INTERCHANGE

Journal of the Oregon Association of School Libraries Winter 2018

TEACHER-LIBRARIAN SUMMIT

| WEDNESDAY, FEBRUARY 14, 2018 | 9AM-4PM |

NCCE SEATTLE 18 FEB 14-16

Featuring Heather Lister

Heather Lister is an international speaker and author on the topics of makerspaces and library transformation. With her experience and training as a school librarian, mathematics, instructional technology specialist, and school administrator, Heather brings a unique and practical perspective to the world of school librarianship and maker education.

WHAT'S INCLUDED:

The Teacher-Librarian Summit is back! Please plan to join Heather Lister and NCCE's Morgen Larsen for the 2018 Teacher-Librarian Summit! Heather will kick off the day with her opening keynote, Brand Your Library: More than a Logo! Hands-on activities will be interwoven with make and take projects you can use in your library. Plan to network with your fellow Teacher-Librarians throughout the day! Participants will be immersed in strategies to:

*Develop your own brand
*Design your upcycled book bag
*Identify Fake News
*Explore flextangle poetry
*Enhance student digital citizenship and media literacy skills

Finally, we will wrap up the day by involving you in an EdCamp style Trending TL's activity!

Early bird pricing offered until January 12, 2018

PRESENTED BY

MACKIN myON

Register at ncce.org

INTERCHANGE

Volume 46 Issue No. 2 Winter 2018

– In this Issue –

INTERCHANGE
Journal of the Oregon
Association of School Libraries

Winter 2018

Issue Editor ..... Stuart Levy
Coordinating Editor ..... Dana Berglund
Assistant Coordinating Editor ..... Erin Fitzpatrick-Bjorn
Layout/Printing ..... Paula Lewis/Clackamas ESD Printing

OREGON ASSOCIATION OF SCHOOL LIBRARIES
dba Oregon Educational Media Association

MISSION STATEMENT OASL provides progressive leadership to pursue excellence in school library media programs by:

- advocating information literacy for all students;
- supporting the highest levels of library media services in schools;
- supporting reading instruction and enjoyment of literature;
- strengthening member professionalism through communication and educational opportunities;
- promoting visibility in education, government and the community

INTERCHANGE: JOURNAL OF THE OREGON ASSOCIATION OF SCHOOL LIBRARIES is published three times each year by the Oregon Association of School Libraries, PO Box 3067, LaGrande, OR 97850 and is sent electronically to all member subscribers. Member subscribers can request printed versions at $15 per year. Subscription rate for non-members is also $15 per year for a mailed printed version.
Contributions to *INTERCHANGE* are welcome and all opinions stated are those of the author unless bearing clear OASL endorsement. Subscription rate for non-members is $15.00 per year. The Oregon Educational Media Association was formed through the consolidations of the Oregon Association of School Librarians and the Oregon Instructional Media Association on June 30, 1971. The Oregon Educational Media Association was renamed Oregon Association of School Libraries on March 1, 2007. *INTERCHANGE* continues *OEMA INTERCHANGE* Vol. 8, No. 4 and *OASL OREGON SCHOOL LIBRARIAN AND MEDIA SPECIALIST* Vol. 13, No. 1.

ISSN No. 0047-0457

From the Guest Editor *by Stuart Levy*

On my way to the OASL summer retreat this last August, I was listening to a Radiolab podcast (one of my favorite things to hear during long drives). The title of this particular episode was "Truth Warriors," and it contained stories about people who had made their careers off their passion for researching, mining through information to find the actual truth. It was both fascinating and enlightening. I realized that this would be a great term for us librarians, since we too make it one of our missions to train students how to mine for the truth.

I also connected this to the conversation last spring on the OASL listserv regarding lessons to teach students about "fake news." After our recent presidential election, there has been a rush to ensure that students be taught the skills required to wade through the barrage of news to determine what can be trusted. In this respect, we are teaching students to also be Truth Warriors.

Knowing that all of us who work in libraries are connected to this idea of Truth Warriors, I figured it would be a perfect topic for this winter issue of *Interchange*. I put the call out high and low, and, with a little arm-twisting, I was delighted to receive nine submissions.

You will read about the detailed responses to Kate Weber's call for Information Evaluation tasks, Kathryn Harmon's helpful description of using the website Factitious to teach website analysis, Kate Coreson's insightful experiences working with her middle school students using RADCAB to verify websites, Jessica Lorentz-Smith's enlightening advice for teacher-librarians on how to become stronger at detecting fake news, Kate Weber's powerful collaboration with a high school social studies teacher to develop curriculum for teaching the students some information literacy skills, Molly Sloan's eye-opening experience with the truth of a recent library redesign, Len Bryan's passionate advice about our need to create a framework for information literacy that is adaptable, and Michele Burke's amazing connection between yoga poses and mindsets for analyzing websites. This is truly a strong collection of library experiences.

Both Kate and Len refer to last year's study by the Stanford History Education Group, where they revealed students' lack of sophistication when analyzing websites. I personally was even more intrigued by this October's release of their research paper "Lateral Reading: Reading Less and Learning More When Evaluating Digital Information" (https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3048994).

This study compared three different groups: professional fact checkers, historians, and Stanford freshmen. They discovered that, by far, the fact checkers were much more successful in detecting reliability, mostly because of their "lateral reading." This lateral reading was their use of opening new tabs to research what they discovered on an assigned website: the author, the hosting site, terms used, etc. Not content to simply base their decisions on a website's "About" page or be influenced by the ".org" domain, this group constantly was verifying information by going to other websites.

I believe that this group of professional Truth Warriors can teach us librarians the skills we need to have our students learn. Even the group of professional historians had nowhere near the proficiency of the fact checkers, which should be a warning to us that these skills will not likely come from classroom teachers. Even with good intentions, subject-specific teachers can sometimes negatively influence students by sharing bad habits. Since our professional organization has created student standards that actually include "evaluating sources," the responsibility for teaching these skills falls to us. It is incumbent on our organization to make school administrators and teaching staff aware of our vital role in fighting this epidemic of fake news. We must be the Truth Warriors in our schools.

Stuart Levy is the 2016–17 President-Elect of OASL and the teacher-librarian at Parkrose High School in Portland, OR. He continues to listen to Radiolab podcasts, as well as to make jams and pickles, and he can be contacted at levystu@parkrose.k12.or.us.

From the President's School Office Computer *by Paige Battle*

"The truth is out there." As a fan of the *X-Files*, I wholeheartedly embraced this TV show's tagline when the first episode aired in the early 90s. But while Mulder was attempting to affirm paranormal phenomena and Scully was intent on scientifically debunking his findings, I chose to view the phrase as a rallying cry to always keep an open mind and challenge myself to learn new things.

As a school librarian, I get to share this enthusiasm for lifelong learning with my students as they embark on research projects in various subjects. The difficulty, as we have all experienced, is convincing students that they need to have a set of information literacy skills at the ready to critique the information they encounter online.

Being a truth warrior in the age of social media has proven to be a challenging endeavor. I found myself reevaluating how I teach information literacy at the start of this school year and questioning the methods I had relied on the past few years. Was I providing the best lessons to help my students navigate the often murky waters of online research? Had I truly shown them how to discern fact from fiction? Could they detect bias? How could critical thinking best be taught so that students learn tips and tricks for detecting misinformation and disinformation?

In my commitment to improving my practice, I have been grateful to find curated materials in recent webinars offered through *American Libraries* (a publication/production of the American Library Association). While listening to "AL Live: Tackling Fake News," I made sure to put the following titles on my "need to read" list:

Metaliteracy in Practice, edited by Trudi E. Jacobson and Thomas P. Mackey
The Organized Mind: Thinking Straight in the Age of Information Overload, Daniel J. Levitin
The Filter Bubble: How the New Personalized Web Is Changing What We Read and How We Think,Eli Pariser
Deadly Decisions: How False Knowledge Sank the Titanic, Blew Up the Shuttle, and Led America into War, Christopher Burns

In "Post-Truth: Fake News and a New Era of Information Literacy," I discovered the Pinterest board of Dr. Nicole A. Cooke (an assistant professor at the School of Information Sciences at the University of Illinois at Urbana-Champaign). She currently has 316 pins on her Fake News / Alternative Facts / Critical Literacy board that provide a wealth of information on media literacy and digital citizenship.

Winter is coming—arm yourself with the knowledge put forth in the articles that president-elect Stuart Levy has solicited for this issue of *Interchange* and prepare to defend the truth!

Paige Battle is the 2017–2018 OASL President and NBCT Librarian for Grant High School in Portland, Oregon. Email president@oasl.olaweb.org for association business and pbattle.ghs@gmail.com for personal communication.

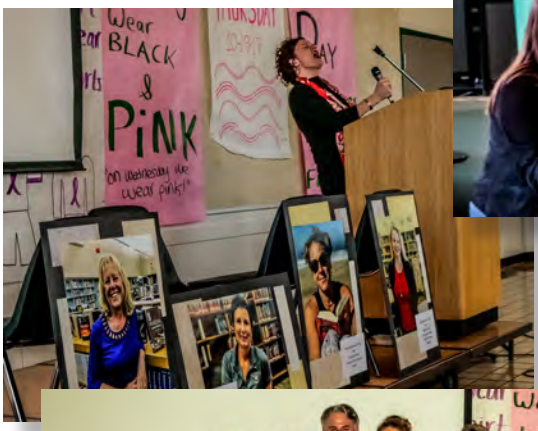
The cover design was a Creative Commons (CC0) image on Pixabay, adapted by Stuart Levy.

2017 Fall Conference Moments

Thank you to Tim Ellmer for photographing at the conference this year.

Makerspace Playground

Authors Vera Brosgol, Jason Reynolds and Cathy Camper Signing



Portland Public School Library Staff

2017 Library Award Winners with Follett's Steve Baker

Saturday Morning Author Breakfast Panel

HomePlate Youth Services
Empowering Youth, Building Community, Making Connections

October 14, 2017

OASL Fall Conference/ Jesuit High School
Attn: Gregory Lum
9000 SW Beaverton-Hillsdale Hwy
Portland, OR 97225

Greetings,

On behalf of the HomePlate youth drop-in program, I thank you for your generous support.

Thanks for inviting HomePlate to speak at the OASL Fall Conference and for arranging for the generous donations of gift cards valued at **$160.00**, snacks and **$82.00** in cash. We are very grateful for the opportunity to share more information about the challenges youth without homes face in Washington County. We will use your donations to continue supporting our mission of building relationship with the young people of Washington County.

Because of community supporters like you, we are continuing to explore ways to serve a population, which often goes unnoticed. We appreciate knowing that neighbors like you care about youth and young adults who are in special need.

Sincerely,

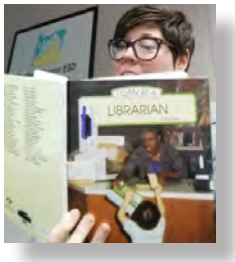
Kirsten Carpentier

Kirsten Carpentier
HomePlate Development Director

Thanks so much for the opportunity to connect with your organization!

HomePlate Youth Services is a 501(c)(3) organization Inc (Federal tax I.D.: 26-1666325). Your contribution is 100% tax deductible to the extent allowed by law. No goods or services were provided in exchange for this gift.

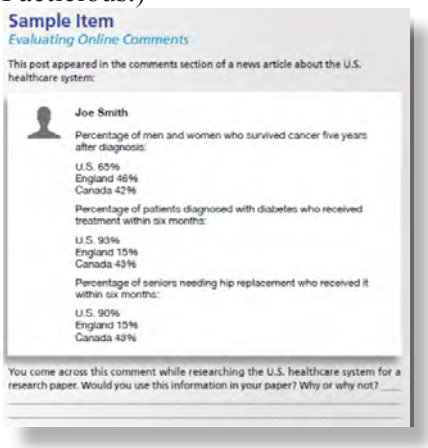
Information Evaluation Tasks *Collected and compiled by Kate Weber*



In September I put a request out on the OASL listserv for resources for teaching web evaluation skills. I was starting to do some more robust work on the information evaluation/fake news topic with a social studies teacher at Grants Pass High School, where I work. We're teaching information evaluation skills on three topics: deciphering who is behind the information they find online, evaluating online evidence, and investigating multiple sources to verify a claim. (See my article "The Culture Shock of the Truth Warrior" for more information about our lesson.) I asked the listserv if people had any resources that you have used for this purpose that inspires good conversation among middle and high school students. I requested real-world examples, not hoax sites. Here is a collection of what people shared.

Factitious

The Factitious website (http://factitious.augamestudio.com/#/) is a website that some people use to start the conversation about fake news. (See Kathryn Harmon's article in this issue for more information about Facticious.)



Evaluating Online Comments

https://www.aft.org/ae/fall2017/mcgrew_ortega_breakstone_wineburg

The AFT (American Federation of Teachers) published an article by Sarah McGrew, Teresa Ortega, Joel Breakstone, and Sam Wineburg called "The Challenge that's Bigger than Fake News: Civic Reasoning in a Social Media Environment". This article is a great resource for helping to teach students about the dangers of using social media, specifically personal posts and user comments, in trying to uncover the truth.

Fake News

Erin Fitzpatrick-Bjorn, teacher-librarian at Jesuit High School in Portland, shared two resources.

One is an infographic called "How to Spot Fake News" from the *Massachusetts Library System* (http://guides.masslibsystem.org/c.php?g=601692&p=4166810)

The other is an article called "6 Types of Misinformation Circulated this Election Season" that was published in November 2016 in the *Columbia Journalism Review*. (https://www.cjr.org/tow_center/6_types_election_fake_news.php)

This article includes good examples of real photos used out of context and tweets from fake Twitter accounts that look real.

Is a Story Share-Worthy?

Jen Maurer, school library consultant at the State Library of Oregon, shared a lesson from Newseum. This lesson has a flowchart, presented as an infographic, and an accompanying worksheet. You have to sign up for the free account to be able to download the materials. She liked that determining "is this real?" is just the first step of several in deciding if information is worth sharing. You can scroll to the bottom of the webpage for some other good activities.
https://newseumed.org/activity/is-this-story-share-worthy-flowchart/

continued…

Information Evaluation Tasks *continued*...

Tried but True Lessons

Janet Murray, retired teacher-librarian, mentioned an online article that lists the "supposed" risk to eating bread (http://www.geoffmetcalf.com/bread.html). So many people have actually been fooled by that article that Snopes posted an explanation and a rebuttal (http://www.snopes.com/food/warnings/bread.asp). In addition, she created an exercise to use with middle school students; it includes links to hoax sites, though: http://janetsinfo.com/webeval1.html

Violence in Video Games

Another exercise looks at the issues surrounding violence in video games and whether it causes violent behavior. If you read "Violent media causes violent behavior. Right?" at the website http://whyfiles.org/165video_violence/3.html, you can then ask the students to list two facts that support the argument. After they click on the "flip side" of the argument (https://whyfiles.org/165video_violence/4.html), and read it, you can ask them for the two opposing arguments. Afterwards, ask "Do these sources appear to be objective (unbiased)?"

Critical Evaluation Guides

Kathy Schrock's *Guide to Critical Evaluation* (http://www.schrockguide.net/critical-evaluation.html) includes lots of useful links and worksheets for evaluation. Also, the *ICYouSee Guide to Critical Thinking* (http://www.icyousee.org/think/think.html) contains an explanation and several exercises.

News Literacy Resources from Hillsboro School District

Len Bryan, the district digital media specialist in Hillsboro, Oregon, shared a Google Slideshow that includes resources for teaching students about fake news: https://tinyurl.com/ycfzsegx

How to Choose Your Own News

There is a lesson on *TED-Ed* on choosing your own news, and it even lets you customize the lesson. https://ed.ted.com/lessons/how-to-choose-your-news-damon-brown

Realizing Your Own Biases

There is an infographic poster that shows 24 cognitive biases to help you identify your own possible biases. It's a great way for people to realize how their own biases influence what they see and hear. https://yourbias.is/poster

The Future of Truth and Misinformation Online

The Pew Research Center website has an article by Janna Anderson and Lee Rainie in which they organized responses from a variety of experts on how they view online information in the future. https://tinyurl.com/y7r4r8x6

Kate Weber is the listserv chair for OASL and the Grants Pass High School and District Librarian, where she gets to work with awesome teachers, students, library techs, and Dungeons and Dragons players. She can be reached at kweber@grantspass.k12.or.us.

Factitious: Free Web-Based Assessment Tool for Fake News

by Kathryn Harmon

Being a citizen of the 21ST century seems to involve constantly monitoring the information you cross paths with for authenticity, bias, and intent. We often lament the amount of information our students must successfully sift through every school day to complete coursework effectively, navigate social media, and use other sources of news and information. There are a number of resources to help you make informed decisions, but until Factitious was created, none that could quickly assess your ability to tell fact from fiction. Factitious is a simple free tool that you can use with your secondary students to help them become information savants. The best part is that you don't have to have students log in or create accounts to use Factitious: just use the quick start feature to start swiping.

Factitious uses articles from a variety of sources on the web and asks you to simply swipe or click to decide whether each article is real or fake news. Each round it totals up your score and after three rounds gives you a percentage grade. This would be a great pre/post-test for a Fake News unit, or as a stand-alone activity for secondary students so that they can self-assess their skill in this area. Have them take a screenshot of their score and email it to you or submit it on Google Classroom to get a literal picture of your student's progress.

If you are looking for the learning goal that ties directly into using Factitious in the classroom, look no further than the adopted *Oregon School Library Standards*. Technology Integration Standard 1 (LIB 4.1C) states, "Evaluate digital information sources for accuracy, validity, importance and bias."

Factitious is created by JoLT, a collaboration between the American University Game Lab and School of Communications and funded by the John S. and James L. Knight Foundation.
http://factitious.augamestudio.com/#/

Kathryn Harmon is the Neah-Kah-Nie Middle/High School Library Media Specialist, as well as the OASL Membership Chair. She can be contacted at kathrynh@nknsd.org.

RADCAB and Google: Sorting the good from the bad

by Kate Coreson

Many educators try to steer students away from the onslaught of information Google search can bring. However, if used wisely, it can be a fantastic and familiar source for students.

Seventh graders at Rosemont Ridge Middle School in West Linn researched topics related to themes in the novel *If You Come Softly* by Jacqueline Woodson. Students worked with topics such as divorce, race, parent/child relationships, interracial relationships, and police brutality. In order to help them find trustworthy information on their topics using a recognizable and easy tool, I taught a lesson on how to use Google efficiently and effectively.

The day before my lesson, teachers in each class went over the RADCAB (Relevancy, Appropriateness, Detail, Currency, Authority, Bias) system of resource evaluation. Students were given an evaluation worksheet with each category plus space to write notes and make the call of how well a resource meets each criteria.

To model the RADCAB system I brought in my own research topic: teen rebellion. We worked through all the steps in the process together. Our first task was to come up with a list of keywords to search. They started with basics and then we brainstormed related terms. For example: teen rebellion, mental health in teens, family dynamics, adolescent rebellion, etc. After a list was made, we typed our first keyword into Google.

continued…

RADCAB and Google *continued…*

A simple search on Google produces hundreds of thousands of results, so how do we make sure we're finding resources that are appropriate to our topic? We do a "mini-RADCAB" on the search results. I first explained that often there will be ads at the top of a Google search, and pointed out how these ads looked different than a regular search result. We also discussed how many pages of Google results one should go through before using a new search term. For the sake of time, I suggested that we stick with the first two pages before stopping and trying a new search term. At this point, students took out their RADCAB evaluation sheet and began a "mini-RADCAB" evaluation. They looked at each search result.If the title sounded promising, they would then look at the URL and/or source of the article, and evaluate: was it something they recognized? Did it sound reliable? If the source information met with their approval, they then read the short description. If the resource met their quick overview and they wanted to explore it further, they would open it in a new tab to read later. Students were surprised to see how many sources they tossed out in this simple first step. We then began to evaluate the resources we had set aside. I had pre-selected three articles to use as examples in this process.

The first resource is an article titled "Teen Rebellion" by Pam Woody on the *Focus on the Family* website. We looked over the whole article, skimming to evaluate using the RADCAB process. The article itself scored in the middle on most things, except for Authority and Bias. We struggled to find anything on the author. We first looked to see if the author's name was clickable. In this instance it was not, nor was there any information at the bottom of the page. We then explored the name using the search feature on the website. We were able to find another article that had a brief bio at the end, explaining that she is the Marriage Editor of *Focus on the Family Magazine*. That was all. We also googled her name and found no further information. As a result we deemed the Authority as possibly unreliable.

We then looked to find out more about *Focus on the Family*. Clicking on the "About" page made it obvious that this was a biased resource because of its religious leanings. We discussed the fact that this did not make it completely unreliable, but that it should be compared to other sources with the understanding of possible bias. Overall, the piece was considered a medium RADCAB success and would be tucked away for possible use.

The second article, "Teen Rebellion: When to Seek Help" by Sherri Kuhn on Sheknows.com had an authority issue. The students identified that the author, who had a bio conveniently linked to the byline, was a parent and blogger with no professional expertise. The class decided that because the author did not have a professional background in psychology or social work, and only personal experience as a parent, she was not reliable for this particular research assignment. We decided to throw this piece out.

Our last article was "Rebel with a Cause: Rebellion in Adolescents" by Dr. Carl E. Pickhard, Ph.D on *psychologytoday.com*. This article met the RADCAB criteria on all levels. Psychology Today is a reliable, unbiased source and Dr. Pickhard is a professional psychologist with an expertise in parenting. The publishing date is less than 10 years old, and the reading level and subject matter is appropriate for 7TH grade students.

After working through the modeling as a whole class, students went on with a good sense of guided structure, to search their own topics using the process we had covered. Students and teachers had a better idea of how to sift through the information overload that comes with a search engine and boil it down to a few, strong resources.

Source List

Christensson, Karen. *radcab.com*. 3 Aug. 2017, http://www.radcab.com

Kuhn, Sherri. "Teen Rebellion: When to Seek Help." *Sheknows.com*, 27 Feb. 2013, https://tinyurl.com/c66crdf.

Pickhard, Carl E. "Rebel With a Cause: Rebellion in Adolescents." *psychologytoday.com*, Psychology Today, 6 Dec. 2009, https://tinyurl.com/qfzevyw.

Woody, Pam. "Teen Rebellion." *focusonthefamily.com*, Focus on the Family, 2009, http://www.focusonthefamily.com/parenting/parenting-challenges/teen-rebellion/teen-rebellion.

Kate Coreson is the teacher librarian at Rosemont Ridge Middle School in West Linn. She also teaches Drama and Language Arts. You can reach her at coresonk@wlwv.k12.or.us. .

Can "Digital Citizens" distinguish the difference between real and fake news? *by Jessica Lorentz Smith*

As one of only six certified teacher librarians in our school district in Central Oregon, being labeled as the research expert comes with a high expectation. One current trend that I have seen come across my professional reading revolves around fake news. Well, what is fake news and how do we distinguish the real from the sensational? As adults, most of us know which way our news media skews, but not always. Through recent casual conversations with my teaching colleagues and some students, I asked them where they find their news or read their headlines. Not surprisingly, the responses were generational. The oldest people mentioned *The New York Times, The Wall Street Journal*, and *NPR*. The next group, the generation that I fall into, tends to look at Facebook, Yahoo, or local news stations. Then the youngest group, my students, responded with Snapchat and Instagram. With such a wide variety of news outlets, how do we, as research experts, help them filter through this?

Well, we can start by helping them cut the C.R.A.A.P. This is a test tool developed by Meriam Library at California State University, Chico. While there are several other tools available, this one is great at hooking the students with a commonly used word in their lexicon. This acronym stands for currency, relevance, authority, accuracy, and purpose, the criteria by which the sources can be judged. This is a simple tool to promote and encourage students to memorize if they are ever tasked with distinguishing between quality, reliable news and sources seeking the shock factor. I found this tool while reading the August edition of *VOYA* magazine. The authors mention many ideas to have discussions with students around digital citizenship and social media. For example, talking about how to be effective users of information while both consuming information and spreading it through sources like Facebook and Twitter. Before sharing information, young adults should think about the relevance, authority and accuracy before either reposting or summarizing the information into 140 characters or less. While this is not the end of lesson, it is a starting point to great, open discussions that challenge our students to really think critically about where their news comes from.

If you are feeling ambitious and want to really dive into this topic with a book study, you might consider reading the book *Columbine*, by Dave Cullen. This book had a profound effect on me as it was published around the 10-year anniversary of the Columbine shootings. I was in high school when that took place and remember the mixed emotions around the flood of media footage that continued for weeks. Through that coverage we were encouraged to fear anyone wearing a trench coat and be frightened by the "Goth" movement. Cullen, however, sheds new light on the event through close examination of the media coverage and really writes a compelling book that proves that as consumers of information we really need to be aware of fake news. He also includes an extensive bibliography where readers can compare the publicity surrounding the event. While that seemed like it happened long ago, the recent events in Washington state and in Las Vegas demonstrate that similar headlines are still being published.

Another resource on credible sources that was shared with me from the YALSA listserv (yalsa-bk@lists.ala.org), can be found here, http://bit.ly/2yF3T7c.

So, what do we do with this information? How can we apply this to our practice and utilize it in libraries to help our schools improve their information literacy skills? For me, simple awareness about this topic and having a few resources available for immediate access when this comes across another teacher's radar already makes me indispensable. Just like with any hot topic and new educational catch phrase, there are multiple resources and avenues to teaching about fake news. I hope I have provided you with a few more so you, too, can have a few in your "card catalog" when the time comes.

continued…

Fake News *continued…*

Resources:

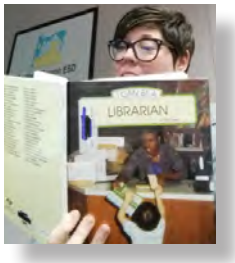
"Credible Research Practices: or How to Dig through the Garbage, Fake News, and Bad Sources to Find Information." *Google Slides*, Google, https://tinyurl.com/ydhrw7ta.

Cullen, Dave. *Columbine*. Grand Central Publishing, 2009.

Holzworth, Amy, et al. "Fake News Class." *VOYA Magazine*, Aug. 2017, pp. 30-31.

Jessica Lorentz Smith is the teacher librarian at Bend Senior High School in Bend, Oregon. She is also the OASL Region 7 Representative, as well as a member of the 2019 YALSA Printz Committee. She can be reached at jessica.lorentzsmith@bend.k12.or.us.

The Culture Shock of the Truth Warrior *by Kate Weber*



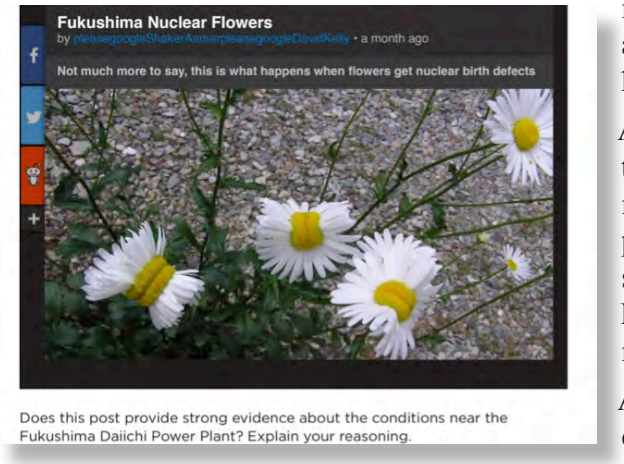
Like perhaps all of my school library colleagues, I was spurred into action last spring with the release of the Stanford History Education Group's (SHEG) report (http://stanford.io/2kZQkXE) about students' ability to evaluate online information. What had been a nagging suspicion became a tested and proven fact. A few of us (myself, Kelly Larson, and Jennifer McKenzie of Medford School District) presented a session on the topic at the Southern Oregon Ed Tech Summit in April (https://goo.gl/82onlb).

As a new hire at Grants Pass High School this year, I was itching to hone the info lit skills of our students. That opportunity arose quickly when an enterprising social studies teacher (who had also been inspired/horrified by the SHEG findings) approached me with an idea to co-teach a new unit about online information evaluation for two of her senior classes to prepare them for an upcoming current events paper. She wanted them to be able to use information gathered through the surface web, but didn't want to send them out there without some protection.

We planned a three-lesson unit delivered over two weeks that would give students a basic understanding of the breadth of information they could find online, how to recognize bias, and how to evaluate information like a fact checker.

Students were pre-tested using an example that SHEG created for assessing high school students.

While our students understood for the most part that the photo didn't provide strong evidence for the conditions in Fukushima post-meltdown, few showed mastery according to the rubric provided by SHEG (found on page 18 of the executive summary linked above).



After some group and class discussion about their thinking, the social studies teacher taught the vocabulary of fake news and online information evaluation (available in the presentation linked above). She discussed bias online before students compared the same topical news story on CNN, MSNBC, and Fox News websites to discover how they each reported the same story differently.

A few days later, it was my turn. One of the findings to come out of the SHEG study and the response from teacher-

continued…

The Culture Shock of the Truth Warrior *continued…*

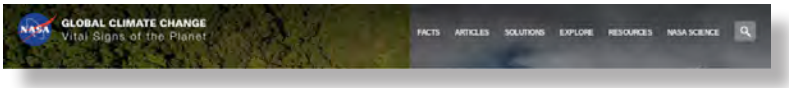
librarians is that we're now in an era when teaching the website evaluation skills we've always taught isn't enough. A site can tick the boxes of whichever framework we've taught (the CRAAP test, the 5 Ws, etc.), especially those criteria that examine a surface issue like being up to date or having grammatical errors. And hoax sites lack bite in a world in which endless resources are put into sites trying to sway our thoughts on an issue with real-world consequences.

That being said, these students have had very little instruction throughout the course of their K–12 careers on any of this, so the next lesson started with a website evaluation framework as a way to teach them the very basic tenets of information on the internet.

I began my lesson with a plea for support in spreading the word about the poor maligned Pacific Northwest tree octopus—a classic. After giving some basic information, I asked them to look at the site and discuss with their table some ideas about how we could raise awareness about the octopus. As this discussion was happening, I heard one student actually exclaim, "Wow, I can't believe this is real," though not in a way that meant he was questioning it. After a few minutes and lots of discussion at the tables, someone finally figured it out.

That led to a brief victory dance by me and a well-earned lecture about how you have to look at online information with a critical eye. I shared the 5 Ws of website evaluation, which we put to work on the PNW tree octopus site. I explained that few sites they visit will actually be these easy-to-spot hoaxes. From that point on, we'd be looking at non-hoax sites using the 5 Ws to assess where a site fell on the bias-o-meter.

Because I knew they'd eventually be out there on the internet researching a self-chosen topic that they likely had their own opinion or bias about, I wanted to evaluate together sites that might be similar to what they'd be using on their own as a way of scaffolding that work. So, together we used the 5 Ws to explore the NASA website about climate change. People—know your audience! Don't let all those years you spent in the Eugene bubble (for example) deaden your ability to pre-judge what is going to cause a kerfuffle.



One class took to this absolutely swimmingly. We were able to talk about NASA as a government organization, look at the linked sources, follow those links, and figure out that NASA (even the NASA site on climate change) is on the low end of the bias-o-meter. The second group, however, had some very vocal students who couldn't look beyond the topic to actually evaluate the site fairly.

After a back and forth that I let go on too long, I brought the discussion back to the framework, saying that I wanted them to be able to understand and use the framework to figure out bias when evaluating both sites they don't agree with and those they do. I also told them that any NASA site would be accepted by their teachers in high school and beyond as a valid source because it is widely accepted to be low on the bias scale.

I was a bit shocked as it was happening, but in retrospect I'm glad those vocal students didn't hold their thoughts in. By sharing them, not only did I get a chance to respond directly to some of their thinking, but they're helping me build a more robust lesson for the next set of unchecked biases in the future. If I were to do it over, I'd likely start with NASA's homepage and get students to assess bias there before moving so quickly into a hot-button issue in an effort to stop the knee-jerk response before it started.

To end the lesson and prepare them for the next in the series, I sent them off to explore www.minimumwage.com—a slick site that seems fairly unbiased when put through a website evaluation framework, but is actually produced by a group of lobbyists in DC who lobby on behalf of restaurant owners. Their obfuscation tools are mighty and their pockets are deep.

continued…

The Culture Shock of the Truth Warrior *continued…*

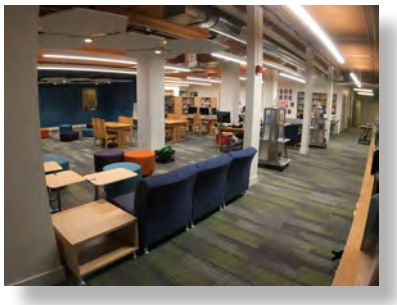
Students reported back to the class about their bias assessment of www.minimumwage.com, which brought us to how it often makes sense to read like a fact checker and go beyond the site itself to see what others have said about it.

Next lesson, we'll teach those fact checker skills like lateral searching, triangulation, going beyond the first results on Google, and using Wikipedia thoughtfully. Students will be released to be free-range website evaluators with a honed ability to be both information consumers and information creators.

Kate Weber is the listserv chair for OASL and the Grants Pass High School and District Librarian, where she gets to work with awesome teachers, students, library techs, and Dungeons and Dragons players. She can be reached at kweber@grantspass.k12.or.us.

Open Walls, Open Doors: A Truth About Library Redesign

by Molly Sloan



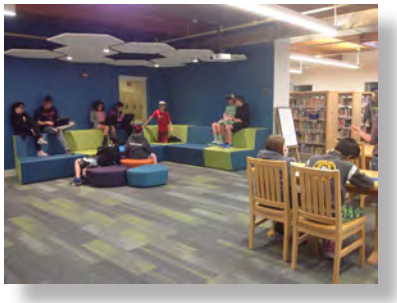
There is a trend toward library redesign in the air right now. Library spaces across the educational spectrum are being re-imagined as collaborative learning hubs. "Learning Commons" has become a buzz phrase. Libraries are trading study carrels for couches, and banks of desktop computers for portable devices. Walls are being removed—both the brick and mortar kind that define physical space and the metaphorical walls in our minds about what defines a library. Everywhere, it seems, libraries are reaffirming their place as integral components of the educational landscape.

I am grateful to teach at an infant—eighth grade school that has engaged in a campus-wide conversation about this topic. Over five years, our school has discussed, considered, visioned, planned, and fundraised for a dramatic re-design of our library. We have surveyed stakeholders, drafted plans, considered makers, imagined toddlers, designed for middle school students, and consulted teachers. This summer the construction actually, finally, happened, and today as I write this, I am sitting in the middle of a humming hive of activity that is the new normal for our library.

It has been beautiful to see the new space exceed even our most rosy hopes for the redesign. It has already become a cherished community gathering place. Students flock to the library. It is used by whole classes, pairs, and small groups. Here is a dad who sits on a couch and reads with his three year old daughter every morning between dropping off his first grader and taking the little girl to preschool downstairs. Classes of toddlers will stop by and dwell amongst our board books for a time. Preschoolers spot their big buddies from middle school across the space and go dashing over for a hug. Third graders pick-up their holds and check out for themselves while fourth graders take a moment to recommend a book to a classmate via Destiny Quest. Teachers sit at tables lesson-planning beside seventh graders studying for a science quiz. And I sit in the middle of it all and marvel. I marvel about how active and on task everyone is. I smile to see the way kids help each other and collaborate without it being directed by a teacher. We built it and they came.

continued…

Open Walls, Open Doors *continued…*



The truth is, our new space has revealed the community that has been here all along. The care and connection between learners of all ages is not a new thing. But suddenly, the library is giving that community a place to exist. It calls it out of the cracks and crevices of our school and puts it front and center. The library space says, I see you. You are welcome here.

The real truth is that whatever the architecture, the power of your library is the open door. It is the welcome that extends from your desk to the people you serve. It doesn't matter if you call it a commons, a library, or, as we call it, a Beit Midrash (Hebrew for "house of learning"), the library is the place in a school that says: I see you. You are welcome. You belong. Find fellowship. Find guidance. Find yourself in this place. So the truth is, whether you are scrounging for the funds to buy a can of paint, or your school is undertaking a major redesign, the essential role of the school library remains the same: to beckon all comers into the constructive, collaborative, audacious enterprise of learning

Molly Sloan is the safranit (teacher-librarian) at Portland Jewish Academy, as well as the OASL Middle School Representative. She can be contacted at msloan@pjaproud.org.

How Do I Approach the Fake News in Politically Polarized Times? *by Kelly Larson*

I teach in a red county, in a blue state. To put a label to myself would be to say I'm deeply blue. I've always struggled emotionally with the feeling that I'm politically at polar opposites from the vast majority of my clientele, and perhaps even my teaching colleagues. The feelings it stirs in me are that of an atheist in an evangelical church service. For the vast majority of my career, it didn't affect my day-to-day teaching experience, as the students I was serving were anywhere from first to fifth grade, and politics were easy to steer around. Now I'm the teacher-librarian in a high school, where students are mindful of their own political stances, and the times we are living in are forcing me to speak to politics in my lessons with students. In fact, like you, if you're reading this, it's now my job to face this topic head-on.

How do I tackle the topic of "fake news" in a time when the country is so polarized? The entrenchment that I feel is just as strong on the other side. I struggled at first with how I could teach these lessons. With our own President calling reputable media outlets fake, how would I be able to talk about fake news with students who believe the fake news is real? How would I teach students to sift through the tidal wave of media sources without inadvertently turning them off to the message of finding the truth? For me, the easiest way to bridge the gap is through honesty.

I prefaced my "fake news" lessons with the idea that by the time I was done with the presentation, they would know what my political views were. I didn't want my students to stop listening the moment they heard something they didn't like, so built into the lessons were my own faults in media consumption. I used those faults to illustrate how easy it is to hear what we want to hear; to understand and recognize the echo-chamber and its ability to cloud our judgement. What we want to believe and the truth may not be the same thing.

Last year when I taught these lessons, two of the current events were inflated inauguration crowd size and Counselor to the President, Kellyanne Conway's assertion that Sean Spicer, White House Press Secretary, had used "alternative facts" to describe those crowds. Without even showing the students crowd-size comparison photos of Obama's and Trump's inaugurations, we were able to talk about what the alternative to fact is: fiction. This twist on language is indisputable. By speaking about it in this way it becomes difficult to attach anger.

continued…

How Do I Approach Fake News *continued*...

In order to make this shift in thinking a little more palatable to students who want to hold on to their beliefs, I showed them the picture of Kellyanne Conway sitting on the couch in the oval office with shoes off and feet tucked under herself, disrespectfully texting while President Trump was meeting with leaders of historically black colleges. This is what I believed. The truth was different. Another shot of the room shows Conway leaning out from the couch with her phone's camera getting the best possible shot. I used this example to exemplify the echo-chamber. I told the students how I retweeted the first photo with disgust at her disrespect. I then told them how wrong I had been. I revealed my own mistake in believing what I wanted to believe rather than the truth.

This makes it easy to segue into the places we should be looking for the truth. Obviously, this year when I teach these lessons, the examples will be different: why players are kneeling during the National Anthem, the Affordable Care Act, relief efforts in Puerto Rico, freedom of the press, but all can be approached with facts. I showed the students a list of sites compiled by myself and two other colleagues that help students wade through the issues. Partisan sites like www.Politifact.com, and www.Factcheck.org help shed light on the truth, while sites like www.Hoax-slayer.net and www.Snopes.com can help with the fake news that makes the rounds on Facebook and Twitter. I show them our databases and teach them how to narrow their searches, rather than using Google, Wikipedia and social media sites.

I expected at least a couple of moans and groans from students, and possibly even a call from a parent that was upset, but didn't get either. I believe it was because I tried to show the students that if we operate from the truth instead of bias, while recognizing the bias, it's less offensive, and student are then more receptive.

Image citations

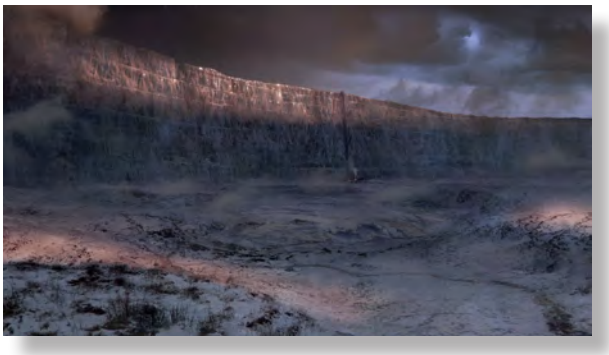
Photos copyright Brendan Smialowski / AFP—Getty Images

http://www.dailymail.co.uk/news/article-4269892/Kellyanne-Conway-explains-Oval-Office-couch-photo.html

Kelly Larson serves OASL as the region 5 board member and is the teacher-librarian at North Medford High School in Medford. You can reach her at kelly.larson@medford.k12.or.us

Media and Information Literacy in the Era of Fake (and Allegedly Fake) News *by Len Bryan*

"You know, in 'Game of Thrones' there's this like 700 foot high wall separating the Seven Kingdoms from the army of the Dead? I kind of feel like you guys (librarians) are the wall between civil discourse and the forces that would destroy it. No pressure."— John Green, SLJ Leadership Summit



I was lucky enough to be invited to hear Mr. Green give this talk, and it truly resonated with me. Librarians are in a unique position to greatly influence the conversation around media literacy, information literacy, and where the responsibility for filtering content should actually rest. I submit that this responsibility should not rest with government, media companies, or internet companies like Google, Facebook, or Twitter. It disturbed me to hear of the huge amount of public and government pressure being placed on these entities to block and limit so-called "Fake News" coming from places like Russia. While this may seem like a solid idea on its surface, I am concerned this opens the door to these companies designing algorithms to further limit information on a wider scale - any information its founders, board of directors, or shareholders find objectionable or label as fake, for example.

Just because we don't like the information presented, it does not mean that information is fake. The First Amendment to the Constitution protects our freedom of the press and freedom of speech, and subsequent Supreme Court cases have largely upheld those freedoms, even if the speech was objectionable, contrary to the mainstream, or critical of existing power structures. I would argue speech like that, especially information and speech we do not like and do not agree with, is what keeps our nation free, and limiting it in any way hurts us all.

So what does this have to do with us? As we battle each day to educate our citizens, it's important that we teach a framework for information literacy that can be universally applied to all types of information—news, images, websites, articles, commercials, etc. These frameworks should be taught in all grade levels and subject areas starting at about 6TH grade, and should be repeatedly reinforced at every opportunity in public and academic libraries. The good news is that librarians know of a ton of these—from RADCAB to RADAR, to CRAAP to FART, there are acronyms aplenty. We should strive to make one or more of these frameworks and the concepts behind them an integral part of our citizens' educational lives.

When I was a baby librarian, I fell into the trap of teaching databases as good, and Google as evil. Subscription Library Encyclopedias = good, Wikipedia = evil. In fact, the truth is far more nuanced. Wikipedia is an excellent resource that covers thousands of esoteric content areas the traditional encyclopedias don't. The sources listed at the bottom of Wikipedia articles are research gold, leading us to materials we may not be able to find any other way. Google is a powerful research tool, if used correctly and if used alongside a framework for evaluating search results. We need to teach these resources alongside our more traditional library resources, if for no other reason than our students will default to them the moment our backs are turned, and they should enter those worlds armed with the tools they need.

I recently presented at our 2017 OASL Fall Conference, and the slide deck I used (http://goo.gl/MFbujJ) contains many resources for teaching news and information literacy. This is a hot topic right now, and librarians must take advantage of this timely opportunity and help ensure our students become more informed citizens. Our nation depends on it.

Sources

Green, John. "School Library Journal Leadership Summit Keynote". *School Library Journal*. October 13, 2017, https://www.youtube.com/watch?time_continue=555&v=chDOCrJl284

continued…

Media and Information Literacy in the Era of Fake News *continued…*

Langlois, Shawn. "How Does Your Favorite News Source Rate on the 'Truthiness' Scale? Consult This Chart". *MarketWatch*. December 17, 2016, https://tinyurl.com/gvp3xcx

Newseum.org. "EDTools." NewseumED, https://newseumed.org/ed-tools/

Rodgers, Linda. "13 Tips for Teaching News and Information Literacy." *School Library Journal*, July 25, 2017, http://www.slj.com/2017/07/programs/13-tips-for-teaching-news-and-information-literacy/

Schulten, Katherine. "Skills and Strategies—Fake News vs. Real News | Determining the Reliability of Sources." *The New York Times Learning Network*, October 2, 2015, https://tinyurl.com/yawe43lj

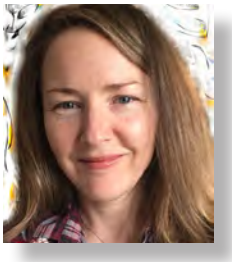
Stanford History Education Group. "Evaluating Information: The Cornerstone of Civic Online Literacy." *Stanford University*, November 21, 2016, https://sheg.stanford.edu/upload/V3LessonPlans/Executive%20Summary%2011.21.16.pdf

Valenza, Joyce. "Truth, truthiness, triangulation: A news literacy toolkit for a "post-truth" world. *School Library Journal*, November 26, 2016, http://blogs.slj.com/neverendingsearch/2015/10/02/media-literacy-resources-to-good-to-miss/

Wardle, Claire. "Fake News: It's Complicated." *First Draft*, February 16, 2017, https://firstdraftnews.com/fake-news-complicated/

Len Bryan is the district digital media specialist in Hillsboro, Oregon. The only licensed librarian for 35 campuses, more than 1,500 teachers, and over 21,000 students, Len focuses on teaching teachers how to think like a librarian through professional development. He has presented at local, regional, state and national library conferences for almost ten years. Reach him on Twitter @lenbryan25

Salutation: Being Heroic Takes Work *by Michele Burke*



Navigating the contemporary information landscape is a hero's journey. At the center is the student's quest to make sense of the world and create a compelling life based on sound decisions and right action. While there are any number of internal and external challenges to overcome, the antagonist at our doorstep is the intentional manipulation of information and rhetoric to accomplish aggressive goals (e.g., power plays, financial gain, ego building, marketing, and political agendas to name just a few). The antagonist is aided by rapid fire technology and the ham-handed, perhaps unwitting, accomplices who propagate manipulated information out of ignorance, laziness, mischief making, the need to feel a sense of belonging, or even pettiness and spite. Lying and the manipulation of information and rhetoric are intentional and call for an equally intentional and active stance from the Hero. The active stance is called Hero Pose and it is centered, organized, and unflinching. Being heroic takes work.

Hero Pose

The term *Hero Pose* is inspired by Hatha Yoga. Research shows that Hatha Yoga practitioners taking poses such as virasana, the seated warrior/hero pose, experience psychophysiological changes not present in people who are in a similar physical position, but without the attendant mental engagement (Raub, 2002, 802). Being aware of and assuming a certain mindset trigger a physical and psychological response. Metacognitive experiments have similar results. Students exposed to ideas of a fixed-mindset as opposed to a growth-mindset experience different psychophysiological reactions to the same stimuli depending on which mindset was triggered (Schroder, Moran, Donnellan, & Moser, 2014). Brain activity and cognitive control were altered by exposure to mindset concepts (Schroder, Moran, Donnellan, & Moser, 2014, p. 35). Being told that intellectual abilities are something that can be developed increased the building of intellectual abilities. Engaging, being aware of engaging, and expecting that the mental engagement will lead to growth set the stage for a self-fulfilling prophecy.

continued…

What will happen when students are introduced to heroism? Invited to leave the ordinary and become heroic? Some will resist at first and perhaps forever, but even if the invitation is refused, knowing the invitation exists is metacognitive progress and lays the groundwork for Hero Mind. Students who accept the invitation and consciously take the Hero Pose are aware of their own active role and the hero mind is triggered. The Heroic are varied and diverse, even when categorized into broad types (see for example Villate, 2012 who uses Pearson's archetypes (1998) to group researchers into personalities), but when confronted, each will engage with information and rhetoric head-on, expecting to uncover complex facets that are not apparent to the passive recipient. Regions of the brain light up with the business of becoming stronger, making connections, and growing new dendrites. In Hero Pose, students begin to conduct rhetorical analysis and identify the author's persuasive strategies and any logical fallacies. The Hero Mind looks beyond the surface by asking questions, digging deeper for assumptions and agendas, and ferreting out the author's integrity, knowledge, and purposes, especially when opaque.

Building Hero Mind

Hero Pose becomes more sturdy and effective as the Hero develops more sophisticated metacognitive awareness and a cache of working knowledge. Guides like writing instructors and librarians help the student add core concepts to the cache. Librarians and writing instructors partner across disciplines and institutions, creating a shared understanding of what is important in the cache based on frameworks describing core concepts of the disciplines. Regional articulation agreements around what is important and how to break up the work in an organized way involve building consensus around shared outcomes. Solidarity requires understanding at national and local levels. At the national level, we have seen a move towards redescribing disciplines like rhetoric and composition and Information Literacy (IL) in terms of threshold concepts and habits of mind. These holistic descriptions embrace complexity and rally against trivialization.

Complicating the Landscape

In an academic library, the modern equivalent of "Why do you need a master's degree to shelve books?" might be "Why do you need a master's degree to demonstrate a database?" When stakeholders believe that being information literate means something like using a database, librarians and IL remain vulnerable in times of budget cuts and curricular shifts (Burke & Zeigen, 2014). To better describe IL as a rich discipline based on threshold concepts and habits of mind, ACRL created the *Framework for Information Literacy for Higher Learning* (2016). The IL framework describes practices and dispositions of successful information navigation and it provides a vision of Hero Mind for IL.

Writing champions face a similar challenge educating stakeholders that composition is a discipline with a set of core concepts fundamental to rhetorical analysis. The Framework for Success in Postsecondary Writing (Council of Writing Program Administrators, National Council of Teachers of English, & National Writing Project, 2011) describes habits of mind and an approach to learning that will serve students as they build a cache of knowledge. The framework for writing connects composition experiences to the development of facets of important habits including critical thinking (the ability to analyze a situation or text and make thoughtful decisions based on that analysis, through writing, reading, and research) and rhetorical knowledge (the ability to analyze and act on understandings of audiences, purposes, and contexts in creating and comprehending [multimodal] texts). The Framework for Success in Postsecondary Writing is a vision of Hero Mind for composition.

Guides exert power and come into their own agency by complicating the landscape. Stakeholders need to know that rhetorical knowledge and information literacy are recursively developed in response to highly contextualized information situations that occur within dynamic, multimodal, sometimes high-stakes communication landscapes. Educating stakeholders raises the dialogue around instruction within and beyond the K–14 continuum. Guides embrace complexity, rally against trivialization, and invite stakeholders to become Heroes.

continued…

Salutation:Being Heroic Takes Work *continued…*

The Plot Thickens

It may be tempting to think we have moved beyond outcomes and now live squarely in the realm of threshold concepts and habits of mind; however, shared understanding and agreements about outcomes at the course level are still necessary to maintain horizontal and vertical, internal and external articulation relationships. Heroes, especially students transferring from one school to another, are supported by articulation structures that organize learning in and across institutions.

Local work to update course outcomes and reflect necessary complexity in regional articulation agreements is underway now. In October of 2016, the Oregon Writing and English Advisory Committee (OWEAC) adopted updated course level outcomes for the AA/OT general education writing sequence to reflect the more complex descriptions in the *Framework for Success in Postsecondary Writing* and the Writing Program Administrators (WPA) Outcomes Statements for First-Year Composition (adopted 2014). The WPA outcomes statements use broad, inclusive language to describe attributes of a well-prepared student who has completed a first year general education composition sequence, and the OWEAC updates reflect the WPA's language.

Faculty learning about the updated OWEAC outcomes may be unsettled by ambiguity in the broad statements, by new expectations, and by any gaps or elements that appear to be missing. The following are areas where some confusion or concern has been noted:

- Ambiguity around which key rhetorical concepts should be included in each course
- A gap where the role of argument is no longer explicit, although it is implicit in rhetorical awareness and genre conventions, and is in the course title for WR 122/222
- Anxiety about adding multimodality which is called out along a continuum from multimodal awareness in WR 115 to a required element of multimodal composition in WR 122/222
- Concern in various areas where there is less specificity about how the outcomes must be taught (e.g., use of a writing center, peer review, and class discussions are not mentioned and, while the outcomes contextualizing document references the Framework for Information Literacy for Higher Education and urges people to consult that framework, use of a library or a database is not explicit)

Individual institutions may clarify ambiguity and incorporate more explicit expectations into course curriculum documents in ways that make sense for the institution's curriculum adoption processes and the institution's resources (e.g., requiring use of a writing center only makes sense if the school has a writing center). Making a library component explicit and referencing information literacy directly in the course outline are possible ways to maintain awareness of IL components and may prove helpful for adjunct, part-time, and outreach faculty who teach without the benefit of consistent contact with the department and full-time faculty.

Meanwhile, the Information Literacy Advisory Group of Oregon (ILAGO) is beginning the process of updating the undergraduate IL outcomes. ILAGO Vice Chair/Chair-Elect, Pam Kessinger is coordinating the update process for ILAGO, using the Oregon School Library Standards: Learning Goals as a starting point. ILAGO Chair, Sara Robertson describes the project:

> Since the [Learning Goals] for grades 13 and 14 incorporate context and principles from the Framework for Information Literacy for Higher Education, they have the potential to be used as a basis for updating the Information Literacy Proficiencies. As they stand now, the Grades 13–14 Learning Goals for OASL can be used for designing library instruction assignments, and assessments. The K–12 learning goals will also be especially helpful for community college librarians—who see such varied levels of readiness in their students—to identify gaps in learning and experience. This work represents a comprehensive look at information literacy across K–14 and articulates discrete learning targets that map to the assignment level (S. Robertson, ILAGO list communication, October 19, 2017).

The process involves feedback mechanisms throughout all stages of the work, and early input and engagement will make the updated outcomes more useful and less unsettling. ILAGO and OWEAC enjoy a strong partnership and OWEAC has made encouraging inquiries about possible updates to the IL proficiencies. ILAGO will give an update about the project with discussion about the *Framework for Information Literacy*

continued…

Salutation:Being Heroic Takes Work *continued*...

for Higher Education at the February OWEAC meeting at Portland Community College, and it will certainly be discussed at the Oregon IL Summit in May.

Homecoming

Reflection and metacognition are deeply held values for Guides in composition and information literacy, and they are foundational to the truth seeking mindset that makes Hero Pose an active stance. Extending an invitation to heroism, we hope to ignite awareness and metacognition. We feel the joyful solemnity of a responsibility to nurture Hero Mind, protecting and empowering with a cache of grit and growth, complicated landscapes and granular bits. Big Picture to Rabbit Hole, being heroic is hard work. Taking a deep breath with calm Hero Mind, we reflect, centered and unflinching, that information literacy and rhetorical knowledge were never the goal. Tools in the cache are important, but not the goal in the end. At the center was always our quest to make sense of the world and create a compelling life based on sound decisions and right action. Returning home, we see it for the first time.

Sources Consulted

American Library Association, (2015). *Framework for information literacy for higher education.*

Brown, J. L., and Moffett, C. A. (1999). *The hero's journey: How educators can transform schools and improve learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

Burke, M., and Zeigen, L. (2014). Oregon's goal: Healthy, knowledgeable, successful people. How? A strong information literacy continuum. *OLA Quarterly, 18*(2), 6–11.

Council of Writing Program Administrators, National Council of Teachers of English, and National Writing Project, (2011) *Framework for success in postsecondary writing*.

Holmes, T. (2007). "The hero's journey: An inquiry-research model." *Teacher Librarian*, 34(5), 19–22.

Myers, Chelsea A., et al. (2016). The matter of motivation: Striatal resting-state connectivity is dissociable between grit and growth mindset." *Social Cognitive and Affective Neuroscience*, 11(10), 1521–1527.

Oregon Association of School Libraries (2017). *Oregon school library standards: Learning goals*.

Pearson, C. (1998). *The hero within: Six archetypes we live by*. San Francisco: HarperOne.

Raub, J. A. (2002). Psychophysiologic effects of Hatha Yoga on musculoskeletal and cardiopulmonary function: a literature review. *The Journal of Alternative & Complementary Medicine, 8*(6), 797–812.

Schroder, H. S., Moran, T. P., Donnellan, M. B., & Moser, J. S. (2014). Mindset induction effects on cognitive control: A neurobehavioral investigation. *Biological psychology, 103*, 27–37.

Villate, V. M. (2012). Qualitative research as a hero's Journey: Six archetypes to draw on. *The Qualitative Report, 17*(38), 1–9.

More on Yoga...

Desai, R., Tailor, A., & Bhatt, T. (2015). Effects of yoga on brain waves and structural activation: A review. *Complementary Therapies in Clinical Practice, 21*(2), 112–118.

Gidugu Himashree MD, D. N. B. E., Mohan, L., & Singh, Y. (2016). Yoga Practice Improves Physiological and Biochemical Status at High Altitudes: A Prospective Case-control Study. *Alternative Therapies in Health and Medicine, 22*(5), 53.

Hasanpour-Dehkordi, A., Jivad, N., & Solati, K. (2016). Effects of yoga on physiological indices, anxiety and social functioning in multiple sclerosis patients: a randomized trial. *Journal of Clinical and Diagnostic Research: JCDR, 10*(6), VC01.

Li, A. W., & Goldsmith, C. A. (2012). The effects of yoga on anxiety and stress. *Altern Med Rev, 17*(1), 21–35.

continued...

Salutation:Being Heroic Takes Work *continued*...

Miles, S. C., Chou, C. C., Lin, H. F., & Mandeep Dhindsa MBBS, M. S. (2013). Arterial blood pressure and cardiovascular responses to yoga practice. *Alternative Therapies in Health and Medicine, 19*(1), 38.

Pascoe, M. C., & Bauer, I. E. (2015). A systematic review of randomised control trials on the effects of yoga on stress measures and mood. *Journal of Psychiatric Research, 68*, 270–282.

Pascoe, M. C., Thompson, D. R., & Ski, C. F. (2017). Yoga, mindfulness-based stress reduction and stress-related physiological measures: A meta-analysis. *Psychoneuroendocrinology, 86*, 152–168.

Rocha, K. K. F., Ribeiro, A. M., Rocha, K. C. F., Sousa, M. B. C., Albuquerque, F. S., Ribeiro, S., & Silva, R. H. (2012). Improvement in physiological and psychological parameters after 6 months of yoga practice. *Consciousness and Cognition, 21*(2), 843–850.

Streeter, C. C., Gerbarg, P. L., Saper, R. B., Ciraulo, D. A., & Brown, R. P. (2012). Effects of yoga on the autonomic nervous system, gamma-aminobutyric-acid, and allostasis in epilepsy, depression, and post-traumatic stress disorder. *Medical Hypotheses, 78*(5), 571–579

Michele Burke is a reference and instruction librarian at Chemeketa Community College in Salem, Oregon, and you can reach her at michele.burke@chemeketa.edu

Development of metacognition is an outcome for all composition courses in the updated OWEAC outcomes, is receiving early attention in K–14 AVID education models and is a common component of First-Year-Experience college programs. Follow progress of the Metacognitive Information Literacy Assessment Project on the ILAGO website.

Librarians might engage with faculty around the updated OWEAC outcomes in a number of ways, for example:

- Take Hero Pose and intentionally work to develop rhetorical knowledge as an area of professional expertise rather than viewing it as something that is taught outside the library
- Participate in mapping conversations and discussions defining key rhetorical concepts (ask to join workgroups and meetings where these conversations are happening)
- Anticipate possible pitfalls and opportunities for use of sources and evidence in multimodal composition and begin creating instruction to address these areas
- Be a resource for multimodal learning

  Librarians who work closely with full-time writing department faculty may be more familiar with and may understand more fully the meaning and intent of multimodal composition when compared to new faculty, faculty who are just learning about the updates, full-time faculty who teach the courses infrequently, part-time and adjunct faculty, and dual-credit instructors who are not connected consistently with college faculty

  Librarians may have more contact with part-time, adjunct, and outreach faculty and may be able to relay information more efficiently

  Librarians may have experience using and teaching certain modalities and may be able to share expertise and analytical experience with faculty and students

  Librarians work with faculty in many content areas and may have insight into where other multimodal composing assignments live across the college curriculum

Speech from the District Librarian of the Year *by Laurie Nordahl*

I had the opportunity to enter the professional world of school librarianship after my firstborn as I was looking for a way to job share. The door opened for me to share an elementary library job and I haven't looked back. I had some great mentors as I moved through my education and my personal life took me out of Oregon and back once again.

Since my return to Oregon, a lot has changed in the library landscape. I left a job in which libraries were fully staffed with a licensed and paraprofessional and returned to the place in where there is only one licensed staff in a district, if that. Some things have never changed, however. Librarians are some of the most dedicated, intelligent, caring, service-oriented and hard-working professionals I've known in the education field. I've been to many conferences and workshops, but I find that library people are the most amazing, high-caliber professionals there are. So many of you could be receiving this great award, and I am humbled and honored that it has been given to me.

Sisters are the people in our life who lift us up and keep us going. I've had the pleasure of working with my true sister in the library and I've also had the pleasure of working closely and getting to know my neighboring librarian sister. It is these two beautiful women I have to thank for opening the door to this award. I owe a lot to my husband and children for putting up with all the "school work" I've had over the years. Their support has been tremendous—my husband is the quietest, sweetest library volunteer I know. Thank you to Grace and the award committee and to Follett for sponsoring the award.

Out district recently created a new mission statement which includes every student, every day, every way. This is what we do and have been doing in libraries for eons! Our libraries are the heart of the school—we work hard to keep the reading and academic blood pumping in our school community. We provide the place where all are welcome, accepted, safe, and where learning happens on a daily basis. Recently, we had a senior in the library talking about what reading does and he said, "Reading gives you that little bit of learning and a little bit of learning leads to great things." From there he proceeded to read aloud to a group of 3 other students for the rest of the period. My wise and talented assistant posted that quote and others have added to it. These are the things that keep not only us going but the heart of our schools going. Thank you for the inspiration you give each and every day to students, staff and our communities. It is with humble appreciation that I thank you for this fabulous award.

Laurie Nordahl is a personal book matchmaker/teacher librarian at North Bend High School as well as the district librarian. She can be reached at lnordahl@nbend.k12.or.us

From Your ParaPro Representative *by Wanda Daily,*

We talk about the importance of reading stories to students, promoting a love of literature, and supporting teachers as classified library staff, especially without a certified librarian in many Oregon schools. These are clearly essential and relevant goals.

Another important and growing focus in education is to support the social and emotional (SEL) needs of children. Children who have experienced or are experiencing trauma often have difficulty learning. The library pullout/special may be a constant over time for many students with SEL needs. We see them weekly over their elementary school years which provides a continuity that can be utilized to support their academic and emotional growth.

The importance of building relationships has been a focus of recent professional development in my district concerning students experiencing trauma. Establishing relationships over time can create critical bonds with many students. The importance of recognizing, validating, and acknowledging a child as a person, regardless of their circumstances, can radically impact and improve the overall trajectory of their lives both academically and socially.

continued…

From Your Parapro *continued*...

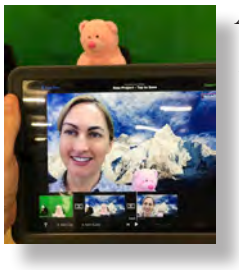
Author Jason Reynolds talked, at the OASL fall conference, about the importance of saying thank you to children. Jason talked about how saying "thank you" recognizes the student as an individual and promotes a positive relationship. At a recent professional workshop, speakers talked about admitting mistakes and saying sorry to students as another opportunity for relationship building. Relationship is the key concept. Neglecting these simple social graces can damage relationships and hinder a student's development of autonomy. Autonomy is essential for competence and this is especially true for students with trauma in their lives.

As, perhaps, the only person in the school library, you have an opportunity to make a critical difference in a student's life. This is both a privilege and a responsibility.

Wanda Daily is the Media Technician at Oak Grove Elementary. She can be reached at dailyw@nclack.k12.or.us.

"Book Challenge Role Play" for Training Library Staff

by Miranda Doyle, Intellectual Freedom Chair



A parent walks up and demands to know why you have a particular book in your library.

Your principal suggests you pull any books on sensitive topics and add them to a "restricted shelf".

Students points out an illustration in a book that they find disturbing.

Most of us feel at least a twinge of anxiety when situations like these arise. New staff may not know how to respond at all. It's best to be prepared -- to think out and practice a response to common challenges. You'll feel more comfortable handling whatever comes up.

Here's a quick and easy role-play activity you can do with a colleague, friend, or anyone willing to run through a few scenarios with you. If you provide professional development to library staff, you can use this presentation and the evaluation form.

The activity could take anywhere from 15 minutes to a full hour, depending on how many scenarios you use and how thoroughly you discuss them after the initial role play.

Role Play # _____

The library staff member:
Fill in or circle 1-5 stars (1= not seen, 5=excellent)

- listened carefully and asked good questions ☆☆☆☆☆
- avoided sounding defensive ☆☆☆☆☆
- thanked patron for their concern/interest/paying attention to what children read ☆☆☆☆☆
- explained how materials are chosen for the library ☆☆☆☆☆
- explained that all books in library are not right for all readers ☆☆☆☆☆
- If patron pushed for removal, explained library's reconsideration policy/procedures ☆☆☆☆☆

Other comments/observations:

Before you begin

Review the slides: tinyurl.com/oaslrole —please copy and adapt the presentation for your needs.
Print out the evaluation form and cut apart the half sheets—the link is on Slide 3.
Review your library's collection development policy and reconsideration form.
Make sure everyone knows where to find forms and policies.

Share these "Do's":

- Listen carefully and ask good questions; avoid sounding defensive.
- Thank patron for paying attention to what children read
- Explain your library's collection development policy
- Explain that all books in library are not right for all readers
- Explain library's reconsideration policy/procedures and offer forms (but NOT as a first step)

continued…

Book Challenge Role Play *continued*...

Share these "Don'ts"

- Express your personal or political opinion.
- Promise to take a specific action immediately.
- Push the person into filing a formal challenge. Most just want to be heard.
- Sound preachy/quote the First Amendment
- Get agitated or sound upset

During the role plays

Display the slides for each situation below and follow the directions on the slides.
Participants choose a role - one librarian/library staff member, one parent/principal/etc., one observer.
Alternatively, have just a librarian and challenger and then both can evaluate the conversation at the end.

Role Play #1: Dr. Seuss book racist?

A teacher asks if you think the library should get rid of If I Ran the Zoo and shows you an illustration from the book that supposedly depicts a native of the "African Island of Yerka".

Role Play #2: language in Eleanor & Park

The parent of a 9th grader approaches you, shows you a page that has profanity on it, and asks that you remove the book from the library.

Role Play #3: Religious books

A high school student approaches you and asks why the library has books like the Bible, the Koran, etc. on its shelves. Isn't that promoting religion?

Role Play #4: Little Bill dilemma

Your principal notices that you have the Little Bill early reader series and asks you to discard it, given the charges against Bill Cosby and the bad publicity.

Role Play #5: George

A parent approaches you to say that you should not let their particular 4th grade student check out the novel George. The parent doesn't want it removed for everyone, however. When people look at George, they think they see a boy. But she knows she's not a boy. She knows she's a girl.

Role Play #6: Teen Vogue

A parent approaches you and asks that you stop subscribing to Teen Vogue. She saw a YouTube video about a national campaign to remove the magazine, which had an article about anal sex on its website. (Note: In this case, the content some parents found objectionable never appeared in the print edition.)

Role Play #7: The Restricted Shelf

A counselor at your school asks you to put books on suicide, drug abuse, depression etc. on a shelf behind your desk, then notify the counseling office when students borrow them.

Miranda Doyle is the district librarian for Lake Oswego School District and Intellectual Freedom Chair for OASL. Her favorite book challenge question is "Did you read the whole book?" to determine whether the patron skimmed for the naughty bits. Her favorite month of the year is October because of the changing leaves, the OASL conference, and of course the Halloween candy. You can reach Miranda at doylem@loswego.k12.or.us

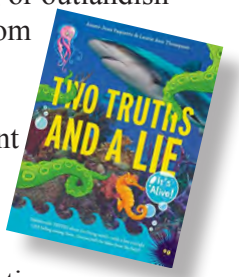
Resource Roundup

by Jen Maurer

National School Library Standards: Two Truths and a Lie

by Jen Maurer

Have you read the book, *Two Truths and Lie: It's Alive* by Ammi-Joan Paquette and Laurie Ann Thompson? It's designed to catch young readers' attention with amazing or outlandish stories about living things while also teaching students to discern the truth from false, or fake, information. Let's take that approach to exploring the National School Library Standards released by the American Association of School Librarians (AASL) in November 2017. Since I'm limited on space, I'll present three related statements, and it's your job to separate the jewels from the jive, or the truths from the fake. You might try covering up the explanatory paragraphs that follow the statements so you can test yourself. By the way, some of the vocabulary related to the standards is capitalized at times in national materials and communications, and other times not. Also, sometimes the term National School Library Standards is italicized, and sometimes not. For this article, I'll stick to lowercase vocabulary and no italics for the title. Ready? Let's begin.



Common Beliefs

Like with the previous version, the new standards are grounded in nine common beliefs.
The beliefs express the qualities of learners, school librarians, and school libraries.
Each belief statement is accompanied by a brief summary that explains it.

Which of those statements is not true? The first one, and the devil is in the details. The nine common beliefs associated with the previous standards were condensed into six. They address the importance of the library in a school, library staffing, lifelong learning, the role of reading, intellectual freedom, and information technology. I encourage you to start any review of the standards by becoming familiar with the common beliefs. That's especially important since a few concepts that many traditionally associate with school libraries are not emphasized quite as much in this set of standards, such as helping students develop into lifelong readers. Need a way to remember the common beliefs – to squirrel them away for later use? If you rearrange the six belief statements and drop the initial word "the," you can form the acronym SQIIRL.

Shared Foundations

Half of the shared foundations are inquire, collaborate, and explore.
The other half are include, curate, and ethics.
The infographic for each shared foundation presents a summary of the key commitments and a summary of the competencies for learners and school librarians.

The shared foundations have been described as the anchors of the standards. This time, the falsehood is in the second statement. The final shared foundation is engage and not ethics. I purposefully used the word "ethics," though, to point out that the engage foundation is the one that stresses ethical use of information.

You can find a one-pager for each shared foundation on the standards website. Each infographic offers a summary of that foundation's key commitment, or statement of definition, and a summary of the related competencies for learners and school librarians, grouped by domain. I encourage you to review those infographics, keeping in mind that they do not paint the full picture. They may be useful when sharing the standards with non-library audiences like parents and administrators. AASL has a poster of the six shared foundations. For a chance to win one, send me an email by February 15, 2018.

continued…

Resource Roundup *continued…*

Frameworks

The standards are presented as three frameworks: one each for learners, school librarians, and school library programs.
Each individual framework is laid out as a table. The column headings are the shared foundations and key commitments, the rows are the domains (or learning categories), and each square contains two to five competencies or alignments.
Only the framework for learners is available on the AASL standards website at no cost.

Here, it's the first statement that contains some fake information. I included the word "programs" to test you because at the 2017 AASL conference, I learned that the standards committee intentionally did not include that term. Why? Their exploratory research revealed that when school and district administrators hear the word "program," they think "pre-packaged program" and are likely to unintentionally limit a library's scope and potential (Ballard).

If you've been following discussions about the new standards, you know that only the framework for learners is available online at no cost. What you may not know is that AASL also posted a free pamphlet that provides more context for the framework for learners. You guessed it—I encourage everyone to read that document in depth, but first, to read the one-pager called How Do I Read the Standards? and to watch the three-minute explainer video called Standards Structure. As of this writing, you have to purchase the app or the book—*National School Library Standards for Learners, School Librarians, and School Libraries*—in order to view the other two frameworks. The book presents the standards in multiple ways, one of which is as integrated frameworks. Basically, the three frameworks are grouped together into one table per shared foundation to make comparisons across the frameworks easier.

Next Steps

Take time to become familiar with the standards that guide your profession.
Seek ways to engage with, utilize, and collaborate on teaching to the standards.
Do not ask questions.

Okay, I had to make one easy! Obviously, please do ask questions. Maybe you can even determine on which level of use you land on the Concerns-Based Adoption Model that charts learners' stages as they incorporate new things. The model was studied by the national standards implementation task force in preparation for developing supporting materials. Are you at the preparation level? Or, maybe you've reached the level of refinement / integration? Moving forward is what's important.

Jennifer Maurer is the School Library Consultant at the State Library of Oregon, and her duties include working with OSLIS and the K–12 aspect of the statewide databases. Previously, Jen worked with the bookmobile program at the Salem Public Library and was a teacher and a school librarian for a dozen years, split between Texas and Oregon. You can reach her at jennifer.maurer@state.or.us.

Resources

App: https://www.alastore.ala.org/content/aasl-standards-mobile-app

Ballard, Susan, et al. "Investigate Your National School Library Standards for School Libraries." Beyond the Horizon: AASL 18TH National Conference & Exhibition, American Association of School Librarians, 9 Nov. 2017, Phoenix Convention Center.

Concerns-Based Adoption Model (click on Adult Learners): http://standards.aasl.org/implementation/

Common Beliefs: http://standards.aasl.org/beliefs/

Explainer Videos: http://standards.aasl.org/project/explainer-videos/

Framework for Learners: http://standards.aasl.org/framework/ or https://tinyurl.com/yd2r4yow

continued…

Resource Roundup *continued*...

Framework for Learners, Pamphlet: https://tinyurl.com/yd2r4yow

How Do I Read the Standards?: https://tinyurl.com/y9nhxt7z

National School Library Standards for Learners, School Librarians, and School Libraries: https://tinyurl.com/ycvx453g

Shared Foundations, Infographics: http://standards.aasl.org/project/foundations/

Shared Foundations, Poster: https://www.alastore.ala.org/content/aasl-standards-poster

Standards Website: http://standards.aasl.org/

Two Truths and a Lie: https://www.amazon.com/Two-Truths-Lie-Its-Alive/dp/0062418793/

Thoughts from Oregon School Librarians about the New Standards

While attending the AASL conference in Phoenix last November, I ran into almost twenty school librarians from Oregon. Not long after we returned home, I asked them for any thoughts about the National School Library Standards. Here are some of the responses I received:

"After attending several AASL conference sessions on the new Standards (now called Foundations) and also an intensive three-hour AASL pre-session, I feel excited to bring the work back to our OASL Standards committee and find where they align and augment each other. My first estimations are that while the structure and layout between the two are different, for the most part the content remains quite similar. AASL's approach to the Foundations from three perspectives (students, librarians, programming) will be quite useful, and OASL's work on Learning Goals at every grade level will help our librarians more effectively target their instruction for the students they teach and teachers they support. It's a very exciting time!"

—Susan Stone, TOSA for School Libraries, Portland Public Schools

"Getting a first look at the new standards at my first AASL convention was an amazing professional development experience. I walked away with not only instructional ideas and knowledge, but also wonderings of just how and where I would start to implement my new understandings and grow my practice. AASL has provided resources to get us started at https://tinyurl.com/y8awaumn."

—Elaine Ferrell-Burns, Teacher-Librarian, Glencoe Elementary, Portland Public Schools

"During the Library Standards preconference, the presenters shared a School Library Evaluation Checklist handout. It contains building-level and district-level areas of focus under each Shared Foundation (http://standards.aasl.org/project/foundations/ - Inquire, Include, Collaborate, Curate, Explore, Engage). I think it will be useful because it's concise and approachable. The presenters said it will be posted to the standards website soon. Until then, here's a scan of the document: https://goo.gl/NHm6BW."

—Jenny Takeda, District Librarian, Library Services, Beaverton School District

"I love the word 'tinker' found throughout the Standards. It gives us permission to allow our students to discover and construct new knowledge by tinkering. We have been encouraging this for years, but it has never been so plainly stated."

—Lisa Hardey, Teacher Librarian, Sprague High School, Salem-Keizer Public Schools

"I have been reflecting on the AASL Standards and drafting a crosswalk between them, the elements of #futurereadylibrarians, and our district's initiatives around the 5D framework, which informs our strategic plan. I will be revising our department's landing page on the district's website to reflect the new AASL Standards as well."

—Len Bryan, District Digital Media Specialist Hillsboro School District


OLA
2018 Conference ✦ Eugene, OR
April 18 - 21
Many points of light, one bright future

ORCA Nominations *by Kiva Liljequist*

Nominations for the *2019* ORCA will be open for the month January.
Look for the link at https://oregonreaderschoiceaward.wordpress.com/

Voting for this year's ORCA will take place from March 1 to March 31. The nominees for the 2018 ORCA are:

Upper Elementary Division (grades 3–5):

Circus Mirandus by Cassie Beasley
Fish in a Tree by Lynda Mullaly Hunt
George by Alex Gino
My Near Death Adventures (99% True!) by Alison DeCamp
Roller Girl by Victoria Jamieson
Stella by Starlight by Sharon Draper
The Terrible Two by Mac Barnett and Jory John
Unusual Chickens for the Exceptional Poultry Farmer by Kelly Jones

Middle School Division (grades 6–8):

The Boys Who Challenged Hitler by Phillip Hoose
Full Cicada Moon by Marilyn Hilton
Listen, Slowly by Thanhha Lai
Lost in the Sun by Lisa Graff
Lumberjanes, Vol. 1 by Noelle Stevenson
The Nest by Kenneth Oppel
Orbiting Jupiter by Gary D. Schmidt
The War that Saved My Life by Kimberly Brubaker Bradley

High School Division (grades 9–12):

All American Boys by Jason Reynolds and Brendan Kiely
Dumplin' by Julie Murphy
Everything, Everything by Nicola Yoon
The Game of Love and Death by Martha Brockenbrough
More Happy Than Not by Adam Silvera
Nimona by Noelle Stevenson
The Weight of Feathers by Anna-Marie McLemore
The Wrath and the Dawn by Renee Ahdieh

Kiva Liljequist is the 2017–2019 ORCA Chair and the librarian at MLC in Portland Public Schools.
You can reach her at orca@olaweb.org.

http://www.oregonbattleofthebooks.org/

OREGON BATTLE OF THE BOOKS

Beverly Cleary Children's Choice Award

Voting for the BCCCA runs from March 15TH to April 10TH, 2018. Winners will be announced on Beverly Cleary's birthday, April 12TH.

Go to https://ola.memberclicks.net/bccca-how-to-vote for more information.

Oregon Association of School Libraries
(OREGON EDUCATIONAL MEDIA ASSOCIATION)
PO Box 3067, La Grande, OR 97850

OASL/OEMA INTERCHANGE welcomes submissions of interest to OASL members. Successful activities, project ideas, and news from the field are all welcome. Share information and ideas by sending a contribution today. If you have questions, contact the people listed below and we will be happy to help you.

INTERCHANGE

Dana Berglund, Coordinating Editor
interchange@oasl.olaweb.org
Erin Fitzpatrick-Bjorn, Assistant Coordinating Editor

Spring 2018 Guest Editor: Leigh Morlock.
Theme: School Librarians: Geared for the Future
Deadline to Guest Editor: February 28, 2018.