

Title of Session: Targeting Librarians! - Info Lit and Self Determination

Moderator: Lesley Farmer

Title of File: 20041117targlibinfolit

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Room: Hot Tub Conference Room

LesleyF: To briefly introduce myself, I coordinate the library media teacher program at California State University Long Beach. And you folks??

BJB2: a reminder if you're new to Tapped In, to go to the actions menu in the top right of the chat window and then click on DETACH

BJB2 wonders if Wanda and Jane are going to introduce themselves?

JaneGu: Yes, I'm a library media teacher at a juvenile court school program, and a student in the LMT program at CSULB~

WandaJP: Pre-service teacher from the University of Houston, starting student teaching in Jan2005

BJB2: I'm a Targeting Librarians groupie...librarians are my favorite people

LesleyF: While we're waiting for a couple of folks to arrive, I'd like to share a good grounding article. OK?

JaneGu: Thank you for always being here!

WandaJP: What is your discussion all about

JaneGu: Sure!

LesleyF: So if you'll look above to the file list, you'll see one listed as ERIC. Give it a 5-minute read, and I'll get back to you.

JaneGu: Okay, will do, Lesley

PauletteO joined the room.

BJB2: Hi, Paulette. Welcome

PauletteO: hi, I've been trying to get in

BJB2: Paulette and Wanda, Lesley pointed us to FILES in the blue menu above this chat window on the left

BJB2: under files is a link to a pdf ERIC doc

JaneGu: Lesley, It will be difficult to support autonomy for students in a court school setting, but the library is the best place to seek that. Structure is fairly set in all facets of teaching and learning and so it will be a good challenge to take a look at this.

BJB2 . o O (I use autonomy in my art room, Jane)

BJB2: it's a great way to have students learn, but yikes, is it ever hard to do!

JaneGu: I love the concept and practice and will need to figure out how we can do it in our setting.

BJB2: our kids are so institutionalized that it's really hard to get them to think

JaneGu: Our students have few choices and then on top of that, they are so school phobic..

JaneGu: Yes, you are so right about kids being institutionalized...

JaneGu: Marie Montessori had the right idea about autonomy and we truly need to bring this into curriculum and instruction, yet there are obstacles. **JaneGu:** Today was a difficult day in the library in terms of a teacher being so punitive without cause and

setting up an environment that could really only squelch learning...that is a very real part of correctional ed. In reality.

JaneGu: BJB, I don't want to monopolize this chat! I'll listen for a while!

WandaJP: What is correctional ed?

BJB2: Wanda and Paulette, do you have any comments on the document Lesley showed us?

BJB2: Correctional ed is incarcerated juveniles or adults

JaneGu: School exists in a probation setting, i.e. juvenile hall..

BJB2: I work in a residential male juvenile correctional facility

JaneGu: Wanda, the kids live in units and attend school during the day.

JaneGu: BJB, where is your school located?

WandaJP: What is the age range?

BJB2: In Pennsylvania

BJB2: my kids are 11-18

JaneGu: BJB, it's so fantastic that Art is offered in your program!

BJB2: .o O (physically)

BJB2: agrees...we're very fortunate, Jane!

JaneGu: That is such a vital course for them in terms of education and rehab. **JaneGu:**

So do all the kids get to take an Art class?

BJB2: Wanda, what age do you hope to teach?

WandaJP: Are you speaking of art, Jane?

BJB2: Paulette, you are a teacher?

JaneGu: Is it a treatment program or detention?

PauletteO: yes, special education

BJB2: yes, Jane. All students have art

WandaJP: 1st, I don't think I am prepared to any grade higher than 4th

BJB2: oh, right, Paulette. a huge percent of incarcerated individuals are spec. ed

PauletteO: right

LesleyF: sorry, folks. Crisis with a student.

JaneGu: Glad you're back...)

LesleyF: so did you get the main idea of the article? Any comments or questions?

WandaJP: You still have students Lesley?

LesleyF: I teach grad students

JaneGu: Lesley's curriculum is 24/7!!!!

LesleyF: glad you folks could at least get an idea of where each of you are coming from.

LesleyF: true. yawn...

LesleyF: So the underlying idea here that we're talking about is being able to understand and use information.

JaneGu: BJB, does your school have a library?

LesleyF: When students feel more confident, they tend to have an easier job working with information.

BJB2: yes, but not a certified media specialist.

LesleyF: Also, as students become more info literate, they can become more independent learning and thus more self-motivated and self-realized.

JaneGu: Lesley, this takes us back to last month's chat re affective stuff, as students need to feel good about themselves to learn~

LesleyF: As part of the info lit process, we need to think about these self-perceptions and emotional developmental steps.

LesleyF: exactly, Jane.

WandaJP: How do teachers teach to the needs of student differences and teach to the whole class?

JaneGu: There needs to be small group stuff, and individual teaching/learning to really focus on building confidence and esteem.. How do we do this in a court school?

LesleyF: so, for instance, when teachers/librarians give students choices in which resources to find and use -- and different ways to use that information, those students become more autonomous.

LesleyF: Within a structure/framework, you can still give students choices.

LesleyF: and you can give them responsibility to the teacher and to their peers

LesleyF: when students become more cognitively and emotionally competent, their self-confidence and resiliency improve.

LesleyF: of course, the task should be meaningful and valuable for them. That's another area where the teacher/librarian needs to connect with the students.

LesleyF: Developmentally, students have a great deal of trouble transitioning between elementary and middle school because they actually have MORE structure, MORE time constraints, and LESS freedom/choice in middle school. Just at the time when they need the opposite...

JaneGu: Many times there is resistance to the slightest hint of choices, really. In our program the teacher has the final determination of how things are done.

LesleyF: usually, that scenario occurs because the concepts that the teacher is trying to get across are more complex.

WandaJP: Awesome information!

LesleyF: so all the students have to read the same book at the same time all the time?

JaneGu: I agree with all your statements above, and I wonder HOW to do it, and I guess that means convincing teachers that this is valuable.

LesleyF: that flies in the face of differentiated learning/instruction

JaneGu: No they do not read the same books, but there is censorship, limitations, always...I am open to all ideas on this.

LesleyF: I do realize that in correctional institutions there needs to be consistency and predictability, but even choosing 3 of 5 questions, or a couple of different ways to write a report would give students a bit of a chance to control their learning.

JaneGu: This can definitely be done.

LesleyF: If the school doesn't give students choices within the learning structure, they will take other venues in order to experience choosing -- such as choosing not to learn...

LesleyF: choice can be set up as a REWARD

JaneGu: YES< that is so true, and I will take your statements back to school and also to remember that change is up and down, and to just present these principles and strive to move them into practice.

BJB2: are you familiar with this site, Lesley? <http://www.criticallinks.org> **LesleyF:** the other factor is helping students choose wisely. If they haven't have opportunities for choosing/planning/self-monitoring, they will probably make mistakes, so they need to be

trained in this process and think of natural consequences -- and learn from their mistakes. But at least they are THEIR mistakes.

LesleyF: I haven't seen that site, BJ, but it works well with information literacy -- and ties it into decision-making.

JaneGu: I am also finding that the best way to implement autonomous learning is to work with kids independently of their class time on the units, and then the kids do this independent learning during computer lab or library time.

LesleyF: Folks, why don't you click on BJ's web site and see how info lit and decision-making blend.

JaneGu: Okay~

WandaJP: okay

LesleyF: yes, individual attention shows that students are duh-- individuals -- and are valued as such. Yes, really helps towards autonomy especially if they are guided to self-regulated learning.

JaneGu: THIS IS SUCH A GREAT SITE...I CAN'T WAIT TO SPEND TIME THERE...THANK YOU SO MUCH BJB! I am such a sour grape today, and that turned things around!

LesleyF: Here's another web site that has a similar point of view and really pushes the idea of a community of learners and practitioners. Ready?

JaneGu: Yep

LesleyF: Here it is:

http://www.basrc.org/tools_resources/coi/about_coi.html

LesleyF: I worked with this consortium for a few years.

LesleyF: Think about how the critical links site and the BASRC site could be applied to K12.

JaneGu: I couldn't open that site and got knocked off...

LesleyF: well, you can get the archive later. Or you can Google Cycle of Inquiry and BASRC.

JaneGu: Thank you~

LesleyF: Here's one more interesting site that has to do with critical thinking -- which could certainly come in handy for at-risk youth. Ready?

JaneGu: Yes

LesleyF: wsuctproject.cltl.wsu.edu/ctr.htm

LesleyF: let me add the <http://wsuctproject.cltl.wsu.edu/ctr.htm>

JaneGu: Lesley I will check it out after I receive the transcript...I can't open it here...

LesleyF: I've noticed that the web sites are a problem for you, Jane, in the midst of Tapped In.

JaneGu: Yes, I can't click on them????????????????????????????????????/ Or copy and paste????????????

LesleyF: generally, all these sites follow this kind of pattern: seeing a need, exploring the reasons for the problem, finding data and posing other solutions/alternatives, determining how you'll know if the solution succeeds, trying it out, assessing it, and then seeing what new emerges

JaneGu: I'll check them all out later on.

LesleyF: Since I can't imagine any student feeling perfectly happy about themselves and the world around them, there are MANY opportunities to look around and see how life could be better.

JaneGu: There is one teacher at my site who will welcome autonomy and we'll collaborate on many of the concepts presented here.

LesleyF: Then having the power and control to question the present condition and look for alternatives and seeing what the consequences would be useful and meaningful for students

JaneGu: WE are looking at that exact issue, i.e. making life better and have a project going on now in the library---a film The Collector on Bedford St.

LesleyF: sometimes students blame others for their failure. Wouldn't it be good if they could show how they are responsible for their own success?

LesleyF: tell me about the film

JaneGu: yes, yes, yes, yes.

JaneGu: So how this film relates to our discussion: I present the film, intro it, and then the kids get to discuss all the "projects" we will do as follow up...is an amazing film about a mentally retarded, dev. disabled 60 year old Jewish man in NY...the kids absolutely LOVE this film and is our chosen film for KINDNESS WEEK.

JaneGu: You both MUST see this film...the kids have come up with some very creative projects to honor Larry, this amazing man who tho' disabled has raised 500K for charities.

JaneGu: The kids find immense compassion for this man and WANT to meet him!

LesleyF: so what kinds of projects do they come up with?

JaneGu: So the autonomy comes in with all the choices given to the kids for learning activities..

LesleyF: yes

JaneGu: They are doing holiday cards, letters, art work, poetry, etc for Larry...we are mailing this to him.

LesleyF: sometimes kids are hurting so much that it's hard from them to reach out. Yet that kind of reaching out to empathize with others can be so empowering for them -- and healing.

JaneGu: But this may be a first time for many to do anything for another...Alice Elliot is the producer , her first film and was nominated for an academy award.

LesleyF: yes, knowing how to care and show care may be a novel experience for some youth.

JaneGu: Some are doing "research" on programs in our area for persons like Larry and possibilities to do community service when they get out or move to placement or treatment.

LesleyF: they might not have been the recipient of that before

LesleyF: that's a great project: seeing what opportunities/services are local to the students

LesleyF: so they're practicing decision-making and choices by how and what they research

JaneGu: Yes, and some will follow through...Larry struck a chord.

JaneGu: YES they are!

LesleyF: why -- because that film cuts through the garbage and connects directly with students' emotion, I would guess?

LesleyF: so making sure that students' emotions -- hmm, sounds familiar -- are engaged as well as the mind -- is important

JaneGu: It is a real happening, and I wrote to the producer who told me that she was amazed at the response when showing the film to students at Santa Monica HS

JaneGu: YES< those emotions!

LesleyF: that way students can learn as whole human beings. Especially if they're been broken before, gathering their inner parts together and binding them towards a positive outcome must be very exciting

LesleyF: I'm

so glad you shared your experiences with the filmmaker. Maybe she could film your students

JaneGu: The film is life-changing, truly, and I believe that some lives will be changede from the film, AND autonomy is possible! I did ask her about that, and she has not given an answer...AND

JaneGu: she said that Larry will be in CA in Jan. or Feb. and would I like him to come to the school!!!!!!

LesleyF: it reminds me of walking. Think how often toddlers topple. Still we encourage/guide them. It's similar for making decisions and learning how to be literate and in control of one's own life

BJB2: acckkkkk....what film?

BJB2: . o O (I'm trying to do three sessions at once and missed what you said)

JaneGu: Collector on Bedford St, from New Day Films, and lesson guides at welcomechange, org.

JaneGu: BJB, you will LOVE the film for your students!

BJB2: I just got the DVD of Juvies. Have you heard of it?

JaneGu: No, where do I get it?

LesleyF: so have you spoken with your school about Larry possibly visiting?

JaneGu: Larry will be allowed to visit...I am waiting to see when he is coming to CA, and will Ms. Elliot arrange for an actual visit..she asked if I wanted to do a screening with Larry there!!!! What a question!

BJB2: www.juvies.net

JaneGu: Thank you BJB.....

BJB2: I haven't seen it yet, but it sounds powerful. I'm working on having the producer of the video be a guest speaker in Ti

LesleyF: I like the behind-the-scenes part

JaneGu: That's GREAT, BJB!

LesleyF: It would be neat for the filmmaker to share with the students, even by email, the process of making the film. It would be another opportunity to see how a collective effort is needed

JaneGu: That's a great idea...she is accessible/responsive and I will ask. **BJB2** agrees with Lesley...join the alt/correctional discussion tomorrow. Jill Gurr from www.createnow.org is the guest

LesleyF: so do you have some good talking/sharing points for your colleagues and for your own efforts, Jane?

LesleyF: remember that the USE of information is power.

LesleyF: Here's a last issue -- when talking about literacy, is it enough to find, comprehend, and use it? Or do you think that literacy should also involve evaluating/judging and producing it?

JaneGu: OH YES I do and will USE the info...I really appreciate the tips, info, etc, Very powerful and timely...

LesleyF: I read a book recently on musical literacy, and it used those last two factors as the primary elements for musical literacy.

BJB2: I think that it's very important to synthesize, evaluate, produce

BJB2: that's where I run into the institutionalized mentality brick wall

LesleyF: the fine and performing arts are a good model for literacy, I think

LesleyF: which brick wall, BJ?

BJB2: of getting the kids to think

LesleyF: are you referring to less than stellar ed bureaucracies?

JaneGu smiles

BJB2: no, I'm talking about the kids

LesleyF: change is challenging, even if it's beneficial

LesleyF: no pain, no gain?

BJB2: they have been spoon fed everything...they don't know from decision making skills

BJB2: it kills me...all they have to do is color a picture and it's like pulling teeth for some to choose what colors to use

LesleyF: so it sounds like that could be a good topic for next time.

JaneGu: Really...and esp. juvie kids...they are so limited with school experience.

JaneGu: Yes!

BJB2: I know I can use all the help I can get

JaneGu: What is the date for next month's chat? Me, too re the help.

LesleyF: something like THINK of that! How to get students excited about thinking and helping them get the idea...

BJB2: I did a great (I thought it was cool) lesson last week

LesleyF: which was, BJ...

BJB2: I had them read a story from 10 great birthday surprises...

BJB2: and skim Motel of the Mysteries

BJB2: and read the bio of the person who wrote Her Stories

LesleyF: I love using Motel -- I use that to teach how to evaluate primary sources -- and the impact of context

BJB2: . o O (mental block...can't think of her name)

BJB2: I love it too

JaneGu: These resources are new to me, thank you...

LesleyF: I have a fun PPT on it. Want it?

JaneGu: YES!

BJB2: anyhow...what I was trying to get them to do was figure out that we are all the result of prior experiences

LesleyF: Jane, your students would really like Motel...

JaneGu: THANKYOU

BJB2: [Virginia] Hamilton is the author

LesleyF: you could then go into the concept of parallel universes...

BJB2. o O (whew...I hate when that happens)

JaneGu: I have to head to an appt./meeting in town...so will have to excuse myself...thank you so very much for this vital information and support. See you next time!

BJB2: Next meeting is

BJB2: December 15

JaneGu: GREAT, see you then....

LesleyF: I just uploaded the Motel PPT above. [Ed. Note: you can access the ppt if you log in to Tapped In and go to the Hot Tub Conference room. The ppt is under Files.]

BJB2: same time and place

LesleyF: Sounds good to me,

LesleyF: Thanks as always, BJ.