Education Libraries

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A peer-reviewed journal published by the Education Division of the Special Libraries Association (SLA)
Invisible Sphere of Influence
Among the many fine articles in this issue, the topic of mentorship strikes a chord. Jeremy Denk in a recent New Yorker recalls several of his piano teachers. During one of his recitals, he played some unintended notes. He heard his former teacher’s voice in his head, telling him not to be a perfectionist. How many of us conjure up the ghosts of former mentors or teachers while we are struggling, trying to make sense?

At an advisory meeting of our local library school, a faculty member asked about the importance of offering a cataloging course, and the impact it would have on graduates finding jobs. I couldn’t help but hear C. Donald Cook, my cataloging professor at the University of Toronto, weighing in on the debate. He would emphasize the core of cataloging saying that organizing information no matter what it is called is essential to what we do; who we are. Professor Cook knew that cataloging is the road map, guide, infrastructure, and cornerstone to accessing information.

At this time of my career, I think of those who had a profound influence upon me from Professors Cook, Fasick, England, and Neale from the U of T to the librarians with whom I worked at the Chicago Municipal Reference Library in the 1980s. Their voices ring through my head. No, I do not have multiple personalities. To all of you mentors out there, realize that your generosity is appreciated, and enduring.

On another note, I came across a lovely, little book, Glaciers by Alexis Smith. The main character works in preservation in a library. This smart young and thoughtful woman loves books, their feel, smell, and mystery. This is definitely a title you need to add to your list of novels in which libraries figures prominently.

If you haven’t seen it already, Pew just issued a new report, Parents, Children, Libraries, and Reading. The consensus is that reading, libraries, and children are intertwined. We know that!

I would like to welcome Kim Bloedel as book review editor. Please contact Kim (kimberly-bloedel@uiowa.edu) directly to request books.

Enjoy this issue of Education Libraries. And do send education.libraries@gmail.com comments, questions, submissions and the like.

From the Chair of the SLA Education Division
Here’s the schedule of DEDU events at the SLA 2013 conference in San Diego!

Saturday, June 8: Board meeting 3-5pm
Sunday, June 9: Serving international populations (with MaH div.) 3:30-5pm (Sponsored by SAGE)
Monday, June 10: DEDU Breakfast AND Business/Membership meeting 8-9:30am (Sponsored by SAGE)
Monday, June 10: Research Poster session (with 3 other div.) 4-5:30pm
Tuesday, June 11: Collaboration (Academic is lead, but DEDU is cosponsor) 10-11:30am
Tuesday, June 11: Building community through DBs (with MaH div.) 2-3:30pm (sponsored by ERIC)
Tuesday, June 11: THE LAST WAVE no-host dinner for DEDU and friends
Transforming Space in the Curriculum Materials Center
By Linda Teel

Abstract
Transforming space to facilitate and compliment learning has become an integral component in the redesign and renovation of academic libraries. This article offers a framework of discussion based on the redesign and renovation of the existing curriculum materials center at East Carolina University Joyner Library. The curriculum materials center, better known as the Teaching Resources Center (TRC), is housed on the second floor of the four-story academic library. The TRC utilizes more than 17,800 square footage of the academic library. Planning, budgeting, implementation, promotion and assessment are discussed highlighting specific details of value in consideration when redesigning and renovating space in a curriculum materials center.

Background
East Carolina University J. Y. Joyner Library serves as one of two academic libraries for the campus. Located in Greenville, North Carolina, the campus enrolls more than 27,800 students making it the third-largest university and fastest-growing campus in the University of North Carolina system for six consecutive years. The university is renowned for its historical beginnings as a teacher training college and continues that proud tradition by educating the highest number of teachers in the state of North Carolina (US Journal of Academics, 2012). In order to better serve the more than 3,000 students enrolled in education programs, the Teaching Resources Center (TRC) originated in 1988 as a curriculum materials center designed to provide specialized resources, materials and services for students enrolled in the teacher education program.

The center provides outreach programs to in-service educators for more than 38 eastern North Carolina school systems. After multiple relocations of the center within the current library facility, the TRC moved to its current location on second floor of the academic library in 2001 where it provides an invaluable collection and services to its patrons. In August 2008 as part of an overall strategic plan to assess space in the library, a space assessment was conducted to project the need for redesign and renovation of the TRC in order to better facilitate and compliment learning. The space assessment addressed the following needs: redesign of staff and student work areas; availability of group study areas; construction of instructional/study areas; renovation of production areas; relocation of collection and redesign of service desk, furniture replacement, collaborative work space, and study areas. The TRC space assessment documented the need for redesign and renovation to configure new physical space to better facilitate and compliment learning experiences for patrons.

Space Needs
With the completion of a space assessment plan, the next step involved the initial planning of a redesign project. Consideration of trends facing today’s students differs significantly from just a decade ago. Classrooms are no longer the only form of learning space as the majority of student learning activity occurs outside the classroom today. Once based solely on individual effort and achievement, performance has shifted to team activities and collaborative learning motivated by social interaction with peers outside of the traditional classroom (Milne, 2006, p. 11.1-11.2). An emphasis is placed on student-led inquiry and collaborative learning requiring libraries to focus on and provide flexible designs and interactive space. This emphasis shifts learning from the facilitation of knowledge discovery in the classroom to the creation of knowledge enabled by shared learning tasks and productivity using technological tools (Sullivan, 2010). With such a shift, computer and networking technologies are natural components of students’ lives making technology mainstreamed into today’s learning with the Net Generation or Net Gen utilizing mobile phones, netbooks, tablets, iPods, along with Web 2.0 technologies as standard learning tools.
According to Beard and Dale (2008) by 2015, library patrons will be those who utilized e-books as a standard part of their secondary curriculum. Oblinger and Oblinger (2006) described this generation as those who have never known life without the Internet. The Net Generation (born after 1982) are technology-obsessed, social and connected, traditional, achievement-oriented, and attention-challenged. Learning for them occurs in less sequential order integrating discussion threads, blogs, wikis, texting, Facebook and other social networking. Today’s patrons expect library space to reflect their technically charged surroundings in a way that could scarcely be imagined only a few years ago which makes the future even more unpredictable (Cohen, 2009).

A final trend for consideration relates to the fact that students no longer consume information; rather, they produce content. This production incorporates a range of digital devices and tools that allow them to create and shape content, and publish it instantly. Such trends emphasize that learning has become less structured and more informal and social; therefore, redesign of space in libraries must encompass new design approaches which will interface emerging technology into flexible space to provide access and student interaction (Milne, 2006, p.11.1-11.2). In other words, “students today think and process information differently from their predecessors” (Dale & Matthews, 2006, p.27).

Areas of Learning Space Transformation Impact
With library space transformation exploding across college and university campuses today, three areas impact that transformation: demographic factors, technological factors, and pedagogical factors. Demographic factors focus on the aspect that students are digital natives and multitaskers. Technological factors emphasize digital and multimedia content embedded into the learning experience. The pedagogical factor focuses on collaborative and informal learning in group settings (Dewey, 2008). Using trends in learning combined with the factors driving space transformation and users’ needs, the members of the Teaching Resources Center developed a list of guiding principles for the redesign and renovation of the center’s space.

Statistical information and data available justified and accentuated particular immediate redesign recommendations. Existing data from LibQUAL was analyzed to review patron comments along with surveys and observatory data to determine users’ needs and expectations. Three major principles guided the redesign and renovation. The first principle focused on the need to design space supporting users’ programmatic needs which included: presentation practice areas, technology equipped collaborative learning areas, classroom style settings as well as individual and group study areas. A second principle guiding the redesign was flexibility. Flexibility addressed the constant change of learning environments, responsiveness to varied learning styles of users and cost reductions for future changes. A third and major guiding principle focused on building partnerships to include stakeholders, other campus and library departments and interior design experts to create flexible space that would be sustainable with time. These groups included, but were not limited to students, staff, faculty, campus IT and facilities, library building operations, campus and library administration, library security, and an interior design specialist (Twiss-Brooks, 2009). Based upon the TRC space assessment, current learning trends, factors transforming learning space and principles guiding redesign and renovation, a plan was developed for the redesign and renovation project.

Redesign Planning
In September 2010, the Dean and Associate Dean of the library met with the Head of Services of the Teaching Resources Center and Building Operations to discuss a preliminary plan for renovating the center. During the midst of budget constraints, funds were available for capital outlay projects based on need and justification. Based upon the recommendations from the TRC space assessment, the redesign and renovation costs were estimated at approximately $180,000.00. With the support of library administration, the request to renovate the TRC was submitted to campus administration justifying the need and costs. In November 2010, the request was approved and funding was granted with stipulations that funds be expended by July 2011 leaving only seven months to complete the majority of the project. Project work began immediately in phases.
Implementation-Phase One
Phase One of the project involved configuring the addition of data and electrical lines partnering with the IT and Building Operations departments to determine the need, physical location and costs. The plan included replacement and additional lap-top ready tables in open areas and the need for increased electrical wall and floor outlets. Increasing the number of computer workstations meant the installation of additional data lines. The installation work began in late December 2010 with completion of Phase One by March 2011.

Implementation-Phase Two
Phase Two involved the relocation of the Ronnie Barnes African-American Resource Center for construction of an instructional multipurpose room which would serve as group study/presentation areas when not in use for instruction. The Ronnie Barnes African-American Resource collection was transferred to rolling carts and moved to the new location once shelving was installed. Construction of Phase Two began in December 2010. The majority of Phase Two was completed during intersession and holiday break prior to students returning to campus in January 2011. The construction of the multipurpose and instructional classroom was completed in March 2011 with the installation of a third SmartBoard. Maximum flexibility, easy access to staff and patrons and the incorporation of easy and efficient access to electricity and wireless connectivity was a major goal in the design of this room domesticating and adapting space to better meet the needs of patrons (Williams, 2008). The design of the room allowed for small group study/presentation practice area utilization when not in use for instruction or class laboratory assignments.

Implementation-Phase Three
Phase Three required partnering with the Library Building Operations manager and the interior design consultant to design a new service desk and oversee the ordering of furniture. The relocation of the TRC service desk provided increased visibility along with a practical staging area for the collection. The current desk location inhibited direct visibility and accessibility. The relocation of the service desk placed it at the entrance of the center offering an open, approachable, aesthetically stimulating desk with no access barriers. The relocation of the desk also created more efficient work flow access to the production room and computer workstations. Using staff input in conjunction with floor dimensions, the interior design consultant created a service desk plan. After multiple revisions, a final design was approved.

Computer workstation furniture was replaced along with coordinating tables and chairs for the entire center. Mobile tables, chairs and additional workstation furniture were ordered for the production room. Café-style booths were ordered to provide group study areas. Leisure furniture was added to provide comfortable seating and an inviting atmosphere. All orders were placed in March 2011 with an eight-week delivery projection. While waiting for the arrival of furniture, the TRC Reference and Special Book collections were moved to provide additional space to house additional computer workstations and collaborative areas. Additional workstations were added throughout the center with the addition of three large screen monitors increasing collaborative functions and better access for visually impaired patrons.

All existing carrels were removed completely from the center. TRC storage rooms were relocated out of the center freeing three rooms for conversion to group/individual study rooms. Vinyl lettering was ordered and installed above the TRC Service Desk boldly identifying the Teaching Resources Center.

Implementation-Phase Four
Phase Four began with the arrival of the TRC service desk, equipment, and furniture. The service desk arrived in multiple shipments with installation of the desk completed in three days. The IT department coordinated moving and installation of the computer workstations to the service desk. The number of service desk computer workstations increased to provide student employees a work area serving as a staging area. The TRC service desk remained in full operation during the entire redesign and renovation project.

Upon functionality of the new TRC service desk, the previous service desk was disassembled and removed.
from the center freeing space to install new collaborative workstations and additional computer workstations. The IT department moved existing workstations and added new ones upgrading and installing software during this process. Additional tables and chairs were added to this area to provide individual and group work zones. A critical component to the redesign was realizing that the engagement of this space provided different visualizations and requirements than previously. Now, this space provided adaptability and flexibility for patrons to use alone, with peers, or in combination with information and technology access and/or expert help (Nitecki, 2011).

With the arrival of the multipurpose instructional room furnishings, laptop ready tables and chairs provided seating capacity of 38. Installation of a new SmartBoard served a dual purpose as an instructional tool for classroom and laboratory instruction and a production tool for patrons allowing laptop connectivity for creating modules/lesson plans and rehearsing for presentations.

The largest open area in the TRC, the Debnam Resource for Family Literacy Center, was transformed with new furniture and additional electrical and data lines. Reconfigured to accommodate additional seating and collaborative learning space, the seating capacity increased from 48 to 60. All tables were laptop-ready providing users with immediate electrical access. Wireless connectivity was upgraded to provide a stronger signal throughout the center. The existing SmartBoard remained in the area providing accessibility for patron use. Transformation of this area resulted in understanding how students are interlinking physical and virtual spaces to champion new approaches to generic learning spaces (Black & Black, 2006). The mobile technology in this area allows patrons to “create anywhere, anytime learning environments” necessitating adaptable and flexible space (Wolff, 2006).

Located in the rear of the center, the café study area offered an abundance of electrical access, upgraded wireless connectivity and laptop-ready booths for individual or group study. Within three weeks, the café study area was completed and being used heavily.

Implementation-Phase Five
The reconfiguration of the production room required little redesign since space available for housing production equipment was limited. Mobile and height-adjustable tables in conjunction with new workstation furniture were installed increasing the seating and computer access for patrons. With the final phase of the project completed, the goals to redesign the Teaching Resources Center (Figure1) and expend the Teaching Resources Center Renovation Expenditures (Figure 2) were completed on time by June 30, 2011.
Figure 1
Redesigned Teaching Resources Center Floor Plan
Figure 2
Teaching Resources Center Renovation Expenditures, June 30, 2011

<table>
<thead>
<tr>
<th>Qty</th>
<th>Description</th>
<th>Unit Cost</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Custom L-shaped service desk: 32’ X 12’6”, Corian surfaced, 2 hinged gates, 3 box file drawers, 1 lateral file-36” wide, and 1 two-door storage cabinet-36” wide and five quad receptacles</td>
<td>$25,312.00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Ergonomic desk chair without arms, mesh back (slate) black/silver frame, black base, plum upholstery, grade 4</td>
<td>$307.60</td>
<td>$922.80</td>
</tr>
<tr>
<td>152</td>
<td>Ergonomic chair without arms, mesh back (slate) black/silver frame, black base, plum upholstery, grade 4</td>
<td>$282.65</td>
<td>$42,962.80</td>
</tr>
<tr>
<td>7</td>
<td>Shelby Williams “Wave” booths, cherry finish, amethyst upholstery, grade 4</td>
<td>$2,529.00</td>
<td>$17,703.00</td>
</tr>
<tr>
<td>18</td>
<td>(A*) Vela computer table with brushed aluminum privacy deck: 30” X 48”, duplex receptacle and two data ports</td>
<td>$987.25</td>
<td>$17,770.50</td>
</tr>
<tr>
<td>9</td>
<td>(B*) Vela rectangular table: 48” X 96” fixed, 3 semi-recessed duplex receptacles</td>
<td>$1,488.30</td>
<td>$13,394.70</td>
</tr>
<tr>
<td>3</td>
<td>(C*) Vela rectangular table: 78” X 48” fixed, without power modules</td>
<td>$943.25</td>
<td>$2,829.75</td>
</tr>
<tr>
<td>4</td>
<td>(D*) Vela rectangular table: 48” X 96” fixed, without power modules</td>
<td>$502.15</td>
<td>$2,008.60</td>
</tr>
<tr>
<td>4</td>
<td>(E*) Vela round table: 60”, 2 semi-recessed duplex receptacles</td>
<td>$1,012.40</td>
<td>$4,049.60</td>
</tr>
<tr>
<td>2</td>
<td>(F*) Vela rectangular table: 48” X 72” fixed, 2 semi-recessed duplex receptacles</td>
<td>$1,243.55</td>
<td>$2,487.10</td>
</tr>
<tr>
<td>4</td>
<td>(G*) Vela rectangular table: 60” X 30” mobile, without power modules</td>
<td>$476.30</td>
<td>$1,905.20</td>
</tr>
<tr>
<td>4</td>
<td>(H*) Vela rectangular table: 42” X 36” fixed, adjustable height, 2 semi-recessed duplex receptacles</td>
<td>$1,093.95</td>
<td>$4,375.80</td>
</tr>
<tr>
<td>4</td>
<td>(I*) Vela trapezoid table: 30” X 84” fixed, without power modules</td>
<td>$682.55</td>
<td>$2,730.20</td>
</tr>
<tr>
<td>7</td>
<td>(J*) Vela rectangular table: 24” X 72” fixed, without power module</td>
<td>$607.75</td>
<td>$4,252.25</td>
</tr>
<tr>
<td>1</td>
<td>Classroom construction job: 23’ X 34’, 2 sheetrock walls with 10 glass windows (36” X 48”), two doors, HVAC venting and lighting rework</td>
<td>$19,833.00</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Installation of 14-wall electrical outlets, 12-floor electrical outlets, 18-data ports</td>
<td>$5,922.00</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>SmartBoard-600 series with UX60 projector</td>
<td>$8,400.00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>42” workstation monitors (Samsung) with mounting brackets</td>
<td>$650.00</td>
<td>$1,950.00</td>
</tr>
<tr>
<td>1</td>
<td>Vinyl “Teaching Resources Center” letter set: 11.5” X 133”, Lucinda Calligraphy font, black</td>
<td>$47.80</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Custom chair cushion, 3” thick, 18” X 15” X 16”, Sunbrella black fabric, with ties</td>
<td>$39.10</td>
<td>$234.60</td>
</tr>
</tbody>
</table>

Grand Total $179,091.70

*Letters correspond with items listed on Figure 1 (Teaching Resources Center Redesigned Floor Plan).
Assessment

Assessment is an integral part of any learning space development and should be planned as a major component prior to the onset of the project. Continuous assessment provides feedback based upon impact on learners, informs and influences future plans and provides a closer understanding of the relationship between space and learning. Assessment includes simplistically counting and recording statistical data for analysis while deeply engaging the learner to understand their experiences, perceptions and feelings in relationship to learning space (Roberts & Weaver, 2006). Prior to the TRC redesign and renovation project, the space assessment and LIBQUAL results played an important role in the initiation of the project providing data to support and justify the need for change. Upon the completion of the redesign and renovation of the Teaching Resources Center, new statistical data was collected from September 2011 to April 2012 to compare and analyze with previously recorded data determining the Percentage Increase of Teaching Resources Center Services (Figure 3) and the Percentage Increase of Teaching Resources Center Circulation (Figure 4). This documentation validated a significant increase in the usage of TRC space and services after the completion of the renovation project.

**Figure 3**

<table>
<thead>
<tr>
<th>Data Analyzed</th>
<th>Total Number 2010-11</th>
<th>Total Number 2011-2012</th>
<th>Percentage compared to previous year prior to renovation/design change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional classes</td>
<td>161</td>
<td>201</td>
<td>+25%</td>
</tr>
<tr>
<td>Number of participants in instructional classes</td>
<td>4,152</td>
<td>5,803</td>
<td>+30%</td>
</tr>
<tr>
<td>Consultations (individual and group)</td>
<td>55</td>
<td>160</td>
<td>+202%</td>
</tr>
<tr>
<td>Service Desk Questions</td>
<td>13,808</td>
<td>16,984</td>
<td>+23%</td>
</tr>
<tr>
<td>TRC In-house Circulation</td>
<td>12,145</td>
<td>13,539</td>
<td>+12%</td>
</tr>
<tr>
<td>Production room</td>
<td>2967</td>
<td>3065</td>
<td>+9%</td>
</tr>
</tbody>
</table>

*Comparison statistics began with September due to the fact that the TRC renovation/redoign project was completed on September 1, 2011 and ended in April 2012 to comply with annual reporting.

**Figure 4**

<table>
<thead>
<tr>
<th>Year</th>
<th>Home Library Total Circulation</th>
<th>TRC Circulation</th>
<th>Percentage of TRC Circulation compared to Home Library Total Circulation</th>
<th>Home Library Total Book Circulation</th>
<th>TRC Circulation</th>
<th>Percentage of TRC Circulation compared to Home Library Total Book Circulation</th>
<th>Percentage of TRC Circulation compared to previous year of Home Library Total Book Circulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>114,931</td>
<td>15,827</td>
<td>34%**</td>
<td>28,908</td>
<td>12,127</td>
<td>43%</td>
<td>6%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>95,530</td>
<td>15,100</td>
<td>43%**</td>
<td>28,908</td>
<td>12,127</td>
<td>43%</td>
<td>10%</td>
</tr>
</tbody>
</table>

*Comparison statistics began with September due to the fact that the TRC renovation/redoign project was completed on September 1, 2011 and ended in April 2012 to comply with annual reporting.
To assess the effectiveness and gather helpful information for future improvements and changes to the center, patron interviews were conducted in a structured, but open-ended video recording using a collaboratively developed survey tool. A similar online survey was posted for patrons’ responses. The survey was conducted during fall and spring semesters to collect feedback on space changes. An analysis and summary of survey responses was compiled to develop a list of Recommendations for Consideration (Figure 5) and present to library administration. Funding was allocated to address the majority of recommendations. Revisions continue to be made to survey instruments annually continuing to collect patron feedback on the redesigned space. The encouragement of patron input through continuous assessment allows patrons to have an active role in managing and utilizing library space to meet their needs. Such involvement is essential and practical as patrons today select library space as their scholarly homes (Mirtz, 2010).

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Supporting Information</th>
<th>Action for Consideration</th>
<th>Rank*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to add more resources (books, die-cuts, e-books, etc.)</td>
<td>Funding is allocated annually for the purchase of additional resources.</td>
<td>Education Curriculum Librarian will continue to add resources encouraging patrons to submit requests</td>
<td>4</td>
</tr>
<tr>
<td>Extend operational hours</td>
<td>Current TRC hours: Mon-Thurs 8 am-10 pm; Fri 8 am-5 pm; Sat 10 am-7 pm; Sun 12-10 pm</td>
<td>New TRC hours: Mon-Thurs 8 am-11 pm; Fri 8 am-5 pm; Sat 10 am-7 pm; Sun 12-11 pm</td>
<td>4</td>
</tr>
<tr>
<td>Add furniture to accommodate book displays</td>
<td>Book displays were exhibited on the tops of the former Big Book shelving which has been removed from the center. A metal book display has been used at the TRC entrance for “New Books.” It needs to be replaced with a more compact table.</td>
<td>Two mobile book displays will be requested for purchase to place in the area where the Big Books were located prior to relocation. Additionally, a table will be requested for purchase to replace older “New Book” display area.</td>
<td>4</td>
</tr>
<tr>
<td>Add glass window to door entering the ETC room from the TRC service desk</td>
<td>While this was not a request from our patrons, it has been suggested by members of the TRC due to several incidents where patrons were bumped by the door when it was opened from the desk area.</td>
<td>Discuss work order with Assistant Director of Public Services for approval to submit work order for consideration based on cost.</td>
<td>4</td>
</tr>
<tr>
<td>Add computer workstations</td>
<td>At this time, the library has decided to limit the number of available computer workstations due to the fact that most patrons have their own laptops.</td>
<td>No request will be made for additional computer workstations; however, request will be made to add 6-8 monitors (mobile and stationary) for patrons to use with laptops.</td>
<td>3</td>
</tr>
<tr>
<td>Relocate “L” section to general stacks</td>
<td>Weed “L” section of obsolete, low circulating materials, partial runs of journals and journals now available electronically to free space for furniture to provide additional quiet spaces</td>
<td>Meet with Collection Development department to discuss the weeding of the “L” section. This project will begin in fall 2012 with completion by summer 2013.</td>
<td>3</td>
</tr>
<tr>
<td>Add quiet space/seating/tables</td>
<td>Quiet areas (single table with chair) can be added along wall of the Debnam Family Literacy Center and along outside wall of the TRC Staff Work Area.</td>
<td>Add electrical outlets on the walls of the Debnam Family Literacy Center and the TRC Staff Work Area outside walls to accommodate single laptop tables with chairs.</td>
<td>3</td>
</tr>
<tr>
<td>Upon weeding of “L” section, shift collection to remove five shelving ranges where additional “wave” booths/individual study tables along with additional electrical outlet can be installed.</td>
<td>Action will be taken to add booths after weeding of “L” section has been accomplished.</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

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*Rankings indicate priority and are not exhaustive.
## Conclusion

To relate Nitecki’s (2011) insight to the curriculum materials center, the discoveries related to space requirements and criteria adapted to design spaces in specific libraries are not standardized but rather customized to embrace their role in their college’s or university’s culture and enterprise of education, research, public service and management of relations with the multitude of their stakeholders. Basically, what is the contribution of space fulfilling in the role of the library or specifically in the Curriculum Materials Center?

With the trend of learning shifting emphasis to student-led inquiry and collaboration, flexible designs and interactive spaces represent transformative change that curriculum materials centers and academic libraries will need to make in order to provide learning spaces that will meet the needs of patrons (Sullivan, 2010). These redesigned learning spaces must be accessible, collaborative, flexible, future-proofed and stimulating. With different learning activities taking place simultaneously in different zones and activity areas, transformed spaces must serve as a learning showcase supported by continual assessment and change. Therefore, a pleasing and functional library interior design supports and enhances library programs which extend the learning process (Barclay & Scott, 2011, p. 92).

Sannwald (2009, p. 197) recommends that library redesigns and projects be evaluated based upon specific questions rather than revolving around contractual and business obligations, such as the completion of the project within budget, contractors’ performances and responsiveness, and degree of delivery and adjustments.
made to meet the library’s timeframe. In other words, was the project:

- planned and designed to reinforce the library as a center of the campus or community?
- designed to provide comfort and health as well as safety and security?
- designed to make effective use of available resources?
- designed to address changing needs of the library and patrons over time by permitting flexibility and adaptability?

One goal of the redesign and renovation of Joyner Library Teaching Resources Center was creating flexible learning space to bring students, faculty, community, staff, librarians, and information resources and services together for active learning as Branin (2007) stated. Patrons expect library space to reflect their technically charged surroundings in a way scarcely imagined only a few years ago (Cohen, 2009).

With any renovation project, library stakeholders must visualize the area being renovated as a learning laboratory for users which, in turn, makes each project unique due to a host of local circumstances including: climate, zoning, codes, funding sources, populations served, topography in conjunction with library tradition and culture. For individuals who have the responsibility of completing the project, they must realize that because they have a stake in the outcome, it is important that they are strong team members in the process. A wide spectrum of stakeholders must be involved early in the planning process to support outcomes to meet the needs of both users and staff. The library professional must plan wisely considering the budget, current needs of users and staff as well as flexibility for the future. During the entire process, it is essential to communicate effectively and regularly with library administration maintaining strong support of the project. It is also necessary to realize that problems, challenges, crises and even disappointments arise during implementation, but compromise and consensus usually yield alternatives that overcome those issues.

Finally, library professionals must realize the importance of assessment in any renovation project. Assessment is the tool that provides feedback allowing for continuous improvement (Barclay & Scott, 2011, pp. 193-194). It is continuous assessment that moves a library into the future combined with the present needs and the analysis of the past. Space and place play a vital role in the academic social system comprised of a multitude of interactions highly influenced by technology and culture. Library professionals must engage, direct and apply their knowledge and experience in conjunction with feedback from patrons to provide a harmonious relationship between space, patron/staff needs, resources, services and academic success (Duke & Asher, 2012, pp.166-167).

References


American Library Association.

Linda Teel
Associate Professor/Head of Services
Teaching Resources Center
J Y Joyner Library
East Carolina University
Greenville, North Carolina 27858-4353
Voice: 252.328.2287
Fax: 252.328-0918
Email: teell@ecu.edu
The Role of Mentoring in the Leadership Development of Pre-Service School Librarians
By Daniella L. Smith

Abstract
The purpose of this study was to determine how providing pre-service school librarians with mentors during their degree program impacted their level of self-perceived transformational leadership potential. The study consisted of 30 participants enrolled in a school library certification master’s degree program emphasizing leadership. The findings indicated that the use of mentors had a positive impact on the leadership development of the participants. Moreover, the combination of the leadership training and the experience of having a mentor taught the participants the behaviors that are desirable in mentors and encouraged them to apply mentorship as a leadership role in their schools.

Introduction
The research reported here is a subset of a larger study. The original study was designed to examine the social contextual variables that impacted the leadership behaviors of pre-service school librarians enrolled in a master’s degree program. This degree program was specifically designed to emphasize leadership development. The participants of this study were recruited into the program because of their leadership potential.

Mentorship was just one of the social contextual variables studied. The program directors wanted each participant to have a mentor who was already established in the profession. The rational for including mentors in the program was to develop an additional support system that extended into the school district for the participants. Mentors were asked to help the participants with their coursework and to acclimate them to the profession. The directors relied on the school library media program supervisors in each partnering school district to identify suitable mentors.

Upon the conclusion of the research, it was discovered that the provision of mentors had a great influence on the students’ degree program experience. This outcome was unexpected because mentorship was the least structured aspect of the program. While the directors knew it was important to pair each student with a mentor, they did not require specific tasks for each mentor. Instead, the mentors were invited to three meetings during the degree program. Otherwise, the program directors did not interfere in the development of the participants’ interactions or relationships with their mentors.

The purpose of this study was to determine the impact of the availability of mentors on the self-perceived transformational leadership practices of the pre-service school librarians enrolled in the program. The following questions guided the investigation.

1. What were the characteristics of the participants’ interactions with their mentors?
2. How did the availability of mentors facilitate the transformational leadership development of the participants?

There has been much discussion regarding how school librarians can develop leadership skills and improve the perceptions of their role in schools (Everhart & Dresang, 2007; Smith, 2010). One approach to changing the perceptions of school librarians and increasing their influence is to teach them how to be transformational leaders (Smith, 2009). The program the participants were enrolled in was an attempt to do so. For this reason, the findings of this study can help improve the understanding of how mentoring can be incorporated into school library certification programs to help school librarians learn transformational leadership skills.
Literature Review

The Connection between Mentoring and Leadership

Transformational leadership is the theoretical framework of this study. It is a bottom up leadership approach that emphasizes collaboration, harmonious relationships, and the ability of all community stakeholders to create positive shifts in organizational culture (Bass & Bass, 2008; Burns, 2003). While appointed leaders can practice transformational leadership behaviors, individuals who have not been officially assigned duties can emerge as leaders too.

The acknowledgement that anyone in an organization can be a leader makes transformational leadership particularly beneficial to schools. For example, research indicates that when transformational leadership is used to carry out educational reforms, the reforms often continue after school administrators leave due to consensus building process (Sheppard, 1996). The stability created by transformational leadership in schools also has an indirect positive effect on student achievement and progress (Griffith, 2004).

Transformational leadership focuses on the performance of organizations. Similarly, the primary purpose of mentoring is to develop the skills of an individual to improve organizations (Northouse, 2004). According to Daresh (2004) and Scandura and Williams (2004), transformational leaders serve as role models within organizations. Therefore, mentoring is an indicator of transformational leadership (Kouzes & Posner, 2007). The positive results of leadership in the form of mentoring include career stabilization through encouragement (Kram, 1985), acclimation to organizational environments and responsibilities (Daresh, 2003), and a general sense that one is in control of their career (Scandura & Williams, 2004).

McAlearney (2005) further concludes that having a mentor can frame the future perceptions a leader has about leadership development. Leaders exposed to formal or informal mentoring are more accepting of the need for mentoring opportunities. For example, formally mentored leaders are more likely to believe in allocating organizational resources for external program attendance for leadership development. In addition, informally mentored leaders typically favor the creation of internal leadership development programs. This suggests that mentorship, whether it is formal or informal heightens a leader’s awareness of the benefits of mentoring for leadership development.

Mentoring in School Librarianship

There is considerable support for establishing mentors for school librarians within the professional literature (Bicksler, 2004; Buddy & Williams, 2001; Creighton, 2007). Yet, there is very little research that relates the benefits of mentorship to school librarianship. Solomon and Rathbun-Grubb (2009), advised that ambassadors to the profession such as mentors could be useful in recruiting and retaining new school librarians. Baaden (2008) went on to write that there is a need for transition mentoring between exiting school librarians and the new school librarians that replace them. Such efforts can acquaint incoming school librarians with school cultures, procedures, and policies.

Everhart and Dresang (2007) reported that experienced school librarians rely heavily on mentors to navigate the National Board Certification process. The participants of their study revealed that they solicited assistance from mentors within and outside of the school librarianship field. All of the respondents found the support they received from school library mentors helpful. Still the 7.7% of the respondents who received assistance from outside the field did not find it helpful.

Though they are few in numbers, these studies make one crucial point. Their results convey that school librarianship is a unique profession that requires a distinctive skill set separate from those of a classroom teacher. While school librarians are part of school communities, they are in need of specific guidance that classroom teachers that serve as mentors are not able to offer (Baaden, 2008). Instead, school librarians need assistance from mentors who are from within the profession.
Research Methodology

Population
The population of this study consisted of thirty teacher-leaders from six school districts in the state of Florida. The study participants were recent graduates of a Master’s degree program for school librarian certification that focused on leadership development. The program directors selected each teacher-leader by using a rigorous application process. This process required each participant to have their principal complete a leadership rubric rating their leadership abilities. Next, the participants submitted leadership essays. The participants also were allotted points for their grade point averages.

Diversity was achieved within the program by awarding additional points for each participant’s gender, race, age, ethnicity, and subject taught. The applicants with the highest scores were admitted to the program. Diversity was an important part of the program for multiple reasons. First, a majority of school librarians are middle-aged Caucasian females (Everhart & Dresang, 2007). Diversifying the population of school librarians to include males, a variety of age levels, and minorities is considered to be a beneficial step towards changing the perceptions of who can be effective school librarians and recruiting new school librarians (Peresie & Alexander, 2005). Moreover, including applicants from multiple subject areas was seen as a method of encouraging the participants to serve as leaders who communicate the importance of imbedding information literacy into all subject areas. By doing so, it was hoped that the participants would make a connection between school libraries, mathematics, science, and technology.

Data Collection and Analysis
The data collection began approximately two months before the teacher-leaders graduated. This was the optimal time to collect data because the concepts taught during the program and the participants’ experiences were still easy to recall. The participants were also eager to share their experiences.

A mixed-method concurrent triangulation design was implemented. The purpose of using this type of methodology was to “compare both forms of data to search for congruent findings” (Creswell & Plano Clark, 2007, p. 172). The qualitative and quantitative data were simultaneously collected using two paper-based surveys with open-ended and closed-ended questions. The quantitative results were analyzed using SPSS software. The qualitative results were coded into themes by using Nvivo. These themes were used to substantiate the findings of the statistical results.

The first survey, the Leadership Practices Inventory (LPI), was developed by Kouzes and Posner (2002). The LPI is a valid and reliable instrument (Brown & Posner, 2001; Fields & Herold, 1997) that has been used by numerous researchers to measure transformational leadership behaviors (Abu-Tineh, Khasawneh & A-Omari, 2008; Brown & Posner, 2001). It has also been used in variety of studies in the field of education (Joseph, 2009; Suwandee, 2009). In this study, the respondents completed the self-assessment portion of the LPI. Therefore, the results depict the respondents’ self-perceived leadership potential.

The LPI characterizes transformational leadership behaviors on a 10-point Likert scale. These dimensions were aligned with the leadership behaviors emphasized in the respondents’ program of study. Respondents choose their level of participation in five transformational leadership dimensions. These dimensions are Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart.

The second instrument was a supplemental survey designed by the researcher, which included closed and open-ended questions. This instrument collected demographic variables and the participants’ perceptions of their experience with their mentors. The survey also asked the participants to share the skills they learned in each of the five transformational leadership dimensions.
Findings

Research Question 1: What were the characteristics of the participants’ interactions with their mentors?

Several variables were investigated to determine the characteristics of each participant’s interaction with their mentor. The data analysis indicated that most of the students were satisfied to some degree with the support offered by their mentor. It was also revealed that the typical mentor was assigned to a participant and worked outside of the school the participant was employed in. Mentors usually had National Board Certification. A majority of the participants also reported spending less than an hour with their mentors. Email was the most popular mode of communication. The cumulative results of the mentor variables are included in Table 1.

Table 1
Mentor Characteristics

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor Location</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Within school</td>
<td></td>
<td>33.3</td>
</tr>
<tr>
<td>20 Outside of school</td>
<td></td>
<td>66.7</td>
</tr>
<tr>
<td>National Board Certification:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24 Yes</td>
<td></td>
<td>80.0</td>
</tr>
<tr>
<td>6 No</td>
<td></td>
<td>20.0</td>
</tr>
<tr>
<td>Mentor Selection:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Chosen</td>
<td></td>
<td>26.7</td>
</tr>
<tr>
<td>18 Assigned</td>
<td></td>
<td>60.0</td>
</tr>
<tr>
<td>4 Chosen and assigned</td>
<td></td>
<td>13.3</td>
</tr>
<tr>
<td>Satisfied with support:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 Strongly agree</td>
<td></td>
<td>40.0</td>
</tr>
<tr>
<td>9 Agree</td>
<td></td>
<td>30.0</td>
</tr>
<tr>
<td>4 Neutral</td>
<td></td>
<td>13.3</td>
</tr>
<tr>
<td>1 Disagree</td>
<td></td>
<td>3.3</td>
</tr>
<tr>
<td>4 Strongly disagree</td>
<td></td>
<td>13.3</td>
</tr>
<tr>
<td>Type of Communication:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 Email</td>
<td></td>
<td>53.3</td>
</tr>
<tr>
<td>12 In person</td>
<td></td>
<td>40.0</td>
</tr>
<tr>
<td>1 Email and in person</td>
<td></td>
<td>3.3</td>
</tr>
<tr>
<td>1 In person and phone</td>
<td></td>
<td>3.3</td>
</tr>
</tbody>
</table>

N=30

Study respondents were offered the opportunity to elaborate on their experience with their mentors by answering one open-ended question. Several of the respondents, 23 (76.7%) offered comments. The question was:

- If you had a mentor, is there anything else you would like to share about your experience with your mentor?

When the respondents answered the question, they tended to either reflect on the benefits they experienced from having a mentor or the barriers they coped with while trying to communicate with their mentors. These responses were categorized as two major themes with subthemes. These themes were entitled barriers to mentorship and mentorship enablers. The results are expressed in Table 2.


Table 2
Themes in the Qualitative Responses About Mentors

<table>
<thead>
<tr>
<th>Theme</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Barriers</td>
<td>13</td>
<td>43.3</td>
</tr>
<tr>
<td>Mentor left</td>
<td>4</td>
<td>13.3</td>
</tr>
<tr>
<td>Mentor unwilling to help</td>
<td>6</td>
<td>13.3</td>
</tr>
<tr>
<td>Time and distance</td>
<td>3</td>
<td>10.0</td>
</tr>
<tr>
<td>Difficult to contact</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>Lack of guidance for the mentor</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>Total Enablers</td>
<td>14</td>
<td>46.7</td>
</tr>
<tr>
<td>Offered suggestions</td>
<td>8</td>
<td>26.7</td>
</tr>
<tr>
<td>Always available</td>
<td>5</td>
<td>16.7</td>
</tr>
<tr>
<td>Offered encouragement</td>
<td>6</td>
<td>20.0</td>
</tr>
<tr>
<td>In building</td>
<td>3</td>
<td>10.0</td>
</tr>
<tr>
<td>Frequent interaction</td>
<td>3</td>
<td>10.0</td>
</tr>
<tr>
<td>Initiated contact</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>Had resource connections</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>Technological abilities</td>
<td>1</td>
<td>3.3</td>
</tr>
</tbody>
</table>

Research Question 2: How did the availability of mentors facilitate the leadership development of the participants?

The quantitative aspect of this question was answered in two ways. First, the relationship between the LPI national norms reported by Kouzes and Posner (2003) and the participants’ mean scores on the LPI and LPI subscales were assessed. Significant differences were found in two of the LPI subscales. The participants scored significantly higher on the *Modeling the Way*, $t(47.01) = 3.865$, $p = 0.001$ (two-tailed) and *Enabling Others to Act*, $t(49.39) = 2.610$, $p = 0.014$ (two-tailed).

Next, the relationships between the mentor variables and the LPI and the LPI subscales were assessed. Table 3 summarizes the results. The results were as follows:

- A correlation was found between the respondents’ satisfaction with their mentor support and the subscale for *Encouraging the Heart*, $r_s = .431$, $n = 30$, $p = .018$. The respondents’ score on the LPI subscale increased as their satisfaction with their mentors increased.
- There were correlations between the respondents’ contact hours with their mentors and the LPI total score, $r_s = .442$, $n = 30$, $p = .014$. There were also correlations between the respondents’ contact hours and the LPI subscales for *Encouraging the Heart*, $r_s = .492$, $n = 30$, $p = .006$, *Enabling Others to Act*, $r_s = .426$, $n = 30$, $p = .019$, and *Modeling the Way*, $r_s = .508$, $n = 30$, $p = .004$. The respondents’ scores on the three LPI subscales and the total LPI score increased as their time with their mentors increased.
- There was a significant relationship between the LPI subscale for *Enabling Others to Act* and the selection and assignment of mentors. Respondents who selected their mentors scored higher on the
Enabling Others to Act LPI subscale, \( \chi^2 (1, N=30) = 5.792, p = .016. \)
- There was no significant relationship between the locations of the mentors and the LPI or LPI subscales.

Table 3
Matrix of the Data for Statistically Significant Mentor Characteristics

<table>
<thead>
<tr>
<th></th>
<th>Modeling</th>
<th>Inspiring</th>
<th>Challenging</th>
<th>Enabling</th>
<th>Encouraging</th>
<th>Total LPI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction with Mentor Support</td>
<td></td>
<td></td>
<td></td>
<td>.018*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentor Contact Hours</td>
<td></td>
<td></td>
<td></td>
<td>.019*</td>
<td>.006*</td>
<td>.014*</td>
</tr>
<tr>
<td>Mentor Selection</td>
<td></td>
<td></td>
<td></td>
<td>.016*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of Mentor Contact</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentor Location</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results of the qualitative analysis provided insight into the quantitative results. The participants were given three open-ended questions reflecting each of the LPI subscales. These questions sought to ascertain the transformational leadership skills the participants learned during the program. The respondents identified mentoring or skills related to mentoring in all of the subscale areas. These results related specifically to mentoring are included in Table 4. The themes that emerged were mentoring, sharing knowledge, and modeling.

Table 4
Acquired Skills Associated with Mentoring

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Skill</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenging</td>
<td>Sharing Knowledge</td>
<td>22</td>
<td>73.3</td>
</tr>
<tr>
<td>Inspiring</td>
<td>Role Modeling</td>
<td>12</td>
<td>40.0</td>
</tr>
<tr>
<td></td>
<td>Sharing Knowledge</td>
<td>8</td>
<td>26.7</td>
</tr>
<tr>
<td>Encouraging</td>
<td>Role Modeling</td>
<td>9</td>
<td>30.0</td>
</tr>
<tr>
<td>Modeling</td>
<td>Role Modeling</td>
<td>13</td>
<td>43.3</td>
</tr>
<tr>
<td></td>
<td>Sharing Knowledge</td>
<td>9</td>
<td>30.0</td>
</tr>
<tr>
<td></td>
<td>Mentoring</td>
<td>7</td>
<td>23.3</td>
</tr>
<tr>
<td>Enabling</td>
<td>Sharing knowledge</td>
<td>14</td>
<td>46.7</td>
</tr>
<tr>
<td></td>
<td>Mentoring</td>
<td>11</td>
<td>36.7</td>
</tr>
</tbody>
</table>
Discussion and Implications

Skills Acquired Associated with Mentoring

Mentoring

Mentorship was an intricate element of the participants’ degree program. It cannot be concluded that the presence of mentors was exclusively responsible for the participants’ leadership development. Yet, the connections between the mentor variables and the qualitative responses support the conclusion that the experiences the participants had with their mentors enhanced their leadership skill growth. For example, mentoring, sharing knowledge, and modeling emerged as themes when the participants were asked about the skills they learned during the program. Sharing knowledge and acting as a role model are components of mentoring others. As one participant communicated, “I’ve always been part of the beginner teacher program. This program reminded me we are mentors as part of a larger duty career, profession, organization.” The availability of mentors during the program encouraged the participants to serve as mentors within their schools. This supports the research of McAlearney (2005), who proposed that being formally or informally mentored can shape a mentee’s future perception of the need for mentoring.

Sharing Knowledge

According to the respondents, the program taught them how to share knowledge. This might be considered ironic because they were all teachers -- people who share knowledge by virtue of their professions. Still, even though they were knowledgeable teacher-leaders, they were not quite sure if what they wanted to share was worth sharing with their peers before they began the program. A participant wrote, “I open my mouth more because I feel more qualified and that my opinion has more credibility.” Thus, the program curriculum, along with the exposure to mentors served as a type of specialized training that emphasized the value of lifelong learning and empowering others.

Modeling Behaviors

The participants specified that the program taught modeling skills by helping them to consider the needs of others. A participant wrote, “Helping and being a resource to other teachers is what I learned to do.” Another stated, “I have become increasingly confident with technology and feel I can lead other teachers in using multimedia applications.”

Furthermore, participants wrote statements such as, “Learning copyright laws and best practices about being a media specialist and teacher help me model high ethical standards.” Another agreed with this comment by stating, “… classes emphasized that I know the rules and regulations and educate my coworkers on the importance of being helpful and following them at all times. I will model this in my new job.”

The Relationship between Mentors and Leadership Development

The significant relationships between the LPI scores and the variables satisfaction with mentor support, mentor contact hours, and mentor selection support research citing the value of having good relationships with mentors (Daresh, 2004; Kram, 1985; Scandura & Williams, 2004). In particular, the mentors empowered their mentees by offering suggestions for completing assignments and understanding scenarios relevant to being a school librarian. The combination of the program assignments and the guiding hand of a mentor helped the respondents get a better understanding of what is expected of a school librarian. One participant wrote, “My mentor was outstanding. She always had time to help, share experiences, provide leadership, etc.” The participant’s statement illuminates why a majority of the participants were satisfied with the support they received from their mentors.

Some of the participants found difficulty in working with mentors for several reasons. The qualitative responses revealed that these people did not spend as much time with their mentors. As indicated by the quantitative analysis, they also were less satisfied with their mentors’ support because they were not able to develop relationships with them. Apparently, when the participants were able to choose a mentor they liked, they were able to develop better relationships with their mentor. Overall, students with under-developed
mentor relationships scored lower on the LPI. This finding further supports Scandura and Williams' (2004) assertion that there is a link between mentoring and transformational leadership.

While this study focused on pre-service school librarians, there are implications for other fields of librarianship. For example, academic librarians are much like school librarians who must teach information literacy skills to students while exhibiting the ability to collaborate with members of the school community (Barratt, Nielsen, Desmet, & Balthazor, 2009; Besara & Kinsley, 2011). This need is further accentuated by budget cuts that demand that academic librarians indicate their impact on student success (Mezick, 2007). Including mentors in degree programs can acclimate prospective academic librarians to professional demands, exceptional teaching strategies, and key resources in order to improve the educational outcomes of students on college campuses.

Conclusion

It can be concluded that mentors are an important aspect of school librarian education that is beneficial when incorporated into degree programs. It did not matter to the participants where mentors were located or how mentors stayed in contact with them. Instead, the participants appreciated responsive mentors who were easy to contact and provided them with advice based on experience. Accordingly the results of this study provide evidence that including mentors in degree programs for librarians can be instrumental in developing leadership skills, acclimating pre-service librarians to librarianship, and encouraging them to mentor new librarians in the future. These outcomes are crucial for preparing new librarians for the challenge of being leaders who embrace change.

References


Daniella L. Smith
Assistant Professor
Department of Library and Information Sciences
College of Information
University of North Texas
1155 Union Circle 311068
Denton, Texas 76203-5017
(940) 565-3569
Daniella.Smith@Unt.edu
Collaboratively Teaching Intellectual Freedom to Education Students
By Nadean Meyer and Darcy Bradley

Abstract
Together an education librarian and education professor developed a series of exercises for education students about intellectual freedom and book challenges. The resources are primarily online and they progressively work from book censorship cases and concerns to handling book challenges proactively through discussions, activities, and role playing. The education librarian offers realistic information and research expertise for an issue that is sometimes overlooked.

Intellectual freedom and book censorship are not often addressed in state standards for educators or the Common Core Standards (Common, n.d.) nor are questions about these topics likely found on current teacher competency tests such as the Praxis II (Reading, 2009). However, the past twenty years of American Library Association (ALA) statistics show overwhelmingly that book challenges most often appear in schools and are initiated by parents (American Library Association, 2011). Current teacher candidates can feel vulnerable to questions from parents regarding their book choices. These level one teachers are often unaware of the history of book challenges and do not know how to handle them. At some point in their teaching lives, these teacher candidates are likely to select some resources that will be objectionable to parents, colleagues, or administrators.

In these constricted educational times, it is not enough for teachers to love books and reading. They also need to be prepared to be proactive and competent in what "right to read" means. Through several collaborative class experiences, the authors developed a process to help teacher candidates in a young adult literature class learn about intellectual freedom and deal with book challenges. When the class is told that they are going to explore intellectual freedom and book censorship, they ask, "What is intellectual freedom?, What is book censorship?, and What do I do when a parent complains about my book choice?" Those questions begin our conversation with our students.

The class, Literature and Literacy for Young Adults, is required as part of the teacher certification process for reading majors and minors. We developed a unit to make teacher candidates aware of their and their students' rights as readers, to help them begin to understand the politics behind book censorship, and to employ the most effective ways to face these challenges. As reading majors, these teacher candidates take up to three courses on children's and young adult literature. They often rediscover their love of reading as they can choose what they read, and explore what it means to be “teachers as readers” as well as “teachers of readers.” These new teachers read diverse titles such as Sherman Alexie's The Absolutely True Diary of a Part-time Indian, Rick Riordan's Percy Jackson series, manga titles, numerous memoirs by Chris Crutcher, Lois Lowry, and Roald Dahl, as well as other books that make the rounds through word-of-mouth, book talks, and free-wheeling book discussions.

When Darcy, a new faculty member joined the teacher education department of our university to teach the Literature and Literacy for Young Adults class, she contacted Nadean to help her explore the topic of intellectual freedom and censorship with her teacher candidates. Darcy explained that in her teaching experience, no one had ever questioned or challenged her choice of books or texts for her classes. She knew that American classics such as Huckleberry Finn and Catcher in the Rye were on lists of books that had been challenged and authors such as Judy Blume, Robert Cormier and Chris Crutcher regularly appeared on challenged lists as well. Uncertain how to approach this topic with teacher candidates, Darcy thought it was natural to work with the education librarian on this unit. Nadean, as subject librarian for education faculty, has worked in area schools, both elementary and secondary, as a school librarian and has experience with book challenges. We met to plan and organize student experiences around intellectual freedom for Darcy's class taught each quarter. We wanted not only to educate future teachers about this topic, but to help them cope with
parents or other adults questioning, or challenging their book choices. We have collected our resources in a research guide (http://research.ewu.edu/ya tab of Intellectual Freedom) and website that provide open access for most of the items we use (http://sites.google.com/site/onlineintellectualfreedom).

**Starting with Questions, Moving to Experiences**

We start our introduction to the topic by building on the students' prior knowledge from another children’s literature class which distributes Daniel Pennac’s *The Rights of the Reader* (2006). The students are enthralled by these rights, in particular number five "the right to read anything." They appear to be unaware of the concepts and big ideas behind that belief. Our goal is to help our students understand the complexities behind Pennac's seemingly simple statements. We begin with several online sites that have self-correcting quizzes on the First Amendment and book challenges (*Teach First Amendment, Kids Speak Online, First Amendment Center, Illinois First Amendment*, see references). Almost everyone learns more than they expected from taking some of these quizzes. Often cries of outrage erupt when they discover a favorite childhood book was challenged or censored. Definitions of key terms in a book challenge (ALA, n.d.) and a simple chart of the connection between the U.S. Constitution and Freedom to Read keep the focus on big ideas (Meyer, 2007). This first session presents information in an interactive manner, and allows us to gauge the level of knowledge about intellectual freedom and right to read issues. We often end this session by asking students to pose their current questions about book censorship, which typically focus on what books are banned and why.

**Using Challenged Authors and Their Books**

We progress to more specific applications of the right to read with particular books. Chris Crutcher, who lives in our hometown of Spokane, holds the distinction of being a frequently challenged author for teens. As a graduate of our university, he often visits our class to answer questions about being a writer, his books, and book challenges. Crutcher eloquently speaks for teens in his work and when he speaks to educators. He passionately explains why teens need to read about troubling situations and why his characters sometimes swear. Students are expected to read at least one of his novels or his autobiography as a part of their independent reading assignment. They are divided into literature circle groups in which we encourage discussion and ask questions such as

- Why would teens read this book?
- What topics could be challenged in this book?
- How could you use this book in your reading program and your classroom?

This experience engenders ardent discussions around themes such as untimely or unfair death, narrow-minded people, child abuse and neglect, peer pressure and the use/misuse of adult authority, and finding yourself. From an edited compilation of letters to well-known authors for teens (*Dear Author*, 2007) we read aloud letters from a sexually abused teenage girl to Chris Crutcher and his responses to her. The poignancy of this one teen's situation and how Crutcher's book helped her reminds students why supporting students' right to read can be powerful for an individual reader. While we use face-to-face discussion in the class session, this conversation could also take place online on a forum or via web conferencing software. No matter the venue, these discussions help our teacher candidates understand how background experiences shape the meanings constructed from books (Rosenblatt 1994). When confronted with a variety of viewpoints within our class, these teacher candidates begin to comprehend why someone might object to a book and they begin to think more proactively. Chris Crutcher’s website (http://chriscrutcher.com) becomes a stepping stone for students to find information about censorship because they acquired experience with his books. The website includes details about his titles that have been challenged and excellent web links to valuable resources for educators.

**Gathering Information**

Moving from Crutcher's helpful website, we look at a range of web sites. For example, students can examine ALA's annual reported book challenge list (http://www.ala.org/ala/issuesadvocacy/banned/frequentlychallenged/index.cfm), the *Online Book Banned list*
(http://onlinebooks.library.upenn.edu/banned-books.html), the Parents Against Bad Books in Schools (PABBIS) (http://www.pabbis.com/) website and more. A general question to the group regarding which controversial topics some adults do not want teens to read about brings up major ones: sex-sexuality-gender, religion, profanity-swearing, drugs and alcohol, and the catchall phrases such as "not age-appropriate" or against "family values." The online lists and paper copies of the reports from The Newsletter on Intellectual Freedom (also online in several databases such as ProQuest Research Library) seem to allow broader discussions about particular issues and they draw out personal stories from the teacher candidates as well. Additionally when we introduce students to the Newsletter, they learn they can access it through public libraries at any time in their career. All students now have a wealth of detail from the readings and online explorations. Next, we move to responding to a challenge.

**Trying Out What You Learned**

To promote engagement, we used authentic stories for case studies or scenarios. The narratives allow students to put themselves in the place of a teacher who chose to use a certain book, then faced a challenge from a parent. These scenarios naturally lead to discussion about best practices when working with parents and when a book challenge is attempted. Since the narratives are discussed in groups, it allows the teacher candidate who has developed a good grasp about the concept of intellectual freedom to help those who are still a bit skeptical and unsure. Additional scenarios are available in a recent book by Pat Scales (Scales, 2009).

We move naturally to information on how to prepare for possible book challenges. Over several quarters of work together we developed a more interactive way to help teacher candidates understand levels of challenges. Using the ALA severity of actions definitions list, we cut each level into a strip (Table 1, Figure 1).

Table 1: Book Challenges – Level of Severity and Possible Reactions

<table>
<thead>
<tr>
<th>Level of Challenge</th>
<th>Possible Resolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral expression of concern by parent/guardian of student in your class</td>
<td>Discussion</td>
</tr>
<tr>
<td>Oral expression of concern by school staff</td>
<td>Discussion</td>
</tr>
<tr>
<td>Oral complaint</td>
<td>Discussion and may need procedures</td>
</tr>
<tr>
<td>Written complaint- email or note</td>
<td>Discussion and may need procedures</td>
</tr>
<tr>
<td>Request for Reconsideration Form</td>
<td>Follow procedures and inform administrators and department</td>
</tr>
<tr>
<td>Removal by the Principal</td>
<td>Inform librarians, teachers, possible community, administrator about the policy and procedures</td>
</tr>
<tr>
<td>Public attack- media</td>
<td>Inform community</td>
</tr>
<tr>
<td>Public hearing on removal of material</td>
<td>Inform supporters and possible state and national groups</td>
</tr>
<tr>
<td>Censorship by School board</td>
<td>Inform state and national monitors</td>
</tr>
</tbody>
</table>

In small groups, students attempt to put the strips in order from most to least severe action by discussing what kind of assistance they would require in dealing with a challenge. These discussions reveal misunderstandings about how teachers should respond. For example, there are significant differences between responding to parents worried about their own child than to parents who want changes a unit of study or curriculum for everyone.
At this point in their education, many of our teacher candidates believe that principals have the final say on almost everything. Thus, it is important to talk about subject departments, district curriculum policies, professional organizations, and working as subject or grade level teams. This activity to recognize the level of challenge and its degree of seriousness beyond a classroom clarifies the distinguishing factors between a question of concern and true censorship.

Role playing is used to promote dealing with emotions and affective learning. The giggles from the teacher candidates that accompany this activity indicate a degree of nervousness. We lead a discussion on challenging customers or clients in order to remind them what they already know about resolving conflicts. These role plays can help the student understand how to use appropriate words and actions in potentially uncomfortable communications (Clapper, 2010). The process of thinking through what to say and do prior to an actual book challenge situation is effective, and reinforces our goal of preparing future teachers for book challenges.

Groups of three to five students read the examples and we give them practical advice for effective role play steps (van Ments, 1999). Then we model one example, drawing in at least one student to assist us. Next, we roam the room to listen to or interact with the groups; this shows us different levels of comfort about their role plays (Figure 2).
All groups share their scenarios before the entire class. It is common to see the role plays mentioned as a valuable part of this experience. During debriefing of the role plays, we can gently suggest common procedures of de-escalating the situation, such as having another person with you or setting up a time for further discussion. A future step would be to videotape some of the groups and put their role plays online for discussion (Figure 3).

Figure 3

Planning for Possible Book Challenges
While teachers and teacher candidates are familiar with writing lesson plans, they do not always plan ahead to deal effectively with potentially controversial topics. We show teacher candidates how to manage challenges through the professional groups that support teachers and librarians, and we share the National Council of Teachers of English (NCTE) process of writing a book rationale (2010). We steer them towards successful methods such as Pat Scale's parent-child discussion groups of controversial books in middle schools called "Communicate through Literature" (Sutton, 2008, p.496) or Multnomah County Library's Banned Book Assemblies in schools to start discussions with picture books (Kastner & Allen, 2002).

Classes run two days and allow students time to reflect and discuss outside of class. Activities and experiences help clarify some of the misunderstandings and in fact, change some minds as well as develop the kind of courage that comes from actual knowledge about book challenges.

Teaching Collaboratively
The American Library Association (ALA) Code of Ethics asserts that a librarian's duty is to support and advocate the Freedom to Read. The second tenet states, "We uphold the principles of intellectual freedom and resist all efforts to censor library resources" (ALA, 2008). Librarians working in all types of venues learn the concept and principles of intellectual freedom through their coursework and professional duties. Yet youth and school librarians sometimes discover inconsistencies between their support of the child’s right to read and other adults—parents, guardians, teachers and administrators—who question reading and ideas expressed in books. Intellectual freedom and the role of freedom to read have not necessarily been part of teacher or principal education programs. Youth and education librarians are therefore obligated to present the topic and teach other adults about intellectual freedom, and demonstrate positive educational experiences for students by supporting their right to read (Adams, 2011; Adams, 2009; Maycock, 2011).
Shared teaching works for us because the class instructor knows her students well by the time we introduce this topic, and the librarian's expertise in this area is recognized. Students have met Nadean through general library instruction and for help on particular assignments before this session. That level of familiarity encourages candid questions from the teacher candidates. The ideas and interactive activities about intellectual freedom come from many sources and develop the teacher candidates’ knowledge base for handling book challenges. It is always best to discuss the right to read controversial materials before a challenge becomes colored by the emotions of adults in various roles. If there is a gap in policy or procedures about handling book challenges, the school teachers can discover it and make the needed corrections (Maycock, 2011).

Teaching collaboratively relies on our trust in each person’s expertise, planning carefully (but quickly!) together based on experiences with past classes and personalities, and taking the time to discuss changes to help students after each session. Darcy creates a special reaction sheet and shares both her class evaluations and the reaction sheets with Nadean as they refine the activities and clarify objectives. As with most teaching, the time to lecture is shortened and the time to interact (role plays, quizzes, sorting activities, student discussion) has increased to create a sense of discovery among the students. Our expertise is still ready when questions are raised but we no longer feel the need to present “everything” about the topic. The role plays remain the culminating activity that truly shows what the students have learned about intellectual freedom to read but also demonstrates the teacher candidates’ ability to present reasons for book selection, and reading methods.

Our work together as education librarian and reading faculty helps teacher candidates develop their proactive powers around sensitive issues in young adult literature, and encourages them to not only read widely for themselves but also for their future students. Our working relationship is also an effective model for collaboration with others in a school setting, and often leads us to other topics to explore together. In the end, however, we want more educators to understand the important role of intellectual freedom and Freedom to Read. These rights are part of our democratic heritage and important for all readers. Further information and resources are available at http://sites.google.com/site/onlineintellectualfreedom

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Nadean Meyer, MLS
Learning Resources Librarian
Eastern Washington University
nmeyer@ewu.edu
509-359-4262
LIB 100 816 F Street Cheney, WA 99004

Darcy Bradley, PhD
Assistant Professor of Literacy
Eastern Washington University
Darcy.bradley@ewu.edu

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Inspiration for the theme of this annotated bibliography can be attributed in part to the pomp and ceremony that preceded the launch of the Digital Public Library of America (DPLA) on April 18, 2013. In the eyes of its founders, the DPLA “brings together the riches of America’s libraries, archives, and museums, and makes them freely available to the world. It strives to contain the full breadth of human expression, from the written word, to works of art and culture, to records of America’s heritage, to the efforts and data of science.” The DPLA platform provides links to content from library collections located throughout the country and aggregates their metadata. The DPLA has made a grand gesture, promising to share the nation’s wealth of digital resources from prominent cultural, educational and scientific institutions freely to all members of society, to bring these disparate collections together in a national network, and to provide a user-friendly interface. It is an initiative that deserves popular support to secure its long term sustainability. Some of the material presented below describes a few smaller scale institutional and national efforts that preceded the DPLA. They all hold true to one of the DPLA’s guiding principles, opening up access to digitized collections completely free of charge to the public. First, one looks at some of the challenges brought upon by rapidly developing digital collections.


Current Issues – The State of Digital Collections in Academic Libraries

This is a report of a survey conducted with member libraries of the Association of Research Libraries (ARL) that focused on their post-digitization activities, specifically the ongoing challenges of maintaining digital special collections. Securing continued funding was a major theme, as initial start-up costs received from external sources, once exhausted, had to be drawn from shrinking internal budgets. Another key finding was that libraries were investing heavily to increase their digitized collections without carefully consideration for ensuring that existing digital collections had adequate staff to maintain them. There is much to be learned for libraries that are now investigating the re-deployment of staff to digital special collections, mainly to avoid the administrative pitfalls whereby digital special collections “once created, are intended to essentially run without much active management, a situation that could ultimately hamper the ability of these institutions to sustain their projects and achieve the impact they desire.”

Current Issues - Assigning Credibility to Digital Collections

This article addresses a major concern for science educators, the inability to critically evaluate the authority, quality, and suitability of the ever increasing number of activities, videos, visualizations, experiments and other potentially useful educational materials for scientific literacy that populate digital libraries. The authors report on Climate Literacy and Energy Awareness Network (CLEAN), a hybrid review system developed for
evaluating teaching materials specific to climate and energy topics that are suitable for middle schools, secondary and postsecondary institutions. CLEAN draws upon a number of standard educational review processes, including peer-review. Both educators and scientists make up the disciplinary specific review panels which “ensure that attention is paid to both scientific accuracy and pedagogic effectiveness.” Keeping the multitude of review panels viable has been challenging, as the level of expertise required is not easily obtainable from the scientific community. It is believed that the CLEAN review process can be applied to other disciplines “because most review questions identify high-quality teaching materials and are not thematically focused on climate and energy science.”

**Educational History Research - Historical Textbooks**


A digitized selection of printed books on various elements of reading instruction published from the late 18th to the early 20th centuries, this material forms part of a larger online collection that explores the “intellectual, cultural, and political history of reading” as presented by Harvard University Library’s Open Collections Program. Material is drawn from selections in the Monroe C. Gutman Library’s *Historical Textbooks Collection* that documents the history of education. Browseable topics/genres include textbooks, readers, primers, spellers, and grammars representative of the materials used to teach reading to children of various skill levels. The majority of the works are American imprints with a selected number of European publications in French, German, Spanish, and Italian. This is an impressive collection of unique primary source materials that “document the principles, and some of the biases, in reading instruction from the 18th to the early 20th centuries.”

**Figure 1.** The New England Primer, or, An Easy and Pleasant Guide to the Art of Reading: Adorned with Cuts: To Which Is Added the Catechism. Boston: Massachusetts Sabbath School Society, [after 1836].

Adapted from “Reading: Harvard views of reading, readership, and reading history”, by Harvard University Library Open Collections Program, 2013.
19th Century Schoolbooks is a digital library containing selections from the Nietz Old Textbook Collection, founded by the late Professor Emeritus, University of Pittsburgh, John A. Nietz. The full color image collection, with searchable text, consists of 141 American primary and secondary schoolbooks. It also includes two surveys of historic schoolbooks done by Professor Nietz. The Nietz Old Textbook Collection originally consisted of 9,000 titles that he had acquired “to demonstrate the history of teaching in the early years of the United States.” Through gifts and purchases, the collection now includes over 16,000 titles, many of which “are rarely held and have not yet been reproduced in microform collections or reprint editions.”

This virtual exhibition provides an ongoing legacy to a larger exhibit that took place in Fall 2008 at Stanford University’s Green Library on The Venezky Collection, consisting of American primers and readers published between the late 1700’s and the mid twentieth century. Richard L. Venezky (1938-2004) was a noted scholar whose expertise included the history of literacy and reading. The exhibition follows some of the themes in Venezky’s scholarship on the evolution and history of textbooks and reading. Venezky’s denoted five distinct historical periods in the evolution of American textbooks: Colonial (1639–1782), early national (1783–1837), pre-Civil War (1838–1865), early modern (1866–1920), and modern (1921–present). Venezky believed that the “evolution of the modern reading textbook is in part the history of American education and in part the history of American culture.” The complete microfiche collection of the Venezky family’s donated materials, American Primers, contains various editions of many of the textbooks, helping to illustrate how they evolved over time. This collection is housed at Stanford University’s Cubberley Education Library.

Making of America Books is one of two major projects from a joint Cornell University/University of Michigan Cornell University digital library of primary sources in American social history from the antebellum period through reconstruction. The initial collaboration dates back to fall 1995 with initial funding provide by the Andrew W. Mellon Foundation. Candidates for digitization were selected from primary materials within their respective institutions. Through various phases, Cornell University’s primary focus was on digitizing journal articles while University of Michigan concentrated on digitizing monographs, particularly in the subject areas of education, psychology, American history, sociology, science and technology, and religion. The total number of books in this collection is 10,281 although there does not appear to have been any additions since 2007. Subject browsing was introduced in 2007, opening up the Nineteenth Century to reveal a wealth of textbooks including Easy experiments in physical science, for oral instruction in common schools (1876).

Educational History Research – African American History
This web site provides digital images from a collection entitled Penmanship and Drawing Studies, 1826-26, part of the records of the New York African Free School, founded in the late 1780’s by the American Manumission Society, an advocacy group for African Americans. Originally a single-room schoolhouse with about 40 students, its stated purpose was to “educate black children to take their place as equals to white American citizens”. It became part of the New York public education system in 1835. The digital archive of 51 items represents a selection of the school’s records kept by the New-York Historical Society. Digital images of student work include drawings, essays, penmanship exercises, and original poetry as well as teaching materials like lesson plans and problems. This valuable scholarly resource collection helps to shape a portrait of
Antebellum New York City.

Educational History Research – Women’s Education
The Albert M. Greenfield Digital Center for the History of Women's Education web site was officially launched in October, 2012. Its stated mission is “to foster scholarship and dialogue on the history of women’s education by providing a digital space that will act as a locus for inquiry and research into these diverse areas.” The site is divided into two main components: a digital repository of primary sources; presentations of digital exhibits. Resources are drawn from Bryn Mawr College’s extensive special collections, and include original texts, letters, photographs, realia and other materials beneficial to historical research with a focus on the nineteenth and twentieth centuries, both “critical periods in the movement for greater access to women in education.” Numerous digital exhibits provide a showcase for the historical collections and are presented using the Omeka platform, providing a real museum like experience while browsing thematically through the displays accompanied by narration.

Open Data Repositories
Child Care & Early Education Research Connections, launched in 2004, is an interactive database that can be used to search the full text of over 20,000 resources relevant to the field of childcare and early education, and in particular, children in low-income families. Jointly authored by the U.S. Department of Health and Human Services, the National Center for Children in Poverty at Columbia University, and the Inter-university Consortium for Political and Social Research at the University of Michigan, this resource also provides researchers access to U.S. public use datasets from major child care, Head Start, and early education research and evaluation studies. Currently over 20 public dataset series are available along with over 45 other studies. Recently added downloadable datasets include the 2011 Child Care Licensing Study and the Massachusetts Early Care and Education and School Readiness Study.

PSLC datashop: A data analysis service for the learning science community. (2013, April 04). Retrieved from https://pslcdatashop.web.cmu.edu/
The Pittsburgh Science of Learning Center (PSLC) DataShop bills itself as “the world's preeminent central repository for data on the interactions between students and educational software and a suite of tools to analyze that data.” This public educational data repository offers the educational research community a secure storage facility and provides access to the performance and learning activities of secondary and post-secondary students engaged in authentic learning tasks with on-line course materials and intelligent tutoring systems in mathematics and other science based disciplines. There are over 300 datasets stored in the constantly growing repository. PSLC Datashop’s web applications also offers researchers a number of features to facilitate and further their analysis, allowing them to import data into the repository and export data from the repository, as well as providing free tools to analyze the data.

Digital Libraries of Educational Materials for STEM (Science Technology Engineering Mathematics Education)
The NSDL, created by the National Science Foundation in 2000, consists of metadata records describing collections within mostly open access sites that have created “high quality online educational resources for teaching and learning, with current emphasis on the sciences, technology, engineering, and mathematics (STEM) disciplines—both formal and informal, institutional and individual, in local, state, national, and
international educational settings.”

The 154 collections and over two million resources included within the NSDL repository are organized into eighteen aggregator partnerships, with two of the more renowned sites listed below:

  

BioSciEdNet contains over 18,000 peer-reviewed resources covering all aspects of life sciences education, and includes teaching material appropriate for designing pre-K, elementary and secondary school curriculums.


DLESE provides access to a wide array of digital resources and collections of resources, as well as datasets and communications specific to K-12 education “to support inquiry-based, active student centered learning about the Earth system.” Peer-reviewed resources account for less than 10 per cent of the total. The slow growth of peer reviewed resources has been partly attributed to chronic decreases in government funding.

**Search Engines for Retrieving Open Access Digital Collections**


OAIster is a freely available retrieval service that uniquely searches open access resources including digitized special collections and institutional repositories. A byproduct of developments within the Open Access Initiative (OAS) movement, OAIster was originally created at the University of Michigan who successfully launched the inaugural edition in 2002. Over a short period, the database “grew to become one of the largest aggregations of records pointing to open access collections in the world.” As of January 2010, OCLC has assumed sole ownership of OAIster with a database consisting of over 25 million records representing the collections from more than 1,100 contributing institutions worldwide. A multitude of material types are retrievable including books, journal articles, audio and video files, and images. Search fields include keyword and subject, as well as language and resource type.

Compiler’s note: Text that is enclosed within quotations marks has been taken directly from the source document.

*Chris Bober* is the Education Librarian at Concordia University Libraries, Montreal, Canada.
Public libraries contribute to a city’s diversity, adaptability, and learning capacity,” reaffirming the notion of ‘library as place,’ though each constituency may provide a different meaning to the phrase and expectation of the concept. This collection of essays presents 14 ways in which the public library can play a central role in urban planning for sustainable, resilient communities “providing new context for its contribution” (p. ix).

In Chapter 1, editor Michael Dudley reviews “some of the major trends facing urban contemporary societies and their libraries.” In his estimation, the library has become “a symbol of the town’s resilience,” through its Facebook page, Flickr account, and innovative programming. Public libraries continue to change. Their resiliency lies in their adaptive qualities, providing new service and playing “a leading role in bolstering urban resiliency” (p. 2). Dudley sees the library as “a fundamental component of the public realm” fostering “a community’s learning capacity… (forging) new connections between social actors,” particularly when it comes to “acculturation and education of low income groups who suffer economic deprivation because of functional illiteracy” (p. 14-15). “The ability of public libraries to address the needs of diverse urban users is inherent in its structure” reaffirming the fact “that we are all members of a larger society to which and for which we have responsibilities,” including being front and center in the community planning process (p. 16). Ultimately, we must see the library less as a container of books, videos, etc., acting more a magnet for users.

In Chapter 2, Dr. Glen Holt explores the ways in which libraries contribute to urban resiliency. “Intentionality,” he says, “is the imperative when libraries set out to play a significant role in the lives of their communities” (p. 21). Librarians must talk to users – find out what they want, but Holt identifies five ways in which most can contribute to the resiliency of its communities during economic downturns: providing construction jobs in bad economic times building new libraries with public money; helping people find jobs; improving English literacy skills of children and adults; assisting people access government information and assistance (e-government); and helping the poor. The chapter closes with 14 rules for library contributions to urban resiliency.

Jennifer Hoyer addresses how libraries serve those in the community threatened with exclusion based on “ethnic origin, gender, sexuality, physical or mental disability, education, employment, and economic status” (p. 57). Strategies for tackling social exclusion, remaining a Library4All makes for stronger libraries and communities.

Chapter 4 presents the story of the Enoch Pratt Free Library in Baltimore, followed by Murphy and Clark’s implementation of Holt’s roadmap to success in Long Island City, through needs assessment, lifelong learning, combining customer service with social service, and evaluation and assessment.

In “Making sustainable choices at Winnipeg Public Library” (Chapter 6), Monique Woroniak illustrates the need for outreach services to immigrant and Aboriginal populations, and provides by being “user driven” as opposed to “user focused.” Chapter 7 highlights “Creative partnerships in Massachusetts,” and Mary Wilkins Jordon discusses green libraries in Chapter 8, “Public Library Gardens.”
presents the importance of public libraries and local government partnerships."

In Chapter 10, Maja Berndison speaks of the library as place, striving to answer three questions (p. 121):

1. What is the role of the library in these models and strategies for urban and cultural planning?
2. What is the role of public libraries in different strategies of culture-led regeneration?
3. How do these tendencies challenge the design, the concept, and the mission of the public library?

Chapter 11 recounts how the Houston Public Library responded to the devastation of Hurricane Ike in 2008.

A community participatory/collaborative model for library planning in the wake of an economic crisis, libraries and climate change, and “engaging communities” closes out this powerful research-packed study that is a must-read for all public library directors and urban planners.

Barbie E. Keiser is an information resources management consultant located in the metro-Washington, DC, area. barbie.keiser@gmail.com

In this second edition of her 2003 bestseller book, author Lorna Earl thoroughly explains the differences between assessment of learning, for learning, and as learning, and offers well-researched reasoning for a renewed focus on assessment as learning. She specifically cites the great amount of research in the field of human learning processes since the first edition. While the author recounts classroom situations that illustrate the concepts she presents, the book is not meant to be a step-by-step guide. Rather, it asks crucial questions about learning, and can empower teachers to reclaim formative assessment that happens every day in their classrooms. The layout is reader-friendly, with highlighted boxes of quotes from experts and the author’s assumptions, helpful figures and tables, and an “Ideas for Follow Up” section for educators at the end of each chapter as they begin to consider a shift in their own thinking about assessment as learning.

In her introductory chapter, Earl explains her professional background as an education professor, consultant, and international researcher of learning and assessment. Research continues to show that formative assessment done well can produce phenomenal gains in student success, but “people still don’t get it.” This kind of formative assessment means that deeply rooted ideas about thinking and learning will be challenged. Educators who understand the relationship between teaching and assessment as learning can, in turn, help their students “get it” – whatever the subject might be.

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Reviewed By Anna Maire Guengerich
The next several chapters include essential background material. The author provides a brief but informative history of how education, schools, and assessment have evolved in a social context, throughout the 20th century until today’s emphasis on large-scale reform that is driven by national and state policy. Chapter three specifically speaks to the characteristics of assessment of learning, for learning, and as learning. Summative assessment of learning is the most familiar; it categorizes (think test scores and grades) and compares in relation to other students or standards.

Formative assessment for learning includes regular descriptive feedback from the teacher rather than a grade only, and can directly help the teacher adjust instruction. Assessment as learning is also formative but with students taking an active role in self-monitoring what they do and do not understand, and then knowing how to determine the next steps to move forward in their learning journey. While all three types of assessment have a place and purpose, Earl contends if authentic learning for students is the goal, assessment as learning must receive a greater focus.

Chapters four and five continue to present fundamental concepts in understanding the power of assessment. Earl provides clarity for complex ideas, such as experts and novices, motivation, and Csikszentmihályi’s flow theory. She also explores the ideas, theory, and research that reinforce the importance of assessment as an integral part of the learning process itself.

With this sound foundation now established, the last half of the book puts theory into practice, and describes the significant uses of classroom assessment: to find out what students believe is true, to motivate learning, to make connections, to extend learning, and for reflection and self-regulation. Earl illustrates her points effectively by drawing on classroom assignments, standards, student work, and rubrics.

She shows that the first step in learning is to assess what misconceptions or knowledge gaps students have. From this diagnostic assessment, the teacher can then address the gaps, allowing students to adapt to new information. When a teacher provides thoughtful responses, the student feels supported to move forward. Motivation increases when mistakes and obstacles are treated as regular parts of learning.

Earl asserts that another step in learning is finding patterns and organizing new knowledge, rather than just accumulating random details. Assessment practices that include descriptive feedback and the different stages of model work help students understand where they are and what the learning targets are. As students gain confidence in self-assessing, they can begin to take control of their own learning and monitor their own work. They are able to think about their own thinking and knowledge, and can see that effort leads to learning.

In conclusion, I recommend this book as a thought-provoking piece for all educators, at any stage of their career. As I was reading, memories of all the test scores, grades, and report cards of my own school years came to mind, making Earl’s book even more compelling. Throughout her book, Earl takes the reader on a learning journey, just like the one she describes for students. She acknowledges from the start that our ideas about learning and assessment practices are deeply ingrained, but reading this book is a first step in making a critical change for both educators and students to embrace authentic, lifelong learning.

**Anna Marie Guengerich** is a librarian at the Blommer Measurement Resources Library at The University of Iowa in Iowa City, IA. [anna-guengerich@uiowa.edu](mailto:anna-guengerich@uiowa.edu)
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