Tracy Richter

Professional Reading # 1

**Topic:** Information literacy/ fluency and 21st century literacy types

**Article Link:** <http://www.thedigitalshift.com/2013/05/opinion/test-drive/researchready-test-drive/>

**Article Citation:** Hastings, J. (2013). *SLJ reviews information literacy courseware research ready*. Retrieved from <http://www.thedigitalshift.com/2013/05/opinion/test-drive/researchready-test-drive/>

**Summary & Reflection**

This article is all about a new courseware technology that will help students become more knowledgeable about information literacy and become more fluent with the subject. One major job of a school librarian is to teach students about information literacy, such as researching skills, using databases, citing sources, etc. This courseware seems to be a great tool for school librarians to use in their library and to help students with these critical 21st century skills. Hastings (2013) promotes the use if this tool because it enables students to watch a cartoon, rather than a librarian lecture to them, in order to learn about things like, primary and secondary sources, “The Invisible Web,” how to evaluate websites for credibility, and much more. I think this tool is a great idea! I can see myself getting interested in using it, however I would use this tool as an introduction to information literacy, and then teach more about afterwards, in order for them to apply what they learned from it, to practical and real-life circumstances, to make it more authentic to them. Another aspect of this tool is the price. You can sign-up for a free trial version, but after that you have to pay for it, and it could add up. I would sign-up for the free version first and then evaluate it to see if my students would find it beneficial before going out and purchasing it blindly. You can also use this tool on a tablet, which I think is a really nice feature as schools are starting to purchase those devices more and more, and to have a software application like that for them to use on it, would be a great idea. Information literacy is such an important skill for students to be fluent in it, therefore having technology to make it more engaging for the students is something that I can foresee being very useful and beneficial in school libraries across the country.

Tracy Richter

Professional Reading # 2

**Topic:** Libraries and Transliteracies

**Article Link:** <http://proxy-tu.researchport.umd.edu/login?ins=tu&url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=87625911&site=ehost-live>

**Article Citation:** Gogan, B. & Marcus, A. (2013). *Lost in transliteracy: How to expand student learning across a variety of platforms*. *Knowledge Quest, 41*(5), 40-45. Retrieved from <http://proxy-tu.researchport.umd.edu/login?ins=tu&url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=87625911&site=ehost-live>

**Summary & Reflection:**

Before reading this article, I wasn’t quite sure what transliteracy meant and even one of the authors, Adam Marcus, was unsure of the term before he started to do his research, too. Transliteracy is being able to use various platforms in order to read, write and interact with others (Newman et al., 2011 as cited in, Gogan & Marcus, 2013). These kinds of platforms comprise of print, games, television, the web, mobile devices, and more, and they are being increasingly promoted to be used in schools. School librarians were made for the role of teaching students how to effectively use transliteracies for their learning and for their everyday lives. Using transliteracies for learning can truly immerse students into their learning on a whole new level. Marcus (2013) discussed how he used transliteracies during a summer reading club, by using the Web 2.0 tool Voicethread in order for students and teachers to share their thoughts and ideas about a book through text, audio, video, music, etc. He commented that students were able to think critically and create new and original ideas, by communicating with each other through these various platforms. Marcus, remarked that the only aspect he would change about the program and the use of transliteracies, is to promote it more and create more professional developments or workshops to enhance how teachers and parents can participate and support their students more (Gogan & Marcus, 2013). The authors suggest checking out Gwyneth Jones’s *The Daring Librarian* blog to find out more ways for school librarians to incorporate transliteracies into their libraries. I thought this was really cool, because she is actually a teacher in Howard County where I am from, and I plan on visiting her library to observe for this class. I will definitely take the opportunity to ask her questions about transliteracies and how she uses them in her library.

Tracy Richter

Professional Reading # 3

**Topic:** Web 2.0 and 3.0 Tools

**Article Link:** <http://proxy-tu.researchport.umd.edu/login?ins=tu&url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=38813472&site=ehost-live>

**Article Citation:** Baumbach, D. J. (2009). Web 2.0 & you. *Knowledge Quest, 37*(4), 12-19.

**Summary & Reflection:**

This article discusses the importance of school librarians learning about and using web 2.0 tools in schools. Web 2.0 tools are essentially a way for people to be able to access, read, and communicate through internet software (Baumbach, 2009). In my opinion web 2.0 tools are essential for everyone in the school in order to share ideas, collaborate, and learn from one another. I definitely agreed with the article, stating that school librarians should be the leaders and promote these tools to students and teachers (Baumbach, 2009). Unfortunately, Baumbach (2009) found, after taking a survey of 631 participants, less than 30% of the school librarians had accessed or used them for their school library program, and over 70% had, “never taught anyone how to create a blog, a wiki, or a podcast, or how to remix materials.” That was disappointing for me to hear. The author cited four major reasons why school librarians have not used or taught web 2.0 applications: inaccessibility, lack of professional development time, lack of training opportunities, and a lack of knowledge (Baumbach, 2009). Therefore, there is a huge need for professional development and school librarians may need to seek out their own sources to develop their knowledge. They can even use web 2.0 tools, like wikis and blogs, to learn from other school librarians and teachers, about how they effectively use and implement these tools in their school. School librarians have no excuse not to use these tools because the majority of them are either free or relatively inexpensive, they are easy-to-use, they enable students to be creative, have authentic experiences and attain feedback from others, and they support national standards (Baumbach, 2009). These tools are essential in the library and school environment, and school librarians can be the catalyst for learning and sharing them with the members of their school community.

Tracy Richter

Professional Reading # 4

**Topic:** Equitable Access and Digital Access

**Article Link:** <http://www.thedigitalshift.com/2011/10/ebooks/ljslj-ebook-summit-panelists-remind-librarians-of-an-old-creed-free-to-all/>

**Article Citation:** Kelley, M. (2011). *LJ/SLJ ebook summit panelists remind librarians of an old creed: Free to all.* Retrieved from <http://www.thedigitalshift.com/2011/10/ebooks/ljslj-ebook-summit-panelists-remind-librarians-of-an-old-creed-free-to-all/>

**Summary & Reflection:**

This article definitely reminded me about equality and the library. Robin Nesbitt (2011 as cited in Kelley, 2011) remarks that libraries are for *everyone* regardless of race, gender, socioeconomic status, etc. They provide equal access to all by allowing patrons to access information and materials for free. However, Nesbit (2011) also stated that with the growing use of technology, eBooks are becoming more and more popular, and libraries *must* recognize that want and adapt, by providing patrons with access to eBook titles. However, my first thought was that many people in America do not have access to an eReader or a tablet, so how is that giving them equitable access to materials. If libraries start to eradicate print materials, and only have eBooks, then how are the people that can’t afford certain technologies, access that information? Kelley (2011) also mentions in the article that libraries are getting budget cuts, and may not be able to keep up with the latest technologies. Therefore, if libraries want to give equitable access to all, then they should allow people to borrow an eReader or a tablet in order to access eBooks, but that would be very expensive to do. The article mentions some programs that are in place to help ease the cost of eBooks in libraries by trying to talk to publishers and come to an agreement with licensing and purchasing of eBooks. I understand how libraries have to keep up with technology and give the patron what they want so libraries do not “die out,” but if they are going to completely remove printed books and replace them with eBooks, they need to consider the consequences of equal access to materials. As much as I am an advocate for technology in libraries, I hope that libraries will never get to the point where there are no any printed materials. To me I think it is important and nice to still open up a book and flip through the pages. I know for some, it may be a lot easier to download a book and read it on one device, but it may not be easier for *everyone*, and libraries need to keep that in mind before they make any rash decisions.

Tracy Richter

Professional Reading # 5

**Topic:** Collection Development and Curation Tools

**Article Link:** <http://www.schoollibrarymonthly.com/articles/Valenza2012-v29n1p20.html>

**Article Citation:** Valenza, J. (2012). Curation. School Library Monthly, volume XXIX, retrieved from http://www.schoollibrarymonthly.com/articles/Valenza2012-v29n1p20.html

**Summary & Reflection:**

In this article, Joyce Valenza (2012) outlines the need for digital curation to be used in the library and why librarians should be using digital curation tools in their profession. Librarians are information seekers, and are inundated with an abundant amount of information for their profession. Curation tools are the answer to their problems. It helps them keep all of their information organized and in one place with some added bonuses, depending on the curation tool used. For example, one tool that Valenza (2012) mentions is ReadCube. This curation tool has 3 main features: a place to create your own personal library by importing PDFs or article links, a tool where you can highlight and make "sticky notes" on the documents in your library, and based on your library, ReadCube will recommend related articles to you every day. A tool that will keep you updated on the latest news is essential, due to the fact that a critical part of a school librarian's job is to constantly be on the cutting edge of information. Valenza (2012) also mentions that curation tools will be essential with the new Common Core and retrieving current articles that link to standards. Librarians are going to want to be able to keep the articles they find in one place so that they can refer to them later to help teachers and students align and meet the standards. Not only are curation tools important and useful for librarians, but they are also useful for students as a life skill, Valenza (2012) states. I definitely agree with her statement, and as a future librarian I would want to share these useful tools with my students. Students can use these tools for their academics and their personal lives. For example, they can keep all of their English articles or work in one place, so perhaps they can refer to it in their future English classes if they need to. Using this tool, instead of an actual binder, for example, will make their lives easier. Not only does it organize the information and keep it neat so they can find information fast, but they will also never lose anything, because it is saved in the “cloud.” Students should be told about these “secrets” so they can use them too. I will definitely continue to use curation tools (like my LiveBinder & Symbaloo) as well as search and use others that may benefit other needs. I will also heavily promote the use of these tools to teachers, administrators, students, and anyone who wishes to organize their lives a little bit more, because so far, I do not see any negatives with these useful digital curation tools.

Tracy Richter

Professional Reading # 6

**Topic:** Reference 2.0: Collaboration, Social Networking, Customization, and Seamlessness

**Article Link:** <http://proxy-tu.researchport.umd.edu/login?ins=tu&url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=62797354&site=ehost-live>

**Article Citation:** Barack, L. (2011). Two for the road. *School Library Journal, 57*(7), 8. Retrieved from <http://proxy-tu.researchport.umd.edu/login?ins=tu&url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=62797354&site=ehost-live>

**Summary & Reflection:**

This article briefly discusses the professional relationship between two school librarians who collaborate through various social networking sites. Two school librarians, John Schumacher and Shannon Miller, collaborate through Skype, blogs, and Twitter. Through these collaborative tools, they have been able to co-teach lessons, create several projects together, and start a summer reading program, with only having meet each other, in-person, twice. I think it is so important for school librarians to collaborate with one another, especially because in many schools librarians work alone in their schools and are not a part of a “team.” Therefore, for them to make their own kind of a team, is such a great and beneficial idea. They can bounce ideas off of each other and communicate about several aspects of their job and improve their professional development in the process. Schumacher stated that they have a sort of “co-mentorship” where they push each other to do better and in turn enhance their students learning as well. They use these web 2.0 tools with their students too, to enhance their learning and collaboration with peers. They strive to have their students become digital citizens and communicate online in a professional environment. There is so much you can do with web 2.0 tools in today’s society, and the way these two librarians are using them, is the way every librarian should be using them. They are not only using them to collaborate with each other, but they are taking what they know about these tools and sharing them with their students. I will use these tools the same way and share my knowledge with everyone in the school.

Tracy Richter

Professional Reading # 7

**Topic:** “Web 2.0: Wikis, Blogs, Microblogs, Podcasts, Folksonomies”

**Article Link:** <http://proxy-tu.researchport.umd.edu/login?ins=tu&url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=59620476&site=ehost-live>

**Article Citation:** Lehman, K. (2011). Experience web 2.0 stress free. *Library Media Connection, 29*(5), 40-42. Retrieved from <http://proxy-tu.researchport.umd.edu/login?ins=tu&url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=59620476&site=ehost-live>

**Summary & Reflection:**

This article discusses the many benefits that can be obtained through social media in schools. The author of this article (Lehman, 2011) is a school librarian in a Virginia High School. Her school enabled the software SharePoint which allows students to access the internet and share with peers within their own school-based environment. There is not fear of filters or blocking with the use of this software, all the students need is a login and a password. Honestly, I have never heard of SharePoint, and I was interested to read about it in this article because many schools complain about not being able to access certain technology tools due to the districts filtering system. Therefore, Microsoft SharePoint is something that I may look into in the future to see if I can use it for my students. Lehman (2011) describes some of her favorite social media tools that she used through SharePoint and gives multiple examples of how she used them successfully with the students. I loved reading about how she used blogs with her students. Through blogs, she was able to let the students go on a virtual field trip to Rome. In the blog students found information about the various Roman outposts and posted pictures and descriptions of what they “saw” when they traveled there. The great thing about a blog is that you can share everything you post with others, including teachers, peers, and parents. I never thought of using a blog for a virtual field trip; what a great idea! I also enjoyed reading about how she used wikis with her students. Wikis are a great way for students to collaborate on an assignment. They can post comments, share ideas, and work together to create one final product. I think it is critical for students to learn how to collaborate with one another; they will have to learn and use these skills for the rest of their lives! Therefore, using a social media tool, like a wiki, will only help them learn how to appropriately collaborate with others, with the added bonus of learning how to use new technologies with these newly acquired skills. This was a very informative article, and one that I will keep in mind when I am incorporating web 2.0 tools in my future library.

Tracy Richter

Professional Reading # 8

**Topic:** “Social Software and Mobile Reference”

**Article Link:** <http://proxy-tu.researchport.umd.edu/login?ins=tu&url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=38813481&site=ehost-live>

**Article Citation:** Summers, L. L. (2009). The value of social software in school library. *Knowledge Quest, 37*(4), 48-50. Retrieved from <http://proxy-tu.researchport.umd.edu/login?ins=tu&url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=38813481&site=ehost-live>

**Summary & Reflection:**

This article really focuses on the value of using social software in schools, for both students *and* professionals. The author (Summers, 2009) starts the article off by stating how important it is for librarians to be able to document and show their worth in their school and in their students’ learning. Social software is a great way to do that, because it archives information and students can really benefit from their features. For example, she explains that one librarian used a wiki to allow second graders to collaborate together on a research assignment on national parks. The librarian was able to post links and information on the website for her students to access, and then allowed the students to add to the content, based on their evaluations, on discuss their choices with peers. She found that shy students participated more online than they did in class and that students gave each other constructive feedback on their work and collaborated together seamlessly to create a great final product. Summers (2009) continues to add how wikis can be used professionally as well. For example, using wikis for professional development amongst the school community, where teachers can archive lessons and resources, and discuss and share ideas about classroom implementation, without having to take the time to meet face-to-face. I love the idea of using wikis for professional development. I think it is a great way for teachers to communicate and collaborate together anytime and in any place. I definitely want to develop a wiki in my future library in order to share resources and ideas with teachers on how incorporate certain things in their lessons, for example how to use certain web 2.0 tools in their classrooms. Summers (2009) also describes how Ning and Twitter can be used for students and professionals. For example, Twitter was a great way for one school librarian to keep their students posted on the latest book titles their library obtained and how he used Twitter professionally to share and learn ideas from librarians across the country! Social software is an amazing way to collaborate, share, and gain new knowledge about a myriad of things. I am excited to use these kinds of tools in my future library to enhance the students *and* the teachers’ learning.

Tracy Richter

Professional Reading # 9

**Topic:** “E-Readers, Kindles, and Nooks”

**Article Link:** <http://proxy-tu.researchport.umd.edu/login?ins=tu&url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=66702356&site=ehost-live>

**Article Citation:** Eisele-Dyrli, K. (2011). A bright future in K12 for e-book readers. *District Administration, 47*(8), 87. Retrieved from <http://proxy-tu.researchport.umd.edu/login?ins=tu&url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=66702356&site=ehost-live>

**Summary & Reflection:**

This was a very interesting article for me to read, because it briefly introduces you to the available e-Readers that are out there that could be used in school libraries. I agree with the author (Eisele-Dyrli, 2011) when he states that iPads get more attention than e-Readers due to their multiple functions. However, for a cheaper price, e-Readers can give students many of the same features for reading. I liked how the author organized the 4 products that he introduces, by showing a picture, the price, and a brief description of the features the e-Reader provides. I was familiar with Kindle and Nook, but I had not heard of the other two: AnyBook Reader and Kineo. AnyBook Reader was really fascinating to me because it literally be used on any book! It is a great feature for young students are learning to read, struggling with reading, or ESL students. You can record narration of any book, and sync to a sticker placed on the page. Students can touch the pen to the sticker and listen to the words being read aloud to them; what a great feature. The plus side to this device is that is significantly cheaper than other e-Readers. Kineo is interesting, because it seems pretty similar to an iPad, but it is cheaper and it designed specifically for a K-12 classroom. It is durable and it eliminates distraction like texting, taking pictures, or unauthorized web-browsing. You can use a variety of different applications with it and use it as an e-reader. It is still expensive in my opinion, but it seems like an intriguing option instead of an iPad. The article also provides basic information about the Kindle and the Nook, which are also effective ways for students to access eBooks and use some of the tablets features, like text-to-speech, highlighting, and the ability to make electronic notes on the eBooks pages. In my future library, e-Readers are definitely something that I will look into, and this article gives me a good starting off point of what some of the best options are. I am still very interested in iPads in schools, because it offers a myriad of features, but these seem like comparable options if my future library did not have the finances for iPads.

Tracy Richter

Professional Reading # 10

**Topic:** “Metaliteracy”

**Article Link:** <http://www.asla.org.au/publications/access/access-commentaries/school-libraries-and-meta-literacy.aspx>

**Article Citation:** O’Connell, J. (2012). Learning without frontiers: School libraries and meta-literacy in action. *Access, 26*(1), 4-7. Retrieved from <http://www.asla.org.au/publications/access/access-commentaries/school-libraries-and-meta-literacy.aspx>

**Summary & Reflection:**

Meta-literacy is the reframing of information literacy, with the emergence of new technologies, like social media. This article states the importance of school librarians taking the lead in teaching students about meta-literacy and how to interact and access these new technologies and foster their critical thinking and collaboration skills (O’Donnell, 2012). Students need to access a range of reading sources and information to gain the knowledge they need in the 21st century. The article discusses three essential areas that school librarians need to focus on with their 21st century students: information fluency, digital citizenship, and digital storytelling (O’Donnell, 2012). One of the best ways to teach students about these areas and for school librarians to keep abreast of new technologies that are out there, is by using web 2.0 tools. Tools like Diigo and LiveBinder will be extremely helpful in finding and seeking out new information and keeping it all organized using these curation tools. I want to show my students how to use these tools, as well as teachers. The more that I can share my knowledge about these tools, the more my students will become 21st learners and be prepared for their futures in this technology-driven society. The article also highlights some ways that school librarians can take the lead with meta-literacy including curriculum conversation and innovation, the digital divide, and community entrepreneur (O’Donnell, 2012). I definitely want to be an active librarian in my school, so getting involved with professional development meetings, the community, and with teachers will be crucial for me to take a leadership role with the emergence of meta-literacy. I will need to master technology, such as web 2.0 tools to engage students in learning and encourage them to explore their own media tools and social media tools to get involved and become a digital citizen. I had never heard of the term “meta-literacy” before reading this article, and it is definitely something that I want to keep up with, in order to help my students and teachers emerge as leaders themselves, in this 21st century society.