

100 *More* Library Lifesavers



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A Survival Guide for
School Library Media Specialists

Pamela S. Bacon



Westport, Connecticut • London

Library of Congress Cataloging-in-Publication Data

Bacon, Pamela S., 1964–

100 more library lifesavers : a survival guide for school library media specialists / by
Pamela S. Bacon.

p. cm.

Includes bibliographical references and index.

ISBN 1-59158-003-X

1. School libraries—United States. 2. Instructional materials centers—United States.
3. Library science—Computer network resources. I. Title: One hundred more library
lifesavers. II. Title.

Z675.S3B193 2003

027'8—dc21 2003051581

British Library Cataloguing in Publication Data is available.

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Library of Congress Catalog Card Number: 2003051581

ISBN: 1-59158-003-X

First published in 2003

Libraries Unlimited, Inc., 88 Post Road West, Westport, CT 06881

A Member of Greenwood Publishing Group, Inc.

www.lu.com

Printed in the United States of America



The paper used in this book complies with the
Permanent Paper Standard issued by the National
Information Standards Organization (Z39.48-1984).

10 9 8 7 6 5 4 3 2 1

This book is dedicated to

My twin sister, Tamora Brewer, whom I deeply r-e-s-p-e-c-t

*Nancy Witty, my mentor and friend,
whose creativity never ceases to amaze me*

*My husband, Scott, and son, James,
for their never-ending love and support*

My fact checker and mom, Sue Maddux

*Mr. David Horton, the best “Follett guy” who ever lived
(may he rest in peace)*

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Note: SS = Survival Strategy.

*May work for high school nonnative or special education students.

Unless designated otherwise, strategies are intended for use at all levels.

Otherwise, the following codes indicate groups for which a given strategy is best suited.

P = PRIMARY
I = INTERMEDIATE
H = HIGH SCHOOL

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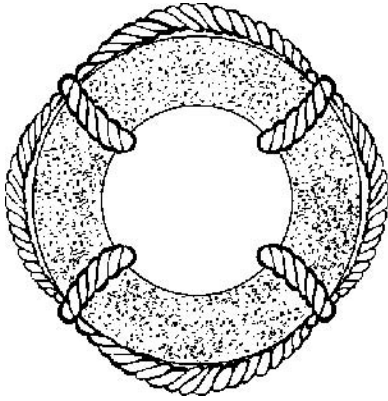
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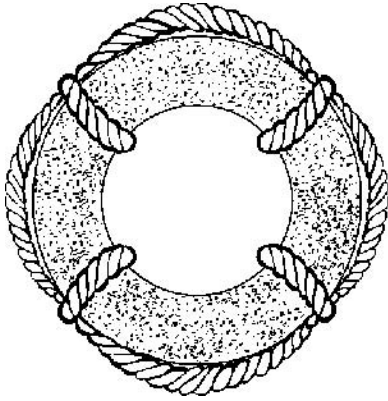
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ACKNOWLEDGMENTS

When I wrote my first book, *100 Library Lifesavers*, I was traveling between three elementary libraries and needed survival strategies. I am no longer a traveling librarian or even in an elementary school, and work at the best high school in the world (Go Giants!), but I still need survival strategies. Speaking of Giants, two of the graphics in this book (Lifesaver Tool 82 and Lifesaver Tool 85B) are designed by Giants Jennifer Kopsas and Christopher Duncan. Thanks for helping me survive!



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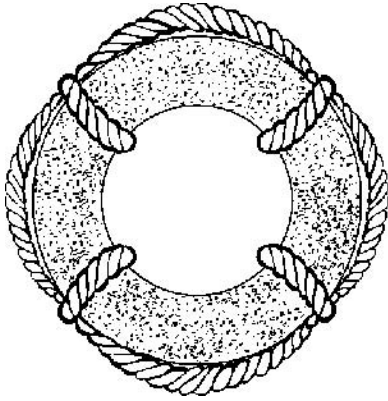
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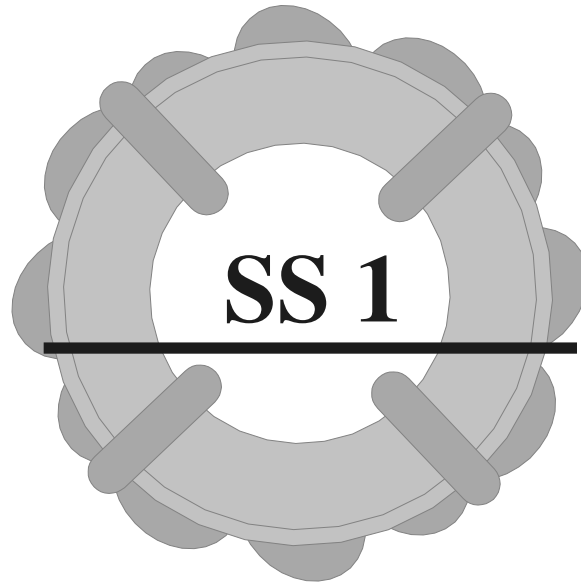
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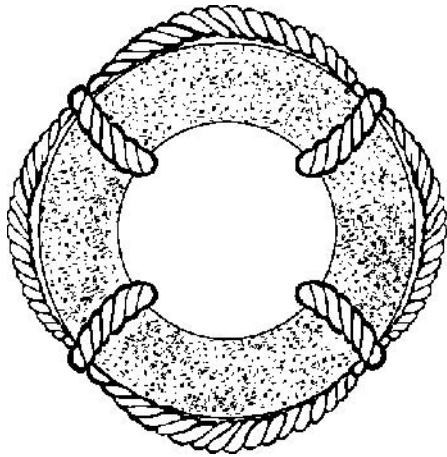


INTRODUCTION

100 Library Lifesavers: A Survival Guide for School Library Media Specialists was created especially for busy school librarians. The same is true for *100 More Library Lifesavers!* Like the first book, this sequel, organized into ten “Survival Strategies” (SS), includes tips (helpful suggestions) and tools (ready-to-use lifesavers). The main difference between the two books is that, in addition to tips, there are now lifesaver “trips.” Lifesaver Trips are included in every lifesaver to provide an Internet link to help utilize and integrate technology. As in the previous book, the terms *librarian* and *media specialist* are used interchangeably. I still prefer the title of librarian to media specialist, but no matter which title you prefer, I hope this book helps you find more time to model your love of reading, which, I believe, binds us together under any name.



DIVE INTO DISTANCE LEARNING



WHAT IS DISTANCE LEARNING? CONNECT WITH THE BASICS!

Perhaps you inherited the distance learning title when you took the job, or perhaps you'd just like to find out more about distance learning opportunities. Either way, a media specialist should be (and stay!) familiar with distance learning technologies.

With hundreds, perhaps even thousands, of distance learning opportunities now available, which do you choose? With just a little advance preparation, the library media specialist can play an integral role in connecting students to learning in ways that, only a few years ago, didn't seem possible.

Teachers, librarians, and administrators may choose to complete graduate, degree, and certificate courses via distance learning. Staff development workshops and in-service training are other options that distance learning offers—all from the comfort of your own school buildings. There are just as many opportunities for K–12 students to learn through the big screen. High school students can complete advanced-level courses online; elementary students can “visit” with others in neighboring (or not so neighboring) communities; students at all grade levels can participate in virtual field trips.

Before diving in, it's important to know the basic terminology and procedures involved with distance learning. Once you've learned the basic procedures, such as how to schedule a distance learning event (see Lifesaver Tool 1: Distance Learning Scheduling Request Form) and jargon, you'll be ready to go the distance. The following glossary of terms will help even the most inexperienced sailor get onboard with distance learning!

Lifesaver Tips: Distance Learning Glossary

- **Distance Learning:** learning from a distance, regardless of format.
- **Integrated Distance Learning:** the use of integrated technologies (print, voice, computer, and video) to deliver instruction or training to learners in an interactive format from a distance.
- **Point to Point:** People at both sites (locations) in a distance learning scenario are seen on a full video screen.

4 SS 1—Dive into Distance Learning

- Static Quad: Two to four sites are connected via distance learning, and they each see the other schools on the video screen.
- Dynamic Quad: Two to four sites are connected in a distance learning environment, and each site has the ability to view any other site at full screen using the VRU (voice response unit).
- VRU (voice response unit): a phone number to dial in to change viewing options on the screen.
- 5-4-1: Five distance learning sites are connected to each other at one time. This is most often used when several sites (locations) sign up for an event (zoos are an example of popular sites that uses the 5-4-1 strategy). In this distance learning situation, zoo personnel can view four schools at a time, but each school sees the zoo full screen.
- Content Provider: the company, group, or organization that is providing the program content. Any school can be a content provider if it teaches a lesson to another group via distance learning lines.
- “Hello, Next Caller”: One site is seen full screen, and up to thirty other locations can interact using the VRU.
- Broadcast: when a site is not interactive and is simply viewing the program. Content providers offer this option when a program is popular and all interactive slots are taken. Educators often opt to videotape the program and view it at their convenience. *Note:* Be sure the content provider allows videotaping first!

View Only: another term for broadcast.

Lifesaver Trip 1: Glossary of Distance Education Terminology

<http://www.uidaho.edu/evo/dist13.html>

Visit this site for a thorough, more technical glossary of distance learning–related terms for those of you who want to dive a little deeper!