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lmc
SOURCE

2011-2012

Announcing...
Learning Commons Press

David V. Loertscher

For many years, our friends have known us as Hi Willow Research * Publishing, but with the new emphasis of our work being the creation and development of the Learning Commons in school and academic libraries, we have established a new imprint that is easier to remember: All our titles will continue to be distributed by LMC Source at http://lmcsource.com.

We invite authors to submit manuscripts dealing with 21st Century library issues so that you can join us as a source of high quality thinking about the role and functioning of libraries in the information and technology rich era.

As we develop new titles and revise older ones, we are creating Book2Coud editions as collaborative versions that will be explained below. All these materials will be published under the Learning Commons Press imprint. New titles under this imprint include

- The School Learning Commons Where Learners Win. 2nd edition
- Knowledge Building in the Learning Commons: Papers of the Tres. Mt. Research Retreat #17 (2011)
- Collection Development Using the Collection Mapping Technique (a refresh edition).

Other titles will be emerging shortly and will be listed on the LMC Source website.

ANNOUNCING...BOOK2CLOUD EDITIONS

Recognizing the development and popularity of ebooks, our press has rethought what this new format might bring to our readers. However, we recognized and have resisted the ebook format because it is a static reproduction of a text. Some eReaders allow some interaction with the text by use of the traditional highlighting and marginal comments, but we were looking for more.

Thus came the idea for Book2Cloud. How about creating a text where the reader could purse hot links in the text, add comments, carry on discussions with other readers, add attachments, provide links to other mateirals, and even correct or add ideas to the actual text of the author? We wanted our books to be as collaborative as som many Web 2.0 tools have begun to allow.

In our first Book2Cloud experiments, each chapter of the book is available on screen without alteration of the original. Underneath that chapter text, the reaer can pose questions, add comments, add URLs or other mateirlas and actually attach documents to the chapter. And, at the top is a link to aneditable version of the original text. Here, the reader can actually edit, add to, comment on, or change the original text. In social media terms, you as reader can create a mashup the combines numerous mateirals into an actual new version of the original. The possibilities seem exciting, particularly for textbooks or classical texts where much more than marginal notes could be happening.

Another major development is the ability to create a copy of the original work for a group of readers for professional development or a formal class. Thus, any individual or group can request and get their own private edition for the work of only those who have membership in the group.

This idea extends even further when chapters of various books and manuscripts could be combined into a new collaborative collection in the format of Book2Cloud. If you would like to experiment with this format, do contact David Loertscher atreader.david@gmail.com.

In the coming months, we are going to experiment with classical literature for children and teens in the Book2Cloud format. These will be mostly free to anyone and we can create personalized editions for your group at a very reasonable cost. Titles as they emerge will be announced on LMC Source and if you google Book2Cloud, we will be creating a website for those titles. If you would like to assist us in the creation of Book2Cloud editions of the clasics, please email David Loertscher atreader.david@gmail.com

At the moment, for our professional titles, we are asking readers to purchase the printed edition of the book and that will provide access to the Book2Cloud version without an additional cost.

We would also like to invite our readers to The International Virtual Learning Commons Idea Bank athttps://sites.google.com/site/internationalvlcideas/ This site invites viewers lend readers to submit an idea for building a collaborative library website so that you can then withdraw ideas from the bank. Add, withdraw, add, withdraw. Join with us on this site.

NEW

THE NEW LEARNING COMMONS: WHERE LEARNERS WIN! REINVENTING SCHOOL LIBRARIES AND COMPUTER LABS
David V. Loertscher, Carol Koechlin and Sandi Zwaan;
ISBN: 978-1-933170-40-4; Hi Willow Research and Publsihing; 2008; $32.00

Originally published in 2008, the first edition of this book proposed a complete rethinking of the school library and computer lab in a 21st century school. After four years, the concepts of the Learning Commons have gained momentum across North America and in Australia. This second edition is rich in the further development of the concept and its implementation and draws upon many schools that have developed their programs and recreated their physical space and turned their library websites into virtual learning commons.

For those who purchase the print edition, a Book2Cloud version is accessible. In this collaborative digital work, the many links to resources are live and readers can comment, add material and join with other readers in the discussion beyond what a static ebook version would have been. Every chapter has been totally revised and rethought to include the latest research in education, technology, and library science. The book also contains a new chapter concerning the building by students of their own personal learning environment. In this life-changing project, they learn to create their own portal into the world of of the Internet, construct a personal learning network, and construct their own portfolio and public face on the Internet.

Readers of the first edition will be pleased to encounter many more resources, ideas, experiences from the field, and a host of ideas from educational authorities around the world. And with the Book2Cloud edition, you can join in the conversation with the authors.

BEYOND BIRD UNITS! THINKING AND UNDERSTANDING IN INFORMATION-RICH AND TECHNOLOGY-RICH ENVIRONMENTS
David V. Loertscher, Carol Koechlin, and Sandi Zwaan; Hi Willow Research and Publishing; 2011; Refresh Edition; ISBN 978-1-933170-64-0; $38.00

Since the publication of the original best selling edition, the authors and users have discovered even more effective ways of constructing super learning experiences. Thus, every unit of study represented in the original volume has been updated and improved to demonstrate powerful ways of boosting thinking and learning through technology. The book provides 18 powerful instructional designs with examples across the disciplines and grade levels that can by used by teachers, teacher librarians, and teacher technologist to maximize both content knowledge and 21st Century Skills. And, at the conclusion of each learning experience, the authors demonstrate metacognitive strategies to probe what was learned and how future learning experiences can be improved. An essential tool for collaborative construction and assessment of learning!
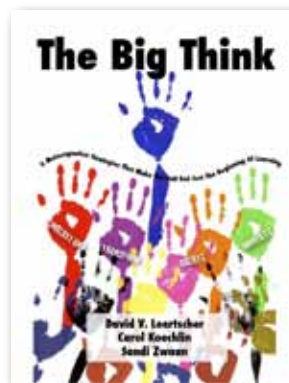
THE BIG THINK
David V. Loertscher, Carol Koechlin, and Sandi Zwaan; Hi Willow Research and Publishing; 2009; ISBN 978-1-933170-45-9; $38.00

The Big Think introduces the same reflection strategies for both classroom teachers and teacher librarians. This trio of authors have created nine strategies that become the cherry atop the whipped cream of a unit sundae. Each strategy can be used to ascertain two major successes or failures: Content learning (what I know; what we know) and Process (how I learned; how we learned) followed by So What? and What's Next?

Such activities give the teacher librarian and the classroom teacher real evidence of what students know, are able to do, and what they deeply understand. We recommend these ideas strongly in the current results milieu. If you have enjoyed this trio's work in the past, don't miss this one!

GOOGLE APPS FOR EDUCATION: BUILDING KNOWLEDGE IN A SAFE AND FREE ENVIRONMENT

Roger Nevin, Micah Melton and David V. Loertscher; Hi Willow Research and Publishing; 2010; ISBN: 978-1-933170-63-3; $28.00

Most educators are aware of the various Google Apps such as Google Docs, Google Images, Google Calendar and many others. Fewer are acquainted with Google's free and safe environment for a school where students, teachers, teacher librarians, teacher technologists and other specialists can collaborate without the worries of intrusion by outsiders. Within this closed environment, there are selected Google Apps such as email, documents, spreadsheets, presentations, forms, sites, video, and start up pages among others. The authors introduce each of these tools to get you started, but most importantly concentrate on building knowledge and learning experiences with students in collaboration with classroom teachers and other specialists in the school. Building critical thinking, problem solving, collaborative writing, and collaborative knowledge building are just a few of the emphases covered in this book. Additional chapters concentrate on how to set up a Google Apps Education school, convince administrators, work through barriers and many other suggestions for adopting this fast-moving Google product that is perfect in times of economic challenges.
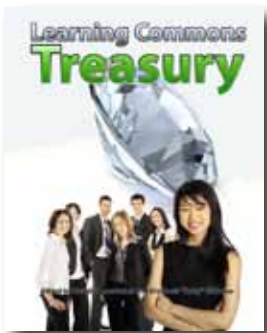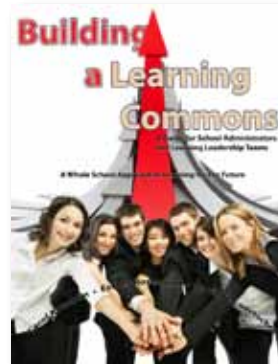
LEARNING COMMONS TREASURY

David V. Loertscher and Elizabeth "Betty" Marcoux, eds.; Teacher Librarian Press; 2010; ISBN: 978-1-61751-000-7; $33.00

This compendium of articles from Teacher Librarian completes a trio of guides to leadership teams interested in transforming the school library and computer lab into a Learning Commons. The first book, The New Learning Commons: Where Learners Win! (Loertscher, Koechlin, and Zwaan) set the theoretical foundation for the Learning Commons. The second book: Building a Learning Commons (Koechlin, Rosenfeld, and Loertscher) provides administrators and learning leadership teams with the planning tools needed to establish a Commons. In this third publication, the editors have gathered together 25 articles they have solicited about the Learning Commons idea over the past several years and published in Teacher Librarian. Articles lay the foundation of the Commons, provide real examples from teacher librarians who have established a learning commons in their school, the technology needed to make the Commons a success, and finally several articles dealing with assessing impact on teaching and learning.

BUILDING A LEARNING COMMONS

Carol Koechlin, Esther Rosenfeld, and David V. Loertscher; Hi Willow Research and Publishing; ISBN: 978-1-933170-59-6; 2010; $33.00

As a companion to The New School Learning Commons Where Learners Win, this book is a planning guide for administrators and those interested in establishing a Learning Commons that reinvents the role of the school library and computer labs in the school. Chock full of checklists, planning forms, an organizational suggestions, this guide is a handy tool. It begins with a brief explanation of what a Learning Commons is and its role in total school improvement and then step by step goes through the aspects of program, physical facilities, changing technologies and ends with a variety of assessment tools to guage progress. The appendices provide a number of handouts and other resources for planning teams. Teacher librarians and teacher technologists contemplating the development of the Learning Commons should read the guide together and see that administrators have a copy as a prelude to assembling the leadership team of the Commons. As an additional help, take a look at another book linked to these two books: Learning Commons Treasury edited by Loertscher and Marcoux available from LMC Source. All three publications provide a wealth of information for the leadership team. Indispensable.

KNOWLEDGE BUILDING IN THE LEARNING COMMONS: MOVING FROM RESEARCH TO PRACTICE TO CLOSE THE ACHIEVEMENT GAP

Papers of the Treasure Mountain Research Retreat #17; Oct. 26-27, 2011; Osseo, Minnesota
Edited by David V. Loertscher and Blanche Woolls; 2011; ISBN: 978-1-933170-68-8; Price: $40.00

The Treasure Mountain Research Retreat is a gathering of researchers and practitioners who meet to think about research and its application to an ever-changing field. In this collection, major names of the field look to the building of Learning Commons that pushes the school library into the center of teaching and learning. It contains many names you know and recognize: Ross Todd, Carol Gordon, David Loertscher, Donna Shannon, Rosemary Chance and many others. This collection is available to print purchases as a Book2Cloud edition.
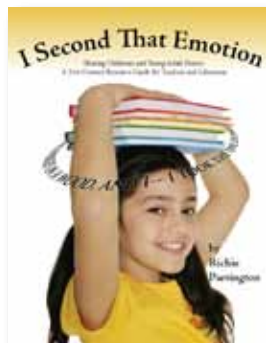
I SECOND THAT EMOTION: SHARING CHILDREN'S AND YOUNG ADULT POETRY: A 21ST CENTURY RESOURCE GUIDE FOR TEACHERS AND LIBRARIANS

Richie Partington; Hi Willow Research and Publishing; ISBN 978-1-933170-55-8; $28.00

I Second That Emotion is an entertaining guide for teachers and librarians who want to really bring poetry to young people. The author provides a series of steps for becoming an expert on children's and young adult poetry, and a great variety of ideas on sharing poetry with young people all year long. Included are extensive appendices, including listings of books of poetry currently used in summer reading programs; an exploration of how poetry is incorporated into various states' standards; poetry resources for preschoolers; and information on over 500 American and British authors of poetry books for children and young adults.

COLLECTION DEVELOPMENT USING THE COLLECTION MAPPING TECHNIQUE A GUIDE FOR LIBRARIANS

David V. Loertscher and Laura H. Wimberley; Hi Willow Research & Publishing, 2009; ISBN: 978-1-933170-43-5; $33.00

More than a decade ago, David Loertscher introduced the concept of collection mapping in two different books mostly to the audience of school librarians of the time. It received some attention at that time because it contained a simple method of dividing the collection into various segments that became a part of a visual representation of collection strengths and weaknesses. Much has happened in the last decade that has put into major questions what it is libraries should own and what they should provide access to across a wide spectrum of information and for what types of devices. For this new revision of the collection mapping idea, Laura Wimberly has added her expertise and together the authors have designed a book that would be useful to all types of libraries. Its object is to take into consideration many ot the traditional ideas of collection development that still make sense, but also to push the envelope in the idea of collection development. We belive this is critical in an era where many patrons consider the Google search as their own definitive free access to the world of information. We hope that the issues we raise will stimulate discussion on the book's companion wiki: http://collectionmapping.pbworks.com

THE BEST TEEN READS 2010

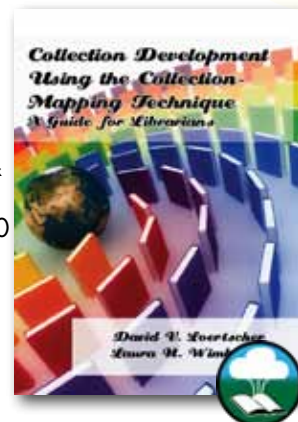Sharron L. McElmeel; Hi Willow Research & Publishing, 2010; ISBN 978-1933170-24-4; $23.00

Completely updated for 2010, McElmeel has assembled the best books, old and new, for teen reads in a wide variety of genres and interest levels. These include a list of the last several years of teen publications that have received star reviews in the reviewing media or have been tapped as award-winning books in the past year. The main list includes these recommended materials, but other sections of the book provide a guide to the best graphic novels, audio books, poetry, and picture books. Along the way McElmeel spotlights authors and provides tips for both using the books in school and public libraries.

YOUNG ADULT LITERATURE AND MULTIMEDIA: A QUICK GUIDE

Mary Ann Harlan, David V. Loertscher and Sharron L. McElmeel; Hi Willow Research and Publishing; 7th ed.; 2011; ISBN 978-1-933170-66-4; $33.00

Completely updated for the 2011-2012 school year, this 7th edition includes two- and four-page spreads that cover many genres in Young Adult Literature and Multimedia. Each spread gives a history of the genre, sample titles, and spotlights authors and how to keep up in that particular genre. Topics include: The young adult novel, fantasy and science fiction, history, popular music, and teen television, among others. Its greatest strengths in comparison to other guides on young adult literature is its price, yet it is a quality introduction for teachers and librarians. Purchasers of the print edition have access to a digital book2cloud edition where collaborative work can be done by readers of the interactive e-book. Instructions are found inside the printed cover on how to access this collaborative tool.
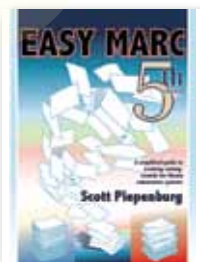
EASY MARC: INCORPORATING FORMAT INTEGRATION 5TH EDITION
Scott Piepenburg; F &W Associates; 2007; ISBN: 978-1933170-31-2; $38.00

If you have an automated cataloging system and do any cataloging using the MARC records, this is the users bible. Arranged like a dictionary, tag by tag, the user can look up any tag and find easy-to-understand explanations of what information to put in the tag and in what form. Piepenburg not only explains the tag, but gives numerous examples that cover 90% of the cases one would face. In addition, references to AACR2 and USMARC Bibliographic rules and rule numbers help the cataloger refer to the authoritative sources quickly to make correct judgements.

Of value particularly to beginners, this book is also a quick source to find examples for the experienced cataloger, particularly the cross references that relate various tags to each other.
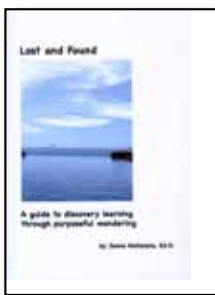
LOST AND FOUND
Jamie McKenzie, Ed.D.; FNO Press; 2003; ISBN 978-0-615-50400-1; $20.00

Jamie McKenzie has been exploring questions and questioning for decades now. His work centers on how teachers and schools might nurture those habits of mind most likely to help young ones find and build their own meanings rather than rely upon the thinking of others.
Jamie is convinced that effective inquiry is as much a matter of spirit and style as it is a matter of skill. In this book he suggests that we can all learn to open ourselves to surprising new insights and discoveries.

Based on a lifetime of purposeful wandering, Jamie offers an approach to learning that is practical and productive yet inspiring.
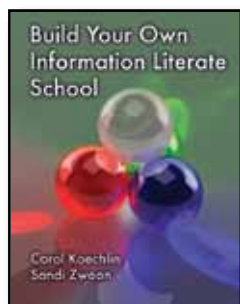
BUILD YOUR OWN INFORMATION LITERATE SCHOOL
Carol Koechlin and Sandi Zwaan; Hi Willow Research and Publishing; 2003; ISBN 978-0-931510-89-2; $38.00

These authors have written an extensive and innovative method of teaching information literacy. While following a general information literacy model, each skill is a two-page spread of wonderful advice on how to teach and assess how well children and teens can practice what they are taught. But this book is very different! The authors present teaching tips for teaching each skill to novices, apprentices, and InfoStars (novice to advanced).

A PAINLESS GUIDE TO RESEARCH USING WEB 2.0 TOOLS
Connie Champlin and Nancy A.S. Miller, with David V. Loertscher; Hi Willow Research and Publishing; 2009; ISBN 978-1-933170-42-8; $23.00

21st Century skills documents by various professional organizations have presented a complex challenge to teacher librarians to combine the teaching of inquiry and personal habits, critical and creative thinking. When the authors noted that a collaborative learning thread ran through all the skills documents, Web 2.0 technologies came to mind as a way to teach the research process and meet the areas of 21st century learning at the same time.

To pave the way for this idea to take bloom, the authors begin by recommending that teacher librarians adopt a school-wide information literacy model of their choice. Then using the seven steps of the Savvy 7 research model as an example, they select a Web 2.0 application as an easy way to teach that skill in a collaborative manner. In a two-page spread, the authors introduce the tool and help you get started. And, if that tool does not meet your needs, they recommend other tools that might. Then to wind up the teaching of each skill, they provide an evaluation measure that assesses 21st century skills. Thus, the plan is to teach, reflect, and assess across the skills during the research assignment. For a major project such as a lengthy term paper, the entire process might happen on Web 2.0 tools. However, any step that matches a particular assignment can be taught and tested as appropriate.

The authors believe that once teacher librarians get the idea of using Web 2.0 technologies, they will become quite creative with the tools acceptable in their own districts. A wiki accompanies the book for users to share experiences and provide tips for others.

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INSTRUCTIONAL DESIGN

We carry the complete series of the Ban Those Bird Units books including volumes targeted at learning units for people, place, and issues – units that are so common in schools around the country.

READING

RAISE A READER AT ANY AGE: A LIBRARIAN'S AND TEACHER'S TOOLKIT FOR WORKING WITH PARENTS

Connie Champlin, D.Loertscher, and Nancy A.S. Miller
1-933170-18-2; $38.00

LMC MANAGEMENT

IMPACT! DOCUMENTING THE LMC PROGRAM FOR ACCOUNTABILITY

Nancy A.S. Miller; Hi Willow Research & Publishing, Updated for 2008; v. 3.0; ISBN 0-931510-96-1; $60.00

INFORMATION LITERACY

INFORMATION LITERACY: A REVIEW OF THE RESEARCH

David V. Loertscher and Blanche Woolls Hi Willow Research and Publishing; 2002; ISBN: 978-0931510809; $33.00

RESEARCH

We have a number of printed editions of the Keith Curry Lance studies linking school libraries to academic achievement.

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We have a number of guides of reprintable information pages for parents covering tips for reading, information literacy, advocacy for school libraries, and other useful information for various states of the union, including: California, New Jersey, Minnesota, Florida, Texas, Georgia, Indiana, Iowa, Massachussets, Pensylvania, and South Carolina.

IN COMMAND! KIDS AND TEENS BUILD AND MANAGE THEIR OWN INFORMAITON SPACES, AND...LEARNING TO MANAGE THEMSELVES IN THOSE SPACES

Robin T. Williams and David Loertscher; Hi Willow Research and Publishing; Refresh edition 2008; ISBN 978-1933170–36-7; $28.00

Most school libraries have a web site or blog that provide a wealth of resources and links to information. However, young people may be saying, "We love you, library, but we love Google more." This book and accompanying website takes a new approach in the battle to capture the attention and serve student needs: It asks each child and teen to construct their own home page using iGoogle, and construct three sections of their own information space:

- **Personal Space** (with assignments, calendars, hobbies, and other critical personal tools). This is a very tightly controlled space that the student can change regularly. If the school library has a blog, then information can be fed to every student via an RSS feed. Thus the librarian can notify a class about a particular library assignment, offering helps and deadlines that will assist the student in their daily work

- **Group Space** for doing projects with others often using web 2.0 tools. For example, a class may be doing a project with another class in a foreign country. A ning, a wiki, and blogs can be used to collaboratively share information, do joint planning, and share expertise on a variety of subjects. This capability has really developed over the past 5 years. The concept that multiple students can be seeing and adding to the same page in a word processor is a totally new concept whose time has come.
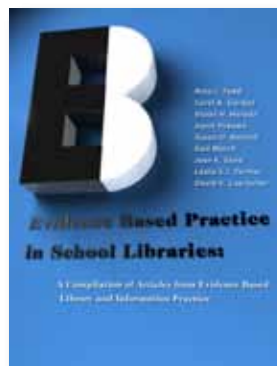
EVIDENCE BASED PRACTICE IN SCHOOL LIBRARIES: A COMPILATION OF ARTICLES FROM EVIDENCE BASED LIBRARY AND INFORMATION PRACTICE

Hi Willow Research and Publishing; ISBN: 978-1-933170-49-7; 2009; $33.00

Superb thinking on a vital topic, Ross Todd, Carol Gordon, David Loertscher, Leslie Farmer and other notables present essays directed at the impact of daily practice on teaching and learning. As the United States moves towards common core standards and multiple assessments, teacher librarians can begin collecting the type of evidence that will make them indispensable to the teaching team.

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