

School Libraries in Canada

An online journal of the Voices for School Libraries Network
of the Canadian Library Association



Promoting safe and responsible
exploration, learning, and sharing
in a world of unlimited possibilities



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Winter 2016

Resources for Teaching About Safe Exploration, Learning and Sharing Online



Media Smarts - Canada's Centre for Digital and Media Literacy



Social Smarts: Privacy, the Internet, and You - Graphic Novel and Resources from Canada's Privacy Commissioner



Bullying and Cyberbullying - Resources from the R.C.M.P.

Credits for Cover Images:

Credit: "Three students on-line using digital devices"
Public Safety Canada

Credit: "Dr. Jason Nolan and REBot in thought balloon"
Will Permulis, Ryerson University"

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Volume 34, Number 1

<u>Safe and Responsible Exploration, Learning and Sharing</u> Derrick Grose	5
<u>Get Cyber Safe: Canada's Cyber Security Awareness Campaign</u> Public Safety Canada	6
<u>Pensez cybersécurité : La campagne de sensibilisation à la cybersécurité du Canada</u> Sécurité publique Canada	7
<u>MARC: Mentoring, Accountability, Research, Community</u> Anita Brooks Kirkland	10
<u>The most valuable purpose of computers is to put people in touch with other people, and the things they create.</u> Dr. Jason Nolan	14
<u>A New Look at Copyright</u> SLiC Reviews a new publication from CLA	21
<u>Collaborating to Learn about Social Media</u> Derrick Grose	22
<u>Novels to Inspire Questions about Technology and Social Media</u> Novel Suggestions from SLiC	28
<u>New jewels and neglected gems</u> Publishers highlight new works by Canadian authors and illustrator	29

Contributors to *School Libraries in Canada* - Volume 34 Number 1

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			<p>Public Safety Canada</p> <p>Sécurité publique Canada</p>		
			<p>Derrick Grose</p> <p>Editor</p> <p><i>School Libraries in Canada</i></p>		

Thank you to retired teacher-librarians Helen Lee and Diana Gauthier for their assistance with this issue.

Safe and Responsible Exploration, Learning and Sharing

Derrick Grose

Editor

School Libraries in Canada

As this issue of *School Libraries in Canada* is being released, teacher-librarians from across Canada will be gathering in Toronto for Treasure Mountain Canada 2016, the fourth biennial symposium on Canadian school Libraries. This will be Dr. David Loertscher's last TMC in both the USA and Canada. After a long and outstanding career, he is winding down his engagement. His visionary thinking, teaching and publishing in the field of school librarianship has contributed to the professional growth of legions of educators over the past 45 years. I would like to take this opportunity to thank him for all of his support and encouragement to those of us working for Canadian school libraries. I would also like to acknowledge the work of the other members of the planning committee for TMC4: Carol Koechlin, Anita Brooks Kirkland, Liz Kerr, Jeanne Conte, Cindy van Wonderen and Jo-Anne Gibson. The focus of this issue of *School Libraries in Canada* highlights the importance of ongoing professional development to ensure that school library learning commons across the country are staffed to meet the challenges facing today's students.

The Internet and social media have amplified the abilities of students to have an impact in the world around them. Therefore, the consequences of their actions, positive or negative, are also amplified. The recent case of [Lynelle Cantwell](#) illustrates this fact. In that case, in an evolution of the sort of name-calling that has long occurred in school yards, an "ugliest girls at hth [Holy Trinity High]" poll was posted online with extremely hurtful effects on the targets. What is interesting is how one of the victims of this cyberbullying gained national headlines by turning technology on the bullies by using Facebook to respond thoughtfully and eloquently to their cruelty. Equally significantly, the case has drawn the attention of both The Newfoundland and Labrador English School District and the Royal Newfoundland Constabulary who are looking into the poll and considering the possible consequences for the perpetrators.

This is not an argument against access to the Internet and social media. It is an argument for ensuring that students learn how to be responsible citizens. An important component of this learning is the curriculum delivered in Canadian school library learning commons: critical literacy that includes safe and responsible exploration, learning and sharing. I hope the resources shared in this issue will assist in the delivery of this curriculum.

Get Cyber Safe: Canada's Cyber Security Awareness Campaign

Public Safety Canada

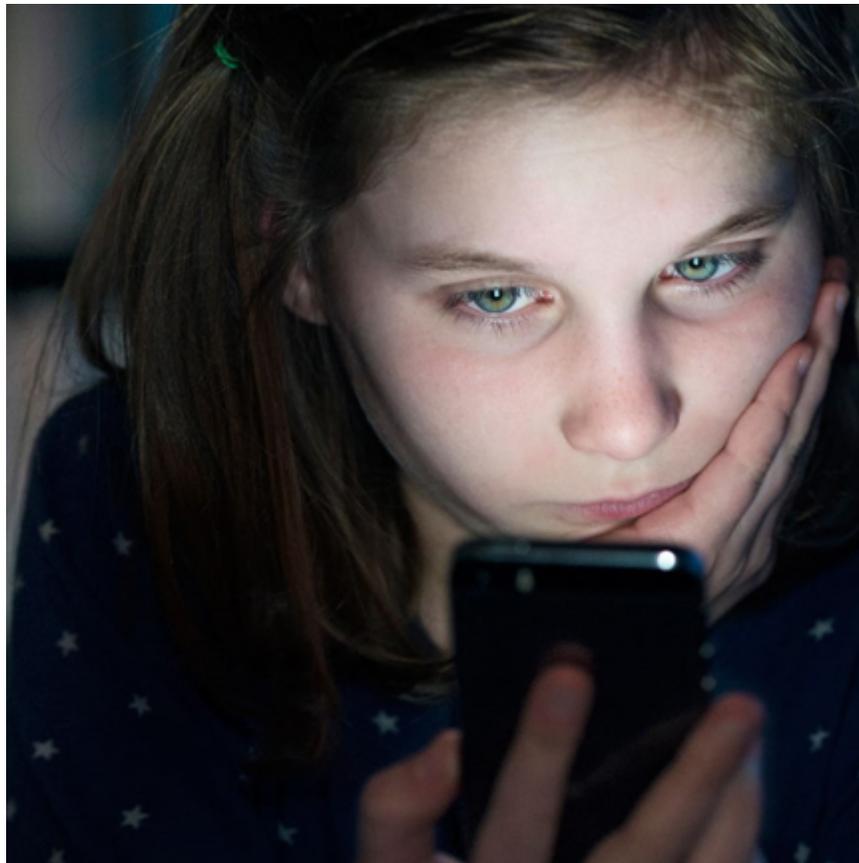
The Internet can be a wonderful resource for children. From texting, to online gaming, to social networking, it's their connection to just about everything. No matter what age a child is, and no matter how much time they spend online, the Internet plays an influential role in the way they connect, play and create.

Get Cyber Safe is the Government of Canada's national public awareness campaign that helps Canadians protect themselves against a wide range of online threats. The campaign reaches out to Canadians of all ages across the country through a variety of online information like infographics and videos.

[GetCyberSafe.ca](http://www.getcybersafe.ca) also publishes free resources that you can use in promoting cybersecurity to students of all ages. Check out the following links for more information:

Tip Sheet:

Think Before You Share provides children with the tools they need to share safely, wisely and ethically: <http://www.getcybersafe.gc.ca/cnt/rsracs/pblctns/tnk-bfr-shr-gd/index-en.aspx>



Tip Sheet:

Gaming - Easy ways to make sure that you play safe while

gaming: <http://www.getcybersafe.gc.ca/cnt/rsrscs/pblctns/tp-shts/hld2012-gmng-eng.pdf>



It's also important to help children learn how to navigate social media sites safely. Online socializing can be hazardous for someone who's sharing too much personal information or comments and photos that could harm their reputation.

GetCyberSafe.ca offers tips for children on safe social networking. Here are some examples:

- Leave out personal information like date of birth, full name, or address when creating a profile.
- Be sure children know to be respectful toward friends and not to say or post anything that would be hurtful or harmful.

A video [Easy Ways to Stay Safe on Social Networks](http://www.getcybersafe.gc.ca/cnt/rsrscs/vds/sci-ntwrkng-en.aspx) (<http://www.getcybersafe.gc.ca/cnt/rsrscs/vds/sci-ntwrkng-en.aspx>) offers tips to safely enjoy social networking while protecting your personal information and reputation online.

For more information on how to protect yourself online, visit www.GetCyberSafe.ca.

Pensez cybersécurité : La campagne de sensibilisation à la cybersécurité du Canada

Sécurité publique Canada

L'Internet peut être une ressource merveilleuse pour les enfants. Des messages textes, aux jeux en ligne, aux réseaux sociaux, il représente leur lien à presque tout.

Peu importe l'âge de l'enfant, et peu importe le temps qu'il passe en ligne, l'Internet joue un rôle important dans la façon dont les enfants communiquent entre eux, jouent et créent.

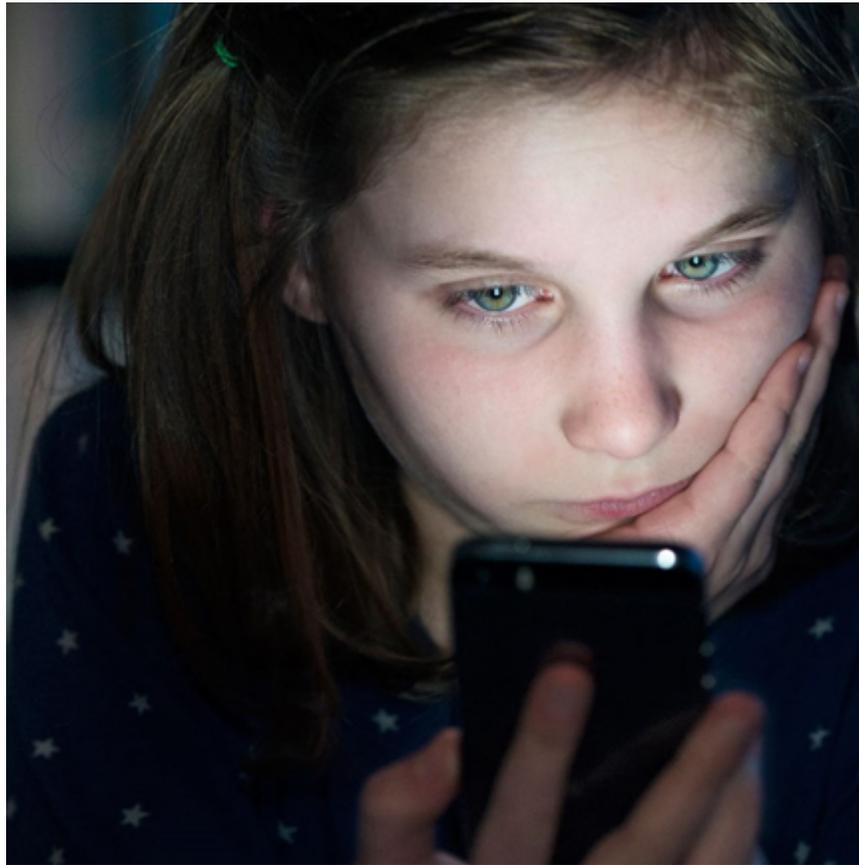
***Pensez cybersécurité* est l'initiative de sensibilisation publique du gouvernement du Canada pour aider les Canadiens à se protéger et à protéger leurs familles, contre un vaste éventail de menaces en ligne. La campagne *Pensez cybersécurité* offre un large éventail de renseignements en ligne tels que bannières, infographies, vidéos, et bien plus.**

[Pensez cybersécurité](#) publie également des ressources gratuites que vous pouvez utiliser dans la promotion de la cybersécurité pour les élèves de tous les âges. Pour plus d'informations, consultez les liens suivants :

Fiche-conseils :

***Réfléchissez avant de partager* - Ce guide fourni aux jeunes les outils dont ils ont besoin pour partager du contenu de façon sécuritaire, intelligente et éthique.**

<http://www.pensezcybersecurite.gc.ca/cnt/rsracs/pblctns/tnk-bfr-shr-gd/index-fr.aspx>



Fiche-conseils :

Jeux en ligne - Des trucs tout simples pour vous assurer de jouer en toute sécurité.

<http://www.pensezcybersecurite.gc.ca/cnt/rsracs/pblctns/tp-shts/hld2012-gmng-fra.pdf>



Il est également important d'aider les enfants à apprendre à naviguer les sites de médias sociaux en sécurité. La socialisation en ligne peut être risquée pour quelqu'un qui partage trop d'informations ou de commentaires/photos qui pourraient nuire à leur réputation. PensezCybersecurite.ca offre des conseils pour les enfants sur l'utilisation de réseaux sociaux en toute sécurité. Voici quelques exemples :

- **Ne mentionnez aucun renseignement personnel crucial, comme votre date de naissance, nom complet, ou adresse, lors de la création de votre profil.**
- **Sachez faire preuve de respect envers vos amis et n'affichez rien qui puisse être blessant ou dommageable, notamment des photos.**

Vidéo [Des moyens simples pour vous protéger lorsque vous naviguez sur les réseaux sociaux](#) : Cette vidéo offre des conseils pour profiter en toute sécurité des réseaux sociaux.

<http://www.pensezcybersecurite.gc.ca/cnt/rsracs/vds/scl-ntwrknq-fr.aspx>

Pour de plus amples renseignements sur les mesures à prendre pour se protéger en ligne, consultez [PensezCybersecurite.ca](#).

MARC: Mentoring, Accountability, Research, Community

by Anita Brooks Kirkland

This column is reproduced from the Treasure Mountain Canada Blog.

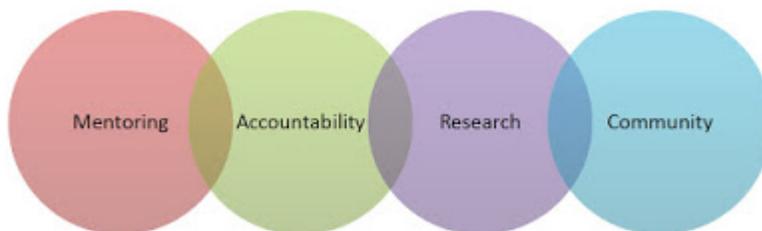
Treasure Mountain Canada has fostered much research over the past few years, and each symposium moves us forward in our practice. At TMC 2016 we will be focusing on the growing impact of *Leading Learning: Standards of Practice for School Library Learning Commons in Canada*. Of course *Leading Learning* is in part a product of the work of past TMC symposia. For TMC 2014, Judith Sykes, a leading expert on action research and a project leader for *Leading Learning*, wrote a paper delving into the factors for sustainable development of the school library learning commons: a perfect set-up for this year's symposium.

Along with such joyful pedagogy occurring in SLLC development and transformation, I hope for a sustainable future for SLLCs to continue to grow, thrive and become normative school culture for all Canadian students. Rather than the wearing down of SLLC champions through continual advocacy for SLLC survival, I hope that schools will look at what is happening in their own SLLC practice and employ the standards and tools of *Leading Learning: Standards of Practice for School Library Learning Commons in Canada* to implement and sustain whole school SLLC.

Judith Sykes (2014). *Moving Forward: Implementing and Sustaining the School Library Learning Commons (SLLC) Through Mentoring, Accountability, Research, Community (MARC)*.

Leading Learning + MARC = Sustainability

With a clever play on acronyms, Sykes alludes to MARC, which library practitioners will recognize as standing for machine readable cataloguing. Sykes' MARC stands for the factors she sees as critical for ensuring sustainable development of school library learning commons practice: **Mentoring, Accountability, Research, Community**. MARC helps to move past the vagaries of political change and shifting priorities that frequently undermine sustainability.



According to Elections Canada, the turnout rate in the 2011 federal election was only 61%. Only 38.8% of those eligible aged 18 to 24 exercised their right to vote. According to Statistics Canada (Uppal & LaRoche-Côté, 2012), age is indeed a major factor influencing participation rates. Level of education is also a predictor of

voter turnout. In the last federal election, the turnout rate for people with university degrees was 78%, a huge discrepancy to the rate of voting amongst people with less than a high school education, at 42%. Immigration status is also a major factor in electoral engagement. Recent immigrants to Canada who are eligible to vote are only marginally likely to do so. In 2011 the turnout rate for recent immigrants was 51%. More established immigrants vote almost as much as Canadian-born citizens, with some significant variations by country of origin.

Clearly this is a problem that should be of concern to educators. Our success in educating the young people in our charge is a baseline for civic engagement at the very least. Our success in empowering new Canadians in the democratic process is also a critical factor. The question remains, does more direct instruction in civics have the potential to improve youth participation in elections, and if so, what should that instruction look like?

M - Mentoring: Much research cites the critical role of a supportive principal for developing an effective SLLC. Sykes makes a strong case for much stronger emphasis on the ongoing mentorship role that should be a focus of the principal's practice. True mentorship supports continuous learning and program growth.

A - Accountability: Efforts to implement learning commons pedagogy across a school is often undermined by educators' perception of this as an "add-on", undermining their ability to cover the curriculum. Sykes firmly plants learning commons pedagogy into the mainstream of the current shift to inquiry learning across Canada's educational jurisdictions. She encourages us to fully understand how learning commons expectations connect to broader education priorities, and to be accountable for practice by embedding program assessment into practice, grounding that assessment in student learning.

R - Research: Action research should be embedded into practice, to truly understand what works and what doesn't work. That research should inform ongoing practice, and be shared amongst the broader community of teachers. "Gathering evidence does not need to be time consuming or 'yet another thing to do' but needs to become a way of thinking about teaching and learning in a reflective, strategic and data based fashion."

C - Community: Sykes positions community as the most vital part of her MARC model. Collaboration within the school community, the SLLC team and across professional learning communities is critical for sustaining school improvement initiatives. She explores the competencies of successful teams, and makes strong connections to Leading Learning's advice for moving forward with the school library learning commons.

The challenge for educators, then, is to create opportunities for students to engage in learning that moves beyond the mechanics of elections to a deeper political knowledge by creating active and authentic learning experiences that promote full participation in the democratic process.

Fostering interest in the political and electoral process presents a dilemma for some educators. Striving to maintain a neutral and unbiased stance often means a greater

focus on process and mechanics than on political content and controversy. This is a missed opportunity for creating truly engaged and voting citizens.

Sykes offers great advice for sustaining the "joyful pedagogy" of Leading Learning. Schools and school districts that frame the development of the SLLC within a sustainable MARC approach can make a greater difference over time, ensuring that all students can indeed expect to find good libraries in every school in Canada.

You can find the full paper at: Sykes (2014). Moving forward: Implementing and sustaining the school library learning commons (SLLC) through mentoring, accountability, research, community (MARC). Treasure Mountain Canada 3.

Judith Sykes has developed her original paper into a new book *The Whole School Library Learning Commons: An Educators' Guide* (Libraries Unlimited) based on MARC. At the time of publication of this issue of *SLiC* the book is in the editing/publication process and it should be coming out in late spring 2016.

Please Visit:

[Treasure Mountain Canada](#)



[Year of the Learning Commons](#)



Anita Brooks Kirkland served for twelve years as Consultant for K-12 Libraries at the Waterloo Region District School Board. She is an instructor in school librarianship at the Ontario Institute for Studies in Education, University of Toronto. As a writer, presenter and consultant, Anita specializes in the areas of information and digital literacy and the school library learning commons. She is a past president of the Ontario Library Association. Learn more about Anita at www.bythebrooks.ca.

The most valuable purpose of computers is to put people in touch with other people, and the things they create.

Dr. Jason Nolan

"I see teachers, in general, and teacher-librarians specifically, as researchers engaged in active inquiry into creating the most engaging and nurturing learning environments possible"



Photo Credit: Will Permulis (reproduced with permission of Ryerson University)

Dr. Jason Nolan is Associate Professor at the School of Early Childhood Studies, and Director of the Response Ecologies Lab and the Experiential Design and Gaming Environments Lab at Ryerson University. His areas of inquiry include STEAM learning in the early years, multisensory environments, neurodiversity and autism, social technologies for children, identity construction online and children's information privacy online in social networks. He has recently been awarded funding from the Canadian government's Stars in Global Health program for his pilot project entitled "Adaptive Design International" which focuses on the creation of customized adaptations for children with special needs in Bolivia.

***SLiC* - Your official biography at Ryerson University mentions that you are autistic. What is the most significant way in which this has informed your work at the School of Early Childhood Studies at Ryerson University and as the Director of the Response Ecologies Lab + Experiential Design and Gaming Environments Lab?**

***JN* - I learned that I was autistic later in life, after spending many years trying to understand why people seem so very different from me and why how I see the world seems so very at odds with everyone else. When I had the opportunity to observe autistic children, I saw, for the first time, individuals who seemed equally at odds with how most people make sense of the world, yet, at the same time, appeared to**

me to be engaging with the world in the same way I did. This was a bit of a shock, because they were special needs children, and I was an adult, an educator, and a professor. Based on these experiences and after a year or two of reflection, I decided to get myself tested and found out that I not only scored extremely high in terms of autism, but also scored high enough in terms of intelligence to create my own solutions to the problems I was having as a child, and, later, as a youth. I have always been that person who is able to conceptualize solutions to problems, envision possible scenarios and point out potential problems with a plan that might not have been anticipated, in any number of situations where finding alternative ways of making sense of complex data was a challenge. As with most autistics, I'm attracted to complexity and patterns, and have a great deal of trouble making sense of overly simple or plain situations or experiences.

In terms of my teaching in the School of Early Childhood Studies, and research in the Responsive Ecologies Lab, here at Ryerson University, being autistic has helped me in many ways. Aside from the obvious challenges that I've encountered in terms of understanding and dealing with neurotypical social norms and expectations, I have a boundless enthusiasm for exploration, and a drive to explore boundaries and limitations of ideas, tools, processes and technologies. In my teaching, I try to foster curiosity and open-ended exploration in my students, helping them find new ways to bring learning opportunities to young children, in the areas of science, technology and math learning. Working in the lab is such a joy because I'm interacting with students, researchers and faculty from fields as diverse as early childhood studies, human computer interaction, biomedical engineering, design, and architecture, as well as the digital humanities. I bring to the lab the same attitude towards curiosity and exploration, and a desire to solve problems in the most direct and simple manner possible, and I am often the one to suggest the most unexpected, if useful solutions to problems.

My design work focuses on using readily available tools and technologies to help disabled individuals solve the problems they face in their everyday lives. Whereas much technological innovation today is the result of "solutions" developed by engineers and designers looking for application, my work starts with the individual, the user, and tries to understand his or her needs, goals and aspirations, and then designs a solution to meet those needs. For me, the goal is understanding the person, and helping the person. As such, I'm not wedded to any specific approach or attitude to innovation or design.

SLiC - What exactly is a "virtual learning environment" and what are the most important similarities and differences between virtual learning environments and other learning environments?

JN - Can we just skip this whole thing about virtual learning environments? I did my doctorate on the topic and have published a lot, but I've really moved away from those spaces over the years because they're not that suitable for children, in general, though I do really think that Minecraft can be a wonderful virtual learning environment. Would you like me to say anything about Minecraft and learning and virtuality?

SLiC - I know that many teacher-librarians share your enthusiasm for Minecraft and I hope they will forgive me for leaving that topic for another time and asking you instead about equitable access to learning technologies. What strategies have you and your colleagues in the Experiential Design and Gaming Environments (EDGE) Lab's Adaptive Design Studio been using to promote equitable access for children with special needs to adaptable designs that will help to improve their well-being?

JN - The fundamental point about creating an inclusive and equitable learning environment is that it must be based on direct observation of the children: their needs, goals, interests, and desires. This is the approach that I take with the early childhood studies students I work with as we explore math, science, and technology learning opportunities for young children. I see teachers, in general, and teacher-librarians specifically, as researchers engaged in active inquiry into creating the most engaging and nurturing learning environments possible for the children they work with, based on the tools they have available. That said, it is incumbent upon the teacher-librarians to remember that any sort of inclusive space succeeds if it is primarily based on a willingness to engage children at their level, and to use the skills necessary to create rich and engaging learning opportunities for children. In this case, it doesn't matter where the child may be in terms of ability, because every child has unique interests, goals and needs, and children are always developing increasing levels of complexity based on how well they are being supported and nurtured, both in the classroom and library space.

SLiC - The first step in your "Adaptive Design International" project is to set up a teaching and learning collaboration with partners to co-develop a training program and establish an adaptive design lab in Bolivia. Your next step will be to develop an "online knowledge mobilization network" linked to these international community partners. What is an "online knowledge mobilization network"? Is this a model for research and learning that could be applied on a smaller scale in the learning commons of an elementary or secondary school?



Photo Credit: Dave Upham (reproduced with permission of Ryerson University)

JN - I have always thought that the most valuable purpose of computers is to put people in touch with other people and the objects they create. We use technology to share stories about our lives, what we dream about, what we need, and what we create. Very often however, much of what we've learned and experienced doesn't get the opportunity to be shared in the most meaningful manner, and great insight and wisdom is often lost. Social media is a great opportunity, in that it can become a shared repository of knowledge and wisdom, and we can mobilize that knowledge and wisdom to help those in need. Very often this knowledge and wisdom doesn't come from academics and researchers, but from individuals just trying to do the best they can for themselves and their families. This daily knowledge and wisdom about how we help change the physical world that so often disables an individual is what I want to capture. At the same time I want to share this knowledge and wisdom as widely as possible. When people learn about the kinds of ideas, solutions and innovation that people come up with in their daily lives, they will not only be shocked and impressed by how careful observation, experimentation and reflection can lead to such useful and unexpected designs, they will also realize that they themselves have the power to meaningfully engage in this kind of inclusive change.

What I want, for my knowledge mobilization network, is to provide people with the tools they need to document and share what they have created to help others in their lives. However, I want more than stories, I want images, designs, instructions, 3-D models, and everything needed to enable others to use these designs in their own lives, and make modifications to them as needed. I would hope that I would be able to engage many others who might not be directly involved in supporting disabled individuals. For example, a great design created by a grandparent who might not be literate, might exist only in a single photograph and some scrawls on a piece of paper despite the fact that it is a beautiful solution to a problem in a grandchild's life. I imagine that I would be able to harness the energy and enthusiasm of people who

could take that design and translate it into a CAD design, or set of instructions, that could be used by anyone to benefit from the original design. As well, we would need people to translate such innovation into different languages, into different materials, for different environments, and even into different cultural contexts. I have learned that when people actively engage with disabled individuals their attitude towards disability changes forever. They start to see the people as individuals like themselves, who have been disabled by forces beyond their control, yet who are deserving of every opportunity and support that society has to give. Overall, my vision is for a global knowledge mobilization network that would ensure that everyone had access to the designs and resources that they need to create the objects and conditions that would help disabled individuals live with greater inclusion in their communities.

SLiC - In a recent interview, you were quoted as saying, "Children will learn more physics by throwing Play-Doh around than ever by interacting with an iPad. I'd take Play-Doh over an iPad any day." Does this mean that schools should be investing more in Play-doh and less on iPads? What is the pay-off to providing students with access to iPads and similar technology?

JN - Schools waste far too much money on technology, and spend far too little time exploring which technologies would be of most benefit to children in specific contexts. Children who are disabled require access to the best possible technologies that will help them engage more fully in the world around them, and help them overcome limitations that society places upon them by not creating fully inclusive schools and learning environments. Unless technology is required to overcome, or remediate, a specific challenge, need or deficit, children should be left to their own devices so that they can actively explore the physical and sensory world around them. Adults are far too eager to have children put aside their own learnings and understandings of the world around them, and replace children's self-directed learning based on their own individual intrinsic interests and motivations with the goals, interests and needs that adults have decided are necessary for them. We replace a child's physical knowledge-based learning with adult attempts at behavioural modification through external or extrinsic interest and motivations of rewards and punishment. Technologies are never created by children, and they are almost never created with the child's own interests and needs as a primary goal. Digital technologies are primarily interested in serving the needs set forth by adults for their own ends, even if, of course, we rationalize this by saying it is good for the child. The more we give children manufactured toys, tools and technologies, the more we're keeping them from any opportunities to fully explore the world around them.

Of course, I think computers are great for many things. We can talk with grandma half a world away, keeping in touch with languages and cultures that could quickly become only distant memories. Technology can help us visit places we otherwise would never go, like driving a robot, traveling inside a volcano, or inside the world of the single-celled animal. Technology can help us document and reflect upon our own experiences, helping us see our lives in greater complexity and context than we could if we only had the memory to rely on. And most importantly, technology helps us overcome the limitations of our own bodies, helping us to explore more of the world than we could on our own.

Just to put things in perspective, being autistic and having multiple sensory challenges has largely left me unable to function without the use of a computer. I

compose entire documents orally, using Dragon Dictate, pausing periodically to type in specific names that the software might miss, or to fix up things when I talk too fast. Also, I carry my laptop with me at all times, even on holidays. I use my computer at meetings to help me engage and focus, and everywhere as something of a cognitive prosthesis, to help me keep track of what is going on. Only half jokingly, I tell people that if they want something done they have to email me, and that it's not real if it's not written down. My email inbox is how I keep track of what I have to do, and my hard drive is a record of what I've done. Without a computer and without social technology I wouldn't know how to write properly; I wouldn't be able to function effectively in the workplace, and I certainly wouldn't have a job beyond the most rudimentary manual labour. So, though I may be critical of how we use technology, for many if not all of us, technology has a necessary and positive place in our lives.

SLiC - What concerns do you have about children's information privacy as they become increasingly active on social networks?

JN - Jean Piaget defined autonomy as "the ability to think for oneself independent of reward and punishment, and to decide between right and wrong, and between truth and untruth... autonomy in the Piagetian sense refers to the ability to govern oneself." Children who grow up without privacy fail to develop autonomy. Autonomy is the ability to self-regulate and govern one's own actions. As with high stakes testing in schools and helicopter parenting, social media surveillance reduces meaningful actions of learning, inquiry, reflection to the mere performance of expectations for the watchful gaze of an audience. Children who grow up always being surveilled often become over-sharers who see their own value and self-worth predicated on how they are reflected in the eyes of others, including social media. They may happily give up their personal information in the hopes of gaining social capital in some form or another. Nothing could be more adverse to the development of self-confident, thoughtful and mature youth and young adults than leaving them without the privacy they need to explore themselves, social relationships and the world around them. As such, it is not only that social media collect facts about an individual that put the individual at risk, by allowing them to be manipulated by whoever has access to that information (i.e. predators or predatory advertisers), but that children are taught that over-sharing personal information is both okay and required to be seen as a valued individual and successful member of society. In my opinion, our treatment of children and children's privacy today is not going to contribute to the development of critically reflective and morally aware adults.

SLiC - Are concerns about children's information privacy a reason for avoiding the use of social networks in schools or should schools recognize that they will be used and focus on promoting their safe use? Do you have any suggestions as to how those concerns can be mitigated?

JN - We have to face the facts that children engage in social media everywhere and all the time. It is better that it happens in schools where children have a chance to be engaged critically on the issues by teachers who are given the proper training and support to work with children on these issues. Ensuring that teachers have both the time and support to learn how to do this is about the only hope I see for children.

SLiC - You mentioned to me that you grew up in libraries during the 1960's when your mother was a library assistant who couldn't afford a babysitter. What is your best childhood memory of libraries?

JN - My favourite memory of the old Unionville library was being able to go into the adult half of the library (kids weren't usually allowed because you had to be quiet there), and look at the strange big adult books I couldn't read or understand. It was really mysterious and full of unexpected things. And I liked the peace and quiet. My other favourite space was hiding in the furnace room looking at my favourite books such as Ardizzone's *Tim* series, Gág's *Millions of Cats*, McCloskey's *Blueberries for Sal*, and Seuss' *The 500 Hats of Bartholomew Cubbins*. It was dark and warm and quiet, and smelled of dust and fuel oil.

And to be honest, I don't know if my mother couldn't afford a babysitter, but I certainly knew I liked to go to the library whenever I could.

SLiC - What differences do you notice when you go into libraries today? Is there anything you miss?

JN - To me, libraries have suffered greatly, as have schools, because they have been forced to take on too many tasks and roles, and have been significantly underfunded. I have always seen the librarian as someone with the crucial role of helping us find things we didn't even know that we wanted. I as the most important source of information about what's out there and how to find it. A mere search engine could never have the insight and wisdom of the librarian who knows a subject area, and takes the time to listen to the needs and interests of the patron. I find it sad when I hear that some librarians are reduced to mere administrative tasks, but I still think that the school librarian has been better able to keep up the traditional role.

SLiC - What book was most important to you when you were growing up? Why was it important to you?

JN - In general, comic books were the most important to me. The pictures helped me understand the words I couldn't read, and helped me learn to love reading when I otherwise might have given up in frustration. *Cue for Treason*, by Geoffrey Trease, and *Moonfleet* by J. Meade Faulkner were the two most important books to me. They are both radical and subversive stories of children making their place in the world, full of real consequences alongside the adventure.

SLiC - What book is most important to you as an adult? Why is it important to you?

JN - I would say that the most important book to me as an adult, is *Excession* by Iain M. Banks (<https://en.wikipedia.org/wiki/Excession>). As with all of Banks' books, *Excession* is about trying to make sense of one's place in the universe when faced with the unexpected. The fact that the beings involved, or Minds, are super intelligent constructs capable of managing every aspect of planet-sized space vehicles, just adds a level of humour to the bumbling mistakes and confusions that result from trying to "just figure things out."

SLiC - What current project or field of investigation is of greatest interest to you at the moment? Why is it so engaging for you?

JN - Right now I have two projects that are particularly exciting.

The first is called REbot (Responsive Ecologies Robot). This project is going very slowly, because I have no expertise or experience in building and programming robots. The purpose of REbot is to create a tool that will provide a model for alternative ways of thinking about the spaces we live in. The REbot will move autonomously around any space and use a variety of sensors to get as much information from that space as possible. Sensors will be measuring direction, light intensity, temperature, humidity, air pressure, directional noise, carbon dioxide and methane levels, and even if someone is close, by touching it or even kicking it about. The REbot will then take all of this information and use it as a foundation for creating what Brian Eno calls "generative music"

(https://en.wikipedia.org/wiki/Generative_music). This tool for exploring constructed space could be an interesting addition to day care centres or children's classrooms, and may help learners to think about the space in which they live and experience every day in a more interesting way than drawings, maps and photographs might.

My second project is much more direct and useful. The project has the descriptive, but somewhat meaningless, title "Low Cost Mobile Augmented and Alternative Communication Devices using Huffman base-4 Codes." We call it RE/Lab AAC in English and RE/Lab Comunicación Aumentada Móvil (Mobile Augmented Communication) in Spanish. The goal of this device is to create a communications tool for nonverbal children with limited mobility that will allow them to type and talk using only four buttons, and to accomplish this for under \$100. We have almost completed a working prototype, and we will be testing it in several orphanages in Bolivia, as part of our Grand Challenges, Stars in Global Health program pilot project "Adaptive Design International". What makes this project so exciting is that instead of using computer-generated voices, we will be using recordings of a child's family members' voices, ensuring that children have a say in terms of who will speak for them, as well as ensuring the local accents and dialects will be maintained. What is also exciting about this project is that by allowing the children to choose the words they use to communicate, the device will allow them to speak words that are familiar to them even if the words are slang, regional Spanish or from any of the many aboriginal languages found in Bolivia. We hope to begin field-testing this winter.

SLiC - Is there anything else you would like to say to Canada's school library staff, consultants, teachers and administrators?

JN - I would like to thank the readers of *School Libraries in Canada* for taking the time to listen to me talk about my research and my interests.

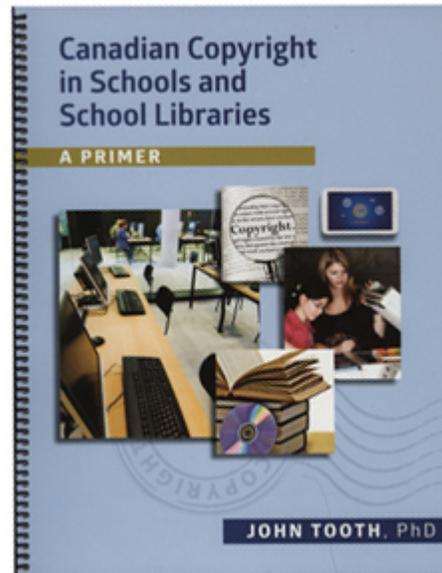
SLiC - Thank you for taking the time to share your research, experiences and insights with us! I hope that we will have an opportunity to discuss Minecraft with you at some point in the future!

A New Look at Copyright

Canadian Copyright in Schools and School Libraries

ISBN 9780888023452

Available from the Canadian Library
Association
\$39.95



The provision of correct and current information about the rights and obligations of students, teachers, schools and boards or divisions with respect to Canadian copyright law is an important element in a school's mission of promoting safe and responsible exploration, learning and sharing in a world of infinite possibilities for accessing and manipulating content. **Canadian Copyright in Schools and School Libraries**, authored by John Tooth, Head of the Copyright Office for the University of Winnipeg Library, succeeds in providing comprehensive information about this complex topic, without overwhelming the reader. This new 73 page spiral bound book offers updated information and covers additional aspects of copyright law for readers who are already familiar with **Copyright Matters!** (<http://cmec.ca/Publications/Lists/Publications/Attachments/291/CopyrightMatters.pdf>) from the Council of Ministers of Education, the Canadian School Boards Association and the Canadian Teachers' Federation.

There are some thought-provoking subtleties in the law that are highlighted in **Canadian Copyright in Schools and School Libraries**. For example, the music licensing collectives (SOCAN and Re:Sound) would assert that music played in the hallways and cafeteria at lunch time is subject to licensing fees. This probably would not be the case if the same music was part of a broadcast being produced by students for credit (making it a curricular use of the recordings). The need for a guide to promote awareness and to help educators navigate such tricky distinctions is evident.

The book is divided into eight chapters:

- i) materials that can be copied;
- ii) users' rights under the revised Copyright Act and Supreme Court decisions on "fair dealing";
- iii) creators' rights;
- iv) copyright collectives;
- v) copyright contracts;
- vi) the use of specific kinds of works in educational institutions;

vii) other related issues (from “following orders” to videotaping performances) and viii) permissions for adaptations, student-produced works and copyright protected works.

Appendices include useful guidelines (for use with students) that explain “fair dealing,” and policy documents such as models for responding to “creator complaints,” and permission forms for the use of student or published works. An extensive index enables the reader to focus quickly on specific areas of concern.

Administrators will find this book useful in developing policies for use in their schools. Teacher-librarians, school library staff and teachers will find it useful in guiding their own use of resources and in helping them to instruct their students about the rights of both consumers and creators of content. For these reasons, John Tooth’s *Canadian Copyright in Schools and School Libraries* should be a useful addition to both school libraries and administrative offices.

Listen to [John Tooth](#) explaining what readers can expect to find in the book.



Collaborating to Learn about Social Media by Derrick Grose

This is about social media. This is about *Snapchatting* and *Redditting*. This is about tweeting and blogging on *Tumblr* and following and being followed on social networks like *Facebook* and *Linked-In*. This is about displaying and exploring collections curated on platforms like *Pinterest* and *ScoopIt*. This is about watching others and being watched by others on platforms like *Youtube*, *Instagram* and *Flickr*. This is about engaging in multi-player online gaming and visiting virtual worlds. This is about all of the publicly accessible digital systems people use to interact with each other and to discover the world around them and to tell the world about themselves and their interests. Vague, yes. And ambitious. But, rather than addressing individual platforms in detail, this discussion will address a question that is relevant to all of the social media mentioned above and to other social media that have not yet been invented.

TUESDAY, AUG 19, 2014 01:32 PM EDT

Canada's despicable climate censorship: Government scientists need permission to tweet basic facts

New documents reveal the extent of the government's maddening policy of "suppression through bureaucracy"

LINDSAY ABRAMS 

http://www.salon.com/2014/08/19/canadas_despicable_climate_censorship_government_scientists_need_permission_to_tweet_basic_facts/



POLITICS

Prime Minister's Office admits to security breach in posting videos of soldiers in Iraq

STEVEN CHASE

WAGENINGEN, NETHERLANDS — The Globe and Mail

Published Tuesday, May. 05 2015, 7:17 AM EDT

Last updated Wednesday, May. 06 2015, 5:42 AM EDT

<http://www.theglobeandmail.com/news/politics/pmo-yanks-promotional-videos-of-soldiers-in-iraq-kuwait/article24252442/>

Context is an important factor in determining whether openness is a virtue or a vice.

Is openness and sharing in social media a virtue or a vice? In the academic world an open process of peer review leads to scientific progress and intellectual growth. My instincts tell me that when government agencies put bureaucratic roadblocks in the way of scientists using social media to share information, those agencies are mistaking a virtue for a vice. On the other hand, when the thoughtless posting of propaganda videos for political gain compromises the security of members of the military, the virtue of openness seems to have been transformed into a vice. There isn't one correct answer. Without knowing the context, one cannot be certain whether or not openness and sharing in social media is a virtue or a vice.

However, it is certain that teacher-librarians and all media literacy educators have an important role in promoting safe and thoughtful use of social media. What is that role? As always, they must help students to find answers; but, even more importantly in a dynamic social and technological environment, they must help students to ask appropriate questions before deciding how much to reveal about themselves online and to whom they should reveal that information. The task of the school library learning commons as stated in *Leading Learning* is "to build learning communities and make connections among learners, thus facilitating knowledge creation in the school community" (4). With this in mind, teacher-librarians and other educators should promote collaborative exploration of the implications of openness in the context of social media. They should recognize differing priorities and values that motivate

behaviour in on-line environments and they should identify key questions to be asked when seeking an objective perspective on sharing personal information.

To have on-going relevance that will engage students, an instructional approach must accommodate the rapid changes in technology and recognize both the merits and the pitfalls of the technology. It should acknowledge that there are a variety of valid reasons for using social media. A survey could be a useful tool for launching a discussion. The survey would not establish a list of correct priorities. It would just promote consciousness of some of the values behind attitudes towards openness in social media. Educators must recognize that students are not different from the rest of the population. They are not a homogeneous group attaching the same importance that anyone else does to privacy, popularity or any other value. We risk alienating students if we make assumptions about their motivations as social media users. Instead we should encourage them to do a cost-benefit analysis of their choices based on a critical examination of the values behind their decisions and the consequences of those decisions.



Tools such as *PollDaddy* or *Survey Monkey* can be used to launch discussions about the diversity of opinions and motivations in a group (or the lack thereof).

Research suggests that direct teaching of online safety is less than completely successful in terms of promoting best practices. According to Media Smarts report on "Life Online," 89% of girls and 90% of boys agree with the statement, "I know how to protect myself online" (5) but at the same time 34% say they have never learned about how companies collect information about them online, only 24% say they have learned how to deal with online hate, 18% say they have never learned how to use privacy settings and 14% say they have never learned how to deal with cyberbullying (41). The press release for Centennial College's #INSTAFAME project states, "Centennial College researchers talked to middle- and high-school students who confirmed that despite years of digital literacy taught in schools warning them of the importance of privacy settings, the lessons are being ignored as youth use shoutouts, retweets, likes, follows, strategic hashtags, GIFs and selfies to brand themselves." Often, Knowledge is not synthesized into behavioural change.

This suggests that a more fruitful approach than direct teaching techniques is one that emphasizes critical learning and encourages students to look beyond the surface. A McDonald's sign warning, "We check the digital footprints of all our employees," could have acted as a discussion starter for a lesson on discretion in postings to social media, but it would just repeat a message that most students have already heard. It would be more provocative to point out that the sign is not real. The sign was generated using an app called Says-It.com. The valuable lesson is to doubt your eyes and check your sources; in teaching that lesson, educators encourage students to develop their skills as questioners and to equip themselves to determine whether openness is a virtue or a vice in a particular circumstance.

Students will, almost certainly, need to make such decisions. When identifying their favorite or most frequent online activities, 52% of students surveyed in grades four to eleven mentioned reading and posting on someone else's social networking site, 41% mentioned posting on their own social networking site and 21% reported posting on their own Twitter site. With all of the social networking tools they have at their fingertips, students have tremendous power. Although they are less likely than the government to carefully vet their posts before making them public, they may be as prone as former Prime Minister Stephen Harper's publicists to succumb to the temptation to try to impress others and gain popularity without thinking through the implications of their actions. Whether social networking power serves students' best interests or works against them depends on how they choose to use the tools at their disposal. They will benefit from learning to ask questions about their own motivations, the motivations of their audiences and the motivations of the owners and sponsors of social networking sites.

Students need to ask if social media is helping them to express themselves or if it is actually putting pressure on them to conform. If adults can succumb to the temptation to put image building above national security, to post videos that really should not have been posted, it is not surprising when adolescents dealing with all of the insecurities connected with establishing their own identities, turn to social media to have those identities validated with "likes" and "followers" and other evidence of popularity. In an interview posted on Centennial College's #Instafame site, technology journalist Nora Young points out that is not unusual for young people to adopt technology to help them in the process of self-definition, much as she herself used the telephone when she was a teenager. Young expresses concern about how social media may emphasize pushing out content to the detriment of real, two-way conversation. She worries about how technological tools may encourage users to conform to stereotypical images rather than to creatively explore new possibilities. She also notes that young people lack the life experience to be aware of the possible future implications of their use of social media. She then adds that looking at the Facebook postings of some adults, she suspects that they too are lacking in the life experience that would inform discreet use of social networking.

How then should teachers proceed in teaching students about using social media? Previously cited evidence indicates that most students are generally aware of the hazards of social media use. This is also reflected in the following list of concerns about a breach in privacy through social media generated by a small focus group of 13-18 year olds working with the #Instafame project. Despite their apparent awareness of these risks, more than half of the focus group participants did not actively manage their privacy settings on social media. One seventeen year old

female participant stated that her generation posts their entire lives online despite their concerns about prospective employers scrutinizing their digital footprints. Students are not connecting knowledge and behaviour. Further evidence of this disconnect can be found in Media Smarts' report, "Online Privacy, Online Publicity" where students are inconsistent in their attitudes towards marketing targeted at them. While 90% of students believe strangers should not be able to access their social networking page and only 5% of students believe that companies that want to market to them should be able to read their posts and a mere 1% of students believe that marketers should be able to track where they are, 28% of students like it when they are targeted for advertising based on the information they post. Students do not seem to recognize the trade-off between privacy and customized marketing. They are not making connections.

Before students can determine whether or not openness is a virtue or a vice in a given situation, they need to see how their media literacy knowledge applies in the real world. They also need to test the validity of the information at hand. I would suggest turning to databases and the Internet to gather relevant articles and then asking questions about what the experts are saying and why they are saying it. Why? Who wrote or created this article or program? Why would they have written or created it? What social media behaviour is highlighted by this article or program? What are the real advantages and disadvantages of this social media behaviour? Are any precautions in using social media suggested? Are there some that are not mentioned? How should the information in this article or program influence the behaviour of social media users? Instead of accepting the warnings and prescriptions of journalists and assorted experts, students should be invited to critique them.

Build on student curiosity! Students may already have social networking "interests" they want to research. Cyberbullying, geotagging, internet pornography, online gambling, net-banging and sexting come to mind as topics that might arise. Another approach would be to present a list of headlines and allow the students to track down the story and the larger issue behind it. Here are some samples of headlines that could be related to the values and priorities that may have been discussed in the introductory survey mentioned earlier: "Gangsters strut online; Younggun wannabes using Internet to glorify thug lifestyle" shows how the quest for fame and popularity online sometimes leads to self-incrimination; "Is Twitter Like Online Therapy for Teens?" discusses the risks and therapeutic benefits of online platforms exposing the honesty, openness and vulnerability that would once have been locked in a diary.; "Teens told of sexting risks; problem getting worse" explores risks associated with a failure to appreciate the importance of privacy and discretion; "Vicious online exchanges turn to realworld violence; How a teenage girl was swarmed and beaten after months of cybercommunication" relates to issues of safety and security; "Vicious online exchanges turn to real-world violence; How a teenage girl was swarmed and beaten after months of cybercommunication" demonstrates how safety and security can be compromised when the consequences of socially inappropriate behaviour are amplified by social media and "Youth making money through #selfies: study Young people have learned the power of the hashtag and are making \$\$\$" explores how social media can be used to enhance their wealth and influence—with varying degrees of success. Join in a learning project. Technology is changing and social norms with respect to privacy are changing. Students are likely to be curious. Launch them in learning and let them do the teaching. Encourage them to read about

social media and evaluate what others have written or said about the tools they are using or that are being used by others around them. Have them share their discoveries with their peers and their teachers. Collect class research in a reference binder or post your collective discoveries on an electronic bulletin board and invite others to contribute.

If teacher-librarians and other educators are concerned about jumping in without a safety net, there are many resources that may provide some reassurance. Media Smarts' web site offers extensive resources for parents, students and teachers (<http://mediasmarts.ca/>). The R.C.M.P. site addresses issues of bullying and cyberbullying (<http://www.rcmpgrc.gc.ca/cycp-cpcj/index-eng.htm>) and Public Safety Canada's *Get Cybersafe* site addresses a wide range of cyber-security threats including mobile communications, banking and finance, social networking, email, online gaming and entertainment, Voice Over Internet Protocol, downloading and file sharing and online shopping. The Office of the Privacy Commissioner offers a graphic novel, *Social Smarts: Privacy, the Internet and You* and presentation packages for teaching students in grades 4-6, 7-8 and 9-12 about online safety for youth (http://www.priv.gc.ca/youth-jeunes/pp/index_e.asp).

Rather than dismissing social media as a distraction from learning, make the distraction the subject. In a recent Wall Street Journal article arguing against the use of technology in the classroom, Dr. José Antonio Bowen says, "In classrooms, students mostly need integrators, motivators, cognitive coaches and intellectual role models, who can show students what it means to be smart." Social media need not be the distraction in the classroom that Dr. Bowen suggests. The shared exploration of social media with students can provide educators with the opportunity to fulfill all of the roles mentioned by Dr. Bowen while connecting learning to the world outside of the classroom; even if the technology is not allowed in the classroom, social media will be present in the lives of students and they must be prepared to make it serve them. The first task is to ask the right questions and then, when it can help, use appropriate technology to achieve a conscious purpose. In the words of *Leading Learning*, "Empowering students to learn 'how-to-learn' and to engage them in continuous self-improvement is the challenge for educators" (4). We all learn by asking questions, discussing and critically evaluating the answers and then applying the answers in ways that make sense in our daily lives. This process can illuminate safe and responsible exploration, learning and sharing on social media.

REFERENCES: <http://clatoolbox.ca/casl/slicv34n1/vovreferences.pdf>

RESOURCES: <http://groseducationalmedia.ca/VirtueOrVice/>

This article is adapted from "Openness: Virtue or Vice" a presentation to the CLA National Conference, Ottawa, June 2015.

Novels to Inspire Questions about Technology and Social Media



Teacher-librarians are in a privileged position when it comes to teaching students about technology. They have books to back them up. As useful as they can be, it is neither technical manuals nor Dummies Guides to ... to which I am referring. I am talking about fiction that can safely transport students into worlds where they can see their peers interacting with technology to find solutions to their problems. They can also see the pitfalls of using technology and draw their own conclusions about technology and, equally importantly, the varied motivations of people behind the technology.

Amongst my favorite books for inspiring students to ask questions about the uses and dangers of technology are Cory Doctorow's [Little Brother](#) (2008) and [For the Win](#) (2010). These are great works of social criticism as well as young adult adventure stories revealing how technology can serve both forces of oppression and liberation. Even reluctant readers will often find these stories so engaging that they will not want to put them down.

However, some students may be intimidated by the length of these books. For those students whose first criterion is the (small) number of pages in the book, Orca has two short novels that will give middle school students the opportunity to reflect on why they need to ask questions about the motivations of others when they use social

media. Similarly, they will realize the importance of giving careful consideration to the consequences of the careless use of computers.

The first of the titles is *Oracle* (2012) by former middle school teacher Alex Van Tol. In this novel a student creates an anonymous advice blog to manipulate a popular girl into paying attention to him. His dishonesty backfires, but not in a way that reads as a condemnation of the use of social media. The novel explores social relationships that most students in middle school and junior high will recognize; it then reveals the benefits of responsible behaviour, both on and off-line, without seeming like a sermon.

The second novel is *FaceSpace* (2013) by *Victoria Times Colonist* arts and entertainment columnist Adrian Chamberlain. In this novel, the protagonist has to navigate his way through the complications that enter his life when he invents a cool friend to impress others and gain followers on social media. Although the title suggests that this is a novel about technology, the story demonstrates that it is human nature that makes technology interesting.

What I like about these novels as teaching tools is the fact that they provide a human context and place the use of technology in familiar surroundings. In our school library learning commons we can supplement the information that our students can derive from our newspapers and magazines, databases and technical manuals with works of fiction that set information in a more approachable human context. And then we can invite our students to use their critical thinking skills to compare the world portrayed by the author with their own world. Isn't it wonderful to hear when they think!

Publishers recommend . . .

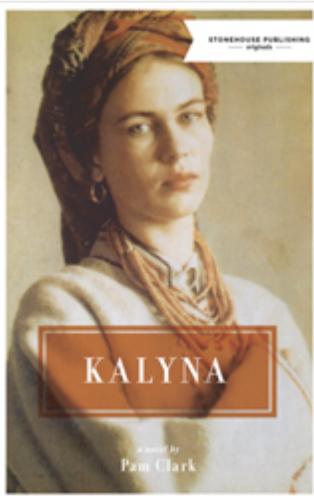
Publishers are invited to submit the title of one work of fiction and/or one work of non-fiction by a Canadian author or illustrator, published in the last year, that they would consider a "best book" or a "neglected gem." Let *School Libraries in Canada* know about recent works to satisfy the needs and interests of school library patrons from kindergarten to senior high school. Send a .jpg image of the cover art, a 50-100 word factual blurb and the publication information to sliceditor@gmail.com.

Story Books and Fiction

Nuptse and Lhotse Go to Iceland
by Jocey Asnong
Victoria: Rocky Mountain Books, 2015.
40 p.; all ages; ISBN 9781771601511

While digging in their garden, Nuptse and Lhotse uncover an ancient Viking helmet. Excited by their discovery, the two cats make their way to Iceland to find out more about the Vikings. Throughout their epic journey, the cats learn all sorts of new things related to Iceland: longboats, sweaters, horses, volcanoes, geysers, even local cuisine! *Nuptse and Lhotse Go to Iceland* is a colourful, illustrated story for adventurers of all ages who long to travel to faraway places.



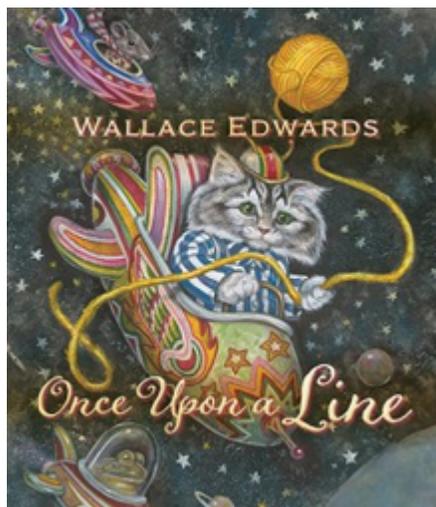
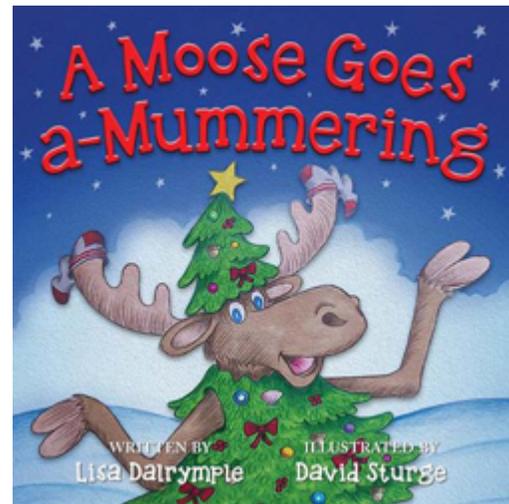


Kalyna
by Pam Clark
Alberta: Stonehouse Books, (May) 2016.
293 p.; 13+; ISBN 9780986649417

After a whirlwind courtship, Katja and Wasyl begin life anew in a western Canadian Ukrainian settlement. The dusty Canadian prairies promise hope and independence, but when war breaks out between the old world and the new, their newfound stability is shattered. Rumours of the internment of Ukrainian-Canadians haunt the new settlers. An incident throws the couple and their young children into turmoil, and Katja faces the prospect of enduring a Canadian winter without Wasyl by her side. The close community of Edna-Star bands together during this trying time, but the help of the suave Dr. Smith holds it's own danger.

A Moose Goes a-Mumming
Lisa Dalrymple; illustrated by David Sturge
St. John's, NL: Tuckamore Books, 2014.
32 p.; children; ISBN 978-1-77103-050-2

In this Newfoundland "Twelve Days of Christmas," Chris Moose loves to go mumming. But everyone, from two giggling geese to twelve blushing beavers, sees through his festive costume. With baubles, lights and garlands, Chris' disguise grows more and more elaborate until he begins to wonder if he will ever find a way to keep his true identity from his friends!.



Once Upon a Line
by Wallace Edwards
Toronto:Pajama Press, 2015.
32 p.; Ages 6-9; ISBN 9781927485781

One rainy night, Wally's family finds an old steamer trunk in the attic. Inside is a pile of paintings drawn from a single line from an enchanted pen. They could only belong to Uncle George, who believed that all stories begin with one line and a rich imagination. Wallace Edwards explores the world of storytelling through a single pen line that grows into an image and the first line of a new story. Readers will be inspired to finish the simple stories that begin with "Once Upon a Line" or use the enchanted story line to tell their own tale.

One Night
Melanie Florence
Toronto: Lorimer, 2015
141 p.; Ages 13-18; ISBN 9781459409835

Luna Begay is as studious and serious about her Aboriginal heritage as her sister, Issy, is outgoing and fun. Issy convinces Luna to go with her to a party full of rich kids, but the night turns bad when Luna is drugged and raped. Feeling guilty and ashamed, Luna remains in denial until Issy figures out that Luna is pregnant. Knowing that her decisions will affect her parents and Issy as much as her own future, Luna has to work out how to deal with the consequences of that one night, and she has to do it fast.



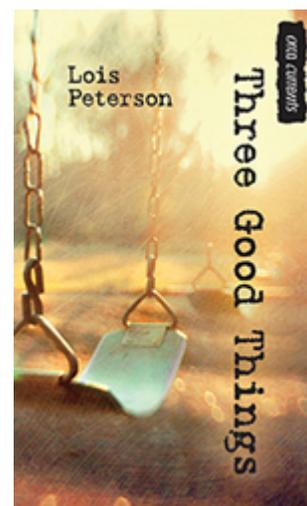
La Sagouine
Antonine Maillet; translated by Wayne Grady
Fredericton: Goose Lane Editions, 2015
141 p.; Ages 14+; ISBN 9780864928689

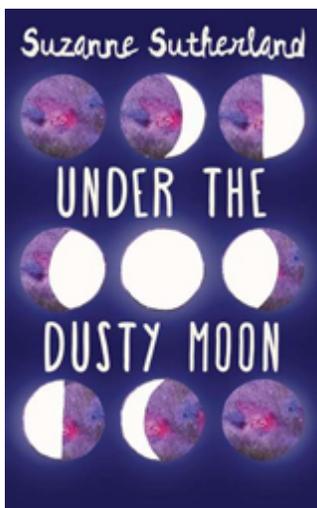
A dirt-poor charwoman and former prostitute leans on her mop and tells her life story. But what a story! As she reminisces and rants, telling stories about herself, her friends and neighbours, the priest and his church, and every other aspect of life in her village, she is actually telling the story of Acadie.

More than 25 years after its first publication in English, this new translation of *La Sagouine*, faithfully recreates Acadian speech for an English readership, bringing out the cultural richness of the language as well as *La Sagouine*'s strength of character and irrepressible humour.

Three Good Things
Lois Peterson
Victoria: Orca, 2015.
144 p.; Ages 10-14; ISBN 9781459809857

Leni has lived in so many different places in the last few years that she's not surprised when her mom wakes her in the middle of the night and tells her to pack up her things. The reason for this move? Her mom tells her they have won the lottery, and they have to go underground. Leni is still not surprised when they end up in a filthy motel. But when Leni makes a new friend and tries to explain their lifestyle, she begins to understand just how messed-up her life has become.





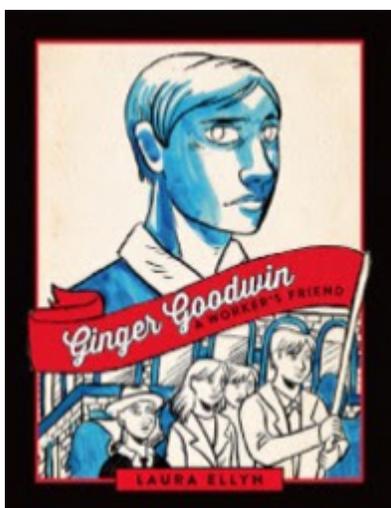
Under the Dusty Moon
Suzanne Sutherland
Toronto: Dundurn, 2016.
272 p.; Ages 12-16; ISBN 9781459732025

Victoria Mahler is the sixteen-year-old only daughter of rocker Micky Wayne, whose solo career is starting to take off after years spent being a mom.

When Micky tours Japan, Vic is left with her distant grandmother. Fortunately, a boy with a secret geek side and a group of feminist game-makers save the summer, and Vic starts to see herself as her own person.

When Micky finally comes home — with a poorly chosen boyfriend in tow — Vic's newfound sense of self and her friendship with her Mom are challenged by the building thunder of Micky's second chance at stardom.

Non-Fiction

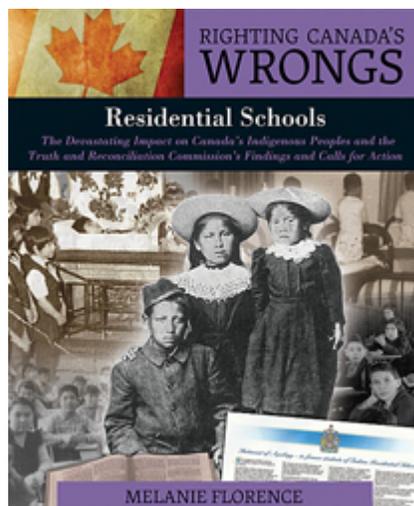


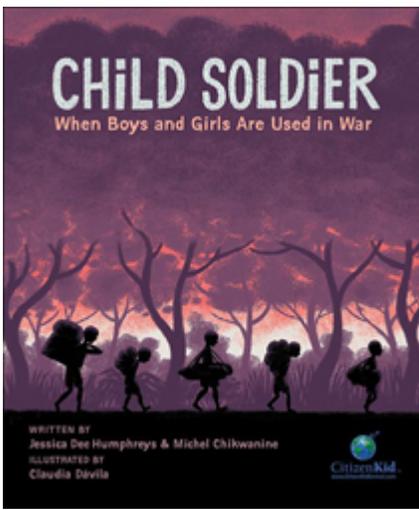
Ginger Goodwin: A Worker's Friend
Laura Ellyn
Toronto: Between the Lines, 2016.
120 p.; Ages 13 - Adult; ISBN 9781771132268

With bright, strong imagery, *Ginger Goodwin* presents the story of labour activist and martyr Albert "Ginger" Goodwin. This accessible and thoughtful graphic history explores Goodwin's life, work, and death in the mining communities of Cumberland and Trail, British Columbia. Drawing on local history, and exploring the ways the history of labour organizing affects contemporary movements, *Ginger Goodwin* is a story that needs to be shared.

Righting Canada's Wrongs: Residential Schools
Melanie Florence
Toronto: Lorimer, 2015.
128 p.; Ages 13-18; ISBN 9781459408661

Canada's residential school system for aboriginal young people is now recognized as a grievous historic wrong committed against First Nations, Metis, and Inuit peoples. This book documents this subject in a format that will give all young people access to this painful part of Canadian history. Through historical photographs, documents, and first-person narratives from First Nations, Inuit, and Metis people who survived residential schools, this book offers an account of the injustice of this period in Canadian history. It documents how this official racism was confronted and finally acknowledged.





Child Soldier

Jessica Dee Humphreys and Michel Chikwanine; illustrated by Claudia Davila

Toronto: Kids Can Press, 2015.

48 p.; Ages 10-14; ISBN 9781771381260

Michel Chikwanine was five years old when he was abducted from his school-yard soccer game in the Democratic Republic of Congo and forced to become a soldier for a brutal rebel militia. Michel managed to escape and find his way back to his family, but he was never the same. After immigrating to Canada, Michel was encouraged by a teacher to share what happened to him in order to raise awareness about child soldiers around the world, and this book is part of that effort. Told in the first person in a graphic novel format, this is a gripping story.

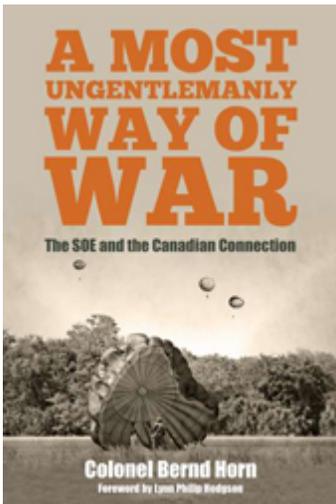
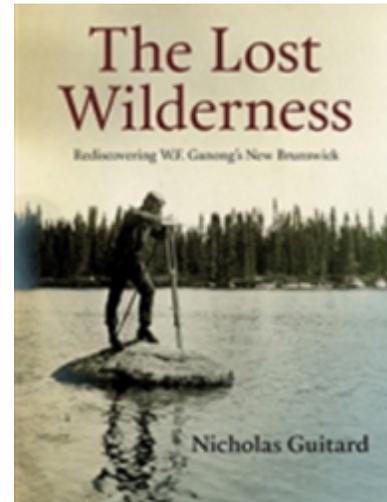
The Lost Wilderness

by Nicholas Guitard

Fredericton, N.B.: Goose Lane Editions, 2015.

232 p.; Ages 14+; ISBN 9780864928771

Every summer between 1882 and 1929, naturalist William Francis Ganong travelled through the wilderness of New Brunswick, mapping previously uncharted territories, taking photographs, and documenting observations on physical geography that laid the foundations of the modern study of New Brunswick's rich natural history. In *The Lost Wilderness*, Nicholas Guitard revisits Ganong's explorations and, in a warm and conversational style, connects the past to the present. Illuminating Ganong's contributions to our geographical knowledge of New Brunswick, he traces the effects of millennia of glacial erosion and tectonic upheaval as well as the more recent effects of human settlement and resource exploitation.



A Most Ungentlemanly Way of War

Colonel Bernd Horn

Toronto: Dundurn, 2016.

240 p.; Ages 13 - Adult; ISBN 9781459732797

During the Second World War, British Prime Minister Winston Churchill created the Special Operations Executive (SOE) to conduct acts of sabotage and subversion, and raise secret armies of partisans in German-occupied Europe. With the directive to "set Europe ablaze," the SOE undertook a dangerous game of cat and mouse with the Nazi Gestapo. An agent's failure could result in indescribable torture, dispatch to a concentration camp, and, often, a death sentence.

Canadians were among the SOE's operatives and agents behind enemy lines. Camp X, in Whitby, Ontario, was a special training school that trained agents for overseas duty.

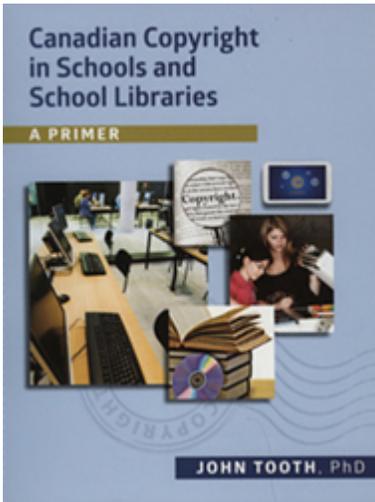
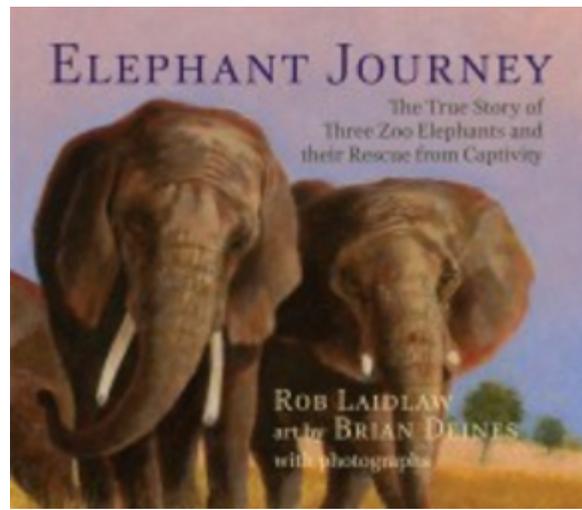
Elephant Journey

Rob Laidlaw; illustrated by Brian Deines

Toronto: Pajama Press, 2015.

40 p.; Ages 6-9; ISBN 9781927485774

In 2013, people across North America were riveted by the story of Toka, Thika, and Iringa, the last three elephants at the zoo in Toronto. Lonely for a larger herd, sick from the cold climate, and weak from standing for long days in a too-small enclosure, the elephants desperately needed a change. The zoo and animal activists agreed that they should be moved to a healthier home, but the best option—the Performing Animal Welfare Society sanctuary in California—seemed like an impossible dream. In *Elephant Journey*, activist Rob Laidlaw unfolds the journey of how that impossible dream was realized.



Canadian Copyright in Schools and School Libraries

John Tooth, PhD

Ottawa: Canadian Library Association, 2015.

73 p.; Professional Reference; ISBN 9780888023452

Canadian Copyright in Schools and School Libraries addresses copyright issues that typically arise in those educational settings. The author's goal is to provide some direction to help school staff across Canada answer copyright questions in their daily work. This publication offers some focus for the reasonable handling of copyright issues based on legal interpretation and case law.

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CLA Forum



Save the Date!

June 1 - 3, 2016
Ottawa, ON - Delta City Centre

The CLA 2016 will be a national policy summit and convention as opposed to a general conference and it will be called the 2016 Canadian Library Association Forum. As forum details become available, updates will be posted at www.CLAconference.ca.

2015 conference highlights and materials will still be available.

Follow the conference discussions on twitter #claott16Conf

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<http://www.cla.ca>
