


















Wednesday, July 14, 2021 (Central Daylight Savings Time)	Title/Author	Abstract
7:00AM – 7:55AM (Central Daylight Savings Time)	7:00AM – 7:55AM <b>SL Research SIG Meeting</b>	
10:00AM – 10:55AM (Central Daylight Savings Time)	<b>10:00AM – 10:25AM</b> <b>Research Paper:</b>  <i>School Libraries role in Connected Learning: Perception of School librarians in Nigeria</i> <b>Alice A. Bamigbola</b>  <b>Nigeria</b> 	<p>Connected learning (CL) aims at bridging the gap between in-school and out-of-school learning, thus, learning now takes place not only in the classroom setting. Libraries as nexus of informal learning space are appropriate spaces for connected learning. Observation shows that CL has not been embraced in Nigeria. Therefore, this study examined the perception of school librarians on the roles of school libraries in CL, challenges of CL, and solutions. School librarians that attended the national workshop organized by Nigerian School Library Association (NSLA) participated in the focus group discussion. The findings revealed perceived roles of school libraries in CL, challenges of CL in Nigeria, and solutions proffered.</p> <p>Keywords: Connected learning, school libraries, school librarians, Nigeria</p>
	<b>10:00AM – 10:25AM</b> <b>Professional Paper:</b>  <i>Distance Education During the Covid-19 Epidemic as a Challenge and Opportunity for the Personal and Professional Development of a School Librarian</i> <b>Metka Kostanjeve</b>  <b>Slovenia</b> 	<p>Due to the COVID-19 epidemic, all schools had to close their doors last year. Classes moved to a virtual environment, and students and teachers were left without the opportunity to visit school libraries overnight. Therefore, the school library of the Prva gimnazija Maribor has operated smoothly throughout the time of the epidemic and strives to facilitate the work of students, teachers, and other employees as much as possible, continue to promote reading, develop reading and information literacy, and at the same time enrich the educational process. The article presents how we found our way to our readers despite the difficult situation.</p> <p>Key words: <i>school library, school librarian, distance education, COVID-19 epidemic, Prva gimnazija Maribor</i></p>
	<b>10:30AM – 10:55AM</b> <b>Professional Paper:</b>  <i>The Importance of School Libraries in Open Schooling, Sustainable Development and Outdoor Learning</i> <b>Francis Babayemi</b> <b>Antonija Lujanac</b> <b>Martina Paone</b> <b>Sanja Skreblin</b>  <b>United Kingdom</b>  <b>Croatia</b> 	<p>This paper reports the preliminary results of a 2020/2021 research about Open Schooling, SDGs and outdoor learning in Europe and the role of school libraries in implementation and development of Open Education Resources (OER). School librarians support learners who have been unable to access schooling but also the learners who are in school but are not learning effectively. School librarians as Information and Communication Technology (ICT) and educational experts have all important skills to support teachers and students in development and using an Open Education Resource (OER). Innovative distance learning needs to be established for monitoring, evaluation, quality assurance and continuous improvement. The Sustainable Development Goals (SDGs) could be achieved only if local communities ensure open access to education.</p>

	<b>Belgium</b> 	
	<b>10:30AM – 10:55AM</b>  <b>Professional Paper:</b>  What Is Important for Survival?: The Analysis of a School Librarian COVID-19 Blog Post Corpus <b>Daniella Smith</b> <b>Diana Colby</b> <b>Diane Gill</b> <b>Yildiz Esener</b> <b>Stacie Milburn</b>  <div style="text-align: center;"> <b>United States</b>   </div>	This paper examines blog posts shared on a popular school librarian association website. Posts were written by school librarians, school library coordinators, and professors in various settings. The website posts were searched using the term COVID-19. The search returned 90 results written between March 2020 and June 2021. The analysis focuses on the topics that were mentioned the most, according to the tags and categories associated with the blog posts. A review of how the posts evolved is also presented.
11:00AM – 11:55AM <b>(Central Daylight Savings Time)</b>	<b>11:00AM – 11:55AM</b>  <b>Information Literacy SIG Meeting</b>	
1:00PM – 1:55PM <b>(Central Daylight Savings Time)</b>	<b>1:00PM – 1:55PM</b>  <b>Professional Workshop:</b>  <i>Inclusionary Best Practices for School Library Programs</i> <b>Clayton A. Copeland</b> <b>Karen Gavigan</b>  <div style="text-align: center;"> <b>United States</b>   </div>	School library programming and services have direct impacts on student achievement. Equitable access is a key component for education. All children deserve equitable access to books and reading, to information, and to information technology in an environment that is safe and conducive to learning. For the 1 in 5 students who has disability(ies), however, there are persistent barriers to inclusion. This session shares strategies from successful inclusive programming, or programming for students who are typically- and differently-able, in a middle school library in South Carolina. The session also includes group discussions to exchange ideas for inclusionary best practices.
	<b>1:00PM – 1:25PM</b>  <b>Research Paper:</b>  <i>Teachers' Perceptions of Students' News Literacy</i> <b>Lesley Farmer</b>  <div style="text-align: center;"> <b>United States</b>   </div>	People need to consciously and critically analyze and evaluate mass media messages, especially in the light of increasing fake news; they need to be news literate. The logical time to start teaching such literacy is in K-12 educational settings so that all individuals have the opportunity to learn and practice news literacy. To concretely ascertain California middle and high school students' level of news literacy, their teacher librarians were surveyed. Not only did the respondents indicate a need for news literacy instruction, but they also indicated that little curriculum attention was given to that need. Moreover, teacher librarians and classroom teachers need training on news literacy. Fake news is a wake-up call to educators and the community at large to gain competency in critically analyzing fake news in particular, and information in general.  Keywords: media literacy; curriculum; mass media; critical thinking; journalism

	<p><b>1:30PM – 1:55PM</b></p> <p><b>Research Paper:</b></p> <p><i>How is the school library used? Mapping the use of an upper secondary school library</i></p> <p><b>Heidi Kristin Olsen</b></p> <p><b>Norway</b></p> 	<p>To be able to secure an evidence-based development of the library service at a large upper secondary school in Norway, a multi method study was conducted to map the use of the library. Findings show that the library is used a lot by the students from all different branches. The main use is by students working on schoolwork sitting together with others. A stable part of the users prefers to work in the quiet area. Both teachers and students expressed a high degree of satisfaction with the library staff and emphasised the importance of the librarians' presence and availability for the users, both professionally and as responsible adults. Teachers and students alike perceived the library space as an attractive and very important physical place for students to work. A discussion of strengths and challenges of adequate methods for mapping school library use is included.</p>
<p>2:00PM – 2:55PM <b>(Central Daylight Savings Time)</b></p>	<p><b>2:00PM – 2:55PM</b></p> <p><b>Annual General Meeting (AGM)</b></p>	
<p>3:00PM – 3:55PM <b>(Central Daylight Savings Time)</b></p>	<p><b>3:00PM – 3:55PM</b></p> <p><b>Professional Workshop:</b></p> <p><i>HEAL=Help Educate &amp; Learn</i></p> <p><b>Kay Hones</b></p> <p><b>United States</b></p> 	<p>Our school serves students in grades 7 through 12 and is located one block from city hall. Students live in many areas of the city. For these at-risk students with habitual truancy, behavior issues, and histories of suspension and expulsion, the goal is to change behavior so that these students will stay in school and earn enough credits to graduate. We are creating a series of classes for "life skills" where students can choose projects and activities that include history, science, literacy, and art! Students have a school garden where they are growing food plants and this year will raise chickens. In class everyday students practice mindfulness activities. Currently 5 students are working with the library to rite a grant to get physical education equipment so students will be eating healthy food, practice mental health strategies AND participating in physically healthy activities. Student service learning provides students with opportunities to develop ideas, create projects &amp; programs &amp; to become leaders with empathy. Several resources &amp; organizations including RISE, Donors Choose, IASL bookmark exchange, Students Rebuild provide strategies, tips, activities and some funding for these student service-learning programs. Student use reflections for changes &amp; future action with the 3-2-1 reflection.</p>
	<p><b>3:00PM – 3:25PM</b></p> <p><b>Research Paper:</b></p> <p><i>Notes Fields in Metadata Records Generated by the Children's and Young Adults' Cataloguing Program: Exploration of Support for General and Specific Needs of School Library Users</i></p> <p><b>Oksana Zavalina</b></p> <p><b>United States</b></p> 	<p>Notes fields in metadata records used in school library catalogs provide important value added and facilitate resource discovery for students and teachers. Variety of notes are intended to support general user tasks, as well as specific user tasks of school library users. The study reported in this presentation examined levels and patterns of application of summary notes, audience notes, grade level notes, reading interest level notes, study program information notes, table of contents notes etc. in the bibliographic records created by the United States Library of Congress Children's and Young Adults Cataloguing Program for fiction books between 2014 and 2020.</p>

	<p><b>3:30PM – 3:55PM</b></p> <p><b>Research Paper:</b></p> <p><i>Analysis of Genre and Subject Representation in the Children's and Young Adults' Cataloging Program (CYAC) Bibliographic Metadata for Fiction Books</i></p> <p><b>Vyacheslav Zavalin</b></p> <p><b>United States</b></p> 	<p>Bibliographic metadata that represents resources for children and young adults is important in providing access to these materials for school library users. In school library systems this bibliographic metadata exists in form of records that are usually created in collaboration between publishers and cataloging agencies. Children and Young Adults Cataloging (CYAC) Program has been working at the Library of Congress since the 1960s to provide services for school and public libraries. This paper reports analysis of genre and subject representation in bibliographic metadata for fiction books created by the CYAC program. This metadata is important for discovery and supports gentrification efforts.</p>
<p>4:00PM – 4:55PM <b>(Central Daylight Savings Time)</b></p>	<p><b>4:00PM – 4:25PM</b></p> <p><b>Research Paper:</b></p> <p><i>Investigation and the Analysis of the Current Status of School Libraries in China</i></p> <p><b>Yunfei Du</b> <b>Ming Zhu</b></p> <p><b>China</b></p>  <p><b>United States</b></p> 	<p>Based on the surveys and the analysis of 72 school libraries in 6 provinces in 3 regions of China, this study found that although the development of school libraries in China has started, the core values and concepts of the school library services have not been reflected in its overall practice, and library infrastructure, services, and librarians' credentials and school libraries' digital resources have not improved significantly. There is a gap among school libraries between the economically developed eastern region and the poorer western regions, suggesting a more serious question of imbalance on school library services.</p>
	<p><b>4:00PM – 4:25PM</b></p> <p><b>Professional Paper:</b></p> <p><i>Walking a Mile in Their Shoes: Empowering Learners Through a Human Library!</i></p> <p><b>Kerry Pope</b></p> <p><b>Australia</b></p> 	<p>Many different events and experiences shape our lives. Everyone has their own unique story. Just like a book, the stories inside people are fascinating! When personal stories are shared with others, they can become extremely powerful resources. They provide our students with a wonderful opportunity to connect with diverse members of the school community and beyond, communicate with them, build relationships, empathise, explore, understand and learn. By participating in a 'Human Library' students acquire life skills, widening their understanding of others and the world. Students are hungry for real life experiences and 'living books' inspire them!</p>

	<p><b>4:30PM – 4:55PM</b></p> <p><b>Research Paper:</b></p> <p><i>Development and Evaluation of An Investigative Learning Support Program for Elementary School Students to Search and Understand Subjects in Social Studies from Multiple Dimensions</i></p> <p><b>Kanae Suzuki, PhD</b> <b>Hana Suzuki</b></p> <p><b>Japan</b></p> 	<p>This study developed an investigative learning support program that had two steps with multiple features including pillars of investigation for searching and grasping subjects of learning from multiple dimensions and then evaluated the goal achievement of the program. We examined literature and included reference materials and image maps, both with and without clues, and incorporated the tasks of revising or adding pillars of investigation in the program. Although there are some issues such as the consideration of instructions and prior support methods for students who have little experience in investigative learning, some students met the achievement goals of the program.</p> <p>Key words: Investigative learning, pillars of investigation, reference materials, school library</p>
	<p><b>4:30PM – 4:55PM</b></p> <p><b>Professional Paper:</b></p> <p><i>Beyond Cherub – A Library and English Department Collaborate to Encourage Diverse Reading</i></p> <p><b>Anna Corney</b> <b>Erin Wamala</b></p> <p><b>Australia</b></p> 	<p>While reflecting on the most borrowed books out of our secondary library, it was discovered that students were mostly reading the same kinds of stories – heroes who are white, middle class and male. Students were simply not moving away from the books they were familiar with. To rectify this, the Deputy English Coordinator and Teacher Librarian devised a plan for introducing students to a range of books that would cover diversity in genre and perspective. Through this two-year program, students in lower secondary are exposed to hundreds of different books, encountered perspectives they had previously never considered and increased their overall engagement with reading.</p>