



Media Musings

“Just Google It”

Why not? And what else could we expect from our students?

Ideas for NLW

- World Music and Dance—performances in the library
- Explore new worlds—career exploration
- Forum Club meet in library to discuss global issues
- Highlight special interests represented by the many RB student clubs
- Special event featuring our foreign exchange students
- Have games from around the world available for students to try
- Display items collected by RB teachers during their world travels
- Serve snacks from around the world

Sometimes we have observed students coming to the library or a lab to get an article, to “find out something about the French Revolution or health issues or the book they just read for English.”

Inevitably, most students’ first instinct is to open up Google and type a single word — or at most two or three keywords in the search box. And then they choose one of the top 3-4 hits without really looking any further.

The recent student tech survey showed us two significant facts: 1) at least 90% of students did NOT demonstrate effective search strategies when using Google, and 2) 45% of students said they “only use our research databases if forced to by a teacher;” 33% said they “never use the databases—they’d rather just Google;” and 14% report not knowing we had databases, or not knowing what they are.” **Only 8%** said they “use them often and consider them to be valuable resources.”

It is also a fact that when students get to college, they will be expected to be adept at effectively searching the web and evaluating the credibility

of web-based resources. They will also be expected to know how a research database differs from the free web, and to be able to identify likely sources of information for specific topics.



When you send your students to find information, if one of our databases would contain the information you want your students to find, please consider requiring them to use the database. (see more about database contents on page 3) The more that students use them, the more comfortable they will be with these resources, and the more they will understand their usefulness. When you introduce a topic, demonstrate a sample search.

Note: many of the databases also have wonderful teaching resources, lesson ideas, and “hot topics” that may match your curriculum.

Ask one of the librarians for a demonstration or for suggestions on using one of the databases.

National Library Week 2009

To sustain the theme of our connected world, this year we will be helping to support schools in developing nations like Afghanistan and Darfur. A **used book drive** will collect books, and a **“Pay your fines for Sudan”** drive will collect money.

Instead of “letting kids off the hook” with an amnesty day for overdues this year, we will donate all money paid during NLW to Kuek Garang, one of the Lost Boys of the Sudan who came to speak to our students last fall. Kuek is returning to Sudan soon, and is raising money to

Worlds Connect @ Your Library

help build a school for his village.

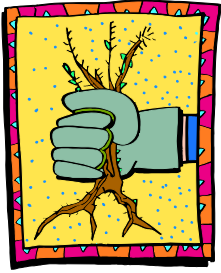
Other NLW activities will offer students a chance to “connect with” music, food, arts, and issues from other countries. We may be contacting YOU about getting your students involved.

Games, contests, prizes, decorations, and of course popcorn will make the library a fun place to be during NLW—**April 13-17th**.

Also—we want to make new READ posters to add to our supply.. If you’d like to be the subject of a READ poster, contact one of the librarians.

“You’re Gardening?”

— (No, just weeding)



Sometimes weeding allows the desirable plants to grow stronger

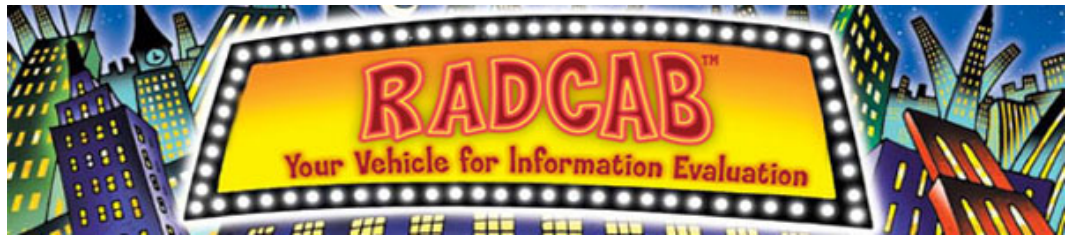
What’s happening with all those books you’re taking out of the library collection?

Many classes are working on “altered books” projects—a cross curricular endeavor mixing language and artistic skills. Students and teachers have taken books home with them.

We have donated many (especially fiction and biographies) to senior citizen homes. We have sent boxes of reference materials to other high schools who responded with delight at our offer. Additionally, the SEE Team has taken boxes to SCARCE, an organization in Glen

Ellyn that provides learning materials to schools in need, both in the U.S. and abroad.

What’s left in the library? Come and see! Our collection looks newer, more appealing, more browsable. We still have over 20,000 books. We’d be happy to share them with you and your students!



RELEVANCY APPROPRIATENESS DETAIL CURRENCY AUTHORITY BIAS

If you teach your students no other research skill, be sure to teach them about RAD CAB — the acronym which describes the traits students should look for when determining the reliability/credibility of a website.

And teachers—expect students to be able to defend these traits if they use a website for a

school assignment.

Since students insist upon using the Internet for most of their information needs, let’s hold them accountable for determining the validity of their web-based resources. Evaluation of web resources involves critical thinking in order to assess the site on many dimensions.

When your students “drive to research,” be sure they take the RAD CAB.

Relevancy—Is the information relevant to the question at hand? Am I on the right track?

Appropriateness—Is the information suitable to my age and core values?

Detail—How much information do I need? Is the depth of coverage adequate?

Currency—When was the information published or last updated?

Authority—Who is the author of the information? What are his or her qualifications?

Bias—Why was this information written? Was it written to inform me, persuade me, entertain me, or sell me something?

New Databases—explore our many curriculum-rich resources

What is a Database?

In library-land, a database is an online collection of resources (usually taken from previously-printed resources) that are searchable by keyword, author, title, date, subject, or sometimes other factors. Research databases are also often enhanced with links to quality websites, and multimedia content such as video, audio clips, and images. Many databases specialize in primary sources. Some have special sections for teachers, with links to state standards, and suggestions for lesson plans. In addition to searching databases by keyword, many offer a “browse” function, or a list of “topic trees,” which can help students to brainstorm and narrow down a topic to investigate.

New Resources at RB



Upgraded from last year’s subscription at the Bronze level, the Student Resource Center Gold covers all core curricular areas, and contains over 1100 full-text periodicals and newspapers, hours of video and audio clips and podcasts, and scads of reference content, including the American Journey Series, American

Decades, Career Information Center and the SRC Health Module. The periodicals are also searchable by Lexile level.



We have subscribed to CQ Researcher for years, so many of you are familiar with its in-depth coverage of controversial and timely topics. CQ Global takes the same approach, but covers worldwide issues. (This month’s issue takes up the topic of “Religious Fundamentalism — does it lead to intolerance and violence?”) Each monthly issue includes an overview, timeline, projections for the future, pro and con (written by credible people involved in the issue), maps and graphs, featured sidebar articles, suggestions for further exploration, a bibliography, and an “about the author”.



We now have a deep, thorough source for exploring literature—the authors, themes, plots, and characters in all kinds of written works. The database includes criticism, biographies, bibliographies, work overviews and explications, websites,

periodical articles, compare and contrast pages, full-text-author’s works, and reading lists. Some of the content comes from Gale’s *Contemporary Authors*, *Dictionary of Literary Biography*, and *Contemporary Literary Criticism Select* series, as well as many other respected reference sources such as Gale’s *For Students* series.

“Wikipedia is fine for RB. I can learn to really research when I’m in college.”

—comment made by an RB senior to a library media specialist, Sept. ‘07

ABC

CLIO has

produced a series of databases that should delight any Social Studies teacher’s soul—and will enrich the curriculum. Enter either the Analysis or the Exploration sections of any of the following: Issues, American History, American Government, U.S. at War, World History (Ancient), or World History (Modern).



Newspapers from other countries can be searched to gain multiple perspectives on an issue in the Access World News database

The librarians would love to take you on a tour of all our new databases.