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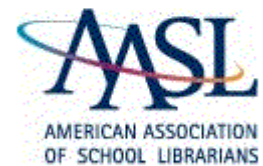
## About ESD

The *Educators' Spotlight Digest* is a free magazine for teachers of multiple literacies. It is published three times a year by [S.O.S. for Information Literacy](#), a project of Syracuse University's [Center for Digital Literacy](#) in collaboration with the [American Association of School Librarians](#) and the [Association of College and Research Libraries](#). The S.O.S. for Information Literacy project was the recipient of two National Leadership Grants from the [Institute of Museum and Library Services](#) and gratefully acknowledges the Institute's support of this effort. We also thank Dr. Patricia Senn Breivik and the [National Forum on Information Literacy](#) for inspiring and encouraging this work.

ESD's mission is to provide a place where teacher-librarians around the world can share their great teaching ideas and motivational strategies for turning kids on to research!

You may link to the freely accessible [S.O.S. database](#) of information literacy lesson plans, videos, and related materials.

For questions regarding the content of this issue, please contact the editor, Marilyn Arnone at [mparnone@syr.edu](mailto:mparnone@syr.edu)



*Funding support from*



## Issue Summary

### Feature Story

"We are Special Beyond our Special Needs," by MariRae Dopke-Wilson, showcases a collaborative project between a school librarian, art teacher, and a special needs classroom teacher.

### Guest Writer

Katie Parker shares insights on "Meeting the Learning and Information Needs of all Students: Universal Design for School Libraries."

### TIPS

"Making your Website More Accessible" by Marilyn Arnone.

### The College Connection

This issue's College Connection column, "Lifelong Information Literacy in Southern California," was written by Amy Wallace, Head of Public Services and Outreach at California State University, Channel Islands. Amy writes about collaborative information literacy initiatives of four higher education institutions in Southern California.

### Other stories include:

#### AASL Resources

Providing resources for students with special needs is a challenging task. This AASL Resources Guides shines the spotlight on *Library Funding*.

#### ACRL Focus

"Information Literacy in the Disciplines," a web site developed and maintained by the Information Literacy in the Disciplines committee of ACRL's Instruction Section, links to standards, guidelines and supplementary materials for integrating information literacy skills into a wide range of subjects.

#### News

- Next E\*LIT (Enriching Literacy through Information Literacy) competition features children's author Uma Krishnaswami
- We the People grant award to Center for Digital Literacy
- New machine translation for ESD . . . and more.

*Educators' Spotlight Digest (ESD) is a magazine devoted to shining the spotlight on excellence in information literacy instruction in K-16 education. If you would like to contribute an article or your favorite teaching strategies, please contact Marilyn Arnone, Editor, at [mparnone@syr.edu](mailto:mparnone@syr.edu). If you would like to contribute to the "College Connection" column, contact Abby Kasowitz-Scheer at [askasowi@syr.edu](mailto:askasowi@syr.edu).*

# SPOTLIGHT Feature

## "WE ARE SPECIAL, BEYOND OUR SPECIAL NEEDS" *E\*LIT Project Entry Inspires Pride in Disabilities' Students*

Beyond My Disability:  
The ME Behind the Label



by  
Mrs. Sorrendino's  
Community

There's excitement in the voice of Frazer School Librarian Laurie LeFever as she recalls igniting the spark that fired her idea for a school literacy project for children with disabilities. The spin on Laurie's entry for Syracuse University's 2007 E\*LIT competition is what made her project really unique. Instead of working with students to create a project that would be targeted toward children with disabilities, she actually used students with disabilities to create the project! The outcome was an inspiring and memorable experience for students of Frazer's 7<sup>th</sup> and 8<sup>th</sup> grade community based, special needs classroom known as Mrs. Sorrendino's

Community. Their goals in school aren't necessarily to learn how to write a paragraph or pass a test. Instead, these special needs students are in class to learn basic life skills. While some are unable to write their names or speak in sentences, Laurie's project enabled all of them to become active participants authoring, illustrating, printing and publishing a book about their special talents. A book that now belongs to Award winning Children's Author Myron Uhlberg, was their to gift to him in return for inspiration.

CHARLIE ROUSE



***"We looked through the book "The Printer" by Myron Uhlberg and I thought this would be perfect for them to show their special needs and what they do beyond their special needs, because that's the history behind 'The Printer.' He was a deaf man who saved the whole printing factory by letting everyone know there was a fire. I thought my special needs students can all do things that have nothing to do with their disabilities and it would be great. So the inspiration came to me immediately."***



began to put collaboration in motion connecting first with her school's art teacher,

someone she had worked well with in the past. She also relied on her Syracuse University graduate student Betsy Hartnett, now a Librarian at Syracuse's Huntington School, to work one-on-one with the students.

The students' first introduction to the project began with a special speaker who explained his disability. ***"We brought in Vlad who is one of the members of our technology department. Vlad is blind, so he talked to the students about his blindness and about how he lives in the world beyond his blindness. They asked questions of him and he showed him Braille. He showed them how he tells time, and he showed them how he walked across the street. They saw another person with disabilities. Then we read the story 'The Printer' with them and talked about how wonderful the character was that saved the whole factory of workers."***

Next, with the background of 'The Printer' as a basis, the students in Mrs. Sorrendino's class made printer hats just as they saw in Uhlberg's story. They talked about being printers – a wonderful lead-in to how they would 'print' art for their very own book about themselves and their special talents. ***"The students created stamps. They used foam and they cut out pieces to make an actual stamp. They each did two and each stamp was a picture of something they do outside of school, outside of their disability."***

Intern Betsy Hartnett worked closely with each student helping them to write sentences about their picture that would be printed using their handmade foam stamps. ***"The best part of the project was working with the students. The students showed unabated enthusiasm during the entire project. They were able to identify with the hearing impaired father in Myron Uhlberg's The Printer. The students took great pride in using a printing method to create illustrations and they worked very hard to write about their abilities."***

***"Betsy was key. She went to the classroom, she sat with each student one at a time and helped them first create their sentence and type it out on the computer. And then they stamped right on those sheets where they had typed, so they became printers. They made their own book that was about their talents beyond their disabilities."***

Laurie remembers the students formulating their sentences about things they like to do and feel good about doing such as: "I can cook dinner - I can baby sit my little sister - I enjoy shooting baskets – I love to dance & sing songs." Each student's picture was taken to be featured in the book preceding their talent and the artwork depicting it. Next, the art teacher bound the book using cardboard and contact paper to make a spine. Finally, the project jumped up a level of technology and was formatted as a PowerPoint



presentation – this was an important part of the project requirement for electronic submission. LeFever remembers being impressed by a student's comment after viewing the presentation. ***“Mrs. LeFever, we should have spoken our words and put that in the PowerPoint so they could hear us talking. I thought he got it. He got the whole idea that we were making something by ourselves. And I said, you are absolutely right! We should have spoken the words. We ran out of time. And I had thought of it, but we had to get the entry in. But they understood what we were trying to do. We were trying to share them, each of them with Myron and show that they understood his books, that they were going beyond their disabilities to do special things. It was really cool.”***

KRISTY TUCKER



Frazer's entry was honored as one of three chosen E\*LIT presentations selected to meet Author Myron Uhlberg on campus for a presentation, lunch and book signing. ***“The actual best part was taking them to see the author. It was disbelief for them. They couldn't actually believe they were meeting an author. They really got it at that point. Before that it was just something we were doing. We went to SU, we went in this auditorium, it was beautiful and they felt special. They were introduced as a Frazer class and Myron talked directly, and my students raised their hands and asked questions and he answered them.”***

### MOTIVATING FACTORS

Laurie says the special needs students were motivated watching her, their classroom and art teachers and Betsy all working together on the same project. ***“For them, I was, wow! When I go to the library I work on it, when I go to the art room I work on it, when I'm in class I work on it. So that was like the thread. To see the adults all working together on the same page is a motivator. Second, it was fun reading Myron's books and then we took out paper hats and they made them. It was absolutely just fun. Creating the actual stamps. Our question was, what can you do? What do you like to do outside of school and beyond your disability? What are things you are good at? And kids love to share with other people what they are good at, and we didn't set limits on it. Knowing it would be completed in a book, it just motivated them straight through to keep going.”***

I LOVE TO DANCE AND  
SING TO SONGS.



A former School of Information Studies graduate, Laurie feels involvement in The E\*LIT (Enriching Literacy through Information Technology) Project and other

Syracuse University programs such as student internship, are enriching. She encourages other Library Media Specialists to get involved.



***“I would say, if you can, do the project when you have an intern from SU so you have an extra pair of hands. You learn from each other, you learn from your intern, your intern learns from you. You can divide up the responsibility a little bit more. And the other thing I would say is find a teacher that you already work well with. I went to the art teacher first and said this is this project, Daniella, I think you could do something phenomenal with this – think about it and get back to me. She did and I remember her saying, I’m thinking of using Lynn’s Sorrendino’s community based class, and that was exactly what I was thinking! There are certain people that you’re already on the same page with.***

***And it doesn’t have to be overwhelming. We set up steps that were simple that each of us had a little role in and we could accomplish.”***

Laurie LeFever says finding a teacher that you already work well with can also lead to multiple collaborative projects, as in the case of Frazer’s innovative art teacher. ***“She approached me already, what’s the project this year. How can we get involved! She enjoyed it so much. She was so excited to see her students do something that won them an award.”***

*In remembrance of “The Printer’ project and the special field trip to Syracuse University, Mrs. Sorrendino’s Community can enjoy browsing their special autographed copy of Myron Uhlberg Award winning book in Frazer’s Library whenever they like. Laurie LeFever and her fellow collaborators must get a little tingle of pride when they see it, too!*

*The School of Information Studies wishes to thank Laurie LeFever for her work with Syracuse University interns and the excellent lesson plans she has contributed to the SOS for Information Literacy database.*

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## **About the Author**



MariRae Dopke-Wilson is a veteran media producer. She is the feature story writer for the *Educators’ Spotlight Digest* and producer of many video clips for the *S.O.S. for Information Literacy* project. In the past several years, she has interviewed dozens of library media specialists and captured their stories in both print and video.



## **Meeting the Learning and Information Needs of All Students: Universal Design for School Libraries**

**by Katie Parker, Ph.D. Student**

Over 5 million students aged 6 to 21 received services under the **Individuals with Disabilities Education Act (IDEA)** during the 2000-2001 school year (U.S. Department of Education, 2002).

In partial response to this growing population of diverse learners, the relatively recent and highly controversial **No Child Left Behind (NCLB)** legislation has served as a catalyst between special educators and other professionals in educational organizations (WestEd, 2004). Under NCLB, the federal government holds individual schools and school districts accountable for the achievement of all students, including those with disabilities. Students with disabilities represent a special subgroup of students whose student achievement data is now disaggregated from their peers and closely followed to ensure that adequate yearly progress is being made.

This shift in accountability from special educators and parents of children with disabilities to schools and school districts represents an important change that holds great potential for school libraries. Greater diversity of learners in a culture of increased accountability challenges all educators, including school library media specialists, to empower every student to achieve the same high standards (Rose & Meyer, 2002).

Provision of school library media services to students with disabilities is a topic not often addressed in the professional literature (Murray, 2002). However, as active members of the school community charged with analyzing and meeting the learning and information needs of all students, the author of this article is certain that most school library media specialists would agree that increased attention is needed in the area of serving students with disabilities in the school library media center (American Association of School Librarians, 1998; Wesson & Keefe, 1995).

This article outlines several strategies for creating inclusive school library programs that benefits all students, including those with disabilities.

### **Overview**

Though many school library media specialists have received little or no explicit training on meeting the needs of students with disabilities, they can begin to help

these students feel welcome in the school library through a few no-cost changes (Wojahn, 2006). Maintaining a positive, proactive approach toward students with disabilities is essential to creating an inclusive school library program. School library media specialists may need to review the varying learning needs and abilities of all of their students as they plan instruction and choose information resources.

A second key step school library media specialists can take toward creating a more accessible school library program involves furthering their own education (Wojahn, 2006). In addition to using their expertise to locate quality information resources on meeting the learning and information needs of students with disabilities, school library media specialists can also collaborate with special educators to learn more about designing positive learning experiences for students with disabilities (Hopkins, 2005). Besides offering general information about accommodation and inclusion, special educators can also provide school library media specialists with more specific information about the needs and abilities of individual students.

In order to create a more inclusive school library, school library media specialists can also share their knowledge with the library staff (Wojahn, 2006). Any adult interactions (aides, volunteers, etc.) with students in the school library have the potential to impact positive change.

In addition to a proactive approach, additional education, and shared knowledge, school library programs can be made more inclusive by simply following the principles of **Universal Design for Learning (UDL)**.

## **Universal Design for Learning (UDL)**

**Universal design**, a phrase coined by Ron Mace, refers to an architectural movement calling for the design "of all products, buildings, and exterior spaces to be usable by all people to the greatest extent possible" (Mace, Hardie, & Place, 1996). Universal design does not focus specifically on people with disabilities; the goal of universal design is to make the world better for everyone by eliminating environmental barriers.

Curb cuts and close-captioned television are often cited as examples of universal design. While curb cuts and close-captioned television were originally intended to help those with disabilities (the physically impaired and the deaf, respectively), both resulted in increased usability for all; curb cuts made travel easier for those pushing shopping carts or riding bicycles and close-captioning proved useful in noisy environments such as gyms and cafes (Rose & Meyer, 2002).

Rooted in the architectural movement, **Universal Design for Learning (UDL)** is a pedagogical approach that endeavors to meet the unique educational needs of all students by minimizing learning barriers while maximizing learning opportunities (Rose & Meyer, 2002). The framework of UDL is based on three principles:

**Principle 1: To support recognition learning, provide multiple, flexible methods of presentation (Rose & Meyer, 2002).**

**Principle 2: To support strategic learning, provide multiple, flexible methods of expression and apprenticeship (Rose & Meyer, 2002).**

### **Principle 3: To support affective learning, provide multiple, flexible options for engagement (Rose & Meyer, 2002).**

Like the architectural movement, the three principles of UDL share the common goal of reducing barriers for students with disabilities while enhancing opportunities for all students (Rose & Meyer, 2002). This is accomplished by providing students with increased options.

### **Universal Design for School Libraries**

As school library media specialists design and evaluate their school library programs, they must carefully consider the learning and information needs of all members of the school community, including students with disabilities. Specifically, school library media specialists should keep the three principles of Universal Design for Learning in mind as they: provide instruction; collaborate with other educators; provide expertise in locating, using, and evaluating information resources; and define the policies of the school library program (American Association of School Librarians, 1998; Rose & Meyer, 2002).

As **instructors**, school library media specialists must consider the varying learning needs, abilities, and styles of all students (American Association of School Librarians, 1998). The design and delivery of instruction in the school library should include multiple representations of the same information (Rose & Meyer, 2002). For example, while school library media specialists demonstrate using subscription databases to locate information using an overhead projector to display what is shown on the computer screen, they can also provide a verbal description of the steps that they are taking to accomplish the task. The verbal description has obvious benefits to students who are blind or otherwise visually impaired, but may also help other students in the class that learn best by listening.

As **instructional partners**, school library media specialists must collaborate with other educators to design authentic learning tasks and assessments (American Association of School Librarians, 1998). As mentioned previously, while school library media specialists may be able to easily locate information resources designed for (or easily adaptable to the needs of) students with disabilities, special educators are “likely to possess more detailed knowledge concerning effective, data-based instructional strategies for students with disabilities” (Downing, 2006). In order to provide students with increased options for acquiring knowledge and demonstrating what they have learned, school library media specialists should collaborate with special educators to plan, conduct, and evaluate learning activities (American Association of School Librarians, 1998; Rose & Meyer, 2002)

As **information specialists**, school library media specialists provide both intellectual and physical access to information (American Association of School Librarians, 1998). The principles of UDL specify, however, that the goal of the school library media specialist should not be to simply make information accessible to all students, but rather to make learning accessible (Rose & Meyer, 2002). Although these goals appear to be in conflict with one another, especially given that unlimited access to information can actually overwhelm students (causing information overload) and undermine learning, the opposite is true.

As school library media specialists teach students to become more information literate, the principles of UDL are supported. As students identify and understand information concepts, they begin to recognize patterns. For example, as students examine different information resources (books, websites, etc.), they become familiar with the information concept, "author," and use this concept to make sense of new information resources, thus becoming a strategy for engaging with information. Also, as students become more information literate, their confidence increases and they become more engaged in learning (Rose & Meyer, 2002).

As **program administrators**, school library media specialists guide and direct of the activities of the school library media program, including advocacy and management of resources (American Association of School Librarians, 1998). In this role, school library media specialists are responsible for the both the physical environment and the learning environment. In terms of the physical environment, school library media specialists should keep universal design in mind as they make decisions about the facilities. For example, maintaining an uncluttered environment with wide aisles that are clear of obstructions not only benefits students with mobility impairments, but all students (Burgstahler, 2007; Wojahn, 2006). As school library media specialists design and maintain learning spaces, they should keep in mind the principles of UDL (Rose & Meyer, 2002). Choosing an instructional space away from potential distractions (e.g. the noise of the computer lab) will minimize barriers for all students, including those that are easily distracted and those with hearing impairment (Wojahn, 2006).

The careful consideration of a broad range of student abilities and disabilities, as well as other characteristics that affect learning, is essential to creating inclusive school library programs (Burgstahler, 2007). Universal design and Universal Design for Learning provide school library media specialists with a framework for accomplishing this task in each of the responsibilities described above (American Association of School Librarians, 1998; Rose & Meyer, 2002)

## Summary

School library media specialists should strive to meet the learning needs of an increasingly diverse student population by creating inclusive school library programs.

School library media specialists can help students with disabilities feel more comfortable in the school library media center by taking a positive attitude and educating themselves further about meeting the learning and information needs of this population. They can then share this with others in the school library media center in an effort to foster a culture of inclusion.

School library programs can also be made more inclusive by simply following the principles of universal design and Universal Design for Learning (UDL).

These principles should be kept in mind as school library media specialists act as instructors, instructional partners, information specialists, and program administrators.

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## About the Author



**Katie Parker** is a doctoral student at The School of Information Studies at Syracuse University. Her research interests are center on inclusive school library media programs.

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## **Making Your Website More Accessible**

**By Marilyn Arnone**

Before reading this column, it would be helpful to read Katie Parker's article in this issue of ESD entitled "Meeting the Needs of All Students: Universal Design for Libraries." Click on Specials --> Guest Writer to access her article.

I co-teach a course for graduate students enrolled in the School Media Program called "Integrating Motivation and Information Literacy." One of the assignments for our graduate students was to create a Web-based lesson plan that would give their elementary, middle or high school students an opportunity to practice information skills for online research. Creating the lesson plan was part of the assignment; the other part was translating the lesson plan into an actual motivating online lesson. We provided them with a Web building tool to minimize the need for technical skills. For the past several semesters, I've added a new topic to the agenda for that assignment - accessibility of the site they create. That is, their Web-based lessons had to be motivating to all learners, including those with disabilities.

To see how much the students, most of whom had teaching experience, already knew about accessibility issues, I gave them a little pre-questionnaire before presenting and discussing the topic. The results indicated that while everyone was aware of the need to serve all learners, they had little knowledge of specific accessibility guidelines or what they could do to improve accessibility of their own Web pages. They were enthusiastic about this topic but a bit anxious because, like many of us, they: a) were NOT programmers or techies, b) did NOT have a budget to hire one, and c) did NOT know that there are a few simple things anyone can do to improve this aspect of Web-delivered learning materials even without "a" or "b." If you are also a member of this group, read on.

Employing Universal Design for Learning (UDL) principles, such as multiple means of representation (of content), multiple means of engagement (motivation) and multiple means of expression (sharing the results of research, for example), will put you on the right path toward increasing accessibility for all learners (see Katie Parker's article in this issue which addresses UDL for libraries). Here are a few tips to get you started. Later, I'll give you two excellent resources for learning more about UDL and accessibility.

\* Keep the layout simple and uncluttered. Choose an organizational style that will help learners focus in on the key elements. Providing clear headings and small chunks of information at a time will help. Don't be afraid to have white space.

\* Make text readable and understandable.

\* Use text alternatives for all the images that you place on your Web page. Providing text equivalents is important; for example, to those learners using a screen reader, allow them to make meaning of all the elements of your site. In terms of UDL principles, this works toward the goal of providing multiple means of representation of your content. You can do this by using the alt attribute in HTML and typing a description of the image. BuLLder, a new tool for building online information literacy lessons (that does not require HTML or any programming skills), reminds you to do this if you try to place an image without providing a text description! BuLLder is a free tool located on the S.O.S. for Information Literacy site.

\* Alternative representations of content will not only help those with special needs but all learners. Try incorporating a video clip, an audio clip, a podcast, a graphic organizer or other presentation mode along with text to appeal to different learning preferences. Time constraints may prohibit you from doing this with all the content but including at least some variation will help.

\* Be consistent with navigation buttons.

\* Provide captioning for video. I found a reasonable online source to help me with this for many of the videos we make available at S.O.S. for Information Literacy. If you cannot afford captioning, there are other options you could try. Provide a transcript of the video. No time for that? At the very least, provide a text-based summary of the video. You should feel good about every effort you make to improve accessibility for all your learners.

\* Choose color combinations carefully. Understand that visual impairments make some color combinations less readable than others. Light letters on a dark background tend to be more readable than vice versa for many with visual or color deficits. I found Lighthouse International's (an organization dedicated to helping people overcome the challenges of vision loss) information pages on Effective Color Contrasts and Designing for People with Partial Sight to be very helpful.

\* Choose animation elements wisely. Animations repeated over and over may also be bad for some people. I asked a professor who was an expert in accessibility issues to take a look at a Web site project in the making at the Center for Digital Learning. I thought the animation was pretty cool including the link text that expanded when you rolled the mouse over it and circles animating around a globe repeated every two seconds. He didn't agree. He felt that for some learners with neurological

problems, this could be problematic. We took all the animations off that page with the exception of a subtle highlight on the logo. It was a good feeling knowing that was the right thing to do!

\* Make all your links mean something when read out of text. I've been guilty in the past of naming a link "Click Here" on occasion but now realize that it means nothing if read out of context.

The above tips refer to some of the easier things we can do with little technical experience or budget. For an in-depth explanation and examples of accessibility guidelines and their implementation, visit the WAI site (Web site Accessibility Initiative). Some recommendations will require more technical knowledge than those mentioned in this column.

The Center for Applied Special Technology (CAST) is a leader in UDL and the organization's Web site has many resources you can use to improve your knowledge and application of UDL principles in the design of your information skills online lessons.

Once you begin increasing your own awareness of accessibility issues and begin implementing even small changes to improve this aspect of your online lessons, you may discover that you start challenging yourself to find even more ways to improve your site for learners. If all of us begin to include as many guidelines as we can, we will make a significant contribution to the movement for a more accessible World Wide Web.

### **About The Author**

Dr. Marilyn Arnone is a research associate professor at Syracuse University's iSchool. She also serves as Director of Educational Media at the University's Center for Digital Literacy.





## Lifelong Information Literacy in Southern California

By Amy Wallace

*Guest columnist Amy Wallace highlights collaborative information literacy initiatives of four higher education institutions in Southern California. Librarians from these institutions serve on an advisory board called LILi (Lifelong Information Literacy) along with representatives from other California libraries including academic, school, public, and special libraries. LILi members investigate information literacy instruction efforts across educational levels in California in an effort to create models of "lifelong sequential information literacy instruction" (Grassian, 2007). A future College Connection column will discuss LILi in more detail. –Abby Kasowitz-Scheer*

### Introduction

Southern California libraries and librarians have long been committed to information literacy and library instruction. Some librarians are members of the Southern California Instruction Librarians (SCIL), an interest group of California Academic and Research Libraries (CARL), an ACRL state chapter. SCIL has served as the local host for both ACRL's 2007 Institute for Information Literacy and the 2007 LOEX Conference. SCIL is open to all librarians, but tends to attract academic librarians and offer academic-oriented programs. Other librarians are members of the California Library Association (CLA), which hosts multiple sessions at their annual conference on issues related to information literacy and library instruction. Like SCIL, CLA is open to all, but tends to attract more public and school librarians. Still more librarians are not part of any group, yet diligently work to improve information literacy in their communities, at their schools, and on their campuses.

In 2004, Esther Grassian (Interim Head of College Library at UCLA) pulled together an advisory board of California librarians from state, public university, private college, community college, school, special, and public libraries who were interested in discussing and investigating information literacy instruction across all levels in the state. The advisory board named the group LILi (Lifelong Information Literacy) and developed the group's mission: "to investigate information literacy definitions, standards and instruction in California" (Grassian, 2007). In 2006, Grassian received a grant to examine information literacy efforts across institutions and organizations. The group has since conducted a survey of information literacy in California libraries, which yielded 247 usable responses from university, college, community college, public, school, and special libraries. The LILi advisory board plans to apply for additional grant funding to conduct another survey that will attract more respondents. The group has presented the results of their survey in a number of venues, including its website (<http://www.library.ucla.edu/college/lili/liliprojects.htm>), the 2007 LOEX Conference, and articles. A reprise of the 2007 LOEX presentation was offered in Second Life in September.

LILi is committed to "using the results of the investigation to craft effective models of lifelong, sequential information literacy instruction that consider previous knowledge, abilities, specific tasks and needs, evolving technology, future opportunities, and on-going collaborations among all those committed to information literacy in California" (Grassian, 2007). As a result, many board members are involved in interesting information literacy collaborations. This article describes collaborative initiatives coordinated by members at California State University-Channel Islands,

California State University-Los Angeles, University of California-Irvine, and University of California-Los Angeles.

## **California State University, Channel Islands**

In 2004, California State University, Channel Islands (CSUCI) hosted an Information Literacy Summit for Ventura County in order to gauge information literacy expectations, goals, and activities of various educational institutions in the region, including K-12 schools and higher education institutions. Over fifty teachers, librarians, and administrators from eleven educational institutions attended the event. The summit addressed four goals:

- Examine the state of information literacy
- Identify information literacy gaps within and across educational institutions
- Identify potential information literacy collaborations within and across educational institutions
- Identify needed educational opportunities in the area of information literacy for educational institutions in Ventura County

The summit began with two speakers: one provided an overview of information literacy, and the other stressed the importance of schools, community colleges, and universities working together to enhance information literacy in the county. A panel of four speakers addressed the state of information literacy at panel members' institutions, assumptions and research about incoming students' skills and experiences, and expectations of graduates of their educational institutions. The agenda concluded with three group activities: the first asked cross-institutional groups to discuss and share any gaps between the information literacy skills high school graduates possess and those expected of first year college students; the second asked the same groups to discuss and share current information literacy efforts, activities, and programs; and the third asked all participants to suggest solutions for closing the gaps, collaborations, and educational opportunities.

By the end of the day, the summit provided a very clear picture of the state of information literacy in Ventura County. The discussion showed that similar information literacy expectations and goals existed at every educational level, and that everyone thought it was someone else's responsibility to produce information literate students. As a result, all agreed that advancing information literacy in the county would need to be a shared responsibility. The tricky part came when discussing which level (elementary school, middle school, high school, community college, or university) should take on which skills and trying to determine what level of information literacy skills should be mastered by when. The group was unable to resolve these larger questions during the summit, but participants identified a number of potential collaborations and educational opportunities to facilitate positive change.

The CSUCI library has been fortunate to be involved in several of the partnerships generated by the summit. CSUCI librarians have hosted fieldtrips and co-instructed information literacy sessions for local high school students. They have visited a number of local schools and libraries to explore services and collections. They have co-presented with high school librarians at the Ventura County School Library Conference, which annually brings together over 80 school librarians from Ventura and surrounding counties. They have worked with high school librarians to develop mini-summits and in-services. These events have varied in size, scope, and impact. One event looked at ways for selected high school teachers to better incorporate information literacy into their research assignments, while another provided an entire high school teaching faculty with an information literacy overview and activity ideas. In addition, the relationships established at the summit have helped to place library school interns and future teachers interested in learning more about information literacy. One program pairs undergraduate students in the Liberal Studies Capstone: Information Literacy class with elementary, middle, and high school mentors. For their final project, these students are required to develop an information literacy

portfolio, including a philosophy statement, exploratory essay, concept maps, reflections, school librarian interview, annotated bibliography, and five lesson plans. Each term, the students have commented on how valuable it is to be able to compare theories from the classroom with the real practice in the field.

## California State University, Los Angeles

California State University, Los Angeles, is a Hispanic Serving Institution boasting a substantial first-generation student body. Latino college students tend to be underserved and understudied. Latinos are also under-enrolled relative to their emerging status as the nation's dominant minority. There are serious implications for Latino students when considering their habits of research and information literacy, since the development of research skills is increasingly mediated by technology, while many Latino youth make up a community already described as information poor.

Two CSULA studies articulating the role of the Library in the lives of Latino students hope to shed some light on these students' perceptions of and use of the academic library as it affects their academic performance. Catherine Haras (Information Literacy Coordinator) and Dr. Edward Lopez (Department of Child and Family Studies) conducted a one-year pilot in 2005 in preparation for a larger investigation assessing the mathematics, science, and information literacy development on retention levels of 105 freshman Latino students attending CSULA. In 2007, Haras and Lopez received a prestigious Spencer Foundation grant repeating the study, this time with Latino/a students at Garfield High School in East Los Angeles. Garfield High School was chosen since it is a major feeder school for the University, and because it features a dynamic Hispanic population (as reflected in the movie [*Stand and Deliver*]). These two studies hypothesize that information behaviors and knowledge may affect the overall performance and school retention of these students. Three key questions include:

- Are Latino students comfortable using libraries?
- If so, what kind of library do they use?
- What do they do when they visit a library?

The studies also hope to discover how Latinos' cultural experiences and home lives serve as antecedents to these students' information literacy skills and habits of information seeking.

## University of California, Irvine

The community outreach programs of the University of California, Irvine (UCI) Libraries' Department of Education and Outreach (E&O) focus on students' sequential learning at appropriate levels of information literacy. They provide a variety of avenues and activities for varying styles and positive career outcomes. The E&O department is led by Cathy Palmer, and the Community Outreach Librarian is Melanie Sellar.

According to Sellar, the SPIRIT (School Partnerships in Research and Information Technology) program strives to teach information literacy skills and shares these three main goals:

- Teaching information literacy and lifelong learning skills to students and teachers, increasing their understanding and confidence in their ability to locate and use information appropriately
- Facilitating access to and use of scholarly electronic resources
- Assisting students to become eligible and competitive to enroll at the University of California, to thrive academically while there, and to graduate

These goals are addressed through the two main programs, Teacher Information Literacy Institutes (TILI) and the "Day at College" Program. The TILI program delivers information literacy

institutes to Compton Unified School District and other local area K-12 teachers. In 2006-07, more than 70 elementary, middle and high school teachers participated in this program, totaling more than 800 hours of professional development. Students participate in library research sessions at UCI that support subjects taught in the curriculum and that emphasize information literacy skills. These sessions introduce students to research methods in a university environment and are followed by an experiential learning activity complementing the morning library instruction.

Pauline Manaka, Public Services Liaison to Model United Nations (MUN), will begin a smaller-scale information literacy initiative in Fall 2007 on behalf of the UCI Libraries. The initiative is supported by the office of the Dean of Social Sciences. Manaka plans to adopt some of the IL techniques described above. The most important goal of this initiative is to empower UCI college student organizers and high school teachers to incorporate information literacy concepts in conducting research for their essay writing competitions. More information on this project can be found on their website at <http://www.ucimun.net>.

## University of California, Los Angeles

The UCLA College Library offers free library cards to Advanced Placement High School (APHS) students and to community college students who have signed up for the Transfer Alliance Program (TAP). These programs have been in place for about 30 years and each has a number of rules and regulations. For many pre-Web years, a librarian held an annual mandatory session in the College Library to tell librarians and school administrators about these rules and regulations.

Several years ago, Esther Grassian turned these sessions into free interactive workshops, designed to help high school and community college librarians help their instructors and students. She has offered a number of different workshops over the years, including:

- Strengthening Research Skills (Fall 2004)  
<http://www.slideshare.net/estherg/strengthening-research-skills/>  
This session introduced databases that were new at the time, as well as [italic] Basic Research Databases [end italic]  
(<http://www.library.ucla.edu/libraries/college/research/databases.htm>), a web page developed by a library school Intern. This page is a table with brief descriptions and links to similar licensed databases available for Los Angeles Unified School District (LAUSD) schools, public libraries, and the UCLA Library. The session also introduced two freely available information literacy tutorials created by UCLA, [italic] Road to Research [end italic] (<http://www.sscnet.ucla.edu/library/>), a general information literacy tutorial which includes some Flash movies (created using Camtasia Studio), and [italic] Bruin Success With Less Stress [end italic] (<http://www.library.ucla.edu/bruinsuccess/>), on plagiarism and documentation. The session drew 19 attendees.
- Why Use Anything But Google? Information Literacy for Teachers/Faculty (Fall 2005)  
<http://www.slideshare.net/estherg/why-use-anything-but-google-information-literacy-for-teachersfaculty/>  
This session was adapted from an ACRL pre-conference that Grassian had offered on reviewing and enhancing college-level syllabi with information literacy suggestions and ideas. She worked with a high school librarian to do the same for a high school geography course. The session attracted 32 attendees, who completed exercises designed to incorporate information literacy concepts and activities into their syllabi.
- Super Googling, Plagiarism and More...Getting Parent/Teacher Support (Fall 2006)  
<http://www.slideshare.net/estherg/super-googling-plagiarism-more-getting-parentteacher-support/>

This session was modeled on a Super-Googleing workshop that Grassian provided to parents of UCLA students. The session attracted 40 attendees, and focused on plagiarism avoidance exercises. In addition, the session introduced UCLA's online help materials, including a new [italic] Assignment Calculator [end italic] (<http://www.sscnet.ucla.edu/library/modules/freecalc/index.php>), adapted from the University of Minnesota's open source interactive help guide (<http://www.lib.umn.edu/help/calculator/>).

Each of these annual sessions lasts two hours, including a half hour for refreshments before the workshop, provided by the UCLA College Library. The workshop is publicized in May or June each year via email to high school and community college librarians in the Los Angeles area, and participants may register up to a week in advance of the program. The only cost to individuals is an \$8 parking fee.

The workshops have been extremely well received, and have generated additional information literacy opportunities with Los Angeles Unified School District (LAUSD). One attendee, a Library Media Teacher (LMT) from LAUSD, liked the workshop so much that he convinced his district to invite Grassian to speak at one of their day-long LMT Institutes. As a result, Grassian presented two back-to-back sessions titled, "The 'P' Word Can Hurt You! Plagiarism Tips and Tricks," at their June 1, 2007 Institute. The sessions drew about 85 LMTs and focused on practical exercises that could be used with K-12 students (<http://www.slideshare.net/estherg/the-p-word-can-hurt-you-plagiarism-tips-tricks/>). The LMT Institute organizers have also expressed interest in having Grassian return to talk with them about LILi. Grassian hopes these efforts will foster additional collaborations between UCLA and LAUSD on information literacy. She had no idea that LAUSD even offered these sorts of Institutes to their LMTs, which illustrates how you can plant seeds and have small impacts that can grow into larger ones.

## References

Grassian, E. (2007). LILi (*Lifelong Information Literacy*): About. Retrieved October 11, 2007, from <http://www.library.ucla.edu/college/lili/liliabout.htm>

## For More Information

See below for contact information for the information literacy outreach programs described in this article:

- California State University, Channel Islands: Amy Wallace ([amy.wallace@csuci.edu](mailto:amy.wallace@csuci.edu))
- California State University, Los Angeles: Catherine M. Haras ([charas@exchange.calstatela.edu](mailto:charas@exchange.calstatela.edu))
- University of California, Irvine: Cathy Palmer ([cpalmer@uci.edu](mailto:cpalmer@uci.edu)), Melanie Sellar ([msellar@uci.edu](mailto:msellar@uci.edu)), and Pauline Manaka ([pdmanaka@uci.edu](mailto:pdmanaka@uci.edu))
- University of California, Los Angeles: Esther Grassian ([estherg@library.ucla.edu](mailto:estherg@library.ucla.edu))

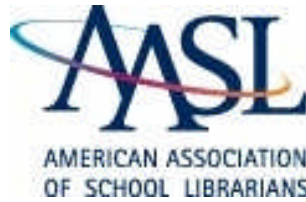
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## About the Author



Amy Wallace is the Head of Public Services and Outreach at California State University, Channel Islands. She holds the rank of Librarian and teaches courses for the library, critical thinking, and liberal studies programs. Wallace has a BA and MA in History from San Diego State University and a MLIS from San Jose State University. Her research interests include information literacy, library instruction, classroom design, and academic technologies. She is actively involved in the

American Society for Information Science and Technology, Southern California Instruction Librarians Interest Group, and Lifelong Information Literacy Group.



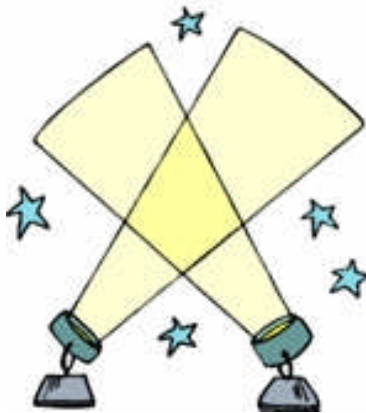
## Resource Guides

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The [American Association of School Librarians](#) (AASL) offers Web-based resource guides on many topics of interest to library media specialists. They are called **AASL Resource Guides** and you can link to them from [AASL's homepage](#) under **AASL Quick Links**.

Providing resources and support for students with special needs is a challenging task for School Library Media Specialists, especially those already confronted with inadequate budgets and/or limited administrative support. But for those of you who are both able and willing to rise to this additional challenge, there are resources available.

### Shining the Spotlight on... AASL Resource Guide: *Library Funding*



Did you know...

... this year, the U.S. Department of Education (ED) is providing nearly \$37 billion to states and school districts to improve K-12 schools and meet the special needs of students...\*

**AND**

... the House Labor, Health and Human Services and Education Appropriations Subcommittee voted to fund in fiscal year (FY) 2008, \$253,517,000 for the Institute of Museum and Library Services (IMLS), an increase over previous years...\*\*

**AND**

...of the \$253,517,000 to be funded, almost \$10.5 million will be allocated to Special Education (IDEA) State Grants, an amount that is comparable to only one other entity in the list of recipients?

These are a few examples of the interesting facts to be found on the AASL [Resource Guide](#) under the subject the [Library Funding](#). However this topic is not limited to simple facts, figures, and available subsidies. Here you will also find a collection of valuable resources and support services that range from information about funding institutes and programs to online tutorials that guide the user through the application and acquisition processes.

Sifting through this wealth of information can take some time, but if you have a block available, it could be worth your while to just sit down and scan through the various links on the subject page. But for those of you on a tight schedule – here’s a quick summary of some of my favorites.

[Federal Funding](#) (ALA Washington Office)

This links you to a page on the ALA site that discusses basic information concerning federal funding issues and recent funding news from the District Dispatch Blog. Also included is background and current information on library legislation and a copy of the Fiscal Year (FY) Funding Chart itemizing the President’s 2008 budget request.

[SchoolGrants](#)

This site was developed in 1999 by Donna Fernandez, an accomplished fundraiser with several years experience writing grants and completing projects for elementary and secondary schools. The site includes grant writing tips, opportunities, sample proposals, resource links, and additional services including listservs and newsletters, all designed to share the author’s extensive knowledge and experience in the field.

[IMLS Online Project Planning Tutorial](#)

This *NLG Project Planning Tutorial*, originally developed by the Institute of Museum and Library Services to support the submission of National Leadership Grant project applications, is an excellent tool for anyone interested in applying for and completing a grant-funded project. The tutorial gives detailed instruction and guidance through four stages of project completion (definition, planning, grant-writing, and project completion) and includes an additional section on stakeholders and communication. Plan to take some time to explore this extensive resource and be sure to bookmark the site for future use with your grant-funded projects.

The AASL resource page on Library Funding also includes links to important information provided by the U.S Department of Education, including the [Grants & Contracts](#) and [Forecast of Funding Opportunities](#) pages.

We encourage you to take some time to visit these and other excellent resources provided in the [Library Funding](#) section of the AASL [Resource Guide](#). The links collected here provide a wealth of information for educators interested in and/or currently working on grant-funded projects.

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***Reported by Kori M. Gerbig***



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*The Association of College and Research Libraries (ACRL) and the ACRL Instruction Section (IS) has endorsed the S.O.S. for Information Literacy project. ESD highlights ACRL information literacy initiatives and resources in this section.*

In this issue, we focus on "Information Literacy in the Disciplines" - <http://www.ala.org/ala/acrlbucket/is/projectsacrl/infolitdisciplines/> - a web site developed and maintained by the Information Literacy in the Disciplines committee of ACRL's Instruction Section.

The "Information Literacy in the Disciplines" web site links to resources for integrating information literacy skills into a wide range of subjects. This site is intended for academic librarians as well as course instructors who are teaching information literacy within subject area curricula.

The disciplines covered by this resource are comprehensive, from Art to Women's Studies, and are based on the National Center for Education Statistics' *The Classification of Instructional Programs: 2000 Edition* (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002165>). The site contains a page for each discipline with links to related curricula, articles and other resources, as well as accrediting agencies and professional associations for those disciplines that provide information literacy standards.

The curriculum materials listed for each discipline include a variety of resources such as activities or assignments for use in instruction and research that explores how information literacy is currently addressed and its value within the discipline.

All standards, guidelines and supplementary materials listed on the site have been reviewed and meet a set of criteria. (See criteria for inclusion at <http://www.ala.org/ala/acrlbucket/is/projectsacrl/infolitdisciplines/criteria.cfm>.)

The "Information Literacy in the Disciplines" site is reviewed annually and welcomes comments and suggestions for materials to be included.

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***Reported by Rebecca Pierce and Abby Kasowitz-Scheer***



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## **ESD News Fall 2007**

### ***Children's Author Uma Krishnaswami to be featured in Upstate New York program***



The Center for Digital Literacy at Syracuse University announces its 5<sup>th</sup> Annual E\*LIT (Enriching Literacy through Information Literacy) Competition and Event. This year, accomplished children's author Uma Krishnaswami will be featured as the Center continues its efforts to demonstrate the synergy between literacy and technology through this innovative, MSLIS graduate student-run project.

The E\*LIT program focuses on the life and works of a prominent children's author who is selected by the Center based on his or her ability to showcase a minority perspective. Past artists have included African-American children's author Charles R. Smith Jr., Latino-American children's illustrator Joseph Cepeda, and Native American singer-songwriter Joanne Shenandoah. Each of these artists has enriched the lives of the participating students by sharing their unique perspectives, successes, and contributions to both literature and society.

E\*LIT is a two-part program. In part one, school librarians are encouraged to work with one or more classroom teachers and a group of students to create a technology-based project inspired by the life and/or works of the selected author. Projects are submitted electronically to a group of educational professionals who utilize a pre-established rubric to evaluate each submission individually. Rubric scores are then totaled and compared to determine the winning projects.

Part two of the E\*LIT program is designed to provide a system of rewards for student efforts in part one. All groups that submit a project are invited to attend a presentation by the selected artist. They also receive an autographed copy of one of the author's books for their library media center. Attending groups have the opportunity to showcase their projects and to interact with the artist through a question and answer session after the presentation. Winning groups also attend a

private luncheon, including an autograph and photo opportunity with the author, and recognition through an awards ceremony.

This year's E\*LIT features children's author Uma Krishnaswami, whose writings explore the Southeast Asian-American experience. Her works span the pre-K through grade 8 levels and include award winning titles such as *The Broken Tusk* and *Chachaji's Cup*.

For more information on this year's E\*LIT program, please visit the CDL Website at [http://digital-literacy.syr.edu/2008\\_elit\\_docs/2008elit.shtml](http://digital-literacy.syr.edu/2008_elit_docs/2008elit.shtml)

### ***We the People Grant***

This past spring, the Center for Digital Literacy was awarded the **2007 We the People Bookshelf**, a set of classic hardcover books for young readers. The collection is part of a larger program sponsored by the National Endowment for the Humanities (NEH), and a collaborative effort with the American Library Association (ALA). The Bookshelf is designed to encourage young people to explore themes in American history, culture, and ideas by reading classic literature.

Each year, the NEH consults with members of the Association for Library Service to Children (ALSC) and the Young Adult Library Services Association (YALSA) to select classic book titles that represent the American experience by exploring a specific theme. Titles for the **2007 We the People Bookshelf** focus on the American belief in a personal right to life, liberty and the "Pursuit of Happiness," and demonstrate how individuals throughout history have sought to achieve this goal. The 2007 Bookshelf includes such popular classics as *Mike Mulligan and His Steam Shovel*, *Tuck Everlasting*, *A Wrinkle in Time*, and *The Great Gatsby*. Each title in the collection embodies the "Pursuit of Happiness" theme and allows for unique insight into such provocative questions as:

***What is happiness?***

and

***Does the right to pursue happiness mean we have a right to be happy?***

The Center for Digital Literacy is both proud and honored to be a part of this excellent program.

In the fall of 2007, the We the People Bookshelf was distributed to graduate students in the IST 663 course entitled "Integrating Motivation and Information Literacy" offered through Syracuse University's *iSchool*. Students will use these titles to design innovative and motivating lesson plans, online lessons, and teaching ideas that guide students in grades K-12 through an exploration of this historical American dream. Over the next few months, these lessons and ideas will be submitted to the S.O.S. for Information Literacy website for review and evaluation. Accepted items will be uploaded to the lesson plan database and made available to teachers and librarians on a national level.

Look for these and other new and innovative lessons and ideas on the [S.O.S. for Information Literacy](#). **Bookshelf** materials will be available in early 2008.

For more information on the **We the People Bookshelf**, including upcoming opportunities, visit ALA at:

<http://www.ala.org/ala/ppo/currentprograms/wethepeople/wepeople.htm>

If you would like to participate in the Center for Digital Literacy's **We the People** program, please contact us at [cdl@syr.edu](mailto:cdl@syr.edu).

### **ALA Poster Session**

In June, Abby Kasowitz-Scheer presented the poster, *S.O.S. For Information Literacy: Teaching Ideas at Your Fingertips*, at the American Library Association (ALA) Annual Conference in Washington D.C. The poster highlighted project features to academic, school and other librarians.

### **S.O.S Workshop**

Also in June, S.O.S. invited five academic librarians from the Central New York area to Syracuse University's E.S. Bird Library for a day-long workshop. After a morning of reviewing the background and recent developments of the project, the librarians entered their own lesson plans and other materials into the database. In addition to helping build S.O.S.'s collection of higher education teaching materials, the librarians provided valuable feedback to improve the S.O.S. database functionality.

### **New Machine Translation**

In this issue, we introduce a powerful tool for managing language. It is known as automatic machine translation. This means that specialized software running on our web server does the translation, instead of human translators. It is not a solution for fully accurate translations at this point but we believe the technology will improve over time. Machine translation should not be relied upon for critical mission documents like legal papers, accounting related documents, medical documents or anything where a mistake could be costly. However, it is one of the best ways for trying to understand what a foreign body of text is saying. We hope our visitors find it at least somewhat helpful.

# Editorial Credits

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