

Title of Session: Targeting Librarians - Successful Tech Integration

Moderator: Lesley Farmer

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LesleyF: hi, folks! Hope you're here to talk about conditions for successful tech integration.

LesleyF: Let's introduce ourselves, and say what you expect for this session.

LesleyF: I coordinate the library media teacher program at California state university, Long Beach. I'll be convening this session.

JuliaM: Lots of us are library media students attending as part of our class.

BjB: I'm an art teacher in Pennsylvania and hope to make a bit more meaning in integrating tech and profession development

LesleyF: which class is that?

JuliaM: Technology Applications in the Schools

LesleyF: good point, BJ, there should be a good reason for integrating tech -- not just because it's a fad...

JuliaM: There should be a few more show up

LesleyF: Which university?

BjB: Gail Hoskins led a group of librarians on a tour of Tapped In, Lesley. I believe you will have some of those people here also

JuliaM: Ohio Dominican in Columbus Ohio

BjB: . o O (that's the group Gail led)

JuliaM: Yes, we are Gail's friends...

LesleyF: great!

HeidiLF: We are the librarians from Gail's Class!

AmyT: yep

BjB cheers

AmyT: Yep

LesleyF: So have you had a chance to participate in Tapped In before? Or in other real-time chat?

BjB . o O (they were excellent tourees, Lesley)

AmyT: Yep

JuliaM: I took the virtual field trip a couple weeks ago with BJ

HeidiLF: I logged on earlier today. Everyone was so helpful!

LesleyF: So in your class what have you discovered to be barriers and helps in integrating technology.

LesleyF: That's a question...

MarthaAM: Teacher attitudes

HeidiLF: Money is a problem!

JuliaM: Definitely! Collaboration is key, but some teachers don't want to

JudyPB: Technology that has "down time" can also be an issue

LesleyF: do you mean system crashes, Judy?

JudyPB: Yes and software that doesn't act the way the teachers expect it to

LesleyF: what is the basis for their expectations?

DavidWe joined the room.

LesleyF: So what I'm hearing is that hardware and software is around, but that it isn't used effectively??

BjB: welcome, David

DavidWe waves

DavidWe: thanks, Bj

LesleyF: Joining the librarians' chat on integrating tech?

DavidW: thinks Lesley has said a MOUTHFUL

RobertCM: joined the room.

JuliaM: waves to Robert

BjB: welcome, Robert

LesleyF: Hi, Robert.

HeidiLF: HI Robert!

JuliaM: . o O (he's in our class)

BjB: we're just getting started...discussion barriers to tech integration in the classroom

RobertCM: Hi everyone!

LesleyF: So shall we focus on tech in the library, and how it gets used by the school community (classes and individuals and students), or do you want to focus more on the classroom end and how librarians can play a role within the latter context?

AmyT: Hello Robert

JuliaM: I think I would get more from the library end, being so new to the field...

JudyPB: I think that technology in the library filters down to tech in the classroom

LesleyF: Let's start with some basics. Does the library (or classroom) have hardware? Is it in usable form?

HeidiLF: I would like to hear a little about Tech in the library community

RobertCM: Library side is good.

MarthaAM: I agree

LesleyF: Can we assume that the library has Internet connectivity?

MarthaAM: Yes

RobertCM: Yes

JudyPB: yes

HeidiLF: Yes

JuliaM: I think most school libraries now have some hardware and at least one internet connection

JudyPB: I agree with Julia

LesleyF: And is the software situation OK == productivity software (wp, db, spreadsheet, presentation tools?)

AmyT: me too

MarthaAM: MY experience is yes

LesleyF: While it's nice to have subject-matter CDs and DVDs, that probably isn't core to our discussion (we can re-introduce it later...). OK?

RobertCM: yes, including scanner, color printer...

HeidiLF: IN elementary schools in my district, only have games, the high has productivity software.

JudyPB: My library has Microsoft office, so I think that it is fairly well rounded

LesleyF: So the next question is: do the teachers and classes visit the library?

JudyPB: Yes

JuliaM: Yes

MarthaAM: In Worthington, yes

LesleyF: Do they make effective use of print resources?

HeidiLF: only a few.

JudyPB: I believe we do

MarthaAM: Elementary level, yes

JuliaM: Many teachers require print resources be used first, but that's more recently

AmyT: sometimes

HeidiLF: sometimes.

RobertCM: The students use the library a lot. Have open access. Teachers only e-mail pretty much.

LesleyF: Does the teacher work in parallel with the librarian -- or collaboratively? And is the content curriculum and info literacy curriculum parallel or integrated?

MarthaAM: It depends on the teacher

JudyPB: It depends on the subject

LesleyF: both good/valid points.

BjB . o O (it also depends on the librarian)

JuliaM: I am finding that quite a few teachers don't know about the info literacy guidelines

HeidiLF: depends on the teacher and the subject.

RobertCM: Shortfall here. I would like any suggestions for getting more integration.

LesleyF: So how do teachers use technology now?

LesleyF: So there maybe is a level of ignorance about info lit?

JuliaM: I visited a class recently that spent the time in the computer lab balancing chemistry equations

MarthaAM: Typing skills, word processing, games

RobertCM: True

JudyPB: Not as well as I think they should, some are not interested in learning

LesleyF: What would you guess is the typical teacher's understanding of information literacy?

JuliaM: I spoke to some teachers and got blank stares

HeidiLF: Some don't the time to learn new tricks.

JudyPB: Email, surfing the web, not always knowing a quality web site

LesleyF: remember that the term information literacy really didn't get into use until the late 1980s.

MarthaAM: Minimal, unless it was touched upon in college

JudyPB: And that would tend to be the newer teachers

JuliaM: Some of my fellow students have not yet had the class that covers information literacy

HeidiLF: Or they may not know to surf properly.

RobertCM: If I can steer them to really practical sites for their students, they love the input...but, I'm on a high learning curve myself.

JuliaM hugs Robert

LesleyF: From my experience, most teachers tend to focus on the "earlier" steps of information literacy: locating/accessing resources (and maybe information therein). Typically, teachers feel pretty hep if they think of web evaluations.

MarthaAM: We all are to some degree Robert

JudyPB: There are so many great databases available that the teachers don't always know where to look, we are trying to educate them!

MarthaAM: You are so right Lesley

LesleyF: Where it falls apart is the follow-up application -- analyzing, organizing, and applying information.

JuliaM nods vigorously

RobertCM: True

AmyT: I agree

MarthaAM: That's where rubrics help, correct?

LesleyF: yes, that question -- Oh, you mean you PAY for those databases? Isn't everything on the Net free??

LesleyF: well, rubrics can be used all along the way.

MarthaAM smiles

HeidiLF: That's where money problems can come into play.

LesleyF: and some folks combine info literacy with tech literacy.

AmyT: really

LesleyF: You can be info literate without technology (e.g., getting info by interviewing someone) -- and you can be tech literate and info dumb (e.g., knowing how to insert a flashdrive).

AmyT: I did know that.

JuliaM: Good point. Hadn't thought about that

MarthaAM: The volume of information that technology provides us with can be overwhelming

JudyPB: Our public library has great database resources that a student (and teacher) only needs a library card to access them. This is a superb source for research. But collaboration is needed to spread the word.

LesleyF: The other factor I've noticed is that many teachers don't really get the idea of research projects. They may have the students do a report on Egypt, for instance, but they don't really get the idea of data gathering, sifting, generating new ideas.

HeidiLF: Judy are you talking about OPLIN?

RobertCM: How do you regard accessing information on the internet, More info. or tech. literacy?

LesleyF: Would you agree?

MarthaAM: Some are happy just to get the report done!

JudyPB: OPLIN is just part of it.

LesleyF: Does it ever seem as if it's a "supposed to" but isn't well integrated into the curriculum?

LesleyF: OPLIN is ????

HeidiLF: Ohio Public Library Information Network!

JohnSmi joined the room.

JudyPB: Thanks Heidi, I was having a moment there!

LesleyF: so it sounds as if there is a fair amount of educating to be done: about OPLIN, databases, info lit, tech lit, the deep benefits of researching.

RobertCM: wholly agreed

LesleyF: That ought to be enough to intimidate and put off teachers....

HeidiLF: OPLIN was started 11 years ago to provide every public library in OHIO with a least 1 computer and internet connection.

AmyT: I agree with that

JuliaM: With the new academic content standards, I think some teachers - veterans perhaps more so - are having trouble reconciling WHAT they are supposed to teach with HOW to teach it

LesleyF: So how do you think you should go about this re-education (sounds like the Culture Revolution in China...)

MarthaAM: How can we get teachers to integrate technology when they think it is the librarian's job?

HeidiLF: The public Libraries trying to educate the teachers and students!

LesleyF: Good point, Julia. Teachers need to be convinced that technology will help them teach and help students learn.

JudyPB: The educating needs to be ongoing because some of the teachers and other educators can hear about it once and then promptly forget it. I think that we, as librarians need to keep talking about it

JuliaM: Start with one teacher. Get them on board and then spread out. Hopefully, it will work like a wildfire.

LesleyF: Whew, that's an interesting attitude, Martha! Teachers don't see technology as a teaching or learning tool?

LesleyF: I agree that one-on-one collaboration is a feasible way to start.

MarthaAM: Some don't have the skills, others say they don't have the time

AmyT: Try getting teachers together and show them what technology can do for them.

HeidiLF: Can In-service training help?

LesleyF: Right, Amy. We need to show teachers that the front-loaded time investment is worth it -- that it will save time in the end.

JuliaM: I agree with Amy, but sometimes they aren't interested. Bribes of food usually work....

LesleyF: yes, in-service training is key. And librarians should be in the forefront of that.

JuliaM: o O (chocolate!)

LesleyF: yes, food for thought and food for body.

RobertCM: I need a curricular plan for what to share with teachers and in what order.

JudyPB: If you can pick out one of the most influential teachers in a school and get them on board that will help

MarthaAM: I volunteer in an elementary library, the teachers who work with the librarian produce the kids with the best information skills

LesleyF: YES, Robert, librarians need to know the curriculum in order to see where technology makes sense to enhance the learning.

DavidLJ joined the room.

KimMo joined the room.

LesleyF: yes, Martha, there are studies to that effect -- and they need to be shared as well...

LesleyF: HI, Kim and David.

JudyPB: I agree

DavidLJ: HI

MarthaAM waves

LesleyF: Databases are probably more effective with older students, but Net resources for teachers and good learning activities online can be persuasive too.

LesleyF: Here's another question: do your schools or districts have to develop -- and implement -- a technology plan? They do in California. And in Colorado they have to create a plan for tech AND for info lit.

RobertCM: I am thinking of curriculum in terms of what teachers need info 7 tech literacy wise-- not so much what they teach their students (academic content).

HeidiLF: I'm not sure about my school district.

DavidLJ: Does anyone have experience with the Classroom Performance System CPS)?

LesleyF: However, if students have to analyze graphical data or make comparisons, then tech tools can come in handy?

JuliaM: We have technology guidelines, but I'm not sure if they are actual standards. Anyone else know for Ohio?

MarthaAM: I'm thinking yes but not sure

LesleyF: And does Ohio have info lit or tech standards for K-12?

RobertCM: Technology standards just came out .

HeidiLF: I know in the standards for Ohio, students need to know how to use the OPAC.

MarthaAM: Yes

LesleyF: that's pretty low-tech...

JudyPB: I think that once the older students know about databases they will use them, it is too easy for them to surf

JuliaM: Ohio has info literacy GUIDELINES, but they are not standards... yet

LesleyF: that doesn't get to the manipulation of information.

LesleyF: part of the situation also depends on educational philosophies -- teaching to the test, back to basics, lecture vs. inquiry-based learning.

MarthaAM: When you have to teach to a test, that doesn't give much time for manipulation.

JuliaM: What I've been hearing in my classes and school visits is that we sort of have to sneak in our guidelines when collaborating

LesleyF: Technology SHOULD change the nature of teaching and learning. It is sort of limp if the learning is going to be rote. -- unless you want the kids to spend time making printed flashcards (not very productive...)

RobertCM: So true. Look how education changed post Gutenberg.

LesleyF: An interesting website that examines a school's capacity to use technology optimally is enGauge. Do you want to see it?

RobertCM: Please.

HeidiLF: Yes

MarthaAM: I agree but I keep seeing the same KidPix pictures and power point presentations

JuliaM: Absolutely!

MarthaAM: Sure

AmyT: sure

LesleyF: I'll type out the URL, and you can click on it -- and it's not about PPT...

LesleyF: www.ncrel.org/engauge/assess/assess.htm

MarthaAM: Yea

AmyT: thanks

LesleyF: You can get a copy of our discussion and look at it later if you wish. The underlying concepts are found at www.ncrel.org/engauge/framework/pro/literacy/prolitin.htm

LesleyF: BJ, want to share how to archive?

BjB: all members who are here get a transcript of this discussion emailed to them when they log out

BjB: if you missed the discussion or part of it...

BjB: the transcripts are edited and archived at www.tappedin.org/transcripts

MarthaAM: That will be helpful with our survey assignment, thanks Lesley!

AmyT: Thank you that is very helpful

HeidiLF: This will help with one of our assignments, Thanks!

RobertCM: Thank you!

LesleyF: When you look at that site, you find that a series of factors are needed: resources, training, leadership AND support, infrastructure, policies, community involvement. It's sort of like an operating car. You miss a piston and you can miss your car good-bye.

JuliaM: What are KidPix Pictures?

LesleyF: The factors are interdependent.

LesleyF: KidPix is a simple presentation tool, similar to HyperStudio or PowerPoint.

JuliaM: Oh. Thanks!

HeidiLF: what kind of community involvement are they talking about?

LesleyF: Parent training, business sometimes gets involved with equipment donations, career shadowing that shows how tech is used in the Real world...

HeidiLF: Is it school libraries partnering up with public libraries?

LesleyF: that too

LesleyF: along with other youth-serving agencies

LesleyF: after-school programs, for instance.

LesleyF: technology also helps parents know what their children are doing at school -- and how well.

MarthaAM: Our elementary just started an after-school program with the public library

HeidiLF: How does the school get the community involved?

DavidWe . o O (invite them into the school)

LesleyF: School/teacher/library web portals provide links to resources and to assignments -- and help two-way conversation via email etc.

LesleyF: parents can also serve as online tutors.

JudyPB: This is another issue, when the equipment fails and you are momentarily lost!
Thanks

MarthaAM: I'm glad you found us!

LesleyF: -- I had to bring my laptop to school because my desktop is dying (I wore it out in 2 years...)

DavidWe: Bound to happen sooner or later

JudyPB: Getting parents involved is usually a positive move

DavidWe: yes

LesleyF: Teachers -- and some administrators -- might not be aware of the US Dept. of Ed's national education technology plan. Do you know about it -- and how to access it? It provides some mandates for integrating technology, though not as gently as a grassroots "for the children" approach.

HeidiLF: I would like to learn more about that.

JudyPB: Tell us please

MarthaAM: Please share

LesleyF: here's the URL: take a couple of minutes to explore it a bit -- www.nationaledtechplan.org

LesleyF: theoretically, it could be woven into NCLB.

AmyT: I know what you talking about

AmyT: yes share

JudyPB: as library students we also hear a lot of information and sometimes don't have the time to process all of it (just like a lot of our teachers too)

AmyT: My computer is going really slow right now so half of what I am typing is coming in to late

RobertCM: Don't worry.

LesleyF: SO, to what degree does our school align with the national tech plan -- or to the NCREL/EnGauge model? What do see as your next step?

LesleyF: what do you see at the next steps?

JuliaM: I know that a goal for my first year (once I get a job) will be to learn the curriculum. Part of that will be learning how well it aligns and looking for ways to integrate.

RobertCM: I think our children are adept at using search engines but need much emphasis on info. literacy.

JudyPB: I think to get the schools to align you need to provide help sessions starting with the top, the administration

MarthaAM: I agree Judy, get the principal behind you.

DavidWe . o O (always)

AmyT: I also agree with Judy

JuliaM: The administrators are sometimes pulled in too many directions to bother with us.

MarthaAM: The administration should expect to see integration in lesson plans.

JudyPB: But I do think that if you can get the Principal on your side a good number of the staff will be interested too

LesleyF: so you'll need to be pro-active and help solve the problem for the administrators.

JuliaM: Does that mean start with the teachers??

JudyPB: absolutely

JudyPB: maybe with an inservice day

MarthaAM: Or as simple as a discussion during planning time.

JudyPB: yes

HeidiLF: Yes! and maybe help from the local public library?

JuliaM: I feel like we already fight and claw for so much that we can't accomplish everything and I get overwhelmed

JudyPB: absolutely with the public library!

MarthaAM: Keep your goals simple and achievable.

RobertCM: Good idea, Heidi.

AmyT: yep good idea

HeidiLF: I think if you can partner up with an outside source you may not be come so overwhelmed.

LesleyF: yes, the collaboration is the key

RobertCM: exactly

LesleyF: share the burden and the glory

MarthaAM: Amen

JudyPB: Sometimes, with some teachers, the outside source has more credibility

AmyT: I can agree with that

HeidiLF: It's a new face telling them the same message.

JudyPB: So if you have partnered with them, everybody wins

LesleyF: it takes a school village to raise a student

JuliaM: So we have to be selfless and work on getting them the information and not worry about our own credibility?

LesleyF: it's actually in your own interest -- doing well by doing good

MarthaAM: Our credibility depends on getting them the information

RobertCM: A village, yes.

JuliaM is frustrated

LesleyF: why are you frustrated, Julia?

RobertCM: Porque?

JudyPB: our credibility will be raised with the information by dissemination

LesleyF: yes

JuliaM: I feel like I'm at the foot of Mt. Everest with no grappling hook.

LesleyF: one step at a time

MarthaAM: Take one step up the mountain.

JudyPB: then hang on!!!

JuliaM laughs at Judy

HeidiLF: Librarians are in the business of sharing information. How well we do the sharing is the key to our credibility.

JuliaM: Bad class before this. I think it's probably spill over.

MarthaAM: And to keeping our jobs!

JudyPB: yes!

RobertCM: this beats class doesn't it?

MarthaAM: We know we won't be able to sway everyone. There are those teachers who understand. Seek them out and work with them. They will make your job worthwhile

AmyT: yep

RobertCM: Sorry Krista! That was a webFreudian slip.

JudyPB: yes they will, Martha

JuliaM: Bless you, Martha. That helps.

LesleyF: and then look for the tipping point so you'll see the real impact.

MarthaAM smile

JuliaM: Krista is our instructor, but I don't think she's here.

JudyPB: I was wondering...

MarthaAM: Yes

RobertCM: I think she is just shy.

LesleyF: so any last thoughts?

HeidiLF: That's the challenge that makes our jobs interesting.

JuliaM: I think I need to digest all of this

LesleyF: it does take time to reflect and apply it all -- the rest of your life...

HeidiLF: Thank you for the great information!

MarthaAM: I was thinking today, that we have to find the resources that work best for us. There are many awesome tools.

JuliaM: Thanks, Lesley!

JudyPB: I am optimistic that we can reach our target audience, the students.

JuliaM waves bye

LesleyF: yes, they're the loadstone.

RobertCM: Leslie, thank you.

LesleyF: Any thoughts as to what you'd want to talk about next?

JuliaM left the room (signed off).

AmyT: This has really been informative.

LesleyF: I do this every month.

JudyPB: Thank you Lesley, I enjoyed this

AmyT: I'll make a note to keep coming.

MarthaAM: What web resource do you use more than any others?

HeidiLF: I work in the public library and I want to help the schools more. I would like some input on that subject.

LesleyF: so let's have as our next topic be collaboration between school and public librarians using technology as a catalyst.

HeidiLF: Great!!!!

MarthaAM: I look forward to that topic.

RobertCM: Perhaps a show & tell. "If I were a librarian trying to help a teacher who does not use technology and the subject was "The First Battle of Bull Run' for instance, How would I direct/help them.

LesleyF: glad your class could participate. I usually do more URL sharing, but I think the underlying talking was needed.

LesleyF: yes, show and tell works at all levels.

AmyT: That is good to know

MarthaAM: Thank you Lesley. The time has flown by. I really enjoyed this

AmyT: Yes this was time well spent.

RobertCM: Good Night all my friends! (I forget how to wave.)

LesleyF: I encourage folks to use Tapped In for online discussion and decision-making.

LesleyF: You just take your hand and move it...

JudyPB: Good Night...

RobertCM: Hee Hee!

HeidiLF: Good Night !

MarthaAM waves goodbye

LesleyF: look for the next mountain and start hiking...

AmyT: good night

AmyT waves

DavidLJ left the room (signed off).

MarthaAM: Wear good shoes!

LesleyF: could be the start of a good library article... with the mountain metaphor. Think about it...

MarthaAM: I'll keep that thought!

LesleyF: good luck to you all

JudyPB: Thank you

HeidiLF: Thank you!