50 Ways to Love Your Library

Saskatchewan School Library Association

Carlene Walter

SASKATCHEWAN SCHOOL LIBRARY ASSOCIATION

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Analogous to Paul Simon's infamous song, there must be fifty ways to love your library. I'd like to help you in your struggle.

<div style="text-align:center">

September

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Back to School – Hispanic Heritage Month- Banned Book Week - Realistic Fiction Focus

#1 – Join the SSLA

The Saskatchewan School Library Association is to provide leadership for the development, promotion, and improvement in school libraries in order to enhance student learning. Visit SSLA's Web site (www.ssla.ca) to become a member today!

#2 – Make an Event of It!

Attract patrons by selecting an engaging theme that offers broad possibilities for developing students' conceptual understanding in concert with building reading skills. An effective theme offers varied opportunities for inquiry, the incorporation of quality literature, and the ability to build connections and skills such as finding evidence from text, predicting, and inferring.

To create an effective theme:

- Select a theme rich in possibilities for interdisciplinary connections
- Identify literacy outcomes
- Design learning activities
- Furnish the library accordingly

Read Up On It (http://www.collectionscanada.gc.ca/read-up-on-it/015020-100-e.html) is a free publication that highlights notable Canadian books on a given theme.

The ALA (http://www.alastore.ala.org/) has promotional items to support thematic planning.

#3 – Document

Build a portfolio of evidence-based research to document the positive and significant effect your school library has upon student achievement. Evidence-based practice is "knowing and showing how the school library program helps students learn" (Todd). The data provides accountability and is a means of reflecting upon your practice.

OSLA's *Teacher-Librarian Toolkit* (http://www.accessola.com/osla/toolkit/home.html) contains a wealth of assessment tools and strategies for gathering irrefutable evidence that your school library program improves student achievement.

#4 – Define Your Role

This changing learning landscape demands school libraries to undertake a different approach to literacy instruction in order to meet the needs of the 21ˢᵗ century learner. *Connections* (http://www.publications.gov.sk.ca/details.cfm?p=24424), a document published by the Saskatchewan Ministry's of Education, describes the contributions of school libraries to student learning and presents a renewed vision for school libraries. Steeped in research, the document outlines the role of a teacher-librarian and provides assistance to in planning for effective school libraries that will meet the needs of students and teachers into the future.

#5 - Plan to Collaborate

Effective planning enables teacher-librarians to make decisions about the key components of the school library program. To foster the articulation of a robust and innovative library program, teacher-librarians must forge partnerships with all stakeholders in the educational process.

Nurture a collaborative culture by cultivating effective partnerships which help teacher meet their existing priorities. Besides curriculum achievement indicators, develop a yearly plan that incorporates:

- Collaborative planning and teaching
- Individual and collaborative student inquiry
- Information literacy skills
- Staff development
- Booktalks and storytimes
- Book clubs
- Resource based learning experiences and environments (the use of diverse resources - print, non-print, and human resources – to achieve subject and information literacy objectives)
- Program Administration

To assist with planning, OSLA's *Long-Range Planning Document* (http://www.accessola.com/osla/toolkit/How/longrangeplanning.html) and *Collaborative Planning Guide* (http://www.accessola.com/osla/toolkit/How/CollaborativePlanningGuide.html).

#6 – Advocate

Communicate the resources and expertise teacher-librarians provide to build effective partnerships and influence decision-making. Promote the school library by demonstrating how the services of the teacher-librarian can advance student achievement and thus build a literate learning community.

- Communicate through print and non-print messages, tools, and resources
- Promote interest in service and materials by advertising the professional and student resources available in the library resource centre
- Collect and share the evidence showing the relationship between the school library program and student achievement

Advocacy tools and resources can be found at CLA's *Library Advocacy Now!* (http://www.cla.ca/divisions/capl/advocacy/) and *ALA's Toolkit for School Library Program* (http://www.ala.org/ala/pio/campaign/schoollibrary/schoollibrary.cfm)

Thanksgiving – Halloween - Fire Prevention Week - Saskatchewan Library Week – World Teacher Day – Teen Read Week - Mysteries Genre Focus

#7 –Orient Students to the Library

Traditionally, the role of the teacher-librarian was the matron of books and the provider of library skills in isolation. Effective library programs are not isolated, but integrated into the curriculum. Research has demonstrated that the teaching of library skills in isolation is, at best, ineffective, and in some cases worse than no library instruction at all (Truett).

Orientation to the library cannot be isolated from contextual learning. Help students find, and use, the resources and services that the library offers by integrating orientation activities with classroom concepts, themes, or inquiries.

Ban Those Bird Units (Loertscher, Koechlin, & Zwaan) and *Beyond Ban Those Bird Units* (Loertscher, Koechlin, & Zwaan) provide ways to create very high-level think units when teachers bring learning activities into the information-rich and technology-rich environment of the library.

#8 – Celebrate Special Days

Enliven your library with displays coordinated with holidays, author birthdays, and other special holidays.

- Celebrate *Saskatchewan Library Week* from October 20-27th! The Saskatchewan Library Week Committee (http://www.lib.sk.ca/sla/sasklibweek.html) is pleased to announce that the theme for 2008 is *Library Power*.

- Celebrate the sixth anniversary of *National School Library Day* (http://www.clatoolbox.ca/casl/nsld.html) on Monday, October 27th, 2008.

- *Education World* (http://www.education-world.com/holidays/) lists resources for a wide variety of holidays and celebrations.

#9 – Attend SSLA's Learning Event

Saskatchewan School Library Association is pleased to announce that Sharon Grimes, author of *Reading Is Our Business,* will present her first of three virtual conferences on October 14th. For more information or to register, visit the SSLA Web site (http://www.ssla.ca/).

#10 – Engender Literacy

Interested in building an innovative, robust library program? Donna DesRoches and Carlene Walter, collectively known as the *Disruptive Innovators*, present a learning opportunity geared to the professional development of teacher-librarians. To participate, visit http://disruptiveinnovators.wikispaces.com/Books+%26+Web+2.0.

Remembrance Day – National Media Education Week -Historical Fiction & Informational Text Twinning

#11 – Build A Community of Readers

To promote and encourage reading, (Preddy):

- Booktalk literature and informational text using a variety of formats
- Invite primary students for storytelling sessions
- Create annotated bibliography bookmarks
- Host book club parties – Students read the same book or material from the same theme, genre, or author. Activities can include directed discussion, informal booktalking, or related games or activities
- Encourage each teacher to regularly schedule self-selected reading-book checkout time
- Design signs and posters of new material, current reading trends, a particular genre, or thematic reading program
- Involve students and teachers in selecting books and other resources for the library

Carlene Walter features storytimes for each month of the school year (http://www.spiritsd.ca/eclection//storytimes/storytimes_monthly/storytime_monthly.htm).

Rob Reid's *Cool Story Programs* (http://www.amazon.ca/Cool-Story-Programs-School-Age-Crowd/dp/083890887X/ref=sr_1_5?ie=UTF8&s=books&qid=1219212352&sr=1-5) features eighteen themes with specific suggestions for tailoring the program for preschoolers and for fifth and sixth graders.

#12 – Support Saskatchewan Literacy Initiatives

The Saskatchewan Young Readers' Choice Awards, the Willow Awards (http://www.willowawards.ca/), are granted annually to the authors of Canadian children's books voted by students as the best of those nominated in the designated categories.

In an effort to encourage participation by all children, regardless of the level at which they are reading, three awards have been established:

- The Shining Willow Award for books written for young readers.
- The Diamond Willow Award for titles written for upper elementary readers (grades 4-6).
- The Snow Willow Award for books for young people in grades 7 - 9.

Students may vote in any category in which they have read the minimum number of books required. Individual ballots or class tallies of individual votes may be submitted.

The winner receives a specially commissioned piece of artwork by a Saskatchewan artist at the annual SaskEnergy Willow Awards Presentation Gala that is held at the end of May or beginning of June.

Support this free Saskatchewan literacy initiative by participating in the Willow Awards!

#13 – Model

To cultivate literacy, it is inefficient to simply share enjoyment of literature. To help student interact with and comprehend read material, teacher-librarians must explicitly model and propagate the same strategies that proficient readers employ to make sense of read material: make connections, draw upon prior knowledge, create visual imagery, make inferences, ask questions, determine important ideas, and synthesize what they read (Grimes, 2006; Keene and Zimmerman, 2007; Miller, 2002).

Teaching comprehension strategies means teaching readers how to become actively engaged with the text, construct and deepen understanding, and to build a repertoire of strategies they can use flexibly in many circumstances and with a variety of texts, genres, and contexts.

Sharon Grimes (2006) outlines five steps to transform school libraries into making reading the "business" of the teacher-librarian:

- Encourage discourse and reflection
- Teach comprehension strategies through storytimes
- Create a forum for the arts
- Create a community of readers through shared questions
- Share your expertise with parents and teachers

#14 – Develop a Presence

Create a personal learning environment to filter the information deluge and to keep frequently visited Web resources on one customizable page. Start pages enable a teacher-librarian to showcase a collage of tools to achieve intended learning aims - content, links, gadgets, and widgets – all without having to know html.

There are many different personalized start pages, including:

- iGoogle
- Netvibes
- Pageflakes

Learn more about start pages:

- Compare the features of the various Start Pages: http://mashable.com/2007/06/29/personalized-homepages/
- Malina Ivanoka's paper explores the functionalities and usefulness of start pages: http://sunsite.informatik.rwth-aachen.de/Publications/CEUR-WS/Vol-349/ivanova.pdf.
- Valenza, in her NeverEndingSearch blog, discusses start pages in her post Creating 2.0-style textbooks http://www.schoollibraryjournal.com/blog/1340000334/post/770029677.html?nid=
- Micheal Wesch's creates his course portal using NetVibes: http://www.netvibes.com/wesch#Digital_Ethnography

#15 – Rethink Collection

"To survive and thrive in the 21st century, school libraries must rethink collections and services (Church). Teacher-librarians must think outside the book to include digital media – ebooks, audiobooks, podcasts, streaming media, laptops, digital cameras, flash sticks, and much more" (Asselin and Dorion, 2008).

As the 21st century learner accesses information beyond the school walls, the collection of a school library must include multiple, diverse resources that bridge print and digital terrain and allows students 24/7 access.

Explore the following sites:

- Playaway - http://store.playawaydigital.com/
- LookyBook - http://www.lookybook.com/
- Nancy Keane's Daily Podcasts - http://nancykeane.com/booktalks/podcast_list.htm
- KidVidLit - http://www.kidvidlit.com/main/

Christmas – Hanukah – Kwanza – Fantasy Genre Focus

#16– Invite Guests

Feature speakers, storytellers, illustrators, or authors who share knowledge on a topic of student interest. The Saskatchewan Writers Guild (http://www.skwriter.com/programdesc.asp?id=43) arranges reading tours throughout the province for both well-known and emerging national and Saskatchewan writers.

Explore virtual environments as a means of connecting with geographically distant speakers. Skype (http://www.skype.com), an Internet-based phone service, allows school libraries to feature guest presenters from across the country. Read Carolyn Foote's article *See Me, Hear Me, Skype In The Classroom* (http://www.schoollibraryjournal.com/article/CA6515247.html)

#17 – Embrace the Standards for the 21st Century Learner

In order to embrace the changing information landscape, AASL has to developed new learning standards for school library programs. *Standards for the 21st Century Learner* (http://www.ala.org/ala/aasl/aaslproftools/learningstandards/standards.cfm) serve as a tool for teacher-librarians to use to shape the learning of students.

#18– Share

Share your photos with a global audience. Photosharing sites, such as *Flickr* (http://flickr.com), allow photos to be uploaded and searchable through the addition of comments, descriptions, and tags. Photos are stored at *Flickr* can be accessed them from any Internet connected device.

UTechTips (http://www.youtube.com/watch?v=QLo4355l6QE) provides an overview of how *Flickr* can be used with students.

#19 – Extend Your Program

The reimagining and reshaping of a school library involves not only rethinking instructional practices, but also access practices (Todd). Students access information outside the confines of the library, therefore it is imperative that teacher-librarians transcend the physical space by extending services beyond its four walls.

Discover ways to deliver 24/7 access to library resources to every learner.

#20 – Attract Volunteers

Recruit and orient volunteers!

Winter - Year's Day – Diaries and Memoirs

#21 – Attend SSLA's Learning Event

Saskatchewan School Library Association is pleased to announce that Sharon Grimes, author of *Reading Is Our Business,* will present a virtual conference on January. For more information or to register, visit the SSLA Web site (http://www.ssla.ca/).

#22 – Announce the Winners

Two of the most prestigious annual children's books awards are announced every January at a Monday morning press conference that takes place during the American Library Association Midwinter Meeting. The Caldecott Medal is given in recognition of excellence in picture book illustration and the Newbery Medal is awarded to current year's most distinguished contribution to American literature for children.

Newberys & The Net (http://eduscapes.com/newbery/new.html) integrates Web resources with award-winning children's books.

Caldecott Connections (http://eduscapes.com/caldecott/index.htm) activities that extend, expand, and enhance these award-winning books.

#23 – Be Ethical

Social and ethical responsibilities are necessary for living in today's networked world. Lessons on respecting digital rights are imperative in a fluid environment in which students grab and swap information (Embrey 2005). Conscientious users and producers of knowledge:

- Represent knowledge of others accurately and appropriately
- Develop values associated with the fair and honest use of information and distributed and socially constructed knowledge
- Understand fair use; copyright and copyleft, and Creative Commons. Visit the Copyright Friendly Wiki - http://copyrightfriendly.wikispaces.com/
- Develop respect for open source and open knowledge principles which allow for equitable distribution and access to knowledge for all
- Respect confidentiality, intellectual property and illegal uses of knowledge and information

It is the "ethical imperative" of teacher-librarians to teach patrons how to be their own gatekeepers (Warlick 2007).

#24 – Prepare Students for Research

Although today's students are savvy in accessing the Internet, research shows they are not proficient in searching this digital landscape. Today's learners possess limited understanding of the Internet as a collection of resources from different providers and lack of knowledge of more effective key word search strategies (Rowlands & Nicholas, 2008). They approach the results list with a "click and grab" strategy by most often selecting the first sources on the list with

minimal or not review and evaluation of its relevance and quality (Guinee, Eagleton, & Hall, 2003; Henry, 2006). Finally, cutting and pasting rather than rewording and recording are dominant processes when students are taking notes from online information (Lathrop & Foss, 2000).

Shift from research tasks predominately frames as fact-gathering activities to meaningful inquiry - using located and evaluation information to create knowledge and share ideas (Todd, 2008).

#25 – Examine Life beyond Google

Students must learn to expand their search for answers beyond the fraction of resources identified through search engines such as Google. When information comes from a network, it is not always obvious where it came from, who wrote it, or why (Warlick, 2007).

They need to mine the Internet by choosing appropriate databases, performing Boolean searching, designing Internet search strategies, and evaluating Web site (Craver 2002).

Black History Month - Dental Health Month - Groundhog Day - Valentine's Day – 100 Days of School

#26 –Submit Vote for Willows

To be eligible, students must submit their vote for their favourite nominated Willow book by the end of February.

#27– Socially Bookmark

Want to stay current and see relevant information? Social bookmarking allows you to save your favourite links and send them to friends and colleagues. It also allows you to browse through items other people have deemed interesting or links belonging to a category of importance. As your bookmarks are online, you can retrieve and edit your list from any Internet connected computer.

Demonstrate the educational benefits of social bookmarking to your staff:

- Share student-created bookmarks on research topics
- Network with others who have shared interests
- Collaborate with teachers to create a list of relevant links for each subject area

The following is a list of popular social bookmarking sites:

- Del.icio.us - http://del.icio.us
- Mister Wong - http://www.mister-wong.com
- Blogmarks - http://blogmarks.net
- Diigo - http://www.diigo.com/
- StumbleUpon - http://www.stumbleupon.com

#28 – Subscribe to Your Favourite Sites

Managing the glut of information on the Internet can be overwhelming. RSS, or Rich Site Syndication, allows users to subscribe to the feeds of their favourite Web sites. This means content from blogs and Web sites is delivered to the subscriber in one convenient location. Instead of revisiting favourite sites to see if new information has been added, the subscriber can visit their RSS reader to instantly receive the updates of their favourite sites.

Popular RSS readers available:

- Bloglines - http://www.bloglines.com/
- Google Reader - www.google.com/reader
- Feedbucket - www.feedbucket.com

#29 – Communicate

Web 2.0 is opening up even more opportunities for school librarians to better engage users. It invites "exploration, communication" and "collaboration". Rather than viewing the Internet only as an environment in which to

consumption of information, see the digital environment as a way to connect to the world and to create information. Reply to a blog or add value to a wiki.

Popular school library blogs and wikis:

- School Library Journal Blogs - http://www.schoollibraryjournal.com/blogs.html
- Classroom 2.0 Wiki - http://www.classroom20wiki.com/

Start a blog or a wiki to generate conversation, showcase student writing, provide a platform for peer review of work, and to disseminate learning beyond the classroom.

#30 – Evaluate Sources

To help students leverage the diverse Internet material, teacher-librarians must develop an intellectual context to electronic content. Students must possess the skills to deeply and critically evaluate information to uncover perspectives both present and absent and determine the authenticity and reliability of sources. McPherson (2008) refers to the sophisticated critical thinking skills and communication abilities needed to navigate the Internet as global criticality.

Asselin and Dorian (2008) emphasize that critical literacy entails more than asking "Is this credible?", but rather asking such questions as "what is credible?", "Who decides?" "What does this person have invested in this information?" "How does the author get me to believe him/her?" "How does the information influence my thinking on the subject?"

Helpful links:

- Quality Information Checklist - http://www.quick.org.uk/menu.htm
- Knowing What's What and What's Not (Media Awareness Network) - http://www.media-awareness.ca/english/resources/special_initiatives/wa_resources/wa_shared/tipsheets/5Ws_of_cyberspace.cfm
- The Internet Detective - http://www.vts.intute.ac.uk/detective/

Women's History Month - St. Patrick's Day – Spring – Easter - Folklore

#31 – Attend SSLA's Learning Event

Sharon Grimes, author of *Reading Is Our Business*, presents her third virtual learning event focused on literacy - building information, technology, and reading literacies to enhance student learning and professional development for teachers. To register, visit www.ssla.ca today!

#32 – Get a New Image

Share your captured images with a global audience in one or more of the four following ways:

- Photosharing sites provide online storage space for your photos from which you can organize, tag and share
- Slideshows and other photo-based tools allow you to upload your images from your computer to create a presentation
- Image Generators allow the user to modify images.
- Image editors provide editing capabilities and ways to add effects to images.

Explore:

- Bubbleshare - http://www.bubbleshare.com/
- FD Flickr Toys - http://bighugelabs.com/flickr/
- Flickr - http://www.flickr.com/
- ImageChef - http://www.imagechef.com/
- Glogster - http://www.glogster.com/

#33 – Retool

Provide 21st century learners with opportunities to represent their learning in new creative ways. Foster opportunities to demonstrate their critical and creative thinking using slide shows, multimedia tools, Web site design, Web 2.0 tools, and CD and DVD productions (Asselin & Doiron, 2008)

- Examples of Web 2.0 in an elementary setting - http://www.thematzats.com/itselementary/studenttools.html
- A social network for teachers using 2.0 tools - http://www.classroom20.com/

#34 – Attend SSLA's 50th Anniversary Conference

In partnership with the IT Summit, the SSLA will be hosting a face-to-face conference in Saskatoon on March 23-24. The conference offers an opportunity to celebrate a half-century of school librarianship. Complete with a gala and outstanding keynote speaker, the 50th Anniversary SSLA Conference is a professional development opportunity not to be missed!

#35 – Share and Collaborate Online

Create, collaborate, store and share content instantly, online, and in real time! Whether you are creating new content or uploading existing material, all your work can be accessed from any computer. You can choose to work on your material individually or collaboratively.

The educational benefits of using Web-based word processor, spreadsheet, and presentation applications are:

- The promotion of group work and peer editing skills
- The publication of announcements about upcoming assignments
- The monitoring of student progress
- The ability to provide feedback while a student is in the midst of creating. The revisions history details who has contributed to the material and the time of their contribution. Feedback can originate from teacher, peer, and relatives
- The organizational ability – material is stored online and often automatically saved, therefore the threat of loss is depreciated
- The ability to collaborate with peer regardless of geographically and time constraints them stay organized and keep on top of their assignments

Popular Web-based productivity and collaboration tools:

- Google Docs and Spreadsheets - http://docs.google.com/
- Zoho Writer - http://writer.zoho.com/jsp/home.jsp?serviceurl=%2Findex.do

April Fool's Day - Poetry Month - Earth Day

#36 – Reform Presentations

Are your PowerPoints engaging presentations or an exercise in "Power Point-lessness"? As an instruction specialist, explore alternate presentation options offered by Web 2.0 tools. Regardless of the medium, question the presentation's ability to engage the intended audience in creating open-ended opportunities for participation, exploration, and construction of knowledge.

Rethink what PowerPoint, what presentations should/could be -
http://informationfluency.wikispaces.com/Digital+Storytelling+and+Reforming+PowerPoint

Alternates to PowerPoint:

- Slideshare - http://www.slideshare.net/
  Accepts PowerPoint, PDF, and OpenOffice , with a maximum file size of 30 MB.
- Sketchcast - http://sketchcast.com/Sketchcast
- Jing - http://www.jingproject.com/

#37 - Research

To be an instructional leader, teacher-librarians must remain abreast of current research in librarianship, teaching, and learning.

- *What works: Research you can use* (Ken Haycock) - http://www.teacherlibrarian.com/tltoolkit/works.html
- *Keeping up with the research linking school library media center programs to achievement* (David Loertscher) - http://www.davidvl.org/research.html
- *School libraries and student achievement in Ontario* (OSLA) http://www.accessola.com/data/6/rec_docs/137_eqao_pfe_study_2006.pdf
- *Student learning through Ohio school libraries : The Ohio Research Study* (Todd & Kuhlthau) - http://www.oelma.org/studentlearning/
- *Impact of school library services on achievement and learning* (Williams, Wavell, & Coles) - www.rgu.ac.uk/files/Impact%20of%20School%20Library%20Services1.pdf
- *School libraries work* (Scholastic) http://www2.scholastic.com/content/collateral_resources/pdf/s/slw3_2008.pdf

#38 – Experience a Webinar or Webcast

A webinar is an online seminar recorded or in real time, which could include interactive components such as the ability of participants to submit questions, the ability for the speaker to receive immediate audience feedback.

A webcast is a live or recorded broadcast that is distributed over the Internet using streaming media technology.

- EdTechTalk - http://www.edtechtalk.com/

- Linworth Publishing - http://store.linworth.com/index.php?main_page=index&cPath=75

#39 – Tell a Digital Story

Storytelling no longer regulated to just print. Web 2.0 tools allow a myriad of ways for students to compose and share their stories with a global audience. Help students to creatively synthesize their reflections in text, images, music, and video.

Read More:

- Centre for Storytelling - http://www.storycenter.org/whatis.html
- 50 Ways To Tell A Story (Levine) - http://cogdogroo.wikispaces.com/50+Ways
- Educational Uses of Digital Storytelling - http://www.coe.uh.edu/digital-storytelling/examples.htm

Explore:

- RockYou - http://www.rockyou.com/
- Animoto - http://animoto.com/
- Pictobrowser - http://pictobrowser.com/
- Slide - http://www.slide.com/
- VoiceThread - http://voicethread.com/
- Splashcast - http://www.splashcast.net/
- Toufee - http://www.splashcast.net/

Asian and Pacific-Island Heritage Month - Cinco de Mayo- Mother's Day – Legends and Myths

#40 – Write reviews

Reading has become a social activity. Bibliophiles can connect and contest their favourite reads using online book clubs, book trading networks, and social media sites designed for book lovers. Share the books of importance to you, rate and review what you have read, and connect with readers who share your interests. . Encourage students to share also their thoughts on read books with a global audience.

In the library:

- Shelf Talkers are paper announcements of a certain topic or section that may be of interest or to highlight new additions to the school library. The Shelf Talkers are attached to or placed on library shelves to catch the eye of patrons A template for Shelf Talkers is available at http://statelibrary.dcr.state.nc.us/ld/youth/vbps/templates/templates.htm

Online:

- LibraryThing - http://www.librarything.com/
- Shelfari - http://www.shelfari.com/
- MyLibrary - http://books.google.com/googlebooks/mylibrary/

#41 – Instruct Staff

The *Connections* document (Ministry of Saskatchewan, 2008) outlines the responsibilities of a teacher-librarian in the area of instructional leader. The teacher-librarian, as an instructional leader, is to provide support to teachers in their personal and professional development.

Host a learning event for teachers to interact, collaborate, and learn. As it is often unfeasible for interested participants to attend your learning event, consider hosting an online meeting. Participants join the "online classroom", allowing them to view your screen content in real time.

Online meeting tools

- Mikogo - www.mikogo.com/
- Yugma - http://www.yugma.com/
- VYew - http://vyew.com/site/

#42 – Podcast

Podcasting is the distribution of content, audio, video, even PDFs or other content) using the enclosure tag of an RSS feed. A podcast is distinguished from other digital media formats by its ability to be syndicated, subscribed to, and downloaded automatically when new content is added, using an aggregator or feed reader capable of reading feed formats such as RSS (Wikipedia).

Use podcasts as a communication tool or an alternative format for book reviews and instructional materials.

For information of how to create podcasts and examples, visit Podcasting – *Reach Them On Their Own Turf* - http://www.waynesboro.k12.va.us/co/klera/podcast/PodHome.html.

Popular podcasting sites:

- Odeo - http://odeo.com/
- Podanza - http://www.podanza.com/
- Podcast Blaster - http://www.podcastblaster.com/
- YouLoud - http://www.youloud.com/

#43 – Change Your Look

An avatar is a person's persona or representation of one's self on Internet forums and other communities. An avatar can be used to help retain the user's anonymity in online communities; however the representation can be customized to reflect their own appearance, identity and personality

- Meez - http://www.meez.com/home.dm?
- Gizmoz - http://www.gizmoz.com/
- Create an avatar for Second Life - http://secondlife.com/whatis/avatar.php

#44 – Share

Submit an article to *The Medium* detailing an aspect of your innovative library program. Detail how you have helped engendered literacy and made students better readers, writers, and users of information. To submit an article, visit www.ssla.ca.

#45 – Feature an Author

Profile an author or illustrator using information from their own Web site, articles about the author, promotional material from publishers, and a list of their books.

Father's Day – Summer- Library Weeding and Inventory

#46 – Poll Your Users

Is your library program engaging and effective? Create an online poll to determine the program's effectiveness on student learning. Free online polls can also be used to

- Inform collection choices

- Survey teachers about their professional needs
- Determine students' reading preferences
- Collect information of students' understanding
- Discover students' opinions on chosen issues

Online Poll Creators
- PollDaddy - http://polldaddy.com/
- SurveyMonkey - http://www.surveymonkey.com/
- Easy-Poll - http://www.easy-poll.com/

#47 – Read for Pleasure

Just as play is vital to one's well-being, reading for pleasure is vital in improving literacy (Lockwood, 2008). Due to the focus on tests, students are spending less time reading for pleasure and are instead are concentrating on decoding text (Ofsted, 2004). Cultivate the vital role of nurturing young readers with a life-long love of books by embracing the pleasure of reading yourself!

#48 – Get a Life

A second life that is! Explore multi-user virtual environments to provide a heightened level of interactivity and realism to tasks. Virtual worlds offer an innovative shared space in which to carry out "authentic tasks as real workers would, explore new terrain, meet people of different cultures, and use a variety of tools to gather information and solve problems" (Haycock & Kemp, 2008).

Second Life has a number of active educational groups who collaborate inside the metaverse and who keep in touch using the group system tools. Places to visit:

- *Eduisland* (http://slurl.com/secondlife/Eduisland%20II/95/101/22) is for K-12 educators, focusing on collaboration and communication of events in Second Life that are useful to support teaching and learning.
- The *Alliance Second Life Library Project* explores the use of virtual worlds to promote and provide online library services. They have established InfoIsland (http://slurl.com/secondlife/Info%20Island/90/128/34) to support a range of events, discussions, displays and presentations.

- *Orientation Island* (http://slurl.com/secondlife/Orientation%20Island%20Public/128/128/0) offers self-paced tutorials on the basics of Second Life, such as how to move around, how to change you appearance and how to communicate.

#49 – Create a Summer Reading List

Help create a summer filled with quality reading experiences. Although students should have choice in their reading material, the provision of a list helps locate books that align with student interests. Summer reading lists could include award winning books, cherished favourites, and new notables. Each year, ALSC lists the best books:

- http://www.ala.org/ala/alsc/awardsscholarships/childrensnotable/notablecbooklist/currentnotable.cfm
- http://www.ala.org/ala/yalsa/booklistsawards/booklistsbook.cfm

#50 – Relax

Sit back and relax as in two months, school begins again!

Like the ending of Simon's song, I hope you realize I probably was right. There must be fifty ways to love your library; fifty ways to love your library.

50 Ways to Love Your Library

Saskatchewan School Library Association

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