

Wikis and blogs in the classroom

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Joyce Kasman Valenza explores wikis and blogs and how these communication tools can be used both in the classroom and as a professional tool for teachers.

Over the past couple of months, I've caught up with my favorite ed tech experts through their podcasts, guest lectured at a university using Skype (a peer-to-peer telephony product), built a major project with my graduate school classmates using a wiki and began both a professional and a school blog. The 21st century technology landscape is exploding with new tools for communicating and learning. I can't help but wonder how we might use these emergent tools – tools authentically used in business and academia – effectively and engagingly in our K–12 classrooms.

I chatted with Bernie Dodge, best known as the father of the WebQuest, who shares my enthusiasm: 'This is the most exciting time in my career. We have the tools to make a profound difference in teaching and learning and we're only at the beginning of that process.'

Two of the new tools, blogs and wikis, offer the advantage of providing a personal website for those who have little or no knowledge of html, or those without the time to learn it. Both these new tools further enable Web inventor Tim Berners-Lee's 1997 vision for an interactive worldwide medium of 'communication through shared knowledge'.

Wikis

Derived from the Hawaiian for 'quick,' wikis are used across the Web as collaborative authoring tools. As finished products wikis are not flashy presentations. Users focus on creating, adding

to and editing text content using Web browsers. Because wikis are browser-based editing tools, the technology barrier is low. Team-based by nature, they are logistically suited for group projects. Wikis are increasingly used by businesses and organisations as knowledge management solutions. They have also become staples of university courses encouraging academic collaboration and discourse.

As writing tools, wikis offer advantages over the traditional print notebook. They prepare students to write collaboratively in networked environments. Because they are Web-based no one student hogs the project disk. All students in a group can easily contribute and edit. Teachers can easily pop in to comment or to monitor progress and see the variety and level of student contributions.

Wikis can be used to draft collaborative documents, classroom policies, simulated peace treaties or legislation, poetry anthologies or recipe collections. Wikis are good vehicles for classes engaged in peer-reviewed projects and function as archived portfolios for classes serious about the writing process. They can also be used as focal points for class discussions.

David Warlick, educational technology consultant, author and director of the Landmark Project, notes: 'wikis are just breaking out as vehicles for student projects'. Warlick sees wikis best used 'by groups of people collaborating to accomplish a common goal which may not necessarily be the end product'.

Warlick suggests that elementary teachers might ask their classes to create *wikidictionaries*. When students learn new words they could add those new words in alphabetical order to a class wiki.

Wikis and blogs in the classroom (cont.)

Throughout the school year the students would involve themselves in building a truly relevant classroom resource. 'If I were teaching high school,' said Warlick, 'I would collaboratively produce a study guide for each unit in my class. I'd have students load their notes and useful external content onto a wiki and ask them to continue to build and refine it through the semester as a real study tool. What you would have in the end is a personal wild textbook. Students would leave the class with a digital library of what they have learned.'

However, there are some downsides to wiki use. They are by nature a bit chaotic, vulnerable to hacking and have the potential to inspire editing quarrels as groups negotiate content. But wiki users note that the group itself tends to keep the content stable.

Wikis are geographically agnostic and need not be limited to the enrolment of a particular class. They can be built collaboratively by classes across the country or the world. Or they can involve cross-age collaborations across a school district.

Beyond student projects in schools wikis can support professional development. Faculty study groups can share collected knowledge. Teachers and administrators might use them as planning tools for drafting new policies or for planning upcoming meetings or in-services. Individuals could comment on and contribute to agenda items prior to an event and offer feedback on those items following the event.

Blogs

A Pew Internet & American Life Project reported in February 2004 that at least 3 million Americans have created blogs. Sites that monitor the growth of the blogosphere estimate that a new blog is built every second and that there are more than 50 million blogs worldwide. What are blogs and how are they used in the classroom?

While wikis are collaborative writing tools, blogs or Web logs are chronologically arranged online journals. They function primarily as a medium for personal publishing. Blogs commonly include personal commentaries and observations, enhanced by relevant links and the opportunity for asynchronous response. Blogs tend to communicate their writers' personalities and points of view. We already

teach students writing in a variety of forms. We teach research and exposition. So where does blogging fit? David Warlick sees blogs as strategies for encouraging writing. When blogs are effective, students write for an audience and receive authentic audience response. Teachers tell Warlick that their students beg to write.

Blogs facilitate an emerging free-form genre of public journaling or journalism. They work well as sustained conversations when students write and reflect about a particular reading or topic or issue over time and when that writing inspires response from an audience. And this conversation might enjoy the freedom of being multidisciplinary: incorporating the works of others, or breaking news in the form of newsfeeds. Students might link to and respond to these external resources. When blogs work well as educational tools they involve students in engaging with content, critical reading and thoughtful and reflective writing.

Warlick notes that blog writing might occasionally warrant a more casual style. Traditional writing assignments are 'for teacher's eyes only. We are teaching rules and syntax and students have to follow rules. Blogging is much more about communication and kids are all about communication.' Warlick suggests that for some assignments teachers might allow students to use *IM speak*, especially when the audience is other students. 'We have to respect kids for the incredible feat of inventing a new grammar.' Other assignments would, of course, require students to use formal language. 'It's always about the audience and the goals, but when they are blogging it's about the excitement of responses from the class and beyond.'

Beyond students' own personal reflections and experiences, imagine a simulated blog for a historical figure or a fictional character. Students might engage in group discussions playing the roles of a variety of characters and, assuming their opinions, they might pose as philosophers engaged in the great dialog or the characters in *Julius Caesar*.

Students might express their particular points of view surrounding a controversial issue and respond to its portrayal in the media over the course of the semester, inspiring comments and argument from classmates and beyond.

Warlick also sees blogging as a classroom

management tool. 'All assignments might be delivered through the blog. You could easily integrate peer review and the teacher could manage it all through an RSS aggregator.' Teachers could use their own blogs to organise general class dialog or literature circle discussions. In Portland, Oregon, Lewis Elementary School, <http://lewiselementary.org/>, uses a blog to transmit information to its school community. Middle school teacher George Mayo, publishes M & M Online, <http://mrmayo.typepad.com/magazine/>, to collect the blogs and podcasts of his 6th grade students at Brandon Middle School in Virginia Beach.

Thomas McHale, an English teacher at Hunterdon Central Regional (NJ) High School maintains three educational blogs. In his Open Classroom: Using Technology, Transparency and Discussion to Transform Education, <http://tmchale.blogspot.com/>, McHale invites parents and fellow teachers to join a thoughtful conversation that revolves around 'weblogs, interdisciplinary teaching, writing, journalism, high school newspapers and the culture of high school'. Last year as an experiment McHale began a blog for his year-long interdisciplinary American studies class: <http://central.hcrhs.k12.nj.us/americanstudies/>. McHale's journalism class: <http://central.hcrhs.k12.nj.us/mcjournalism/>, is blog-based and entirely paperless. He links to his students' individual writing blogs as well as the blogs of several writers' groups. For McHale, blogs have 'opened new possibilities. Students are now involved in the lesson planning. They have more choice.'

'Weblogs are powerful tools to use in the classroom,' says McHale. 'They engage students in the processes of reading and reflecting and they can improve writing.' But McHale notes 'having a blog in itself doesn't do it'. Blogs require audience and interaction. 'You have to recruit people in.' Over the past year McHale has invited journalists, parents and others into the conversation. McHale feels that blogs can 'expand the classroom beyond its traditional walls to involve parents, other teachers and other schools. The possibilities are great if teachers are willing to take the risk.'

Some argue that teacher-assigned blogging is not really blogging because the true audience for a classroom blog is really the audience of one, the teacher. Conversations are best

when they are authentic and not limited by the restrictions of a classroom. True bloggers are compelled to blog by something internal that moves them to write.

School library blogging

School librarians are blogging too. The Hunterdon Central (NJ) IMC Blog, <http://central.hcrhs.k12.nj.us/imc/>, offers library news, but also functions as the IMC's main site, with major links running down the right column. Whippany Park High School Library's blog, <http://whippanylibrarynews.blogspot.com/>, functions similarly and incorporates images and media. My own fledgling blogs offer me an opportunity to discuss books and new library resources with our learning community and professional ideas with my colleagues.

For Frances Jacobson Harris, at the University High School Library in Urbana, IL, 'blogging is all about voice. Some of the best blogs out there, even professional group blogs, stand out because they reflect the perspectives and personalities of their creators. So my library blog, <http://www.uni.uiuc.edu/library/blog/>, is just that, an extension of my library-as-a-place, a library that is staffed by real people who have opinions (sometimes strong ones!) and who care about kids. Yes, I use the blog to make announcements and to keep the website fresh, but it's also a forum for expression. I also believe the tone of the blog reflects the personality of our school, which is small, only 300 students, and places a high value on quirkiness and individuality.'

And though he is truly excited about new communication tools, Bernie Dodge warns teachers to use them thoughtfully. 'What we're doing when we rush to embrace blogs and wikis may be self-sustaining,' said Dodge, who has seen teachers 'forcing these tools into being curricularly useful. Blogs and wikis could suffer from the same fate as other new technologies. Early adopters rush to embrace them without thinking through their pedagogical purpose. It is important to figure out what it is about the format that makes it better than what it is you were doing before. Insert these strategies where they make sense rather than just adopting them because they are new.'

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<http://www.infosearcher.com>

A list of Blog and Wiki resources is available at <http://joycevalenza.com/podblogwiki.html>

Success for Boys Professional Learning Programme

The *Success for Boys Professional Learning Programme* provides individual schools and school clusters with grants of around \$10,000 per school to undertake a professional learning program for teachers on boys' education.

Curriculum Corporation is in the final stages of short-listing 800 schools, via an online application process, to implement the program, funded by the Department of Education, Science and Training and managed by Curriculum Corporation.

Although the application process is now closed, interested teachers and principals are still able to access the majority of the *Success for Boys Professional Learning Programme* materials online.

The programme, in five modules, provides a comprehensive introduction to key issues in boys' education and covers four specialist areas:

- Boys and Literacy
- Mentoring for Success
- Boys and ICT
- Indigenous Boys

Visit <http://www.successforboys.edu.au> for further information. Downloadable PDF versions of the five modules are available. Accompanying materials including presentation slides, activity sheets and additional reading are also made available on this website. The Success for Boys Helpdesk can be contacted on 03 9207 9600 during business hours.

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Generating change through professional development

An information literacy course for teachers in New Zealand has proved to be a catalyst for change. It has resulted in students being better able to make sense of the endless information they can access, improved reading skills and more effective use of the school library.

School libraries in New Zealand

Almost all of the 2,693 schools in New Zealand have a school library and there is evidence that some are highly effective in supporting student learning. While most secondary schools have a teacher with library responsibility this person often does not have any time allowance for the library or library training. The library management is usually carried out by non-teaching staff who may not be trained. Some schools do have trained librarians running the library and a few have trained teacher librarians who have the time, skills and knowledge to concentrate on reading initiatives and school-wide information literacy development.

Research carried out by Moore & Trebilcock (2003) shows that even in schools that do have knowledgeable school library team leaders, 'while elements of the ideal school library instructional program do exist in these schools, they are fragmented and as a result students are not systematically exposed to crucial skills and knowledge of the information world' (p 11).

It would seem, therefore, that in New Zealand information literacy skills often need to be developed through other avenues.

Information literacy in New Zealand

The school library and learning in the information landscape: Guidelines for New Zealand schools, published in 2002 by the National Library of New Zealand and Ministry of Education, aims to help schools develop their school libraries to better support students' learning. These guidelines are based around six guiding principles for school library development: information literacy, service, reading, access, information resources and place. Each guiding principle is described in a separate section with critical success factors. Each section also includes quotes or 'voices', describing examples of good practice from a number of different types of schools.

The section written around the guiding principle of information literacy points out that:

'definitions of information literacy continue to evolve' and that 'there is more and more emphasis' on, for example, 'the cognitive skills that underlie information literacy, the processes used to construct personal knowledge, the relationship between information literacy and other literacies, the effective management of information, the ethical use of information and the economic and social relevance of information literacy.' (p 11)

Included are suggestions for ways in which school libraries can support the development of information literacy and for ways in which 'schools can measure their library's impact on their students' achievement' (p 45).

Underlying this drive for the development of information literacy in schools is the assumption that all teachers are themselves information literate and they are familiar with information-processing models and strategies that they can use with their students to help break down the process. We also assume that teachers understand how to apply higher-order thinking skills when tackling complex information tasks. Research in Australia (Henri, 1999) has shown that this is not always the case and it was found that practising teachers had the same low level of skills that their senior students were demonstrating.

New Zealand researcher Dr Penny Moore (2002), when working with students and teachers, discovered that many teachers took it for granted that students would somehow acquire information skills and that they did not need to teach them specifically. Those teachers who did recognise that the skills needed to be systematically taught needed training in how to teach the skills since it is teachers, as recent research demonstrates (Baker, 2002), who make the difference. There is evidence that up to sixty per cent of variance in student performance may be due to differences between teachers and classes (New Zealand Ministry of Education, 2003).

Professional development in New Zealand therefore is increasing in importance with more and more schools requiring teachers to meet professional development goals as

part of their ongoing performance appraisal. This development is also influenced in some schools by the work of Hill, Hawk & Taylor (2002) who found that 'the evidence is clear that quality professional development happens on-site, where teachers have access to the ongoing support and encouragement of their colleagues' (p 15). Recent research by the New Zealand Council for Educational Research (NZCER) entitled *Teachers Making a Difference: What is the research evidence?* also shows that while most schools allow some personal professional development for individual teachers, schools consider that whole school professional development based on identified school priorities is a more effective use of funding (Mitchell, Cameron & Wylie, 2002). Developing a culture within schools where staff feel supported, encouraged and expected to extend not only their own teaching practice but also their own professional learning is increasingly seen as fundamental to good school management.

It is this situation that has led to the ongoing development and successful implementation of the Auckland College of Education's Infolink: Information Literacy Skills course, whereby the whole staff of a school can enrol and have the course delivered at their school. Rather than having one or two people in a school knowledgeable about information literacy, all school staff can participate in training when they take this school-based course thus providing for grassroots-up rather than top-down development.

Infolink: Information literacy skills

Infolink: Information Literacy Skills is the foundation course for the Graduate Diploma of Education specialising in teacher librarianship and information technology offered by the Auckland College of Education. The aim of this course is to introduce teachers to a process approach to designing, monitoring and evaluating a resource-based unit of work emphasising the development of information literacy in different areas of the curriculum. It is based on the six-stage Action Learning model (Gawith, 1988). New Zealand education is based on constructivist theories of learning. Inquiry learning approaches, including resource-based learning as used in the Infolink model, are becoming increasingly popular.

This is why many principals, especially in the primary area, have all their staff complete Infolink. In fact some principals require teachers who are joining their schools to enrol in the course as a condition of employment.

The course is offered at school-based sites throughout New Zealand. Teachers meet in their own schools on a fortnightly basis to work with a lecturer who guides them through the content using a mixture of study guides, workbooks, readings and audio conferences. The course is also available to teachers online.

Teachers are expected to practise their skills with their own students between sessions and record and reflect on their experiences. During the course the different sites from across the country join together for teaching and sharing experiences either by teleconference or Internet discussion.

Teachers identify and teach the information skills needed by students to undertake a resource-based learning (RBL) unit in a selected area of the NZ curriculum. They also design, introduce, monitor and evaluate the unit as part of their classroom program and, by the end of the course, they understand the relationship between information skills, information literacy and contemporary learning theory.

A major strength of the course is that it provides teachers and students with an information process model that is transferable across levels and curriculum areas within the context of the NZ curriculum framework.

A total of 5,000 New Zealand teachers have taken the course since it began. In the last two years it has also been offered to teachers in Beijing and Tokyo.

And it works

In a recent study, Vine (cited in Selby & Trebilcock, 2003) investigated the impact that Infolink has had on teaching practice. The researcher used a random sample of schools that have been involved in the course on a regular basis. Semi-structured interviews and focus group discussions were conducted with the participants from the three schools, who were principals, professional development coordinators, teachers and teacher librarians. The study reports that:

the course had impacted on the teaching practice in schools in the following ways:

- *Increased collaboration between teaching staff and management concerning planning, policy and vision*
- *Recognition of the importance of ongoing professional development to ensure that teachers continue to develop their own information literacy skills*
- *Enhanced development of a shared understanding of pedagogy and best teaching practice for information literacy*
- *Allowed teachers to develop professionally at various stages of their career in a supportive environment*
- *Produced a sense of a shared experience and feeling part of a team that learns and problem solves together*
- *Improved coordination and access to the school's resources*
- *The development of a shared responsibility/selection of school resources*
- *Increased collaborative planning activities*
- *Encouraged more cross-curricular approaches*
- *Developed closer working relationships between classroom teachers and library teams in the development of student library and information skills*
- *Developed a clear understanding of RBL for library staff who are now able to support students through the research process*
- *Produced a paradigm shift in the way ICT is used in teaching practice. ICT specialists are no longer viewed as being responsible for teaching technical skill development but they have an active role in meaningful integration of ICT into the curriculum*

- *Created a power shift between senior and junior teachers that led to the development of a mentoring approach to supervision*

The only negative impact reported was that some teachers felt resentment that participating in the course was compulsory and that it took away the aspect of choice for them. (Cited in Selby & Trebilcock, 2003)

This course successfully provides a professional development experience for teachers that aims to improve student learning outcomes through changing teachers' attitudes and beliefs. If we are to make progress in the development of information literacy skills with our students, it is essential that teachers themselves understand the inquiry process and that they receive the scaffolding and support they need to guide their students in their learning.

Therefore, an increasing number of students in New Zealand will leave school better equipped to deal with the increasingly information-centred demands of the future.

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The full version and references appear in the online version of *Connections* 59 at <http://www.curriculum.edu.au/scis/connections/latest.htm>

New subject terms in SCIS OPAC

If you have been using SCIS OPAC in recent months you may have noticed that the list of subject headings on each record has grown. If you haven't noticed this, try a title search in the SCIS OPAC for 'lunchtime activities' and have a close look at the record that comes up on your screen. It should look like this:



SCIS OPAC screen dump © Endeavor Information Systems Incorporated.

Some of the subject headings have the code 'scisshl' after them; others have 'scot' following the subject term.

Since 24 July 2006, about half of the new records added to the SCIS database have had extra subject terms added to them. Until this date all subject headings used in SCIS records were selected from *SCIS Subject Headings*, <http://www.curriculum.edu.au/scis/productinfo/subheadsonline.htm>. The new subjects have been selected from *Schools Online Thesaurus*, or *ScOT*, <http://www.curriculum.edu.au/scis/partnerships/scot.htm>. The birth of *ScOT* was announced in *Connections* 38, 2001. Over five years *ScOT* has grown into a substantial list of subject descriptors. It is used to provide subject access to the learning objects and digital resources that The Le@rning Federation makes available to Australian and New Zealand schools. The basis of the terminology of *ScOT* is the content of the learning areas in Australian and New Zealand school curriculums.

Will these new terms appear in your catalogues?

If you order your catalogue records through the *SCISWeb Create orders* function you will not be downloading the *ScOT* terms into your

library's catalogue. There will be no change at all to what you now receive when you download a SCIS record.

If you use a Z39.50 connection or the *Save* function at the bottom of the SCIS OPAC screen to get MARC records for your catalogue and you happen to select a *ScOT*-enhanced record, you **will** get the *ScOT* terms in your catalogue along with the *SCIS Subject Headings*. This will mean that you have subject headings from two controlled vocabularies which may cause some conflict among headings and their references in your catalogue. Your records may also have some further subject keywords for which there is no term in *ScOT* but which may be useful for retrieving that resource in your library catalogue.

To begin with, only about 50 per cent of new records will have *ScOT* terms, although we hope to increase this steadily to 100 per cent of new records. When the proportion of the whole SCIS database with *ScOT* terms has built up and we have evaluated their potential to support subject searching in school library catalogues, we will be able to offer customers choices in the subject terminology they use in their catalogues. Watch this space for more news about those choices!

What has *ScOT* got that *SCIS Subject Headings* does not?

SCIS Subject Headings is a classic example of the type of controlled vocabulary that has been used to provide subject access in library catalogues for a very long time. It has served school libraries extremely well, providing terminology that matches the topics covered by the types of resources that are described in a school library catalogue. *ScOT* terminology, as stated above, is based on the content of school curriculums, so there is a lot of similarity between *ScOT* terms and *SCIS Subject Headings*. The differences between the two lie in the way that the terms are applied in subject cataloguing and the way that they work in information retrieval systems. You will be thoroughly familiar with the strings that appear as subject headings in SCIS records. Something about coal mining in New Zealand will have the subject heading **Coal mining – New Zealand**. In a *ScOT*-enhanced record for the same resource three separate terms – **Coal**, **Mining** and **New Zealand** – will capture the subject.

Presenting the subject terms in this uncoordinated way may seem at odds with the way that library management systems handle subject access. It is, however, much more closely aligned to the way that subject terms are provided in the metadata of the many information retrieval systems that are emerging in schools – content management systems, learning object repository systems, learning management systems. In aligning SCIS records in this way, we are responding to emerging needs in schools: the need to adjust computer systems in schools so that they can exchange content with each other more easily and the need to support moves towards more seamless searching across multiplying systems in schools. To use the words of the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) ICT in Schools Taskforce: 'It is highly desirable that the system that enables teachers to plan lessons or units of work online also enables them to seamlessly discover resources from a local educational repository or from school library collections ...' (MCEETYA, 2003).

The impact of the Internet on the way that people interact with information sources has been widely studied. Familiarity with using search engines, such as Google, has built widespread confidence and reliance in self-taught, unmediated information-seeking habits. It is acknowledged that these habits do not always extract the best results from online information sources. However, it is appropriate that we structure SCIS catalogue records in ways that support the building of systems that respond to the readiness to seek information independently that Google has instilled in our users. Adding *ScOT* terms to SCIS records is a step in that direction.

Rachel Salmond
SCIS Investment Project Manager

References

MCEETYA 2003, *Learning Architecture Framework: Learning in an Online World*, Curriculum Corporation, Carlton South, Victoria, pp 20–21. Available at: http://icttaskforce.edna.edu.au/icttaskforce/webdav/site/icttaskforcesite/users/root/public/learning_architecture.pdf.



Internetting corner

AIATSIS – Home

<http://www.aiatsis.gov.au/>
The Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) mission is 'to promote knowledge and understanding of Australian Indigenous cultures, past and present'. Their comprehensive web presence contains information and links on five main areas: **Latest News, Aboriginal Studies Press, Audiovisual Archive, Library and Research.**
SCIS No: 994972

ALA – Great Web Sites for Kids

<http://www.ala.org/gwstemplate.cfm?section=greatwebsites&template=/cfapps/gws/default.cfm>
Part of the American Library Association website, this interesting database contains a wide variety of abstracted websites. Students and teachers can search by general subject, intended audience, keywords or URL. The selection criteria are useful teaching tools as well.
SCIS No: 1065221

BBC – Religion and Ethics – Religions

<http://www.bbc.co.uk/religion/religions/>
The focus of this website is to offer a deeper understanding of the world's religions, ranging from Atheism through to Zoroastrianism. Users can read the brief introductory information and then delve further into the chosen area of study. Most entries include sub-sections on history, customs, beliefs, holy days and a glossary.
SCIS No: 1273181

Database of Award-Winning Children's Literature

<http://www.dawcl.com/>
Compiled by a Californian reference librarian, this searchable database allows users to find details on over 6,000 award-winning books. The books are drawn from the 72 major children's literature awards from six English-speaking countries (United States, Canada, Australia, New Zealand, England and Ireland). Links to the organisations that present the awards are available.
SCIS No: 995148

Fabulous Facts about Australia

<http://www.ga.gov.au/education/facts/>
Applicable to both primary and secondary geography students, this site offers information regarding the physical dimensions of Australia, the variety of landforms and land tenure, thematic maps, satellite imagery and news features related to geography.
SCIS No: 996043

Forces of Nature

<http://www.nationalgeographic.com/forcesofnature/>
Another superb National Geographic site, this one uses a mixture of animation, interactive virtual experiments, case studies and text to allow students to discover how earthquakes, hurricanes, volcanoes and tornadoes form and the impact that these forces of nature can wreak. Lesson plans, photos and quizzes are additional features.
SCIS No: 1229736

Library – Swan View Senior High School

http://www.svshs.wa.edu.au/index.php?module=pagemaster&PAGE_user_op=view_page&PAGE_id=7&MMN_position=13:13
The Library web pages from Swan Valley Senior High School contain extensive links organised by key learning areas. Students and teachers would benefit from browsing through the subjects to uncover valuable teaching activities, interesting curriculum links and some engaging websites.
SCIS No: 1273200

MPT: Knowing Poe: Home

http://knowingpoe.thinkport.org/default_flash.asp
An award-winning website that delves into the life and work of the great American author Edgar Allan Poe. The resources offered on the site allow teachers and secondary students innovative ways to explore the fictional and real worlds of Poe and to scrutinise his continuing legacy.
SCIS No: 1220648

Oz Fossils

<http://www.abc.net.au/ozfossil/default.htm>
Students will have a greater appreciation and understanding of Australia's prehistoric heritage once they have examined this site. Besides the impressive array of interactive information available, students can become virtual palaeontologists and locate megafauna fossil bones, and investigate other related links.
SCIS No: 1104021

Snowflakes and Snow Crystals

<http://www.its.caltech.edu/~atomic/snowcrystals/>
Is it true that no two snowflakes are the same? Students are encouraged to investigate the complex physics associated with the formation of snowflakes, snow crystals and other ice phenomena. Wonderful photos and movies enhance the site, and could be used as a stimulus for visual arts lessons.
SCIS No: 1273209

Teaching Heritage

<http://www.teachingheritage.nsw.edu.au/>
This professional development website for teachers offers a wealth of material regarding the impact and significance of heritage. Although aligned to the NSW geography and history syllabuses, the teaching and learning programs, links and activities are applicable to a wider audience.
SCIS No: 1126514

Welcome to AnyQuestions.org.nz

<http://www.anyquestions.co.nz/en/anyQuestions.html>
This innovative online reference project is a collaboration between the information and education sectors, libraries and the NZ government. It aims to allow NZ primary and secondary students to have quick and easy online access to a 'live' librarian in real time.
SCIS No: 1273216

Werde! Welcome to UsMob

<http://www.usmob.com.au/index.html>
A recent winner at the 2006 Australian Interactive Multimedia Industry (AIMIA) Awards, UsMob 'uses online characters and friendships to spark an exchange of culture, creativity and experience between non-Indigenous and Indigenous young people'. The interactive content encourages broad discussion about Indigenous and non-Indigenous issues.
SCIS No: 1214601

Youthink! 4Kids

<http://youthink.worldbank.org/4kids/>
Emanating from the World Bank, this website encourages students to explore global issues such as debt relief, AIDS, the environment, globalisation, urbanisation, employment and conflict. The site encourages students to explore the connections between these issues, to share their ideas and how to make a difference.
SCIS No: 1273221

*Reviewed by Nigel Paull, Teacher librarian, South Grafton Primary School.
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The Internet sites abstracted in Internetting corner 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 sites reviewed may not be permanent.

SCISWeb handy hints

Accessing SCISWeb

From time to time, school computer systems are updated and changed. Often it results in the loss of your Internet Favourites where the SCIS username and password may have been saved. If you lose your SCIS username and password, then contact SCIS for assistance.

If you are experiencing problems accessing the SCIS home page, logging on or downloading records, then here are some technical hints that may overcome the problems.

First check the access from another computer in the school. This will establish if the access problem is just restricted to the computer in the library or if it is school-wide.

Web address

Use the URL: <http://www.curriculum.edu.au/scis/>. Once you are able to access SCISWeb correctly, a new Favourite could then be saved for easy future access.

Temporary Internet files

SCIS, like other websites, creates temporary Internet files every time you visit. These temporary files can build up to a large amount and slow or stop processing. Deleting all temporary Internet files may help your access.

- A quick way to delete temporary Internet files is to press the *Control* key and the *Shift* key and click the *Refresh* button on the browser's toolbar.

Another way to clear temporary Internet files:

- From *MS Internet Explorer*
- At the top menu bar select *Tools*



- Select *Internet Options*



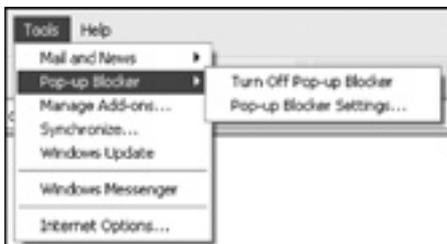
- Select *General* and click on *Delete Files*
- Click on *OK*
- Click on *Settings*, check that *Every Time you start Internet Explorer* is selected
- Click on *OK*, then *OK* again to return to browser screen

Please note that changed settings will not be activated until you have rebooted. Correct settings ensure that the latest version of SCISWeb is delivered to your computer. All subsequent appearances in that session will be retrieved from the temporary internet files or computer cache.

The computer support staff may also need to clear the temporary internet files on the server.

Pop-ups blocked

If the browser has 'pop-ups' blocked, this may cause problems trying to logon. The logon box is a pop-up. From the *MS Internet Explorer* toolbar select *Tools*. The list should include *Turn Off Pop-up Blocker* and *Pop-up Blocker settings*. Either turn off all blocks to pop-ups or include the SCIS address for access. If this functionality is not available on your desktop, you may need to seek the assistance of your computer support to unblock.



JavaScript

JavaScript may have been turned off for security reasons. This may cause problems in viewing web pages. If JavaScript is turned off on your browser, the following instructions may help if you have access to these settings. For *MS Internet Explorer*, from the toolbar of the browser: select the following:

- Click on *Tools*
- Click on *Internet Options*
- Click on *Security*
- Ensure the *Internet* icon (represented by a globe) is selected
- Click on *Custom level* to view *Security settings*
- Scroll towards the bottom of the list to view *Scripting*
- In *Scripting* look for *Active scripting*
- Select radio button – *Enable*

On completion, you will need to refresh your browser for the new setting to take effect.

If you are unable to change these settings, then seek the help of your computer support to have JavaScript enabled.

Settings, security and proxies

You will need to enlist the help of your computer support to review the settings and security that may be blocking access. Ensure they know that you log into SCIS. They may need to by-pass any proxy which is causing the access denial. ISPs (Internet Service Providers) can sometimes cause the problem, so a check with them may be required.

.dat file extension

If the school's computer system has been updated or changed, you may find that you cannot save a file with a '.dat' file extension. You will need to ask your computer support to enable saving a '.dat' file as this is required to save SCIS records.



New and revised subject headings

Headings marked with an asterisk in the following list are existing allowed headings which have been updated with changes to references or notes. New headings are marked as N. Headings which were USE references in *SCIS Subject Headings* Fifth Edition but are now headings in their own right are marked as A. Previously allowed headings which have become USE references are marked as U.

For full details of these headings, see the SCIS website at <http://www.curriculum.edu.au/scis/productinfo/supplists.htm>. A cumulative list of all new and revised subject headings approved since publication of *SCIS Subject Headings* Fifth Edition is also available at this site.

- * Agricultural ecology
- * Books
- * Children's Book Week
- * Conduct of life
- * Copyright
- * Decorations of honour

- * Digital rights management
- A Emblems
- * Empathy
- * Ethnic groups
- N Fairness
- * Fraud
- * Helpfulness
- * Heraldry
- * Honesty
- * Human ecology
- U Gipsies
- * Insignia
- N Integrity
- A Intellectual property
- * Inventions
- N Karaoke
- U Lapps
- * Law
- * Literature
- * Musical accompaniment
- * Patents
- N Permaculture

- N Piracy (Intellectual property)
- * Plagiarism
- * Popular music
- * Public lending rights
- * Publishers and publishing
- N Respect
- A Romanies
- N Sami (European people)
- * Scandinavians
- * Self-perception
- * Signs and symbols
- * Singing games
- * Social integration
- * Social justice
- * Songs
- * Sustainable agriculture
- * Sustainable living
- * Symbolism
- * Sympathy
- * Trademarks
- * Trust
- * Websites

SCIS news

A new way to access SCIS Authority Files and a new product

SCIS Authority Files will soon be available online from the SCIS Customer Centre page to download directly to your desktop. A new product will also be made available online, *SCIS Reference only Authority Files*. They will be updated twice a year and be available in ASCII or MARC formats, just like the CD-ROM. *SCIS Authority Files Online* will contain the **entire** subject authority file and name authority file from the SCIS database as the current *SCIS Authority Files CD-ROM*. These files are used by the library system to add *see* and *see also* references relevant to local subject headings.

SCIS Reference only Authority Files will contain a **subset** of the *subject* and *name* authority files from the SCIS database. The files will only include SCIS headings **with references**. Many authority records do not contain any references. They simply contain single headings which have been authorised for use in SCIS records. These unreferenced headings will not be included in the *SCIS Reference only Authority Files Online*.

More information on the *SCIS Authority Files Online* and *SCIS Reference only Authority Files* will be available in 'What's new' and 'Product Information' on the SCIS home page. The *SCIS Authority Files CD-ROM* will continue to be available to schools that prefer this delivery format.

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, nor 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 publishing 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 as camera-ready artwork, should be forwarded to SCIS. Details of advertising rates may be obtained from SCIS.

Connections online

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

Learning new technology and the Virtual Antarctic Conference

Terms like 'on-line', 'virtual' and 'web-conferencing' can cause stress for busy teachers, librarians and parents who fear the energy and time required to learn new technology. They want to help students but are wary of looking like cyber idiots. Authors are no different.

When educator expeditioner Anne Burke approached me to be a presenter in a Lab 3000 Virtual Conference on Antarctica, in Science Week, August 2005 (<http://lab.3000.com.au/antarctica/overview.jsp>), because I'd been on a 2001 Australian Antarctic Division expedition to research my novel *Antarctica's Frozen Chosen*, SCIS no 113904, I didn't understand what she was asking. I'd never heard of Lab 3000. And I wasn't sure how a virtual conference worked.

Author web-chatting I'd done before. This meant sitting in front of my computer typing instant answers to readers' questions. This had been part of an Ipswich Literary Festival and it was manageable for a non-techie author. My major problem had been mistyping and having errors appear on the students' screen. I can spell; it was just the SEND button was so fast.

As part of Science Week, the Virtual Antarctic Conference was to include a number of Antarctic expeditioners with varied expertise including global warming, palaeontology, oceanography, marine biology and environmental impact. Palaeontologist children's author Dr John Long was also presenting. The audience was to be primary and secondary students interested in Antarctica or the medium and they could be in New Zealand, Australia, the USA or the UK. There was also to be a studio audience for the whole panel, but each presenter would also do a separate scheduled hour presentation and answer questions.

In addition, presenters were to provide a ten-minute multi-media biography that could be viewed online ahead of the conference. That terrified me!

I've recently mastered putting my Antarctic photos into PowerPoint® for talks, so I could supply those which followed the sequence of my published diary *Antarctic Writer on Ice*. But Anne also wanted audio with them. I don't have this on my computer and knew it would take ages for me to learn how to do that. So Anne volunteered to 'interview' me and match it to the

visuals. Lab 3000 offered excellent technical support to all presenters.

We also had to provide a list of linked resources for teachers and students. I already have my author website – <http://www.hazeledwards.com> – which is updated regularly. I wanted to use existing resources of teacher notes on all my Antarctic publications as well as visuals of the book covers. So a link was made to this. What a relief!

Timing rehearsals was difficult. Each of the presenters travelled widely as part of their work style. Artist Jenni Mitchell would be in the North Pole and I would be in Germany, just a few days before Science Week 15–19 August. But Anne reassured us that with the technology we could operate anywhere. I wasn't so confident, so I opted to go into the Lab 3000 studio for my one hour individual session on the Thursday rather than answer from my home computer. Lab 3000 was where the panel also assembled with a studio audience on the Friday.

I was hesitant about my skills in providing images to flick behind my talking head. Lab 3000 staff members were very helpful and compiled a set in ten minutes from my hurriedly compiled assortment on disk. Later, students asked for more photos. Visuals work better than talking heads for graphic-orientated students.

The Web cam was simple and small. I just had to remember to look at it instead of the computer screen. My long-distance vision is fine, but I need glasses to read the screen, so switching between the computer screen to hit the TALK button and looking at the projection of the incoming calls on the giant screen was a hassle. Although there was a slight time lag on questions coming through, and an occasional word was difficult to distinguish, the hour session was very productive.

Student questions were constant, varied and genuinely involving:

- How can we help prevent global warming?
- Where did you go to the toilet on the ice?
- What was your most significant memory of Antarctica?
- What wildlife did you see?
- What was the coldest temperature?
- How many penguins are there?
- Who names the places?
- What kinds of scientists work there?

- How did you get around on the ice?
- What was your most dangerous moment?
- What did the scientists think about the book you wrote?
- Out of Scott, Amundsen and Shackleton, who do you think was the greatest adventurer?

This last one provoked three different responses from the panel, based on courage, preparedness and leadership in looking after your team.

The technical support of the moderator who paced the questions and the 'techie' who instantly found relevant Antarctic photos to support the questions was great.

What have I learnt?

- Two hours is too long, even for a panel session. One hour is enough.
- Students embrace technology faster than adults and they enjoyed the chance to act as interviewers or introducers.
- Antarctica was a dual-value topic as the message and the medium were relevant as email and Web cam are used 'down south'. Presenters had such different experiences of being in the polar ice and students could see there were several ways of tackling multi-media and scientific problems in Antarctica.
- I prefer the Web cam and the microphone to typing in answers in a Web chat. It's faster. And the material can also be re-used later.
- All who visit Antarctica, in person or virtually, are affected by visiting the last frontier.
- Although I'm not a scientist, a writer can offer different perspectives. A writer is forced to reflect on the significance of an experience in order to plot fiction, script for animation or speak in public, and this deepens the impact. Students can experience this also, vicariously or first hand through their own work.
- Pollution, eco-terrorism, mateship, respect for wildlife and questions of what is courage and kinds of leadership can also be discussed from Antarctic fiction such as *Antarctica's Frozen Chosen*, which could not have been written without Antarctic participation.

Dewey: Evolving not static

Suggestions for educators:

- Get the best value out of the session by encouraging students to check the presenters' profiles online beforehand. This means questions and answers are more specific.
- Maximum effect for minimum effort. Utilise Antarctic subjects across media. Read an Antarctic novel as a serial or do a classroom play to tie in with Antarctica for science and maths as well as media and communication skills.
- Follow up by reading the resources offered and the links to relevant sites.
- Encourage students to experiment with multi-media formats in order to create their own Antarctic presentations.

The website at <http://lab.3000.com.au/antarctica/index.jsp> has profiles of all presenters and an account of how to participate in a virtual conference. Check it out!

Hazel Edwards

<http://www.hazeledwards.com>

As the world changes, people write and publish documents that reflect those changes. Think of the impact of the Indian Ocean tsunami or the 'war on terror' on our collections, or the break-up of the former Soviet Union or Yugoslavia. Our cataloguing and classification tools need to be updated to reflect such changes.

Since Dewey Decimal Classification 22 (DDC22) and Abridged Dewey Decimal Classification 14 (ADDC14) were published in 2003 and 2004, the world has not been static – nor has Dewey. Each month the editors of Dewey publish a note of changes made in this basic tool, and these are taken up by national cataloguing agencies around the world. These changes now apply in SCIS as well.

Most of the changes made by the Dewey editors are minor, in the sense that they provide numbers more specific than would ever occur in the SCIS database. Some, however, are significant to us, and these are reported regularly in *Connections*.

Following is a list of significant changes made since DDC22 and ADDC14 were adopted.

Terrorism: Interdisciplinary works on terrorism now go in 363.325 (DDC22 & ADDC14). This number is further expanded in DDC22 as follows:

363.3253 – Bioterrorism and chemical terrorism

363.3255 – Nuclear terrorism

363.3259 – Specific targets of terrorism

[divided by 001–999]

Tsunamis: 363.34 – Disasters is changed by the addition in DDC22 of:

363.3494 – Tsunamis

Graphic novels and comics: Graphic novels, etc, are now explicitly treated with comics and cartoons at 741.5. However, SCIS standards – which treat fictional works as F, and class non-fiction works with the subject – still apply.

In DDC22, 741.5 has been separated into two sub-sets. Essentially, the distinction is between a novel or short story told in pictures, and a joke or anecdote. This is abridged from the Manual, *Volume 1, Dewey Decimal Classification and Relative Index*.

Use 741.5 and 741.59 for works in comic book, graphic novel, fotonovela, cartoon, caricature or comic strip forms that present fictional narratives comparable to short stories or novels in literature. These are multi-panel works

written to be read in relatively long segments, like short stories or novels.

Use 741.56 and 741.569 for cartoons, caricatures and comic strips. These were written to be read in brief segments, like jokes or anecdotes. They have a single panel, or a few panels issued daily or weekly online or in a newspaper; consequently, they have an anecdotal quality even when the same characters appear in many segments brought together in collected works.

Serbian & Croatian language and literature:

Changes in DDC22 have been made in language and literature to establish separate numbers for Serbian, Croatian and Bosnian. (Similar changes have also been made in the *SCIS Subject Headings* list.)

Pacific Islanders: In the DDC22 Tables, comprehensive works on Pacific Islanders have been moved from –994 to –995, and comprehensive works on Oceanic languages have been moved from –994 to –995.

Standard subdivisions: In both DDC22 and ADDC14, the extra '0' has been removed from the standard subdivisions at 380.01–380.09, 387.001–387.009 and 512.9001–512.9009.

Recent history: 909 – World history has a new period subdivision in DDC22, designed to allow for works dealing with the 'War on terrorism':

909.831 – 2000-2019

Also, new historical periods have been provided in DDC22 to cover recent events in Afghanistan, Iraq and India.

New numbers: New numbers in DDC22 have been provided for the Waldorf method of education (371.391) and Asperger Syndrome (616.858832).

If you wish to keep up with Dewey changes yourself, they can be found at: <http://www.oclc.org/dewey/updates/new/>

Ray Cotsell

SCIS database support

References

Dewey, M 2003, *Dewey Decimal Classification and Relative Index*, OCLC, Dublin, Ohio.

Dewey, M 2004, *Abridged Dewey Decimal Classification and Relative Index*, OCLC, Dublin, Ohio.

All booked up: An ideas exchange

At a Children's Youth Services Australian Library and Information Association Queensland (CYS ALIA) committee meeting late in 2005 the committee members kept returning to a discussion on professional challenges that teacher librarians and public librarians working with children and young people faced in common. One recurring issue was that of the setting-up and running of recreational book clubs for our various client bases. Book clubs seem to be 'flavour of the month' and yet can be a real challenge to run successfully. We thought any hints we could muster would probably be of interest to others in our profession. So, with the generous support of Guy Coaldrake and his staff at Coaldrake's Book Shop in Brisbane, we arranged a gathering for Thursday 16 March 2006, which we dubbed an 'ideas exchange'. More than 20 teacher librarians and public librarians attended, and over coffee we shared our experiences of book clubs for staff and students in schools; children and teenagers and adults at public libraries; and adults at bookshops and in individual groups.

Discussion centred around the logistics of running book clubs, selection of titles and the best ways to approach consideration of the selections.

There was general agreement that organising a book club was time consuming and required considerable skill on the part of the organiser to set up and maintain in the most practical format. Websites with reading lists, eg <http://teenreads.com/>, and information about how to organise a club can be very useful. Food and drink, eg wine and cheese for adults or soft drink and popcorn for children, was seen as an essential part of a book club gathering. The most popular adult book club format used monthly rotating turns at a different person's house. Other options could be to use cafes, restaurants or libraries. Experience proved that it is important to limit the size of the group to a manageable number (maximum 14) and to meet regularly.

Discussion of book selection for the group brought forward various ideas for choosing titles to read. Some groups had a different person choose the book each meeting; other groups wanted the title chosen for them. School students particularly can become bogged down in reading particular genres and having different selectors for each meeting can encourage

them and adults as well to try new genres. Discussion also centred on whether club members, particularly school students, should be encouraged to read more literary titles.

A particular issue for libraries is the number of the same title for the library to carry. There is always a high demand for new titles and book clubs exacerbate this demand. Instead of depending solely on the library, book club members can be encouraged to buy their own copy. Members could contribute to a diverse pool of books or focus on sharing books.

Generally one book is discussed each meeting, but the approach to this discussion can vary from being a highly structured, scholarly enquiry to an enjoyable chat. Some clubs choose a conversation leader or use discussion questions/reading guides from the Internet. In other instances each member chooses a favourite passage, a question about something they did not understand or something about the book or author to add to the conversation. General topic guidelines such as subject, plot, characters, point of view, setting, themes and style can also be used. Reviews can be helpful in finding some critical opinions of the book and centring the discussion on agreement or otherwise. Information about authors and their writing can also be of interest.

Further discussion elicited ideas for different types of clubs such as mother and daughter clubs and father and son clubs, eg *Boys, Blokes and Books*. People who have run online book clubs indicated these work well for groups in close proximity as well as those separated by distance.

There were many suggestions for activities for clubs to engage in. Attending literature festivals creates enormous interest with the opportunity for members to meet and talk with authors and other book lovers. Some clubs from south-east Queensland are the *Somerset College Celebration of Literature*, <http://www.somerset.qld.edu.au/cofl/> and *Voices on the Coast*, <http://www.usc.edu.au/Community/Schools/SchoolStudents/Voices>.

Making up club names, eg *FBI – Fabulous Book Investigators* or *BFG – Book Focus Group*, gives participants a sense of ownership and is particularly appealing for young people, as is linking books and movies. Themes can be

chosen for each meeting or for a longer period such as a school term.

Bookcrossing, <http://bookcrossing.com/home>, where people can tag books and leave them for others to find, provides book club members with a great deal of fun and enjoyment. See 'Collaboration: The virtual and the real world', *Connections* issue 58, for more information about Bookcrossing.

Some ideas that came from different sectors included organising displays in sections as in bookshops to give people more material to choose from, eg Fantasy, Biography. Children particularly enjoy having stickers on their library card, other borrowing privileges and being given book kits with material such as free bookmarks, copies of reviews and lists of useful websites.

Public libraries run wine and cheese evenings once a year where booksellers come with titles from which club members choose their titles for the year. The library and the clubs share the cost of providing multiple copies of the same title. These titles have restricted borrowing for club members only. Book club activities like these can be publicised in email lists and newsletters.

The general consensus of the group was that a book club should be run for the enjoyment of the participants. Attempts to make the proceedings too formal or 'like school' were doomed to failure. The social aspect of the gatherings was seen to be as important as the discussion of the books.

Loris Phair
Teacher librarian
Hillbrook Anglican School
Corinda State High School
and
Liz Blumson
Secretary CYS/ALIA Qld
UQL Cyberschool Coordinator

The meeting handouts and a 'Hotlist' of useful websites are available on the CYS ALIA page: <http://alia.org.au/groups/cysqld/reports/>. See also Loris Phair's Hotlist on Setting up a Book Club: <http://www.kn.sbc.com./wired/fil/pages/listsettinglo.html>.

The Le@rning Federation

With more than 4500 items of online curriculum content from The Le@rning Federation (TLF) freely available to teachers, and another 4,000 items to come within the next three years, there is a challenge for teacher librarians to keep up to date with what is available. With a few tips, keeping pace with TLF's resources in this digital world is easy.

New content is constantly being released by The Le@rning Federation (TLF). Recently a new set of learning objects focused on building critical multiliteracies skills to assist students to critically evaluate a range of multimodal texts such as films, websites, TV advertisements, video games and online news sites were released. Also new is the set of Studies of Australia learning objects focused on Australia in the world, which develop understandings about past, present and possible future Australian relationships with the rest of the world. Students investigate Australia's involvement with significant global issues and the importance of the rights and responsibilities of global citizenship. Then there is the extension of previous sets, including the science, mathematics and numeracy learning objects, as well as the business and enterprise set that enable students to explore a range of issues associated with running different types of businesses – The Fish shop, Café Consultant, Start a Business and Muffin Bakery – provide different business contexts and challenges for students in years 6–10. The digital resource collections has also expanded with new content from existing partners, as well as items from two new partners, the History Trust of South Australia and the National Trust (WA), being released.

One way teacher librarians can stay up to date with available TLF content is through SCIS OPAC, as outlined in *Connections* 55. But, if you want more detailed information about the resources, or to browse particular topics, there are ways you can do this. TLF provides a number of ways in which teacher librarians can stay abreast of new TLF content and also find enough information to make sound judgements about the suitability of ICT resources for the intended education purpose. Browsing the website, downloading catalogues or subscribing to the news bulletin are some of the

ways you can keep up-to-date and be among the first to know what's new.

Browsing the curriculum areas on the TLF website

A great way to get information about TLF content is from the website. To make it easy for teacher librarians to search for content to suit particular themes, the learning objects are sectioned into strands within each curriculum area and are then further sectioned into series.



Finding information on the TLF website can be likened to finding information in a book. To illustrate this, consider a search for teaching resources to suit a life and living theme. Teacher librarians can go to the TLF website and select Science under *Find out more*. This is like going to the contents page of a book.



Once you are in the Science section, select the *Life and living* link from the list of curriculum strands. This is like going to a book chapter.



Then browse the list of series in the *Life and living* strand. Each series is represented by a picture, the name of the series and the target year levels. This is like the introduction of the chapter. By selecting the series, in this case *Food chains*, an introduction as well as a detailed description of each learning object in that series is provided.



Downloading catalogues

Another way to get information about TLF content is from the catalogues. There is a catalogue for each curriculum area, and one for the digital resources collection. These can be downloaded or printed from the website. Browse them where and when you choose, rather than having to sit in front of the computer to read. Or put them in the staff room and listen for the oohs and WOWs, as your fellow teachers discover these great free resources.

What's new

A brief list of the newly-released content is published in the *What's new* and in *About TLF content* section of the website. This list is a great way to keep up-to-date with only the new content, which is of particular value if you are on track with what's already available.

Subscribing to the TLF news bulletin

If you prefer to have information come to you rather than having to search for it, consider subscribing to TLF News. Every quarter, an email letting you know that new content has been released will be sent to you. The email gives details on the curriculum areas and strands of the new content, as well as highlighting what learning objects and digital resources you can sample in the *Showcase*.

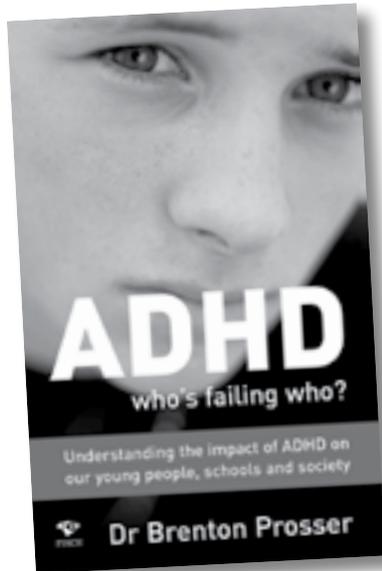
Stay up-to-date

Choose the method best suited to you so you can stay up-to-date with what's available, what's new and what's hot.

Andrea MacLeod
Communications Officer
The Le@rning Federation

Resources

Resources for the school community

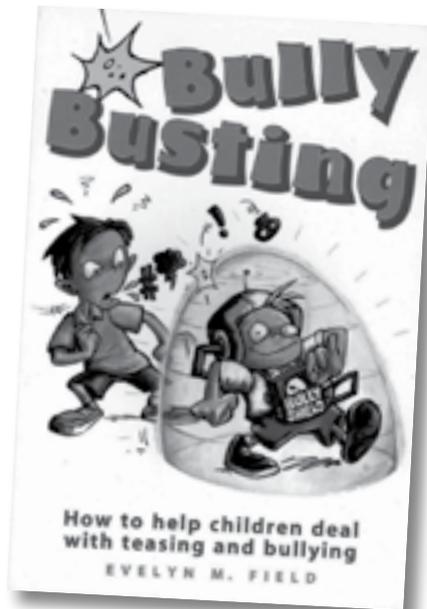


ADHD: Who's failing who?

224 pp
 Author: Dr Brenton Prosser
 RRP: \$24.95
 SCIS No: 1253929
 ISBN: 18764517181
 PARENT AND SCHOOL RESOURCE

'We should not only be asking how our kids with ADHD are failing society, but also how society is failing these kids.' So writes Dr Brenton Prosser, author of this significant new book on Attention Deficit Hyperactivity Disorder.

ADHD: Who's failing who? aims to help parents, teachers, educational advisers and health professionals make informed decisions about how they can support children with ADHD. Dr Brenton Prosser, a research fellow in education, investigates the recent boom in ADHD diagnosis and the rise in drug treatments to ponder how an obscure medical diagnosis has become a well-known popular phenomenon. This comprehensive guide provides a new view of ADHD as well as a wealth of advice and practical ideas. It offers a compassionate, balanced and holistic approach to understanding the disorder and helps us comprehend the impact of ADHD on our young people, our schools and society.



Bully Busting : How to help children deal with teasing and bullying

272 pp
 Author: Evelyn M Field
 RRP: \$24.95
 SCIS No: 972661
 ISBN: 1876451041
 PARENT AND SCHOOL RESOURCE

This practical book is designed for parents to use with their children to overcome the effects of teasing and bullying and to develop understandings and skills that can be used for life. Evelyn Field reveals the 'six secrets of bully busting', which contain important life skills for any young person. Activities introduce young readers to new skills in communicating feelings, responding to stressful situations and building a support network. It is an empowering book for parents and their children (5–16 years). Evelyn Field is a counselling psychologist and leading educator in the field of developing social skills with children and adults.

'Bully Busting contains many imaginative suggestions for parents and children on how to cope with the problem of being victimised by their peers at school.' Associate Professor Ken Rigby, University of South Australia, author of *Bullying in Schools and What to Do About It*.

Support for Values Education...



How to succeed with developing resilience

64 pp
 Authors: Jen Allen, Michele Murray and Kelli Simmons
 RRP: \$29.95
 SCIS No: 1189803
 ISBN: 1863667768
 TEACHER RESOURCE

Resilience is the personal process of actively and creatively developing survival capacities, learning to repair from harm and being strengthened by facing the adversities of life. An individual's protective understandings of the support, beliefs and behaviours that they develop from their life experiences determine their level of resilience. Most young people will move through multiple careers in their lifetime and many will live in communities without knowing their neighbours and without the support of extended family.

The development of young people's resilience is more important than ever in managing the rate of change, increased isolation in our communities and the need to function as social beings.

This book delivers the good news that everyone has the innate capacity to develop resilience and that teachers can have a positive impact on each of their students. Taking personal responsibility for developing and nourishing resilience and wellbeing is one of the primary steps in a systemic approach to building resilient school communities. The book explores a range of strategies for developing resilience in learners of all ages.

Educational Lending Right School Library Survey



How to succeed with communication and conflict resolution

64 pp

Authors: Lyn Longaretti and Robyn English

RRP: \$29.95

SCIS No: 1189818

ISBN: 1863667784

TEACHER RESOURCE

Communication is an area often taken for granted. We tend to assume that being able to speak automatically implies communication, but this is not always the case. It is imperative that teachers and their students become skilled in the basics of communication to better understand each other.

This book looks at good communication and considers the skills essential for forming and sustaining productive relationships that are fundamental in enhancing a culture of fairness, respect, inclusivity and cooperation in the classroom and beyond.

Values and days of recognition:

Recipes for success in literacy series

112 pp

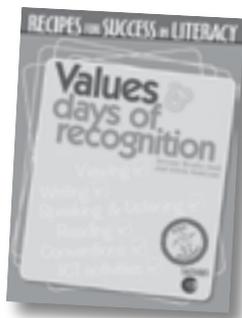
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UPPER PRIMARY TEACHER RESOURCE



Values and days of recognition provides students with an understanding of the values we share in a multicultural society.

The Recipes for Success in Literacy series is based on the simple premise that children learn more if they are having fun. The 'recipes' are a rich variety of activities that encourage all students to achieve success.

Encouraging the growth of Australian writing and publishing

Survey taking place right now!

Keep an eye out for your chance to support Australian writers and publishers by completing the ELR 2006–07 School Library Survey, which is currently being distributed to schools. If your school has over 100 students and uses one of the following library automation systems – Amlib, Athena, Bibliotech, BookMark, LibCode, Softlink Alice or OASIS – you may receive the distinctive Curriculum Corporation envelope, with the bright ELR sticker, which contains the information and disks required to complete the survey.

Over \$10 million in ELR 2005–06 payments

In May 2006, 9,423 Australian creators and 355 Australian publishers received payments totalling \$10.408 million through the ELR scheme for 2005–06. Australian illustrators, authors, translators, compilers and editors, as well as publishers, receive payments based on an estimated number of copies of their books held in all educational institutions in Australia encompassing school, TAFE and university libraries.

Library staff make a difference

'These payments make a major difference to the income of authors,' said Australian Society of Authors Chair, Susan Hayes, in a press release in June 2005. 'Authors have an average income of less than \$8,000 so every dollar of income is important,' she continued. (*Authors Applaud Lending Rights Payments 2005*) Authors are very appreciative of the role that librarians and library workers play in taking the time to complete the surveys, which provide the data required to create estimates of the number of books held in educational institutions in Australia. These figures, in turn, provide the basis for the calculation of payments to creators and publishers. In 2004, James Moloney wrote '... by taking part so diligently in surveys to support the schemes [ELR and PLR], librarians are adding to their already significant role in this vibrant part of Australian life'. (Moloney 2004)

Leonie Norrington wrote in praise of the ELR scheme:

This year [2006], my ELR cheque meant that I could escape work for four weeks and finish Leaving Barrumbi the third in the Barrumbi series. But it's not only the financial boost that makes ELR invaluable to me, it is the acknowledgement, from the whole of Australia, that our North Australian stories are valuable.

Top 100 Australian books in school libraries

- Paul Jennings is the author with the most books in Australian school libraries.
- *Possum Magic* by Mem Fox is at the top of the list for the sixth year in a row.
- *Live Your Dreams* by Ian Thorpe, *Burke and Wills* by Roland Harvey and *The First Fleet* by Alan Boardman are the three non-fiction titles that made it into the top 100 Australian books in school libraries.

These are the answers to three of the four questions posed in *Connections* 58. The fourth question asked: Does your library collection reflect what is popular in the majority of other school libraries around Australia? Only you can answer that by accessing the whole list at <http://www.curriculum.edu.au/scis/partnerships/elr.htm>. This list was collated based on the results of the Educational Lending Right Survey 2005–06. SCIS undertook this survey on behalf of the Department of Communications, Information Technology and the Arts.

Have you seen the colourful Top 100 Australian books poster? All schools that participated in the survey last year received the poster and it was distributed at the SLAV and WASLA conferences in Term 3.

Renate Beilharz
ELR Project Officer

References

Moloney, James 2004, 'What PLR and ELR payment mean to authors' in *Public Lending Rights Scheme Committee Annual Report 2003–04*, Department of Communications, Information Technology and the Arts, Canberra.

Authors Applaud Lending Rights Payments 2005, Australian Society of Authors, http://www.asauthors.org/cgi-bin/asa/newsletters.cgi/Show?_id=news2153&sort=DEFAULT&search=elr (accessed 15 June 2006).



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