

Crime or confusion – why do students plagiarise?

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As schools, libraries and homes connect to the Internet, the range of resources that students can access has grown exponentially. So also has the possibility for students to plagiarise. Di Wilson offers a solution.

The ease with which students can access resources from a multitude of sources, cut and paste the information and present it as their own is a growing concern for teachers. While issues of plagiarism are not new, in this information-rich environment it is the ease with which plagiarism can occur that is worrying teachers.

Defining plagiarism

Simply stated, plagiarism is using other people's words or ideas without clearly acknowledging the source of the information. Within this definition, plagiarism can take many forms:

- copying an entire source and presenting it as your own
- copying sections from a source without proper acknowledgement
- paraphrasing material from a source without proper acknowledgement
- presenting another person's work with or without the creator's knowledge
- buying an essay/paper from a research service, another student or online sites ('papermills').

Cases of plagiarism reported in the media use the emotional language of plagiarism – academic honesty, theft, crime, cheating, breach of ethical standards. This reflects the seriousness with which academic institutions view plagiarism. The punitive consequences of detected plagiarism are detailed in the plagiarism guidelines provided for students in all academic institutions.

There is, however, widespread acknowledgement in these same institutions that plagiarism is frequently unintentional.

'Even though there will always be dishonest students, most cases of plagiarism result from honest confusion over the standards of academic discourse and proper citation. We might more successfully combat the problem by spending more time in class helping students learn how to avoid it.'

Wilhoit (1994)

The question for those of us working in schools is: how do we move from emotive language and punitive consequences to help our students avoid plagiarism?

Cases of plagiarism fall into two broad categories – deliberate deception for personal gain and unintentional plagiarism.

Causes of plagiarism

While students give a number of reasons for deliberate plagiarism, underlying these reasons is a difference in their ethical values from those of the teacher for whom the task has been completed. Tertiary institutions are clearly articulating policy guidelines for students and staff that clarify the relationship between plagiarism and cheating. Schools also need to develop policies and procedures to be followed when cases of deliberate deception are detected.

While deliberate deception clearly occurs in secondary schools, plagiarism – particularly in the junior or middle years – is more often a result of lack of understanding and poorly developed information-processing skills, and should be seen as a teaching and learning issue.

Crime or confusion – why do students plagiarise? (cont.)



Understanding why students plagiarise

As teachers, we cannot assume that students know what we mean when we tell them not to plagiarise. At what stage in our students' schooling and in what curriculum areas do we take the time to build an understanding of what plagiarism is, how it relates to cheating and how it will be dealt with if discovered?

The notion of 'text ownership' is a Western academic concept. In many cultures, students are encouraged to use the exact words of experts or elders – it is seen to be inappropriate to do otherwise. Teachers need to be aware of these differences and respond accordingly.

Teachers understand citation conventions from experiences at university or college. As former post-secondary students, we know what is expected. Students in secondary schools do not have this background understanding. Many schools now provide bibliography guides for their students, but is it reasonable to assume that the students will naturally refer to these documents without teacher direction?

With so much information to select from, students who are uncertain about the key pieces of information in the resources may copy it all 'just in case'. The choice of relevant material is made more difficult if they have poorly developed time-management skills.

Research tasks require students to organise and manage their time effectively. Many students, for a whole range of reasons, underestimate the time a task will take and leave things to the last minute, allowing no time to synthesise and process the information they find.

Many students have poorly developed note-taking and summarising skills because the importance of such skills is frequently not addressed until the senior years of school.

When learning a new language, copying text plays an important role in developing language skills. Students from non-English speaking backgrounds can lack confidence or understanding of the text they find in resources.

All of these causes of plagiarism should be recognised and addressed by teachers.

Dealing with plagiarism

To deal with plagiarism, we need to understand why it occurs. We need to develop strategies to cater for students with diverse learning styles, levels of skill development, cultural and educational backgrounds. A simple punitive response to plagiarism – a fail or requirement to resubmit work – does little to address underlying issues or provide ongoing strategies and support to prevent its occurrence.

Specific teaching and learning strategies can minimise the chance of plagiarism.

1. Plan research tasks and essays to minimise plagiarism by designing assignments that move students beyond regurgitation of facts to involve them in higher-order thinking.
2. Provide students with resource pathfinders that point to a small number of Internet sites and useful print resources. This limits the time students need to spend locating, sifting and choosing resources that are useful.
3. Include resource evaluation as part of a research task.

4. Discuss the meaning of plagiarism and the concept of academic honesty with students.
5. Make expectations clear. Put these expectations in writing and make the consequences of deliberate plagiarism clear to your students.
6. Teach citation skills and insist on correct citation for research assignments. This is possible without requiring standard referencing and bibliographic style. Resource lists and resource evaluations reinforce the importance of acknowledging resources.
7. Emphasise, teach and assess note-taking and summarising skills.

It is difficult to single out one particular strategy as the solution to the problem. Complex issues surround plagiarism. Both teachers and students need to be proactive in developing understanding, approaches and strategies to minimise its occurrence.

Di Wilson

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Inside a dog

Mike Shuttleworth, Program Coordinator at the Centre for Youth Literature, explains the thinking behind Australia's first comprehensive website for teenagers about books. The big question is: how do you create a website that doesn't look try-hard or like adults trying to be cool?

How do you make a website for teenagers about books that doesn't look 'worthy' or boring, yet still carries enough information to make the site worth going to? For the Centre for Youth Literature (CYL), it was also important to make a website that didn't look 'kiddie-lit'. You know: flashing icons, twirling widgets and honking what-nots. Children's literature per se is not the brief of the CYL; we're about improving access to reading for teenagers.

A bit about CYL

Until the launch of the website – insideadog.com.au – CYL has mostly promoted writers and books for teenagers through events. The Centre's events program attracts around 5,000 young people and 1,000 adults each year and our biennial conference, *Reading Matters*, is very highly regarded nationally. Over many years of staging events, we've learned a lot about the youth literature scene here and abroad. Although our events have almost always been in Victoria, interest in the Centre is national and international. We have a strong knowledge of national writing and publishing activities and our role in networking and referral is an important part of our work. Audience development is a key part of what we do. Our blog for adults, *Read Alert*, attracts over 5,000 unique visitors each month.

In creating insideadog.com.au we draw on an extensive knowledge of the industry: the writers, publishers, editors, librarians and readers. Better yet, we are able to make all that knowledge and networking available to a much wider audience.

Website development – meeting a need

The website was launched in April 2006 and comes pretty close to achieving what we aimed for. The need for a website for peer recommendation and credible information and advice was flagged in 2001 in *Young Australians Reading*, a research report into the

reading habits of people aged 10–18. Along the way a lot of people pointed out that creating a website isn't all that expensive or complicated. True, but good websites are hungry beasts that need regular feeding. We wanted to avoid the 'brochure in space' mentality, so having staff with the time to maintain and promote the site was critical.

The website was on the drawing board for five years. A lot of thinking, planning, researching and drafting went into building insideadog.com.au. With the generous support of the Clayton Utz Foundation and, in particular, the Copyright Agency Limited (CAL), we were able to corner the staff time to continue to create and update the necessary content. Lili Wilkinson, previously the Centre's Event Coordinator and Bookings Officer, now spends most of her working week creating, updating and maintaining the material on the site. Besides being very widely read, Lili is a Media Arts graduate of Melbourne University, so she has the right skill set to manage the site's content. (She has also just published her first book for young readers, *Joan of Arc*, so we believe she can write a bit, too.)

As the CYL is part of the State Library Victoria (SLV), we're incredibly fortunate to have talented programmers in the SLV Web Unit to take away the pain of coding and the nitty-gritty of making the website happen. A number of people have already commented on the clarity of the layout and the ease of navigation within the site. Credit has to go to the Web Unit who helped straighten out our thinking.

The crucial visual design was done by graphic designer Phil Campbell. Phil is an award-winning book designer who freelances for Allen & Unwin and Melbourne University Publishing. We briefed Phil about the pitfalls of designing for youth: don't try to look cool – they smell you every time! Don't design for children – they're not. The shorthand we used to explain our approach was 'quirky, not cool'.

Naming the site ... and the dog

Which brings us to the name. We struggled to come up with a name for a long time. We really, really, really wanted to avoid worthy names – 'cool reads', 'youth books' and 'teen' were all firmly on the banned list. One night I gave a talk

to a group of adults. Behind me on a screen were images from our events, cut with quotes about reading. 'Outside of a dog, a book is a man's best friend. Inside of a dog it's too dark to read' scrolled past and people started laughing. (It was a talk about funding for regional programs ... I was grateful that the audience was still alive let alone capable of laughing.)

Next morning at the office I said to Lili, 'Why don't we call the website "inside a dog"?' Thinking, of course, 'What a ridiculous name, it will never stick'. She liked it and it did stick. We workshoped it with a lot of people and they seemed to like it too, or at least they were polite enough to agree. But it gave Phil Campbell something to work with when he designed the pages and even drew the dog. He put flesh and fur on the idea, so to speak.

We ran a competition to name the dog. This attracted 3,300 entries from all over Australia. The dog is now named Inky A Wilde, and a 14 year old boy from the Blue Mountains is now the proud owner of a black iPod Nano. We will be using Inky's logo/identity as a platform for awards and other promotion.

So apart from a sharp-looking dog, what else is on the site?

A quick site tour

There is a featured new book every couple of weeks. We give away copies of the book to five people who review any book and submit it to us. Over 250 reviews have been submitted in the first month and these reviews are added and updated frequently.

We want to greatly increase the awareness of what is out there for young people to read. So a list of first chapters of new and forthcoming books is one strong feature. Themed booklists help in this way, too. There's also a news section to cover what's going on around Australia with events, festivals, awards and the like.

Quizzes on literary topics are another way to get people more actively involved. We hope to add to the quizzes regularly and broaden the challenge, so if you have any topics you would like tested let us know. We have regular competitions to give away books and other cool stuff. Publishers have been great supporters of CYL and of the website. ▶

Inside a dog (cont.)

Linking writers and readers

Each month will also see a new writer-in-residence. Writers from around Australia, and indeed anywhere in the world, are blogging with reports on their life and their current writing. It's a great way for people to get a window into the life of the writer, to ask questions and get behind the scenes a little. We've scheduled writers like Garth Nix, Markus Zusak and Randa Abdel-Fattah. Nick Earls was the first writer-in-residence on insideadog.com.au

Blogs will be archived. A discussion forum is attracting a lot of comment too, on topics such as 'Is reading cool?' and 'Harry Potter 7 – who's going to die?'

Other stuff

The site includes information about copyright, reflecting the support of the Copyright Agency Limited. CAL saw the website as a vehicle to inform young people about copyright protection and infringement, and there are links to CAL's website for advice. The copyright information is handled subtly and is not presented as a warning.

All content going up on the site is moderated. We plan to introduce discussion boards and a similar protocol will apply. The discussion boards are not chat rooms and any information that might personally identify the writer (for example, full name, email address or phone number) will not be published.

We are thrilled with the response of young people, the book industry and from teacher librarians. We think the website makes the world of young adult literature a more fun, engaging and exciting place to hang out.

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21st century students – a day in the life of a student in 2010

What does a day in the life of a student in 2010 look like? Carol Daunt looks into the future of learning technology development and finds the future is already here.

Monday 15 November 2010

6 am: Wake early

Nova wakes early to the sound of her **handheld** alarm reminding her that today is the day for her live video link with students in Japan, Russia and Canada. Her team have been working collaboratively on a cultural exchange and today they will debate the issues.

She sends an **SMS** from her handheld to her team and their teacher to remind them to check their **wiki** before they meet later today. They use the wiki to collaborate on the paper they will post to the school's website about their cultural exchange program.

8 am: Travel

During her bus journey to school, Nova listens to the two **podcasts** her **RSS** feed picked up overnight and downloaded to her **MP3 player**. She also catches up on reading the **e-book** that is a set text for ancient history. She loves the way the e-book has animated recreations of ancient civilisations embedded into it.

She dictates notes into her handheld and the **voice-recognition software** translates this into text so she can post both the audio and the text to her **blog** once she gets to the next **wireless** hotspot.

9 am: Interview teachers from last century

Nova is working on a history project that looks at education last century. She has to meet face-to-face with two teachers who were in the classroom in 1995. They are meeting at the local park where she can use the wireless connection to enter text directly into her blog as she interviews the teachers.

She is amazed to hear that in the last century students' only access to computers and the Internet was through 'labs' set up in classrooms with up to twenty computers networked together. They are amazed to see her handheld, which acts as a phone, computer, **PDA**, camera and **videoconference** system. She shows them how it is voice activated and will connect to any website or send an email via voice command using wireless to connect to

the **New Generation Internet**. She is also surprised to learn that students had just one teacher for each subject and didn't collaborate with students in other countries or even at other schools.

10 am: Problem solving class

Nova never misses her problem solving class – she loves to hear how her classmates in other schools approach issues. She has decided to attend this session from the group **webinar** room rather than link in on her own from her handheld. The group webinar room has lounge chair seating for up to ten students to connect via **tablet PCs**. She realises that this is the new generation computer lab – like those the teachers from last century spoke about.

11 am: Work on assignment

The assignment on global warming is due on Friday. Nova wishes she were back in 1995 when assignments weren't submitted electronically and digitally time stamped so the teacher knows exactly when they are submitted. She also wishes that teachers didn't 'cc' her parents on their marking when they email it back to her!

As she works through her spreadsheet on research data, she finds some figures that don't seem right. She uses **presence technology** to check her address book and finds that Hugh is available on **VoIP**, so she clicks the 'meetme' button in the spreadsheet and invites him to join her. Hugh is able to tell her that the figures are right and represent an unusual event last century.

1 pm: Team meeting

After a quick lunch, Nova's team meets in the school canteen where they can use the wireless network to access their wiki. The team has been using a wiki to work collaboratively on this project for two months. The wiki enables them to make changes to their presentation from wherever they are. This is the final face-to-face meeting before the link.

2 pm: Videoconference link

Nova's team uses the group videoconference room for their link-up. The session is a multipoint link between the four countries, with another two sites in each country linked to view the debate and to ask questions at the conclusion. Hundreds of other students around

the world will access the video stream that will be put on the school's website after the event.

3 pm: Update ePortfolio

Before she heads off to sports training, Nova updates her **ePortfolio**. She has been collating her ePortfolio since she joined the school as a junior. It consists of a blog with various text, audio and video files linked to it.

Is this really the scenario in 2010?

No – it's more likely to happen before then! All of these technologies are available now. If you're not sure what some of them are, check the descriptions at the end of this article and try them out. A good place to start is <http://www.wikipedia.org> – the online encyclopaedia that anyone can edit!!

We're hurtling towards a mobile society where everyone will have access to information wherever they are. Students will be accessing their education by **m-Learning** and collaboration will be paramount. This promises to be a rich learning environment for students and an exciting challenge to teachers to design for a very different environment. But there's no need to tear down all the bricks and mortar just yet!

Technology descriptions

Handheld: Handheld devices are pocket-sized computing devices that combine a variety of functions: computer, phone, diary, address book and camera. The number of functions included will increase in the future.

SMS: Short message service – text messaging on mobile phones. It has its own shorthand. More information at http://www.digi.com.my/products/prepaid/enjoy_sms_dictionary.jsp

Wiki: A group of web pages that allows users to add content, as on an Internet forum, but also permits others (often completely unrestricted) to edit the content.

Podcast: An audio or video file that you can download to an MP3 player such as an iPod. It's the 21st century version of the walkman!

RSS: A format for delivering regularly changing web content. Many news-related sites, blogs and other online publishers syndicate their content as an RSS Feed. Users subscribe (free) and their computer downloads the new information without them having to search for it.

MP3 player: A digital audio player that stores, organises and plays digital music files. The latest versions handle data files and video.

e-book: An electronic (or digital) version of a book. They can include animations, video and audio along with text and pictures.

Voice-recognition software: Allows you to use your voice to command a computer to undertake tasks and will also translate voice into text: for example, dictate a letter that is translated into a text document.

Blog: A website for which an individual or a group generates text, photographs, audio files and/or links on a regular basis. No programming skills are required. The term is a shortened form of 'weblog'. Authoring a blog, maintaining a blog or adding an article to an existing blog is called 'blogging'. Individual articles on a blog are called 'blog posts', 'posts' or 'entries'. People who use blogs are 'bloggers' and they exist in the 'blogosphere'.

Wireless: A method of communication that transmits data between devices without cables or cords, chiefly using radio frequency and infrared waves.

PDA (Personal Digital Assistant): Handheld devices that were originally designed as personal organisers, but became much more versatile over the years. A basic PDA usually includes a clock, date book, address book, task list, memo pad and a simple calculator. They synchronise data with a PC or laptop.

Videoconference: A set of interactive telecommunication technologies that allow two or more locations to interact via two-way video and audio transmissions simultaneously. Systems were traditionally room based but are now integrated into mobile phones and laptops.

New Generation Internet (NGI): The next version of the Internet that will be bigger, better and more reliable. It's already being introduced overseas.

Webinar: A seminar that is conducted over the World Wide Web using web conferencing software. In contrast to a webcast, which is transmission of information in one direction only, a webinar is designed to be interactive between the presenter and participants.

Tablet PC: A mobile computer shaped in the form of a notebook or a slate with the capabilities of being written on through the use of a touch screen. A user can use a stylus or penabled pen to operate the computer without having to have a keyboard or mouse.

Presence technology: Allows a network user to know when another user is connected to the network and available to receive and immediately answer a communication. It shows how they are available: by text, voice and/or video.

VoIP (Voice over Internet Protocol): The routing of voice conversations over the Internet or any other IP-based network. Also called IP Telephony and Internet Telephony.

ePortfolio: A portfolio based on using electronic media and services. It consists of a personal digital record containing information such as a collection of artifacts or evidence demonstrating what one knows and can do. Blogs are becoming a popular medium for ePortfolios.

m-Learning: Learning accessed via a mobile device such as a mobile phone or PDA.

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You can keep up to date with learning technology developments through Carol's blog at <http://dialmllearning.edublogs.org/>

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If only ...

Book review:

Technology-infused Instruction for the Educational Community: A guide for school library specialists

Farmer, Lesley S J 2004, Scarecrow Press, Lanham, MD.

SCIS No: 1294871

ISBN: 0810851180

This is a very thorough treatment of the topic of embedding technology into the role of the teacher librarian. It is American in focus but the information, ideas and strategies are transferable to the Australian context. It presupposes a much heightened role for the teacher librarian within the school community, backed up by a team of library support staff and with dedicated time to prepare and implement the programs. For many Australian workplaces this will present a problem. It also presupposes that the teacher librarian has a high level of knowledge of technology, which may also present a problem for the implementation of the suggested programs in Australian schools.

The first section of this book, *The Context*, looks at the pedagogical base for the implementation of technology-infused practices in all learning areas. The author points out that most libraries already supply automated catalogues and circulation systems, electronic databases, internet searching and networked resources. She feels it is a natural progression to move to providing software that offers the whole range of desktop publishing, with the teacher librarian able to instruct and troubleshoot for all the functions.

Teacher librarians can rely on just-in-time training and coaching to respond to users' needs. However, the author sees a move beyond this to the level of prepared instruction with online tutorials, video clips for orientation, links to web tutorials, streamed video files and web page development with customised help pages. This would involve an overlapping of information literacy with technical literacy, which would extend not only to the student body but also to professional development of staff and instruction of volunteers, parents, administrators and board members, and members of the community. This may be beyond the scope of the job as most teacher librarians see it.

The second section, *The Practice*, sets out in seven chapters the details of workshops for each part of the learning community: elementary students, middle school students, high school students, paid and volunteer library staff, parents, administrators and board members, and community members. The workshop templates are very detailed, beginning with outcomes and moving on to preparation, timeframes, content, resources, assessment and evaluation, and follow-up. The teacher librarian is seen as the catalyst and 'change leader' for technological development of the whole school. The book also includes a valuable glossary and extensive bibliography followed by a detailed index.

Farmer's book sets out to be quite single-minded about the value of technology in teaching. From the beginning, the author predicts that 85 per cent of future careers will involve technology and that today's educators need to navigate these waters. This book challenges teacher librarians who have already achieved a high level of technical competence and encourages them to take on a leadership role. It may motivate some to upgrade their competencies and become 'change leaders' but, for others, it may be intimidating.

Reviewed by Heather Fisher

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Canadian research into school libraries and student achievement

The *School Libraries and Student Achievement in Ontario* study was commissioned by the Ontario Library Association and provides an analysis of the relationship between student achievement and library resources and staff. Faculty of Education staff from Queen's University collaborated with People for Education | (an Ontario-based parents' group) to conduct the research.

Study results come from examination of data from the Education Quality and Accountability Office (EQAO), Ontario's provincial assessment body, and from People for Education's ongoing inventory of resources in Ontario elementary schools. The study found a connection between students' access to teacher librarians and their attitude toward reading.

Don Klinger from the Queen's University Faculty of Education was the lead researcher on the study. He says, 'We have shown that there is a relationship between students' reading scores and, more clearly, their attitudes toward reading'.

'Students' enjoyment of reading is a significant factor in their future success in all subjects', says David Booth, Professor Emeritus at the Ontario Institute for Studies in Education. He points to the attitudinal results in the study.

'This study shows that in schools with teacher librarians, students are more likely to answer positively to the statements "I like to read" and "I am a good reader". That positive attitude is the foundation for true literacy and will improve their achievement all the way through school.'

The full report *School Libraries and Student Achievement in Ontario* (Ontario Library Association, 2006) is available at <http://www.peopleforeducation.com/reports/library/OLAstudy.pdf>



Internetting corner

BBC – CBBC – Art

<http://www.bbc.co.uk/cbbc/art/index.shtml>
The variety of art activities presented for primary students on this website includes art facts, crafts, collage and an online art gallery for students' work. Additional links are available to a variety of other BBC children's sites.
SCIS No: 1293224

Better Health Channel

<http://www.betterhealth.vic.gov.au/>
Consumer health information is the focus of this Victorian Government gateway. Secondary students, teachers and parents will find a vast array of relevant information including disease fact sheets, quizzes, healthy recipes and living tips, a medical dictionary and explanations of medical test procedures.
SCIS No: 1100650

Einstein Archives Online

<http://www.alberteinstein.info/>
Over 43,000 records of Albert Einstein and Einstein-related documents and 3,000 digitised images can be accessed from this authoritative website. Both scientific and non-scientific records (including never-published travel diaries) are available.
SCIS No: 1293233

Extreme Science

<http://www.extremescience.com/>
Key science concepts are explained on this innovative and absorbing site by encouraging students to explore the extremes in a variety of scientific fields. These fields are grouped under the four major topics of animals, space, technology and earth science. Additional features include calculators, news, links, maps and a science dictionary.
SCIS No: 1034364

Guided Tour – Visible Human

<http://www.madsci.org/~lynn/VH/>
Senior secondary students studying human anatomy will appreciate the interactive nature of the website and the multitude of annotated graphics and images it utilises. A search engine guides users to over 18,000 digitised sections of the human body.
SCIS No: 1293247

How Products are Made

<http://www.madehow.com/>
Primary and secondary students will enjoy browsing the seven volumes of this

website, which explain the background and manufacturing process for hundreds of items ranging from aluminium foil to zips. Text, diagrams and additional links enhance the experience.

SCIS No: 1293256

IRL – Industrial Research Limited

<http://www.irl.cri.nz/>
The application of innovative scientific research to the needs of industry is the focus of this New Zealand company. Science teachers and senior secondary science students will find pertinent information on a variety of commercial scientific applications.

SCIS No: 1293267

IPY – News

<http://www.ipy.org/start/>
The influences of the polar regions on the Earth's climate and ultimately its environments and ecosystems are explored on this website. By designating 2007 the International Polar Year, scientists and meteorologists hope to focus additional scientific research on the polar regions.

SCIS No: 1293494

Mission Voices – Koori Heritage Trust

<http://abc.net.au/missionvoices/>
The unique stories and personal histories of Victorian Aboriginal people are available from this oral history site. Users can explore the individual missions or the various themes. Background information is supplied along with maps, images, a timeline and classroom material for teachers.

SCIS No: 1293520

National Museum of Australia

<http://www.nma.gov.au/index.html>
The National Museum of Australia houses a wealth of material relating to Australia's history and cultural heritage. Their web presence provides access to the collection, forthcoming events, current exhibitions, children's experiences and resources for school visits.

SCIS No: 1033435

School Libraries and Information Literacy Links

<http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/links/index.htm>

Put together by the NSW Department of Education and Training, this collection of links

pertains to the role of the teacher librarian. The links are of a professional nature, with some available only on the NSW DET intranet.

SCIS No: 1293536

Science of Cooking

<http://www.exploratorium.edu/cooking/index.html>

Students will love the activities on this site, which promotes the rigour of science with the joy of cooking (and eating). Most aspects of culinary science are covered using an interesting and creative approach.

SCIS No: 1228212

SLANZA

<http://www.slanza.org.nz/>
The home page of SLANZA (School Library Association of New Zealand Aotearoa) details all aspects of the organisation. Launched in 2000, SLANZA aims 'to promote the role of school librarianship in all its various forms and to provide a national voice for lobbying for the whole school library community'.

SCIS No: 1293567

Webby Awards

<http://www.webbyawards.com/>
An annual event, the Webby Awards is dedicated to rewarding excellence and innovation in the use of the Internet in a wide range of applications. With over 65 categories presented, students can explore the cutting edge of culture, commerce, advertising and technology as presented on the Internet.

SCIS No: 1293574

Reviewed by Nigel Paull, Teacher librarian, South Grafton Primary School. npaull@telstra.com

The Internet sites abstracted in *Internetting corner* are often of a professional nature and should be initially viewed by teachers and library staff to determine suitability for students. The links, content and address of these sites may not be permanent.

SCISWeb Handy hints

Searching by Dewey in SCIS OPAC

SCIS OPAC now provides an easy option for searching by Dewey Decimal Classification (DDC).

From *Basic search*, enter a complete call number or the start of the number. In the drop down list for the *In* box, select *Dewey call number*. This is a quick way to browse by DDC.



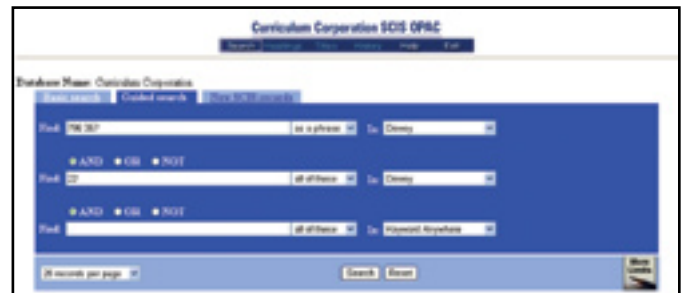
SCIS OPAC screen dump © Endeavor Information Systems Incorporated

You can enter either an Abridged or Full Dewey call number, or just the start of a number to find titles with that classification. The book number can be included.

This search ...	Retrieves catalogue records for works about ...
796.358	cricket
796.3580994	cricket in Australia
822.33 U4	Shakespeare's Romeo and Juliet
993.01	early history of New Zealand

As previously possible, you can also search by Dewey as a phrase. This makes the search more specific than a general keyword search, particularly for short or truncated Dewey numbers. For example: use *Guided search* for 796.358 as a phrase and, in the drop down list for the *In* box, select *Dewey*. You can omit the decimal point and leave a space (eg 796 358) or use truncation (eg 796 35809?).

All subfields of the Dewey number have been indexed, so you can include the Dewey edition number in your search: a14 for Abridged DDC or 22 for edition 22. For example: use *Guided search* for 796 35? as a phrase and, in the drop down list for the *In* box, select *Dewey*. Select the radio button *AND*, enter the edition number in the next *Find* box and, for the *In* box, select *Dewey*.



SCIS OPAC screen dump © Endeavor Information Systems Incorporated

SCIS news

1. New online version of SCIS Authority Files

Customers with a subscription to *SCIS Authority Files* are now able to download the files from the *SCIS Customer Centre* page. There will be two types of files: *Reference only Authority Files* and *Full Authority Files*. More information on these files is available at <http://www.curriculum.edu.au/scis/productinfo/scisaf.htm>

The current CD-ROM version will continue to be provided to subscribers.

2. New SCIS Records in SCIS OPAC

New SCIS Records has been upgraded. This is a service that allows you to search for books, websites and other resources catalogued by SCIS in the last one to four weeks. *SCISWeb* customers can access *New SCIS Records* from within SCIS OPAC. This 'behind the scenes' upgrade has improved linking between the *New SCIS Records* titles lists and full record displays in the SCIS OPAC.

3. SCISWeb profile

More options have been provided to customers in their *SCISWeb profile*, available from the *SCISWeb* page. New options include:

- ISBN duplicates – be prompted to choose from a list of records with the duplicated ISBN or most recent record with a duplicated ISBN
- ISBN format – will control the output in your data file: ISBN as entered in record or ISBN-13 only or both ISBN-10 and ISBN-13
- Subject heading format.

More information about these options is available from *SCISWeb profile Help*.



New and revised subject headings

The headings for African Americans have been updated. This revision entailed changing a number of occurrences of Afro-American ... to African American ... The opportunity was taken to rationalise some reference structures, in particular removing a number of references containing the words 'Negro' and 'Black'.

Headings marked with an asterisk in the following list are existing allowed headings which have been updated with changes to references or notes. New headings are marked as N. Headings which were USE references in *SCIS Subject Headings Fifth Edition* but are now headings in their own right are marked as A. Previously allowed headings which have become USE references are marked as U. Deleted headings are marked as D.

For full details of these headings, see the SCIS website at <http://www.curriculum.edu.au/scis/productinfo/supplists.htm>

A cumulative list of all new and revised subject headings approved since publication of *SCIS Subject Headings Fifth Edition* is also available at this site.

- N African American literature
- A African Americans
- N African Americans - Civil rights
- * African literature
- * Africans
- D Afro-American literature
- U Afro-Americans
- D Afro-Americans - Civil rights
- D Afro-Americans - Social conditions
- * Allergy
- N Anaphylaxis
- D Argonauts
- N Argonauts (Greek mythology)
- * Art

- * Art, African
- N Art, African American
- D Art, Afro-American
- * Art, American
- * Art, Modern - 20th century
- * Art, Modern - 21st century
- N Artists' books
- * Authors
- * Authors, African
- N Authors, African American
- D Authors, Afro-American
- D Bantus (African people)
- * Birds
- * Black Muslims
- D Black power
- D Blacks
- D Blacks - Civil rights
- * Books
- * Bronte, Emily
- * Budgerigars
- * Bushmen (African people)
- U CD-ROM
- * CD-ROM jukebox
- N CD-ROMs
- * CDs
- * Children as authors
- * Civil rights
- A Cockatoos
- * Computer art
- * Computer graphics
- * Computers
- * Dramatists
- * DVDs
- A Electronic art
- * English poetry - History and criticism
- * Espionage
- * Ethnic groups
- D Ethnology - Africa
- N Gothic fiction

- * Horror stories
- * Illumination of books and manuscripts
- N Jason (Greek mythology)
- * Literature
- * Literature - History and criticism
- * Martial arts
- * Music, African
- N Music, African American
- D Music, Afro-American
- * Musicians
- * Musicians, African
- N Musicians, African American
- D Musicians, Afro-American
- * Mystery and suspense stories
- * Mythology, Greek
- * Myths
- A Ninjutsu
- * Novelists
- A Parakeets
- * Parrots
- * Performing arts
- * Poetry - History and criticism
- * Poets
- * Songs
- * Songs, African
- N Songs, African American
- D Songs, Afro-American
- * Spirituals (Songs)
- * Supernatural stories
- * Television
- D United States - Race relations
- A Video art
- * Video recording and reproducing
- * Video recordings
- U Videocart
- * Women in literature
- * Zulus (African people)

Scan is a refereed, quarterly professional journal. Of interest to all educators, the journal is an essential support for teacher librarians and school libraries.

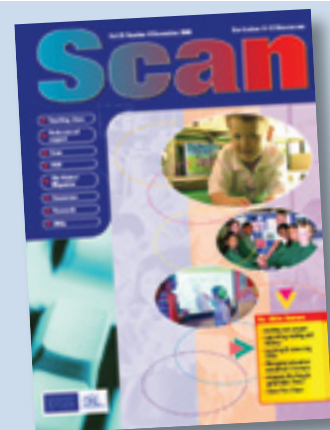
Each issue of **Scan** contains a range of articles covering:

- *Quality Teaching* for teacher librarians
- integrating ICT for connected learning
- collaborative support for the curriculum
- 80 Internet site reviews and approximately 200 other resource reviews, including podcasts and new media (invaluable to schools)
- recent Australian and overseas research, highlighting important implications for all teachers.

The first 100 schools to subscribe for 2007 quoting this ad will receive a complimentary back issue.

Contact us: editor.scan@det.nsw.edu.au

www.curriculumsupport.education.nsw.gov.au/schoollibraries/scan



ScOT in SCIS – more of the same ... or different?

Six months have passed since cataloguers began adding terms from Schools Online Thesaurus (ScOT) to some records in the SCIS database. Rachel Salmond takes a more detailed look at what the change means for information seekers.

In our last issue, we alerted you to the changed appearance of records in SCIS OPAC; now that you have got used to seeing these records, some more background to the change is called for.

Explaining the differences between ScOT and SCIS Subject Headings is a good place to start. Thesauruses get much chummier names than lists of subject headings do. There is something a little cuddly about ATED ('a ted') and ScOT sounds friendly enough, thanks to the forethought of the New South Wales SCIS cataloguing agency staff who came up with the name and its approachable acronym.

But there are, of course, other differences of much greater significance to their use in resource discovery systems. Lists of subject headings have a long history, almost entirely within the context of library catalogues. SCIS Subject Headings was developed to help provide subject access in the library catalogues of primary and secondary schools. It has been around since 1983 when the pilot edition was issued. The two sources that were consulted in developing it, *Library of Congress Subject Headings* and *Sears List of Subject Headings*, go back much further – to 1898 and 1923 respectively.

Thesauruses are relatively new beasts in subject retrieval. Their pedigree goes back to the late 1960s. They were developed to manage subject access in abstracting and indexing databases, which took a new approach to subject retrieval, known as post-coordinate indexing. More recently there has been a steady expansion in the use of thesauruses in managing electronic information to make sure it is discoverable in a wide range of systems – intranets, extranets, portals, content management systems, learning management systems and the like.

Building ScOT

ScOT is, true to its full title, a thesaurus. It has a

structure and a form based on the international standards, *Guidelines for the construction, format and management of monolingual thesauri* (Z39.19-2003) and *Documentation – Guidelines for the establishment and development of monolingual thesauri* (ISO2788-1986). It has been developed since 2002 to describe the subject coverage of the Australasian primary and secondary education curriculums. Many people involved in providing services to Australian and New Zealand schools have been engaged in the process of building ScOT initially and in advising on its continuing growth.

The terminology of each of the key learning areas in Australian curriculums (Mathematics and numeracy; Science; Literacy, language and literature; Arts and technology; Studies of Australia; Studies of society and environment) was identified in the initial 'builds' of ScOT. This means that the terms chosen for ScOT should equate with the language that is used in school curriculums. Any variation in language used across different states' curriculums is covered by ScOT's reference structure.

The builders arranged the terms in a hierarchy and carefully mapped the relationships among the terms. For example, 'Concentric circles' is a narrower term (NT) of 'Circles', which is an NT of 'Shapes (Geometry)', in turn an NT of 'Geometric concepts', which is an NT of 'Mathematical concepts', an NT of 'Mathematics'. Turned up the other way, the hierarchical connection between 'Mathematics' and 'Concentric circles' looks like this:

```

Mathematics
  NT Mathematical concepts
    NT Geometric concepts
      NT Shapes (Geometry)
        NT Circles
          NT Concentric circles
  
```

Compared with the approach taken in the development of lists of subject headings, this is rather more of a top-down approach to identifying the word stock. By comparison, the expansion and revision of SCIS Subject Headings is guided by the principle of literary warrant, which means that terms are added and revised as they emerge from the subject content of materials catalogued for the SCIS database.

This is best explained by a hypothetical example. A new children's story about

street racing is sent to a SCIS agency to be catalogued. There is no term for this topic in SCIS Subject Headings, so it is given the heading 'Motor car racing'. However, after a while a number of other works are received on street racing so the term is proposed and accepted as a new SCIS Subject Heading. Through a set of references the new heading is embedded in a relationship with existing subject headings. Its presence in the list is more important than its presentation in a strict hierarchy of concepts.

Using ScOT

ScOT terms look quite different from SCIS subject headings in SCIS OPAC records. Take the subjects given in this catalogue record for a DVD:

Title:

Terror tech [videorecording]: civilian / produced and written by Douglas Cohen ; director Donna E. Lusitana.

Publisher:

[United States] : A&E Television Networks, 2003.

Notes:

Summary: Find out what technology can do to protect you, and how you can use technology to protect yourself.

Subject Headings:

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Technology – Safety measures. scisshl
Terrorism – Safety measures. scisshl
Crimes against public safety. scisshl
Terrorism. scot
Technology. scot
National security. scot
Safety. scot
  
```

You'll notice that the headings with 'scisshl' after them (the SCIS subject headings) each capture more than one concept. The first links 'technology' and 'safety'. The second links 'terrorism' and 'safety'. The third has three components – 'crimes', 'safety' and 'public'. This joining together, or pre-coordination, of indexing terms was common practice in card catalogues in libraries. This practice, also known as subdivision practice, was carried across to automated library catalogues. It allows for the display of the browsable lists of subject headings that follow subject searches in most library management systems. For example, a search for the subject 'terrorism' might bring up a list of subject headings like this one:

Terrorism
Terrorism – Drama
Terrorism – History – Sources
Terrorism – Psychology
Terrorism – Safety measures

Look now at the four terms with 'scot' after them. Each of these is a concept entered as a separate term selected from ScOT. There is no provision for combining concepts in ScOT when terms are added to catalogue records. The expectation is that the terms will be combined by a resource discovery system after they have been entered into the search interface of that system by whoever searches for information in the system.

Improving information searching

The DVD given as an example above would be of use to someone who was looking for answers to the question, 'How can technology help us improve our safety in the face of terrorism?' Both sets of subject headings provide search terms that will help that person locate this DVD. The SCIS subject headings are what we are accustomed to seeing in library catalogues, and the design of library management systems has tended to support the way these subject headings are searched and displayed.

The ScOT set of terms has much more in common with the way that subject terms are presented in the metadata for electronic information in resource discovery systems other than library management systems, such as learning object repositories, portals and intranets. These systems are now lining up in schools, alongside the long-established library catalogue, as gateways to an ever-expanding range of resources to support teaching and learning. The presence of ScOT terms in SCIS records will support practical investigation of ways of making the information seekers' search experience of these various gateways as seamless and as simple as possible.

Rachel Salmond
SCIS Investment Project Manager

References

Australian Thesaurus of Education Descriptors 2003, Australian Council of Educational Research, available at <http://www.acer.edu.au/library/catalogues/edthesaurus.html>

Salmond, Rachel 2006, 'New subject headings in SCIS OPAC', *Connections 59*, available at <http://www.curriculum.edu.au/scis/connections/netw06/59scisopac.htm>

A music department's approach

Elizabeth Greef describes one school's solution to managing a separate collection within the school.

Music resources can include a massive collection of sheet music, orchestral pieces, CDs, videos and other music items including instruments. Any Head of Music who has searched their collection until 2 am to find a particularly elusive piece of sheet music would welcome a solution to their resource dilemma. Could the school library assist the Music Department to organise and locate these items? What sort of organisational and computer systems might help?

Our school, St Andrew's Cathedral School in Sydney, has a very strong musical reputation and possesses a substantial (previously uncatalogued) music collection housed in its very active Music Department. Two years ago the Music Department approached the school library about adding their items to the library catalogue, using ex-students as cataloguers. Library staff did not see this as a good solution to the problem, due to concerns about the integrity of the catalogue, and so we explored other software possibilities for a music catalogue.

Seeking software

In looking for a useful software alternative for the Music Department, two possible dedicated music catalogues were located. The manager of our library software company was also consulted. They generously agreed to give the school a new copy of an empty database, the same as the one used for the school library resources. A member of the library staff spent a few afternoons with the main music cataloguer – an ex-student of the school, Huw Belling – and together they negotiated a classification structure and authority files for the music catalogue. The librarian also showed Huw how to use the catalogue when the new empty database was installed. It was helpful that Huw was very familiar with both databases and music, and understood the needs of the Music Department.

The primary need of the Music Department was not so much circulation as accurate and speedy

location of resources. The music cataloguers have now catalogued and processed several thousand items and are very happy with the result.

Developing a classification structure

For the music catalogue we decided to use an alphanumeric system (V0001, V0002 and so on), rather than the Dewey Decimal Classification, in order to easily locate and distinguish different types of music. The classification structure is comprised of broad categories, dividing up the types of resources:

- O for orchestral music
- C for chamber music
- V for vocal music
- S for solo music
- B for band
- R for reference
- T for teacher resources
- D for DVDs and videos
- M for videos/DVDs/movies
- CD for CDs.

Part of the call number includes the composer's name and a running number for items by that composer. For example:

- S AMEB 001 (solo music - AMEB for violin)
- C BAC 009 (chamber music - Bach, J.S. – Brandenburg Concerto No. 1)
- V BEE ARR 002 (vocal music - Beethoven, Ludwig Van – Ode to joy)
- O BRA 005 (orchestral music - Brahms, Johannes – Hungarian dances 5. 6. 7.)
- B BUL 001 (band music - Bullock, Jack – Twenty-first century band method).

Using subject fields

The library staff attached a sample list from *SCIS Subject Headings* to provide a consistent range of subject headings. It was also suggested that the music cataloguers consult the Conservatorium Library to ask what subject headings and system they use. To break down orchestral music into searchable groupings, it was suggested that Symphony Orchestra, Intermediate Orchestra and SACS Community Symphonia become local subject headings for the relevant pieces. This required a fairly deep knowledge of the purpose and ability level of the music. The same process was used for breaking down the other main groupings. For this reason, it has worked very well to have former music students as cataloguers.

Identifying location fields

The library staff and Huw Belling decided together on location and sub-location fields that related to where the items were stored in the school or the Cathedral. Most of our chamber music and orchestral music is housed in a compactus. The vocal music is kept in shelves in a room off the compactus area. Older choral sets of music belonging to the Cathedral are stored in an orchestral room in labelled boxes with detailed labels and barcodes on the spine.

Processing items

Stamping items with a school or Music Department stamp was recommended as well as attaching any required copyright notices at the time of working on the collection to save handling.

Copyright sites recommended for relevant publications were provided:

- for various information sheets on music – <http://www.copyright.org.au/page3.htm>
- on music and performers, etc – <http://www.copyright.org.au/page5.htm>

The school library ordered the barcodes on behalf of the Music Department so that they form part of the school run of barcode numbers and there will be no confusion. This also makes merging the catalogues in the future a possibility.

The music cataloguers have found that the best way to store items, particularly sheet music, is in large plastic envelopes with a Velcro seal. The barcodes and printed labels are attached to the envelope and covered with contact. These envelopes are stored like books on their side edge in the compactus or on the shelves, and multiple copies are kept together.

Facing the reality

How the Music Department has moved on with this is very interesting, although not quite as we first expected. After cataloguing about 600 items on the database, the music cataloguers realised the enormity of the task and decided, in Huw's words, 'to favour quantity over quality'. As a result, an Excel spreadsheet is now used to record all items. Entering in the spreadsheet has become the first phase in the task of establishing the music library. Full cataloguing in the database will be the second phase, when time and finances permit.

In the spreadsheet, fields recorded are:

- Field A - classification (eg S AMEB 001)
- Field B - composer

- Field C - title of the piece
- Field D - method of storage (eg 1 box/2 boxes/F for folder)
- Field E - location.

Other fields are used for indicating instrumentation.

The music cataloguers physically process the resources as they are entered in the spreadsheet. They also attach the barcode to the item, in preparation for the second phase when the resources will be entered into the database. Another option would be to give a library technician student on work placement the project of entering the spreadsheet data into the database; however, it would demand someone with considerable skill and musical knowledge. It may also be possible for the database supplier to write a programming patch that would allow the import of all the spreadsheet data into the database.

Issues arising from this project

The initial consultations worked well but, in hindsight, it would have been preferable to have more regular ongoing consultation as the process developed to refine the classification structure. The music cataloguers have outlined their call number procedure in an extensive memorandum. This includes giving each composer a distinctive three letter alphabetical code that is close to their surname, but often not the same. One observation about this further refinement of the classification system is that it would have been preferable to use the first four or even five letters of the composer's surname to achieve clearer distinctions between composers

One drawback of maintaining a separate collection is the amount of time needed to reshelve items, especially after a busy phase of music engagements. This means that a large number of resources may be sitting in a shelving pile for quite some time as there is no dedicated person to do this task.

Using former music students as cataloguers and using a separate copy of the same database as the school library has worked well. It has allowed the music cataloguers to take advantage of the expertise of the library staff in setting up the music library.

Discovering the benefits

Enumerating the value of the music library, all staff were sent this enthusiastic email by Huw

Belling – principal music cataloguer – on 13 August 2005:

'For the literate, and musically literate – exciting news!

Since its inauguration, the Music Department library has now grown to over 2,000 catalogued items of music.

The library has allowed us to quickly find and track music, and has turned up a lot of items we never knew we had. The short and long-term benefits of such a vital organisational structure are already beginning to show. It is an important step towards an integrated library of all the school's information resources. Thank you to all those (especially ... the school library) who have helped us get this far.'

One more potential use of the developing music catalogue was considered. Many music students participate in school-organised tours. The possibility of 'loaning' all the many pieces of equipment out to the flight and 'returning' them as they were located was considered. This system of checking did not eventuate, but it is a possibility for future tours.

Other related developments

The school library at St Andrew's also included the English Department's book room books on the library catalogue. In consultation with the English Department and database supplier, we obtained a third copy of the database. The database supplier then separated the library and the English Department resources, and the English Department now manage their own resources.

Currently under discussion is the possibility of obtaining a fourth copy of the database to use for the school archives. This is being considered by the school Archives Committee. As the amount of information we hold continues to explode, and the pressure to locate it efficiently increases, a more widespread approach to managing information services and knowledge in the school is needed. The skills and expertise of the teacher librarian can be of great service to their schools in facing these pressures.

Elizabeth Greef

Head Librarian

*St Andrew's Cathedral School, Sydney, NSW
In consultation with Huw Belling*

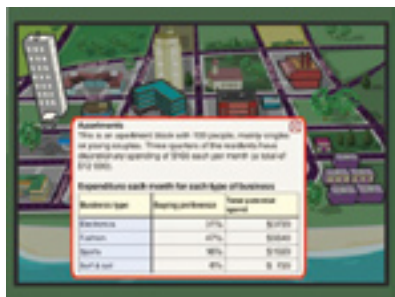
The Le@rning Federation

We've put the spotlight on a selection of interactive multimedia learning objects from The Le@rning Federation's collection. Here's a selection to add to your repertoire of resources.

Highlights from the *Business and enterprise* collection

Turn your students into successful business operators using The Le@rning Federation's (TLF) *Business and enterprise* digital curriculum materials. This set of interactive multimedia learning objects explores a range of issues associated with running different types of businesses. They are designed to enable students to engage in learning experiences that enhance their capacities and skills to be innovative, creative and entrepreneurial. In many of the recently released learning objects, students are positioned as the business operator and are faced with making decisions about the set up and running of businesses.

In the *Start a business* series, students explore factors associated with starting a viable retail business, including deciding on the type and location of the business. In the *Muffin bakery* series, students explore various factors affecting business profitability (including fixed and variable costs, pricing and volume discounting) and learn ways to maximise profit. The *Café consultant* series is set in a café business. It challenges students to evaluate market demand to determine what time the café should open, what should be on the menu and what type of décor the café should have. In *Fish shop*, students aim to fulfil customers' needs while making a profit for the shop owner.



Start a business learning object

Literacy for students at risk

New *Critical multiliteracies* learning objects from The Le@rning Federation are now available. These new learning objects assist students to critically evaluate a range of

multimodal texts, such as films, websites, television advertisements, video games and online news sites. Students are encouraged to question, investigate, deconstruct and reconstruct the meaning expressed in these multimodal literacies.

In *Lights, camera, action* students learn how the language and techniques of film-making are used to create meaning and create a narrative. The *Riddle of the black panther* learning objects illustrate how editing processes are used to shape a story's focus and influence emotions. The *Character maker* series illustrates how characters and animated scenes are assembled to suit audience preferences in the process of making a television advertisement. The ways in which language choice, along with various other multimodal text choices, can construct a particular evaluative stance is explored in *Online news*. The *Web designer* series is designed to assist students to distinguish between overtly persuasive texts and apparently neutral texts.



Online news learning object

Languages (Chinese, Japanese and Indonesian)

Interactive multimedia can help students to learn languages. Joe Lo Bianco, Chair of Language and Literacy Education at Melbourne University, says that 'multimedia can increase a learner's encounter with authentic voices and situations via multi-directional talking' (Lo Bianco, 2005). Immersing students in authentic language and cultural experiences is the focus of The Le@rning Federation's *Close encounters* language digital learning objects.

Recently released learning objects enable students to shop in a Beijing department store, navigate the streets of Beijing for a taxi company and play online Shuttlecock. Japanese language learners can edit a film in Japanese and navigate the streets of Kyoto. Indonesian language learners can experience travelling on the Indonesian island of Sulawesi, practise

using appropriate language and make a film based on an Indonesian fairytale.

Mathematics and Numeracy – patterns and variation

Concepts of patterns and variations occurring in random events are often difficult to learn. The Le@rning Federation has developed learning objects that dynamically and randomly generate variables to assist students to understand these concepts. This feature of the *Chance and data* learning objects is extremely difficult to replicate without using multimedia. The interactive activities, games and tools in these learning objects assist teachers to teach the concepts of patterns and variation occurring in random events as well as helping students to learn.



Dice duels learning object

Studies of Australia

The *Australia in the world* set of learning objects, from The Le@rning Federation's *Studies of Australia* collection, develop students' understandings about past, present and possible future Australian relationships with the rest of the world. Students investigate Australia's involvement with significant global issues and the importance of the rights and responsibilities of global citizenship.

Full details of all online curriculum content now available from The Le@rning Federation and information about how to access these free resources is available at <http://www.thelearningfederation.edu.au/tlf2/showMe.asp?nodeID=1179>

Andrea MacLeod

Communications Officer

The Le@rning Federation

<http://www.thelearningfederation.edu.au/tlf2/>

References

Lo Bianco, J 2005, 'There's more to languages than words', *EQ Australia*, issue 3, Spring 2005, pp 19.

Resources

Teaching and Learning Multiliteracies: Changing times, changing literacies

148 pp

Authors: Michèle Anstey and Geoff Bull

RRP: \$39.95

SCIS No: 1280570

ISBN: 9780872075863

Teacher resource

Discover how multiliteracies can help you and your students respond to the evolving nature of texts. This timely resource explains the concept of multiliteracies and provides you with the literacy knowledge, resources and strategies your primary and middle year students need to succeed in a changing world.

Michèle Anstey and Geoff Bull present a range of new and established ideas about literacy, emphasising successful practices. These include suggestions for how teachers can rely less on print texts and respond to new trends in children's literature. They also present strategies to help teachers balance guided reading, outcomes-based curricula and school-wide approaches to planning.

New concepts are accompanied by reflection strategies to help you think about your understanding of literacy, multiliteracies and texts. Additional sections in each chapter demonstrate how you can incorporate multiliteracies every day in the classroom.

Real Life Literacy: Classroom tools that promote real-world reading and writing

128 pp

Author: Kathy

Paterson

RRP: \$49.95

SCIS No: 1281916

ISBN: 1551382040

Teacher resource

This practical handbook shows teachers how to help students develop the literacy skills they will need in the real world, including:

- writing and deciphering messages (phone messages, thank-you notes, directions, letters)



- making purchases (buying online, reading package labels, writing cheques, writing an advertisement)
- decoding all kinds of schedules (timetables, guides).

This unique guide fills in the gaps missing from traditional language arts classes and makes valuable connections between school and the real world.

Family Literacy Experiences

128 pp

Author: Jennifer

Rowsell

RRP: \$49.95

SCIS No: 1281959

ISBN: 1551382075

Teacher resource

Just what teachers need to incorporate the rich diversity of home and out-of-school experiences in classroom instruction. This book explores innovative ways to motivate students, using all forms of communication – books, magazines, blogs, movies, zines, the Internet, television, music, comics, texting, newspapers, rap, video games, collector cards and more.

Based on the belief that literacy takes place everywhere, *Family Literacy Experiences* promotes learning strategies that incorporate what we see, read, hear and do every day.

Becoming a Literacy Leader: Supporting learning and change

174 pp

Author: Jennifer

Allen

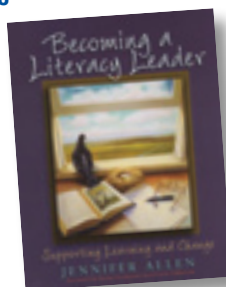
RRP: \$45.00

SCIS No: 1266599

ISBN: 1571104194

Teacher resource

This unique chronicle is based on the belief that teachers already know what they need when it comes to professional development in literacy, and that the best literacy leaders are those who listen to and respect the educators in their midst. Practical and straightforward, the book covers all the bases – from organising a literacy room, creating model programs and leading teacher study groups to finding and budgeting money for professional development programs in literacy.



This insider's view helps to define what leadership looks like and shows how to create an environment that fosters professional development. It presents an optimistic and realistic portrait of life in schools among teachers committed to doing their jobs well.

The Daily Five: Fostering literacy independence in the elementary grades

126 pp

Authors: Gail Boushey

and Joan Moser

RRP: \$45.00

SCIS No: 1281978

ISBN: 1571104291

Teacher resource

The Daily Five is a series of literacy tasks that students complete while the teacher meets with small groups or confers with individuals. The book provides both the philosophy behind this structure and strategies to train students to participate in each of the components.

Explicit modelling, practice, reflecting and refining help to prepare the foundation for a year of meaningful content instruction tailored to meet the unique needs of each child. *The Daily Five* will help students to develop the daily habits of reading, writing and working with peers that will lead to lifelong literacy independence.

Q Tasks: How to empower students to ask questions and care about answers

144 pp

Authors: Carol

Koechlin and Sandi

Zwaan

RRP: \$49.95

SCIS No: 1277113

ISBN: 1551381974

This timely book shows teachers how to develop a questioning culture in the classroom, where every student's question is valued and encouraged. A step-by-step approach offers more than 80 proven classroom activities that will take students beyond memorisation and rote learning into the world of critical thinking. The book demonstrates a skill-building approach to all



Education Lending Right

kinds of tasks, including:

- evaluating the reliability of information
- connecting with literature and the arts
- analysing personal issues and setting realistic goals
- exploring scientific and mathematical concepts
- delving deeper into world issues
- testing new ideas.

Q Tasks provides innovative ways to help students ask real questions that focus on understanding and give them ownership of their learning experiences.

**School Library Association
of New Zealand Aotearoa**

2–4 July 2007 Conference

intersections: collaborative forces

Wellington High School
Upper Taranaki Street
(entrance opposite Bidwill Street)
Wellington

The SLANZA biennial national conference is the major event on the professional development calendar for everyone involved and with an interest in school libraries.

Early Bird Registrations

(until 6 April 2007):

Members: \$300.00

Non-members: \$375.00

Keynote Speakers

Professor Paul Callaghan

Dr Ross Todd

Dr Linda Gibson-Langford

Alan Gibbons

Penny Carnaby

Karen Sewell

Jill Stotter

Concurrent Session Themes

Literature

Information Literacy

Library Management

For more information and to register please visit our website: www.cmsl.co.nz/go/slanza

Lending Rights encourage the growth of Australian writing and publishing.

ELR 2006–07 School Library Survey a success

Thanks to the schools who responded to the request to participate, the ELR 2006–07 School Library Survey has been successfully completed. The collated survey data has been passed on to the Department of Communications, Information Technology and the Arts (DCITA) for processing, and payments to Australian authors, illustrators, translators, compilers and editors will be made around April this year.

Importance of Lending Rights

The Public Lending Rights and Educational Lending Rights schemes are significant cultural programs supported by the Australian Government. They play an essential role in encouraging the growth of Australian writing and publishing. Statements from authors on the SCIS website *ELR* page – follow the link to *positive comments from authors* – reinforce the importance of the Lending Rights payments to their work.

Australian publishers also benefit from the annual Lending Rights payment, which in turn has a significant impact on Australian writing. The following article by Clive Newman, managing director of Fremantle Arts Centre Press, explains.

Renate Beilharz
ELR Project Officer

Fremantle Arts Centre Press

The invitation to write this article suggested that I outline the benefits to the smaller publishing houses of the Lending Rights schemes. I cannot stress too highly how significant the annual payment is to Fremantle Arts Centre Press.

We celebrated thirty years of publishing in 2006, during which time the publishing environment has changed dramatically. Our foundation charter commits us to nurturing and developing talented writers and artists from Western Australia and publishing and promoting their works to the widest possible audience.

In our early years our list comprised mainly literary titles (fiction, non-fiction and poetry)

and we were able to maintain an economically viable program. As the market for such publications has become more and more challenging, we have broadened our list to include a number of titles designed to attract a more general readership and thus increase our earned income. However, the core component of our program remains the literary titles, many of which come to us from unsolicited manuscripts. In 2005 we received more than 650 of them, each of which was assessed for publishing potential.

It has been well documented in recent years how the larger publishers no longer accept unsolicited material because of the costs involved in assessing it. Those costs are no less significant for the smaller houses. Yet, in our case, the biggest sellers and some of the most critically acclaimed titles have come from unsolicited submissions. While our charter remains unchanged and our program is built from the works of new and emerging writers, we cannot afford to ignore these submissions or manuscripts.

We noted with interest that Fremantle Arts Centre Press ranked in the top twenty or so of one hundred and fifty publishers receiving PLR/ELR payments earlier this year, demonstrating the value placed on our publications by the library and education sectors. We have chosen to use those funds to contribute towards the costs of maintaining the position of Manuscript Assessor, to meet our aim of identifying new and emerging writers, and (we hope) to find another Australian classic in the process!

Clive Newman
Fremantle Arts Centre Press
<http://www.facp.iinet.net.au/>

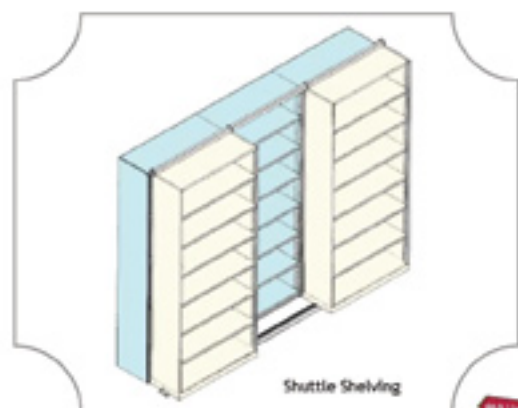
The QLS GROUP

The Innovative Australian Library and Educational Supplier

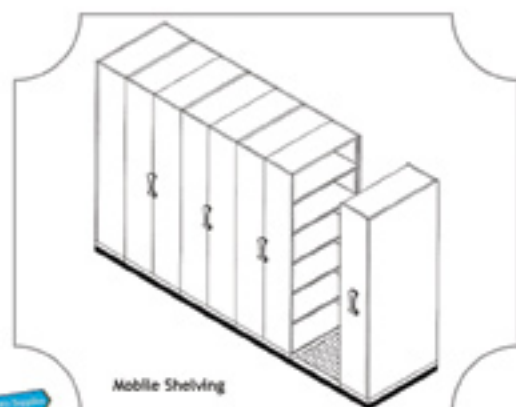
The QLS Group are specialist suppliers of all types of shelving for your storage needs in the library, classroom, textbook hire room, administration area, staff room, uniform and stationery shop, tuckshop, principal's, registrar's or staff office, the sports equipment shed, and even the caretaker's shed:

- **Shuttle Shelving** for narrow awkward office and storage spaces where school records or other documents clutter filing cabinets or drawers and a Compactus unit just won't fit
- **Library Shelving** for valuable resource material
- **Mobile Shelving** for secure storage needs, including textbook hire, staff and student records, video/DVD/CD resources, teacher reference resources, IT and technology equipment, uniform or sports equipment
- **Angle Post / Longspan / Rolled Edge Shelving** for large or heavy items such as photocopy paper, arts and crafts materials (paper, paints etc), band equipment, big books, maths or science equipment

In short, if you need to store it ... QLS Group has the innovative solution



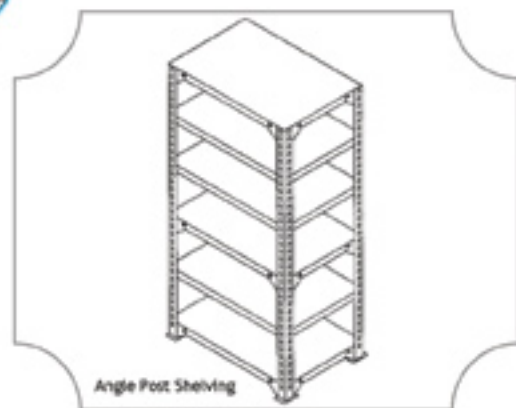
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