

Twitter for libraries (and librarians)

For many people, the word 'twitter' brings to mind birds rather than humans. But information professionals know that Twitter (<http://www.twitter.com>) is a fast-growing, free messaging service for people, and it's one that libraries (and librarians) can make good use of – without spending much time or effort.

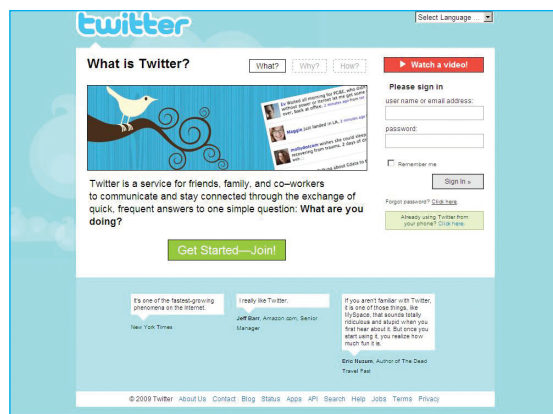
Twitter lets people send and receive short messages, called Tweets, via the web or via SMS using a mobile phone. Messages on Twitter are limited to a maximum of 140 characters, including spaces, and they're generally public. Because each message is just a sentence or two, a carefully crafted post can convey a good deal of information without taking a lot of time to read or write. In addition, because Twitter has millions of users, it's a good place to find and connect with people interested in your institution and your areas of expertise.

To automatically see what someone else is saying, you 'follow' them. Those who regularly receive your posts are your 'followers'. You don't need to give each other permission to follow, and you can view Tweets without signing into Twitter, but you must sign in to follow someone.

Thanks to the brevity of messages on Twitter, people often refer to the medium as micro blogging. Like full-sized blogging, the pint-sized version is useful for exchanging many different kinds of information. Although Twitter users initially shared just personal

updates ('Eating kale for lunch', 'Watching the Giants game on our new TV'), it's become common for people and organisations to Twitter about professional ideas and information too. Yes, organisations have now begun to use Twitter as a communications medium.

For example, a library could share all kinds of news that patrons want. Short messages can tell people about events such as readings, lectures, and book sales; newly available resources; or changes in the building hours. One message a day or one a week could share a tip on finding or accessing information online or in the building. Twitter posts can link to interesting news stories about literacy or about libraries. When appropriate, the posts can link to a library's own website and blog for more in-depth information.



Twitter's home page

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Twitter for libraries (and librarians) (cont.)

Libraries on Twitter

Libraries of all kinds are already using Twitter to good effect. Public libraries such as Ada Library in Boise, Idaho (<http://twitter.com/adalib>) and the Cleveland Public Library (http://twitter.com/Cleveland_PL) use Twitter to point out highlights on their websites – everything from exhibit announcements, to links for nominating ‘your favourite librarian’, to holiday hours. The Missouri River Regional Library (<http://twitter.com/mrrl>) posts information about teen events and recently linked to research about the value of libraries in lean economic times. Arizona’s Glendale Public Library (<http://twitter.com/GlendaleLibrary>) Tweets about its programs.

University libraries have a somewhat different focus. The Undergraduate Library at the University of Illinois-Urbana-Champaign (<http://twitter.com/askundergrad>), for example, lets students know about upcoming deadlines (‘5 days left to return ALL media items’), service issues (‘Access to EBSCO through wireless is down. You can still access EBSCO through desktop PCs’), and other topics of interest (‘UGL is hiring for Spring 09! Applications @ the front desk’). The Yale University Science Libraries (<http://twitter.com/yalescilib>) announce workshops on library resources, provide links to online archives, and give tips on sending text messages to a librarian. North Carolina State University Engineering Library (<http://twitter.com/NCSEngLibrary>) links to both university and external blog posts.

Twitter gives special libraries a new opportunity to share information not just with their internal clients but also with people outside the institution who are interested in their topics. The Lunar and Planetary Institute Library (http://twitter.com/LPI_Library), for instance, has linked to the Carnival of Space blog, the International Year of Astronomy Discovery Guide and a report on the National Science Digital Library (NSDL) meeting. Sun Microsystems’ library (<http://twitter.com/libraryresearch>) Tweets about additions to its collection. The National Press Club (<http://twitter.com/NPCLibrary>) does a nice job of combining announcements of coming events with URLs and some personal observations (‘Luncheon with Paul Krugman, <http://tinyurl.com/5rqckl>’).

‘3 great book events at the club next week!’ and ‘Thoroughly enjoyed the Billy Joel luncheon. Was a bit surprised when he walked by my office in the library beforehand’).

Since people often look to see who a Twittering person or institution is following, libraries can add resources to the list of accounts they follow. The local newspaper, national and international news sources such as NPR (<http://twitter.com/NPR>) and BBC (<http://twitter.com/BBC>), and professional information sources (<http://twitter.com/LibraryJournal>) are all good candidates to follow. However, you can only easily see 36 accounts being followed, ranked according to when they joined Twitter. Libraries that find the list of their followed Twitterers is not terribly useful can create a background image that lists resources on Twitter.

There are, of course, many individual librarians who are on Twitter, combining personal posts with professional ones. In fact, if you plan to establish a library presence for your institution, you need to decide whether to include an employee’s name on the account. Most Twittering libraries don’t (Illinois’ Undergraduate Library didn’t even fill in the bio field), but library users want to know who’s behind the Twitter account. The bio field has 160 characters available, and libraries should take advantage of the opportunity to explain their mission and highlight people.

Effective use of the Twittersverse

The essence of Twitter is conversation. Libraries, however, tend to use it as a broadcast mechanism. Libraries on Twitter should encourage followers to interact with the library – ask questions, share links, re-Tweet interesting posts from others, and reply when people message you (those are prefaced with @ your account name). For professional development, look for conference coverage on Twitter.

Given the many potential uses of Twitter for libraries – not to mention the likelihood that your patrons are already on it – it’s a great medium to embrace. And at just a few sentences a day, the lightweight format doesn’t require much time to make a big impact. The accounts above will give you a feel for library Twittering.

For more libraries that Twitter, check out <http://libsucccess.org/index.php?title=Twitter>

Bear in mind that the medium is new, and libraries have only begun to skim the surface of Twittering. But as a service designed for exchanging information, Twitter holds great promise for libraries of all kinds, and your creativity will expand its utility.

Twittiquette for Institutions


Before you do anything else on Twitter, sign up for an account at Twitter.com (it takes just a few minutes), and then spend five or 10 minutes a day clicking around and learning how people use the service. Make it a point to follow at least a few interesting people and institutions. (On Twitter, you can get a feed of somebody else’s messages by ‘following’ that person; unlike on other social networks, there’s no need to get permission from them.) After a week or so, you’ll be familiar enough to start posting – particularly if you keep the following guidelines in mind:

- * Do fill in your account’s settings with the name of your institution and its URL. Then use the 160-character bio field to give the name and title of the employee or employees who post to the account. Don’t assume that people won’t care who’s behind the account.
- * Do treat Twitter as a conversation rather than a broadcast medium. Don’t simply post information without also replying to people who send you messages in the system. How do you know they’re talking to you? They’ll start their message with the @ symbol, followed by your account name. For instance, ‘@Cleveland_PL: Where can I find a podcast of Sarah Vowell’s recent reading?’ Replies show up in a tab on your Twitter page. Although conversational Twittering is not yet the norm among libraries, it is common for other institutions on the service to interact with followers. Thus it’s expected by many Twitter users, and it’s a great way to connect with patrons.
- * Do search Twitter daily for mentions of your institution, using both Twitter Search (formerly Summize; <http://search.twitter.com>) and the ‘Find People’ function on the main Twitter site, which actually will find institutions as well as individuals.

Don't ignore the conversations that are happening about your library or your community. Reputation management is not just for businesses.

- * Do follow everyone who follows you. When somebody follows you, it's a sign that they're interested in talking to you; when you follow them back, you're signalling mutual interest and providing an important connection for many of your constituents. An additional benefit is that people who follow each other on Twitter can send 'direct messages,' which

are private messages between two parties and can be good for customer service and other exchanges that may be specific to an individual patron.

- * Do post approximately once a day, or up to as many as five or six times a day. Don't let the account go inexplicably quiet for extended periods, and don't overwhelm people with too many posts.
- * Do sometimes ask questions and solicit feedback. Don't forget to follow up with a post on the results. 

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First published by *Information Today, Inc.* (<http://www.infotoday.com/cilmag/may09/Milstein.shtml>)

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Do you want kids to be safe online? Loosen those filters!

I am on a mission to spread the word that Draconian filtering at schools is a practice that produces negative outcomes. The time to speak out about such constraints is now! I am challenging readers to make a New Year's resolution to work for gaining more internet access for students and faculty members in K-12 schools.

This has long been a mantra with me, and I believe that, as time goes by, the stated reasons for such filtering become harder to justify. Let me hasten to say that I am not campaigning for frivolous surfing at the expense of bandwidth that should be used for educational purposes. I am talking about the kind of filtering, often banning any use of words deemed objectionable, that keeps kids and teachers out of so many great educational resources.

My first article in this series about filtering appeared in the September 2008 issue of *MultiMedia & Internet@Schools*, and a second followed in November 2008. By way of recap, I have offered a general description of the situation, followed by what I think is the most compelling argument to use with administrators when requesting more access: that other districts are moving far ahead and doing well with access that allows entree into Web 2.0 resources.

In this article I will offer a second strong reason to take another look at very tight filters: that allowing additional access helps us make kids more, rather than less, safe. I am painfully aware that many educators wish they could do more online instruction and activities with kids, but they fear jeopardizing their jobs by 'making waves'. So I am joining my friend Nancy Willard, a noted cyber-safety and filtering expert, in speaking out in the hope that I can in some way provide weight to the argument.

More ... not less ... safe

Why do I assert that students are more, rather than less, safe with increased internet access at school? To many that may sound counterintuitive! Here are some reasons.

- * If we have access, we can teach kids about good and bad sites. Some of my students report that in their schools, students are not allowed to search the internet at all. Instead, they are only allowed to use sites from pre-approved lists. To get a site on such a list, a teacher or librarian must make a request, which is then relayed to a technology liaison or school/district administrator. Then the requestor must wait for the request to be reviewed and (hopefully) granted. It is not hard to imagine that by that time, the need for

the site has long since passed. In other instances, teachers and students may search online, but far too often the sites they want to view are blocked. Even if the unblocking process is very fast, students are not being taught how to be safe and smart searchers. They are receiving no instruction about how to size up a site to determine if it is authoritative, unbiased and appropriate for their use. Then when they go home, to the public library, or elsewhere on their own time, they are babes in the woods regarding website evaluation. Sadly, their teachers may also be uninformed and are just relying on the filters and lists, since that is their only avenue to internet use. Other teachers simply give up altogether. Kids in these schools are not being well-served.

- * Filters both under-block and over-block. We know from numerous studies and evaluations of various filtering applications that they are far from 100% effective. Students easily circumvent filters by searching with terms in languages other than English and by other inventive tactics. And, of course, the internet abounds with sites that teach students how to skirt filters completely. As far as under blocking is concerned, even with filters, inappropriate sites certainly slip

Do you want kids to be safe online? Loosen those filters! (cont.)

through. Furthermore, no filters guard against information that lacks authority or is inappropriate for student use regarding age. Thus we may find, as I have personally experienced, ridiculous situations such as eighth graders quoting information from sites posted by third graders.


- * Filters create a false sense of security. Teachers often operate with a faulty notion that their students need minimal supervision when using the internet, since the filters are in place. Unless teachers are safe and smart internet users themselves and are also committed to supervising students using the internet, problems are sure to arise. No teacher or librarian should allow students carte blanche to 'surf' without close monitoring. At best, the youngsters are apt to waste time and wander off-task. At worst, they are exploiting the filters' weaknesses and accessing the sites that are supposedly blocked.
- * Campuses without override rights cannot even check on known threats. This is, to me, the height of irresponsibility regarding internet access on school campuses. Far too often not even the principal is allowed to override the filter and view a site about which he/she has concern. Last spring at the Texas Library Association Conference, internet safety guru Nancy Willard posed this question: What if a child comes to the school counsellor or administrator and says that there is some scary and inappropriate content online about her or about goings-on at that school? Far too often that concerned educator cannot even visit the site to see what the student is worried about. Someone in the audience spoke up and said that this very thing had happened at her school. In order to take a look at the threatening site, a MySpace page, she had to get in her car, drive home, and view the site there. Then, she printed it out, returned to school, and reported it. Sure enough, there was a fight brewing, and they were able to stop it. In another instance, shared with me by a student, some high school students at her school had made a fake social networking site about the school assistant principal, who knew nothing of its existence. Again, someone had to go to great length to view the site and then take action. How can this type of restrictive overkill be said to help keep kids safe?

So what should be done to bring some common sense to the table? The first thing I strongly advocate is filtering override rights for campus personnel. On any given campus, there should be several people who can immediately use a password to override a filter. People who should be trusted with this right include the principal (of course), assistant principals, the counsellor, the campus technology personnel and the librarian. This is minimal. Surely teachers who have received training and who are active and informed internet searchers should be trusted as well. To deny campus professionals this access is parental, insulting, and, frankly, dangerous. This is the first and most basic right that I think all educators should seek immediately. Here are some other situations that might be used to exemplify this need for override.

- * Suppose Suzy Student goes to the counsellor and says, 'I am worried about my friend Freda Frantic. She has posted a letter to her website offering to give away her belongings and predicting that she will be gone after next Friday. She is hinting that she is thinking about suicide.' Shouldn't that counsellor be able, after hopefully thanking and calming Suzy, to go to that MySpace page and take a look?
- * Suppose Rhonda Researcher, an eighth grader, tells her librarian, 'I found this weird site about Martin Luther King on the internet. It says we should outlaw MLK's birthday as a holiday.' Shouldn't the librarian be able to look at that page and show Rhonda why it is a hate site and not one to trust? The site in question, 'The Truth About Martin Luther King', appears very high on search results, particularly with Google, and heavily encourages kids to share it with their friends. Does it really make sense for educators to be forbidden to use this site as a teachable moment about biased and hate-filled sites? Are we keeping kids safe by not teaching them and sending them home to view the site without any guidance?
- * Suppose that an assistant principal, coach, or teacher hears kids laughing about a website that makes fun of him. Putting up fake sites in the name of teachers and administrators is a very popular pastime among middle school and high school students. Shouldn't that adult have the

right to go to that site from school to see what is there? How are his best interests and those of the school and district served by his being blocked?

Second, schools and districts need to review and update their acceptable use policies and their attitudes about filters. What seemed appropriate and desirable several years ago has less and less relevance in view of increasingly internet-savvy students and the proliferation of important and valuable Web 2.0 resources for educators.

Finally, educators must be trained to be safe and smart internet users themselves, and they must have the right to use this knowledge for the instruction and edification of their students. Further, they must be warned that they must not allow students to search the internet without their constant and vigilant presence. The best filter is the watchful adult, whether it is in the classroom, in the library, in the lab, or at home. The practice of using the filters as an excuse for teachers not to learn about the internet is no longer acceptable. The time for change is now, and not just so everyone can use nifty resources. It is important for keeping our students safe and smart in the digital world. 

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Rearrange the furniture

I will admit, up front, to being a burglar of ideas. Our reading lounge, which was previously discussed in my blog (<http://skerricks.blogspot.com>), came from something I saw at a colleague's library. Holiday borrowing was influenced by another colleague's practices. Ditto bookmarks, ditto lots of things. Imitation. Flattery. The creative soup of sharing. By visiting my blog you are probably aiming to pick up some ideas to burgle and use too – and I hope you do!

Recently a few colleagues and I gathered at my school library to share ideas. Everyone brought photos of their libraries on their flash drives/nerd necklaces and we took a 'tour' of each on the big screen. To admire, to suggest, to enquire, to ask for help, to give advice, to see what had been done and, hey, let's be honest, to see what we could burgle!

In one library, there was an arrangement of tables in a hollow-centred square, seminar-like. 'How does that work?' I asked curiously. It does, I was assured.

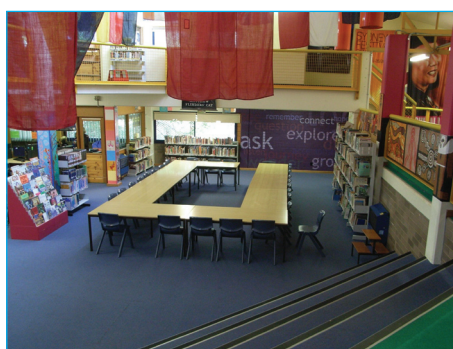
The idea took root, and I talked about it with my school assistant the next day. Could be interesting, we thought. The first photo here gives you a glimpse of the non-fiction seating arrangement before we started. Six tables, six chairs around each, the tables arranged in two lines of three tables. It's the layout I inherited when I came here and which, until now, I haven't seen any way to change. This idea, however, seemed to have possibilities worth exploring.



The non-fiction seating arrangement before rearranging

We would need more tables. We did some rejigging of what was where – in the glassed-in seminar rooms, for example, we could reduce four tables to two without a major negative impact, and those two tables could go to the classroom area down the back, while two of the tables there could come into the non-fiction section.

A teacher came by while we were rejigging, and I asked her what she thought. Hmmmm. She didn't like the idea of a closed rectangle, she wanted to be able to get into the middle of it for teaching (or what I think of as 'Geoffrey Robertson Hypothetical Mode'). Fair enough. Useful feedback. We swapped in one smaller table, leaving a gap. It faces, you will note, away from the entrance to the library on the right, so kids are less distracted by the general comings and goings of people.




The new arrangement of seating in the non-fiction area

We observed responses, interested to see how it might go. It's not going to suit every teacher instantly, but then that doesn't mean it doesn't work. It means it's new.

What I like about it: it presents a nonverbal message about the library as a learning space, thanks to its 'seminar' style. It breaks up groups (which can become rowdy) and says, we're here to learn together. That said, it's still possible to do group work. It makes the students more accountable – instead of being clustered in groups, with friends across the table, it makes each student more visible. Their front is to the world,

not protected by their mates across the table. Psychologically, it's a different game, and the impact of this is something we're only gradually seeing. Of the classes who have used it so far, our unscientific observation is that they're quieter, maybe because of that visibility. I also like that it looks more mature, more sophisticated, and treats the kids in a more adult way.

It remains to be seen how it goes in the longer term. I'm asking teachers and students for feedback, and observing classes as they use it. Our lovely cleaner says it's easier to vacuum around, and my helpful school assistant wants to try this in our other two classroom areas (not sure if we have enough tables for this, or enough space, but it's noted as a possibility!).

What you will need: enough tables, enough space and some muscle power to move them. And a shiny optimistic enthusiastic smile for the staff members who look at it and say 'Oh...', in that tone. And a grin for the students who stop dead and say, 'Oh!', because it's different. 

Ruth Buchanan
Teacher Librarian
Colo High School, New South Wales
TL/teaching blog:
<http://skerricks.blogspot.com>

Linking you to more useful information

Often in the course of fulfilling our job description, the chore of cataloguing can be greeted with a sigh or perhaps even a groan. Prior to the unveiling of the SCIS database and downloadable records this reaction would have been acceptable, but of recent times SCIS is creating even greater facilities for the end user.

I am a Library Technician at Perth College, an Anglican School for Girls which essentially uses SCIS for cataloguing. However, I have discovered there are many more features to utilise besides the ease of cataloguing with downloadable records. Expanding on this statement... enter Google Books, as was mentioned in SCIS is more ... Connections Issue 69 Term 2, 2009.

The screenshot shows the SCIS OPAC search results for the book 'Activate your students'. The record includes the following details:

- SCIS No:** 1351783
- ISBN:** 9781742003023
- Title:** Activate your students : an inquiry-based learning approach to sustainability. Middle primary / Sharon Rushton.
- Other Titles:** Activate your students. Middle primary
- URL:** CC Bookshop
- Publisher:** Carlton South, Vic. : Curriculum Corporation, 2008.
- Description:** 72 p. : ill.
- Main Author:** Rushton, Sharon.
- Contributors:** Curriculum Corporation.
- Subject Headings:** Sustainable living - Problems, exercises, etc. scissh; Sustainable living - Study and teaching. scissh; Problem based learning. scissh; Sustainable development. scot; Active learning. scot; Problem-based learning. scot; Questioning (Teaching methods) scot
- Call Nos:** 333.707 RIUS #14; 333.707 RIUS 22
- Notes:** Summary: Based on problem-based and inquiry-based learning pedagogy, the units of work are student-focused, promote active and deep learning, and motivate students to want to learn more about, and help them develop a sense of moral ownership for, the natural environment. Each unit contains detailed teacher information on planning and implementing the unit of work, and supporting reproducible student worksheets.
- GoogleBooks:** A portion of this book is viewable. 'About This Book' information is available

At the bottom of the record, there is a 'Save, print, email' section with a 'Select format' dropdown menu set to 'SCIS no.', a 'Save or print' button, and an 'Enter your email address' field with an 'Email' button.

SCIS record with Google Books link

As a person responsible for researching, sourcing and ordering subject-based resources, I spent a lot of time thinking about suitability. A situation arose recently when a flyer promoting professional material in the area of psychology was received. When discussing a particular title with the school psychologist, I decided to search by way of the SCIS OPAC, Google Books, 'About this Book'. As a result of looking at the reviews, sample pages and gauging the level, a decision was made instantly as to whether to proceed with the purchase. Approval process time avoided!

Researching suitable teaching resources with a view to 'seeing what is out there' is also a handy tool with SCIS OPAC and Google Books. Again with the school psychologist in mind, after a general request for something on depression and searching by subject, Depression (Psychology) - Care and treatment, I navigated to take a closer look at a title Beyond the blues: a workbook to help teens overcome depression. 'A portion of this book is viewable' revealed format, content, level, and overall suitability as a school resource. The outcome was achieved in an instant, and a decision made as to

recommending this particular title. However, the response from the school Psychologist was even more pleasing: 'Thanks for showing me that resource. It provides a lot of useful information in a short time (no more 'may I have this book on appro, Trish') and helps in making decisions about book purchases. Picture paints a thousand words comes to mind but in this case, it's the 'link' not the picture. I can see so many applications for this, even in my line of work. The only 'drawback' I can think of is that it makes it easier :

- * to use up resource budgets quickly
- * for people with impulse control problems (I have to confess to this) to keep buying books!

Within the school environment, the library has many roles, subject teacher support being one. After much deliberation by the teacher concerned, The Ghost's Child by Sonya Hartnett was selected as a class novel for Year 9. Purchasing and processing aside, I forwarded to the English teacher a website link from Google Books which contained a podcast from The Book Show featuring an interview with Hartnett. The response from the English teacher was as follows. 'Thanks for the interview – it was great in explaining how Hartnett writes and the similarities between her novels. Also discussed was how difficult it was to combine mothering or working with a career in writing. The interviewer persevered with some of the questions and drew answers out of Hartnett, great to hear her opening up a bit. Gave me some ideas for what to focus on (and what not to) when teaching the novel and will probably play some of it to the students. Interesting to hear her reading her own work at the start of the interview!'



Trish Montgomery finds Google Books links in SCIS OPAC valuable

In summary, I encourage you to explore the Google Books link. It is an Aladdin's cave, which can be used as a buying guide, for appraisal by way of sample pages (in some cases most of the text) and to explore avenues which can enrich the teaching process.

Trish Montgomery
Perth College, W.A.

Website reviews

Australian National Maritime Museum

<http://www.anmm.gov.au/site/page.cfm>

An absorbing site detailing aspects of Australia's maritime heritage. Of particular interest to students and teachers are the details of the museum's upcoming events, educational resources, travelling exhibitions and children's activities.

SCIS No: 1067227

BBC – Climate Change – Bloom Home

<http://www.bbc.co.uk/bloom/>

The causes and implications of climate change are explored on this interactive website. Visitors are presented with facts and ideas to help them tackle the problem of climate change and carbon emissions, particularly on a personal level.

SCIS No: 1414709

Boys Into Books – School Library Association

<http://www.boysintobooks.co.uk/>

The UK's School Library Association was commissioned to provide a searchable database and pdf bibliography of new and classic picture books, novels, legends, and some non-fiction books and graphic novels that would engage and inspire primary aged boys. There is also a link to books suitable for secondary school boys.

SCIS No: 1414710

Cassini Equinox Mission

<http://saturn.jpl.nasa.gov/index.cfm>

This stunning site contains sophisticated software and video footage of Saturn and its magnetosphere and rings, Titan and the other icy moons. As the mission progresses, additional images and information will become available. Winner of the prestigious 2009 Webby Award for Science.

SCIS No: 1414731

Puppy days story builder

http://pbskids.org/clifford/stories/index_storybuilder.html

Perennial children's favourite Clifford, aka The Big Red Dog, features in this simple story builder. K-2 students can choose from several scenarios plus games, colouring pages and puzzles.

SCIS No: 1304199

Children's Author and Illustrator, Babette Cole.

<http://www.babette-cole.com/index.html>

The official site of the humorous and quirky author and illustrator Babette Cole features a variety of pertinent material for fans. Included are illustrations and artworks, biographical data, a bibliography, links and contact details.

SCIS No: 1414784

Educators – Australian Copyright Council

<http://www.copyright.org.au/information/wp0003/index.htm>

The focus of this website is copyright law, its operation in schools in each Australian state and its implications for the school community. The content is encompassing and includes contemporary issues such as YouTube, MP3 files, music in student films, digital resource licencing and private music teachers.

SCIS No: 1414793

Nrich: specialists in rich mathematics

<http://nrich.maths.org/public/index.php>

Suitable for all levels of schooling, this website was developed to enhance problem-solving and mathematical thinking skills by encouraging teachers to embed mathematical tasks into everyday classroom practice. The classroom material (games, articles, problems and interactive resources) is updated monthly.

SCIS No: 1414799

Move it!

<http://www.moveit.org.nz/>

A simple but effective reminder to staff and students regarding the physical problems associated with prolonged usage of computers and electronic games. A series of interactive scenarios show how the problems can be alleviated.

SCIS No: 1414802

Poodwaddle World Clock

This engaging and captivating site uses a series of verified sources to project constantly changing data on selected topics. These topics include world population, car production, illnesses, CO² emissions and food production.

SCIS No: 1414813

Resources – edna.edu.au

<http://www.edna.edu.au/edna/go/resources/>

The online network for Australia's educators, edna, provides the latest online material for teachers from this site. An RSS feed is also available for a stream of pertinent and current links.

SCIS No: 1414825

Save Venice

<http://www.savevenice.org/>

Save Venice Inc. has been active for 35 years raising funds to restore remarkable buildings in Venice. Details on many of the 200 buildings restored during this time are available on the website, along with images and background information on the city itself.

SCIS No: 1414830

Smarthistory: Art History

<http://smarthistory.org/>


Winner of the 2009 Webby Award for Education, Smarthistory was devised as a 'free multi-media web-book designed as a dynamic enhancement (or even substitute) for the traditional art history textbook'. Using Web 2.0 tools such as podcasts and screencasts, the compelling nature of the delivery will be popular with a range of users.

SCIS No: 1414861

Web 2.0 Tools and Applications

<http://www.go2web20.net/>

Teachers and teacher librarians embracing Web 2.0 will discover over 2700 tools and services gathered on this directory. The database is searchable, the navigation seamless and the background information useful.

SCIS No: 1414864 

Reviewed by Nigel Paull
Teacher librarian

South Grafton Primary School, NSW
Email: npaull@telstra.com

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.

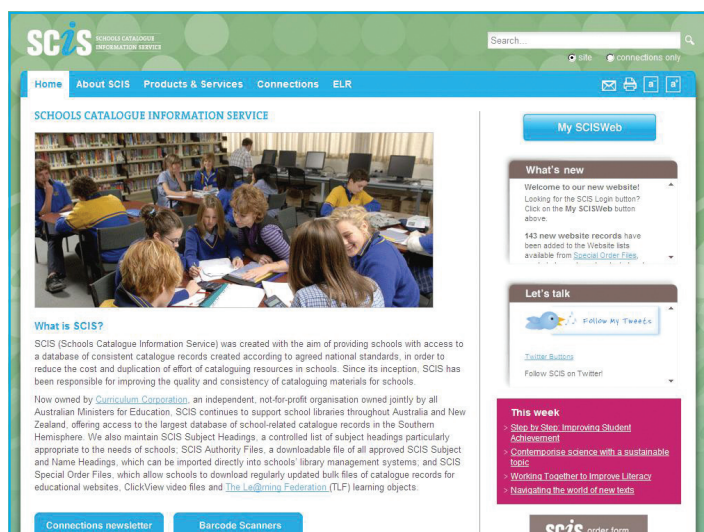
SCIS is more ...

New SCIS website

At the end of July 2009, SCIS launched its new website. We wanted a new design that would be functional and navigable, and, importantly, which would also feature some of the Web 2.0 technologies being implemented throughout the industry. The new design has been incorporated throughout both the 'public' website (SCIS home page, information about products and services, *Connections*, help pages) and the customer site known as SCISWeb.

Many of our customers have commented that it is now much easier to negotiate and find links. In fact, we have been overwhelmed and delighted by the very generous feedback from happy customers! Naturally there have also been some constructive suggestions for enhancements and improvements. One great feature of the new website design is that it allows us to be responsive to our users' needs.

A special feature of the new site is the *Connections* section, where the new design and search function really enhance the layout, readability and 'retrievability' of the popular articles and features.



SCIS home page

Getting to know the site

The simple tabbed navigation allows you to connect easily to information about SCIS products, services and activities. At the top right of each page, options are provided for searching the site or *Connections* only; emailing a link to a page; printing a page; and increasing or decreasing the font size. These options are specific to the 'public' website and are not available in SCISWeb. Hint: some browsers allow you to increase or decrease the overall page size by pressing and holding the 'Ctrl' key while pressing the + or – key. If this doesn't work, look for the text size or zoom options in the browser's 'View' menu.

At the lower right of each page is the 'utilities' menu with links to help and contact information. These links are available throughout the site.

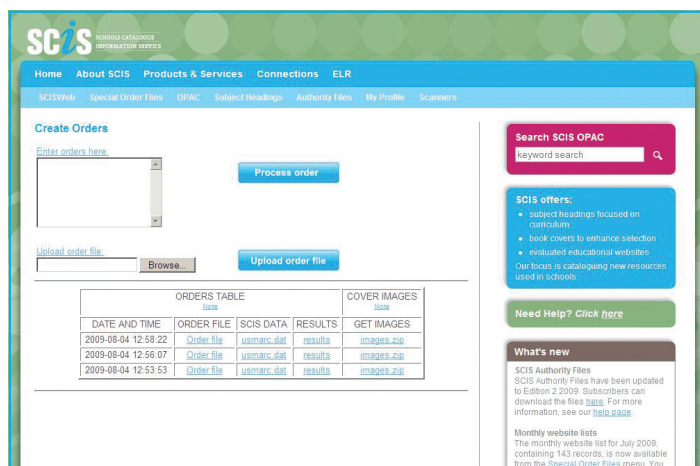
Keeping in touch

The design features a right-hand panel where we can communicate news and events and showcase Curriculum Corporation products and services such as those listed below.

- * What's new
- * This week: news, reviews and events in education
- * Let's talk: a link to the Web 2.0 world
- * Curriculum Press: professional resources for teachers
- * ScOT: the Schools Online Thesaurus used by SCIS and The Le@rning Federation to describe the content of resources used in schools
- * In SCISWeb, messages targeted to specific groups or individual subscribers

My SCISWeb

At the top of the right hand panel is the My SCISWeb button, which gives you access to SCISWeb and/or other products (for example *SCIS Authority Files*; *SCIS Subject Headings*) to which you have subscribed. Once logged on, you will be located at the subscriber 'home' page, which for most customers is the SCISWeb 'Create Orders' page.




SCISWeb

Orders page

From most pages in the customer site, you can select any other products for which you have a current subscription, or navigate to information about SCIS products and services. You no longer need to connect to your products via the intermediary SCIS Customer Centre or SCISWeb menu pages, which have been superseded by the new design.

If you navigate back to the SCIS home page or other pages in the 'public' area, you remain logged on and can simply use your browser's 'back' function or the My SCISWeb button to return to the customer area.

SCIS OPAC quick search

A very popular new feature for SCISWeb subscribers is the new search box for SCIS OPAC (online public access catalogue), which makes it easy to find information from the SCIS database with a quick keyword search. If you prefer to use advanced searching, you can select the OPAC tab from the navigation bar instead. The OPAC does not yet contain any of the new look or navigation features as it runs on a different software platform (the Ex Libris Voyager integrated library management system), but stay tuned for news about OPAC upgrade plans! 

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 http://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

- * Australia - Discovery and exploration
- * Australia - History - 1851-1901
- D Burke and Wills Expedition, 1860-1861
- N Burke and Wills Expedition (1860-1861)
- D Carthage
- U China - History - 1644-1912, Ching Dynasty
- N China - History - 1644-1912, Qing Dynasty
- * Cities and towns
- * Discovery and exploration
- D Everest Expedition, 1953
- N Everest Expedition (1953)
- * Everest, Mount - Discovery and exploration
- * Exhibitions
- * Films
- D Great Exhibition, 1851
- N Great Exhibition (1851)
- * Ladybirds
- * Left and right (Psychology)
- U Mao, Tse Tung
- N Mao, Zedong
- * Right and left (Political science)
- D Star wars (Motion picture)
- N Star wars (Film)

Connections

Connections is a quarterly newsletter produced by the Schools Catalogue Information Service (SCIS), a business unit of Curriculum Corporation. SCIS is committed to publishing informative and useful material for the benefit of library staff in schools. Our focus is helping library professionals keep up to date with the latest in information services and information technology relevant to school libraries.

Connections is distributed by Curriculum Corporation to all schools in Australia.

Connections content does not necessarily reflect the views of Curriculum Corporation, the editor, publisher or printer, or imply endorsement by them. Authors retain copyright of articles and should be contacted for permission to reprint.

Connections contributions

SCIS welcomes submissions of articles to be considered for publication in *Connections*.

Articles may range in length from 500 to 2000 words. Work outside these specifications will be considered.

Contributions and correspondence are welcome and should be forwarded to scisinfo@curriculum.edu.au

Please include your contact details.

Advertising in Connections

Advertisements, supplied in electronic form, should be forwarded to SCIS. Contact SCIS for specifications and advertising rates.

Connections online

All articles and regular features are available electronically at <http://www.curriculum.edu.au/scis>

scis SCHOOLS CATALOGUE
INFORMATION SERVICE



- small pocket size portable scanner (9.5 x 3.5 x 2 cm)
- "live" transmission up to 10 metres
- additional memory if out of range
- lightweight - 50 grams
- memory capacity 10,000 plus barcodes
- two AAA batteries for approx 18 hours scanning
- hand held operation only - no cable or cradle
- operates by pressing trigger
- 1 year manufacturer warranty on scanner

Cipherlab 1660 portable scanner - pocket-size wireless

Great value - \$499



Order from SCIS: www2.curriculum.edu.au/verve/_resources/order_form.pdf

Are schools killing off the library?

I'm a member of that blessed generation who benefitted from the unparalleled social mobility of the 1960s. The distance from my present address to the block of flats in which I was born is three or four miles by road, several light years by socio-economic indicators. I didn't have to work that hard to get where I am. I didn't study by candlelight in a garret after a 12-hour shift in the bottle blacking plant. The road was long but it was well signposted, brightly lit, and if it ever did go uphill, there was usually someone there to cheer me on. Now when I visit the schools in the area where I grew up, I find myself wondering whether anyone will ever walk that road again.

I'm a children's writer. I won the Carnegie Medal in 2005. The part of the job I love most is visiting schools reading to children. I've done this all over the country and up and down the social scale. I've been extremely impressed by the work the government has done in raising literacy levels. You've poured willpower, money and creativity into making children competent readers. Statistically it's all paid off. And yet we're all worried.

The thing is, competence in reading is not enough. There needs to be pleasure too. The UNESCO report 'Gender, Context and Reading' (*Scientific Studies of Reading*, Volume 10 if you're interested) pointed out the crucial importance of reading *for pleasure* in social mobility and educational success. I don't want to detain you with a discussion of why the pleasure is important. But I know that when my Dad took me down the park he didn't say, 'Right, son, I'm going to teach you some basic ball skills, work on general fitness and spatial awareness and if you're really good, then in a few years' time, we'll have a game of footy.' No, he played with me till I liked it enough to want to build those skills. Who knows? The point is that it's as important to communicate the pleasure as it is to pass on the skills.

Whenever I address parents, I tell them that I know they want the best for their kids. I know that they're prepared to move house, go private and hire tutors to do their best for them. But none of those things, not all of

them added together, will be as effective as simply reading to them, reading with them, reading what they read and letting them see you read.

I'm sure you're going to tell me that schools have all kinds of initiatives to pass on the pleasure. I know that. Whenever I make an author visit, I *am* one of those initiatives. I'm proud to be so.

But when I visit many schools, I see a big, fat, glaring, expensive anti-reading for pleasure signal. It stands where the library used to stand and it's called 'The Learning Resource Centre'. 'Learning Resource' is a lovely phrase if you want to describe a paper clip perhaps, a stapler, a photocopier, or Google Earth. A book, however, should be something a bit more special than that. The distilled essence of a human soul, perhaps. Or a box of fun.


You may think I'm quibbling about words here. But we are talking about reading. So words are important. Also, we're not just talking about words. To turn your library into a learning resource centre, you generally have to chuck out a bunch of valuable, durable assets – books – and replace them with sub-prime computers which will quickly date. Now I have nothing against computers. I'm typing this on a Mac Air for which I harbour feelings little short of erotic. But, as my own daughter pointed out when this happened in her school – every single kid in the school, almost without exception, has access to computers (better computers) at home. Almost none of the other children in her school has access to books in any meaningful way at home.

I have heard teachers talk about how books can't compete with computers, how libraries have to be sexed up to keep children's attention. I answer that by going back to the pleasure principle. A book on a shelf may not be that sexy, but a book that's being read, discussed, brought to life by teachers or parents is frankly unbeatable.

More importantly, the words, 'Learning Resource Centre' and the presence of those functional, no-fun computers disconnect reading from the world of pleasure, from the world at all. The library in my school

was called 'The Library', just like the Central Library in the city centre where I saw my first students, my first politicians, where I went to watch girls. I had the confidence to go there, and breathe all that promising new world, because I already knew what a library was and how it worked. There was a library in my school, just as there was a library in Alexandria, in London, wherever I would go. It wasn't about competence, it was about pleasure, and the challenges that pleasure brings. 'Learning Resource Centre' is a euphemism from the same chilly lexicon as 'downsizing' and 'collateral damage'. It means, 'We've given up. We are not a school now, we're a crèche.'

The year I won the Carnegie, my MP was among the first to congratulate me. Part of the prize was a bequest to a library of my choosing. I was thinking about my local library. She said no. She told me that Waterloo – the Liverpool suburb – was twinned with Waterloo in Sierra Leone – a small African town devastated by the civil war. She had just met the local mayor and had asked him what she could do for him, thinking he would ask for a health centre, a school or cash. He said, 'What we'd really like is a library.' So often when people ask for help, they ask for the worst of us. They ask for weapons or dodgy large-scale engineering projects. This man asked for the best of us. And where is the best of us? It's in the library.

Except if you live in a school which has changed its library to an LRC – in that case, the best of us is ... in the skip. 

Frank Cottrell Boyce

This article was originally published in *Teaching English Online*, Spring (1) 2009, Term 3

http://www.teachit.co.uk/custom_content/newsletters/newsletter_jan09.asp#1

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Electronic Resources Australia and school libraries

Electronic Resources Australia (ERA) is a service to all libraries in Australia which is working towards national licensing so that all Australians may have access to more databases and electronic information resources. ERA started in 2007 and in 2009 there are 646 schools across Australia participating, as well as public and special libraries, tertiary institutions and state libraries. The subscription amount for each electronic resource or database is determined by the number of subscribers/libraries who participate in the poll each year.

Schools participating in 2009

ACT	12
NSW	213
NT	3
QLD	76
SA	83
Tas	6
WA	76
VIC	177

After the inaugural year, additional information resources have been included for 2009 as well as changes to subscription periods. Libraries now have the ability to subscribe for a calendar year, which allows schools to work more easily within their budget periods. The 2009 poll results for schools show that school libraries are providing a broad range of electronic resources for their students and staff. Of the 25 databases available, school libraries have selected the following 17.

2009 school library poll results

- * Australia & New Zealand Newsstand
- * Academic Research Library
- * Britannica Online
- * eLibrary® Australasia
- * Macquarie Dictionary & Thesaurus Online
- * MacquarieNet
- * World Book Online Reference Center
- * Health & Wellness Resource Center
- * Bloom's Literary Reference Online – Facts on File
- * Global Issues in Context
- * Good Reading Magazine Online
- * Literature Resource Center
- * Opposing Viewpoints Resource Center
- * ProQuest Science Journals
- * Science Online – Facts on File
- * Science Resource Center
- * Today's Science – Facts on File

What does this mean for schools?

ERA aims to provide the most competitive subscription price for all libraries, which in real terms means an individual school would be unable to subscribe to any of the databases for the cost of an ERA subscription. ERA is, and will continue to be, the best value for money subscription service to the selected databases and any further databases that may be included in the future.

While the poll is the mechanism to determine the cost of each database for the following year, it is possible to subscribe through ERA without having participated in the poll. The greater the participation in each polling period – which usually opens in March and closes in April of each year – the greater the possibility of reductions in subscription fees.

Why should schools subscribe through ERA?

The databases selected by ERA have gone through a rigorous selection process and, as has been shown by the 2009 poll results, many of the databases are especially relevant to both primary and secondary schools. For example, Britannica, World Book Online Reference Center and MacquarieNet are excellent resources for primary schools as well as secondary schools.

The greater the number of school libraries subscribing to ERA, the better the subscription cost for all Australian school libraries. Reducing the cost of subscription fees for all schools will mean more equitable access for all.

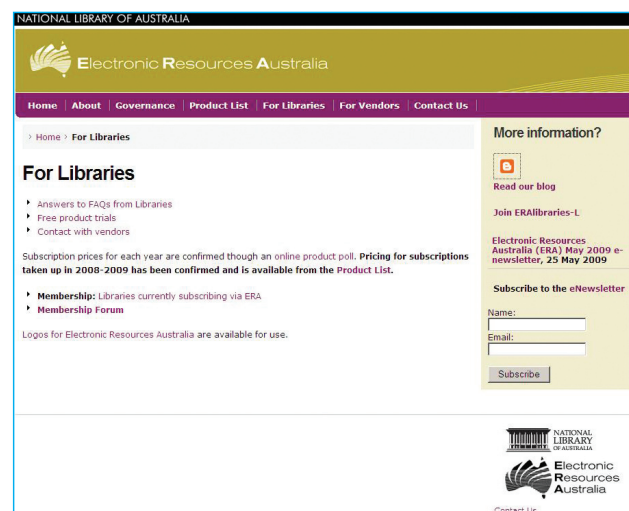
If you have not checked out ERA yet, investigate the databases available and the current subscription costs at <http://era.nla.gov.au>.

More information

Libraries interested in keeping up to date on ERA developments can subscribe to the ERA eNewsletter and the ERAlibraries discussion list at http://era.nla.gov.au/for_libraries/. Alternatively, for more information, including answers to frequently asked questions, visit the ERA website at <http://era.nla.gov.au/>, or telephone 1800 182 937 (toll free within Australia), or email era@nla.gov.au.

June Wall

*School libraries sector representative
Australian School Library Association
www.asla.org.au*



ERA – For Libraries webpage

Free software and online tools for education

Following the 2009 TASITE (Tasmanian Society for Information Technology in Education) AGM on March 5 2009, members shared ideas on free software and online applications for education. A list of useful software was assembled based on these suggestions, and an online survey was developed.

Interested educators across Australia began to rate the free tools, and new suggestions were added. The goal was to create a 'Top 10' list of free tools for education had emerged based on rankings by Australian teachers.

The survey listing all suggested tools is at:

http://www.surveymonkey.com/s.aspx?sm=ikwV6LvGqrZfNYYPDm_2ft3Q_3d_3d

The final list became a Top Fifteen because several tools were too close to separate.

The final list is:

- 1 **Audacity** – Audio recording, editing:
<http://audacity.sourceforge.net/>
- 2 **Scratch** – Programmable animation: <http://scratch.mit.edu>
- 3 **VLC Media Player** – Media player: <http://www.videolan.org/>
- 4 **PhotoStory** – Create a show and tell presentation from digital photos: <http://www.microsoft.com/windowsxp/using/digitalphotography/photostory/default.mspx>
- 5 **Picasa** – Photo organiser: <http://www.picasa.com/>
- 6 **Game Maker** – Game programming:
<http://www.yoyogames.com/>
- 7 **Hot Potatoes** – Quiz maker: <http://hotpot.uvic.ca/>
- 8 **Google Sketchup** – 3D modelling: <http://sketchup.google.com/>
- 9 **Movie Maker** – Simple video editor: <http://www.microsoft.com/windowsxp/using/moviemaker/default.mspx>
- 10 **Open Office** – Office suite: <http://www.openoffice.org/>
- 11 **The Google suite** – Google docs, iGoogle etc:
<http://www.google.com>
- 12 **Gimp** – Image manipulation: <http://www.gimp.org/>
- 13 **Edublogs** – Free student and teacher blogs:
<http://www.edublogs.org/>
- 14 **Irfanview** – Graphic viewer, editor: <http://www.irfanview.com>
- 15 **Wikispaces** – Wikis for education: <http://www.wikispaces.com/>


This list can be seen as a starting point, though TASITE wishes to point out that there are limitations on its use.

These limitations include the fact that:

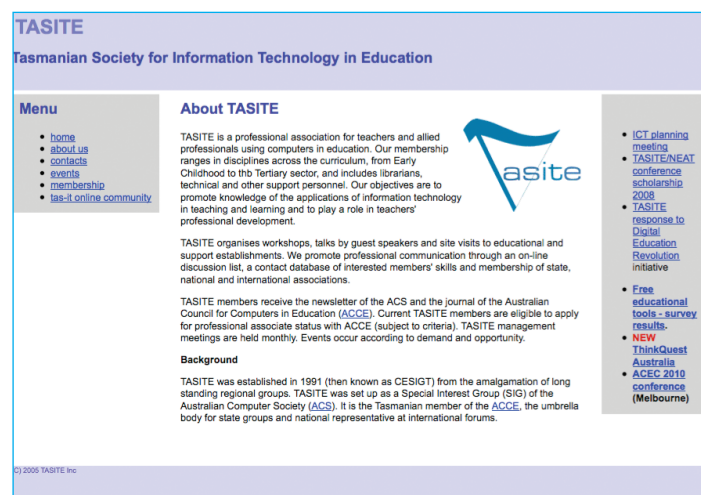
- * the people who voted were not necessarily representative of all sectors, teaching specialisations or experience levels,
- * some may have voted for many tools, others for only one,
- * there was no differentiation of platform or operating system,
- * the items that were added progressively to the list did not have the same exposure to voting as those that were included initially (though, as it happens, two of the items on the top 15 list were late entries).

With these provisos the list could be thought of as a guide to what other Australian educators find most useful, and could be a nice starting point for a discussion on what should be available to every student. It could be a useful list for those wishing to try some new tools.

TASITE plans to hold some follow-up events which extend this idea and give educators a chance to share the ways they use these and other tools. Other organisations might find this idea useful as well.

Thanks to all the educators who voted, and those who gave suggestions for their favourite online tools. 

TASITE – <http://www.tasite.tas.edu.au>



TASITE home page

TASITE (Tasmanian Society for Information Technology in Education) is an association of educators who are interested in the roles of IT in education.

TASITE is a Special Interest Group of the Australian Computer Society (Tasmania), a member organisation of ACCE (Australian Council for Computers in Education) and a member of ISTE (International Society for Technology in Education) and NEAT (Network of Education Associations Tasmania)

Educational Lending Right

It's all about empathy for the arts!


The Australian Government website (http://www.arts.gov.au/literature/lending_rights) has information about Educational Lending Right (ELR) and Public Lending Right (PLR) schemes. It states that their objective is to 'support the enrichment of Australian culture by encouraging the growth and development of Australian writing and publishing'. Hear, hear to that, I say! How do they do it? By taking a count from our library records for particular books, the Government can calculate the payments to the book creators according to the numbers of books on our shelves.

In our library discussions on books, authors and illustrators, we often think about how long it would take to illustrate or write a story. We appreciate more the unique talent of authors and illustrators with our own annual Kew Primary School Peppercorn Tree story writing competition. To understand the time and effort it takes to work out a story from idea through to a finished and beautifully presented storybook, our students prepare their stories in their own time – this is all voluntary. The preps' finest work is their picture books – in which they painstakingly write down their stories and do their best drawings to accompany them. The boys in particular love the graphic novel format, which allows them to create their own cartoon comic style adventure stories. Our Level 4 students find the 500-word maximum frustrating when they are developing a great novel! They are 'rewarded with prizes' rather than paid, with the top three stories honoured by being sent to the national story festival, Wakakirri (<http://www.wakakirri.com>). The students know that we as a school can give back to their favourite authors/illustrators by supporting a program, which provides payment to compensate for lost sales revenue when their books are borrowed from a library. This is an important learning on how the art/literary world operates. They 'get it' when it comes to downloading music – and the ELR survey helps us as a school 'get it' when it comes to supporting literature.

We are also fortunate to enjoy visiting local authors – this year, Adam Wallace, who's new on the writers' scene, and Christopher Milne, an oldie still doing well with his 1980s stories for good boys and girls. By being involved with book launches at Federation Square last year with Andy Griffiths and the prolific Emily Rodda at the Melbourne Writers Festival, we again connect with 'our writers'. During Book Week or thereabouts, we consistently enjoy the re-enactment of shortlisted CBCA books with Tony Bones Performances. Tony gives us a unique way of 'seeing' our literature which both students and staff thoroughly enjoy.

In our library, we are fortunate to have a wonderful mixture of international and national authors. We love the Australian Standing Orders (ASO) packages that arrive full of background information on both story and author, helping us to enjoy the human element of a story. Now ASO are bringing back international subscriptions, so we can have the same enjoyment from award-winning authors from overseas. I particularly look for the Kate Greenaway and Caldecott Medal winners each year. In fact, on holiday in the USA I went to the local library in Honolulu and collected their recommended reading lists for children of various ages, hoping to source some of their great books for our library. Our Australian author content at Kew PS is huge and although I am very interested in the best on offer in America (we have a special love of Mo Willems picture and early reader books, and Kate DiCamillo's *Despereaux* and Edward Tulane stories) and the UK (Robert Muchamore is our latest love), our Australian authors have our hearts. Mem Fox, John Marsden, Andy Griffiths, Paul Jennings, Emily Rodda, Morris Gleitzman – all on the ELR top 50. And also Libby Gleeson, Nick Place, Nikki Greenberg, Martine Murray, Andrew Denton, Alison Lester, Margaret Clark, and of course, Shaun Tan. All much-loved and much-read Australian authors.

When Australians write stories, we resonate with the way they think, the way they see, the way they smell, taste and hear the world around them. We understand their viewpoint because we are with them, at the bottom of the world looking up and out with our unique perspective from 'down under'. The benefits of gaining information from the ELR survey are that we can be clear about who Australian students are reading, and compare and discuss our own Kew PS borrowing habits against such a list. Finally – if all else fails and a student can't find a book – I get them to check out the ELR poster in the library listing the top 100 Australian books and suggest there is plenty to choose from there!

When I accepted the invitation to be involved in the ELR Survey in 2008, it was because of my strongly held belief that, like musicians and artists, our Australian authors and illustrators need backing and acknowledgement for their sales successes. It seems so hard for our literary artists to financially flourish – and so easy for me to simply complete the survey as a way to give back to the wonderful talents of those artists on our school library shelves. I hope you agree – and that you participate if invited to participate in the ELR survey. 

Sandra Davis
Librarian
Kew Primary School



Kew Primary School students display the top 10 Australian books and the Top 100 Australian books poster

ELR – Encouraging the growth of Australian writing and publishing

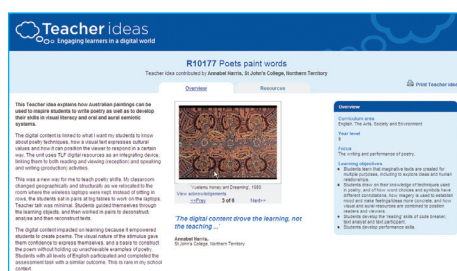
What's new at The Le@rning Federation

Teacher ideas – what a great idea

Tried and tested lesson ideas on using digital curriculum resources in the classroom are now available to all teachers in Australia.

Teacher ideas are a new type of digital curriculum resource from The Le@rning Federation (TLF) to promote peer idea-sharing: passing ideas from a small number of teachers to an Australia-wide audience so they can benefit all teachers. Each of the *Teacher ideas* have been written by teachers and come complete with all the resources and support materials you need. They provide interesting and engaging stories from classrooms across Australia about how to integrate TLF's digital curriculum resources into teaching and learning programs, as well as real examples from teachers about how they used the resources in their lessons.

These ready-to-use ideas are a fantastic support for teachers beginning to use digital curriculum resources in their teaching, as well as for those who regularly use technology with students. They can be used as a complete, ready-made resource or as inspiration for lessons that you can adapt to suit your student or classroom needs.



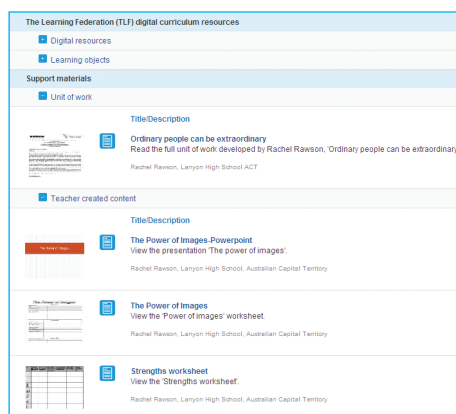
Overview page for the Teacher idea 'Poets paint words'

Embedded image: 'Yuelamu honey ant Dreaming', 1980 Estate of Clifford Possum Tjapaltjarri licensed by Aboriginal Artists Agency. From the collection of the Art Gallery of South Australia, Adelaide. Artwork by Clifford Possum Tjapaltjarri

Not just ideas, not just resources. It's the lot.

The front page of each of the *Teacher ideas* provides an at-a-glance overview and includes the topic, curriculum area, year levels, focus and learning objectives, as well as an introduction. Direct links to the digital curriculum resources used, which may include learning objects, images, film clips, audio files or multimedia presentations, can be found by simply clicking on the 'Resources' page. An icon next to the resource shows the type of content it is.

The 'Resources' page also contains support materials that can be used in the lesson. Many *Teacher ideas* include a unit of work to accompany the idea, and the teacher who contributed the idea may also have included assignments that can be set for students, samples of students' work and assessment activities and guides. The teacher may also have created PowerPoint® presentations or Word documents that can be used with the whole class or as lesson notes. If a learning object has a printable report, certificate, fact sheet or worksheets, a sample will be available in this section. Additionally, some *Teacher ideas* include an 'Ideas in action' section, which may contain photos or video footage of the lesson in progress.



Resources page for the Teacher idea 'Ordinary people can be extraordinary'

So *Teacher ideas* are not just ideas – they are 'the lot': an overview, the resources you need, examples of how to use them, and a view into the classroom.

Teacher ideas have been created for English and literacy, Chinese, History, Mathematics and numeracy, and Science. Their resource IDs, along with brief descriptions, can be found in the relevant curriculum-area catalogue. They also have a SCIS ID. Try searching your education authority's repository for these fantastic new resources.

It's as simple as reading the overview and then accessing all resources and materials through the interactive resource listing. Let's start sharing.

Note: Certain specifications are required to view this new type of interactive digital curriculum resource. TLF is working with all jurisdictions to ensure the widest access to these resources. Get in touch with the Contact Liaison Officer in your education sector for further information. Details can be found on The Le@rning Federation website.

Access The Le@rning Federation digital curriculum resources

Information on how you can access TLF's range of digital curriculum resources is available at: http://www.tlf.edu.au/for_teachers/access_information/access_information.html

Andrea Macleod
The Le@rning Federation
info@thelearningfederation.edu.au

Resources for classroom teachers

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

Teaching and Learning Multiliteracies: Changing times, changing literacies

148 pp

Authors: Michèle Anstey and Geoff Bull

RRP: \$39.95

SCIS No: 1280570

ISBN: 9780872075863



Discover how multiliteracies can help you and your students respond to the evolving nature of texts. This timely resource explains the concept of multiliteracies and provides you with the literacy knowledge, resources, attitudes and strategies your primary and middle years students need to succeed in a changing world.

In this book, the authors present a range of new and established ideas about literacy, emphasising successful practices. Chapters cover how teachers can rely less on print texts, respond to new trends in children's literature and balance guided reading, outcomes-based curricula, and school-wide approaches to planning.

New concepts are accompanied by reflection strategies to help you think about your understandings of literacy, multiliteracies and texts. All chapters include activities examples of how to incorporate multiliteracies into the classroom every day.

Learning for Themselves: Pathways to independence in the classroom

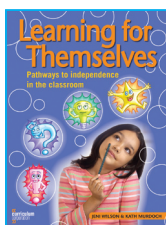
128 pp book and CD-ROM

Authors: Jeni Wilson and Kath Murdoch

RRP: \$45.00

SCIS No: 1334087

ISBN: 9781863666657



In a world of rapidly changing knowledge and growing demands for new and transferable skills, classrooms are increasingly being viewed as places in which students need to learn how to learn for themselves. Central to this objective is developing students' capacity to work independently and manage

themselves as learners. This requires teachers to have a repertoire of effective strategies and structures.

Learning for Themselves provides dozens of examples and templates designed for teachers in a range of school settings.

This book and its companion CD-ROM includes teacher support materials and recognises the importance of student learning preferences, thinking, goal setting and the role of independent inquiries in a classroom that promotes student self-management. Teachers can print full-colour illustrated templates from the CD-ROM.

[NEW] Action Stations: Digital storytelling

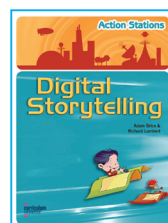
80 pp

Authors: Adam Brice and Richard Lambert

RRP: \$42.00

SCIS No: 1402251

ISBN: 9781742003146



Effective communication is not just about speaking and listening, reading and writing. Today's students need skills to help them navigate the ever-increasing world of new texts.

The engaging workshop activities lead students to:

- * examine the main elements of a film or digital story, such as camera angles, editing and sound – and how film-makers use them to create dramatic and psychological effects
- * analyse different genres of film and media, such as mystery, comedy, advertising, reality TV and current affairs
- * cement the knowledge gained by using these techniques to construct their very own digital story – and perhaps hold a film festival!

Because *Digital Storytelling* examines the elements of film and existing genres, the resulting student productions are far more sophisticated and informed than films produced by a 'point-and-shoot' approach to the technology.

The approach fosters transferrable skills in students, including literacy, team work, resilience and self confidence, problem-solving skills and leadership capacity.

The *Action Stations* series for middle and upper primary students introduces new technologies to the classroom. Each *Action Stations* book shows both why and how teachers can practically and meaningfully use specific new technologies in their classroom to develop literacy, analytical and thinking skills. Practical in nature, *Action Stations* titles contain lesson plans, templates, proformas and a toolkit of resources for teachers.

See IT, Make IT, Use IT: Linking computers and mathematics

88 pp book and CD-ROM

Author: Donna Gronn

RRP: \$49.95

SCIS No: 1267787

ISBN: 1863667962




See IT, Make IT, Use IT will inspire teachers to start using technology in the classroom. Designed especially to support teachers in the early years of primary schooling (P-4), this resource demonstrates how to create teaching aids and promote computer use within the classroom using tables and drawing tools in Microsoft Word® and basic functions in Microsoft Excel®. The content is ideal for use with an interactive whiteboard.

The book contains 32 simple and practical activities that have been organised around 16 tools. The tools include number charts, calendars, tens frames, arrays, location charts, number lines, two- and three dimensional shapes, tangrams, tessellations and graphs.

Each tool features:

- * See IT – a description of the tool
- * Make IT – step-by-step instructions for the teacher to create the tool from scratch on the computer
- * Use IT – activities that show how the tool can be used in the classroom to teach mathematical concepts with suggested variations that allow teachers to differentiate the task
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