

CONNECTIONS

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Looking for silver linings: Educating about privacy and security in our increasingly online world

As schools were plunged into remote learning earlier this year, the education sector experienced what could only be described as a 'digital deluge'. Edtech platforms and content creators rushed to assist educators and students who were suddenly searching for technologies that would enable teaching and learning to continue while hunkering down at home. Email inboxes were flooded with offers of free access to resources and new educational tools. Facebook groups and Twitter chats multiplied as educators exchanged lists full of websites and apps that could be useful in a new online learning context.

The COVID-19 crisis has fast-tracked educators' experience of remote learning. This has created the opportunity to explore different digital tools to engage,

communicate and connect with students. An openness to explore and embrace new technologies is hopefully one that will continue beyond the pandemic, and lead to innovative, and future-focused pedagogies. However, increasing use of technologies is accompanied by increasing digital security risks. We who work in school libraries, are challenged to fulfil our role as leaders of digital and critical literacies, to ensure that as new technology continues to be introduced, all members of our school community are aware of the associated risks, to ensure the digital safety and security of the students in our care, and the school community.

Student privacy and security

Spending weeks or months engaging in remote learning has highlighted the

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value of strong digital citizenship — and the realisation that our conception of it should perhaps be broader than previously considered. While digital citizenship programs have (rightly) focused upon cyber-safety and digital etiquette, areas such as our digital footprint and digital access also contribute to how students understand their privacy and security online. As our digital lives become more complex, it is important to ensure students realise that their online privacy and security extends beyond toggles in their social media settings.

As students engage with a wider range of digital tools, their digital footprint naturally expands in ways that they may not even be aware of. Although we remind students to be careful of what they post online, they may not realise that their online activities are also contributing to their own and others' 'uncontainable self' (Barbour & Marshall, 2012). The uncontainable self is the representation of self that is created online by others. To manage this, students should be in the practice of making regular searches of their own online presence, preferably through a search engine such as duckduckgo.com, which does not use personalisation algorithms to determine search results.

The move to remote learning also highlighted areas of digital access that may have not been explicitly taught, with the assumption that students would be connecting with the internet and using devices provided by the school. When students (and teachers) began using their home networks, and accessing learning using a wide range of devices, it became apparent that we must educate ourselves and our students for real world access to technology.

Updates from the Australian Cyber Security Centre (2020) highlight the fact that security practices we take for granted (such as using a different strong passphrase for every application) are perhaps not as regularly practised as we might assume. With the increased use of webcams, the important practice of covering the lens when not in use is another often overlooked, but potentially serious, safety concern (Cook, 2020). These habits are something the teacher librarian can continue to support even as life slowly returns to 'normal'.

Keeping students' data safe

You may have heard of the term 'surveillance capitalism', coined by Shoshanna Zuboff in her book of the same name. Zuboff argues

that through the proliferating apps that record our personal data, companies are now capturing data on a scale that allows them to use 'the real-time flow of your daily life — *your* reality — in order directly to influence and modify your behaviour for profit' (Zuboff, 2019). While this may sound wildly dystopian, it is nevertheless a fact that our interactions online are increasingly used to gather not only our personal details, but also our location, facial expressions, daily routines and personal activities.

“It is our role, as educators and librarians, to ensure that students and teachers are aware of the implications of data collection.”

It is our role, as educators and librarians, to ensure that students and teachers are aware of the implications of data collection, and the need to take the time to read through privacy statements, terms and conditions and required permissions. Questions to be considered include:

- How does this company use the data it has collected and is the data limited to what is needed for the application to operate?
- Where are the servers which store this data located?
- Will this data be deleted when the account is closed or the application uninstalled?
- Who has access to this data?
- How does this application's use of data align with the school's data governance policy?

Students also should be aware of the implications of having their data compromised, and of how their data may be used (or misused). As we have witnessed with the development of COVID-19 tracking

apps earlier in the year, our capacity to gather and collate big data can be used for positive purposes — however, it can also be exploited for profit.

While human society struggles to deal with the ongoing fallout from COVID-19, there are some, scattered silver linings. Becoming aware of the ways in which we can deepen our own and others' conceptions of digital citizenship, as well as the opportunity to highlight the importance of a considered approach to technology adoption, are two of these positive outcomes. As teacher librarians, we are challenged to enhance our own knowledge and to pass this knowledge on to our school communities. As we continue our exploration into the new technological frontiers that remote learning has opened, let's do so with an open mind and an informed, and empowered approach.

References

For a full list of references mentioned in this article, please see the online version of this article: scisdata.com/connections.



Dr Kay Oddone

Head of Libraries at Australian International School, Singapore

Kay Oddone has written more extensively about privacy and digital footprints on her blog, Linking Learning. You can read more at linkinglearning.com.au/privacy-even-more-important-in-2020 and linkinglearning.com.au/digital-footprints-mine-yours-ours or find Kay on Twitter @KayOddone.

SCIS is more

Welcome to another edition of Connections and I'd like to take this opportunity to introduce myself.

I have recently joined the SCIS team and have an extensive background working in educational and library technologies, e-learning, publishing and educational services across K-12 and higher education. I'm thrilled to join Education Services Australia and work with our school libraries.

The Schools Catalogue Information Service (SCIS) wishes to acknowledge the Kulin Nation, Traditional Custodians of the land on which our offices are located, and pay our respects to Elders past, present and emerging. We also acknowledge the Traditional Owners of the lands across Australia, their Elders, Ancestors, cultures and heritage.

Education Services Australia (ESA) and the SCIS team are proud to join more than 1000 organisations across Australia in developing a Reconciliation Action Plan (RAP) in partnership with Reconciliation Australia (reconciliation.org.au). Reconciliation involves building stronger relationships between Aboriginal and

Torres Strait Islander peoples and non-Indigenous peoples, to benefit all Australians. Our Reflect RAP (esa.edu.au/about/reconciliation-action-plan) is an acknowledgement of our commitment to be active in this space.

ESA is committed to fostering respect, finding opportunities for reconciliation, and embedding reconciliation into our governance. We also continue to share and celebrate the positive groundswell of actions and attitudes that foster mutual understanding, respect and collaboration throughout Australia.

The theme for National Reconciliation Week 2020 was #InThisTogether2020, and this has never been more relevant.

During Library and Information Week 2020 we embraced ALIA's National Simultaneous Storytime as did many libraries across Australia and Zealand. Our wonderful Cataloguing team leader Renate Beilharz read the hilarious *Whitney and Britney Chicken Divas* (written and illustrated by Lucinda Gifford). Renate was accompanied by some lovely chickens of her own who won us all over.

Unfortunately, we are unable to offer face-to-face professional learning sessions for the foreseeable future; however, we are hosting regular webinars for SCIS subscribers. We held a very successful webinar on subject headings and authorities in SCIS recently which was very well attended, and we have more coming up shortly. Please see our professional learning page to register: scisdata.com/professional-learning.

Over recent months as remote delivery of education has been vital to support continuity of student learning, our colleagues within ESA have developed initiatives that support schools in their COVID-19 response. These initiatives include guest access to Scootle (scootle.edu.au) for parents who are supporting remote learning of their children, curated resources for educators, students and parents to support wellbeing in our Student Wellbeing Hub (studentwellbeinghub.edu.au), and 'Learning @ Home' collections of age-appropriate and curriculum-aligned science and technology activities in the Digital Technologies Hub (digitaltechnologieshub.edu.au) to name just a few. Our CEO Andrew Smith advised that usage of ESA resources has increased on prior year as follows: Scootle, 80% increase; Student Wellbeing Hub, 53% increase; Digital Technologies Hub, 20% increase. We acknowledge the work of our colleagues for meeting the challenge of supporting teachers, students and parents and continuing to deliver high-value educational resources.

Finally, the SCIS team including Customer Service continue to work from home as per ESA's response to COVID-19. The team commenced working from home in mid-March and are now well versed in keeping connected with our colleagues and subscribers with online meetings, Skype calls and webinars. Please don't hesitate to get in touch with us for assistance or further information, to provide feedback or suggestions: scisdata.com/contact-scis

Caroline Hartley
SCIS Manager
Education Services Australia



Renate Beilharz reading *Whitney and Britney Chicken Divas* during National Simultaneous Storytime.

NEW ZEALAND SCHOOL LIBRARIES RESPOND TO COVID-19

SLANZA President Glenys Bichan explores how school library staff responded to the COVID-19 crisis.

How do you run a school library when no-one can enter it? The lockdown made us all reflect on our practice and on the questions, 'Who are we?' and more importantly, 'Why are we?' School libraries are a place of transformation for our students and our staff. Students can flourish, grow and explore there. How do you provide that space when you are locked out of it?

The school librarians of Aotearoa have proved how adaptable, brave and determined they are, showing that our school libraries are indispensable. The School Library Association of New Zealand Aotearoa (SLANZA) has almost 600 members who have supported each other to ensure we could give our communities what they needed.

We set up a SLANZA Lockdown Book Club where members shared books they were reading and recommended titles to each other. Over 200 books were tagged, with much discussion as to the merits of some titles. What a great place for us to connect and chat over our mutual love – books!

We ran an online forum called 'Tips and Tricks for a School Librarian during COVID-19' to encourage each other to try new platforms, online tools and ways to connect with our communities. Many school librarians shared their brilliant ideas.

Raroa Intermediate School's Library Manager, Clare Forrest, put together Rarui Resources (raroalibrary.weebly.com/rarui-resources.html), providing this school community with a huge range of library goodness via links to e-books, online magazines, read-alouds and a great tab called 'Fun and cool stuff'.

Helen Muxlow, a primary school librarian, shared her wakelet (wakelet.com/wake/5429d773-b071-4929-b69c-31d93518956a) of digital resources to explore from home with children. This spirit of cooperation meant we could all harness the ocean of online information available for libraries.

Secondary school librarians often work with staff and students to provide online content and teach research skills. An English teacher asked for help with the topic 'Transformation through war'. How could we assist her students to locate trusted sources of information without spoon-feeding them? To enable student access to reliable information from home, I investigated LiveBinders (livebinders.com), and then developed the LiveBinder *Transformation through war* (livebinders.com/play/play?id=2654955). The outcome has been very positive, with students attaining higher grades than in previous years and becoming more confident to explore online tools. The lockdown gave me time to refine my practice as a school librarian, with the flow-on effect of enabling our students to flourish too!

Sasha Eastwood Bennit organised family library packs. Families could make a request and a selection of adult, teen, primary or preschool books would be packaged up and delivered. One father wanted his children to discover the love of Asterix. He ordered the set for his family to 'getafix' over lockdown!

Lockdown also gave us a chance to do important tasks that everyday life prevented us from doing. Some librarians discovered Screencastify (screencastify.com), then made staff and student video guides on using library tools such as their library

management systems, Epic Databases and audio and e-book platforms. These guides will be valuable assets.

School libraries are hubs where students gather and communicate in safety – havens for the lost where all are valued and accepted, debate is safe, and mindfulness is practised. How would our students go without this space? How would they discuss issues without boundaries of restraint applied to adolescent outbursts? Thanks to Zoom, our school librarians had weekly online gatherings, provided support, and dealt with lively debates.

SLANZA negotiated an agreement with The Coalition for Books that enabled our members to provide virtual story times during COVID-19 Alert Level 4. With copyright rules relaxed, librarians hosted online library session with families, reading books for students and families to enjoy.

It became apparent that many students lacked the necessary devices to access digital content and were simply not able to retrieve the online content prepared for them. This inequity is unacceptable. SLANZA believes that all students should have equitable access to the tools and technologies they need to enable them to flourish and grow.

SLANZA became signatory to 'The five point plan for digital inclusion' (internetnz.nz/policy/the-five-point-plan-for-digital-inclusion-covid-19-and-beyond). We call on Government to implement this plan and have pledged our support in achieving these goals.

- 1. Affordable connectivity:** government support to make connectivity affordable and accessible for New Zealanders on low incomes and who have recently become unemployed.
- 2. Getting devices to people who can't afford them:** making devices available to low income New Zealanders at low (or no) cost.
- 3. Wrap around support for the newly connected:** government funding for organisations providing support to get online and help with digital skills, motivation and trust.
- 4. Digital skills for displaced workers and our small businesses:** government funded digital skills training and other support to help people find new jobs and make our businesses (including NGOs) more sustainable and resilient.
- 5. Longer term Internet resilience:** 'Shovel ready' investment in our telecommunications infrastructure, to provide future resilience and create employment.

The COVID-19 lockdown provided us with a grand opportunity to prove our worth, explore new technologies and ensure student access to all they need to succeed. I am so proud of the school librarians of Aotearoa New Zealand. The lockdown gave us a chance to highlight just how innovative, hardworking and passionate they are and how vital school libraries are to the life of the community called a school.



Glenys Bichan

Library Manager, Cambridge High School
SLANZA President 2020/21

Supporting Australian book creators

Each year, Educational Lending Right (ELR), an Australian Government cultural program, makes payments to thousands of book creators and publishers across Australia. These payments compensate them for income potentially lost as a result of their books being available for loan in educational

lending libraries. As numerous Australian authors and illustrators have attested, ELR enables them to continue doing what they do best — creating great books!

In February 2020, Ursula Dubosarsky was announced as the Australian Children's Laureate (childrenslaureate.org.au) for 2020–2021. Ursula is the winner of nine

Premier's Literary Awards and the Children's Book Council Book of the Year Award. She has been nominated internationally for both the Astrid Lindgren and Hans Christian Andersen awards.

Daniel Hughes, ELR Project Manager, speaks to Ursula Dubosarsky.

How has the COVID-19 situation affected your work as both a writer and Australian Children's Laureate?

Well, in a practical sense it's meant all the public engagements that I was going to be doing as Laureate were either cancelled or turned into various kinds of online events. Strangely, that has made things quite hectic — I've never made so many videos in my life! I haven't really had that calm headspace to do much of my own writing. I think the lockdown has highlighted beyond question how tremendously important libraries are in the lives of children and families. It was so impressive to see the libraries making such strong efforts to connect with children through things like storytimes, book clubs and the promotion of digital resources. And then many libraries wonderfully began to offer 'click and collect' or 'click and deliver' services so that children (and adults!) could get hold of actual books to read. When the libraries re-open there may be a stampede!

In the media release announcing you as the new Australian Children's Laureate, you are quoted as saying, 'My intention wherever I go as Laureate over the next two years is to make an inspiring call to children, parents and teachers to encourage children to join their local library and get their own library card'. Were school libraries an important part of your childhood? Do you have any favourite memories?

I remember all my school libraries, primary and secondary, and school librarians extremely well, with great affection. They were pivotal influences in my life. I can picture both the particular rooms and the librarians inside them very clearly.

I was in the library every day in all the schools I attended — or as often as I could be! As soon as I walked out of the playground or classroom and into the library my tension levels dropped immediately, and I felt a sense of physical and psychological safety. And when you are safe, you feel very free. I have always associated the school library — any library — with a profound sense of freedom.

“ I think the lockdown has highlighted beyond question how tremendously important libraries are in the lives of children and families. ”

By a lovely coincidence, when I was ten years old at Chatswood Primary School in Sydney, my school librarian happened to be the mother of the future wonderful Australian children's writer Anna Fienberg. Mrs Fienberg was archetypal early seventies glamour — beautifully dressed, very funky and bejewelled, very charismatic and also a wonderful, warm and demanding librarian.

By demanding I mean she encouraged me to stretch myself, to find books outside my desperate Enid Blyton comfort zone.

I remember she presented me with a list of alternative titles, which I worked my way through, and she also gave me a log book to write a few words of response to each book in, if I felt like it. It set up a model of experimental, exploratory reading which I've continued with and been grateful for all my life.

Have you encountered particularly memorable ways in which teachers and school librarians have engaged students with literature?

I visit mainly primary school libraries, where I'm endlessly impressed with the inventive and dedicated teacher librarians. You step into libraries that are living, three-dimensional works of art, filled with imaginative communal and individual responses to books and reading. Often, because I have been invited to visit, there will be a focus on one of my books — I've seen elephant houses, artificial lakes, stuffed koala colonies, spy hideouts, giant palindromes. I've seen plays, dances, heard songs and recitations. The enthusiasm of children and librarians is simply bountiful. It is very clear that the continuing warm personal presence of the librarian and library staff are fundamental to how comfortable and connected the children feel to the library and the books. School librarians are, of course, in the unusual position of being able to develop relationships with all the children in the school, and so the library is a focal shared point of creativity and personal mental freedom. I think that's tremendously valuable.

“The powerful work of creating that new generation of readers is chiefly done by the steadfast and ardent people who staff the school libraries and are there every day bringing children and books together.”



Ursula Dubosarsky, Australian Children's Laureate 2020–2021.

In this digital age of online games, mobile devices and streaming services, books are competing hard for children's attention. Can you suggest ways in which parents, teachers and librarians can enthuse children about books?

It is a huge challenge. It will take us all a great deal of stamina and patience to keep our children reading. After all, we all, adult and child, love our phones and devices. But phones by their nature are disruptive of our trains of thought, and to read a book requires a level of sustained concentration that cannot survive too much interruption. Yet, despite the compelling attraction of devices, children do still unquestionably love books. But they don't read books on their devices. When they read, they prefer to read paper and cardboard books. So if we want them to read, we have to provide those books and make a quiet, free space so that they can read them. I have been to libraries that are device-free and these are libraries full of children at lunchtime, sitting, lying around, reading, chatting, wandering through the shelves, asking questions, listening, wondering — doing all those things that a library is made for.

Every year school librarians are invited to participate in the Educational Lending Right School Library Survey, or ELR.

The survey is part of a process that determines how much recompense authors and publishers receive for revenue lost because their books are available for free in school libraries. How important are ELR payments to Australian authors, and what are the benefits of receiving them?

The ELR payments are, along with the PLR payments from the public library system, the only regular source of income for many if not most writers. Being a writer is a precarious life — one which writers embrace voluntarily, of course, but that doesn't make it any easier. The ELR/PLR payments are certainly the only ones I can rely on each year! Apart from the benefit of the money, it is also fascinating to see which of my titles are kept in school libraries and which are not. It is a way of knowing the journey your books take, once you release them into the world. It is something tangible and very meaningful for authors.

Do you have a final message for the thousands of hardworking school library staff who work with students and books every day?

Authors like me, by and large, sit at home and write books that we hope the young people of the future will read. But the powerful work of creating that new

generation of readers is chiefly done by the steadfast and ardent people who staff the school libraries and are there every day bringing children and books together. I hope you are all aware in how much respect you are held by authors everywhere, and how we are all, not just authors, indebted to you and your dedication to the future of reading.

Image credits

Image supplied by Ursula Dubosarsky

ELR — Encouraging the growth and development of Australian writing and publishing.

Daniel Hughes

ELR Project Manager
Education Services Australia

Ursula Dubosarsky's work has been published widely throughout the English-speaking world and translated into 14 different languages.
ursuladubosarsky.squarespace.com

IS THERE A PLACE FOR ARTIFICIAL INTELLIGENCE IN THE SCHOOL LIBRARY?

Martin Richards explores the concepts of Artificial Intelligence and machine learning, and shares a suite of AI-focused resources for years F–10.

What comes to mind when you hear the term ‘Artificial Intelligence’ or AI? Do you think of machines taking over the world, as depicted in the movies? Or, perhaps you question whether or not a computer is even capable of thinking like a human being? On the other hand, you might immediately think of the information systems that you interact with regularly, which possibly use AI.

Before we go any further, it’s worth having a definition of AI that makes sense and enables us to go deeper.

What is Artificial Intelligence?

Artificial Intelligence is the ability of machines to mimic human capabilities in a way that we would consider ‘smart’. In conventional computing, a programmer writes a computer program that precisely instructs a computer what to do to solve a particular problem. With AI, however, the programmer instead writes a program that allows the computer to learn to solve a problem by itself.

You also may have heard the term ‘machine learning’. This is a process of achieving Artificial Intelligence. To train a machine, we give it a large number of examples of data demonstrating what we would like it to do, so that the machine can figure out how to do it on its own. The system learns from patterns. For example, by giving the machine lots of examples of images of cats and dogs, it can recognise a cat or dog without explicit instructions, instead using patterns and inference.

So now you are armed with that information, how about we do a little quiz to see if you can pick out which of the following use AI?

Use a voice assistant on your smartphone	Use a thumbprint to unlock your smartphone	Talk to a chatbot to get product information
Translate spoken words into another language	Test-drive a driverless car	Play a quiz game on an app
A photo is automatically tagged in a social media app	A YouTube clip is recommended by the system for you to view	Spam is automatically blocked from your inbox

Of these nine tasks, only one does not use AI. Playing the quiz game on an app typically would not use AI. In the others, the AI uses data; for example, sound (speech), text, or images to complete the specific task.

All of these examples are considered ‘narrow AI’ (ericasouthgateonline.files.wordpress.com/2019/08/ai-infographic-poster-younger-students.pdf). The chatbot can help answer your questions about products, but it can’t also beat you at chess. That is, the AI can really only complete one type of task — unlike humans who can do many. Yes, we really are incredible!

Artificial Intelligence in the school library

So how might we bring AI into the school library? There are many freely available resources, tools and applications that students can use with a device and explore AI. Here are a few suggestions:

“ So how might we bring AI into the school library? There are many freely available resources, tools and applications that students can use with a device and explore AI. ”

Let the AI guess the word you are thinking of

Play the word association game, Semantris (research.google.com/semantris). This game is powered by machine learning trained on natural language (words we use every day). The AI looks for words that best match the word you type as the input. It is a game of strategy. How many points can you score?

Required: Device with browser connected to internet

Learn how machine learning works

Go to the Teachable Machine website (teachablemachine.withgoogle.com/v1) and follow the tutorials to create your own AI model. Test out your model to see how well the AI recognises your images. Image recognition is a key field of AI. For a start, see if it can recognise paper, scissors and rock with hand gestures.

Required: Device with camera, and browser connected to internet

Let an AI work out what you are drawing

Go to the AutoDraw website (experiments.withgoogle.com/autodraw) and launch the experiment. Draw on screen and see how well the AI guesses what you are drawing. You might also try out Quick, Draw (quickdraw.withgoogle.com). You will be given an object to draw. The AI will guess what it is, based on patterns of how people draw from all over the world.

Required: Device with browser connected to internet



Gerd Altmann/Pixabay

Use an AI to write as you speak

Open the application Voice Notepad (dictation.io/speech). This tool uses speech recognition, a form of AI. Try telling a story by speaking into your mic. It saves you typing. Save your work and edit your story. How well does the AI recognise what you are saying?

Required: Device with microphone, and browser connected to internet

Translate a language into English

Explore translating text and speech into a language of your choice using Google Translate (translate.google.com.au). You can type in a word, speak, or use your camera to view a sign that you want translated. Try creating your own translator in Scratch. Here's an example to remix: Text to speech translator (scratch.mit.edu/projects/338489965).

Required: Device with microphone, camera and browser connected to internet

Review a movie and the AI will guess your sentiment

Open the online sentiment analysis tool (aidemos.microsoft.com/text-analytics). Choose a book or movie you recently read or viewed. Type a brief review into an online sentiment analysis tool. This tool uses Natural Language Processing (NLP) (becominghuman.ai/a-simple-introduction-to-natural-language-processing-ea66a1747b32) to classify text as positive, neutral or negative based on words that appear in your text. How well did the sentiment analysis tool work? Was the categorisation accurate?

Required: Device with browser connected to internet

Find out what AIs you know about

Download and print the card set, Does it use AI? (digitaltechnologieshub.edu.au/docs/default-source/DT-/recognising-ai/dthub_cards_does-it-have-ai.pdf). Cut the cards out and sort them into those that use AI, those that might use AI, and those that don't. An AI system requires an input — some form of data, which the AI processes in some way, makes a prediction on based on that data, then provides an output. Play the Scratch game, AI four of a kind (scratch.mit.edu/projects/377328833) to

see if you can match the correct input, process and output of an AI.

Required: Device with browser connected to internet, printer.

AI: For good or ill?

As you may be aware, there are many applications where AI is used for good. AI can enable farmers to easily monitor their crops and to detect plant diseases, support health workers to interpret many different types of image data such as radiographs and ultrasound, and provide diagnostic expertise to help us conserve wildlife by monitoring animal populations using accurate and efficient data analysis!

There are also challenges and concerns in the way AI is used; for example:

- Who is responsible when things go wrong in an application powered by AI?
- How can we identify when AI systems exhibit bias due to training data or hidden algorithms?

Hopefully, now you are inspired to offer students the opportunity to learn about and explore AI in your library where you can provide access to some of these wonderful resources. Who knows? In the future, you might have planted the seed for one of your students to become part of the next wave of AI creators.

If you are interested in free lesson plans, visit the Artificial Intelligence lesson plans (digitaltechnologieshub.edu.au/teachers/lesson-ideas/ai-lesson-plans) available on the Digital Technologies Hub. The DT Hub provides a range of resources to help teachers implement Digital Technologies, school leaders to plan and implement a whole-school plan, and families to learn about Digital Technologies and related careers.

Image credits

Gerd Altmann/Pixabay



Martin Richards

Content Manager, Digital Technologies Hub
Education Services Australia

SCHOOL LIBRARY SPOTLIGHT:

ST JOSEPH'S COLLEGE, GEELONG

SCIS speaks to Joy Whiteside, teacher librarian and Library Manager at St Joseph's College, Geelong, about what is happening in her school library.

What is your job title, and what does your role entail?

I am the Library Manager at St Joseph's College (SJC), Geelong, a Catholic secondary school for 1,870 boys in years 7–12. I am a teacher librarian as well as the Library Manager, and I lead a team of three library technicians and a library assistant. I contribute to the wider profession through School Library Association of Victoria (SLAV) committees, and share my knowledge through presentations, mentoring, and writing for journals. My role at SJC is to lead the library team to support the educational objectives of the school through the development, facilitation and promotion of excellent print and digital resources, and the provision of library services.

What is the most rewarding aspect of working in a school library, and why?

A rewarding aspect of working in a school library is being able to 'make a difference'. It could be a conversation with a student to engage them in a book, or working with a staff member to develop a LibGuide of resources for a unit of work, or it could be rearranging or redeveloping the space to improve access, use, or comfort. It could be weeding a collection and seeing the quality of the resources that remain. It could be creating new displays, or recording statistics and noticing the improvements in borrowing or library foot traffic. We are in a privileged position in the library because we work

with so many of the members of the College community every day, and knowing that you can make a difference to staff and student learning needs each day in some way is very gratifying.

What do you see as the most important part of the library's role in the school community?

The library's role in the school community is to be connected, multifaceted, flexible and relevant. I recognise that this is an all-encompassing statement, and not a single most important aspect but, in a way, the library has to be everything to everyone in the school community. It has to meet the varied learning needs of all of the users, students, and staff. The print and digital collections need to be current and connected to the curriculum, the library team and the space needs to be flexible and accommodating of a range of learning styles, learning needs and group sizes, and the services and programs need to be relevant and responsive.

Are there any current issues or challenges facing your library? How are you working to overcome these?

The current major challenge in Term 2 is that many of us are not at school due to the COVID-19 pandemic. One of our team members is at school each day, while the rest of the library team is working remotely. We are staying connected by using Microsoft

“The library's role in the school community is to be connected, multifaceted, flexible and relevant ... the library has to be everything to everyone in the school community.”

Teams for a daily meeting. Being able to meet face to face to discuss and plan our work for the day or the week has been essential. Remote learning and working presents an opportunity for us to develop the library's connection to the College community by promoting library services and our e-resources and collections. We can also schedule all of the tasks that we never have time to do, such as a review of policies and procedures, further development of our LibGuides, and improving our Accessit



metadata by working through the authority files, series information and summaries, etc. The list is always endless.

How do you promote reading and literacy in your school? Are there any challenges in doing so?

We promote reading and literacy in a number of ways.

- We encourage our Year 7 and 8 teachers to bring their class to the library fortnightly for a reading and borrowing session.
- Our Year 9 students, at our second campus Westcourt, borrow from the Westcourt collection for silent reading during class. We develop this collection with a focus on the needs of the Year 9 students.
- The reading challenge this year, 'Read 20 in 2020', is being well-supported by staff and students.
- We run a lunchtime Books and Movies club for Year 7 and 8 students. The students help to promote the library by reviewing books, creating podcasts and assisting with library events.
- We have a link to a Book Request Google form on our library homepage and students use this to request additional resources.
- We have a large collection of Quick Reads with high-interest, low-literacy books to support students.
- We have a Wheelers eBook and eAudiobook platform that gives us another avenue to promote reading.
- We celebrate Book Week with visiting authors, competitions and special events.

One of the challenges in a large school is providing the same resources and opportunities for all of the classes at each year level. It can be difficult to fit them all in. We are mindful of this issue and work towards offering equitable programs and opportunities for all students.

How do you promote an interest in STEAM areas in your school? Are there any challenges in doing so?

One of the ways that we promote an interest in STEAM is to provide LibGuides that support the learning needs of the students. Another way is to run a lunchtime Creative IT club, which is popular with Year 7 and Year 8 students. They enjoy creating with Makey Makey kits, Arduino, Lego Mindstorms, Oculus VR headsets etc.



“Remote learning and working presents an opportunity for us to develop the library’s connection to the College community.”

How do you encourage students to make use of the library?

Our library is very well used every day during class times and break times. For us, the focus is on using time well — particularly for senior students in the private study area. We promote our programs in the daily bulletin, and on the library homepage, and we encourage students to be purposeful, whether that is reading quietly, studying, or playing a game such as chess.

What is your favourite thing about SCIS?

SCIS is essential to our cataloguing of resources. Highlights for us include:

- Ease of use — so simple and quick to add new records to our library catalogue.

- Efficiency — prompt service is provided for all cataloguing requests, both digital requests and for items that we send in by post.
- Reliability — everything just works.
- Great communication — someone always responds in a timely (and friendly) manner.

What would you like to see SCIS do more of?

We go through the newly catalogued websites each month to choose the ones relevant to our school, but often it is a very long list. It would be helpful and time-saving if we could filter the list, for example, into primary and secondary content, and Australian and overseas content.

Image credits

Images supplied by Joy Whiteside



Joy Whiteside

Teacher librarian
and Library Manager
St Joseph’s College, Geelong

CELEBRATING 80 YEARS OF PUFFIN

Dot Tonkin celebrates the history and anniversary of Puffin Books, the longstanding children's imprint of publisher Penguin Books.

At the start of World War II, as British children faced mass evacuations on an unprecedented scale, Allen Lane, the founder of Penguin, said, 'The worst has happened, but evacuated children are going to need books more than ever. Let us get out half a dozen as soon as we can.' And so one of the world's most beloved children's publishing imprints was born.

As I write this article, some 80 years later, children are facing upheaval of a different sort — from a virus. In this trying period, one small upside has been a resurgence in reading, and the increased sales of children's books seems to be telling us that now, as then, children need books more than ever.

Lane's first instinct was to produce non-fiction books explaining the war. He also realised that with so many city children in the country for the first time, there would be a renewed interest in the natural world.



One of the first Puffin books printed was *War at sea*, to help children understand World War II.

From submarines to scarecrows

With titles like *War at sea*, *Great deeds of the War*, and *A book of insects*, the books may have been a little dry by today's standards, but they were breakthroughs in their time, not least because the masses could afford them, a feat achieved without sacrificing quality.

The same ethos applied to the new fiction list, which began in 1941 with *Worzel Gummidge* and soon produced favourites like *Charlotte's web* and *The lion, the witch and the wardrobe*. The fact that these books are now classics is testament to the publishing team's extraordinary vision.

The next few decades produced some of the most popular books in the world, including *Where's Spot?* and *The very hungry caterpillar*, which have just celebrated their 40th and 50th birthdays respectively.

An Australian story

Who remembers *The Bunyip of Berkeley's Creek* or *John Brown, Rose and the Midnight Cat*? Both were published in Australia, after a dedicated publishing team was set up with the mission to share Australian stories, build Australian identity and provide quality literature for children.

Soon the list was brimming with bestsellers, with authors like Paul Jennings, Morris Gleitzman, Felice Arena, and Graeme Base proving that there was a huge appetite for books that Aussie kids could relate to.

The Puffin Club

To create a reading culture, the Puffin Club was launched. Australian members were sent Puffin badges and *Puffinalia*, a magazine that included stories from young readers. Nearly half a century later, many of those magazines are treasured keepsakes, with a few teacher librarians recently saying that they'd kept all of their copies! I love thinking that perhaps that little magazine, which helped launch so many authors, also nurtured some of today's educators and nudged them towards a career in literature.

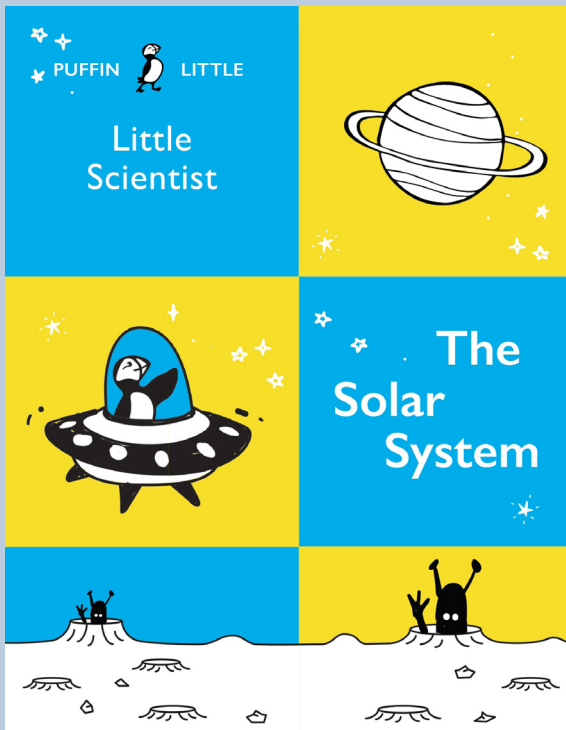
While most children wouldn't have a clue who publishes a book, many adults 'look for the Puffin' when choosing children's books. It can be a fun exercise to ask students to choose their favourite Puffin book, and it's even more enjoyable if the adults present their favourite Puffins from when they were kids.



Original editions of *Puffinalia* magazine: courtesy of Margot Lindgren, passionate teacher librarian.



Puffin logos over the last 80 years: The Porpoise and Peacock imprints were phased out, whilst our little puffin morphed from that on the bottom right hand corner to the current one, shown top left.



Little Scientist: The Solar System – The newly released Puffin Little non-fiction series is in honour of those original non-fiction Puffins published 80 years ago.

A little bird

Over the years, the little bird has had some changes, but is still one of the most recognisable, respected and beloved brands in publishing. Nowadays, every Puffin book has the puffin in the logo facing the right – I like to think it's looking forward, perhaps wondering what the next 80 years will bring!

Puffin in Australia has had something of a renaissance of late. Last year, it was decided to bring all Penguin Random House books for children under 12 years of age under the Puffin umbrella, so titles by authors such as Jacqueline Harvey and R.A. Spratt now proudly carry puffins.

“The increased sales of children's books seems to be telling us that ... children need books more than ever.”

Future Puffins

The publishing program for 2020, the 80th anniversary, is outstanding. There are diverse voices, Indigenous creators, debut writers, and firm favourites on the list. Highlights include the Aussie Kids series, the Bluey books (the bestselling books of the year so far) and the What Zola did series by Melina Marchetta. Written for 6–8 year-olds, this is Melina's first foray into younger children's books, her name of course being made with the coming-of-age novel, *Looking for Alibrandi*.

‘We are so thrilled with how these Puffin books are being received,’ says Laura Harris, the Publishing Director for Young Readers at Penguin Random House. ‘I am especially excited about the What Zola did series by Melina. We have been friends for a very long time, and I've worked with her on all her books except for her first one, and when we initially talked about a series for this age group, Melina was a little hesitant. But then it just flowed out of her and the series is better than we could have imagined. As Melina herself says, it's so important that kids see their own stories reflected in literature, and this is what this series does.’

Finally, in a nod to the original Puffin books published, 2020 sees the launch of the Puffin Little non-fiction series, which includes subjects of interest to modern-day kids. The first three titles are *Little scientist: The solar system*, *Little environmentalist: Composting* and *Little cook: Snacks*. Just like the first books published in 1940, we hope these books will inspire more kids to read and explore our world.

If you have any fond Puffin memories, do please share them by emailing puffin@puffin.com.au

Image credits

Penguin Random House Australia.

Dot Tonkin

Marketing and Publicity Director, Young Readers
Penguin Random House Australia

LANGUAGE, LITERATURE AND LITERACY DURING COVID-19 AND BEYOND

SCIS speaks to Story Box Library's Annette Wagner about language, literature and literacy during COVID-19.

Over the last few months, learning has moved to the digital space, changing the perception of online learning tools. Annette Wagner, Creative Director of Story Box Library, discusses how teachers have embraced digital learning practices and online tools, including storytelling tools.

During isolation, educators have used digital tools to help to maintain a focus on language, literature and literacy for students. Teachers across Australia have integrated online learning tools with their school's chosen platforms. Some used communication apps, such as Edmodo, to provide school log-in details and direct links to assigned stories. Others used the share-screen function in Webex meetings to view stories as a class. They also worked with classroom management platforms, such as Google Classroom, to assign text response tasks and asked students to upload their text responses to online journals and portfolios through apps such as Seesaw and ClassDojo.

Many teachers selected shared multimodal texts to be viewed by students at home. There were new opportunities for students to independently develop and use comprehension strategies, examine text structures and language features, and share their personal opinions and responses to shared texts.

Astrid Kriening of Oberon Library says: 'low literacy levels have long been a part of the local community and the value of story time in all formats is widely recognised as an important social benefit in promoting children's literacy'.

Hillcrest College Teacher Librarian Michelle Nye says that the college has always had a strong focus on digital learning, and during isolation readily adopted online methods and looked for additional ways to connect. Hillcrest looked for new ways for students to access stories. Nye says: 'Relaxation has to be one of the main [focuses] right now in this new education paradigm'. She shares that, alongside their existing subscriptions to Story Box Library and Overdrive via the SORA app, Hillcrest College connected readers to free book delivery through their local library. They planned to offer a similar service at the college, making certain that students could access stories despite the limitations in location.

Digital storytelling

One tool used by Australian teachers during isolation was Story Box Library (storyboxlibrary.com.au), a subscription-based educational website, created for children to view stories by local



authors and illustrators being read aloud.

Annette Wagner of Story Box Library describes some of the innovative work that teachers and librarians have been doing during isolation. She points to Ruth Thatcher, Library Teacher at Orchard Grove Primary School, who set up the school's online library with their e-book library and a link to Story Box Library. Thatcher used Story Book Library with Google Blog, Google Classroom and a Google site while remote learning.

Thatcher says: 'In Year 1/2 our students have watched *Anzac biscuits*. I have asked them to create a Story Sensory Wheel, and find descriptions from the stories, or words that reflect the five senses. The Year 4s have done a similar activity, using a Story Sensory Wheel to reflect on *The happiness box* and *Alfred's war*. They have looked for descriptions from the authors that reflect how the main character feels, sees, hears, smells, tastes from their war experience and shared their ideas with their class on a discussion board.'

Thatcher says, 'We encourage parents to use Story Box Library free choice. Some classroom teachers watch together with their class, choosing stories'. She adds that: 'Parents, especially in the junior years, love using Story Box Library with their children'.

Beyond COVID-19

As COVID-19 restrictions continue to change, there are ongoing opportunities for students to extend their imaginations through online learning, ensuring connections with stories and each other are not lost.

Annette Wagner is hopeful that the benefits of digital engagement will continue. She says that moving towards a new stage of 'normal', Story Box Library will continue to extend story engagement, and to support teachers and librarians who have established new appreciation of digital learning resources.

Please note: Story Box Library titles have recently been added to the SCIS database with a 'series title' of 'Story Box Library', allowing educators to locate and integrate all SBL titles into their library management systems.

Annette Wagner
Creative Director
Story Box Library

WEBSITE + APP REVIEWS

STUDENT WELLBEING HUB: COVID-19 WELLBEING RESOURCES

studentwellbeinghub.edu.au/educators/covid-19

Developed by Education Services Australia this site provides a variety of resources for K–12 students, teachers and parents to support social and emotional wellbeing in learning communities during the COVID-19 outbreak and beyond.

SCIS no: 1964946

SMARTCOPYING: COVID-19 COPYRIGHT ISSUES

smartcopying.edu.au

This official guide to copyright has been published by the National Copyright Unit, which is responsible for copyright policy and administration in Australian schools and TAFE. Explicit issues for schools and TAFE in relation to online learning during the COVID-19 outbreak are addressed. The COVID-19 Copyright Issues information sheet is located under Educational resources.

SCIS no: 1355530

COPING DURING CORONAVIRUS (COVID-19)

schools.au.reachout.com/covid-19

Developed by ReachOut and partly funded by the Australian Government Department of Health, this segment of the overall website offers strategies to help secondary students cope with aspects of COVID-19. Specific resources are available for students, teachers, parents and carers.

SCIS no: 1970352

EPIDEMICS: WHERE CAN I FIND INFORMATION ABOUT EPIDEMICS?

anyquestions.govt.nz/many_answers/epidemics

Another topic in the popular AnyQuestions series from the National Library of New Zealand, this unit provides students with resources on how to find information on epidemics through the ages. Content includes infections, immune systems, plagues, biology, disease, SARS and COVID-19.

SCIS no: 1965592

IDEAS

bbc.co.uk/ideas

This shortform factual video platform has been created by the BBC and features an array of videos, animations and transcripts. The playlist is organised by subject and is suitable for a wide range of student age groups, either for inclusion in teaching units or for home extension activities.

SCIS no: 1970409

NASA AT HOME: FOR KIDS AND FAMILIES

nasa.gov/nasa-at-home-for-kids-and-families

NASA has developed a wide range of material for students and their families to investigate at home. Topics are grouped together and include: space technology; astronomy; earth science; human space flight; and STEM activities.

SCIS no: 1970565

50 WORDS PROJECT

arts.unimelb.edu.au/research-unit-for-indigenous-language/research/current-research-projects/50-words-project

The University of Melbourne has undertaken a project to provide fifty words in every Indigenous language in Australia. All the commonly used words, audio and video are provided by language speakers and are used by permission. Classroom resources are available to download.

SCIS no: 1970297

PRIME MINISTERS OF AUSTRALIA

nma.gov.au/explore/features/prime-ministers

Bibliographies of the thirty Australian prime ministers since Federation have been published by the National Museum of Australia. Students can also link to the *Collection explorer records* to investigate prime ministerial objects in the museum's collection.

SCIS no: 1375576

PRODIGY: KID'S MATH GAME

apps.apple.com/au/app/prodigy-kids-math-game/id950795722

This free app reportedly has over 50 million users worldwide. It provides K–8 students with an engaging educational maths game tailored to their own specific needs. Parents and teachers can monitor the concepts students are undertaking and follow their progress.

SCIS no: 1750766

ELEVATE – BRAIN TRAINING

apps.apple.com/au/app/elevate-brain-training/id875063456

A past winner of Apple's App of the Year, this brain training app has been created to enhance skills in writing, speaking, everyday maths, and reading. Students are provided with a personalised program based on an introductory analysis. The scientific research underpinning the app's development is available. Also offered for Android.

SCIS no: 1967922

WOOTUBE: FIND JOY IN LEARNING MATHEMATICS

misterwootube.com

Sydney maths teacher Eddie Woo has developed a series of absorbing YouTube videos for students, which assist them to understand key maths concepts aligned to the NSW mathematics curriculum. Teachers are catered for with the Wootube videos and worksheets. Links to curriculums in other Australian states and the US are also available from the site.

SCIS no: 1965589

ART. PLAY. CHILDREN. LEARNING.

louisapenfold.com

Prominent Australian children's art education expert, Dr Louisa Penfold, has created this blog to help parents and teachers involve students in meaningful and engaging art. Dr Penfold has posted activities, projects, interviews, and videos and associated links on the site.

SCIS no: 1970315



Nigel Paull

Teacher Librarian
North Coast, NSW

The websites and apps selected for review 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 are subject to change.

scis Barcode scanners

Essential for your school library

Barcode
scanners available
for sale only in
Australia

Cipherlab 1560P

Portable scanner

AUD \$649.00

The Cipherlab 1560P is a high-performing portable scanner ideal for working remotely from your library terminal. It has a light-weight ergonomic design that is convenient for processing a large amount of items.



Zebra CS3070 1D

Pocket-size portable

AUD \$369.00

The Zebra CS3070 1D scanner is affordably priced and fits in a pocket or on a lanyard. Easy to use and set up.



Cipherlab 1500P

Corded scanner

AUD \$269.00

The Cipherlab 1500P is a high performance scanner that was built with durability and user comfort in mind. It has been designed to increase efficiency and smooth out workflow.



Quickscan QD2131

Corded Handheld Code Reader

AUD \$229.00

The Quickscan QD2131 is a highly user-friendly and versatile scanner that has been designed to read a large variety of barcodes.



Datalogic Touch TD1100 65 Light

Corded scanner

AUD \$189.00

The Datalogic Touch TD1100 65 Light is a cost effective scanner suited for close contact barcode reading without sacrificing quality and performance.