SCIS
SCHOOLS CATALOGUE
INFORMATION SERVICE

Thinking about ebooks

The ebook juggernaut is moving along like a train with no brakes, and it's raising so many issues. I thought it would be useful to put down my thoughts on the subject, how our users and learners will need to adapt, and how libraries and schools may need to adapt as well.

I think that the issues fall into a few big buckets:

1 What is an ebook?
2 What are the emerging standards?
3 What are the legal issues?
4 What's in the pipeline?

So let's talk about ebooks.

What is an ebook?

I have always been very uncomfortable with how we talk about ebooks in the educational and library communities, and in the consumer market as well. I think that we need a better language to describe ebooks so that we can discuss them in the context of libraries and education. So what is the taxonomy of ebooks? Here are some suggestions.

The umbrella term is 'e-resources'. E-resources include a bunch of resources that libraries and educators have come to know and love – databases, websites, articles, audio and video streaming media, etc. All of these contribute to modern educational environments.

Ebooks are therefore a subset of e-resources. Of course, they're also a format of books in general, like other subtypes of books – textbooks, encyclopedias, fiction, audio books, large print, translations, Braille, etc.

It would be wise to consider ebooks in much the same way we look at other major subtypes of books, reconsider how these types came to be, and why they

continue to exist. The bigger question is, 'When we make them electronic, does their major intent change for the better or worse?'

So let's consider the primary divisions of books and see how making them electronic affects them in a library, research and educational context.

Ebook demonstration at Web 2.0 expo, San Francisco 2010
www.flickr.com/photos/16316293@N00/4586879133

Fiction versus non-fiction

Fiction is written to be read in the order that it is written. That may seem obvious, but very few other books are written this way, where the reader engages with the book from beginning to end and uses his or her own imagination to experience the book's story. Fiction comes in many genres: literary, children's, mystery, romance, graphic novels, etc – all of which can be displayed in ebook format (although there are some short-term technical limitations for some e-readers regarding colour display).

in this issue

Thinking about ebooks (cont.)

Evolution of readers
www.flickr.com/photos/36813960@
N00/4505413539

Non-fiction, on the other hand, does not always require that it be experienced in a specific order. You can, in many cases, enter the book at whatever point you like and just read the chapter or view the illustration you want. You might access the work through tables of contents or indexes. There are huge differences between fiction and non-fiction, and these differences are magnified when they become ebooks. It is one thing to read an ebook of fiction on an e-reader like Kindle. The experience remains personal and you engage with the work from beginning to end. You have access to the features you expect and need, like bookmarks. Reading the same fiction book on a desktop PC, however, can generate a very different experience for the reader.

Now, imagine a non-fiction work. How do you plan to use it? Some can, and are even intended to, be read from cover to cover, such as popular works like business bestsellers or self-help books. Others you'll find that you only desire to read the section that interests you most or that aligns with your information needs. Indeed, scholarly works are often collections of essays where the order of reading is irrelevant and a single chapter might be all the reader desires. You can easily imagine yourself using a chapter or two from a non-fiction work on a desktop or laptop PC – especially if you're printing those important sections as well. (Hmmm, printing. Printing is something e-readers do poorly or not at all. We rarely desire to print fiction for future reference, but that is usually not the case with non-fiction.)

There are some non-fiction and fiction works that straddle the line, such as biographies, autobiographies, diaries, poetry, short-story collections, essays, etc, so there isn't always a strong demarcation between fiction and non-fiction when it comes to ebooks. As such, professional judgement will continue to be required for ebook collection development and usage scenarios.

So when we're discussing ebooks, we need to be very clear at the forefront whether we're talking on the same page … (pun intended) … fiction or non-fiction. There isn't a black-and-white answer here, but the usability, usefulness and satisfaction associated with the ebook experience can be quite different on this delimiter.

Reference works

Converting most reference works into ebooks is even more confusing. These are never meant to be read through cover to cover. (I will admit, though, that I once read an entire encyclopedia set and a dictionary as a child.) I think that this is one place where building the reference work as an electronic resource shines. It doesn't replace the usefulness of the print book entirely, but it does excel on many fronts. For one, it frees the book from the compromises of page order – alphabets, taxonomies, ontologies, spelling, chronologies, indexes, etc. And that's what makes them exciting as an electronic reference, since discovery is made much simpler through search features. Again, taking these print works and making them electronic adds another level of development in adding features and functions that will assist the reader's discovery process. For example, think of this small range of reference works and how they are enhanced by being electronic:

- Encyclopedias
- Directories
- Telephone books
- Quotations
- Encyclopedic biographies
- Dictionaries
- Almanacs
- Company histories
- Citation guides.

In most usage scenarios, each work would be more easily and effectively used on a desktop or laptop computer with printing capability.

Textbooks

Textbooks are one of the more exciting arenas for ebooks. Unfortunately, too many people just think about making a traditional textbook into an ebook and placing it on the web or an e-reader. This is a fundamental misunderstanding of what a textbook is and does. Textbooks are not simple holders of content. When well done, they are the framework for the entire pedagogy of a

course, a grade, a subject or more. They tend to be built over many years and many editions by teams of experts and teachers in the subject domain, as well as editorial and publishing talent. They are normally tied to curriculum or professional standards and support, at the grade-school level, the progress of students and schools to achieve greater success on local, regional, and national standardised tests. They are designed to be taught by a teacher or professor and experienced by the learner in a scaffolded way, where one piece of knowledge, skill or competency is laid down in preparation for the learning of the next highest activity. In general, the textbook's team of authors takes into account the variety of learning styles, target audiences, and age/stage issues in the design of the textbook.

So when we talk about etextbooks, we're rarely thinking of merely placing a current print work online or on an e-reader. To assume that this environment doesn't represent a material shift for the learners and teachers is to be naive. And if we were to not take advantage of the many opportunities to improve the learning experience and add additional elearning experiences in the shift to ebooks, then that would be another missed opportunity.

In the end, we can't find many similarities between apples, oranges, and pineapples other than noting that they are all fruit. Indeed, the variety of books becomes even clearer when we look at them through the electronic lens.

Stephen Abram, M.L.S.

Stephen is Vice President, Strategic Partnerships and Markets for Gale, a part of Cengage Learning. He is a past president of the School Library Association, the Ontario Library Association, and the Canadian Library Association. He is the author of ALA Editions' *Out Front with Stephen Abram* and Stephen's Lighthouse Blog. Stephen would love to hear from you at stephen.abram@gmail.com.

Your school library collection: A catalyst for creating writers

Much has been written about the school library as a place that fosters a love of literature and the enjoyment of reading for both information and pleasure. In addition to this, the school library plays another equally important role in encouraging an appreciation for, and many examples of, good writing. It does this through the selection, acquisition and provision of a collection that includes a wide range of rich language texts showcasing models of effective writing. In *Text forms and features,* Margaret E Mooney encourages teachers and school management teams to extend the use of the wide range of material sitting on library shelves to demonstrate, model and instruct students in writing.

In this article we look at:

- the role of text types within the writing program
- how to identify good examples in your school library collection
- the importance of your library catalogue in locating identified examples.

Collection management can help create writers
Image courtesy of FlickrCC; www.flickr.com/photos/
40954787@N00/281678748

Text types and their role within the writing program

The important connection for students between reading and writing is expressed by Elise Broach: 'It's as important to foster a positive student experience with writing as it is with reading, because good writers make good readers, and vice versa.'

The New Zealand Ministry of Education's *Literacy Learning Progressions: Meeting the Reading and Writing Demands of the Curriculum*, state: 'because of the role of writing as an interactive tool across the curriculum, there is a specific focus on purpose in the writing progressions'. This focus on text purpose in turn supports the use of a variety of text types defined as 'a particular kind of text, with features and conventions linked to the text's purpose'.

The Progressions describe the important role that texts play in students' development of reading and writing competencies. Guidance is given as to what texts students will be writing at various levels 'by the end of Year 4. Where appropriate, their writing demonstrates an awareness of their audience through appropriate choice of content, language and text form'. In order for students to gain the knowledge and skills necessary to write for multiple audiences New Zealand schools currently focus on the following text purposes for writing:

- to persuade
- to instruct
- to narrate
- to describe
- to explain
- to recount
- to analyse (from Year 7/8 upwards).

Effective Literacy Practice in Years 5 to 8 states that 'students need to know that many texts have several purposes'. This point can be reinforced through the use of examples from the school library collection.

The value of text types in supporting the school-wide writing program is clear and the next thing to consider is how to identify effective examples for use in the classroom.

How to identify good examples in your school library collection

An initial approach to identifying models is by utilising the information which is provided within the publication details and the text itself. Certain series, such as the Sails Literacy Series and the Springboard into Comprehension series are published with the text type identified on the book.

In order to extend the range of rich texts which can be used as models, the next stage is to identify fiction and non-fiction titles from within the wider library collection. Effective models of published writing are being used all the time in classrooms but are not necessarily recorded for future reference. A good place to begin is recommendations from teachers of specific titles which they have used in their classroom writing programs. SCIS is interested in collecting a list of examples which may be useful to other teachers. If you have titles which you have found useful as examples of a particular text type, please email the details to catinfo@esa.edu.au. Feedback from schools will also indicate if extending the application of a text-type note to items other than those published for a particular purpose might be worth considering.

It is important to ensure (or gather or include) a representative range of titles which encompass text features, forms, and types required as students develop their writing techniques and skills. The focus here is to identify good examples of text types to promote effective writing styles and practices. Additional sources of examples may come from literacy specialists working in schools, websites which support literacy teaching, and publications from professional bodies such as the International Reading Association. Once identified, your school library catalogue (OPAC) can be used to highlight and locate these examples.

Your school library collection: A catalyst for creating writers (cont.)

The importance of your library catalogue in locating identified examples

It takes time and effort to identify models of text types so it would be useful to highlight them for easy retrieval the next time they are needed. The library OPAC is a key tool in providing access to writing treasures living (and often hidden or inaccessible) in your library's collection. The incorporation of a notation in the notes field within a library catalogue record enables staff to search for specific text types through a keyword search. SCIS records may include such notations for some items if the information is to hand at the time of cataloguing, as in the below example of a literary recount text type.

Due to the fact that texts can be created to fulfil a number of purposes and incorporate various features, the predominant text type would need to be identified in the same way that subject headings relate to the predominant subject coverage of an item. Such identification would need to be made by a teacher or literacy specialist who has the professional expertise to make such judgements. The inclusion of a note identifying text type for texts, as in the example shown, is a process which SCIS cataloguing agencies may continue if feedback from schools indicates this would be useful.

SCIS record with note for text type: literary recount

Maxine Ramsay

Maxine is a Programme Adviser with the National Library of New Zealand based in Dunedin. Maxine has worked with schools across the Otago region in all aspects of school library development.

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The highs and lows of establishing an online community

The lure of the crowd

The buzz around social media's popularity presented us with an exciting new way to reach and communicate with educators. Our service, EnhanceTV, was already online. Its purpose is to help teach with television by providing guides to what's on TV that's educational – over 7,500 hours of copied programs for purchase, and free teaching resources for using these programs in class.

Feedback from our surveys showed that educators wanted more insight into the programs, with recommendations from colleagues (including what was curriculum related) and sharing of each other's teacher notes, all of which would assist them in choosing television programs for their libraries and classrooms. EnhanceTV also has connections with the film industry as it was developed by Screenrights (the non-profit organisation that licenses educational institutions to copy from television) to bring together the people who make the films and programs with the people who use and study them – for the purpose of providing insight into production and increasing the education value of these programs.

So with these ideas in mind we created an online community in April 2009 as a logical extension of our services – http://community.enhancetv.com.au.

Build it and they will come?

We had little experience of building a social media site, so we engaged a consultant. We were looking for a tool that was easy for us to manage, easy for members to use, could have its look blend in with our existing site, and didn't cost us much – after all, we're a non-profit company. We chose Ning for these reasons (Ning was free) and because it was also a network of communities, which exposed ourselves to a wider audience. Ning also integrated blogs, forums, groups, an event calendar, RSS feeds and videos, along with YouTube and Twitter. Our consultant designed the site and we kick-started the content with prearranged articles and members. We set number goals for members' numbers and blogs.

The next step was announcing the site and inviting educators to join by promoting the 'What's in it for me' aspects. We ran a competition, advertised in relevant publications (including *Connections* 70), and notified teacher and librarian networks such as OZ_TL Net.

Initially we chose membership to be unmoderated, and it was a thrill to see educators join and introduce themselves. Then after a few months we received our first bogus member who wanted to sell totally unrelated products (I'm sure you know what type I mean!) from an overseas location. Did this mean that we'd been monitored and reached a popularity level where we were now 'spam worthy'?! Unfortunately, the spamming grew to outnumber bona fide applicants, so we now have to moderate membership.

EnhanceTV Community page

By January 2010 we had 230 members, 47 blog posts, 37 videos and were on track to achieving our goals. Then we received an email from another educational Ning site with 332 members, whose creator had decided to shut the site down. They reported: 'The site does not really operate as a network ... and without contributions from others it is hard to justify the effort needed to keep the site effective. The number of bogus applications to join the network from spammers ... has also been a bit disheartening.' Is this our destiny too?

Glitches in our strategy

'Educators' are such a diverse audience that although a common interest in teaching is shared, many also specialise in certain learning areas and year levels. The brief for the EnhanceTV Community was too broad. But without giving it a try, we wouldn't learn this, and now we have revised our strategy this year to appeal to niche groups to encourage contributions. The more input teachers have, and the more discussions, lesson plans and links they share, the better decisions everyone can make in choosing TV programs for their libraries and classrooms.

The nurturing of a community is constant. Teachers and librarians are time poor and most would like to access the teaching notes of others but not have the time to contribute or share themselves. This means we need to be resourceful in finding the content. We dissuade some filmmakers from simply posting promotional content about their documentaries as this information is not educationally significant, nor does it give

unique reasons for people to visit our site. The material must be relevant and fresh, and creating and finding this material is time consuming. You need to have a plan about where this material is coming from or you'll quickly burn out.

In our view, the elements that make up a successful online community are ones where the members share a common interest, are passionate about the subject – enough to contribute – and have an active leader, and tools, which enable them to be involved in the community.

What now?

Our original plan and goals have been modified to encourage educators to engage with their colleagues, and we constantly monitor activity to protect members from spammers. The EnhanceTV Community no longer wears training wheels.

We hope you enjoy our online community and find it a lively and interesting place to educate, learn and question any aspect of teaching with TV. ▢

Kerry Franta
Marketing
Manager
EnhanceTV

Scootle: A one-stop shop for digital curriculum resources

Educators are now well aware that we live in a world that is 'both technologically rich and information-rich' (MCEETYA, 2005). The education community is still exploring how to apply this wealth of new knowledge most usefully within schools, and individual teachers are also finding their way within a range of programs, policies and research findings.

Scootle, developed by Education Services Australia, allows jurisdictions to give their teachers a quick, approachable way to find and use digital curriculum resources in their classrooms, and their school leaders a means to oversee this usage and draw on it for future school-level planning.

Scootle helps educators to provide individualised learning to cater to students' diverse needs, facilitate collaborative student learning and create additional means for teacher collaboration within a school.

What is Scootle?

Scootle (www.scootle.edu.au) is a 'one-stop shop' that contains more than 10,000 items of digital content from the National Digital Learning Resource Network (NDLRN) formerly The Le@rning Federation (TLF). It provides easy ways to find, organise and use this material. The content includes:

- learning objects: interactive, multimedia resources designed for Australian and New Zealand curriculums
- digital resources: items sourced from Australia and New Zealand's premier cultural institutions such as a section of moving image footage; an image of a document, line drawing, painting or map; a photograph; an audio file of a song or broadcast
- teaching and assessment resources: assessment objects, teaching notes and assessment ideas to support the digital curriculum content
- collections, units of work and teacher ideas.

This material is indexed using the subject headings of the Schools Online Thesaurus (http://scot.curriculum.edu.au/), an agreed Australian and New Zealand vocabulary of curriculum topics and terms for educators. Search results can be viewed on timelines and Google Maps, providing new ways for teachers to discover relevant resources, and also to construct challenging learning experiences for students.

Scootle learning paths

Teachers can use Scootle to create personalised learning paths containing digital curriculum resources organised into a learning sequence targeted to individual students, student groups or particular learning purposes. These materials can be easily selected and collected, and can be annotated with the teachers' own comments and descriptions.

Individualised student learning

Learning paths allow educators to create a broad spectrum of learning activities and tasks, using both online and printed materials. This flexibility helps teachers meet the individual learning needs of each student. Students can access the resources anywhere and at any time.

Students can easily access learning paths using a unique PIN, a feature that enables students to view and use the materials online without the need for logins. A learning path can also be printed for use by students as a worksheet, a checklist of activities completed, or as an assessment task.

Collaborative learning among students

Collaborative learning paths allow teachers to create tasks and questions using a collection of digital curriculum content as a basis. Students can access these learning paths within secure collaborative work spaces.

In the collaborative work space, students can:

- use secure Scootle chat facilities: messages are recorded so that the teacher can review student input at any time
- upload their own digital materials
- gather further digital curriculum content from Scootle and add this to the space
- create a wiki-like response to teacher questions by adding their own text, re-ordering and editing the existing material in the space and posing their own questions and comments
- receive individual and group feedback from the teacher at any time during the collaboration.

Scootle home page

Collaborative professional learning among educators

As teachers create shared learning paths they are also adding to a searchable bank of new resources for other educators, who may be a part of their school or jurisdiction or a member of the wider Scootle community, and who can access, select, repurpose and adapt the learning paths for their own context. Teachers can browse through or search this existing bank of shared learning paths by keyword, title or year level.

Using Scootle as a school leader

Scootle has sophisticated user management, administration and reporting tools that allow for system management and usage reporting at national, jurisdictional and school levels.

A designated Scootle school manager can use functions allowing them to invite staff to register, view all currently registered users in their school, and view or edit details for an individual user.

Scootle also allows school managers to report on how it is being used in their school. Two forms of reports can be generated at school level. Reports on content usage provide a list of items used, and how often they have been accessed by users in the school. School user reports display a list of all registered users in the school and their email addresses. School managers can explore this functionality by logging on to Scootle at www.scootle.edu.au.

Scootle: A one-stop shop for digital curriculum resources (cont.)

Who can access Scootle?

Scootle is available to, and used by, teachers in jurisdictions that choose to provide registration. Some jurisdictions provide teachers with direct access to Scootle, while others use local portals. Other organisations can also arrange licensed access through Education Services Australia.

Scootle is currently being used by:

- Australian independent schools
- Australian Catholic schools
- Northern Territory government schools
- South Australian government schools
- Australian Capital Territory government schools.

More than 46,000 educators are currently registered, and have created more than 100,000 learning paths among them. To find out more about access, visit www.scootle.edu.au/ec/p/accessing_scootle for a list of the jurisdictions currently using Scootle and their relevant contact information. ◘

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Reference

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Michelle Hamill
Technical Coordinator
Learning Services
Education Services
Australia

SCIS is more...

Strategic review of SCIS

Library consulting company Libraries Alive! (www.librariesalive.com.au) has been working with SCIS to develop strategies to ensure that SCIS continues to meet the needs of its users into the future. Recently more than 1,300 SCIS subscribers responded to a user survey which was conducted as part of this strategic market review of SCIS.

In their draft report, the consultants noted that in addition to the high hit-rate that customers experience when using SCISWeb, there are many other benefits for SCIS customers, including school-ready subject headings, consistent quality records, effective support and use of the database to identify materials for purchase or classroom use. Online shared cataloguing systems like SCIS provide subscribers with access to an information resource much larger than they could individually afford. Such systems are based on the premise that, once created, records of consistent quality can be used by many for a tiny incremental cost.

We were thrilled with the response rate to the survey and to the overwhelmingly positive comments we received. Your comments clearly show that time savings are fundamental to the appeal of SCIS. Saving time better spent in classroom-related activities is a frequent theme, as is the importance of consistent quality cataloguing

for the management and discovery of resources. As one user commented:

SCIS directly supports the high professional standard of our work and enables quick and efficient achievement of that standard for the whole of the library collection and supports all members of staff who directly and indirectly rely on its contribution.

More information about the outcomes of the review will be provided via the SCIS blog at http://scis.edublogs.org when the final report is available.

Resource Description and Access

During July and August 2010, SCIS cataloguers have been taking advantage of the free trial period to preview Resource Description and Access (RDA), the new standard which is intended to replace the Anglo-American Cataloguing Rules (AACR2).

SCIS will be watching with interest the outcomes of RDA testing being undertaken in the United States. The Library of Congress, the National Library of Medicine and the National Agricultural Library together with selected test partner libraries are testing RDA over a six-month period from the time of its release in late June 2010. The report of the test is expected to be available by 31 March 2011 and will be shared with the library community. Meanwhile the British Library, Library and Archives Canada, the

Library of Congress and the National Library of Australia have agreed on a coordinated implementation of RDA, pending the outcome of the US libraries' testing. SCIS will be closely monitoring the national implementation strategies with a view to developing its own strategy and timeline for implementation.

SCIS will make initial preparations for the implementation of RDA by activating new MARC fields in its Voyager library management system when we upgrade to Voyager version 7 during the latter part of 2010. This will allow us to produce test records created according to RDA rules and evaluate the likely impact for schools. We will of course be consulting with school library management system vendors to ensure that any changes to SCIS records are compatible with school library systems.

More information about RDA is available on the website of the Australian Committee on Cataloguing, www.nla.gov.au/lis/stndrds/grps/acoc/rda.html. ◘

Leonie Bourke
Manager, SCIS
Education Services
Australia

New digital curriculum resources

Resources, tools and a website that helps to embed Indigenous perspectives across the curriculum

A range of new resources have been added to the constantly expanding national pool of digital content made available by Education Services Australia. Here are some highlights of the newly added resources.

Data sets and the data visualisation project

Education Services Australia's data visualisation project is a multifaceted project involving provision of data sets: 'Data Genie', a tool for students to visualise, and interactively explore, question and analyse data; and teacher support materials with ideas for using authentic data to support student learning.

Eight data sets have been made available so far – seven are in Excel format and one can be viewed and explored in the new data visualisation tool 'Data Genie'.

From the Australian Bureau of Statistics:

- Australian population by age and sex since 1955
- Australia's population: top 50 countries of birth
- Australian reported crime victims since 2000
- Australian goods exporters by country of destination
- causes of death by motor vehicle accidents
- Australian children's participation in cultural and leisure activities in 2009.

An historical data set: The First Fleet

Available to explore in 'Data Genie' is the 'International visitors to Australia' data set using data from Tourism Research Australia's updated quarterly data.

Five units of work have been made available to support the use of some of the data sets. They include materials for History, Mathematics and Geography.

Key in 'Datasets' in your jurisdiction's access gateway to take a look at these data sets.

Presentation tools

Three tools for creating multimedia presentations suitable for different year levels are also now available.

Students can use 'Snappy' to create an interactive presentation by adding their own digital photos, audio files and text.

Snappy L11652 Years 1–10
Copyright Education Services Australia Ltd

They can choose a layout and style for each page and add a caption to each photo. The presentation is continually saved and once a presentation is created, it can be viewed in an internet browser or printed.

'Snappy' includes demonstration videos for students to follow when designing their presentation.

The Photo Album Builder enables students to create an interactive photo album. They can add their own digital photos, captions and audio files to each page. Photo Album Builder also enables students to create

word jumble activities and quizzes based on the photos.

The tool supports the contribution of multiple users during an online creation process through the use of a unique ID, or enables download to a local computer.

Photo Album Builder includes guidelines, sample feedback, a template for students to follow and an option to print their photo album.

The Open Explorer Builder enables students to create interactive multimedia projects and presentations for any area of the curriculum. Students can import images, audio or Flash video files, link to websites and add their own captions and text. Students can select an image to represent a topic or area of study, then add points of interest to it and attach appropriate content to each of these points. They can then create a tour of the content for users to experience in either a linear or non-linear way.

Included with the Open Explorer Builder is guidance on copyright issues, printable step-by-step instructions and hints on how to use the tool, and a teacher guide.

Photo Album Builder L9503 Years 2–8
Photograph of bushland reproduced with permission of Sean Aitken

New digital curriculum resources (cont.)

Embedding Indigenous Perspectives across the Curriculum

This website discoverable in repositories with TLF ID number, R11658 supports Australian teachers to incorporate Indigenous perspectives across the curriculum. Resources and professional learning materials are designed to help teachers and students better understand, value and explore Indigenous cultures, languages, histories and stories. Constructed by Education Services Australia, Embedding Indigenous Perspectives across the curriculum builds upon partnerships with a variety of cultural institutions, Indigenous organisations, education jurisdictions, schools and communities.

It provides professional learning materials for targeted curriculum support, as well as digital curriculum resources that can be used in teaching and learning programs. In addition, stories from educators and community members provide illustrative examples of how other educators incorporate Indigenous perspectives in their own contexts.

Accessing the national pool of digital curriculum content

Information on how you can access the range of digital curriculum content is available at www.thelearningfederation.edu.au

For teachers it is available from Access information: www.thelearningfederation.edu.au/for_teachers/access_information/access_information.html.

For any specific enquiries email info@esa.edu.au.

Rohini Mehta
Communications Officer
Learning Services, Education Services Australia

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New and revised subject headings

A summary list of new and revised SCIS subject headings is provided in each issue of *Connections*. For the detailed lists of new and revised subject headings, see the SCIS website at www2.curriculum.edu.au/scis/subject_headings.html.

In the summary lists, headings are marked with:

* Existing allowed headings which have been updated with changes to references or notes
A Headings which were previously USE references but are now headings in their own right
D Deleted headings
N New headings
U Previously allowed headings which have become USE references

Summary list

N Agricultural workers – Training
* Apprentices
N Athletics – Training
A Buddhist music
N Builders – Training
N Building industry – Employees
* Carols
N Christian music
* Christmas music
* Country and western music
* Deaf – Education
N Dogs – Training
* Easter music
* Education

A Employees
* Employees – Training
* English literature – Study and teaching
* Gospel music
A Hindu music
* Human resources
* Hymns
A Islamic music
* Itinerant workers
* Jazz music
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N Library technicians – Training
* Men – Education
* Miners

* Music
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Digital participation, digital literacy and schools

This article is adapted from the British report *Digital participation, digital literacy, and school subjects: a review of the policies, literature and evidence* (see www.futurelab.org.uk/resources/documents/lit_reviews/DigitalParticipation.pdf), published by Futurelab (see www.futurelab.org.uk) August 2009.

Digital literacy refers to the skills, knowledge and understanding required to use new technology and media to create and share meaning. It involves the functional skills of reading and writing digital texts, for example being able to 'read' a website by navigating through hyperlinks and 'writing' by uploading digital photos to a social networking site. Digital literacy also refers, however, to the knowledge of how particular communication technologies affect the meanings they convey, and the ability to analyse and evaluate the knowledge available on the web.

It has become commonplace to claim that children are engaging more than ever before with technology and digital media, in forms such as video games, music editing, animation, social networking sites, video sharing, and other different forms of online communication. Young people are therefore often considered to be better equipped than older generations to live and learn in the 21st century, a belief summed up by Marc Prensky (2001) in his description of today's youth as 'digital natives'.

Technology certainly creates challenges and opportunities for schools and educators as they seek to apply it to engage young people and assist their learning. Geography teachers, for example, might now be asking how GPS technologies and interactive online mapping applications can be applied in their lessons, and science educators might recognise how interactive visual simulations permit new ways to examine scientific phenomena.

At the same time, it is necessary to examine the digital natives idea more critically. The kinds of new media celebrated in the accounts of informal learning by digital natives are products of the commercial landscape, usually designed for purposes other than education. Young people may not be asking enough questions about the powerful commercial strategies within the media that operate upon them in ever more complex ways.

The concept of digital natives also obscures inequalities in access to technology. The poorest in society are likely to have less access to computers, the internet and meaningful ICT education. A reduced capacity to use a computer effectively is likely to prevent such students from getting many jobs, as well as from participating in a wide variety of government and other services offered online.

The teaching of digital literacy in schools offers a means to address both of these issues: by improving the critical understanding of those who already possess technological skills; and by facilitating the learning of all forms of digital literacy among students who have had limited access to ICT.

Aspects of digital literacy

The literacy needed to engage with the digital environment takes in an integrated repertoire of skills, knowledge and understanding.

Information literacy

During the 1990s, the notion of literacy was extended to include the capacity to manage and use information for learning, work and daily life. Young people need to think about what information they can trust and what makes information credible.

Media literacy

At the same time, media literacy experts pointed out the growing role that television, film, advertisements and online media have played in people's lives over the past half-century. The ways that these media work are not always transparent and both children and adults may find it challenging, for example, to work out who owns and produces particular media and technology, and what corporate interests are being represented by them. Media literacy also involves the interpretation and production of shared meanings, and the ability to access, analyse, evaluate and create messages across a variety of contexts.

Multiliteracies

Literacies in contemporary society are multidimensional, multimodal and changing, and cannot be understood as one single set of skills. Young people may display high levels of literacy in one medium but less developed levels in another. Effective digital participation requires that students are proficient in various literacies and able to adapt their reading, writing, listening and speaking skills to widely differing modes of communication.

Critical digital literacy

Like the term literacy, digital literacy is often used solely to describe functional skills. However, technical skills need to be integrated with skills in critical thinking, and attention to wider issues such as how and why we use computers and how this affects the meaning that we produce and receive.

Participation in the digital world

The digital environment offers opportunities to take part in sophisticated civic, social and leisure activities when online. These forms of participation include affiliations with communities such as Facebook or online games; activities in which participants create new forms of expression through zines, fan fiction-writing, or mash-ups; collaborations, where learners work with others to complete tasks or develop knowledge and skills, such as when using Wikipedia or gaming; and activities in which users shape the circulation or flow of media through forms such as podcasting and blogging.

Educators may be interested to consider how well the digital environment encourages students' participation. It is important that participation is not tokenistic, but rather that students are genuinely empowered and have agency to act through meaningful channels.

Efforts to encourage participation in the digital environment also need to overcome the challenges mentioned earlier: unequal access to opportunities, experiences, skills and knowledge need to be addressed, and students need to understand how media shape perceptions of the world. Digital participation also raises ethical issues: young people need to be prepared for their increasingly public roles as media-makers in the community.

Technology in schools

Despite substantial investment in ICT for school education, issues relating to the quantity, quality and use of technology remain, and have implications for the integration of ICT into the curriculum. Issues include establishing reliable internet connections; keeping equipment up to date; the provision of specific hardware

Digital participation, digital literacy and schools (cont.)

or software required, and access to information about how to use them. These issues suggest the need for continuing investment in technological infrastructure to ensure the most effective use of ICT in schools.

Policies and procedures regarding ICT, and the physical organisation of computers, may also need to be reconsidered. In some schools, the majority of computers are located in ICT suites which are heavily used and can be difficult for teachers to book. Mobile phones and mobile devices are often banned in the classroom even when they may be more effective than the computers provided by schools. Other potential hindrances to developing digital literacy across the curriculum include timetabling restrictions and undue or excessive blocking and filtering of online content.

Professional learning

Integrating knowledge of digital technology with the development of subject knowledge is likely to require altered pedagogical techniques, as well as the development of different knowledge, outlooks and skill sets in teachers. However, there are wide variations in the confidence, skills and knowledge that individual teachers themselves possess around digital technology and media. Teachers who remain unfamiliar with technology and online media are unlikely to use it imaginatively for learning purposes. Technology needs to become fully, meaningfully and sustainably integrated throughout the curriculum.

Conclusion

By developing the digital literacy of learners through the curriculum, educators are able to contribute to enhancing learners'

potential for participation in digital media. This means enhancing young people's ability to use digital media in ways that strengthen their skills, knowledge and understanding as learners, and that heighten their capacities for social, cultural, civic and economic participation in everyday life.

Cassie Hague
Ben Williamson

Reference

Prensky, M 2001, 'Digital natives, digital immigrants', *On the Horizon*, vol 9, no 5, October 2001.

School libraries: Making a difference

Books, school libraries and qualified teacher librarians continue to play an important role in student learning. Printed non-fiction books, for example, can lead the learner in a sequence from data to information to knowledge, as the learner uses the index at the back of a book to situate an unfamiliar term within a conceptual hierarchy of headings and subheadings available in the main body of a text. By contrast, key words attached to internet documents 'imply some prior knowledge of the context of the information being sought', disadvantaging less advanced learners.

As the information hub of the school, the library is the appropriate focus for a school's information literacy program. They should be staffed by qualified teacher librarians, who have specialist knowledge of the schools' information resources, and teacher librarians should be included in curriculum planning. There is extensive evidence that student learning outcomes are improved by the availability of school libraries with well qualified staff. A key component of this research is a US study of the role of

school libraries undertaken by Keith Curry Lance in 1993; its findings have now been replicated by research across 19 US states. The strength of this evidence generated bipartisan political support for the SKILLs Act, www.govtrack.us/congress/billtext. xpd?bill=h111-3928, in 2007. However, 'Australia is generally falling into habits of "worst practice" in relation to these research findings'.

A 2003 report by Michelle Lonsdale presents evidence of a shortage of teacher librarians, with many libraries run by less qualified staff; and of teacher librarians being used as subject teachers to fill staff gaps in classrooms, or in IT support roles. It found that the profession is ageing, with many retiring staff not being replaced. It also noted that the hiring of qualified library staff may become de-prioritised when financial management has been devolved to the school level. Independent schools invest far more heavily than government schools in qualified teacher librarians.

Education systems in Australia should offer more professional development for school

leaders in the roles that teacher librarians can play in the current information environment, and in ways that flexible staffing arrangements can be used to maximise the use of teacher librarians' time.

*Kerry Neary
Cert. T., B.Sc., Grad. Dip. TL, B.Ed.*

From little things big things grow

Part Three: Library design essentials

The BER library is progressing on schedule at South Grafton Public School. The deliveries of concrete, bricks and building frames have given us an idea of how the building will look from the outside. The library's interior allows more scope for input to the design process, layout and signage. With this in mind I contacted Kevin Hennah to garner his thoughts on the design essentials for a BER library.

Kevin Hennah's background includes 18 years' experience working with dynamic retail brands such as The Body Shop, Virgin Mobile, OshKosh, Interflora, Westfield, Kathmandu and Australia Post. In 2002 he made the transition to work closely with libraries on strategies to maximise productivity of space and improve presentation and image. During this time he has visited in excess of 800 libraries throughout Australia, New Zealand, Asia, Europe and America. Kevin is also the author of *The Victorian Public Libraries' Image Handbook* and is the featured author in *Re-think, Ideas for Inspiring School Library Design*.

Kevin graciously outlined his library design essentials suggestions for me:

To create a space that can remain relevant in coming years, it's essential that you do not build a more attractive version of what you already have! Aim for a flexible environment that can be easily reconfigured to reflect changes in technology and learning. Design initiatives need to be customer focused, as seeing students as customers prompts a very powerful question: 'How would you set up your library if you were to receive a dollar in your personal bank account for every item borrowed?'

South Grafton Public School Library under construction, August 2010

With this in mind, here are a few library design essentials.

- Put as much as possible on wheels, especially shelving. Lower, moveable shelving may require weeding. However, keep in mind that 80 per cent of your loans are generated by only 20 per cent of the collection.
- In terms of flexibility, laptop computers allow for more interesting and flexible class spaces and seating arrangements.
- For print to compete with new technologies it is essential that you give careful consideration to your shelving order. Ensure plenty of front-facing shelves are ordered, as book covers are a powerful 'selling' tool. Look at products such as Slatwall® for bay ends.
- Visit as many bookstores as possible. Learn from the best initiatives – if a book retailer were to adopt the visual merchandising practices of the average library, they'd go broke!
- Think about first impressions; engage your customers at the entrance with a powerful feature of front-facing books.
- When considering the best layout, consider whether every collection 'pays the rent' of the space it occupies.

- Find those areas in your library that provide natural light, an attractive view or a peaceful place to relax with a book. Importantly, avoid large groupings of chairs that resemble a waiting room or a bus stop.
- Avoid building 'Titanic' circulation desks! Give consideration to the benefit of a straight desk that sits in front of a wall (as opposed to a central, island-style design). Positioning a desk in front of a wall will restrict the customers' line of sight to bins, storage and the like. The wall also provides an excellent platform for branding or the library website.
- For books to compete with the internet, libraries need to take a lead from book retailers and develop simple, user-friendly directional signage, particularly in non-fiction. I don't believe non-fiction book sales are declining at the rate non-fiction loans are in libraries – this is a merchandising issue!
- In the past 10–20 years, most libraries have introduced computers, internet access and nurtured many other new technologies. In contrast, print has been consolidated to the rear of the library on tall shelving with ineffective and inadequate signage. Your new library presents the opportunity to nurture both. Good luck! 🔗

Kevin Hennah

Nigel Paull
Teacher librarian
South Grafton
Primary School
New South Wales

Educational Lending Right

This year's participants offered Curriculum Press gift voucher!

600 schools across Australia have been selected to participate in this year's Educational Lending Right (ELR) 2010–11 school library survey. Invitations to participate are distributed in the first weeks of term 4. The schools will be offered a gift voucher from Curriculum Press. Resources offered by Curriculum Press are featured on page 15 of each issue of *Connections*.

Participating schools will receive a $20 Curriculum Press gift voucher

Has your school been invited?

If you are one of the lucky ones to be chosen this year, we hope you are able to follow the instructions to provide a data file report or a back-up file. It is estimated to be a very quick process in most library management systems. And that is the survey done! The ELR survey has:

• no questions to fill in online or on hard copy
• no comments with expanded information
• no boxes to tick
• no manual count of titles
• no calculations to be made.

Each participant can fill in a feedback form to let us know how they found the process.

We have used this information to improve processes where possible. Feedback forms received from previous ELR surveys show schools report the process takes only a few minutes in most systems!

The ELR survey collects data

The ELR survey collects data to calculate the number of copies of specific titles held in Australian educational libraries. Titles included range from study guides, readers and fiction to autobiographies and non-fiction. The ELR survey software has been developed in collaboration with library software vendors and is designed to run in the school library automation system. The survey software counts the number of copies of selected book titles held in the school library catalogue. The privacy and confidentiality of schools' data and records are rigorously maintained.

343 schools participated in the ELR 2009–10 school library survey. The data they provided was used to calculate the number of ELR payments. Payments totalling $10.8 million were made to 10,492 Australian creators and 384 Australian publishers whose books are held in educational libraries.

Participants to receive a Curriculum Press credit

As a way of saying thank you for participating in this year's ELR survey, schools will receive a credit note to use with a purchase from Curriculum Press. If you are sent an invitation to participate, we hope you are able to follow the instructions to send data from your library system. We will

then send you the details for claiming your credit from Curriculum Press. Find out about all the resources available from Curriculum Press at www.curriculumpress.edu.au.

Top 100 Australian books available to all from ELR web page

Top 100 Australian books

As a result of the survey being conducted, an estimate is made of the number of books held in school libraries. From this estimate the top 100 Australian books list is created. We have made this list available from our ELR web page at www2.curriculum.edu.au/scis/elr.html. It is provided as a Word document so schools can reformat it to use in their library promotional material. ◻

*Anthea Amos
SCIS Projects
& Information
Services
Coordinator
Education
Services Australia*

Connections

Connections is a quarterly newsletter produced by the Schools Catalogue Information Service (SCIS), a business unit of Education Services Australia. *Connections* is distributed to all schools in Australia. SCIS is committed to publishing informative and useful material relevant to school libraries, helping library professionals keep up to date with the latest in information services and technology.

Submissions to *Connections*

SCIS welcomes submissions of articles to be considered for publication in *Connections*. Articles may range in length from 500 to 2,000 words. Work outside these specifications will be considered.

Please forward submissions and correspondence to scisinfo@esa.edu.au and include your contact details.

Advertising in *Connections*

Contact SCIS for specifications and advertising rates.

Connections online

Current and past issues of *Connections* are available online at www.curriculum.edu.au/scis.

Website reviews

The Archibald Prize
www.cultureandrecreation.gov.au/articles/archibald/
The prestigious Archibald Prize for portraiture is awarded annually by the Trustees of the NSW Art Gallery. Content includes details on past Archibald winners and subjects, and information regarding other significant Australian visual arts prizes.
SCIS No: 1467646

BBC – School Science Clips
www.bbc.co.uk/schools/scienceclips/index_flash.shtml
K–6 Science topics featured on this website include forces, magnets, health, electricity and micro-organisms. Content for each subject features an animated, interactive experiment and quiz.
SCIS No: 1215543

Cartoonster
www.kidzdom.com/tutorials/
Students wanting to create quality animations will benefit from the advice and background information available from this free website. Five interactive tutorials guide students through each stage.
SCIS No: 1206875

Discover Dairy – 3 Serves Every Day!
www.dairy.edu.au/discoverdairy/
All facets of dairy production, the benefits of consuming dairy products and cooking with dairy products are covered on this comprehensive website. Individual sections are applicable to students, teachers, parents and canteen managers.
SCIS No: 1323519

Geography World by KBears.com
www.kbears.com/geography.html
This appealing, interactive site for primary students encourages them to test their knowledge of world geography and culture. Content includes printable maps, easily understood statistics about countries, world music, climate information and games.
SCIS No: 1467664

Interactive Whiteboards
www.edna.edu.au/edna/go/schooled/school_theme_pages/pid/544
With significant numbers of interactive whiteboards (IWBs) being used in most schools this edna website features pertinent research material on the use of IWBs and also offers links to curriculum resources.
SCIS No: 1467698

Le Petit Velo Rouge
http://petitvelorouge.free.fr/Nouveau/home.html
Primary and junior secondary French language students will be enamoured with this animated website. A series of interactive scenarios and games can be completed using the French instructions.
SCIS No: 1467729

Leonardo da Vinci
www.mos.org/leonardo/
Da Vinci's creative intellect in the areas of science, art and inventions are explored in this encompassing website. Teachers are catered for with extensive lesson plans, while students will enjoy the multimedia activities.
SCIS No: 1467736

Medmyst
http://medmyst.rice.edu/
Rice University has created an engaging website for secondary science students studying infectious diseases and viruses. The interactive games encourage students to explore the medical mysteries associated with a variety of scenarios.
SCIS No: 1467841

Narelle Oliver
www.narelleoliver.com/
Narelle Oliver is an award-winning children's author, illustrator and artist. Her well-designed and informative website features sections about her projects, extensive publications, biographical data, workshops, links and contact details.
SCIS No: 1445216

New Zealand Book Council
www.bookcouncil.org.nz/
This portal holds a wealth of material about New Zealand's literature, writers, new works, reading groups and education links. The education subsection contains material on writers in schools, book recommendations, competitions and reading support matter.
SCIS No: 1108843

Science Alert: Australia & NZ Science News, Scholarships, Jobs, Events
www.sciencealert.com.au/
The Science Alert authors encourage Australasian research institutions to share their achievements online. Science teachers and senior secondary students will find a variety of current Australasian science articles, opinions, news and events available for no charge.
SCIS No: 1467852

The Music Lab
www.sfskids.org/templates/musiclab.asp?pageid=4
Part of the San Francisco Symphony's award-winning site for children, this segment is designed to allow students to experiment with the sights and sounds of music. Terms covered include tempo, rhythm, pitch, harmony and symbols. Students can then compose and select instruments to perform their music.
SCIS No: 1467859

Which Book
www.det.wa.edu.au/education/cmis/eval/fiction/whichbook/
Teacher librarians will find this website another useful selection tool for assisting students to find a suitable book. Compiled from the CMIS publications, *Primary Focus Fiction* and *Fiction Focus: New Titles for Teenagers'*, sections include: 'Books not to be missed', 'Fiction to support themes', and 'What's new?'
SCIS No: 1467873

Reviewed by
Nigel Paull
Teacher librarian
South Grafton
Primary School
New South Wales

The internet sites selected in *Website reviews* are often of a professional nature and should be initially viewed by teachers and library staff to determine suitability for students. The links, content and address of these sites may not be permanent.

Resources for classroom teachers

This page features our most recent or highly recommended professional resources to support teaching practice. Please visit www.curriculumpress.edu.au for a full list of titles and to place your order.

Igniting a Passion for Reading
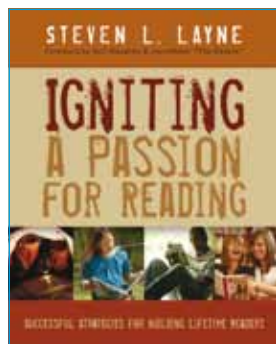**Successful strategies for building lifetime readers**

184 pp
Author: Steven L Layne
Publisher: Stenhouse
RRP: $45.00
SCIS No: 1452582
ISBN: 9781571103857

When teaching reading, we often focus exclusively on skills instruction. But how can you teach the 'how' without the 'why'? This new book shows teachers how to develop readers who are not only motivated to read great books, but also love reading in its own right. Packed with practical ways to engage and inspire readers from kindergarten through to high school, this book is a must-have on every teacher's professional bookshelf.

Well known for his children's books, young adult novels, and keynote speeches all over the world, author Steve L Layne (aka Dr Read), offers teachers everywhere a plan for engaging even the most reluctant reader. From read-alouds to creating reading lounges to author visits and so much more, this book will help schools create a vibrant reading culture. The book also includes reminiscences from many of today's well-known children's and young adult authors, such as Mem Fox, Sharon Draper, Steven Kellogg, Candace Fleming, Eric Rohman, Neal Shusterman and Joan Bauer, about the teacher who ignited their passion for reading.

Written with humour, grace and poignancy, *Igniting a Passion for Reading* will have a profound effect on the teaching of reading in schools.

Fun-tastic Activities for Differentiating Comprehension Instruction
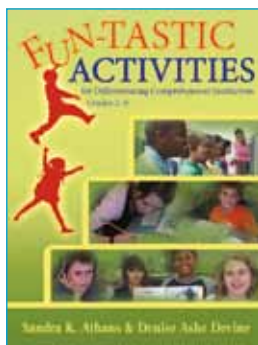
170 pp
Authors: Sandra Athans and Denise Devine
Publisher: International Reading Association
RRP: $49.95
SCIS No: 1452637
ISBN: 9780872074767
Years: 2–6

As a teacher, you know how essential student buy-in is to instructional effectiveness. It is not enough to merely have students participate in the classroom activities you select; they need to be actively engaged and wanting to participate.

In *Fun-tastic Activities for Differentiating Comprehension Instruction*, you will discover unique and engaging teaching strategies that will motivate all of your students. Through the introduction of literacy bins – multi-unit compartments containing thematic, content-aligned activities – you can meet multiple classroom objectives while sparking your students' curiosity and sustaining their interest.

The activities in this book provide a creative context in which you can:

- differentiate your teaching to suit all levels of student ability
- address multiple learning styles
- build student background knowledge
- celebrate students' individuality
- improve fluency and supplement comprehension strategy practice.

Through the blending of small-group instruction, independent student adventure, and the exploration of game-based literacy activities, you will find ways to strengthen your reading instruction while promoting autonomous student learning. *Fun-tastic Activities for Differentiating Comprehension Instruction* can also help students develop multiple avenues of learning and continue to stretch their skills in reading, writing, speaking, listening, viewing and critical thinking.

Creating Strategic Readers (2nd Edn)
Techniques for developing competency in phonemic awareness, phonics, fluency, vocabulary, and comprehension

1 CD-ROM and 246 pp book
Author: Valerie Ellery
Publisher: International Reading Association
Price: $59.95
SCIS No: 1451255
ISBN: 9780872074699
Years: 0–8

Author Valerie Ellery has updated her bestselling book, *Creating Strategic Readers*, to help you meet the challenges of educating your 21st-century learners. Here she describes a comprehensive literacy classroom, detailing appropriate curriculum, assessment and instruction. She then focuses on the five essential reading components: phonemic awareness, phonics, fluency, vocabulary and comprehension.

The book includes numerous exciting and engaging techniques geared to students' reading levels and incorporating students' multiple intelligences.

This updated, revised, and expanded second edition features:

- over 140 classroom-tested techniques
- 35 new techniques
- an expanded focus on educating the whole child
- a motivation/engagement section for many techniques
- an accompanying CD-ROM with a wide assortment of reproducibles and assessment forms.