MIL:
THE EDUCATIONAL AND TRANSFORMATIONAL ROLE OF SCHOOL LIBRARIES

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BIO

Luisa Marquardt

- teaches Library and Information Science at Facoltà di Scienze della Formazione dell'Università degli Studi "Roma Tre" (Faculty of Education, University "Roma Tre", Rome, Italy). She worked as a chartered librarian/library manager for over 20 years and as a librarians' educator and trainer as well; she has been professionally involved in school libraries, school librarianship and information literacy since late 1970s; takes part in work and research groups; contributes to library journals; translated the *IFLA-UNESCO School Library Manifesto into Italian*; edited the Italian edition of the IFLA Guidelines for School Libraries (AIB, 1995; 1998; 2004); and more recently - with Prof. Dianne Oberg - *Global Perspectives on School Libraries : Projects and Practices*, Berlin: DeGruyter-Saur, 2011 (IFLA Publication n. 148); collaborated with the Interuniversity Supercomputing Consortium CASPUR and the Goethe-Institut Italien.
- Director of "Biblioteca Statuario" a small but active community library.
- Active member of several associations (e.g., AIB, AIDA, IASL, IFLA,LAG Schulbibliotheken) and groups (e.g., ENSIL).
- Director Europe for IASL 2009-2012 and Member of the IFLA SLRC Section.
- Promoted and chaired many national and international meetings, among which the 38° IASL Conference (Abano-Padova, Sept. 4-9, 2009) EMMILE – European Meeting on Media and Information Literacy Education (Milan, Italy, Feb. 27-29, 2012) and the OPAM International Meeting on Literacy (Rome, Italy, May 18-19, 2012).
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OUTLINE

1. (School) libraries between old and new alphabets
2. SL Educational Role
3. SL Tranformational Role
4. Final remarks

1. LIBRARIES BETWEEN OLD AND NEW ALPHABETS

Education and libraries play a relevant role in achieving the ambitious goals posed by the UNO and UNESCO, such as creating inclusive societies based on information, knowledge, peace, mutual understanding, sustainable development etc.

School libraries, as a bridge between the inside and the outside of a school, between school instruction and information, communication, knowledge, culture. They can provide a reliable, comfortable, welcoming learning environment where pupils can acquire life skills, media and information literacy, flexibility and creativity, in a lifelong learning perspective, to become informed and active citizens.

THE LIBRARY AS LEARNING COMMONS

"Twenty-first century libraries provide places for students to gather—with their laptops, cell phones, and notepads—to exchange ideas, socialize, study, and learn as a group. A new Learning Commons will accommodate these diverse gatherings, becoming a home within a home in our library of the future."

http://www.pepperdine.edu/campaign/goals/libraries.htm

THE LIBRARY AS A VITAL LEARNING ENVIRONMENT

THE LIBRARY, HOME OF STORIES

(Reading at Lubuto Library, Zambia)

THE LIBRARY, A LAB FOR MULTIPLE LITERACIES

BETWEEN OLD AND...   NEW ALPHABETS

4 Rs

* Reading
* WRiting
* ARithmetic
* Reasoning

A Taxonomy of Literacies

© 2011 senseandref.blogspot.com

http://senseandreference.wordpress.com/2011/03/30/literacy-sucks/
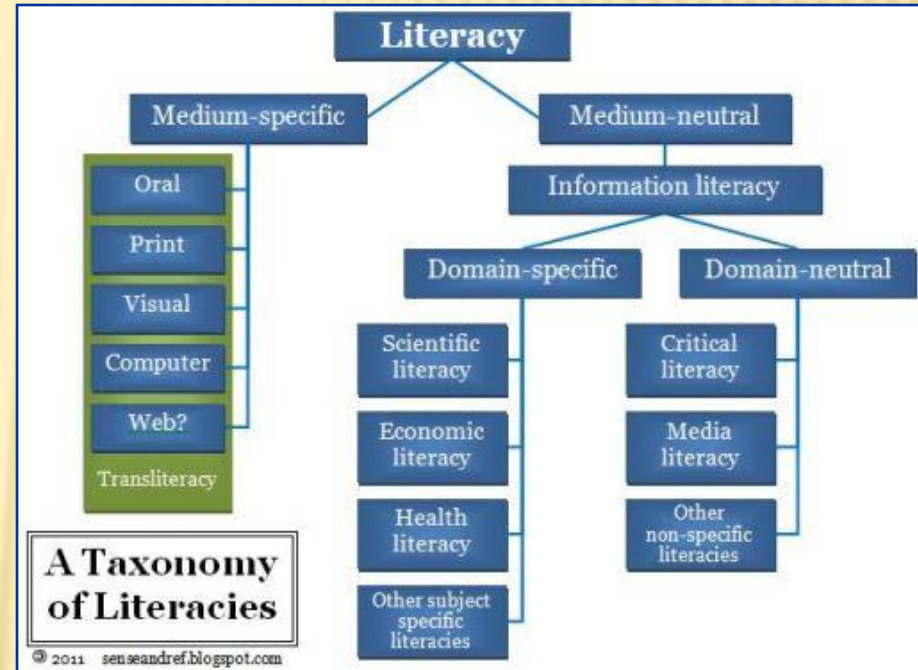
FROM FUNCTIONAL LITERACY   TO MIL

WHY DO WE NEED MIL EDUCATION?

"the combination of media literacy and information literacy in order to **achieve sustainable human development**, **build participatory civic societies**, and **contribute** to the consolidation of sustainable world peace, freedom, democracy, good governance and the fostering of constructive intercultural knowledge, dialogue and mutual understanding."
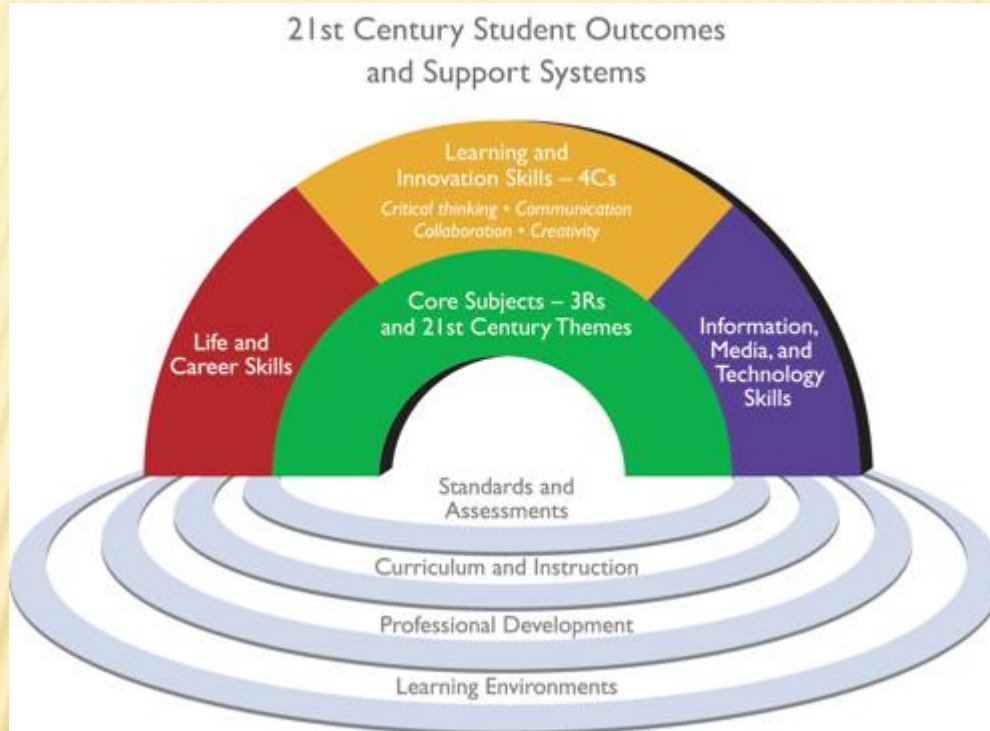
(Fez Declaration, 2011)

MIL EDUCATION …MISUNDERSTOOD

* Lack of proper national policies
* Lack of collaborative culture in schools (e.g., partnership between school teachers and librarians)
* User education
* Library induction
* Information literacy = computer literacy

21° CENTURY SKILLS

The P21 Framework: a combination of 21st century student outcomes (skills, content knowledge, expertise and literacies) and systems enabling students with 21st century multi-dimensional abilities

Partnership for 21st Century Skills (P21), 2011

21° CENTURY SKILLS

"A Dozen I-words Trump the 4 Rs"
(Jamie McKenzie, 2010)

21st Century Skills

Inference
Invention
Innovation
Inquiry
Influence
Inspiration
Imagination
Intuition
Integrity
Intention
Interpretation
Information
Insight

DIGITAL CITIZENSHIP

digital citizenship means the ability to use technology safely, responsibly, critically, and pro-actively to contribute to society.

- Information literacy standards, models and projects have been developed and are implemented in many countries. Nevertheless, an effective media and information literacy education is still a big challenge.

- Lessons learned from some best practices of information literacy education through school libraries – e.g., those recognized by the fruitful collaboration between the IASL (www.iasl-online.org) and the IFLA SLRC Section (www.ifla.org/en/school-libraries-resource-centers) and published in the IFLA Publication #148 - are presented here: they aim at providing a better understanding of the school library educational and transformational role.

2. THE SL EDUCATIONAL ROLE

THE R.O.A.D. PROJECT

Reading

Opens

All

Doors

- A successful integrated reading program at Genazzano College
- Fully embedded within the English curriculum (5 five school year levels)
- Evolution of the library services to meet students' need and technological change
- Assessment:
  - Y7) Audiofiles (Audacity); Y8) Showbag; 9) Photostory; 10) 3'-5' oral report

Genazzano College, Melbourne, Australia:
1. d'Houet Library
2. Grange Hill Library "a large and airy room bathed in light and full of colour. A secluded section for younger students is an ideal story area and seating for older students is positioned near the non-fiction collection for easy access to research books"

2. THE SL TRANSFORMATIONAL ROLE

* *Theoretical basis*: Constructivism
* *SL and Students' achievement*: Research in SLship and Evidence-based Approach (Carol Kuhlthau, Ross Todd, etc.)
* *Pedagogical implications*:

    Transformative education

    Transformative learning as a "process of examining, questioning,and revising those perceptions of our experience" (Mezirow, 2012)

A BODY IN THE LIBRARY

• A cross-curricular transliteracy project
• IL as a foundational discovery activity where students "investigate and walk through data with wisdom"
• *Transliteracy*: the ability to read, write, and interact across a range of platforms, tools and media from signing and orality through handwriting, print, TV, radio and film, to digital networks (Thomas et al, 2007).
• A murder mistery in the library to be solved
•Addressed to 160 students (boys)
• *Subjects involved*: English and Science, 8 y

A BODY IN THE LIBRARY

MIL aspects:

multimedia platforms were incorporated into the core teaching of English and Science topics, including use of digital media, online research, wikis for note-taking, tagging/social bookmarking for links, and online collaboration via chat in the school learning management system in co-operation with the library team.

supporting English and Science in approaches to literacy, information literacy and online learning,

the library team focused on ways to empower, enthuse, and stimulate meta-cognitive conversations

Source: Judy o'Connell, Australia

<http://heyjude.files.wordpress.com/2010/08/year_8_forensic_science.pdf>

IL IN NIGERIAN PRIMARY SCHOOLS

• Main project **goal**: developing IL through SL resources and services

• Main challenges:

➢ No libraries in primary schools

➢ Narrow school curriculum (some topics – e.g., birds, occupation, markets – were neglected, others – transportation, marriage, housing etc. - superficially treated)

➢ Lack of information and reading materials

IL IN NIGERIAN PRIMARY SCHOOLS

Phase 1:

➢ Collecting resources (human, institutional, cultural, natural) to go beyond the textbooks

➢ Topics as opportunities for independent learning and foundations for project work

➢ Workshops on IL

Phase 2:

➢ Workshops for Librarians and Teachers

Phase 3:

➢ Development of a Library Period Curriculum specifically designed to develop infoskills, promote reading, encourage use of the library

➢ The curriculum efficacy was tested in 10 schools with library (5 using the library   curriculum, 5 as control group). After 3 months, same assignment on marriage

FINAL REMARKS

ACCESS

- ✖ Development of public and school libraries
- ✖ Reach out remote communities
- ✖ Devoted and well equipped space

http://www.ethiopiareads.org/programs/mobile
http://news.bbc.co.uk/2/hi/africa/7777560.stm

http://sustainablecitiescollective.com/petersigrist/7664/el-biblioburro-donkey-library-and-other-mobile-libraries

ACCESS

* Improvement of reading materials in indigenous and official languages according to a specific collection building policy

http://www.ethiopiareads.org/programs/mobile

http://www.equaleducation.org.za/bookery
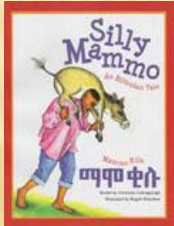
* Portal to reliable information (e.g., health info)

* Curation of school and local cultural heritage. Memory of local culture (e.g., podcasting oral narratives)

EDUCATION, TRAINING AND PD

- Well educated and trained professionals are functional to effective learning

- Library as a learning environment for librarians and teachers

- Workshops, meetings, online courses, PD

Johannesburg, June 2011

COLLABORATION

(Co-planning, co-working)

- Among faculties
- Between school teachers and school librarians
- Between the headmaster and the school librarian
- With public librarians
- Parents
- Etc.

ADVOCACY

- Associations' Role
- IASL-IFLA Joint Advocacy Kit
- UNESCO

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The Official Magazine of Equal Education

1 SCHOOL
1 LIBRARY
1 LIBRARIAN

SEE YOU…

In Helsinki, Finland
IFLA World Library and Information Congress
78th IFLA General Conference and Assembly
11-17 August 2012

✖ Libraries Now! - Inspiring, Surprising, Empowering

The Shifting
Sands of
School Librarianship

2012 IASL Conference, Doha, Qatar
November 11-15, 2012

Things change ... especially in the world of education. At the 2012 IASL Conference we will focus on these changes and what they mean to school librarians around the world.

Conference strands:

1. *Internationalism - Shifting Borders,*
2. *Collaboration - Shifting Relationships.*
3. *Creativity and Innovation - Shifting Needs, Expectations and Roles.*
4. *Literacies and Fluencies - Shifting Definitions.*

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Many thanks!
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