International Federation of Library Associations and Institutions

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School Libraries and Resource Centers

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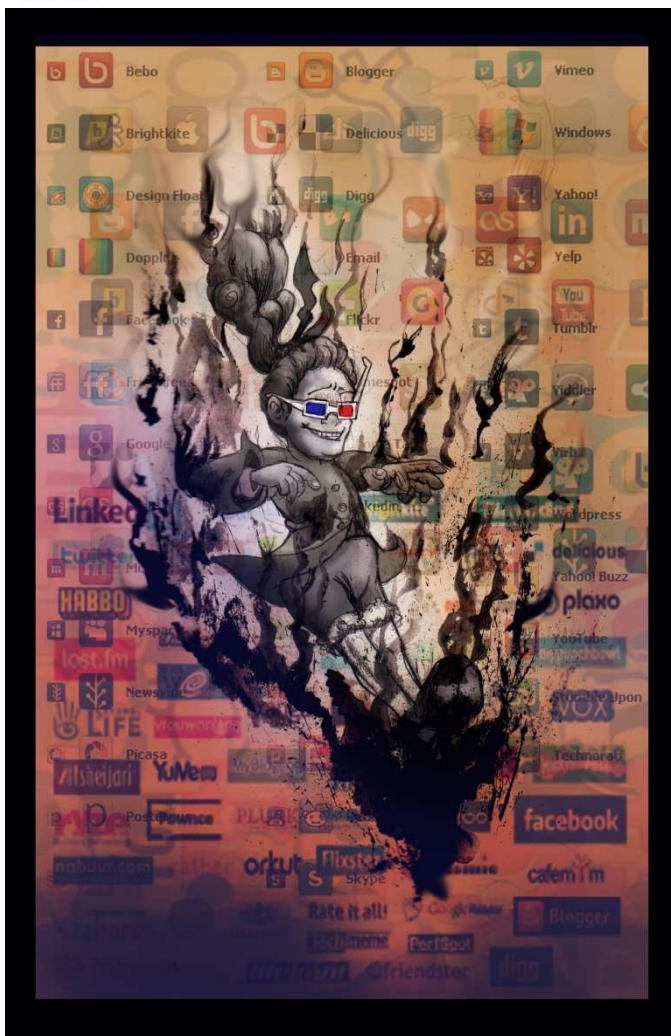http://www.ifla.org/en/publications/school-libraries-and-resource-centers-section-newsletter

"EMMILE diving in web 2.0" by Daniele Duane Ceccarelli (and image in EMMILE article)

IFLA Section 11 News

Section Chair's Message

Randi Lundvall, Section Chair
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Collaboration between School Libraries and Public Libraries for the benefit of the student is the theme of our joint session with the Section for Public Libraries in Helsinki on 14 August. Papers from many parts of the world will be presented during a 3 hours long session. I am looking forward to seeing many participants in the audience who are interested in this year's theme.

At the IFLA Conference 2011 in San Juan there was an increase of people joining us at our two Standing Committee meetings compared to previous years. This is encouraging. Our Standing Committee can hold 16 people and we need more members. Most of the committee work is of course done by the officers, usually by mail. When we get the opportunity to meet each other more frequently than at the annual conferences, we find it very rewarding. This February the Secretary, Barbara Schultz-Jones, the Web Officer, Tricia Adams, and I were able to work together for a few days in Milan at *The European Meeting on Media and Information Literacy (EMMILE)* conference. As members of IASL, Dianne Oberg, Lourence Das and Luisa Marquardt also participated, we could meet and work together on our future plans of collaboration. Oberg and Das are former members of our Standing Committee and Marquardt is a present member.

Together with IASL we have applied for and have been granted funding from IFLA for the first of a 2 year-project on School Library Advocacy worldwide. The information that the project intends to provide, will be published on the IFLA webpage under the Building Strong Library Associations program. Since the project is only in its starting phase, it is impossible to say when it will be launched at this moment. Dianne Oberg is chairing the joint project committee.

As the Joint Agreement on collaboration between IFLA and IASL ends in 2012, it needs to be renewed. Hopefully both organizations will continue working together in the years to come. Together we can do more!

IFLA World Library and Information Congress

11-16 August 2012 in Helsinki, Finland
Theme: Libraries Now! Inspiring, Surprising, Empowering
http://www.ifla.org/ifla78

School Libraries and Resource Center Sessions

Business Meeting 11 August 9:45-12:15
Program: Friends or Foes – Public and school libraries: a force for change in creating smart communities 14 August 9:30-12:45 / cosponsored by Public Libraries Section
Business Meeting 16 August 13:15-14:45

Relevant Satellite Meetings:
☞ Let's Read: Reading and Print Disabilities in Young People
8-9 August Nordic Hotel Forum, Tallinn, Estonia
☞ The Road to Information Literacy: Librarians as Facilitators of Learning
8-10 August in Tampere, Finland
☞ Libraries for Young People: Breaking through Boundaries
9-10 August in Joensuu, Finland
☞ The Homeless and the Libraries - The Right to Information and Knowledge For All
10 August 2012 Tallinn Central Library, Estonia

Section Newsletter Editor
Dr. Lesley Farmer, lfarmer@csulb.edu Thanks to the membership for sending me information about projects, events, and resources. Your articles and photos are welcome throughout the year.

InfoLit India Started

S.L.Faisal http://slfaisal.com
Librarian, Kendriya Vidyalaya, Pattom, Kerala, India

The Library Media Centre at Kendriya Vidyalaya Pattom,Thiruvananthapuram, Kerala, has launched a project on information literacy for young learners: InfoLit India. The project aims to develop essential 21st century literacy skills (mainly Internet, media and library literacies) in students and teachers through instruction, training and research. It is conceived on a basic information literacy curriculum that was developed according to the standard skill sets required in an Indian school educational environment. The project has three main components:
1. Internet Literacy ("Web challenge")
2. Media literacy ("Media matters")
3. Library Literacy ("Face-a-book")
The project will select a group of students and carry out a planned Information Literacy program for the coming year. The impact and effectiveness will be evaluated through various statistical procedures. The findings will be used to develop a national information literacy program for Kendriya Vidyalayas across the country. For more details, log on to the project website http://infolitindia.org

Akshara Foundation Creates a Reading Culture

In Bangalore most children were reading below grade level. To address this issue, the Akshara Foundation started in 2006 to establish libraries in government primary schools. Each hub library served a number of neighborhood schools. "Our librarians - each hub library has one and some of the larger ones have two - take books from the library and travel to the 'spoke' schools, where they conduct a library period for the students in those schools," explained the program director Arvind Venkatadri. Books were chosen from high-quality Indian publishers, and marked by reading level. The program is now handing the library administration to the individual schools and state education department, and is training teachers to serve as librarians.

Irish In-Service Succeeds

Gert Larsen, Gert.larsen@albertslund.dk
International Coordinator, Albertslund Denmark

The fifth SLAMit (School Libraries As Multimedia & learning centres In-service Training) Comenius course took place in Ennis Ireland on 25-31 March 2012. Keynote speakers included Ross Todd, Valdemar Duus, and C. C. Rasmussen.The SLAMit courses build on the successful Minerva school library projects SLAM and GrandSLAM from 1999 to 2005. Fifty-five participants from nine European countries made this SLAMit course the most comprehensive of all. According to the participants' evaluations the course were very successful. Already several new school library projects and connections are born among the participating school librarians. The group hopes to provide a SLAMit6 Comenius Course in autumn 2013 or in spring 2014.

Italians Discuss the Digital Omnivore

The 5th Biblionext Spring Event, organized by the U.S. Embassy to Italy and the American University of Rome, was held on 19 April at the Hotel Aldovrandi in Rome. The event focused on the "Digital Omnivore," and featured the following speakers: Lee Rainie, director of the Pew Internet & American Life Project; Erik Boekesteijn and Japp van de Geer, authors of the Sanachie Tour and This Week in Libraries; Matteo Bittanti, Professor in the Visual & Critical Studies programs at the California College of the Arts; Jeffrey Schnapp, Fellow at the Berkman Center for Internet and Society at Harvard University; Jannik Mulvad, librarian at Mediaspace, Aarhus, Denmark; Nicola Cavalli, researcher and senior member of the Osservatorio sui Nuovi Media (NuMediaBiOs) of Milano Bicocca University; Francesco Mazzetta, director of the Biblioteca comunale Fiorenzula dArda; Karen Hartman, U.S. State Departmen; and Ross Todd, Director, Center for International Scholarship in School Libraries, State University of New Jersey.

eLearning Africa 2012

Africa's largest conference on ICT for development, education and training took place in Cotonou, Benin 23-25 May. Over 380 proposals were received, and the program attracted close to 1500 participants from 66 countries. The Continent's top-level policy makers and practitioners from government, education and business gathered at

eLearning Africa to present the latest in research, innovation and good practice, sharing important developments in ICT-supported education and training from across Africa and the world. At the conference, The eLearning Africa 2012 Report was launched. The report is based on a detailed survey of nearly five hundred education professionals across the Continent, and marks the first significant attempt to provide a snapshot of how ICT and better connectivity are believed to be changing the face of education in Africa. The eLearning Africa Report aims to provide regular, yearly snapshots of the eLearning experience in Africa, with the aim of fostering richer, more nuanced conversations, healthier decision-making and more effective action-taking towards ensuring Education for All in Africa. To download a free copy of the 2012 Report, please click here. For more details about this year's program, go to http://www.elearning-africa.com/programme_programme.php.

Regional School Library Seminar in Bulawayo, Zimbabwe

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Director IASL Africa Sub-Sahara

The Zimbabwe Library Association, in conjunction with the International Association of School Librarianship (IASL) - Africa Sub Sahara Region, hosted a Regional School Library Seminar in Bulawayo on 8-9 February 2012. This event was organized so school librarians and library media specialists, teacher librarians, library and information science lecturers, university and poly-technic/college librarians, public librarians, library science students and others interested in school librarianship could meet and learn from each other, and share ideas and aspirations on all aspects of school librarianship in Zimbabwe, Africa and the world.

The two-day seminar was attended by more than 70 delegates, three from South Africa, three from Tanzania, two from Kenya, one from Sweden, and the rest from regions in Zimbabwe. The organizing committee consisted of members of the Zimbabwe Library Association lead by Jerry Mathema, and the Masiyephambili College was a perfect venue for the seminar.

On day one the seminar was attended by three officials from the IFLA Africa Section: Lindi Nhlapo from the University of South Africa in Pretoria; Victoria Okojie, Registrar, Librarians' Registration Council of Nigeria (LRCN) in Abuja; and Margaret Tarpley, Liaison Officer and Visiting Librarian at the Nigerian Baptist Theological Seminary in Ogbomoso. Victoria Okojie, the chairperson of the IFLA Africa Section, gave a short presentation.

We had an interesting speech by the mayor of Bulawayo who boasted about the number of public libraries that the government is building in townships. We had a combination of presenters from schools, public libraries, NGOs and universities, all of whom gave high-quality sessions. The seminar came up with resolutions which are being fine-tuned by the local organizing committee, and will be posted on the IASL website.

Children's Cyber-safety, MIL Education and Much More @ Google Russia

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Thursday 28 June, a meeting, organized by RuSLA, the Russian School Library Association, was held at Google Russia Headquarters, in an exclusive building not far from the Moscow Kremlin. The offices of Google Russia deserve a brief description: they are particularly welcoming and appealing. Even though the work area is mainly an open space and looks a bit anonymous, the meeting rooms are decorated and arranged according to traditional stories (The Frog Princess, the Parrots, etc.); the lounge bar (with organic food and drinks) looks like an enchanted forest; in the hall there is a recreational area with some sofas, a ping-pong table, a table football, the "Liquid Galaxy" (an "Explore Your World" digital and interactive station): some ideas could definitively be customized to apply them in school libraries.

The President of RuSLA, Dr. Tatiana Zhukova, and a delegation from Kemerovo University (University Rector Prof. Ekaterina Kudrina and Dr. Natalia Gendina, Director of Scientific Research Institute of Information Technologies of Social Sphere and Arts and IFLA IL Member), noted the need to know new trends and projects run by Google Russia in the educational field, and eventually explore possible collaboration. Ksenia Karyakina explained to us that Google is ready to foster digital literacy, Internet safety and user education, and play an active role helping education authorities and schools. She provided an overview of several educational projects and their training materials, such as those that have been developed within the "Good to Know" Project (http://www.google.com/intl/en/goodtoknow) and are now available in many languages. A specific educational portal in Russian for parents and teachers is available at URL http://www.google.ru/goodtoknow, where information about the rules of safety on the
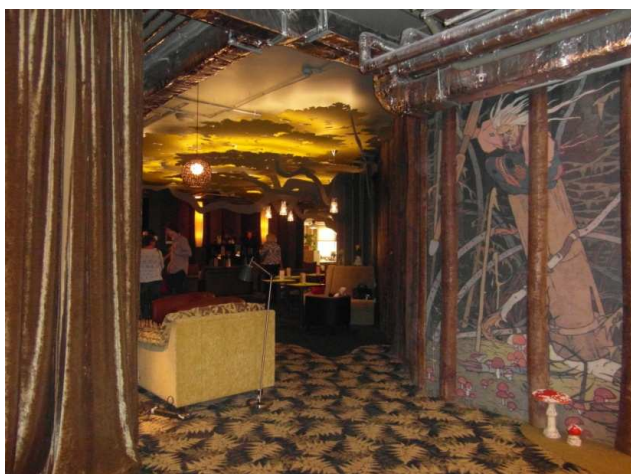
Net, technological tools to filter the products on Google, as well as a set of recommendations for teaching children basic Internet literacy are available. Many projects are developed and carried out in a joint way with Associations (such as RuSLA and RAEC - Russian Association for Electronic Communications) and universities (e.g., Moscow State University) that regularly host seminars and workshops to educate and raise digital skills amongst teachers and librarians in Russia. Together with the MTS and the Foundation for Internet Development, Google Russia conducted an educational exhibition on child safety and digital literacy in Russia, "Children on the Internet," and developed a brochure for parents and educators to teach children digital literacy skills, and several resources, as e-books (e.g., videos (http://www.google.ru/intl/ru/_landing/internetsovety. The portal "i-deti" (http://www.i-deti.org/) on children's safety collects international legislation of regulating the Internet and current research on digital literacy. Several events in digital literacy for Russian users are organized under the auspices of the Ministry of Communications, with the participation of the Ministry of Culture and Ministry of Health. Further educational projects are developed by the Google Cultural Institute as well, whose activities aim at improving access to the historical and cultural heritage of the world through innovative information technology. For instance, Google Art Project is a unique digital platform that brings together more than

150 museums in 40 countries around the world, including Russian museums. In 2012, 46 participants chose one of the project's work of art that have been digitized in an ultrahigh resolution using unique technology that allows the viewer to examine the smallest details of a picture, which couldn't be seen by the naked eye. It is also possible to take a virtual tour through the halls of museums with a special panoramic imaging technology used in Street View. Since the launch of Art Project (http://www.googleartproject.com/ru/) in April 2012 the site attracted more than 10 million users. The project would greatly increase traffic to participating museums and sites. Google Books allows users to search the texts of more than 15 million books in 400 languages from over 100 countries around the world, including, of course, Russian (http://books.google.ru/). The "Street View", launched in Russia with the support of the Ministry of Communications, Ministry of Culture, Minturizma and regional authorities, provides access to panoramic views of Moscow, St. Petersburg and historically significant sites. A significant geographic expansion of the project in Russia is taking place this year. The Google World Wonders Project, whose core is technology and panoramic Street View, provides access to cultural heritage sites by UNESCO around the world: the digitized archive of Nelson Mandela is the first most comprehensive digital collection of documents of Mandela, as well as materials on the history of South Africa and Apartheid (http://archive.nelsonmandela.org/) or digitized Dead Sea Scrolls (http://dss.collections.imj.org.il). Furthermore, the Multimedia Encyclopedia of rare languages includes many Russian dialects (http://www.endangeredlanguages.com/?hl=ru).

An agreement has been recently signed by Kemerovo State University, RuSLA and Google Russia in order to set up and launch this fall a new education and training academic course for teachers and librarians on cyber-safety and digital literacy. This educational plan could be developed in a multilingual e-learning platform and delivered to wider audiences.

Many voices criticize the growing expansion of Google and are afraid of such a process of "Googlization of culture" and of …"everything", and its massifying effects. On the other hand, strategies alliances (among schools, the library world and various stakeholders) and clearly defined ways of collaboration should be explored in order to create an extended cross-cultural, transmedia, informational, educational and learning environment to equip youth (and their teachers, librarians and caregivers) with the required competencies to face the ever-changing challenges of our societies.

What is World Book Night?

World Book Night (http://www.**worldbooknight**.org/) is an annual celebration designed to spread a love of reading and books. Held in the U.S., the U.K. and Ireland on 23 April 2012, the tens of thousands of people went out into their communities to spread the joy and love of reading by giving out free World Book Night paperbacks. Through social media and traditional publicity, World Book Night also promote the value of bookstores and libraries year-round. Additionally, 23 April is UNESCO's World Book Day, chosen due to the anniversary of Cervantes' death, as well as Shakespeare's birth and death.

Teaching (and Learning) School Librarianship Abroad: Notes from the IUFM - Bordeaux 4

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Visiting other countries -- getting in touch (or knowing them more in depth) with other cultures, languages, customs, food, music -- is usually such an amazing learning experience. When it takes place within an international teaching exchange program, more dimensions can be certainly explored and much more can be learned.

The following are a few notes about my experience within the Erasmus Teaching Mobility Program. Last December I again had the chance to teach in Bordeaux (France) at the IUFM (the Academic Institute for Teachers' Education), where a specific two year post-graduate master course in school information studies is delivered. The school library specialist position was established in France over 20 years ago, and specific education and training courses are delivered by several IUFMs throughout France. Post-graduate students are trained in order to gain the "CAPES Documentation", the certificate in Documentation, which enable them to apply for a position as a school library/information and documentation centre (CDI) at middle and high school levels. I have to admit that this sounds like a utopia to those who live and work in countries (like mine) where a school library is usually run by volunteers or ill teachers.

Background

My collaboration with the IUFM was established years ago through Prof. Donatella Lombello during my teaching at the University of Padua, afterwards through informal contacts with Prof. Vincent Liquete and Dr. Anne Lehmans, and during a professional study visit within the EU Leonardo Program in 2009. That year, on 8 April, I attended an interesting meeting on information literacy as a bridge between the school library and the academic library. My relationship with my French colleagues has become closer through the years. Furthermore, an agreement was signed a couple of years ago between the two universities: IUFM - Université d'Aquitaine – Bordeaux 4 and Università degli Studi "Roma Tre". So I had the chance to teach at the IUFM in September 2010 and, more recently, in December 2011.

Topics and Methodology

Colleagues such as Vincent and Anne, who are particularly open to international literature and experience, have kindly agreed with me to include in their teaching program input from the international arena, namely from IFLA, IASL, ENSIL, UNESCO Information Literacy, etc. Information Literacy education, the European Framework of Key Competencies, European policies fostering inclusion, creativity, innovation, the

process from creativity to economic and social development through innovation, the role of library associations and communities were chosen as key topics of the intensive program. Updates from the last IASL and IFLA conferences in Jamaica and Puerto Rico were also provided to the audience.

In order to stimulate interest and participation and facilitate interaction, a seminal and hands-on approach was adopted, even though face-to-face explanations were also provided. Students reacted in a very positive way, and the discussion within each workgroup and the general interaction were very lively. Students also posted comments on their blogs. Some of them reported a very positive experience of their school library when they attended high school.

In addition, a meeting with ABDEN, the regional school library association of Aquitaine was held on 12 December 2011 afternoon. Dr. Anne Lehmans introduced the meeting, which was also video-recorded and broadcasted. The meeting presented IFLA and IASL programs and activities and the joint book on school libraries

Some comments

As above mentioned, interaction with the students was very positive and no problem occurred using English as a vehicular language: they commented that it was a good learning experience not only about acquiring new concepts and knowledge, but also for experiencing English right after their foreign language course ended. Honestly, not as the same can be said about most teachers I met there: they are in general particularly proud of their mother tongue and seem to be not keen to communicate in another language. Reflecting with my colleagues Anne and Vincent about these language barriers, it is surprising that French school librarianship seems not to exist in the international arena, while a relevant contribution may be given to the international debate by this experience and the research in the field. (From my personal viewpoint, I got more interested in improving my French because I like to read professional literature in the original language.)

I again found the whole organization to be simply excellent: the teaching rooms are well equipped and functional; the IUFM Library - Documentation Information Centre is a welcoming and information-rich learning environment that is very well managed; I was very nicely welcomed by the teaching and administrative staff. The students, my colleagues and I wished we could have more time for many other topics to be explored together. Nevertheless, the overall outcome was positive, and we look forward to enhancing our collaboration.

Rome-Bordeaux …Round Trip: Raising a New Generation of School Information Specialists

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Following my last teaching experience in Bordeaux in December 2011, my colleague and friend Prof. Anne Lehmans (IUFM d'Aquitaine, Université Montesquieu, Bordeaux-4) was able to come to Rome in May and deliver

lectures within the "Erasmus Teaching Mobility Program." Our professional dialogue on school information specialist education and training benefited from this further opportunity of face-to-face collaboration. The main topics of the lectures were: media literacy and trans-literacy, educational use of blogs, curriculum reform and school information specialist's education and training.

Her contribution "From media to transliteracy in France" focused on the shift to the transliteracy concept, starting from surveys (e.g., IPSOS Junior Connect 2011 Enquiry) on media and their use among youth and in education. While informational usage of web 2.0 is still rather scarce, its usage at personal/interpersonal level (e.g., chat, messages, etc.) is high. Furthermore, children post a lot of personal information and put themselves and their privacy at risk. Citing Henry Jenkins, she talked on the shift from media culture to convergence culture that is built up through social interactions. But what about media education in fostering this process? Education and school curricula in France have progressively evolved from initial skepticism to media education embedded in the curriculum (Law 2005/380, Decree 2006/830). Nowadays information, computer and media culture are extremely intertwined: the trans-literacy approach is functional in acquiring related (and required) competencies, and the school information specialist plays an educational key role.

During another lecture on "Social Networks and Collaborative Learning at the University," Anne reported on innovative practices in a connected community, developed with her colleague Élise Chomienne (Univ. Bordeaux-3). Web 2.0 tools were embedded for four semesters in learning activities with their students in the Master Degree Course in Documentation and Information Systems (whom I had already met). They work together setting up and implementing a collaborative institutional website. The project approach employed individual and team work, and used a range of tools (PPT, YouTube, Twitter, forums, blogs, etc.). Of course, this approach requires adopting teaching flexibility and individualization, and several methods of evaluation, but the outcomes are shown as particularly positive in terms of motivation, self-direction, collaboration, etc. on different sides (student, institution, teachers, team). Furthermore, an interesting exchange of practices, tips, etc. between the students

of the two different master levels (M1 and M2) led to an interview (available on YouTube) where knowledge and expertise were shared. The nice communicative poster on the educational usage of Twitter (that had been presented in EMMILE MIL-Lab in Milan) was also displayed during the lectures as a good example of effective communication.

My students and other attendees enjoyed the lectures, and found particularly stimulating the enrichment of our current curriculum with such an international flavor and stimuli.
During her stay in Rome, Anne joined me in the school library advocacy campaign "I libri? Spediamoli a scuola!" (Books? Let's ship them to school!), and supported it purchasing books for Italian schools in quite depressed areas.

It is our intention reinforcing and expanding our collaboration, hopefully engaging our students in joint projects.

After the New Education Act Has Taken Effect

Fredrik Ernerot   fredrik.ernerot@vastra.goteborg.se
Chairman of Sweden's School Library Association West

After Sweden's new Education Act came into force in July, the school library has suddenly become a must. Head teachers and policy makers on both unit and municipality is required to establish school libraries - by law. A new situation, even for school librarians and teachers in the country. There is therefore every reason to look at what the law, directives and guidelines are now claiming, and which actors stand behind their gear.

Education Act (2010:800 Chapter 12. § 36) makes clear that students in primary school, compulsory school, special school, Sami school, secondary school and upper secondary schools should have access to school libraries. The big difference from previous inclusion in the Library Act is that all students, regardless of type of school, to be covered by the Act. The main provision on school libraries have not only moved from the library type to the Education Act, without the requirement for "access to school libraries", now applies also to independent owners (schools).

As a commentary on it, in the eyes of many, brief text of the law (by the fact that the pooled responses, which was produced from 2008 - 2010, was to say the least abundant, in terms of scope and content) explains **Bertil Östberg, State Secretary for Minister for Education Jan Björklund, Ministry of Education,** the following: "A legal text should not contain too much, it is important to remember. How the content and objectives should look like, it's the next step." Bertil Ostberg also believes that a piece of legislation of this type, which will include all students, must be "open". This is also the strength. No one will have a single chance to escape, and at the same time nothing is mentioned about how a school library should look like. Interesting in this context is to note how the last time large amount rejection of private schools, in many cases due to lack of a clear plan for the library.

National Agency for Education is the authority that manages the mission about school and school development in Sweden. An assignment about school libraries have long been missing and do so today. However, there is a reference group for school libraries (which the undersigned included), which among other things, has produced a definition of what a school library is. Right now there is a brief legal guide for school libraries to the Agency's website. There are also articles about school library on the Agency's website. It has previously been talk of developing a support material about school libraries, which in practice has proved difficult to implement, as the National Agency still has no clear policy on this issue.

State School Inspection has regulatory responsibility over the school. This means that the authority checks that the municipality or the independent school complies with the laws and regulations that govern it. Prior to the inclusion of school libraries in the new Education Act, the Schools Inspectorate developed a basis for the regulation of access to school libraries. The substrate resulted in a "memorandum". Originally summed Schools Inspectorate their demands in six points, which recently collapsed to three points (two points were removed as they descended from the Library Act, a further two points were drawn instead into a long point). Basically covering the three points following main areas:
First Access to school libraries, purely geographical.
Second Materials Stocks.
Third The library as a tool to help achieve the educational goals of the school.

Since August there are inspections going on around the country. They will continue throughout the fall and continue in spring 2012. In connection with the inspections began sending **Swedish Library**

Association and **National School Library Group** began sending a mailing with the memorandum included for all the country's principals. We are talking about perhaps the most massive information campaign about school libraries ever in Sweden. The effect of diffusion, the memorandum and regulatory inspections remains to be seen.

In addition to these efforts may be mentioned that the new curriculum LGR 11 contains a lot of links to school library activities, especially educational. Principal responsibility for the "library" is also addressed. A very important point as this line of text also can be found in the School Inspectorate note: *Any regulation of specific skills for school librarians or requirement that such should be, are not present in either the Education Act or the Library Act*.

       Staffing. The great question of our time! A question worth discussing.

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EMMILE - *E*uropean *M*eeting on *M*edia and *I*nformation *L*iteracy *E*ducation

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"Media and Information Literacy Education is instrumental to policies that aim at building competitive economies, creative and inclusive societies, based on shared knowledge, social inclusion and sustainable development. Therefore Media and Information Literacy Education is a priority for lifelong learning in a sustainable and inclusive society." The EMMILE Statement to policy makers synthesizes three very intensive days of work on MIL Education issues.

      In recent years the concept of information literacy has been progressively shifting to MIL – Media and Information Literacy (MIL), much more than a simple sum of literacy of two types – Information and Media – (see, e.g., the *Fez Declaration on Media and Information Literacy* and *IFLA Media & Information Literacy Recommendations*), and *Media and Information Literacy Curriculum for Teachers* was released by UNESCO in 2011. That curriculum made me raise many questions, mainly related to the role of libraries (especially school libraries) and to what extent they are involved in the educational process, whenever formal or informal. To that end, I thought it was time to discuss MIL Education with the following aims:

- develop a joint reflection from different sectors (e.g., education, library, media, health, etc.) on MIL;
- inform and make stakeholders (e.g., library patrons, teachers, etc.) more aware of the relevance and the urgent need for effective MIL Education;
- establish or strengthen contacts among partners and attendees to develop partnerships;
- offer a worthwhile opportunity for professional development in MIL education in different contexts (school, academia, library, health, etc.).

Therefore, wearing my hat of "Director Europe for IASL," I launched the idea of a meeting on the above issues, which was luckily welcomed by very supportive and enthusiastic colleagues and partners: AIB (Italian Library Association), ENIL, EU Projects "EMPATIC" and "NECOBELAC," Goethe-Institut Mailand, IFLA and its IL and SLRC sections, Italian National Institute for Health, Regional Education Authority for Lombardy. The program, held 27-29 February 2012 in Milan, included theoretical and practice sessions. The IFLA SLRC Section Midterm Meeting and the IASL-IFLA Joint Steering Committee Meeting also took place during the EMMILE days; it was a great opportunity to discuss possible contributions to IFLA WLICs (2012 and 2013) and the Joint Project on a new Advocacy Kit (to be released in 2013).

The meeting – held, under the high patronage of UNESCO and IFLA, in a brand new venue, the prestigious Auditorium of Palazzo Lombardia - was opened by Claudio Gamba (Regione Lombardia), and a series of greetings followed: Stefano Parise (AIB), Ulrich Braess (Goethe-Institut Mailand), Randi Lundvall (IFLA SLRC), Anna Maria Romagnolo (on behalf of Giuseppe Colosio, Ufficio Scolastico per la Lombardia). Particularly appreciated were the letters by Irina Bokova (Director General of UNESCO) and Ingrid Parent (IFLA President). I introduced the meeting presenting "EMMILE," its roots, purposes and features, and underlined the need for a holistic approach in MIL education. 2012 marks 250 years since "*Emile*" by Rousseau and its contribution to education. But what are the characteristics of the nowadays' "Emile", or, better "Em(**M**)ile"? We should care about the additional "M" - that is. for "multimedia," "multitasking," "multicultural," "multi-language," "marketing," "mobile," "multifaceted," etc. – and equip our novel "Em(**M**)ile" with the required skills and competencies.

The session "Raising the 21st Century Citizen" explored (digital) citizenship and the role of libraries and librarians in providing tools, resources, education *(*Aldo Pirola, Comune di Milano. Settore Biblioteche/Eblida). But it is important to understand the big picture of information literacy and its trends at global level and how it is progressively moving toward MIL *(*Albert Boekhorst, IFLA IL). Useful lessons can be learned from countries where educational reforms aim at equipping learners with the competencies required by complex and transitional societies, where information literacy education has a more relevant role to play (Alexander Botte, DIPF, Germany). The discussion moved from IL towards MIL as a composite concept: Irmgarda Kasinskaite-Buddeberg (UNESCO) talked about the new UNESCO MIL indicators, while her colleague Alton Grizzle tried to videoconference about UNESCO's model MIL curriculum. In the afternoon a lively panel on "Information literacy development and training in educational contexts: creating knowledgeable and critical 21st century citizens" was introduced and coordinated by Lourense Das (IASL VP, The Netherlands) with contributions by panelists Sirje Virkus (Tallinn University. Estonia), Mihaela Banek Zorica (Zagreb University, Croatia), Dianne Oberg (University of Alberta, Canada), Vincent Liquête (Universitè "Montesquieu," Bordeaux), Albert Boekhorst (IFLA IL) and Maria Xanthoudaki (Museo Nazionale della Scienza e della Tecnologia "Leonardo da Vinci," Milan). At the IASL Regional Meeting: Europe, I talked about IASL activities.

The next morning's session focused on information literacy as a bridge between school and university, where public libraries are involved as well, in a lifelong learning perspective. It was coordinated by Carla Basili (Consiglio Nazionale delle Ricerche/Ceris, Italy / EnIL) who also posed critical questions mainly related to the readiness of libraries for IL. Possible answers can be found in theoretical and practical educational aspects: well-structured, clear and strong collaboration among different types of libraries towards effective student education, as reported by Naoka Werr ([Universitätsbibliothek Regensburg, Germany](#)); the link between school and university where IL education is a "fil rouge" (Laura Ballestra, LIUC, Castellanza, Varese, Italy / IFLA IL Section); the need for equipping librarians with new competencies through education and training programs, as underlined by Anne Lehmans (Universitè Montesquieu, IUFM, Bordeaux), Maria José Vitorino (RBE, Portugal) and Barbara Schultz-Jones (University of North Texas). Patrizia Caleffi Libener (Provincia di Bolzano/Bozen, Italy) couldn't make the session and sent her text on over 20 years of joint education and training for school and public librarians.

On the last day "Media and Information Literacy Education in Different Contexts and Sectors" was explored through contributions, introduced and coordinated by Monika Krakowska (Jagiellonian University, Krakow) and workshops. Serap Kurbanoglu (Hacettepe University, Ankara) talked about the transversal nature of IL; Paola De Castro and Daniela Marsili (both from Istituto Superiore di Sanità) reported the experience of the EU Project NECOBELAC, which aims to enhance information and communication competencies of public health researchers and professionals throughout Europe and Latin America; Rob Davies (MDR, UK) focused on the contribution by EMPATIC Project in meeting learners' needs in Information Literacy; and Carol Priestley (EMPATIC) introduced the EMPATIC workshops and arranged the break-out groups. Natalia Gendina (Kemerovo State University, Russia / IFLA IL Section) wasn't able to take part in the session, but her contribution on "Information literacy in different sectors: a view from Russia" is available in the conference proceedings; an interesting overview from the Russian Federation was however provided by Tatiana Zukhova (RuSLA). "MIL Experiences & Policy: the EMPATIC Project validating the final recommendations of EMPATIC" were discussed in morning working groups representing different sectors: School, facilitated by Monika Krakowska; higher education, facilitated by Carla Basili; adult education/lifelong learning, facilitated by Aris Meletiou and Christos Skiadas (both from the Technical University of Crete); vocational education and training, facilitated by Bülent Yilmaz (Turkish Librarians' Association). A lively discussion fosed on EMPATIC materials, whose recommendations sounded reasonable, but not defined that much about their implementation. Final recommendations were refined by Monika Krakowska.

The "MIL-Lab," a challenging and stimulating poster session, introduced and coordinated by Paola De Castro (Istituto Superiore di Sanità), enabled presenters to showcase their projects and practices. At the end of the three days, "EMMILE Poster Award Session" awarded the posters by Veronica Cunningham (International School, Belgium, and Ph.D. candidate at University of Aberdeen) as best poster (content and presentation) and the poster of master students of Bordeaux University for best graphics. EMMILE ended with final remarks by Claudio Gamba (Regione Lombardia) and my wrap-up presentation. In order to leave a track and share the interesting and stimulating contributions and presentations with a wider audience, the conference proceedings (ISBN 13: 978-1-890861-39-1) are on the way: they will be published by IASL and should be ready by next autumn.

Excellent front office and catering services were funding by EMPATIC Project and provided by IPSAR (i.e., Vocational High School for Hotel Services) "Amerigo Vespucci", Milan, whose Headmaster, Teachers and Students do deserve a special appreciation, such as the team of Goethe-Institut Mailand (Beate Neumann, Director of Information and Documentation Services, Fabio Riglietti, technician, and simultaneous interpreters Fanny Meroni and Nadia Baehr) and Regione Lombardia (Claudio Gamba, Maria Laura Trapletti and Andreina Zipponi); the meeting couldn't be held without their efficient operational collaboration. NECOBELAC Project funded conference materials, and Ebsco Italia provided bags and pens. This mosaic of supporters show how even the smallest piece contributed to the meeting's success.

Many positive comments can be caught even at a very first glance of the evaluation forms filled in by the attendees (some 140 from over 40 countries). While the Italian audience was comparatively small, effective partnerships and networking made the meeting particularly fruitful: many ideas and collaborations are being developed. It was such a pleasure and honor for me to serve both IASL and IFLA SLRC and share this amazing experience with so many and very supportive colleagues and partners!
EMMILE http://emmile.wordpress.com

Media and Information Literacy for Knowledge Societies

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Disclaimer: I tried to report the meeting in a way as objective as possible, nevertheless several factors – including the warm hospitality, perfect organization, lively and stimulating interactions, discussions and contributions, good food and lovely location, the pleasure of meeting old colleagues and friends and new ones, and last but not least, an enjoyable cultural program – might have influenced me.

The attention to Media and information literacy (MIL) as "a basic human right in an increasingly digital, interdependent, and global world", as a facilitator of social inclusion and a factor for building knowledge societies, is increasing in many and different contexts. The need for information and media professionals, educators, etc. to meet, discuss and develop together basic and clear ethical principles and professional standards which to refer to, has led to an international meeting of those who are directly involved in the process of creating, distributing, using and preserving information and knowledge and/or in the educational process of equipping citizens, especially the young ones and the social groups at risk, with required media and information literacy skills, knowledge and attitudes. UNESCO promotes MIL as a composite concept and a pre-requisite of full citizenship, self-awareness, self-direction. So, only a year after the Fez Declaration on Media and Information Literacy and six months since the approval of the IFLA Media & Information Literacy Recommendations, more than 120 participants from over 40 different countries convened in Moscow - Domodedovo, at Atlas Park Hotel (a modern complex in picturesque and green surroundings), to take part in the "International Conference on Media and Information Literacy for Knowledge Societies". This international meeting, held from 24-28 June, 2012, was organized by the Ministry of Culture of the Russian Federation, Federal Agency for Press and Mass Communications of the Russian Federation, Commission of the Russian Federation for UNESCO, UNESCO and UNESCO Information for All Program, IFLA and its Information Literacy Section, Russian Committee of the UNESCO Information for All Program, Interregional Library Cooperation Centre.

All attendees have actively taken part in a very intensive program, which included plenary sessions, with keynotes and communications, and group work. Two working groups operated in parallel, one developing "The Moscow Declaration on Media and Information Literacy" and the other one the MIL Indicators, based on three main components (access, evaluation and use) and several sub-components. The draft declaration was then discussed in a plenary session, and amended / integrated according to the lively discussion of the different points, in order to take in account various cultures, sensitivities, viewpoint, etc., in the final version to be released.

During the opening session, addresses were given by Tatiana Manilova (Ministry of Culture of the Russian Federation), Evgenj Kuzmin (IFAP Russia), Maria Carme Torras Calvo (IFLA IL Chair) who read the message by Ingrid Parent (IFLA President), Aleksandr Voropayev (Agency for Press and Mass Communications), Irmgarda Kasinskaite-Buddeberg (UNESCO, Program Specialist of Communication and In-

formation Sector) and the video-broadcasted message by Janis Karklins (Director of UNESCO Communication and Information Sector).

The first session on "Media and Information Literacy: Conceptualization within Knowledge Societies", chaired by E. Kuzmin and T. Manilova, had the following contributions: Albert Boekhorst drew the transition from IL (first defined by Paul Zurkoski in 1974) to MIL, as an "umbrella, container, dynamic concept." Andrew Withworth (Manchester) focused on the triadic model framework for evaluating IL, based on three different values: objective, subjective and inter-subjective. The risks implied in the polarization of the first (conformity to rules, adherence to standards, etc.) and the second one (personal interests act as a filter, groupthink, etc.), might be overtaken by adopting inter-subjective values, where meaning is negotiated within strategies, visions, etc. Moreover, understanding the context is crucial to transformation. Carolyn Wilson (Ontario), formerly a primary and secondary school teacher, talked about MIL in Ontario; MIL involves teaching through and about the media and is mentioned from grade 1-12 (especially since 2005); furthermore, MIL concepts begin to be integrated across the English curriculum at secondary school level. The future will be in "design curriculum, based on creative, modular, flexible and customized vision for the use of physical and virtual space. Digital media provide an opportunity to customize student curriculum for any place, any time learning" and in "flipped classrooms." from passive lectures to engaging activities.

A panel then discussed where motivation should come from to become a literate person in MIL (Aharon Aviram, Israel), the enormous gap between, on the one hand, economy, that asks for flexible and critical thinkers, and on the other hand educational policies that crash individuality (Andrew Withworth), relevance to kids of community centers and the need for transforming teachers' training (Carolyn Wilson), parents' and teachers' responsibility in stimulating their children (Albert Boekhorst, The Netherlands), how to orient kids towards good sources (Ahmed Saad Al-Basri, Iraq), creativity as the main function of culture and a factor of innovation (Petr Lapo, Belarus), the need for working with individuals for effective MIL education in different sectors (Aleksandr Sharikov, Russian Federation), and the consequences of the modernization process that doesn't automatically produce joy, while quality of life does matter (Evgeny Kuzmin, IFAP Russia).

The second session "Media and Information Literacy: Conceptualization within Knowledge Societies", chaired by Irmgarda Kasinkaite-Buddeberg and Maria Carme Torras Calvo, hosted contributions by Jesus Lau (Mexico) on the convergence of both literacies - media and information - in an holistic learning towards active citizenship, public health and appreciation of different facets of life. Serap Kurbanoglu (Turkey) offered definitions, models and standards of IL; despite the variety of terms, often used synonymously, MIL as a set of transversal competencies is necessary at all levels for all.

Two afternoon plenary meetings were held. The first one on "Literacy witin the Context of Knowledge Societies." was chaired by Gilbert Mambo (Zambia) and Sharon Mader (USA), and hosted communications by Tessa Jolls (USA), Vincent Liquéte (France), Natalia Gendina (Russia), Sonja Spiranec (Croatia) and Iosif Dzyloshinky (Russia). The second one, "MIL as a New Concept: Linkages with Other Literacies," chaired by Serap Kurbanoglu (Turkey) and the author of this report (Italy), hosted by communications of Jaroslaw Lipszyc (Poland), Laslzo Karvalics (Hungary), Irina Zhilavskaya (Russia), Jagtar Singh (India), Samy Tayie (Egypt), Anna Onkovich (Ukraine), Tatiana Kuznetsova (Russia), Gordana Ljubanovic (Serbia). Meantime, the works of the "Working Group 1: MIL Indicators," "Working Group 2: MIL Declaration and Strategic Directions," and a round table on "Instruments of MIL Promotion" were discussed. Challenges of localization of the UNESCO MIL Curriculum for Teachers", chaired by Maria Carme Torras Calvo with contributions by Natalia Gendina (Russia), Svetlana Knyazeva (UNESCO Russia) and Sirkku Kotilainen (Finland), took place.

The second work day was opened by a plenary meeting on "MIL in Knowledge Societies: Mainstreaming, Application and Advocacy," chaired by Carolyn Wilson and Susana Finquelievich (Argentina),

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with Sheyla Webber (in video) and Ralph Catts (Australia) as keynoters. Webber focused on "MIL: Strength through Diversity." Her main key points were as follows: MIL is contextual, and context, differences, pride, motivation and ownership matter; she reported research findings on "IL not a fashion, but a human mosaic art" (Dr. Shahd Salha, 2011) and the "willingness to step outside the often general and domain-independent perspective librarian" (Sundin, Limberg Lundh, 2008), and two case studies. Catts then emphasized the need for conceptualizing MIL as a new concept, not as just as a sum of two ones, two merged constructs; several factors are implied (e.g., information is shaped by media and will be accessed primarily using electronic platforms, societies are rapidly changing, especially in developing countries, etc.). Knowledge, according to Percy Belienki, can be of four levels – received, multiple, categorized, constructed – but none operates with constructed knowledge all the time. Many lessons can be learned from research, etc.: standards are not a bible, they have to be reviewed   (as happened with ANZIL standards); the risks implied in a common ordering of levels of education or in self-report (an unreliable indicator of MIL, while e.g., number of sources used, frequency of use of information sources; how information is used etc. count); secondary analysis (examples: projects as LAMP, ALLS, OECD, etc.).

Two sessions on communications followed: the first one hosted by Szarina Abdullah (Malaysia), Heike Vom Orde (Germany), Alice Lee (Hong Kong) and Isabelle Turmaine (France); the second one, chaired by Ramon Tuazon (Philippines) and Iosif Dzaloshinsky (Russia), had contributions by Susana Finquelievich, Dilara Begum (Bangladesh), Abdur Rahman Buzdar (Pakistan), José Augusto Rosero (Ecuador) and Catherine Fleming Bruce (USA). Two more sessions took place in the afternoon: one chaired by Heike Vom Orde and Andrew Whitworth, with communications by Tatiana Jereissati (Brazil), Sharon Mader, myself (Italy), Natalia Gendina, Ekaterina Kudrina and Valery Ponomarev (all from Kemerovo University, Russia), Khalis Abusin (Sudan), Nancy Graham (UK), and Elena Bondarenko (Russia).

The busy day ended with a closing plenary meeting, chaired by Evgeny Kuzmin, Irmagarda Kasinskaite-Buddeberg and Maria Carme Torras Calvo. The two working groups presented their reports. A lively discussion, refinement and adoption of the conference final document followed.

The intensive work program was enriched by a cultural one. It included a concert, an amazing visit to the beautiful Moscow Kremlin (whose walls and towers were build at the end of the 15th century by Italian masters), and an enjoyable lunch at a typical Ukrainian restaurant. Evgeny Kuzmin (Director of IFAP/UNESCO Russia) and his efficient and supportive team, in particular Dr. Anastasia Parshakova, Project Coordinator of the Russian Committee of the UNESCO Information for All Program, deserve a special mention of merit for the excellent job they did.

The need for effective partnerships and co-working (e.g., information specialist, media professionals, teachers) has clearly emerged during the conference. Further events (such as the IFLA Satellite on IL in Tampere and ECIL 2013 in Istanbul) will follow in order to increase awareness amongst different publics (professionals, stakeholders, policy makers, etc.), to share research findings and good practice, and to develop fruitful collaborations.

As for my contribution to the Conference, I did my best to represent both co-working associations (IASL and IFLA SLRC), especially taking part in the two working groups and the final discussion. Furthermore, at the end of my speech on "MIL: the educational and transformational role of school libraries," I mentioned the new IASL-IFLA SLRC joint work on the advocacy kit, and invited our colleagues to stay tuned to the projects and activities of both associations, and hopefully reach our teams at the 78th IFLA WLIC in Helsinki and IASL 2012 in Doha.

Research

Combining Strengths: BCTLA and BCTF Advocate for School Libraries

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Teacher-librarian at L.V. Rogers Secondary School

The British Columbia Teacher-Librarians' Association (BCTLA) is proud to announce that Dr. Ann Dutton Ewbank from Arizona State University will be working with our membership as part of a case study looking at effective school library advocacy relationships.

Ewbank has recently received a grant from the American Association of School Librarians (AASL) to conduct a case study of the relationship between the British Columbia Teachers' Federation and the BCTLA and the combined effectiveness of the relationship and its impact on school library and teacher-librarian advocacy efforts.

Ewbank, the assistant division director for graduate programs in Arizona State University's teachers college, will spend time in Vancouver this summer conducting interviews with BCTLA members and BCTF executive members, as well as reviewing the governance documentation of both groups.

The AASL considers Dr. Ewbank's work "unique" as it will allow viewing, "through a different lens and researching from an original perspective the interactions needed to create strong school library programs. This research has the potential to serve as a model for future school library advocacy." The BCTLA is very excited about its role in the case study.

For the official press release of the AASL research grant please visit http://bit.ly/KZyHkt or visit the BCTLA website at bctf.ca/bctla.

Breeding., M. (2012). Perceptions 2011: An international survey of library automation. *Library Technology Guides.* http://www.librarytechnology.org/perceptions2011.pl

This year's edition of the survey provides the ability to view the response data not just in a broad aggregation, but to also according to factors such as the library type (public, academic, school, etc.) and by the collection size. This survey aims to measure the perceptions libraries have regarding their current automation products, the companies that support them and to capture their intentions about future migration options. It also explores interest in open source library automation systems, a key issue for the industry. This survey aims to gather suffi-

cient numbers of responses, reflecting the subjective experience of any given library to create meaningful results, reasonably informative about the collective experience of libraries with this set of products and companies.

Center for International Scholarship in School Libraries. (2012). *Phase 2 report -- Goal one: Student learning.* **Princeton, NJ: Rutgers University.**
http://cissl.rutgers.edu/images/stories/docs/njasl_phase%20_2_final.pdf

The latest research on behalf of the New Jersey Association of School Librarians, begun in April 2009, seeks to (a) construct a picture of the status of New Jersey's school libraries in terms of their informational-transformational-formational dimensions, (b) to understand the contribution of quality school libraries to education in New Jersey; (c) to understand some of the contextual and professional dynamics that enable and inhibit school libraries to contribute significantly to education in New Jersey, and (d) to make recommendations to NJ stakeholders to develop a sustained and long term program of capacity building and evidence-based continuous improvement of school libraries in New Jersey. Phase one and two have recently been published. "Schools without libraries minimize the opportunities for students to become discriminating users in a diverse information landscape and to develop the intellectual scaffolds for learning deeply through information. Schools without libraries are at risk of becoming irrelevant."

CoSN and the FrameWorks Institute. (2012). *Making progress: Rethinking state and school district policies concerning mobile technologies and social media.*
https://www.cosn.org/Portals/7/docs/Press%20Releases/2012/UNESCO-CoSN_WorkingPapersOnMobileLearning.pdf

This new report aimed at helping inform and guide education decision makers as they revise policies related to the use of mobile technologies and social media in schools. The report includes several key observations:

1. The use of mobile Internet devices and social media by young people is widely prevalent. The use of student-owned mobile devices for classroom instruction is growing, and more schools are moving from policies that ban their use to integrating them into the classroom.
2. Students and schools experience substantial educational benefits through the use of mobile devices and social media.
3. There are legitimate concerns about the use of social media that need to be addressed.
4. Current federal, state and local policies and procedures need modification or clarification in order to respond to current realities of expanded social media and mobile devices in schools.
5. Equity is a vital issue to consider when establishing policy around social media and mobile technologies.

Englander, S. (2012). *Research findings: MARC 2011 survey grades 3-12.* **Bridgewater, MA: Massachusetts Aggression Reduction Center.**

http://cdn.theatlantic.com/static/mt/assets/science/Research%20Findings_%20MARC%202011%20Survey%20Grades%203-12.pdf

A recent study showing students have earlier access to mobile devices has shed new light on cyberbullying research. The study found that about 20% of students surveyed had a cellphone by the third grade and 90% were online. By middle school, about 83% had a mobile device. "Education on cyberbullying and cyberbehaviors needs to begin well before [m]idle [s]chool," asserted the researcher.

* By Middle School, 90-91% of children say that they can use their cell phones to text message and access the Internet.
* Approximately 35-40% of elementary school children report being targets of bullying, while 50-53% of middle and high school students say they've been targets.
* In-school bullying decreases as children age, but cyberbullying increases as children get older.

Farmer, L. (2011, March 15). Brace yourself: SLJ's school library spending survey. *School Library Journal*.

The budget status of teacher librarians remains bleak. School librarians, especially those out West, are still struggling to get by on bare-bones budgets. TLs are still battling to keep pace with a slew of additional duties—everything from serving as student advisors to maintaining their buildings' online networks. This annual report focuses on funding, staffing, and resources.

Gasser, U., et al. (2012). *Youth and digital media: From credibility to information quality.* **Cambridge: Harvard University.** http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2005272

This report seeks to understand youths' real experiences of online information quality. Building upon a process- and context-oriented information quality framework, this paper seeks to map and explore what we know about the ways in which young users of age 18 and under search for information online, how they evaluate information, and how their related practices of content creation, levels of new literacies, general digital media usage, and social patterns affect these activities. A review of selected literature at the intersection of digital media, youth, and information quality — primarily works from library and information science, sociology, education, and selected ethnographic studies — reveals patterns in youth's information-seeking behavior, but also highlights the importance of contextual and demographic factors both for search and evaluation. Looking at the phenomenon from an information-learning and educational perspective, the literature shows that youth develop competencies for personal goals that sometimes do not transfer to school, and are sometimes not appropriate for school. Thus far, educational initiatives to educate youth about search, evaluation, or creation have depended greatly on the local circumstances for their success or failure. The report synthesizes more than three years of research. One key finding: Youth use cues and heuristics to evaluate quality, especially visual and interactive elements.

Krashen, S., Lee, S., & McQuillan, J. (2012). Is The library important? Multivariate studies at the national and international level. http://backseatlinguist.com/blog/

Three multivariate analyses, all controlling for the effects of poverty, confirm the importance of the library. Replicating McQuillan's analysis of 1992 NAEP scores, access to books in

school and public libraries was a significant predictor of 2007 fourth grade NAEP reading scores, as well as the difference between grade 4 and grade 8 2007 NAEP reading scores, suggesting that access is important for improvement after grade 4. Access (school/classroom libraries) was a significant predictor of scores on the PIRLS test, a reading test given to fourth graders in 40 countries. In some of the analyses, access to books had a larger impact on reading achievement test scores than poverty, and in other cases had nearly as strong an impact. This suggests that providing more access to books can mitigate the effect of poverty on reading achievement, a conclusion consistent with other recent results. This result is of enormous practical importance: Children of poverty typically have little access to books. It seems that libraries can provide this access.

Lance, K. (2012). *Assessing the infrastructure needs of 21st century school library program.* **Harrisburg: Pennsylvania Department of Education.**
http://keithcurrylance.com/wp-content/uploads/2012/04/PA-staffing-and-PSSA-scores-w-graphics.pptx
  In 2011, school libraries throughout Pennsylvania responded to a survey commissioned by the state legislature. The survey asked questions about school library staffing, staff activities, collections, technology, hours and access, visits, expenditures, and more. Consistently with pre-vious school library impact studies, this analysis found that test scores tend to be significantly higher for schools that have full-time certified school librarians as well as for those that have such a librarian with support staff. The second phase of this study is based on qualitative sur-veys of administrators, teachers, and librarians.

Lance, K., & Hofschire, L. (2012). *Change in school librarian staffing linked with change in CSAP reading performance, 2005 to 2011.* **Denver: LRS.**
http://www.lrs.org/documents/closer_look/CO4_2012_Closer_Look_Report.pdf
  In a longitudinal study, researchers found that schools that either maintained or gained an endorsed librarian between 2005 and 2011 tended to have more students scoring advanced in reading in 2011 and to have increased their performance more than schools that either lost their librarians or never had one.

Media Awareness Network. (2012). *Young Canadians in a wired world, Phase III: Teachers' perspective.* **Ottawa: Media Awareness Network**. http://www.media-awareness.ca
  This study investigates how digital technologies are being integrated into classrooms, how they enhance learning, and what the impact on the teacher-student relationship is. While Canadian educators believe that digital technologies can enrich students' learning, there are still significant challenges to overcome in making this happen – with one of the main barriers being students' lack of digital literacy skills. And school filters and policies that ban or restrict networked devices in the classroom take away the very opportunities young people need to develop digital literacy skills such as good judgment and responsible use. "This study makes it clear that young Canadians need to learn digital literacy and digital citizenship in their schools, and that teachers need to be provided with the tools, support and learning opportunities to be able to teach them those skill."

Mol., S., & Bus, A. (2011). To read or not to read: A meta-analysis of print exposure from infancy to early adulthood. *Psychological Bulletin, 13***7(2), 267-296. doi:** 10.1037/a0021890

This confirming research in Dutch found that children who read books regularly in their spare time do better academically. An upward cycle of causality occurred: children who comprehend text better, and have better technical and spelling skills read more, and their skills improve more each year.

OECD. (2012). *Learning beyond fifteen.* **Paris: OECD.**
http://www.oecdbookshop.org/oecd/display.asp?sf1=identifiers&st1=982012031P1&LANG=EN

This report focuses on the development of reading proficiency during the transition from adolescence to early adulthood. The span of time between the ages of 15 and 24 is a critical period of development for young people. Once compulsory education is completed, individual decisions about post-secondary education, employment and other life choices have to be made with major consequences for future learning and employment outcomes. A good foundation in reading proficiency facilitates success in specialized education during higher education or during job-related training. Since reading proficiency is not the goal of such specialized or professional learning, reading skills may begin to atrophy. So both learning gains and losses need to be considered as human capital is developed.

Pew Research Center. (2011). *Teens, kindness and cruelty on social network sites*. **Washington, DC: Pew Research Center.**

The emergence of widespread Internet connectivity, social networking and mobile computing all have contributed to the creation of a new type of learner, according to a recent study.95 percent of teenagers now use the Internet. Students today are more self-directed, more inclined to collaborate and rely on feedback from peers, and are better-equipped to obtain information, the report states.

Williams-Rossi, Miranda, T., Johnson, K., & McKenzie, N. (2012). Reluctant readers in middle school: Successful engagement with text using the e-reader. *International Journal of Applied Science and Technolog***y.** http://tinyurl.com/d3b6avw.

Previous research in the field has shown that upper elementary and middle school students tend to read less than younger students because of time spent with their friends and in other activities. Also, these same students, particularly boys, may not value reading as much as they did when they were younger. Among those students, research has shown that low-skilled readers have trouble starting, continuing and finishing a book, and that they are stymied by vocabulary and reading comprehension challenges. Skilled readers, on the other hand, enjoy books. Researchers have suggested that technological gadgets, enlarged text and a more favorable environment might encourage reluctant readers. For those reasons the authors pursued a study to see how reluctant readers would respond to e-readers. The study presents reasons e-readers may be beneficial, in particular, to reluctant readers in middle grades.

Awards and Recognitions

The Hans Christian Andersen Award Jury of the international Board on Books for Young People (IBBY) announces that María Teresa Andruetto from Argentina is the winner of the 2012 Hans Christian Andersen Author Award. and Peter Sís from the Czech Republic is the winner of the 2012 Hans Christian Andersen Illustrator Award. The Andersen medals and diplomas will be presented to the winners at the international IBBY Congress in London on 25 August 2012.

The Hans Christian Andersen Award, considered the most prestigious in international children's literature, is given biennially by the International Board on Books for Young People to a living author and illustrator whose complete works are judged to have made lasting contributions to children's literature. In awarding the 2012 Hans Christian Andersen Medal for writing to María Teresa Andruetto the Jury recognized her mastery in writing important and original works strongly focused on aesthetics. She creates sensitive books, which are deep and poetic with a clear literary base. Her books relate to a great variety of topics, such as migration, inner worlds, injustice, love, poverty, violence or political affairs.

In awarding the 2012 Hans Christian Andersen Medal for illustration to Peter Sís the Jury recognized his extraordinary originality and deep creative power to relate highly complex stories that can be interpreted on different levels. The jury particularly appreciated his use of different design and artistic techniques, his innovative subtle balance to depict well-documented and historical events and fantastic elements.

2012 Astrid Lindgren Memorial Award

In a ceremony on 28 May Dutch author Guus Kuijer was presented with the 2012 Astrid Lindgren Memorial Award (ALMA) by HRH Crown Princess Victoria of Sweden. In his acceptance speech, Kuijer said: "A boy once told me that reading was like bungee jumping inside his head. So I wish you all a great bungee jumping season." Guus Kuijer, born 1942, is an author living and working in the Netherlands. He made his debut as a children's writer in 1975 and has since published over 30 titles, mostly aimed at readers entering their teenage years. His key work is *Het boek van alle dingen* (2004, *The Book of Everything*). Kuijer is the recipient of numerous awards, and his books have been translated into more than ten languages including English, Swedish, German, Italian and Japanese.

To celebrate the joy of reading and the importance of sharing stories, TD Canadian Children's Book Week kicked off 5 May with 116 free public readings held in public libraries, community centers, bookstores and local schools across Canada. More than 35,000 children were expected to participate during the annual event which was organized by The Canadian Children's Book Centre. The 2012 TD Canadian Children's Book Week's theme "Read a Book, Share a Story" promoted reading as a classic pleasure-filled pastime, and encouraged sharing a good book or story with friends and family. The theme also celebrated librarians and the important role they play in the lives of adults and children; in fact, his year marks the 100th anniversary of Lillian H. Smith, a Canadian, becoming the first trained children's librarian in the British Empire. Thirty-four authors, illustrators and storytellers visited schools, libraries, bookstores and community centers spoke about the pleasures of reading, writing and illustrating books for youth. In its 35th year, TD Canadian Children's Book Week helps celebrate children's books and the importance of reading. For more information about the program, to see the full tour schedule, or to find out how to host readings in your community next year, please visit www.bookweek.ca.

Inspiring Generations of School Teachers and Librarians: Donatella Lombello

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(Photo courtesy: Roberto Tommasi)

Prof. Donatella Lombello Soffiato retired on 16 December 2011. After her last lecture as Associated Professor of Children's Literature at the "Università degli Studi di Padova", Faculty of Education, she was wholeheartedly celebrated by a group of students, collaborators, friends, during a "surprise" party, a cheerful and well deserved celebration after an intense academic life. Donatella's main research interests have been for children's literature, reading promotion, children's and school libraries. She has actively taken part in local, regional and national projects, research, meetings, both in the academic context and in the Italian Library Association (as a board member of the Regional Section and as Coordinator of

the National Standing Committee on School Libraries in 2005-2007 and 2007-2010). In 1993 she established the "GRIBS" (Gruppo di Ricerca sulle Biblioteche scolastiche, http://www.educazione.unipd.it/gribs/). In academic year 1997-1998 she established the first academic specialization course in School Librarian's Education (directed until A.Y. 2004-05), and afterwards she directed several undergraduate Master courses on school and children's librarianship. She was appointed by the Ministry of Education as the Scientific Coordinator of the National School Library Program (1999- 2000); she has been the scientific consultant for the "Biblioscuole" project (2003-2007). She has contributed to children's literature and librarianship both as a speaker in many conferences (including 1999 and 2003 IFLA) and as an author of many articles, essays, books. She has organized many national and International meetings, including the first joint IASL-IFLA SLRC Joint Pre-Conference Meeting in 2009. The same year she was awarded with the Andersen Prize for her passionate dedication to educating students and fostering school-teachers and librarians. Wearing her AIB School Library Coordinator's hat, she has promoted with her workgroup the current triennial national SL project "bibliorete21". She is now ready to …sail for enjoying her private life and hopefully some well deserved rest, but I am afraid she will soon start to think about a new … "mission impossible" in the school library field for sure!

A huge loss for school librarianship: Hélène Guertin

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On 5 December 20112011, Prof. Hélène Guertin, passed away at age 69 after battling cancer. Her intense teaching carrier began in 1970. Her main research interest was project-based learning). She took part in many national and international conferences, especially in Argentina and Italy. Her main contribution to school librarianship and information literacy has been *Chercher pour trouver: L'espace des élèves (Searching for finding: The students' space*). She initiated the project, and developed the website, with the aim of providing a reference framework and tool to help teachers and librarians develop information problem solving-based projects. At the Université de Montréal she worked closely with another highly esteemed and beloved "pillar" of school librarianship, Hon. Prof. Paulette Bernhard on the above project. The school library community worldwide is grateful to Hélène for her contribution and will be missing her!

MediaSmarts and the Canadian Teachers' Federation (CTF) announced that "Privacy Matters" will be the theme for Media Literacy Week, 5-9 November 2012. The week will spotlight the privacy knowledge and skills that youth need for their online activities. Tweet about your involvement using #MLW2012! See details at http://www.medialiteracyweek.ca/en/default.htm

Resources

IFLA and UNESCO Resources

New IFLA Media and Information Literacy Recommendations

In cooperation with UNESCO's Information for All Programme (IFAP), the IFLA Information Literacy Section drafted new Media and Information Literacy Recommendations which are now available in several languages. In December 2011 these recommendations were formally endorsed by the IFLA Governing Board. The recommendations will also be a topic at the international conference of Media and Information Literacy for Knowledge Societies on 24-28 June 2012 in Moscow.

Information Literacy World Languages Project http://www.ifla.org/en/information-literacy/projects

This project is making very good progress adding more and more languages to its database, and is adding more and more different languages terms for Information Literacy to the international logo. The project's logo is in 46 different languages, and lists of information literacy resources have been contributed in thirteen languages.

New Publications and Digital Resources

The European Library Standards handbook. (2012). http://www.europeana-libraries.eu/documents/868553/50dd6233-7780-42fa-8e36-9678a0ee03cd

This handbook provides data to The European Library and other services such as Europeana. The document, produced as part of Europeana Libraries, clarifies the advantages of outsourcing specific data-provision tasks to an aggregator and provides a complete description of the process. The handbook first addresses the role of content providers in the project and the benefits of participating. It then examines the process of submitting data and the technical, organizational and financial requirements for the submission of data. Finally, the handbook outlines high-level legal aspects and lists a number of definitions and resources, which are useful for the overall development and sustainability of content providers.
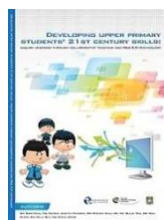
 Chu, S., Tavares, N., Chu, D., Ho, S., Chow, K., Siu, F., & Wong, M. (2012). Developing upper primary students' 21st century skills: inquiry learning through collaborative teaching and Web 2.0 technology. Hong Kong: Centre for Information Technology in Education, Faculty of Education, The University of Hong Kong.
http://web.hku.hk/~samchu/docs/Chu-2012-Developing-upper-primary-students-21st-century-skills.pdf

Santa Clara County Office of Education. (2012). *Where do I start? A school library handbook* **(2d ed.). Westport, CT: Linworth. 978-1-58683-541-5 $45**

> If you're new to running a library or looking for a refresher, this book can serve as your reference source for school library operation, providing overview information on a wealth of topics, lists of resources for more in-depth information, and coverage of current topics such as Web 2.0, fundraising, digital booktalks, and cybersafety.

Holderried, A., & Lücke, B. (Eds.). (2012). *School library handbook. Planning, organisation, services***. Schwalbach/Ts: Debus Pädagogik Verlag, 2012. 238 pages. 29.80 € In German.**

> This handbook covers a broad spectrum of topics: planning and equipment of school libraries (including floor plans and photos), collection development, efficient management of school libraries, activities (including examples and photos), public relations, cooperation with partners. It provides information for those who want to create a new library as well as those who want to improve the daily work of an existing library. Most of the authors are members of the standing committee "Library and school" of the German Library Association.

USBBY Outstanding International Books (OIB) List http://www.usbby.org/list_oibl.html

> Since 2006 USBBY has selected an honor list of international books for young people. The USBBY Outstanding International Books List is published each year in the February issue of *School Library Journal* and as a bookmark. The Outstanding International Books (OIB) committee is charged with selecting international books that are deemed most outstanding of those published during the calendar year. For the purposes of this honor list, the term "international book" is used to describe a book published or distributed in the United States that originated or was first published in a country other than the U.S.

World Public Library – Children's Collection
http://worldlibrary.net/Collection.aspx?collection=17 is compiled from scans of popular original children's books.

Middle East Book Awards http://www.meoc.us/meoc/book-awards
This site covers countries in the Arab World, Iran, Israel, Afghanistan, and Turkey.

Worlds of Words (http://wowlit.org), developed by the University of Arizona, shares an international collection of children's and teen literature. Books may be searched by region, age, and genre.

World Digital Library (http://www.wdl.org/) makes available on the Internet, free of charge and in multilingual format, significant primary materials from countries and cultures around the world. Items are browsable by place, time, topic, type of item, and institution.

The Directory of Open Access Books (www.doabooks.org) was recently launched by OAPEN (Open Access Publishing in European Networks). This discovery service offers peer reviewed books published under an Open Access license. DOAB provides a searchable index to the information about these books, with links to the full texts of the publications at the publisher's website or repository.

Copyright and A2K Issues http://www.africanlii.org/blogs/denise/
This free international online service covers topics such as copyright, authors' rights, plagiarism, traditional knowledge, digitization and library matters, open access, access to knowledge (A2K), scholarly research and communication, issues affecting persons with sensory disabilities, open education and m-learning, mobile technologies and social networking, conference alerts, useful websites and legislation affecting access to information.

Librarianship Upgrades for Children and Youth Services (http:// **Error! Hyperlink reference not valid.**) funded by the Institute of Museum and Library Services through the Laura Bush 21th century program. LUCY offers multifaceted continuing education opportunities focusing on multicultural materials, technology, issues, and services which are directly relevant to youth services librarians. These continuing education opportunities offered through LUCY provide diversity training, workshops, and classes to professional children's and young adult librarians, school librarians, paraprofessionals, and all those who work with children or young adults in libraries throughout Virginia.

School Library Association of Queensland Conference
3-5 July 2012 at the Pullman Reef Casino in Cairns, Queensland, Australia
http://www.slaq.org.au/events/2012/index.htm

International Boys School Coalition conference
9-12 July 2012 in Melbourne, Australia
Theme: Unlocking Creativity
http://www.theibsc.org/page.cfm?p=1492

19th International Conference on Learning
14-16 August 2012 at University of London, UK
Theme: New Media, Multi-Modality, and Learning

http://thelearner.com/conference-2012/

Global Learning Technologies Conference
9-10 August 2012 at Wilmington, North Carolina
http://uncw.edu/ed/gltc/

IBBY World Congress
23-26 August 2012 at Imperial College, London
Theme: Crossing Boundaries: Translations and Migrations
http://www.ibbycongress2012.org

5th Rizal Library International Conference
25-26 October at Ateneo de Manila University, Quezon City, Philippines
Theme: Libraries, Archives, and Museums: Common Challenges, Unique Approaches
http://rizal.lib.admu.edu.ph/2012conf/index.html

Association of Educational Technology International Convention
30 Oct.-3 Nov. in Louisville Kentucky
Theme: Learning in the Age of Globalization
http://aectorg.yourwebhosting.com/events/Louisville/default.asp

International Association of School Librarianship Conference and Forum
11-15 Nov. in Doha Qatar
Theme: The Shifting Sands of School Librarianship
http://iasl2012.org/

Third Biennial Hands on Literacy Conference
17 November 2012 Singapore
http://www.handsonlit.com
Call for papers has a deadline of 31 July.

21st BOBCATSSS Conference
23-25 January 2013 in Ankara, Turkey
Theme: From Collections to Connections: Turning Libraries "Inside-Out"
http://www.bobcatsss.net
BOBCATSSS is organized by students from the Department of Information Management of Hacettepe University in Turkey and The Royal School of Library and Information Science in Denmark. The final call for papers has a deadline of 24 July.

European Conference on Information Literacy (ECIL)
23-25 October 2013 in Istanbul, Turkey
http://www.ilconf.org/
The deadline for contributions is 1 February.