



Teacher Librarian Newsletter

Term 4, 2007

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New South Wales Limited**

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Message from the Convenor

Dear Colleagues,

The last term of another year. How fast they disappear!

The conference this year was very well attended, with over 100 people and the feedback indicated a successful day.

Kevin Hennes's sessions on smartening up our libraries were particularly popular and he is happy to talk to people on an individual basis, for a fee of course. He can be contacted at Kevin@kevinhennes.com.au . Dr Jim Mullaney is happy to make his presentation available so it will be posted on the AIS website.

I have a list of very useful suggestions for the conference next year, thank you all. If anyone would like to provide the venue for next year I would love to hear from you soon. I will need to know by the end of October so if you have facilities that would lend themselves to a conference please let me know.

Thanks to Sue Gough for hosting a successful network meeting at St Luke's

Grammar last term. Jill Ball gave us an insight into Web 2.0 tools and their implications for the classroom and Lee FitzGerald shared her experiences of Guided Inquiry in action. Lee has written a report for this newsletter.

We have no special PD organized for this term other than the network meeting. This will be a full day meeting in Newcastle with an end of year dinner for those who can stay on.

The date is **Friday 2nd November**. We will meet at the University of Newcastle for a tour at 10 a.m. The library has some exciting new initiatives they are keen to show off so it should prove a very informative morning. You might like to look at these links Marion Wilson, Associate Librarian, Corporate Services sent me showing the information literacy modules they have developed. The tutorial has received international recognition

The online Information Literacy self-assessment tutorial is at [http://www.](http://www.newcastle.edu.au/service/library/tutorials/infoskills/index.html)

[newcastle.edu.au/service/library/tutorials/infoskills/index.html](http://www.newcastle.edu.au/service/library/tutorials/infoskills/index.html)

The full suite of online training is at <http://www.newcastle.edu.au/service/library/training/index.html>

From there we will go to Newcastle Grammar for lunch at 12.30. Parking is very difficult near the school so car pooling is recommended. The library is situated at the Hill Campus on the corner of Church and Newcomen St. just near the hospital.

The meeting at Newcastle Grammar will begin at 2 p.m. and the focus will be "marketing your library". Everyone is asked to bring one idea that has worked for you in promoting library services.

Have a good term

Helen Schutz
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Information Literacy Diagnostic Tool

Lee FitzGerald, Loreto Kirribilli reports on using the Information Literacy Diagnostic Tool.

Information experts online quiz
<http://www.quia.com/quiz/929999.html>

This is a diagnostic test developed over the last few years by members of the AIS Teacher Librarians' committee. Its purpose is to allow teacher librarians to assess the information handling skills of Year 7 students. It is set in the context of Ancient Egypt, but students do not need to have any content knowledge of the area to attempt the quiz.

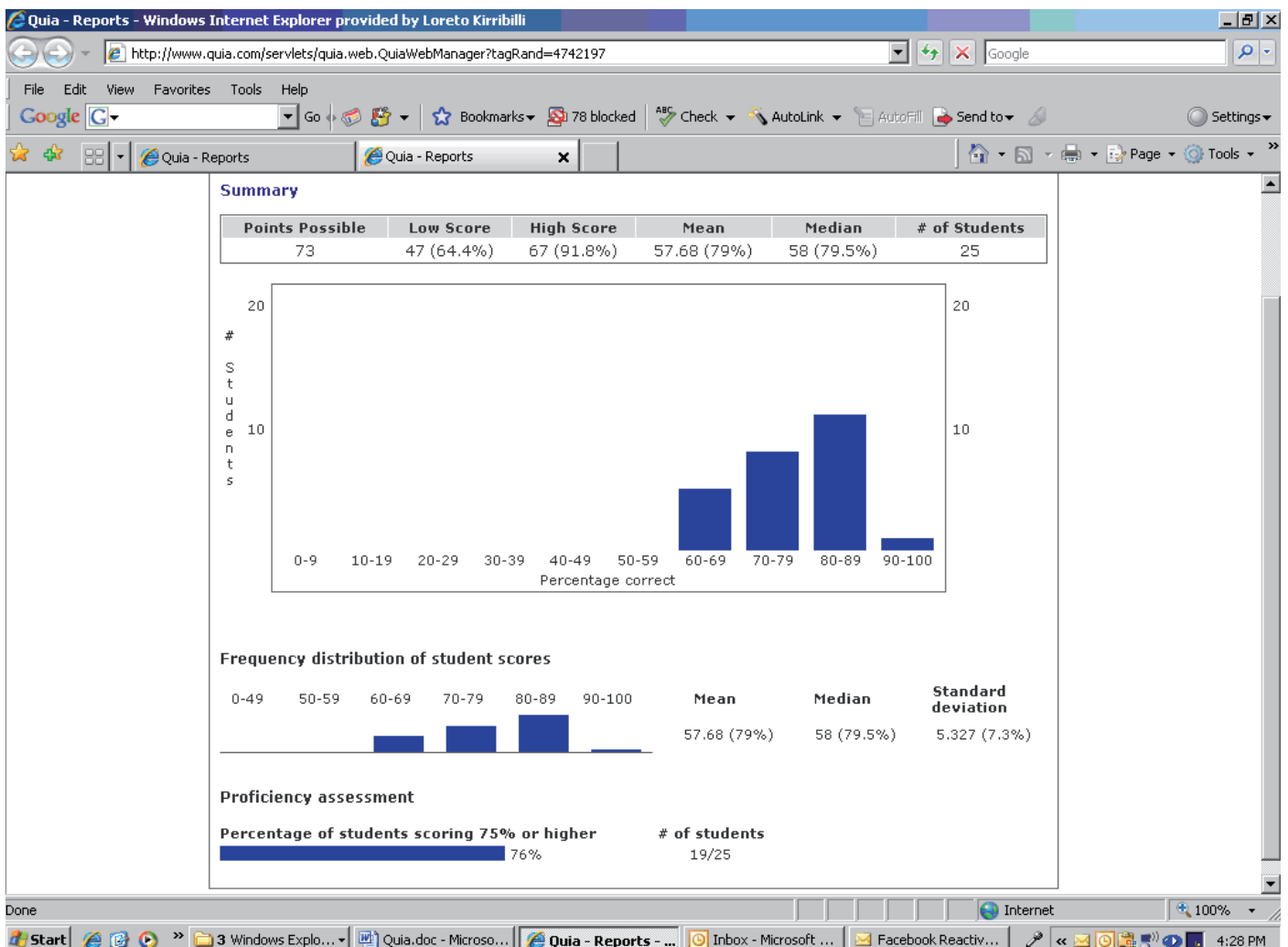
The quiz has been run in the following schools:

- Loreto Kirribilli
- Wenona
- Santa Sabina
- Cranbrook

and has proved to be a really useful tool in diagnosing specific interventions students require to learn to handle information better. It is useful too to compare levels of expertise between schools, as Alison Pick from Wenona and Helen Schutz of Santa Sabina have done(see article in Scan Vol.25. No. 4 November 2006)

At Loreto Kirribilli this year, we've used it on five classes of Year 7s at the beginning of their study of Ancient Egypt. Students take one period to do it, but if they are absent, or have some misadventure, e.g. submitting it before they have finished the quiz, it can be done from home, by accessing the internet address of the quiz - <http://www.quia.com/quiz/929999.html>

Quia self-marks all the lower order questions in the quiz, but there are two questions which need marking "by hand" – the instructor must go in and mark these questions which are asking for synthesis of information. After marking these questions, Quia then spits out a report for each student, plus information relating to the whole class, as pictured below.



The report feature in Quia is excellent, allowing for individual reports of varying complexity, as well as summary information, as above. From it, I've been able to express students' results in an A to E grading scale, and put a comment relating to their expertise with information into their reports. I feel this is really good progress!

Quizzes in Quia are relatively easy to create, unless you decide you want to get into the coding and insert pictures and fuss about bold and italic lettering.

Then it may take you until the cows come home! These are the types of questions you can create -

- Multiple choice
- True false
- Pop up
- Fill in
- Initial Answer
- Short answer
- Essay
- Matching
- Ordering.

Here are some examples of the categories that might not be self-evident:

Matching:

Your task is to describe the process of mummification.

Choose the information that relates to this process, put it in order, and mark as irrelevant all pieces of information that do not relate to mummification.

(11 points)

<input type="text"/>	It was then covered and packed with a form of natural salt called natron and left to dry on the embalming table.	a. Step 1 b. Step 2 c. Step 3 d. Step 4 e. Step 5 f. Step 6 g. Irrelevant
<input type="text"/>	Ancient Egyptians believed in many different gods and goddesses.	
<input type="text"/>	The ancient Egyptians built pyramids as tombs for the pharaohs and their queens.	
<input type="text"/>	The Great Pyramid was built for the pharaoh Khufu.	
<input type="text"/>	After the drying process, the wizened body was made to look beautiful by massaging the skin, stuffing and perfuming it, and applying rouge and other paints.	
<input type="text"/>	After the organs were removed, the body was rinsed with wine, which helped kill any remaining bacteria.	
<input type="text"/>	The ancient Egyptians stored their water and food in huge pottery jars.	
<input type="text"/>	As the second step, the internal organs were removed.	
<input type="text"/>	The last step was to coat the mummy in warm resin and wrap it from head to foot in layer after layer of linen strips.	
<input type="text"/>	First the corpse was dried out for 40 days.	
<input type="text"/>	Mut was the ancient Egyptian mother goddess and also the name that Egyptian children used for their "mummy".	

Ordering:

Order the sentences into a paragraph that makes sense (4 points)

↓ ↑	The ruler of Ancient Egypt was called a pharaoh
↓ ↑	Therefore, the most powerful person in Ancient Egypt was the pharaoh.
↓ ↑	The pharaoh made the laws of the land and the people believed he was a god.
↓ ↑	The word pharaoh means 'great house'.

Short answer:

How believable is the following passage?

What made you make this conclusion?

Anyway, my friends, I'm writing to you to let you know of a new hieroglyphics discovery that I think you all should go and investigate.

Apparently, some silly, sun-addled tourist up at the Temple of Hathor at Dendara went and put his foot through a raised-up bit of sandbank there. Seems his foot sank straight down, then broke through

some rotting ancient timber planks that'd been put there long ago.

The planks were concealing an anteroom inside the temple, which is decorated with hieroglyphics. What these hieroglyphs say will knock your socks inside-out!

I hope you're sitting down, you three: the hieroglyphs are the first hieroglyphs we've ever found that mention the Transilient Sceptre of Rameses!.... and as you know, the Transilient Sceptre of Rameses could turn anything – anything

at all, not just metals – into pure gold!
(5 points)

You are free to use the diagnostic test from the URL provided: <http://www.quia.com/quiz/929999.html>. But if you want to get into creating your own quizzes, you will need to subscribe to Quia. There is a free 30 day trial available, then subscription costs \$US49 per year. I think it's an excellent tool.

For the bookshelf

Bronwyn Foxall has recommended these professional development resources.

The Miniature Guides and the Thinkers guides are available from the Foundation for Critical Thinking www.criticalthinking.org and the others are available from the Curriculum Corporation

Miniature guides

The miniature guide to the human mind : how it learns, how it mislearns / by Linda Elder and Richard Paul.

The miniature guide to the art of asking essential questions / by Linda Elder and Richard Paul.

The miniature guide to practical ways for promoting active and cooperative learning / by Wesley Hiler and Richard Paul.

A miniature guide for those who teach on how to improve student learning : 30 practical ideas / by Richard Paul and Linda Elder.

The miniature guide to critical thinking concepts and tools / by Richard Paul and Linda Elder.

A miniature guide for students and faculty to scientific thinking / by Richard Paul and Linda Elder.

Thinkers guides

The thinker's guide to analytic thinking : how to take thinking apart and what to look for when you do / Linda Elder and Richard Paul.

The thinker's guide to the nature and functions of critical & creative thinking / by Richard Paul & Linda Elder.

The thinker's guide for student's on how to study & learn a discipline using critical concepts & tools / by Richard Paul and Linda Elder.

The thinker's guide for conscientious citizens on how to detect media bias & propaganda in national and world news / by Richard Paul and Linda Elder.

The thinker's guide to fallacies : the art of mental trickery and manipulation / by Richard Paul and Linda Elder.

The thinker's guide to how to read a paragraph : the art of close reading / by Richard Paul and Linda Elder.

The thinker's guide to understanding the foundations of ethical reasoning / by Richard Paul and Linda Elder.

The thinker's guide to the art of Socratic questioning / by Richard Paul and Linda Elder.

The thinker's guide to engineering reasoning / by Richard Paul, Robert Niewoehner, Linda Elder.

The thinker's guide to how to write a paragraph : the art of substantive writing : how to say something worth saying about something worth saying something about / by Richard Paul and Linda Elder.

A critical thinker's guide to educational fads : for parents, educators, and concerned citizens / by Richard Paul and Linda Elder.

A guide for educators to critical thinking competency standards : standards, principles, performance indicators, and outcomes with a critical thinking master rubric / by Richard Paul and Linda Elder.

The international critical thinking reading & writing test : how to assess close reading and substantive writing / by Richard Paul and Linda Elder.

Teachers' Pocketbooks

Learning to learn pocketbook / by Tom Barwood ; cartoons, Phil Hailstone.

Coaching & reflecting pocketbook / by Peter Hook, Ian McPhail & Andy Vass ; cartoons, Phil Hailstone.

ICT in the classroom pocketbook / by Anne Sparrowhawk ; cartoons, Phil Hailstone.

Managing workload pocketbook / by Will Thomas ; cartoons, Phil Hailstone.

Burmark, Lynell, *Visual literacy : learn to see, see to learn*. Alexandria, Va. : ASCD, 2002.

Edwards, Jean, *How to teach thinking skills. Creative thinking, critical thinking, problem solving: A practical guide full of ready-to use activities and worksheets to switch on the ideas in your students!* Nelson, New Zealand: ThinkShop, 2005.

Gardner, Howard, *Five minds for the future* Boston, Mass. : Harvard Business School Press, 2006.

Lichtman, Marilyn, *Qualitative research in education : a user's guide*. Thousand Oaks, CA : Sage Publications, c2006.

Roche, Naomi, *Research wise : classroom strategies that build information skills*. Mascot, N.S.W. : User Friendly Resources, 2006.

Tanner, Howard, *Assessment : a practical guide for secondary teachers* / Howard Tanner and Sonia Jones. London : Continuum, 2006.

Turnbull, Jacquie, *9 habits of highly effective teachers : a practical guide to empowerment* / Jacquie Turnbull. London : Continuum, c2007.

Guided Inquiry the KISS way

Keep It Simple Stupid is a principle not high in my repertoire! But I'm learning!

So what is Guided Inquiry? Essentially what it says – Guiding students through the process of an assignment, which is based on a constructivist problem.

- It can involve seeking feedback at the beginning, middle and end to find out how students are progressing towards developing and expressing understanding of their topic, and to find out what difficulties they are having. This information can be used to provide individual and group feedback. This was done this year in the context of the Senior Geography Project and the Year 11 Modern History Independent Research project. Students found the feedback helpful. You might also be seeking feedback as part of using the SLIM toolkit to gather data for evidence-based practice.
- It can involve scaffolding students with their assignment, in the form of building background, notetaking and transforming information, bibliography storage and citation development. This has happened with the Year 9 PDHPE Discrimination assignment, just completed.

Lessons from the Year 11 experiences taught me that for process to be done properly at my school, it needs to be part of the marking scheme.

To that end, I believe we've got a good assignment in the Year 9 PDHPE Discrimination assignment, developed by PDHPE staff and me. It has these elements of Guided Inquiry:

- Constructivist problem: **Explore the impact of discrimination and difference on the health of marginalised groups in Australia.** Students could choose from Aboriginal and Torres Strait Islanders, Socio-economically disadvantaged people, Overseas born people, People in rural and remote areas and Elderly people.
- **Scaffolding along the way, which is part of the marking scheme.** This consists of a Building background word document, a Notetaking/transforming document and a reflection on learning. The Building background one was done on information provided rather than searched for – this gave students a common background to their later free enquiries. All three scaffolds are part of the marking scheme, and I

have quite a tidy pile of them in my office to mark!

- Choice of research product: Students had to develop an advocacy strategy to address the problems of their group, but had the choice of a letter to the editor, a letter to the Prime Minister or other politician or a newspaper article.

What's the point of scaffolding students and making it part of the marking scheme?

Because it can put to rest any lingering doubts we may have about our students' capacity to develop a line of enquiry in a topic, about the quality of the information on which they build their assignments, about whether they're plagiarising or not, as well as storing the information they will need for their bibliographies.

The three scaffolds we used follow. All of them counted in the grading of this assignment.

Did I KISS? Hope so.

Lee FitzGerald
Loreto Kirribilli

Year 9 PDHPE: Discrimination and health Building background on your group	
Fill in the following columns as you skim the information on your group	
That's interesting	
I didn't know that	
I want to know more about	
Questions I have ???	

Year 9 PDHPE: Discrimination and health Notetaking / transforming grid		
<p>Search ANZ Reference Centre for articles about your group and its health. Choose ONE of these articles. *Keep these details: For online articles: Name of authors of article; date; Title of article in quotation marks; Title of the publication (italics). [online]; Available at: Internet address; Accessed: (date of visiting site). For books: Author; date; title (italicize); place of publication; publisher.</p>		
Source: Keep bibliographic details in this column*	Copy and paste	Summarise

Year 9 PDHPE: Discrimination and health Reflection on learning	
Describe your process of learning during this assignment.	
What difficulties did you face?	
What do you now understand about the impact of discrimination on your chosen group?	