

Manifesto Bullet Points for Discussion:

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10:15 - 11:45 Reading & Collection Development

Reading

- You explore new ways to promote and celebrate reading. You are piloting/equipping learners with both traditional, new, and emerging book formats—downloadable audio books, Playaways, Kindles, iPads, Nooks.
- You share ebook apps with students for their iPhones, droids, and iPads and other mobile devices (Check out Gale's AccessMyLibrary, School Edition)
- You market, and your students share, books using social networking tools like Shelfari, Good Reads, or LibraryThing.
- Your students blog or tweet or network in some way communicate and reflect about what they are reading
- Your desktop screensavers promote great reads, not Dell or Apple or HP.
- You link to available free ebook collections using such tools as Google Books, International Children's Digital Library (See our own [ebook pathfinder](#).)
- You review and promote books in your own blogs and wikis and other websites.
- You embed ebooks on your websites to encourage reading and support learning.
- You work together with learners to create and share digital booktalks or book trailers.

Collection Development

- You expand your notion of collection.
- Though you want to offer learners choice, you no longer strive for the standard catalog, long-tail, just-in-case approach. In tight times, with shared catalogs and easy online purchasing, a just-in-time approach may be more effective. You build your own collection collaboratively, with an understanding of the strengths and weaknesses of the available collections around you.
- Your collection includes: ebooks, audiobooks, open source software, streaming media, flash drives, digital video cameras, laptops, tripods, RSS feeds, and much more! And we should seek effective, federated approaches to ensure these diverse formats and platforms are equally and seamlessly accessible.
- You involve your community in collection building using interactive polls and web-based suggestion forms.
- You understand that library is not just a place to get stuff, it is a place to make stuff, collaborate on and share stuff. Not a grocery store, but a kitchen!
- Your collection—on- and offline—includes student work. You use digital publishing tools to help students share and celebrate their written and artistic work.
Facilities, your physical space

- You know your physical space is about books and way more than books. Your space is *alibratory*. You welcome, and create space for, media production—podcasting, video production, storytelling—producing and presenting.
- You welcome and host telecommunications events and group gathering for planning and research and social networking.
- You cope with ubiquity. No, you learn to love it. Ubiquity changes everything. In one-to-one schools, students may visit the library less frequently. In such environments, in all modern, truly relevant environments, library must also be ubiquitous. Library MUST be everywhere. Librarians must teach everywhere, in and outside of the library.
- You realize you will often have to partner and teach in classroom teachers' classrooms. One-to-one classrooms change your teaching logistics. You teach virtually. You are available across the school via email and chat.
- You know that laptops can actually walk back to the library for its space and additional resources in all formats.

NOTES:

12:45 - 2:15 Information Landscape , Access , Equity, Advocacy and Copyright, Copyleft and Information Ethics

Information Landscape

- You know that searching various areas of the Web requires a variety of search tools. You are the information expert in your building. You are the search expert in your building. You share an every growing and shifting array of search tools that reach into blogs and wikis and Twitter and images and media and scholarly content.
- You open your students to evolving strategies for collecting and evaluating information. You teach about tags, and hashtags, and feeds, and real-time searches and sources, as well as the traditional database approaches you learned way back in library school.
- You organize the Web for learners. You have the skills to create a blog or website or wiki or portal of some other type to pull together resources to meet the specific information needs of your learning community.
- You make sure your learners and teachers can (physically & intellectually) access developmentally and curricularly databases, portals, websites, blogs, videos, and other media.
- Your Web presence reflects your personal and professional voice. It includes your advice and your instruction. You make learning an engaging and colorful hybrid experience.
- You think of your web presence as a knowledge management tool for your entire school. It includes student-produced instruction and archived (celebrated) student work, handouts, policies, and collaboratively built pathfinders to support learning and research in all learning arenas. (Checkout Pathfinder Swap for examples.)
- You help learners put together their own personal information portals and Knowledge Building Centers to support their research and learning, using widgets, embedded media, and personal information portals like iGoogle and NetVibes and wikis and Google Sites.
- You intervene transparently in the research process online while respecting young people's need for privacy.
- You work with learners to exploit push information technologies like RSS feeds and tags and saved database and search engine searches relevant to their information needs.
- Your own feeds are rich with learning content, evidence of your networking. You embed dynamic widgets (including your own database widgets) wherever students live, work, and play.
- You integrate dynamic interactive features in your library's website—Google calendars, RSS feeds, delicious bookmarks, photo galleries, online presentations, blogs, surveys, polls, as ways to interact with and teach students.
Communication and publishing and storytelling
- You know that communication is the end-product of research and you teach learners how to communicate and participate creatively and engagingly. You consider new interactive and engaging communication tools for student projects.
- Include and collaborate with your learners. You let them in. You fill your physical and virtual space with student work, student contributions—their video productions, their original music, their art.
- Know and celebrate that students can now publish their written work digitally. (See these pathfinders: [DigitalStorytellingTools](#) and [DigitalPublishingTools](#))

Access, Equity.

- You are concerned about a new digital divide: those who can effectively find quality information in all media formats, and those who cannot.
 - You are concerned about a new digital divide: those who have access to the new tools for creation and publishing and those who do not.
 - You consider just-in-time, just-for-me learning as your responsibility and are proud that you own real estate your students' desktops and mobile devices 24/7.
 - You grapple with issues of equity. You provide open source alternatives to students and teachers who need them. You lend flash sticks and laptops and cameras and . . . You ensure your students can easily get to the stuff they most need by using kid-friendly terms and by creating pathfinders.
 - You ensure that all students have access to readings appropriate for their differentiated needs and offer books in a variety of formats.
 - You know that one-to-one classrooms will change your teaching logistics. You realize you will often have to partner and teach in classroom teachers' classrooms. You will teach virtually. You will be available across and outside the school via email and chat.
1. ● You don't stop at "no." You fight for the rights of students to have and use the tools they need. This is an equity issue. Access to the new tools is an intellectual freedom issue.

Copyright, Copyleft and Information Ethics

1. ● You teach students to care about their own digital footprints—and monitor them using people search tools.
2. ● You encourage students to develop academic—NOT invisible—digital footprints.
3. ● You teach students about norms for appropriate behavior in wikis and blogs.
4. ● You model respect for intellectual property in a world of shift and change. You encourage and guide documentation for media in all formats.
5. ● You lead students to Web-based citation generators and note-taking tools to guide them in these efforts.
6. ● You recognize and lead students and teachers to the growing number of copyright-friendly or copyleft portals.
7. ● You understand Creative Commons licensing and you are spreading its gospel.
8. ● You encourage learners to apply Creative Commons licenses to their own creations.
9. ● You are revising and expanding your notion of Fair Use in line with the Code of Best Practices in Fair Use for Media Literacy Education. You say "yes" a lot more. You know that in their creative remixes and mash-ups, students may use the copyrighted works of others in their own work without asking permission under certain conditions. You are discussing transformativeness with students and faculty. (See my post, The Cost of Copyright Confusion for Media Literacy and Fair use and transformativeness: It may shake your world)
10. ● You use a tool for reasoning whether a proposed use is Fair Use. (Tool for reasoning Fair Use.pdf)
11. You ask students to ask these two questions when they are using the copyrighted work of others in their own media:
12. Did the unlicensed use transform the material taken from the copyrighted work by using it for a different purpose than that of the original, or did it just repeat the work for the same intent and value as the original?
13. Was the material taken appropriate in kind and amount, considering the nature of the copyrighted work and of the use?
14. (From the Code of Best Practices in Fair Use for Media Literacy Education)

NOTES:

2:20 - 3:50 Leadership in Teacher & Student Learning

Professional Development and Professionalism

- You seek professional development that will help you grow even if it is not offered by your school district. Even if you don't get PD credit. You can't "clock" these hours.
- You build your own personal/professional learning network using social networking tools
- You guide your teacher colleagues in setting up their own professional learning networks.
- You read both edtech journals and edtech blogs, not just the print literature of our own profession.
- You follow selected educators, experts, authors, etc. with microblogging apps like Twitter
- You use Twitter to mine realtime chat about your professional interests. You use hashtags like #tlchat and #edchat
- You learn by visiting the webcast archives of conferences you cannot attend.
- You share your new knowledge with others using social bookmarking tools like Delicious and Diigo.
- You set up feed readers to push the blog of experts and educators you respect to you on a regular basis.
- You join a social network for instance:
 - [Classroom 2.0](#)
 - [TeacherLibrarianNing](#)
 - [English Companion](#)
 - [NCTE Conference Ning](#)
 - [ISTE Ning](#)
 - [Future of Education](#)
- You are contributing to the development of a new brand for our profession. When your students move on to the next library, they are going to expect visionary service and instruction and caring, helpful relationships.

Teaching and Learning and Reference

- You are figuring out how to be present for your learners and teachers 24/7, at the point of the instructional, research, or communication need. Ubiquity changes everything. With computers in every classroom and every home, heck with computers in every pocket, how are you going to share your wisdom and collaborate?
- You understand that learning can (and should) be playful.
- You understand that learning should be authentic.
- You understand that learning can be multi-modal, media-rich, customized to the needs of individual learners.
- You know the potential new technologies offer for interaction—learners as both information consumers and producers. You understand that in this world learners have the power to create and share knowledge.
- You are concerned that, when it matters, your students move beyond information *satisficing*.

- You are concerned that students learn to evaluate, to triangulate information in all media formats. In an increasingly complex world, it is essential that they learn to make information decisions, to evaluate all their information choices, including books, blogs, wikis, streamed media, whatever comes next.
- You continually share new understandings of searching, and evaluation, and analysis and synthesis, and digital citizenship, and communication, integrating and modeling our new standards, dispositions and common beliefs.
- You understand that exploration and freedom are key to engaging students in a virtual environment to promote independent learning.
- You know the potential new technologies offer for interaction—learners as both information consumers and creative information producers.
- You ensure that the library provides an independent learning environment that connects students and teachers in a social, digital, community.

(Wrap Up) Into the Future (acknowledging the best of the past)

- You unpack the good stuff you carried from your 20th century trunk. Rigor, and inquiry, and high expectations, and information and media fluency matter no matter what the medium. So do excitement, engagement, and enthusiasm.
- You lead. And you look ahead for what is coming down the road. You continually scan the landscape. As the information and communication landscapes continue to shift, you plan. You plan for change. Not for yourself, not just for the library, but for the building and for your learners.
- You see the big picture and let others see you seeing it. It's about learning and teaching. It's about engagement. If you are seen only as the one who closes up for inventory, as the book chaser, and NOT as the CIO, the inventor, the creative force, the change agent you won't be seen as a big picture person.
- You continue to retool and learn.
- You represent our brand (who the teacher-librarian is) as a 21st century information professional. What does the information professional look like today? Ten years from today? If you do not develop strong vision, your vision will be usurped by the visions of others. You will not be able to lead from the center.
- You enjoy what you do and let others know it. It's always better when you do what you love. (And, if you don't love this new library world, find something else to do.)
- You continue to consider and revise your vision and feed it with imagination. Think outside the box. Heck, there is no box!

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