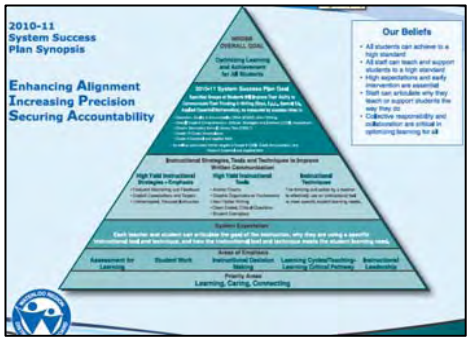
Technology



Collaboration

- Secondary Teacher-Librarians
- Elementary Teacher-Librarians
- Library Consultant

Strategic Partnerships

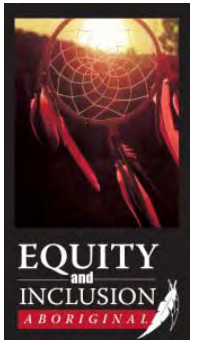


Learning Services
& School Success

Character
Education

ESL Teachers

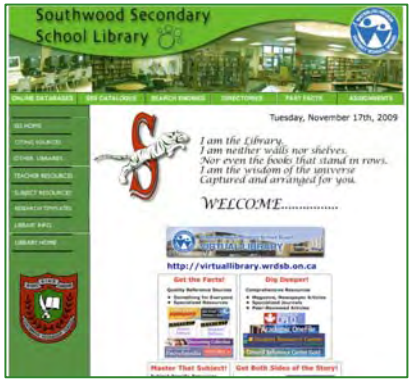
Special Education
SERT Networking



Equity & Inclusion
Aboriginal

ITS
INFORMATION
TECHNOLOGY
SERVICES

Existing Rich Content:
Local Needs



Earlier Vision...

Secondary Schools & the Library Learning Commons

hyperlink

hyperlink

hyperlink

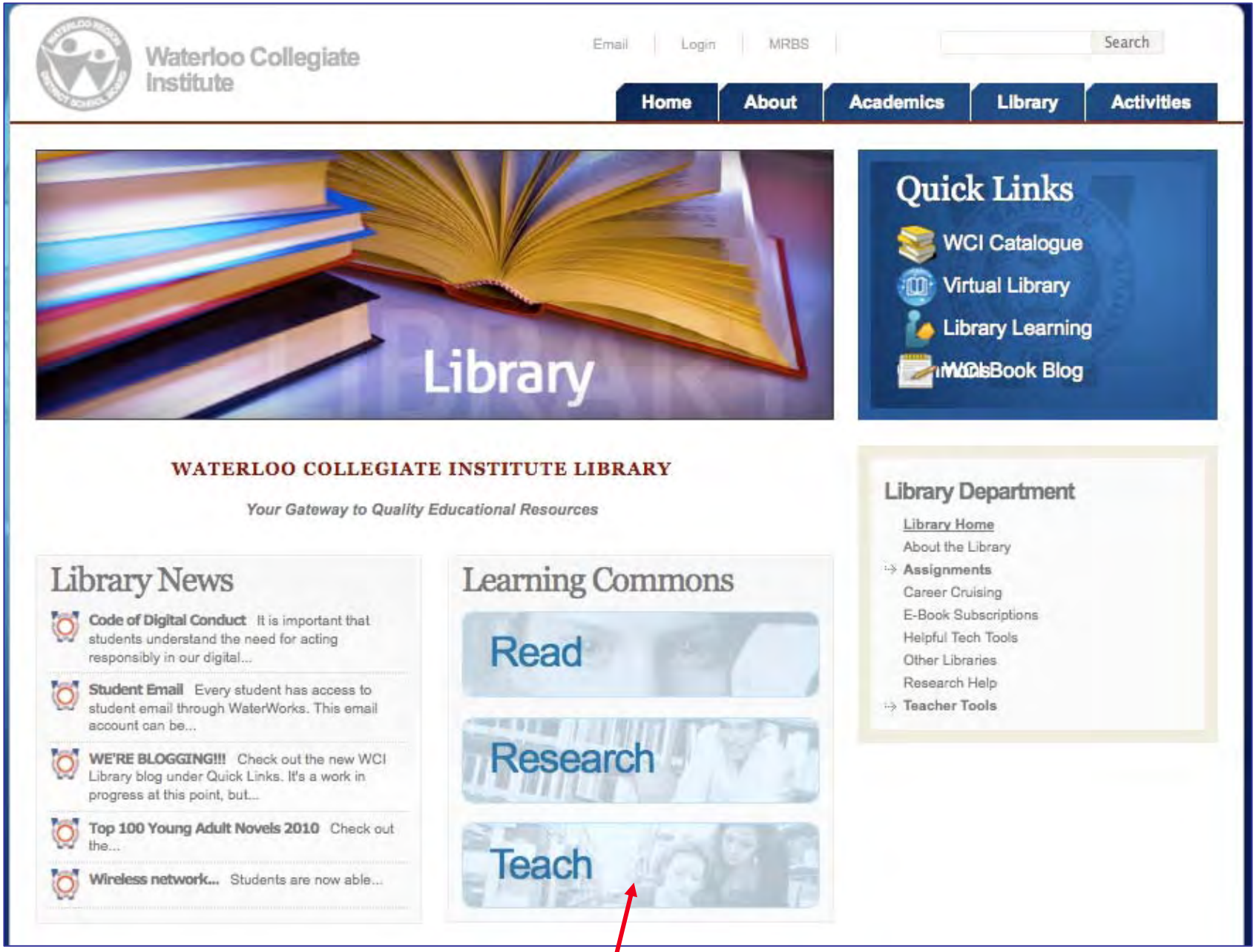
Common Resources
Common Needs
Common Message

hyperlink
hyperlink
hyperlink
hyperlink
hyperlink

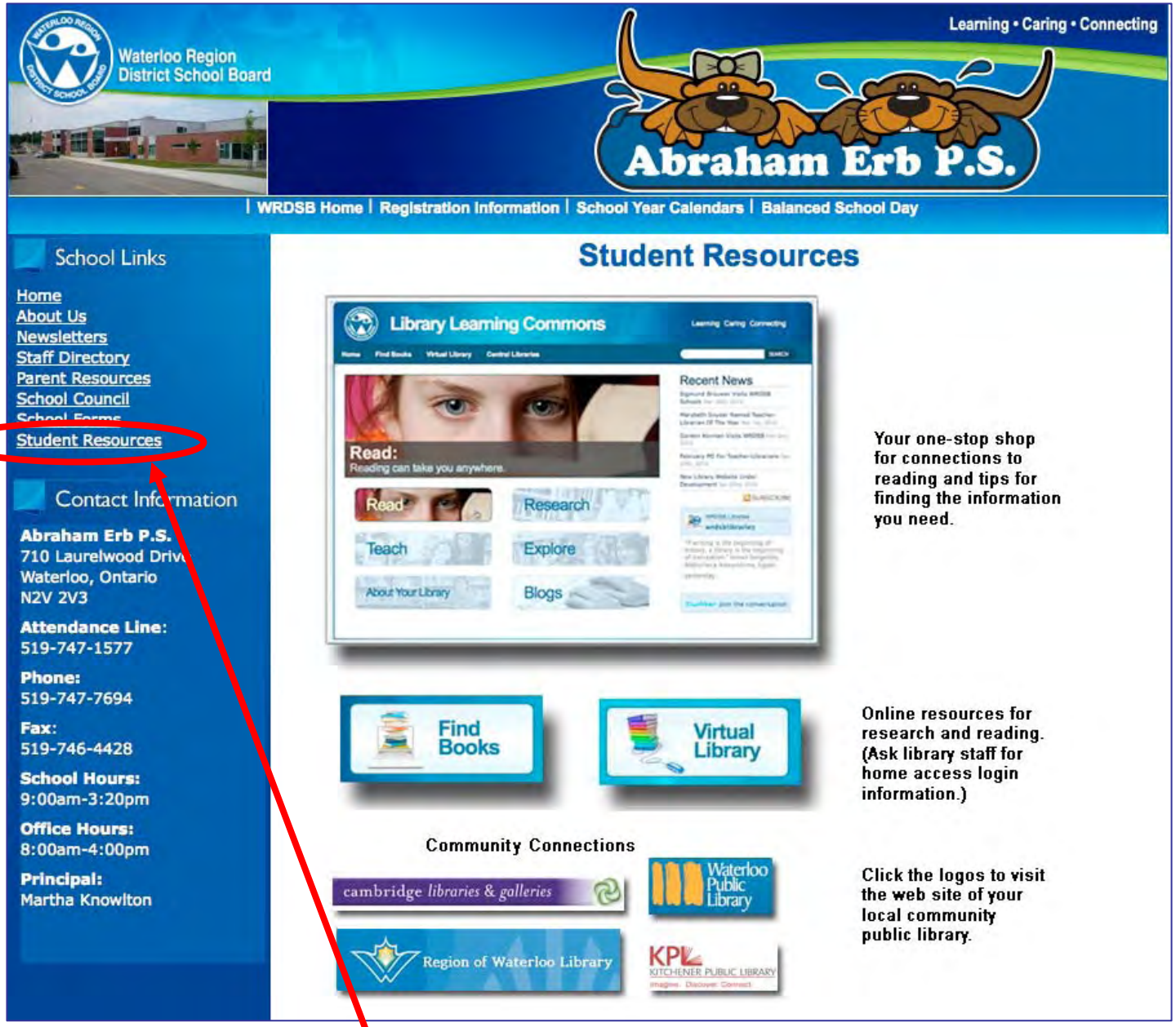
Minimal Local Content

High School D

Library



Common to all secondary library websites.



Common to all elementary school websites

Elementary Library Program Goals

The goals of the elementary library program are to foster:

- **Engagement in reading and literacy development.** The school library motivates and engages readers by inviting them to choose from a wide-ranging collection of fiction, non-fiction and virtual resources.
- **A culture of inquiry and critical thinking skills for research.** Inquiry and research are at the heart of many subject curricula. The school library fosters a culture of inquiry with its rich resources and instructional support. Skills of guided inquiry helps students explore information more deeply and develop deeper understanding.
- **Personal, social and cultural growth.** School library resources reflect Canada's diverse society, history and cultural values. Students are encouraged to pursue their own interests and passions through reading. Through guided inquiry, students learn about information ethics, academic honesty and develop as responsible citizens.
- **Information literacy and learning through technology.** Technology is central to the school library program. Students and teachers have access to our broad range of online resources and services. Integrating technology into the inquiry and research process enriches learning.

The team of elementary teacher-librarians and the ITS library consultant work to support teachers as they use the library and its resources in their instructional programs.

The starting point is equitable access to quality information, selected according to WRDSB guidelines and supporting system goals and instructional priorities. The library program helps teachers to design higher order learning experiences that engage students in the information to knowledge journey.

Adapted from ***Together for Learning: School Libraries and the Emergence of the Learning Commons***. Ontario School Library Association, 2010. (Developed with the support of the Literacy and Numeracy Secretariat, Ontario Ministry of Education.) http://www.togetherforlearning.ca/

WRDSB elementary itinerant teacher-librarians support these goals by:

- Selecting vibrant library resources that support the curriculum, meet the differentiated needs of all learners, and support the board's goals of equity and inclusion
- Providing resources and consultation for fellow teachers on integrating the library into their programs
- Providing resources and consultation for other teachers on the role of the library in literacy and in inquiry and research instruction
- Leading the Ontario Library Association's Forest of Reading programs for WRDSB elementary schools
- Supporting library clerks in the provision of exemplary customer service
- Providing staff development and training for elementary library clerks
- Managing consistent library service and collection standards for all elementary schools

The ITS library consultant supports these goals by:

- Providing professional leadership for elementary and secondary libraries and advising on library programs, policies and procedures
- Leading professional development opportunities for teacher-librarians and other teachers on all aspects of library programs, technology-enabled learning, and information literacy
- Leading staff development and training opportunities for library clerks
- Selecting resources for and managing the Virtual Library collection
- Consulting on library facility standards and design
- Working with other sections of Information Technology Services in providing instructional and technical support for libraries and learning

Making connections to WRDSB goals and your school success plan: We would like to help your school realize the full potential of the school library to support your school's success plan.

Some of the many topics we can provide support with are:

- ✓ Getting the most out of your school library
- ✓ Great reads for all ages and interests
- ✓ Boys, reading & libraries
- ✓ Early readers love non-fiction
- ✓ Independent reading and the library
- ✓ OLA Forest of Reading programs
- ✓ Great books for character education
- ✓ Picture books across the curriculum
- ✓ Research & inquiry skills
- ✓ Inquiry-based learning and critical thinking
- ✓ Non-fiction writing in inquiry units
- ✓ Using graphic organizers in the inquiry process
- ✓ Successful searching for successful learning
- ✓ Critically evaluating sources
- ✓ Academic honesty & plagiarism
- ✓ Information ethics
- ✓ Copyright in education
- ✓ Using the Virtual Library
- ✓ Using the Library Learning Commons website
- ✓ Professional resources for your TLCP
- ✓ Podcasting for learning (Book trailers, non-fiction writing etc.)
- ✓ Blogs, wikis and other webtools for collaborative learning
- ✓ Creating your own online professional learning network
- ✓ Digital citizenship

Some of the ways we can provide support are:

- ✓ Teacher consultation
- ✓ Staff, grade or division meetings
- ✓ Workshops and presentations
- ✓ Connecting to your TLCP
- ✓ Personal correspondence
- ✓ Central workshops

Are there other ways that you would like our support? Please let us know!

The **Library Learning Commons** website provides a wealth of information and interactive resources for students and teachers, and is our primary means of providing support across all schools and programs. We encourage you to explore this wonderful resource, created by WRDSB elementary and secondary teacher-librarians and library program support.
http://library.wrdsb.ca

Elementary: Renewed Instructional Focus

Secondary: Increased Collaboration & Sense of Purpose

Reaching Out to the World Via Twitter **@wrdsblibraries**

Widget Fed into LLC Homepage →

Our Catalogue Interface

Your Catalogue Interface

Most pressing ongoing challenges?

Search Interfaces

Central Resources

Future Directions for the WRDSB Education Library

Libraries

A Consultation for the Waterloo Region District School Board

Anita Brooks Kirkland, Library Consultant, ITS

Completed in Partial Fulfillment of the Requirements for a Master of Library & Information Science Degree
Executive MLIS Program, School of Library & Information Science, San José State University

Challenges mostly organizational, not technical.

Most exciting possibilities?

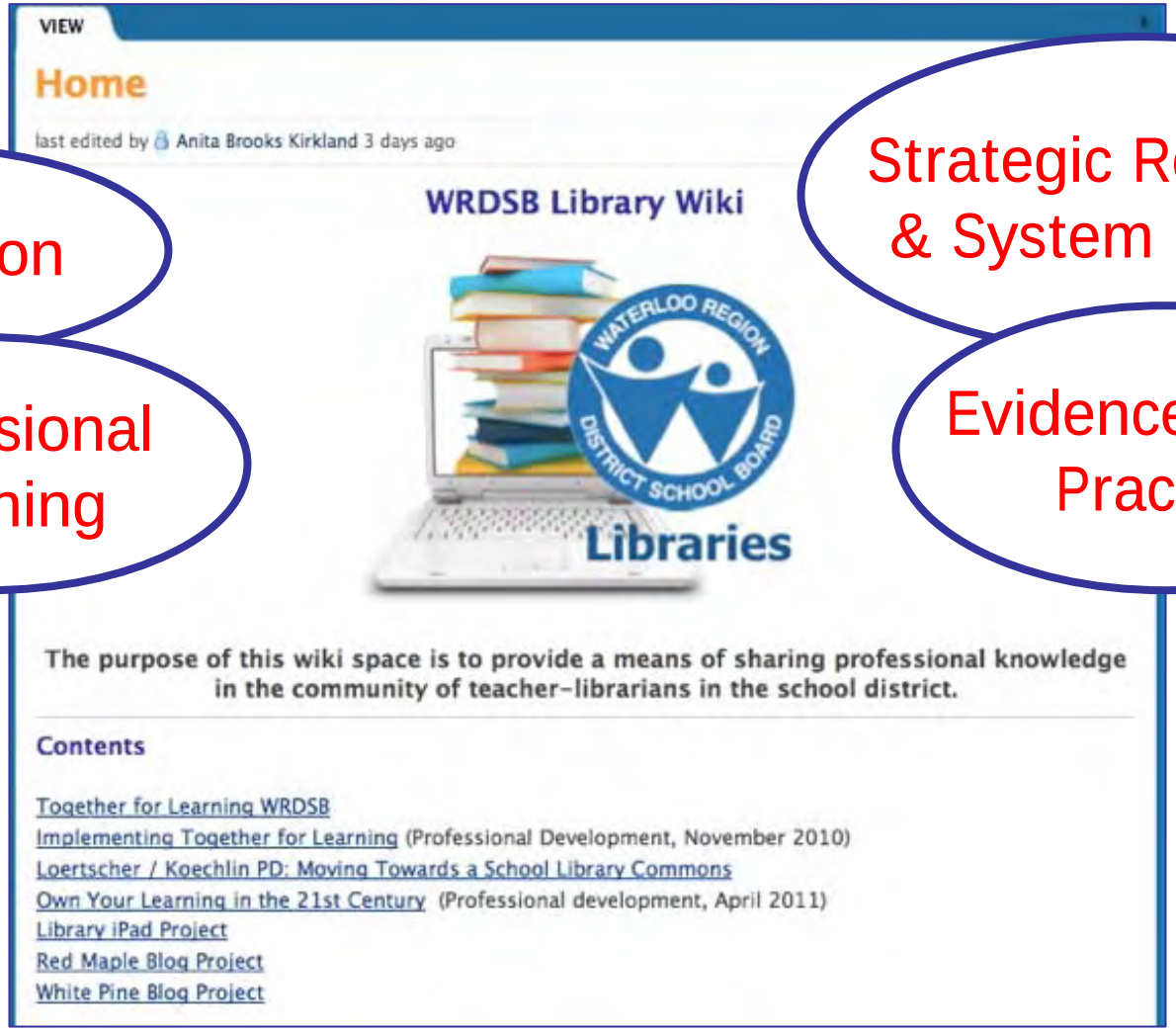
Ongoing Key Success Factors:

Innovation

Professional Learning

Strategic Relevance & System Support

Evidence-Based Practice



So what's happening in Ontario?

(My unscientific but extensive informal survey)

Several "pockets of excellence", but,

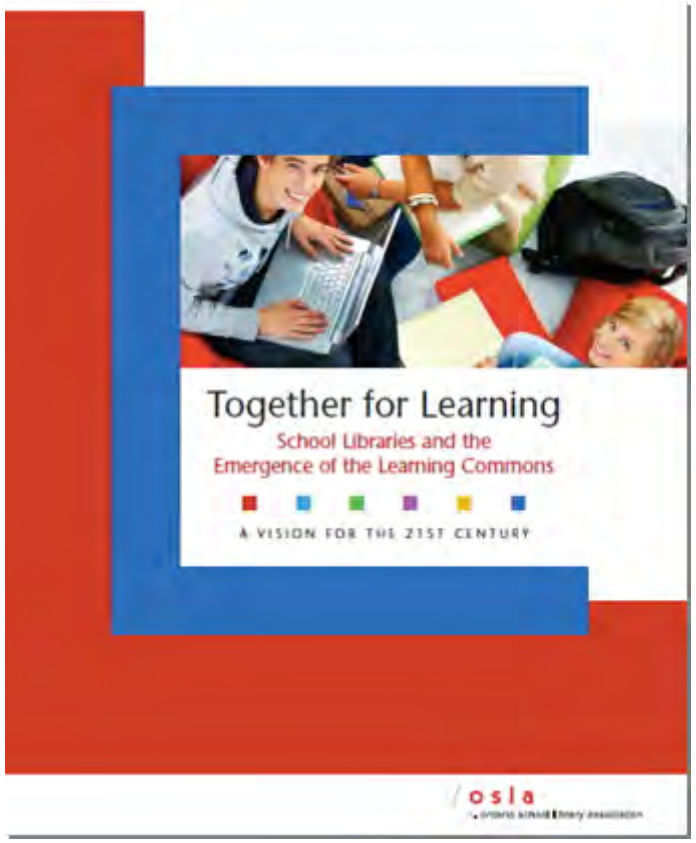
- Many school libraries have no visible web presence
- Problem is far more acute in elementary schools
- Websites often have minimal content
- Lack of attention to design factors

So what's happening in Ontario?

(My unscientific but extensive informal survey)

Several "pockets of excellence", but,

- Websites (library or school) most frequently have no visible links to online database resources / catalogues central sites
- Central sites only exist in a few instances
- Authentication barriers are a serious concern
- Minimal awareness in school library sector of current research and developments in search interfaces



The time has come for school libraries to welcome an ever-widening variety of learning practices and activities. This can be accomplished through the provision of real and virtual spaces that encourage and facilitate expanded engagement.

The challenge is discovering how to reconfigure our current spaces both inside and beyond a school and a school library's walls to reflect this new reality. Access to the technology that makes it possible, obviously, is critical.

A Vibrant Online Presence is Essential for All Libraries

The library has to be somewhere and everywhere.

We need to be better when users are in the virtual library space than when they cross the threshold of our physical library space.

Joseph Janes
Dean, The Information School
University of Washington

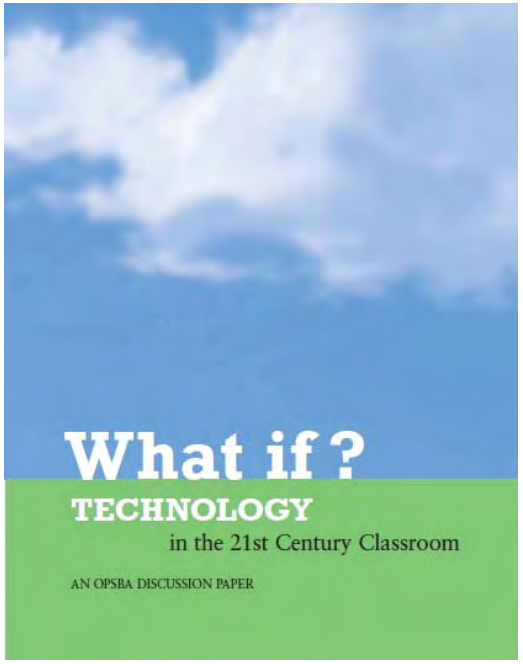
OCULA Spotlight Speaker, Super Conference 2008

Where there's a will there's a way.

School board virtual library design success factors:

- Collaborate! Building content together is always better than going it alone
- Optimize central support
- Build in opportunities for school-specific content
- Integrate, integrate, integrate!
- Collaborative, user-friendly, SUPPORTED software
- More than links, more than tools: **website should scaffold learning**

We're not in this alone.



Brought to you by

Knowledge Ontario

Together for Learning

School Libraries and the Emergence of the Learning Commons

A VISION FOR THE 21ST CENTURY

Where there's a will there's a way.

System Success Factors for 21st Century Learning:

- Supported access to internal or external online collaborative tools (i.e., student email, website CMS, blog servers, Google for Schools, etc.)
- Access to full range of Web 2.0 tools
- Optimize network for access while maintaining security
- Ubiquitous, enterprise-level wireless access
- Philosophical shift about the online world

INTERNET – POSTING INFORMATION

The *Keeping our Kids Safe at School Act* came into effect on February 1st, 2010. It explains what must happen when serious student incidents or inappropriate student behaviour takes place at school.

With the passing of this act, students who post inappropriate things on the internet at school or at home (such as Facebook, Twitter, YouTube, MySpace, Hotmail, etc.) which negatively affects the school climate may be suspended or expelled depending on the nature of the issue. The police may also be involved.

Students are warned not to post any information about other students on the internet or serio consequences may occur.

From this approach...

...to this approach.

CHARACTER DEVELOPMENT in a Digital World Conference:

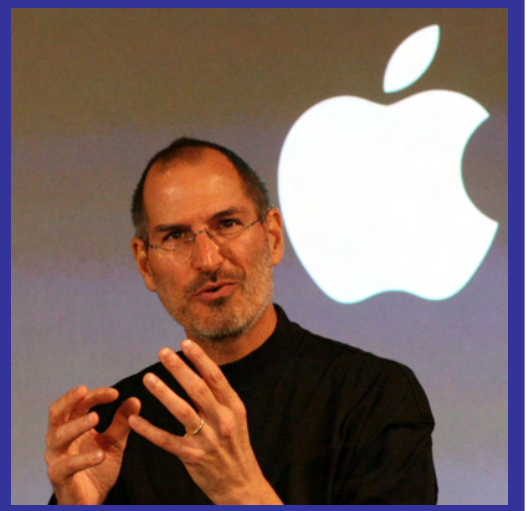
Your Digital Footprint

Our Strategic Imperative

- Collaborate, collaborate, collaborate
- Work together across schools and within schools
- Optimize central board support & resources
- Advocate for collaboration across the province
- Market, market, market
  - ✓ Making meaningful connections
  - ✓ Strategic alignment

Is Steve Jobs a Role Model for Librarians?

David F. Kohl (2010). *Journal of Academic Librarianship* 36(3).



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Waterloo Region District School Board

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