

Important Reading for Teacher Librarians:

1) From the *AASL Strategic Plan*
June 2005

10-15 YEAR PLANNING HORIZON ***~ CORE IDEOLOGY & ENVISIONED FUTURE ~***

School Library Media Programs

- Every school has a library with at least one full-time certified School Library Media Specialist (SLMS) and support staff.
- Administrators understand the value of and seek to hire certified SLMSs for their school libraries.
- Information literacy skills are integrated into school curriculums and assessed throughout the learning process.
- School library media programs are fully funded.
- School library media programs exist beyond the school walls.

School Library Media Specialists (SLMS)

- SLMS are active participants in curriculum development and the instructional process.
- SLMS are recognized as leaders in the planning and integration of educational technology.
- SLMS are recognized by the community as an integral part of teaching and learning.
- Teachers are eager to collaborate with SLMS.
- SLMSs are an integral part of the school leadership team.
- SLMSs are advocates for school library media programs on the local, state, and national levels.

2) Henry Jenkins, Director of the Comparative Media Studies Program at the Massachusetts Institute of Technology *et al.* *Confronting the Challenges of Participatory Culture: Media Education for the 21st Century*. MacArthur Foundation.

From the Executive Summary:

According to a recent study from the Pew Internet & American Life project (Lenhardt & Madden, 2005), more than one-half of all teens have created media content, and roughly one third of teens who use the Internet have shared content they produced. In many cases, these teens are actively involved in what we are calling *participatory cultures*. A participatory culture is a culture with relatively low barriers to artistic expression and civic engagement, strong support for creating and sharing one's creations, and some type of informal mentorship whereby what is known by the most experienced is passed along to novices. A participatory culture is also one in

which members believe their contributions matter, and feel some degree of social connection with one another (at the least they care what other people think about what they have created)...

Educators must work together to ensure that every American young person has access to the skills and experiences needed to become a full participant, can articulate their understanding of how media shapes perceptions, and has been socialized into the emerging ethical standards that should shape their practices as media makers and participants in online communities. [**These skills are taught as a part of the Utah Library Media Core Curriculum, Media Literacy Strand.**]

http://www.digitallearning.macfound.org/atf/cf/%7B7E45C7E0-A3E0-4B89-AC9C-E807E1B0AE4E%7D/JENKINS_WHITE_PAPER.PDF

3) *A State Leaders Action Guide to 21st Century Skills: A New Vision for Education*. Partnership for 21st Century Skills. June 2006.

The document and the Partnership for 21st Century Skills are often cited in other publications, so educators who keep current with education literature know of this work. The Utah State Board of Education has referred to this document in their discussions. AASL is a member of the Partnership 21st and **many of these skills are included in our Utah Library Media Core Curriculum.**

<http://www.21stcenturyskills.org/documents/stateleaders071906.pdf>

4) Oblinger, Diana G. and James L. Oblinger, editors. *Educating the Net Generation*. Educause, 2005. (Entire book available online)

Fascinating reading on the students we educate, their learning characteristics, and, in Chapter 13, a description of how libraries need to respond to the ways the “Net Generation” learns in order to serve their information needs. If nothing else, take a look at the Introduction, Chapter One, and Chapter 13.

Excerpt from Chapter 13, Net Generation Students and Libraries

Developing library content, services, and environments that are responsive to Net Gen students can be achieved by examining the characteristics of those students and making a conscious effort to address deficiencies and transform the current situation in libraries. Why should libraries and librarians adapt their well-structured organizations and systems to the needs of students rather than insist that students learn about and adapt to existing library systems? The answer is that students have grown up in and will live in a society rich in technology and digital information. By blending the technology skills and mindset that students have developed all their lives with the fruits of the academy, libraries can offer environments that resonate with Net Gen students while enriching their college education and lifelong learning capabilities.

http://www.educause.edu/content.asp?PAGE_ID=5989&bhcp=1