IB ASIA PACIFIC TEACHERS' CONVENTION

"INFORMATION LITERACY ACROSS THE IB PROGRAMMES"
31 APRIL – 2 MARCH 2007
GRAND COPTHORNE WATERFRONT HOTEL
SINGAPORE

The 2007 IBAP Teachers' Convention featured two **Forum Sessions** over the three-day programme.

During these sessions, participants gathered in 5 separate forum groups, representing the 5 programme strands.
- **Library / Resource Ctre Mgt Forum**
- **On-line Learning Communities Forum**
- **Applied Technologies Forum**
- **Developing Multi-modal Literacies Forum**
- **Learner Profile and Information Inquiry Forum**

Participants engaged in group discussions, answering a common set of questions (indicated in red below). The following notes summarise the main responses of each forum group.

They are documented here as a record of participants' feedback on these issues and as a stimulus for further discussion in school communities.

QUESTION 1

The IT tsunami is not coming – it is here now! We may know how to swim … but can we surf? Are schools surfing or sinking in regard to promoting information literacy?
- **"How are we succeeding in preparing Staff, Students and Parents for the future?"**
- **"How are we failing?"**
- **"What are the most significant challenges that we need to overcome in order to "get it right" regarding developing information literacy in schools?"**

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SUCCESSES according to the Library / Resource Ctre Mgt Forum
- We are starting to "build bridges": establishing collaboration w/ ICT, Teachers, other teacher-librarians
- The ability of teacher/librarians to ride the waves of constant change in IL
- The ability to let go of "obsolete knowledge" and reach out for the next priority
- The ability to celebrate what students know and recognize what they can contribute to the leaming experience. Students are driving enquiry
- Infrastructure development – resources and training is improving
- Increased integration of technology into the curriculum
- Increased education of parents

- Increased PD opportunities – if requested
- Increased attempts to integrate info literacy across the curriculum

SUCCESSES according to the On-line Learning Communities Forum
- More schools are asking the big questions regarding ICT and information literacy
- More schools establishing on-line communities / platforms, with on-line curriculum, school-wide ICT strategies, purposeful strategies for staff PD and skills are improving
- Increase pool of teachers with IT skills and awareness of need to develop information literacy in students
- Electronic delivery of information to parents and info lit courses for parents promote awareness and support
- Increased awareness of the issues – for students, staff and parents.
- Increase in information evenings for parents

SUCCESSES according to the Applied Technologies Forum
- Major strides forward in past 10 years – depending upon school / country / funding
- Evidence that information literacy can drive ICT integration for new educational landscape bridging the gap between how today's students live and how they learn

SUCCESSES according to the Developing Multi-modal Literacies Forum
- Increased recognition that there is an issue that needs to be confronted
- Improvements in access to hardware / software – but we should not make assumptions about resources available to schools in such a diverse region
- Increased use of IT to promote inquiry and dialogue
- Greater use of ICT by schools for parent communication and information – web based, SMS absentee indicators, on-line surveys, e-mails, etc. Parents have been supportive.
- Schools are succeeding, where leadership teams model and lead practice
- IBO curricula are flexible enough to give time for process and development
- Staff are being trained and skills are increasing

SUCCESSES according to the Learner Profile and Information Inquiry Forum
- Schools are succeeding despite teacher resistance. New teachers are leading the way.
- There have been increases in staff professional development opportunities
- Greater opportunities and better resource provision for students and teachers – IT hardware and software
- There has been emerging development of information literacy skills, but is it they adequate?
- Improvements have been made in PD opportunities for teachers

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FAILURES according to the Library / Resource Ctre Mgt Forum
- No universal understanding of the role of Teacher Librarian
- We require an IBO continuum of Information Literacy across the programmes
- We are still not promoting research process over product. We are not teaching students what to do with what they find
- Lack a common understanding of what information literacy is – staff, parents, students

- Schools must formalize the role of ICT and information literacy, with a strategic plan and policies that are aligned for the entire school community
- Need for increased advocacy

FAILURES according to the <u>On-line Learning Communities Forum</u>
- Parents' perceptions of on line learning communities is still conservative
- Educators are still slaves to traditional educational priorities - the final goal of education is good grades, not acquisition of good learning skills and IL.
- Not enough PD provided and staff not engaging with PD when it is provided
- Is PD being done in the best way to address the key issues? PD must be more connected to the learning process
- Students operating with a variety of learning scaffolds with little to no continuity / conformity – is this a problem?
- Overcrowded curriculum – where does the introduction on-line communities fit in?
- PD not addressing the key issues for teacher support – too much on ICT use and not enough on pedagogy and practice

FAILURES according to the <u>Applied Technologies Forum</u>
- Knowledge gap among teachers in some schools – ALL need to become IT competent / confident
- Professional learning has not been typically strategic – need for collaboration within school communities to develop skills for a common goal

FAILURES according to the <u>Developing Multi-modal Literacies</u>
- School leadership is critical – walk the talk
- Need more training. Huge range of abilities and interest among staff … need to build partnerships to promote progress?
- Confusion among staff about ICT & Information literacy terminology – lack of consistency within schools - mixed messages to students
- Parents fear abuse and "time-wasting" on-line. Need more focus upon helping parents to understand the issues
- Insufficient support for ESL students Diverse language issues in international schools – an additional challenge
- Need to shift the focus of teaching & learning: teachers are still "oracles"
- IT Tech and IT Curriculum experts need to collaborate in schools
- Parents are scared!

FAILURES according to the <u>Learner Profile and Information Inquiry Forum</u>
- Technology racing ahead of education … can we keep up? School infrastructure falls behind IT innovation
- Lack whole-school integration
- Lack comprehensive information literacy policies and programmes across subject areas
- Difficulty in informing parents of the information literacy process
- Teachers struggling with ICT are not modeling the learner profile. Staff are not taking it on board. PD is not impacting upon practice
- Student users lack critical appraisal of on-line information. They can't screen validity, accuracy, and authority of information.

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CHALLENGES according to the <u>Library / Resource Ctre Mgt Forum</u>

- Developing IBO standards and practices re libraries
- Developing a scope and sequence for information literacy in schools. We need guidance and ongoing support re how librarian's role and function within the IB continuum
- School management teams need to be on board with supporting suitable initiatives. Developing a shared vision through collaborative planning, with involvement from all stakeholders: Admin, Library, IT, subject heads, IB Coordinators, etc. Building bridges between ICT and TL – time and communication
- Developing a sustained PD programme that includes modeling from peers, including engaging students' knowledge to empower staff
- Getting teachers out of their comfort zone to rethink learning activities and embed IL in the curriculum.
- Some people not ready to change. The learning curve is too steep for some. How do schools cope with teacher resistance?
- Funding – training & resources; if there is money - where to commit it?
- IT development is not static – schools tend to be. How can school communities adjust to rapid growth and change? Promoting proactive rather than reactive strategies.

CHALLENGES according to the <u>On-line Learning Communities Forum</u>

- Managing diversity of on-line learning community tools – is this a problem if we focus upon learning rather than technology?
- Time to adapt and grow – teachers need time to understand these new worlds.
- Creating a professional culture where it is ok for teachers to let go and accept a new learning democracy
- Shift in orientation from the use of on-line learning communities from a teaching to learning platform; from use as a repository for content and as a delivery mechanism, to a resource that supports enquiry learning.
- Convincing parents of the value of on-line learning communities – that the next wave is an opportunity – not a threat
- Teacher accountability in use of on-line communities promotion of information literacy is an issue. How will this be measured?
- Include ICT / IL in the final "score" for DP (only way parents will value it)

CHALLENGES according to the <u>Applied Technologies Forum</u>

- Multiple-tasking / Multi-modal learning – restricted by time limitations of the curriculum & staff
- Allowing students self-directed learning
- 3 hurdles:
    - Pace of change – educational institutions' constant "lag" behind technological advances
    - Changing the conventional mindset of parents, admin, staff
    - Logistics – infrastructure, time, money, training
- Educating the staff – requires unified, collaborative approach, time, money, parental support
- Resource funding – suitable equipment
- Exam boards need to be more flexible – especially in the area of assessment – still too content and text based.
- Whole school collaboration

- Teachers & librarians especially need to be working together to promote information literacy

CHALLENGES according to the <u>Developing Multi-modal Literacies Forum</u>
- Establishing a clear focus / goals – how can IBO assist here?
- Schools need to define a purpose and strategy for IT and IL in their community.
- Resources – money, personnel, tech support, ICT system experts with education sensibility
- Moving target – need to develop deep principles … not superficial skills which change constantly with technology
- Teachers need to WANT training
- Time needed for collaboration by staff for common goal in schools
- Leadership – enthusiasm – support – collaboration
- Conflicting mindsets of adults and students (digital immigrants vs. digital natives) and the challenge of promoting empathy … one for the other
- Teachers must acknowledge the gap – teacher student collaboration is needed Promoting buddy system: students teaching teachers
- Teaching decision-making regarding appropriate/correct info
- Value of knowledge is changing. Is the traditional "knowledge" paradigm really appropriate anymore?
- What does "the outside world" – universities and workplaces - want in regard to knowledge? To what degree does that drive or constrain change?
- Curriculum needs to support / be supported by technology. IT should be our slave … not our master

CHALLENGES according to the <u>Learner Profile and Information Inquiry Forum</u>
- Advocacy to the wider community about information literacy and the educator's role. Parents need to understand that the information literacy process is as important as subject content.
- Students need to move from being ICT skilled to being process savvy. Digital natives need to be discerning and critical users of new technologies and information.
- Need to developing PRINCIPLED information users in schools
- Teachers require quality PD opportunities to develop knowledge and skills in information literacy and a greater understanding of how it impacts upon student learning. Making the student and the classroom the focus of all PD – not gadgetry.
- Invest in people rather than technology
- Celebrate successful and innovative teaching practice and increase teacher accountability regarding information literacy and ICT
- Bridge the "disconnect" between educators and learners. Teachers need to tap into potential of kids knowledge base and ICT resources available
- Schools infrastructure and practice needs to keep pace with change
- Managing the "walnuts" – the staff you can't crack
- Consideration for the inequity of access to ICT resources
- Time for meeting these challenges. Where will it come from?

QUESTION 2

"From the convention presentations you have heard so far, what has been your most significant insight? What have you heard that had real meaning for you? What has surprised you? What has challenged you? What are you still wondering about?"

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Responses from the Library / Resource Ctre Mgt Forum
1. Information literacy is a shared responsibility, and collaboration between teacher librarians, teachers & specialists is essential to the ongoing development of Information Literacy
2. The enhancement of library print collections by the exploitation of the educational possibilities of the Internet and web 2.0 capabilities, through collaboration with teacher-librarians, teachers, specialists and students
3. The importance of the teaching responsibilities of the teacher librarian in addition to "Resource Centre Management" as we teach, meet and facilitate learning between all sections of a school community (teachers, students, parents, visitors, specialists etc.)

Responses from the On-line Learning Communities Forum
1. The neuro-plasticity of the brain and the implications for our assumptions about learning.
2. The need for teachers to get into Web 2.0 and understand the behaviours of digital natives. The need for teachers to model the new learning behaviour.
3. Teachers need to let go and accept the new democracy of learning. Use Web 2.0 to model good practice where students are empowered to take responsibility for learning and teaching others.
4. Teachers (and curricula) need to let go of content. In Web 2.0 world the content is no longer king. We cannot continue to practice knowledge transmission pedagogies. We need to embrace on-line learning platforms where peer to peer learning is at the centre of our practice.
5. Need to re-design assessment frameworks so that we value the new ways of learning.

Responses from the Learner Profile and Information Inquiry Forum
1. As the Student Voices session showed – they are savvy with the technology but they still need leadership and perceive the need for guidance and information about etiquette, protocol and ethics.
2. One student's remark that 80% of her mark is from a handwritten examination, makes you think. Is assessment practice relevant to learning and skill development for the workplace?
3. We need to expose students and parents to the ethics of IT usage from the start.
4. We need to integrate relevant emerging technologies into the learning sphere, and we need to be aware of where our students as digital natives are coming from and how they think and learn.
5. We concentrate too much upon depth of knowledge rather than quality of learning.
6. Keeping up with the rate of change with suitable professional development and suitable resources.
7. Students' are unable to assess the reliability of information.
8. Wondering … is there proof that the internet helps teaching?
9. The rate of change is exponential! Scary!

10. Where is the authentic social interaction … the human factor in the virtual world? Making sure that the new learners follow safe practices. Kids can lose the ability to understand the "real" world. The learner profile has never been more relevant.
11. We still need to heed the voice of "digital heretics". We need to keep stepping back and review what we are doing and why.

Responses from the Developing Multi-modal Literacies Forum

1. Teacher remains the primary resource in education. Teachers are not only still needed … they are more important than ever.
2. The role of teacher librarians: at the heart of teaching and learning.
3. Exponential growth of IT … How do we keep up? What will be the effect on our lives as educators … and parents?
4. Holistic approach?
5. We need to continue the personal and professional journey to be information literate, with our students.
6. Investment in teaching information literacy in terms of time, money, PD to make school learning meaningful.
7. IBO needs to be proactive to provide information literacy support. Where do we go from here?
8. Need to promote equal access to all learners to information literacy globally.
9. LP can be used to teach appropriate use of technology …
10. Web 2.0 – didn't know it existed.
11. The magnitude of change is coming!
12. The need to understand that there is core knowledge and extra knowledge
13. Focus must remain on critical thinking.

Responses from the Applied Technologies Forum

1. Role of assessment? Fostering 21st Century skills, means reviewing 20th Century assessment strategies.
2. Teacher education? Not preparing for the 21st Century teaching and learning.
3. Teachers need a paradigm shift – not just learning about technology, but learning through it.
4. Social concerns? 24/7 information access and the need for students to balance virtual and real relations and experience.
5. We cannot lose track of values and beliefs in the coming world.
6. IT staff need to reinvent their role to work more with teachers for a common agenda.
7. The Learner Profile is a good platform for developing information literacy.

QUESTION 3

"What would it take to create change on the issue of educating for information literacy? What recommendations would make the most difference to the future of educating for information literacy in our own schools? What role could organizations like the IBO play?"

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Responses from the Library / Resource Ctre Mgt Forum
1. IBO accreditation should be contingent on the employment of an Teacher Librarian / information literacy specialist with responsibility for involvement in collaborative planning, teaching and learning
2. IBO wide training addressing key understandings of the role of Teacher Librarians in effective learning is offered. Professional development, e.g. through conventions and "subject" workshops, should be available on a regular basis for library staff and ICT staff as part of regional workshops
3. Educational change is inevitable, however, balance must be maintained and the "student voice" must also be heard.
4. Developing a common understanding of what information literacy looks like. In order for schools to go forward on the issue of information literacy, clearer guidelines/policy should be developed by the IBO
5. Given the changing digital landscape, Teacher Librarians should be integral to effective learning in schools.

Responses from the On-line Learning Communities Forum
1. Teacher PD needed to equip teachers with requisite skills.
2. IBO should make explicit recommendations about how Web 2.0 can support and develop the IB Learner.
3. Schools need to make time for collaborative planning.

Responses from the Learner Profile and Information Inquiry Forum
1. We need to assess more than subject content. Students and parents will value what is evaluated.
2. We need demonstrate that we teach life-long learning – not simply school learning. IBO can have an influence in this area.
3. IBO need to review educational priorities: consider the possibility of reducing content and including information literacy at the core of the hexagon.
4. We need the IBO to spell out the role of the library / teacher librarian in detail.
5. We need to change the mindset of all levels of schooling community.
6. Schools need to have a shared vision – where do we want to go? All stakeholders – including students – need to collaborate to develop purposeful strategies and programmes.
7. "Just in time": PD is required so that teachers can actually develop the skills that the students need.

Responses from the Developing Multi-modal Literacies Forum
1. Flexible working places
2. Re-evaluate what and how we assess. Focus upon assessing skills in critical thinking.

3. Administrative support – understand the importance of change.
4. Early start to handling source material and the responsibility involved in working with other people's material.
5. Teachers need time to be trained and to plan for the change.
6. Resources.

Responses from the Applied Technologies Forum
1. Promoting professional cultures within schools that will foster promote improvement.
2. Beyond the IBAP Teachers' Convention – need to develop practical strategies from this convention for teachers to use with curriculum
3. Digital pioneers need to band together – pass on info - schools need to provide the bridge
4. In-school mentoring - need to collaborate with other students to learn from them – what are they using and how they are using it?
5. Reverse mentoring – need to work with our students … what can they show us?
6. It takes courage to confront the inertia of educational cultures, administrators, teachers, clients (parents), etc.