Title of Session: Targeting Librarians!
Moderator: Lesley Farmer
Title of File: Targeting Librarians
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Room: Cybrarians Group

LesleyF: greetings! Introduce yourselves OK?

KeikoSc: I am Keiko Schneider, Japanese teacher in Texas, USA. Might hot. Helpdesk volunteer today as well

KeikoSc:]:bows like a proper Japanese

LesleyF: It's over 120 degrees in parts of southern California too (I teach in Long Beach, CA).

LesleyF: But I'll be at a conference in Korea next month.

HelenK: yes Looking forward to the session. I work with adults in my school district and also try to share resources to assist my colleagues in incorporating some tech tools

LesleyF: I coordinate the library media teacher program at Calif. St. Univ. Long Beach, and also teach ed technology.

HeatherBu joined the room.

LesleyF: today's school librarians (or library media specialists) are well positioned to help their peers and families use technology effectively because they work with all students and all teachers across the curriculum -- and provide access to tech resources.

JohnLi joined the room.

LesleyF: Hi, John. We're just starting. Want to introduce yourself?

KeikoSc: ALL is a good word

LesleyF: Many school librarians are closet curriculum developers...

JohnLi: I'm John Lindner, a HelpDesk volunteer and a third grade teacher from San Jose, California.

LesleyF: thanks, John. I used to live in Marin and taught for SJSU.

LesleyF: So what you see as barriers to teachers using technology?

JohnLi: Access to sufficient computers for student use, training, and (in some cases) simple fear of technology. Oh, and overwhelming demands/test stress.

BJ . o O (other than that, it's a piece of cake!)

BJ winks at John

JohnLi: Yup.

KeikoSc nods to John

KeikoSc: When you talk about ALL, we will probably talk about have and have nots?

HeatherBu nods to Keiko

LesleyF: and what are ways that you have dealt with those issues?

JohnLi: Well, I try to integrate the use of computers as a publishing option for my students in our writing program.

HeatherBu: and try to show teachers sites or applications that will make their jobs easier...although they are kind of hard to convince sometimes

JohnLi: I also try to update my classroom computers as/when I can, depending on funding, etc.

KeikoSc: It takes time, patience...

LesleyF: good point about inequity, Keiko. Do you see that within the same school -- or at different sites in the same district?

KeikoSc: I think students (in my case I am thinking about my former ESL job) understand the importance

LesleyF: Heather, your insight about making life simpler is useful -- even if in the long run it might not be actually simpler so much as better/richer/more interesting.

KeikoSc: Oh, it is same old routine. People who have have access and ready to have more.

KeikoSc: more challenged are even more challenged

LesleyF: I think there's also a perception that students are born with a tech chip so they don't need to use tech at school.

KeikoSc: ah, game generations

KeikoSc . o O (TV monitor that doesn't show TV programs)

HeatherBu nods

LesleyF: Probably a good approach is to identify those tasks that are labor intensive or cumbersome or tasks that are nigh impossible to do, and then determine whether tech might help.

HeatherBu: As in writing?

JohnLi: Unfortunately, my third graders are usually non-typists (pre-keyboard training level), so their publishing takes a long, long time if they choose to word process. I only present it as one of several publishing options.

HeatherBu nods

KeikoSc: Ideally, I hope computers/technology to be effective in enhancing communication...

HeatherBu: What type of tasks would you suggest, Lesley?

KeikoSc: but traditional typing lab needs to be done to start with

LesleyF: yes, Keiko, the Internet for certain has become largely a communications channel -- where as before, it was used more to ACCESS info. Interesting.

HeatherBu: I wonder Keiko...so many of my 7th graders already can type at a decent speed, even if they don't have decent technique

LesleyF: So to answer your question, Heather. Grade books, if they're not already online, is a good task that's usually easier with a spreadsheet.

HeatherBu nods

KeikoSc: I guess lots of patience, to teacher, students, and parents

JohnLi: My district includes keyboard training at the fourth grade level; it's actually part of 4th grade English/Language Arts standards in California.

HeatherBu nods to John

LesleyF: Another is using productivity tools (DTP, PPT, Excel types) and then repurposing the information/content so it can be publicized in different ways easily.

KeikoSc: We all know it is survival skills for 21st century!

LesleyF: note: little ones should have smaller keyboards. Apple seems to be more sensitive to that...

HeatherBu: good point, Lesley.

LesleyF: Another set of tools are worksheet items (don't groan) such as puzzlemakers, anagram makers, quiz makers.

KeikoSc: I LOVE puzzlemakers

LesleyF: Of course, I think those are most beneficial if the teacher has the STUDENTS create them...

KeikoSc . o O (just wish it works in foreign languages)

KeikoSc: Yeah, Lesley. Students active participation

LesleyF: I think there ARE some foreign language ones, but I'd have to research that a bit, Keiko.

LesleyF: So do you know about discovery school website?

KeikoSc: It will be technically difficult, so I haven't tried for a while.

KeikoSc nods to Lesley

KeikoSc: cool site

HeatherBu nods

LesleyF: http://school.discovery.com/

LesleyF: I have posted a file of Teacher Tools, which is featured here in the Cybrarian's room. Go ahead and click on it, and explore a bit, OK?

KeikoSc: Yes, maam

KeikoSc explores

KeikoSc: wow, this is an extensive list

HeatherBu is reading

HeatherBu: You've got some great resources here!

BJ: you may want to join this group to make it easier to return and use the resources

HeatherBu nods to BJ

BJ: Lesley leads a monthly discussion in Tapped In and always has wonderful resources and information!

JohnLi: The Discovery Channel has made a great effort to become a very teacher-friendly environment over the years. Working with Kathy Schrock was a good decision.

KeikoSc is doing copyright tests

HeatherBu: Has anyone heard any more about Discovery and Google Earth working together?

LesleyF: You can use that list with your site.

LesleyF: Another approach is to survey your teachers as to their tech knowledge/use -- and then respond to their needs/interests. A survey is nice, too, because it can be private...

KeikoSc: we kind of talked about something like that in faculty resistence session

KeikoSc: appropriate levels, whatever teachers/students are ready

LesleyF: I have an interesting article about tech skills for all educators, which is another featured file here. Feel free to download it and look at it sometime -- and share it with admin.

KeikoSc: mentoring...

KeikoSc: good move, Lesley

HeatherBu . o O (TechKnowl?)

LesleyF: Yes, faculty readiness is key -- teachable moments. It's like the Pygmy tribe who saw a plane in the sky, and said, "Look at that silver bird," and then saw a wheelbarrow, and thought it was an amazing and useful tool.

LesleyF: yes, Heather.

LesleyF: So tech shouldn't be too out in front or it will seem superfluous and a toy (although some teachers like toys, but they seem to be the ones who use tech anyway...)

HeatherBu: Oh my, Lesley! I'm afraid most of my teachers would flunk!

KeikoSc: careful choosing and patience, I guess

JohnLi: My district is part of a federal grant program (I can't recall its initials, though I should be able to). Part of that is an annual tech survey, done on-line.

LesleyF: I shared the grade 2 benchmarks for the ISTE tech standards with the graduate faculty here, and they all blushed...

HeatherBu smiles

KeikoSc grins

HeatherBu: Lesley, what is meant by "Deep Web knowledge"?

KeikoSc: We will be all outgrown by middle schoolers

KeikoSc: very soon

JohnLi: It used to be CTAP, but it's now called EdTech Profile.

LesleyF: deep web knowledge (which is a very hot topic these days) is really about access to non-free or proprietary digital resources, such as online subscription databases -- Academic Search Elite, ProQuest, etc.

KeikoSc: OK...

HeatherBu: Ah! Thank you.

KeikoSc: Thanks for that, Lesley

LesleyF: This is my current favorite tech self-assess website. Ready?

LesleyF: http://www.atomiclearning.com/assessyourself

LesleyF: take a look.

BJ: Learning Times had a wonderful discussion on the 'hidden web'

LesleyF: Atomic Learning has some very good tutorials. If the whole school subscribes, the cost of those tutorials isn't too bad.

KeikoSc looks

HeatherBu looks

HeatherBu: This is much like the STaR chart we have to do in Texas schools

KeikoSc: this looks great

KeikoSc . o O (could be embarrassing)

HeatherBu nods

HeatherBu: Lesley, how can I help our school librarian overcome her antagonism to having computers in the library?

HeatherBu is eager for *any* suggestions

KeikoSc listens

LesleyF: what I like about it, besides its length, is its approach: by format of information and by types of tasks with that information (it's less toolbased than most assessments).

LesleyF: Hmm, so do you have a clue as to why the librarian is upset about having computers in the library, Heather?

HeatherBu: She only wants to use it to check her personal email

LesleyF: on all the systems?? ; 0

HeatherBu: Having the kids in there, using the machines, disrupts the peace and quiet

HeatherBu . o O (I'm afraid that's a pretty accurate quote)

LesleyF: sounds like a librarian who should be working in a non-school environment (maybe cataloging textbooks at the central office).

KeikoSc grins, good old librarian, I guess

HeatherBu nods

KeikoSc: Maybe pressure from students or parents will do?

KeikoSc: Using non-book resource these days is only a reality

HeatherBu: I'm afraid so. But we don't have a computer lab, per se, so the only access the kids have (outside of my classroom) is in the library.

LesleyF: so that really isn't a tech problem; that's a management problem. Sigh.

HeatherBu nods sadly

LesleyF: Part of the issue might be school culture about technology -- is tech integration becoming a norm?

HelenK: perhaps start small with designated times that students can use computers and other times when quiet is essential

KeikoSc: I feel that Lesley

HeatherBu: No, although I'm chipping away at it.

HeatherBu: Good idea, Helen!

LesleyF: My cynical side says that "dumping" computers into the library, and making the librarian accountable, might be a way to force the librarian's hand to retire or transfer...

KeikoSc grins

HelenK: then demonstrate useful technology/sites etc. when computers are being used

HeatherBu: ummm

HeatherBu: Lesley?

LesleyF: yes<

HeatherBu: Her way of coping with missing mouse balls was to glue the mice shut.

HeatherBu giggles a little

LesleyF: I've heard of that.

JohnLi: Students have this annoying habit of doing that (stealing the mouse balls).

HeatherBu nods

HelenK: the mice or the covers for the mice balls? gluing the covers is quite effective actually

JohnLi: More so at middle schools than elementary, in my experience.

LesleyF: so how does she feel if the classroom teacher is with the students, is supervising them well, and is having students being productive (and not too noisy) with technology?

HeatherBu: The problem we have, Helen, is that once they're glued, you can't clean them.

LesleyF: BTW, optical mice take care of that problem nicely.

HeatherBu: true

HeatherBu: We always have a teacher in there with the class, but it's just a "personality" problem, I guess.

HeatherBu: Sorry, I didn't mean to get us totally off track.

HelenK: the technicians in my district feel that the cost of new mice is worth the disruption with trying to keep the mouse balls - although we have moved to optical mice now

LesleyF: so, let's look at the bigger picture in terms of identified needs. Once a survey can be analyzed (and realize that anonymous ones can be done, even online), then interventions can be determined to help teachers. Basically, you want to provide them with choices for their tech development: manuals, web tutorials, face-to-face workshops, buddy coaching, etc.

LesleyF: ANOTHER featured file here in the cybrarian room is a faculty.Technology_Requests.doc that identified online sites where teachers cuold get help individually.

LesleyF: You can adapt that too, if you wish.

HeatherBu looks

LesleyF: One pleasant way to ease in tech integration is to have a classroom teacher (best if paired with the school librarian -- my little agenda...) showing how tech integration made student learning better. Always keeping student achievement front and center.

LesleyF: At each faculty meeting there can be a 5-10 minute mini-presentation.

HeatherBu: Thank you, Lesley

KeikoSc: Thank you for your informative session!

KeikoSc: Always!

JohnLi: Thanks, Lesley.

KeikoSc bows to exit

LesleyF: So since it seems that our hour is close to ending, already, you may also want to download the document (another featured one here) that shows research on the impact of

tech for student learning. That can be another carrot for teachers, especially in data-driven environments.

HeatherBu: great resources

LesleyF: You have lots to take away with you!

HeatherBu: Thank you!

HelenK: thanks Leslie

LesleyF: good luck, folks, and thanks for clicking in.

LesleyF: I'm used to 90 minutes so that went REALLY fast!

BJ: please join Lesley for Targeting Librarians in August

LesleyF: I'll be going to Korea the day following August's time, so Sept. will have hot info. Let's have the Aug. session focus on research-based evidence of technology impact on learning.