

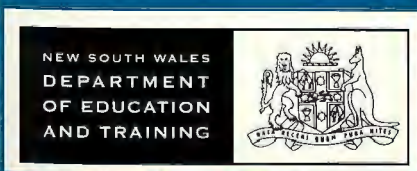
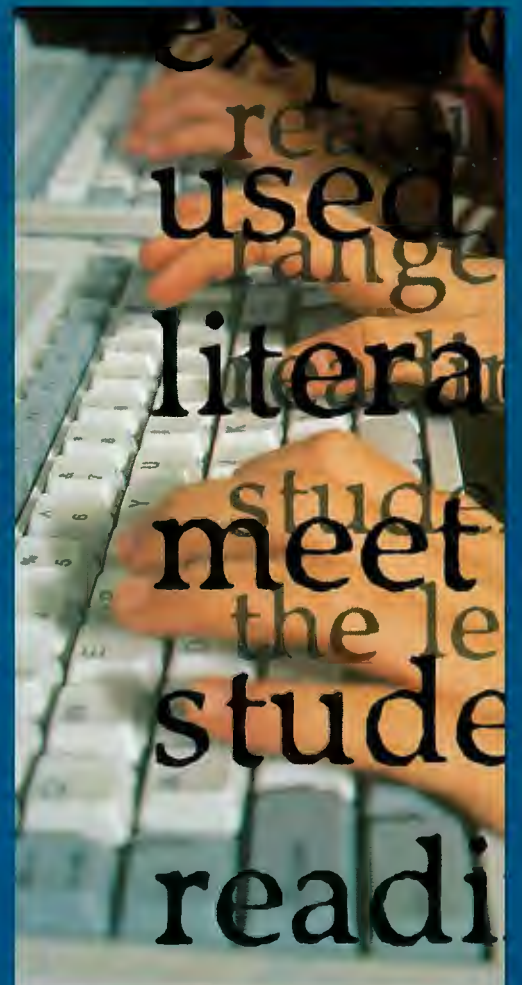
# SCAN

Vol 17 No 2 May 1998

Curriculum Support Directorate



- Jamie McKenzie in Australia
- English K–6: outcomes, indicators & information skills
- Knowledge management for teacher-librarians
- New SCIS products: the Web and CD-ROM



## 1998 SHORTLISTED FINALISTS IN THE CHILDREN'S BOOK OF THE YEAR AWARDS

### PICTURE BOOKS

(Some of these books may be for mature readers; arranged in alphabetical order, illustrator listed first)

- CLEMENT, Rod *Grandad's teeth*. HarperCollins, SCIS 900974, reviewed *Scan* 16 (4)
- GRAHAM, Bob *Queenie the bantam*. Walker Books, SCIS 903915, reviewed *Scan* 16 (4)
- MCLEAN, Andrew (text Janet McLean) *Josh*. (A little ark book) Allen & Unwin, SCIS 909170, reviewed *Scan* 17 (1)
- MORIMOTO, Junko *The two bullies*. (A Mark Macleod book) Random House, SCIS 900922, reviewed *Scan* 17 (2)
- RIDDLE, Tohby *The great escape from City Zoo*. HarperCollins, SCIS 903562, reviewed *Scan* 16 (4)
- WHATLEY, Bruce (text Bruce Whatley & Rosie Smith) *Detective Donut and the wild goose chase*. HarperCollins, SCIS 900263, reviewed *Scan* 17 (1)

### BOOKS FOR YOUNGER READERS

- FORRESTAL, Elaine *Someone like me*. (Puffin) Penguin, SCIS 894776, reviewed *Scan* 17 (2)
- GLEESON, Libby (illus David Cox) *Queen of the universe*. (Solo) Omnibus, SCIS 898213, reviewed *Scan* 16 (4)
- HIRSH, Odo (illus Andrew McLean) *Antonio S and the mystery of Theodore Guzman*. (A little ark book) Allen & Unwin, SCIS 918087
- KLEIN, Robin *The listmaker*. Viking/Penguin, SCIS 909037, reviewed *Scan* 17 (1)
- SYME, Marguerite Hann *Chickpea*. (ID/AN) Scholastic, SCIS 906729
- WRIGHTSON, Patricia (illus David Cox) *Rattler's place*. (Aussie bites) Penguin SCIS 907171, series reviewed *Scan* 17 (1)

### BOOKS FOR OLDER READERS

(Some of these books are for mature readers)

- BAILLIE, Alan *The last shot*. (Omnibus shorts) Omnibus, SCIS 896876, reviewed *Scan* 16 (3)
- JINKS, Catherine *Eye to eye*. Penguin, SCIS 906721, reviewed *Scan* 17 (1)
- LOWRY, Brigid *Guitar highway Rose*. (Ark fiction) Allen & Unwin, SCIS 909041, reviewed *Scan* 17 (1)
- METZENTHEN, David *Gilbert's ghost train*. Scholastic, SCIS 909042, reviewed *Scan* 17 (1)
- WINTON, Tim *Lockie Leonard, legend*. Pan Macmillan, SCIS 902164, reviewed *Scan* 17 (1)
- ZURBO, Matt *Idiot pride*. Penguin, SCIS 899205, reviewed *Scan* 17 (2)

### EVE POWNALL AWARD FOR INFORMATION BOOKS

- DOLAN, Beth *Cathy Freeman*. (Young achievers) Heinemann, SCIS 907781, series reviewed *Scan* 17 (1)
- KUCHLING, Gerald & KUCHLING, Guundie *Survival*. (Yakkinn the swamp tortoise) Era, SCIS 897244, reviewed *Scan* 16 (3)
- MORRIS, Jill (illus Sharon Dye) *The wombat who talked to the stars: the journal of a northern hairy-nosed wombat*. Greater Glider, SCIS 897166, reviewed *Scan* 16 (4)
- NICHOLSON, John *A home among the gum trees: the story of Australian houses*. Allen & Unwin, SCIS 909050, reviewed *Scan* 17 (1)
- NICHOLSON, John *Kimberley warrior: the story of Jandamarra*. (True stories) Allen & Unwin, SCIS 897330, reviewed *Scan* 17 (2)
- TOFT, Kim Michelle & SHEATHER, Allan *One less fish*. (Jam roll) University of Queensland Press, SCIS 925706

The winners will be announced on Friday 21st August.

**Book Week** commences: 22nd August. The theme is "Put Yourself in the Picture".

Visit the official **CBCA Web site** at: <<http://www.slsa.sa.gov.au/cbca/>>

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## From the Editor



Welcome to an exciting new issue of *Scan*. Hopefully, you have already noticed some of our improved design features, derived from the results of the survey from last year. Many thanks to Louise Melov, Richard Tabaka, Lee FitzGerald, Peter Robinson, Batlow Technology School (whose students feature on our cover), the SCIS/*Scan* team, and almost everyone who wandered through our office during Term 1, for your valued input.

Commissioning articles for *Scan* is certainly a rewarding challenge. With the shiny base of an empty "In" tray glaring at me, I began the complex routine of catching diligent teacher-librarians, teachers and education officers near their telephones, and then cajoling them to write for *Scan*. (If you want something done, ask a busy person. It works almost every time.) If you have success with an endeavour at your school, *Scan* would love to hear about it. Please do remember that *Scan* emphasises 'best practice' wherever possible. Essays which merely list insurmountable problems do not make for uplifting reading; this *Scan*, for instance, contains a wonderful array of inspirational articles. While we understand that schools and libraries are of different sizes, with varying populations, timetables and budgets, most of the ideas explored in *Scan* can still be adapted, whatever your unique situation.

An unexpected highlight of working at *Scan* has been the invitations to various opening nights: the *School magazine* exhibition of cover art, book launches for Libby Gleeson's *Refuge* and Sophie Masson's *The tiger*, and Dymocks' annual "teacher night". It was at the *School magazine* function where I had the pleasure of meeting Jean Hart, former head of Library Services, whose eyes lit up when she heard that *Scan* was still going strong. Jean literally dragged me across the room to introduce me to Helen Thompson, a former resource reviewer for *Scan* and the person responsible for giving the journal its name. I happened to have copies of vol 17 no 1 with me, and Jean and Helen were impressed to see that we were still tackling "all the things that matter". May I pass on to you their warmest regards.

If I can find the space, I hope to be scattering the survey results and comments throughout the next few *Scans*. For example, 95% of our respondent subscribers consider *Scan* to be their primary source of information on library and technology issues, and they absorb the contents over many hours. 25% of them discovered *Scan* via word-of-mouth, from teacher-librarian colleagues. (Keep talking about *Scan*, folks!) Yet another quarter encountered the journal on their library shelves when they started in new positions, and most others learned about *Scan* while completing university assignments. One third of people replying to our survey said that they referred back to items in *Scan* at least once a month. 12% of forms actually had additional comments jotted on them to the effect that *Scan* was always read "from cover to cover". Half of our respondents found it impossible to specify a "least useful" attribute, and many of you claim to have been reading *Scan* "forever". Such loyalty is humbling.

We hope that *Scan* is more useful and user-friendly than ever, and I encourage teacher-librarians everywhere to continue disseminating the articles in *Scan* to all the relevant people in your school. (We know that many of you do this already, because you added such a comment to your surveys.) *Scan* is also enjoyed by many principals, information technology coordinators, classroom teachers and library clerical staff. Share it around!

Ian McLean

## Currents

Michelle Ellis is Senior Curriculum Adviser, Libraries and Information literacy



## The new SCIS products SCISWeb and SCISCD

The decision by the Department to provide a statewide subscription to the SCIS products and services, taken from schools' global budgets, is a very significant educational initiative for schools. It has meant a substantial discount for the cost of the services to NSW government schools. School libraries have joined the rest of the library and information world. All other libraries have been part of networks whereby the specialised cataloguing services have been provided either by a specific section devoted to cataloguing to a network, or they have purchased all records from a provider. The unnecessary and wasteful duplication of resources involved in 2228 schools, all cataloguing the same materials, is minimised through the use of the new products.

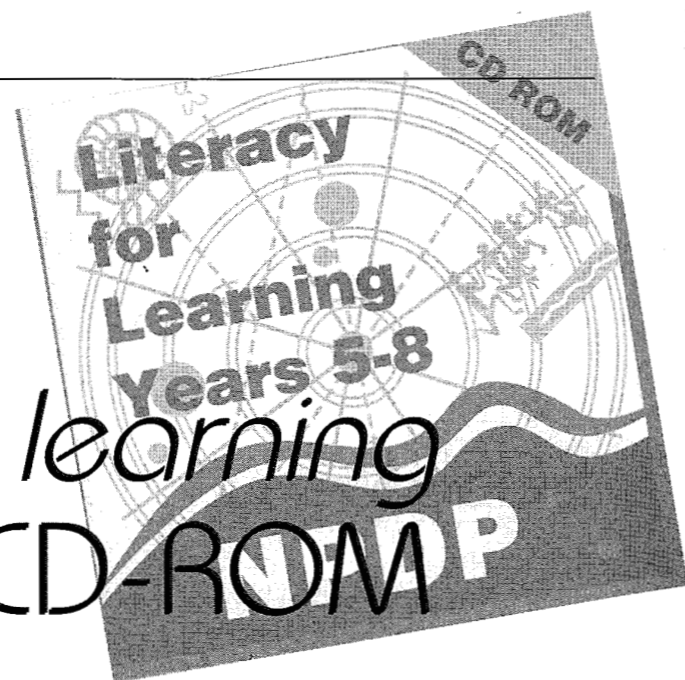
In the last term I have talked to over 700 schools or teacher-librarians by phone, and have met many others during various Sydney and country Districts' meetings throughout the state. It has been a truly exciting and also humbling experience. I am "blown away" by the professionalism, desire to learn, and dedication of these teacher-librarians. Visiting districts to demonstrate the new products, and talk about other issues such as Literacy, has many unexpected benefits for the team at Ryde. It has already produced a new group of authors for *Scan*: teacher-librarians who have not written before in *Scan*, and who did not realise what interesting work they were doing with students in their school.

A further benefit has been the communication the SCIS team has set up with teacher-librarians to identify cataloguing records that are not on the SCIS national database. As a result of the "not matched" reports that people have printed out from the Web and sent to Anne Dowling (Divisional Librarian SCIS), new publishers have been identified, and even more productive relationships established with those publishers currently supplying resources to the SCIS team at Ryde. The aim, of course, is to have a 100% hit rate on the Web. The cooperation of teacher-librarians in schools is an important component of the strategy to achieve this objective.

The new products and service enhance the role of the teacher-librarian. As well as mastering the latest technologies for the delivery of bibliographic records, teacher-librarians will need to develop new policies and procedures for the new products. The article in this issue on the new SCIS products and services is designed to suggest that there are a number of ways of ensuring that the best and most effective use is made of the products. You, as the teacher-librarian in your school, are best placed to know the most effective way of managing the process. ■

National Professional  
Development Program

# Literacy for learning Years 5-8 CD-ROM



In November 1997, every school in NSW received a copy of the *Literacy for learning Years 5-8 CD-ROM*. Teacher-librarians will find it a useful resource to insert themselves about the latest developments in teaching literacy. Alternatively, it could be used with groups of teachers at their school, or with teacher-librarian colleagues at district professional development meetings.

*Sue Beveridge*, of Training and Development Directorate, is Senior Project Officer, Literacy and Numeracy.

The purpose of this CD-ROM, as proposed by NPDP's Language and Literacy in the Middle Years of Schooling Coordinating Committee, was for it to be an 'expert' in the school to support teachers in the area of literacy. The CD-ROM was also to be interactive and motivating and provide professional development for teachers on an individual basis or in small groups.

The CD-ROM is organised around five components. Much of the CD-ROM is devoted to video footage of explicit classroom teaching, illustrating effective classroom practice.

**Language for learning** is the first component on the menu bar. It is the component which teachers should access first because it provides the model upon which the other components are based. The materials in this component are based on the *Literacy across the KLAs Years 7 & 8* modules, now developed further to include Years 5 and 6 in the primary school.

The **Reading for learning** component uses a model of training and development where the teachers on the CD-ROM take on new learning and investigate their practice with the support of a mentor. After using the readings and the tutorial section (also on the CD-ROM), these teachers taught reading in a new way. First they describe their goals on the CD-ROM, then we watch their classroom practice and hear the reflections of their mentor, Dr Len Unsworth.

The CD-ROM suggests that teachers may wish to use the same model in their own professional development. They may decide to take one of the new learning techniques on

the CD-ROM and investigate it within their classrooms, and share their results with a mentor or other colleagues. There is such a lot to learn on the CD-ROM, that this is a manageable way to take on board the suggested changes to practice.

The **Talking for learning** component provides teachers with examples of explicit and systematic teaching, particularly detailing the significance of talk in moving students from using everyday language to using technical language in their writing. The section on task setting, and how to set up group work, emphasises the importance of establishing processes for effective talk.

The **Writing for learning** component provides users with a quick way to understand the structure and language features of the text types presented in **Language for learning**.

The **Case studies** component contains six of the NPDP school focused projects undertaken by schools to investigate language and literacy in the middle years.

An insert is provided to assist teachers navigate through the CD-ROM. It is very user friendly and most users have no difficulty deciding on a learning pathway. Both Macintosh and PC platforms are catered for in the package, as there is a blue disc for Mac users and a red disc for PC users.

Although one copy was provided to every school, many schools are seeking to purchase further copies so that they are accessible to more staff members. It is now possible to purchase the CD-ROM from the Training and Development Centre at Lewisham at a cost of \$25. ■

## features

## An interview

with

Jamie

McKenzie



**Power learning**  
by Jamie McKenzie is  
all about integrating  
new technologies into  
the regular curriculum  
and the regular  
classroom.

Jamie McKenzie is President of the educational consultancy firm, Network 609, and editor of the monthly electronic educational technology journal, *From now on*. It was Jamie's work, as the Director of Libraries, Media and Technology (1993-1997) for Bellingham Public Schools district in Washington, USA, which caught the attention of Australian educators attempting to effectively integrate information technology in schools. Jamie's professional experience as classroom teacher, faculty coordinator, principal, school district superintendent and professor has enabled him to address the needs and concerns of each of the stakeholders in school communities including: teachers; teacher-librarians; administrators; parents; and students. Jamie will be presenting at a number of professional development days in Australia in May 1998.

Lyn Hay is a lecturer in teacher-librarianship for the School of Information Studies at Charles Sturt University. Lyn is also an administrator of OZTL\_Net (the national electronic listserv for Australian teacher-librarians), and a member of the Centre for Studies in Teacher Librarianship. Lyn conducted this interview with Jamie for *Scan* in a highly appropriate manner: via email.

**Lyn Hay:** Welcome to *Scan*, Jamie. We appreciate you taking the time to participate in this cyber interview. While I ask these questions from my office (overlooking a very parched Autumn landscape) in Wagga Wagga, NSW, I am curious as to your current location?

**Jamie McKenzie:** Right now, as I keyboard, I am up above the clouds, actually at 36000 feet, flying from New York to Chicago, on my way to San Antonio for a national curriculum conference. I spent today doing a keynote address for a school district about *Power learning*, and then worked shoulder to shoulder with teacher-librarians trying to develop a strategy to make research on authentic issues, and essential questions, central to the life of classroom teachers.

**LH:** I am aware of many Australian enthusiasts who receive your newsletter, and visit the *From now on* Web site for their regular dose of 'the latest' from Jamie McKenzie. What was the motivation behind the creation of *From now on*, and has it met expected outcomes?

**JM:** After trying the life of a superintendent of schools, I decided in 1990 that there had to be a better way to live and support good schooling. I decided to focus on speaking and writing. The idea of starting a 'zine was actually an accident. I stumbled onto the possibilities of an electronic journal while searching for an email address in AppleLink. Typing in the letter 'K' gave me back 2500 addresses of schools in the United States. Curious to see if I could send a message to all 2500 addresses, I found that it was a simple matter. *From now on* was born!

When I started *From now on*, I hoped to showcase leading edge uses of technology to support independent thinking

and problem-solving by students. I have spent my life trying to make student questioning and creative thought a prime focus of schools. I have particular fondness for different drummers and mavericks and poets. I see too much spontaneity and originality crushed in too many places, and I do whatever I can to support those who would nurture those traits rather than compliance and uniformity.

While I cannot be sure, the email which comes to me from all around the world indicates there are thousands of great, spirited teachers and teacher-librarians who also care about nurturing those traits, and enjoy reading about ways to make research central to schools.

**LH:** One of the strengths of *From now on* is that it tackles some of the 'tougher' and more controversial issues facing information technology integration in schools, such as: acceptable use of the Internet; whole school technology planning; managing change; staff development; copy-right; and assessment. How do you select and prioritise topics for inclusion in each issue?

*I hoped to showcase leading edge uses of technology to support independent thinking and problem-solving by students. I have spent my life trying to make student questioning and creative thought a prime focus of schools.*

**JM:** Most of the articles and themes arise out of the change process. They emerge from the actual day-to-day struggle to make sense of the new technologies, and finding effective ways to support teachers in learning how to blend their use into classrooms. There is all too much bandwagon, "full of sound and fury, signifying nothing", and not enough model building. I see *From now on* as a place where the bandwagon is challenged. If the Emperor is naked, *From now on* should be pointing it out.

The advantage of global email, and global travel, is the kaleidoscopic perspectives I acquire - from Singapore, or Australia, or Sweden, or Canada - as all of us try to invent the best ways to use networked information in concert with more traditional resources such as books. In my travels, I hear many stories which provoke articles. Some of them are stories of foolishness. Others are stories of crass commercialism. I also work with folks building models, and learn what is working and what isn't working. From these conversations and efforts emerge the themes of *From now on*. It is more a matter of passion than precision.

**LH:** While on the subject of controversial issues, over the past couple of years, Australian schools have been developing acceptable use policies (AUPs), and they have come in all shapes and sizes. Based on your experience in school districts in the United States, how 'legally binding' have AUPs been? What advice do you have for schools developing an effective AUP?

**JM:** While I prefer to 'borrow and rework' Board of Education policies, rather than start from scratch, I could find no good models in 1995 when we needed a policy (for Bellingham Public Schools district), so I began with all the important questions a policy should address: *What are the roles of teachers and families, as well as the rights of students?; How does the Internet relate to our curriculum?* The policy served Bellingham schools very well. It called for responsible use, rather than censorship, and it asked families and teachers to guide students toward independence.

I think AUPs tend to take too narrow a perspective, emphasising control and discipline rather than research, responsibilities and rights. We need to speak to issues of information literacy and access. We need to draw connections with the larger issues of curriculum and learning. Legally binding? In the United States, the rules have been very strictly enforced in many places. Some would argue that there is more concern with control than enthusiasm for access and learning.

**LH:** Library automation programs are being enhanced to accommodate the cataloguing of Web resources, allowing users to spawn directly to selected URLs. Some schools, however, have preferred to cache Internet resources on school servers, to be accessed via their own intranet. Can you recommend some useful references that consider the legal and educational pros and cons of these approaches?

**JM:** The inclusion of URLs in library automation systems is not a common approach that I have seen in practice. However, with caching, if you respect the work and intellectual property of others, and if you honour the International Copyright agreements, you only place other folks' Web sites on your network after requesting and receiving permission. To do otherwise is to steal. I have clients who have been granted permission by 85% of those contacted. They sleep well at night.

I don't think there are many good references which deal directly with this issue because there is almost no case law to clarify the points - and the software giants, such as Microsoft, are encouraging caching, while content providers are resisting it.

**LH:** Jamie, while you have not held the position of teacher-librarian, much of your writing and presentations focus on the management and use of information resources and services in schools. Can you identify one particular person and/or experience that heightened your awareness of the educational value of teacher-librarians in schools?

**JM:** I always thought that questions were at the heart of learning, and naturally gravitated toward the library while teaching social studies and English. We spent half our time there and were always welcomed. Unfortunately, not too many other teachers were such

avid visitors. Their disinterest was my gain. If you care about questions, you care about information. Good teacher-librarians pave the way for worthwhile investigations.

**LH:** How does the teacher-librarian fit into your model of the 'post-modern school'?

**JM:** Teacher-librarians are Infotects. They work with teachers to identify great information, and then make sure the network delivers quality in an organised fashion. In some respects, they become the antidote to Info-Glut and Info-Garbage. They help everyone in the school learn how to: navigate through the new information landscape; find the reliable information; and filter out the nonsense. They are key figures in creating organisation and value.

I consider four emerging roles of media specialists to be: pilots; information mediators; information technology managers; and curators. I have written an article that explores the media specialist as a key member of the teaching staff in *Libraries of the future*. The media specialist who sharpens her or his searching skills will prove an invaluable team member and consultant, as classes venture out on LANs and WANs and the Internet. This kind of consulting and piloting may occur remotely, in classrooms, or in the space we once called the school library.

**LH:** I hope you are as excited about your upcoming Australian tour as we (the teacher-librarianship community) are. While I am confident your hosts will introduce you to some of the scenic and culinary delights of Australia, what do you think you will learn from Australian teacher-librarians?

**JM:** I am reluctant to answer your question because I wouldn't want to presume to know. I am currently reading a pile of several dozen Australian novels with the hope that serendipity will visit and reward me. I feel very fortunate to be making this visit and expect that there will be many eye-opening surprises.

**LH:** Thank you for sharing some cyber time with us, Jamie. See you in May!

Issues of Jamie McKenzie's e-journal can be found at the *From now on* Web site <<http://fromnowon.org>>, as well as online resources, books and video reviews. At the *Voyage into cyberspace* page <<http://fromnowon.org/book.html>>, you will find links to electronic and printed books written by Jamie, including such titles as: *Site-based decision-making; Parenting for an age of information; Power learning; Selecting, managing and marketing technologies; and Administrators at risk: tools and technologies to secure your future*. Videos and other resources can be found at the **Videos and cool stuff** page at <<http://fromnowon.org/coolstuff.html>>.

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'Filtering the Web: a tale of fishnet stockings and Swiss cheese'. *From now on*, 5 (6), Mar/Apr, 1996 (online). Available at: <<http://fromnowon.org/fnomar96.html>>  
*Libraries of the future* (online). Available at: <<http://fromnowon.org/libraries.html>> ■

### Jamie McKenzie's Australian Tour (May 1998)

*This speaking tour is being arranged and sponsored by the Centre for Studies in Teacher Librarianship, Charles Sturt University. If you would like more information about how to register for one of the professional development days featuring Jamie McKenzie, check the schedule below. To learn more particulars about the event for a city near you, send an email request to the contact person with your name, telephone number and email address.*

Saturday 16th May  
ALIA School Libraries Section (NSW Group), Sydney  
Contact Andrew Barber  
Ph: (02) 9519 1544, email <[library@newtown-pah.dse.nsw.edu.au](mailto:library@newtown-pah.dse.nsw.edu.au)>

Monday 18th May  
School Library Association of the Northern Territory (SLANT), Alice Springs Branch  
Contact Linda Langford  
Ph: (08) 89504540, email <[langfor4@ozemail.com.au](mailto:langfor4@ozemail.com.au)>

Wednesday 20th May  
School Library Association of Queensland (SLAQ), Brisbane  
Contact Joan Jenkins  
Email <[J.Jenkins@mailbox.uq.oz.au](mailto:J.Jenkins@mailbox.uq.oz.au)>

Friday 22nd May  
Tasmania DECCD/ASLA (Tasmania), Hobart  
Contact Sharron Hewer  
Ph: (03) 62337174, email <[sharron.hewer@central.tased.edu.au](mailto:sharron.hewer@central.tased.edu.au)>

Monday 25th May  
Catholic Education Office, Diocese of Parramatta  
Secondary KLA Professional Development Day  
Contact Nicole Spranger  
Ph: (02) 9840 5729, email <[nspranger@ceo.parra.catholic.edu.au](mailto:nspranger@ceo.parra.catholic.edu.au)>

Tuesday 26th May  
Methodist Ladies College, Kew, Victoria  
Contact Suzette Boyd  
Ph: (03) 92746475, email <[boyds@mlc.vic.edu.au](mailto:boyds@mlc.vic.edu.au)>

Wednesday 27th May  
ACT CEO & DSE/ASLA (ACT), Canberra  
Contact Dennis Granlund, Catholic Education Office  
Ph: (02) 6234 5526, email <[dgranl01@postoffice.csu.edu.au](mailto:dgranl01@postoffice.csu.edu.au)>

Friday 29th May  
Australian Independent Schools (AIS) Secondary TJs Conference, Sydney  
Contact Bronwyn Foxall, Kambala Church of England Girls' School  
Ph: (02) 9371 8476, email <[blfoxall@ozemail.com.au](mailto:blfoxall@ozemail.com.au)> ■

*I consider four emerging roles of media specialists to be: pilots; information mediators; information technology managers; and curators*

# Developing a whole-school information skills plan in a small school

*Elizabeth Corbett is teacher-librarian at Bardwell Park Infants School, a three-teacher school with an enrolment of 75 students, 56% of whom are of NESB (non English speaking background). Until Elizabeth attended the School based training course for teacher-librarians, the school had not fully incorporated information skills in teaching and learning programs.*



## INTRODUCTION



*Rod Megahey is the Principal of Bardwell Park Infants School.*

Without doubt one of the major influences on myself as a teacher has been positive exposure to the power of teaching information skills. Of course, it was a teacher-librarian who introduced me to this wonderful strategy for structuring learning, and convinced me that it was the way to go in developing appropriate teaching and learning experiences that would empower students to become independent, life long learners.

Working alongside a teacher-librarian in 1990, collaboratively planning and team teaching with up to three other staff, drastically influenced the way I now teach and plan for my students, whether it be Kindergarten, Year 6 or as a support teacher.

Government schools recently received a new copy of *Information skills in the school*, issued along with other manuals on the effective use of the Internet as a learning tool. I am glad to see this document being recognised, by a wider audience, for its relevance to current trends in information technology and information literacy.

My current role as a teaching Principal has given me the opportunity to support my teacher-librarian and classroom teachers to implement information skills across the school, and to make the library a real resource centre which is integral to all teaching programs.

At this point I must state that it wasn't me who initiated this process at Bardwell Park. Liz Corbett is my school's "Jill of all trades", being our one day per week teacher-librarian, a one day per week English as a Second Language (ESL) teacher and covering the part-time Release from Face-to-Face (RFF) position. Additionally, Liz runs a successful remedial reading program, funded

by the school and our P&C. Liz's position is unique but, by virtue of being the whole of my support staff, she is able to work very closely with the class teachers, and integrate all of her roles so that the students get maximum benefit.

Liz was very keen to get involved with training as a teacher-librarian and was fortunate enough to be accepted into a course in 1997. This input, plus Liz's attendance at local teacher-librarian meetings, inspired her to want to implement information skills across our small school. Liz asked to present a session on the process to the staff and began to try cooperative planning, programming and teaching (CPPT) with the other teachers.

My role was to be supportive, and assist her in working with the other staff members to show the value of information skills, and clarify what we would be trying to achieve.

The road was not smooth, not even in a small school like ours. We have a very experienced and closely knit staff, yet it took two separate presentations to get the other staff members understanding what we were on about, then a little more persuasion to try some collaborative approaches to teaching and learning.

We had already discussed the idea of producing some whole-school units of work. Liz realised that, by using information skills as the basis for planning cooperatively with staff, it would be an opportunity to get the process underway.

What Liz achieved with the staff and students I will leave up to her to explain. However, I will say that Liz has become a catalyst in our school for implementing a shift in the way my staff regard effective teaching and learning. We have all made significant steps towards making our library the resource centre of the school, and have been able to incorporate students' use of computer and the Internet into their daily learning.

I returned from the residential component of the *School based training course for teacher-librarians* charged with the belief that our school needed to cooperatively plan our programs, and make effective use of resource based units of work. The staff were very interested to hear of what I had learnt at the course, and seemed quite keen to collaborate on a unit together. I explained that my role, as teacher-librarian, was to assist them to incorporate information skills into all key learning areas.

The staff agreed to plan a unit of work for each grade, on *Christmas*, for Term 4. Due to the nature of our small school situation, and the extra demands we have (such as daily playground duty, and sharing school organisational responsibilities between so few teachers), making time for cooperative planning is always difficult. Therefore, such planning is very informal, often involving shared playground duty and jotting down ideas 'on the run' together, or meetings before and after school.

I prepared a staff meeting presentation on information skills, in which I tried to explain to my colleagues the importance of the process in our teaching programs. I endeavoured not to overwhelm them. With the support of my principal, I did begin to feel more confident with my own knowledge and understanding.

I left the staff with a week to ponder on this information and we returned the following week to collaborate on our unit. The teachers gave me their ideas on what they wanted me to cover, and I wrote up the final draft unit plans over the holidays as the educational portfolio for my course.

We were then into Term 4 and ready to begin. The extra time taken to program the unit was worthwhile. Future planning would be simpler and less time consuming, as a pro forma had been established. Meanwhile, the staff were beginning to understand the importance of information skills, spurred on in the knowledge that we were working together for the benefit of our students.



Year 2 students using the Internet to research Christmas.

Teaching/  
Learning

## ROD AND LIZ'S WORDS OF ADVICE

For teacher-librarians wanting to get support for change from their Principal or executive:

- Believe in what you want to do. Have some idea of how you want to get there.
- Be prepared to be flexible, and include others in your plan. If you want to work with others you will need to be able to let them have a say and feel ownership of the process.
- It takes time. Change won't happen overnight. Take one step at a time, find sympathetic ears among your colleagues. Try leading by example: get something working that will capture attention and inspire others to want to join in.
- Don't just tell your Principal what you want. Offer some suggestions as to how it can be achieved. Give your Principal and the executive all the relevant information. Arrange for them to see working examples of the program, or visit other principals who have it working in their schools and are supportive.
- Don't give up. The information skills process is too important an issue to ignore. It is not just the domain of the teacher-librarian. Hopefully, in the future, it will be more widely accepted as a model from which all educators will draw inspiration.



Students working on Bardwell Park Infants School's information booklet for new students.

For the Year 2 *Christmas* unit, the class teacher and I had identified the keywords and steps through the information skills process. We assisted the class with their research, using the Internet as one of our resources. (This stage actually inspired one of our student's topics for his speech entitled "Surfing the Net" in a public speaking competition.) The unit plan accompanies this article.

The unit was very successful. In terms of outcomes, the children have become more independent learners. By the end of the unit, they were: beginning to understand the need to define a task for research; demonstrating that they could locate, select and organise their information; becoming successful note makers; and sharing information with other groups. The presentation of their research was of a very high standard for their age group. The students were also quite competent in assessing their own work.

Now into a new school year, and due to the success of our previous unit, we chose a unit for Term 1 related to *Coming to school*, from the point of view of introducing a new student to school life. The information the children research will be presented as a factual text which can be shared with other classes. It is hoped that later units will have more clearly defined Aboriginal and Multicultural perspectives. All collaborative unit outlines will be filed on completion for future teaching programs and altered if necessary.

As a newly trained teacher-librarian, I am so pleased I decided to 'give it a go' with information skills. The results at Bardwell Park Infants have certainly been rewarding, as we experience the students and staff approaching learning in a whole new way. Our students are 'on the road' to becoming independent learners in an educational environment which is already very different from the one we experienced as children. ■

Class:	Teacher:	Topic/Unit:	Term:	Week:
<b>Objective:</b>	To introduce information skills through a planned and structured process			
<b>Task:</b>	(eg What are some of the traditions that we observe in Australia at Christmas?)			
<b>LESSON 1</b>	<b>DEFINING</b>			
<b>Steps:</b>	What are the key words or ideas of the Task? / What do I want to find out? / What do I need to do			
<b>Outcomes:</b>	Can understand and clarify the meaning of the Tasks / Can identify and interpret key words in the Task			
<u>Teaching / Learning activities</u> <i>Teacher-librarian takes this lesson</i>				
<ul style="list-style-type: none"> <li>• Brainstorming (With Teacher guidance) - Questions which set guidelines / Concept mapping</li> <li>• Say back to the Teacher what the task is - I need to find out about ...</li> <li>• Identify key words with the teacher's help</li> <li>• Identify and define key words - using dictionary, encyclopedia as necessary</li> </ul>				
<b>LOCATING</b>				
<b>Steps:</b>	Where can I find the information? / What do I already know? / What do I still need to find out?			
<b>Outcomes:</b>	Can pick out key words / Can locate fiction and non fiction / Can use alphabetical order / Can use a simple dictionary / Can identify and locate, with teacher's guidance, other possible sources			
<u>Teaching / Learning activities</u>				
<ul style="list-style-type: none"> <li>• Outline our knowledge of topic as class / Decide whether more knowledge is needed</li> <li>• Brainstorm alternative search words / Respond to Teacher's questions</li> <li>• With Teacher's guidance talk about and draw up on a blackboard a list of places to find information</li> <li>• Use simple library finding aids eg. subject index, shelf labels / Find and use appropriate equipment</li> </ul>				
<b>LESSONS 2-3</b> <b>SELECTING</b>				
<i>Teacher and Teacher-librarian divide children into groups to begin research.</i>				
<b>Steps:</b>	What information do I really need to use? / What information can I leave out? / How will I record the information?			
<b>Outcomes:</b>	Can recognise fiction and non fiction material / Can orally interpret charts, diagrams, pictures / Can share information / Can recall information / Can find the main idea in a sentence or paragraph / Can ask questions to find information / Can answer questions about information either heard, viewed or read / Can group or classify materials			
<u>Teaching / Learning activities</u> <i>Teacher and Teacher-librarian take this lesson</i>				
<ul style="list-style-type: none"> <li>• Internet is introduced as a source of information / Use cover to decide on the appropriateness of the resource</li> <li>• Use simple contents page to select relevant information / Scan/skim using subheadings</li> <li>• Select appropriate picture / Recognise fact/fiction</li> <li>• Find answers in more than one source/medium / Write/tell teacher key words</li> <li>• Write notes on proforma for note making</li> </ul>				
<b>LESSONS 4-5</b> <b>ORGANISING</b>				
<b>Steps:</b>	How can I use this information? / Have I enough information?			
<b>Outcomes:</b>	Can recall events or facts / Can arrange events, facts and ideas in a sequence / Can write a first draft / Can edit a first draft / Can help compile class or group charts			
<u>Teaching / Learning activities</u>				
<ul style="list-style-type: none"> <li>• Ask question why am I doing this? / Take key words/ideas and combine them into whole thoughts</li> <li>• In small groups compare answers found in sources and refer back to purpose of task</li> <li>• With teachers guidance, combine answers found in more than one source into sentences/paragraphs.</li> </ul>				
<b>LESSON 6</b> <b>PRESENTING</b>				
<b>Steps:</b>	How can I present this information? / With whom will I share this information?			
<b>Outcomes:</b>	Can share information / Can publish sentences / Can draw pictures and write captions			
<u>Teaching / Learning activities</u>				
<ul style="list-style-type: none"> <li>• Choose a presentation style most suited to audience and content of material eg information gained presented in outline of topic researched (eg Information about Santa Claus written inside of coloured Santa outline, etc.)</li> <li>• With guidance learn how to compile and present a report/talk</li> </ul>				
<b>LESSON 7</b> <b>ASSESSING</b>				
<b>Steps:</b>	What did I learn from this?			
<b>Outcomes:</b>	Can self-evaluate the result			
<u>Teaching / Learning activities</u>				
<ul style="list-style-type: none"> <li>• Children will have oral sharing for five minutes at the end of each session / Respond to questions about what I have learnt</li> <li>• Consider information process and my own performance at each step / Brainstorm</li> <li>• Children write three sentences and illustrate something they have learnt about the topic (eg Christmas)</li> </ul>				
<b>TEACHER'S ASSESSMENT of students performance in information activities</b>				
Refer to <i>English information skills outcomes when assessing students' progress: Early/Later Stage 1 and Stage 2</i>				

# Talk, share, learn



*Jackie C. Hawkes, teacher-librarian at St Clair High School, wrote about her school's introduction of a Unitised Vertical Curriculum in Scan vol 16 no 2. Here Jackie shares some thoughts on successful collaboration and communication techniques for teacher-librarians.*

*Our library now supports an increased range of more individualised research topics for students at all levels.*

Whether we call it cooperative planning, collaboration, or whatever other new terminology arises, there is little doubt that teacher-librarians *do* do a lot of sharing and communicating about learning. We do this with a variety of interested people, who share the learning community of our schools. While, traditionally, teacher-librarians concentrate on the *planning* we do with teachers, in actual practice we *communicate* the library's potential for contributing to learning with a full range of interested parties. The implementation of a Unitised Vertical Curriculum (UVC) at St Clair High School over the past two years has reinforced the importance of collaborative efforts. Our UVC is characterized by: multi-aged [vertical] groupings of students; provision of a variety of ten week courses [units] at three levels of difficulty in all curriculum areas; student choice of courses according to their interests and abilities whilst still meeting the requirements of the School Certificate; and increasing emphasis on individualized learning programs. It has involved a complete reworking of all Year 7-10 courses and added flexibility and variety to many teaching practices (see *Scan* vol 16 no 2). It necessitated significant change in the

junior school and had a flow on to approaches in the senior school, all of which have involved a great deal of planning, communication and interaction between teachers, students, executive, parents and, of course, the library. The UVC structures have kept learning firmly in focus for all concerned.

However, the need for teacher-librarians to collaborate with students, teachers, executive and parents is hardly limited to the way the curriculum is packaged, or to the level of schooling. How it occurs is influenced by individual library organisation, personalities, interests and experience of all involved. The observations below coalesced as a result of our school's development of a UVC.

## Library organisation

St Clair High School's library houses about 14000 resources, including all books, videos, and kits which are on *OASIS*. About 5000 faculty resources are also entered on *OASIS*, so comprehensive, tailored bibliographies are easy to generate.

Technology is still phasing in, and demand has mushroomed. We cur-

rently have a publishing room of five PCs available for word processing plus one Internet terminal. Plans to network the school will allow for the three networked CD-ROMs in the library to be linked to the two computer labs across the hall, increasing access to the Internet and the setting up of an independent computer lab for technology and applied studies (TAS) and science.

Library staffing for 1100 students stands at one teacher-librarian and two school assistants, who periodically help with other school demands of the UVC. The library team has developed solid organisational procedures and included some specialisation of duties amongst library staff.

## Teacher-librarian background

I have had the information process stuck in my brain for years and thoroughly believe in it as an invaluable structure for learning. My role as teacher-librarian, plus recent personal learning demands and on-going

close liaison with the STLD, help me retain active interest and involvement with students. Over the years at my school, I have been involved in accelerated learning, thinking skills, literacy development, peer support, pastoral care, Student Representative Council and parent programs. All of these have helped me maintain a fairly broad perspective on learning.

## Sharing learning with teachers, students, executive and parents

Any effective planning and learning involves ongoing communication and collaboration with teachers, students, executive and parents. I don't think anyone has all the answers; each of these parties has a vested interest in learning, and in how the library is involved in the learning that does take place.

## Teachers: TALK, DO, INITIATE

It has been essential for teachers to have a range of easily accessible and relevant resources, and to be encouraged to use them effectively. Provision and organization of these resources can only be developed by having a firm grasp of the school's curriculum which, at St Clair High School, comes from the UVC course outlines and senior syllabi. Supporting and suggesting a variety of learning activities seems to be useful for staff.

A great deal of planning continues to be informal, with both sides willing to develop, refine and follow-up on what often starts out as an unpolished or half-baked idea from quick conversations. Curriculum involvement has included: talking with teachers to know about how certain learning activities fit their course and class needs; initiating suggestions based on experience with lots of individual students and their use of the library; and being actively involved in cooperative teaching.

## Students: TALK, SHARE, GUIDE

All students are welcome and supported in our library. This has provided the means of developing the individual interaction essential for the higher level thinking that secondary school demands. The structures of the information process have been used to help ask the right questions at the right times and thus guide individual student's thinking for effective research.

Students have always been an essential ingredient in any school library. The content and outcomes of both UVC and senior courses have added a greater mix to the numbers and groupings of students in the library. Our library now supports an increased range of more individualised research topics for students at all levels. Students assume greater responsibility for selecting and using resources for their unique information needs. They are involved in conferencing with me about their research and progress. The students reciprocate by offering valuable advice, particularly in regard to technology.

As teacher-librarians, we seem well placed to help make learning relevant, whether it is by talking through what may seem to be an ambiguous assignment, or by helping plan realistic and varied types of assignments before they are given to classes. It seems essential to be involved, interested and available to students as part of our joint role of teacher and librarian. We have the perfect chance to talk through students' stages of understanding, to share the progression of their ideas, and to guide their efforts.

## Executive: TALK, ORGANISE, DO

I've worked hard to ensure that most school executive are quite *pro-library*, though sometimes I'm not always sure they know why. It seems essential to have personal knowledge and involvement with curriculum initiatives, DET priorities, the school management plan and other emerging educational and school programs. It has been crucial to identify, communicate, implement, and document procedures and priorities for the library, and to clarify these with the school executive (whether for staffing, finance or involvement in learning programs). Accountability for time, staffing, resource management and use of the library has also been of necessary interest to executive.

Negotiating support to develop the library and to broaden areas of personal expertise and involvement within the school remain important. It seems invaluable to organise all aspects of library management, to communicate concisely and to be actively involved in the school's overall programs.

## Parents: TALK, SHARE, LIAISE

From sharing my role as coordinator of parent programs with our STLD, it is obvious that parents are very interested in the research and homework tasks which are a part of their children's studies. Through learning and curriculum workshops, open nights, Parents & Citizens' meetings, the EPISLL program, School Council and other ventures, our parents have

*Any effective planning and learning involves ongoing communication and collaboration with teachers, students, executive and parents.*



developed active and vocal interest in the school's programs.

As follow-up to these activities, our parents recently identified a range of learning approaches which they wanted to be integrated into the school's learning. Some of these suggestions are currently being implemented in courses and teaching approaches, while others are still being discussed. Many ideas relate directly to the library, and to parents' informed understanding of it. Parents are happy to talk with first hand knowledge about how their children learn, to share knowledge of the school with the wider community and to liaise with teachers, children and other parents to the benefit of all our learners.

### Implications for the teacher-librarian

As teacher-librarians, we all know that we should integrate the informa-

tion process, learning styles, levels of learning, technology, curriculum mapping, increasing aspects of traditional and information literacy and teach pigs to fly. However, since there are only 24 hours in the day, and we're all stuck with being human, not all collaborative endeavours are destined to be complete or perfect. Effective cooperative planning, programming and teaching (CPPT) does *not* always occur, nor does it happen overnight. There are, however, definite patches of success that we each build on, and this encourages us to persevere in our efforts to initiate, and participate in, promoting effective learning for our students. Discussing these with other teacher-librarians also helps keep our teaching/learning focus productive and involved within our own schools.

Each group described above has much to share. They bring differing needs, experience, and attitudes to

any aspect of planning and learning. Teachers, students, executive and parents have their own areas of expertise which, through planning with them, teacher-librarians can gain a broad and realistic picture of the overall learning in the school. The library is in a position to help coordinate and adapt these ideas for each individual with which we work.

Our collaborative role has evolved to acknowledge and necessitate concentrated efforts to be involved actively with a range of individuals, in the formal and informal curriculum. Regardless of what acronyms are used for curriculum packaging, or for planning about learning, what seems important is our dedication to create a positive learning environment. Teacher-librarians value the input of *all* those who are involved in learning. We excel in adapting these ideas to our own situations, in ways that benefit learners. ■

# English K-6 outcomes, indicators and information skills



In 1997, many groups of educators were invited to respond to the *English K-6 syllabus and support documents* (revised draft, September 1997). In the November, the NSW School Libraries Section of the Australian Library and Information Association (ALIA), compiled teacher-librarians' responses to the revised draft for the NSW Board of Studies. **Maggie Roche** is teacher-librarian at Burwood Primary School and a committee member of ALIA School Libraries Section (NSW Group).

One of the methods used by ALIA to evaluate the *English K-6 syllabus and support documents* was to correlate the outcomes and indicators from the syllabus with the already familiar process from *Information skills in the school*. It was found that the full range of information skills had been integrated and embedded in the draft syllabus, although there were reservations about the use of some terminology used to classify certain indicators (eg "book handling skills, research skills").

The Board of Studies released the *English K-6 syllabus* in its final form in March 1998. English K-6 outcomes relevant to *Information skills in the school* remain unchanged. For example, the information skill **Selecting** is well addressed by the reading outcome substrand "Learning to read: Reading and viewing texts". The writing outcome substrand "Learning to write: Producing texts" correlates with the information skill of **Presenting**.

With *Scan* about to go to press, there was just enough time to revise and update the ALIA subcommittee's checklist of indicators against the syllabus. It was pleasing to see that the formal suggestions of teacher-librarians had had a positive impact. While many of the final document's indicators remain identical to the draft, some are subtly altered and others are completely revised. For example, in the new syllabus, "Book handling and research" indicators are now grouped with others under a specific heading called "Information skills".

The exercise was an important one, for the checklist illustrates very clearly the extent of direction being given to

classroom teachers in current syllabus writing. It is evident that researching, and using a variety of information sources, are integral, vital, accepted parts of the process of reading, writing, talking and producing texts.

In the following grids, selected English indicators have been joined with additional relevant skills or learning experiences from the document's content overview. The resulting blend is not verbatim, as words have sometimes been cut, or changed for simplicity, and to save space. However the meaning has been retained. Teacher-librarians will be able to work with teachers using the indicators in *English K-6 syllabus*, alongside similarly useful outcomes and indicators, such as from *Science and technology K-6 syllabus*. The resulting cooperative planning, programming, teaching and student assessment will undoubtedly strengthen integrated information skill development and resource-based learning.

### Key to abbreviations used in grids:

- [E] — Early stage
- [M] — Middle stage
- [L] — Later stage
- (These are drawn from the "Content overview" of the syllabus)
- [IS] — Information skills

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English K-6	Early STAGE 1	STAGE 1
<b>DEFINING</b>	<ul style="list-style-type: none"> <li>uses relevant questions to ask for specific information.</li> </ul>	<ul style="list-style-type: none"> <li>rephrases statements to increase their clarity</li> <li>reflects on reading, eg What do I want or need to read? <sup>[L]</sup></li> </ul>
<b>LOCATING</b>	<ul style="list-style-type: none"> <li>asks for books or other reading material to be read</li> <li>identifies literary and factual texts</li> <li>listens for and responds to information in class</li> <li>reads labels accompanying pictures.</li> </ul>	<ul style="list-style-type: none"> <li>locates / finds information from a variety of texts including CD-ROMs</li> <li>uses a number of sources for information, including software, pictures, posters, signs, labels, books</li> <li>uses different parts of a text to access information, eg title page, contents page, glossary, menu <sup>[IS]</sup></li> <li>listens to a variety of speakers and responds with questions and comments that are relevant to the topic <sup>[L]</sup></li> <li>assesses role of visual images accompanying written text, eg providing additional information / introducing new information</li> <li>uses computer software to find information, eg by beginning to navigate hypertext effectively. <sup>[L]</sup></li> </ul>
<b>SELECTING</b>	<ul style="list-style-type: none"> <li>discusses a variety of texts daily</li> <li>identifies subject matter of pictures in books, magazines, electronic books, CD-ROMs, television and video</li> <li>talks about the information found in factual texts</li> <li>retells information gained from texts <sup>[IS]</sup></li> <li>begins to recognise points of view in texts read or viewed.</li> </ul>	<ul style="list-style-type: none"> <li>selects texts that tell stories, texts that have information, texts that tell how to do things and texts that persuade</li> <li>selects texts related to a topic</li> <li>listens with focus to select information <sup>[L]</sup></li> <li>retells ideas from a factual text for beginning readers</li> <li>recalls incidents and information from texts <sup>[L]</sup></li> <li>participates in class or group brainstorming activities to cluster or categorise ideas and facts following reading of texts</li> <li>writes notes from texts</li> <li>makes connections between own knowledge and experience and information in texts.</li> </ul>
<b>ORGANISING</b>	<ul style="list-style-type: none"> <li>contributes to joint construction of texts.</li> </ul>	<ul style="list-style-type: none"> <li>uses a framework to make notes, eg matrix, flowchart, semantic map</li> <li>uses a pro forma with headings <sup>[M]</sup>, guided questions <sup>[L]</sup> to scaffold text</li> <li>has modelled how to select and organise information before writing <sup>[L]</sup></li> <li>participates in organising spoken texts, eg sequencing ideas, events. <sup>[L]</sup></li> </ul>
<b>PRESENTING</b>	<ul style="list-style-type: none"> <li>dictates a range of text types for adults to write</li> <li>writes / types single sentence observations and descriptions</li> <li>chooses words to label drawings</li> <li>uses computer software to create texts.</li> </ul>	<ul style="list-style-type: none"> <li>engages in joint and independent constructions of a range of text types <sup>[L]</sup></li> <li>gives a brief, simple oral information report</li> <li>speaks on an expanded range of topics to a wider range of audiences, eg other classes, assembly, parent and open days <sup>[L]</sup></li> <li>uses a prop or visual aid <sup>[L]</sup></li> <li>writes a simple statement or short text for different purposes</li> <li>writes elementary descriptive information reports</li> <li>uses word processors to create texts</li> <li>uses heading to indicate topic of text</li> <li>uses drawings to accompany text where relevant</li> <li>chooses appropriate words to label things such as drawings.</li> </ul>

English K-6	STAGE 2
<b>DEFINING</b>	<ul style="list-style-type: none"> <li>talks about research as a way of building up a topic.</li> </ul>
<b>LOCATING</b>	<ul style="list-style-type: none"> <li>predicts and lists a range of print and nonprint resources for answering focus questions, eg Internet, literary and factual films, photographs, charts, people</li> <li>locates information from sources such as books, pictures, bookmarked sections of the Internet, databases, CD-ROMs and media texts <sup>[IS]</sup></li> <li>locates and sorts information on a topic from a variety of sources <sup>[IS]</sup></li> <li>uses knowledge of alphabetical order, first and subsequent letters of a word to locate information in dictionaries, encyclopedias and glossaries <sup>[IS]</sup></li> <li>uses the table of contents, menu, index, page numbers, headings, captions, key words <sup>[IS]</sup></li> <li>skims using headings, subheadings, layout, graphics</li> <li>relates information in text to accompanying graphics</li> <li>uses email to request information, eg to an identified expert</li> <li>conducts brief interviews to obtain information</li> <li>seeks an explanation or more information from a speaker.</li> </ul>
<b>SELECTING</b>	<ul style="list-style-type: none"> <li>selects texts relevant to the topic under discussion</li> <li>acts as reporter for a discussion group, summarising main points</li> <li>identifies key words and phrases</li> <li>makes brief relevant notes, recording resources used <sup>[IS]</sup></li> <li>contributes to class summary after reading or viewing</li> <li>makes some inferences about ideas implicit in a text</li> <li>interprets maps, charts, diagrams, graphs, photos, graphics</li> <li>distinguishes between fact and opinion</li> <li>discusses the ways different groups of people are represented in texts; identifies stereotypes</li> <li>makes comparisons and identifies differences between text produced in different media.</li> </ul>
<b>ORGANISING</b>	<ul style="list-style-type: none"> <li>plans spoken descriptions, recounts and reports, identifying main ideas to be presented</li> <li>plans structure using pro formas, with guide questions or headings <sup>[E]</sup></li> <li>uses a range of drafting strategies, eg notetaking, planning, organising headings, writing key words, revising, final drafting, editing, proofreading <sup>[L]</sup></li> <li>uses computers to draft and edit writing.</li> </ul>
<b>PRESENTING</b>	<ul style="list-style-type: none"> <li>engages in many structured speaking situations, eg reporting, describing, recounting <sup>[E]</sup></li> <li>gives sustained reports on generalised, researched topics, may use notes as prompts</li> <li>addresses a school and/or community audience on variety of researched topics related to curriculum <sup>[L]</sup></li> <li>works with a variety of forms, eg projects, letters, diagrams, posters, multimedia <sup>[L]</sup>, poster presentation, slide show</li> <li>jointly and independently constructs a range of texts for different audiences and purposes: <ul style="list-style-type: none"> <li>writes fuller descriptions of people, animals, objects, places</li> <li>writes more extended descriptions of each feature in a report</li> <li>writes reports that include information about different parts of things and their components</li> <li>writes simple sequential explanations;</li> </ul> </li> <li>uses illustrations and diagrams where relevant.</li> </ul>
<b>ASSESSING</b>	<ul style="list-style-type: none"> <li>develops criteria for assessing oral presentations, eg content, structure, presentation. <sup>[L]</sup></li> </ul>

English K-6	STAGE 3
<b>DEFINING</b>	<ul style="list-style-type: none"> <li>identifies a research topic <sup>[5]</sup></li> <li>states the purpose and intended reader; refines topic.</li> </ul>
<b>LOCATING</b>	<ul style="list-style-type: none"> <li>identifies and locates resources, eg through subject / keyword / author / title searches, encyclopedias, atlases, yearbooks, databases, CD-ROMs, pamphlets, newspapers, Internet <sup>[5]</sup></li> <li>listens to more lengthy, challenging spoken texts, gleaning information, listening critically <sup>[6]</sup></li> <li>listens to a variety of text types presented by people of different ages, language, culture, roles <sup>[1]</sup></li> <li>reads daily a wider range of text types <sup>[6]</sup></li> <li>understands and uses various text layouts to access information</li> <li>uses email and Internet sources to request and receive information</li> <li>uses several strategies for finding information in texts, eg scanning for gist, scanning for specific information, contents, index, glossary</li> <li>seeks information from others while on school excursions</li> <li>interviews a local community member.</li> </ul>
<b>SELECTING</b>	<ul style="list-style-type: none"> <li>selects relevant and accurate information <sup>[5]</sup></li> <li>takes notes from a range of spoken texts, eg guest speaker, television, videos and CD-ROM</li> <li>identifies the main idea and supporting details of a spoken text and summarises it for others</li> <li>listens in group discussions and records key issues</li> <li>records information from a variety of sources</li> <li>summarises key information</li> <li>discusses how people from different sociocultural or minority groups or people in particular roles are represented and whether these representations are accurate, fair, stereotypical</li> <li>recognises when an opinion is being offered as opposed to fact (if culturally appropriate)</li> <li>evaluates information for currency, point of view and appropriateness for intended audience. <sup>[6]</sup></li> </ul>
<b>ORGANISING</b>	<ul style="list-style-type: none"> <li>plans writing through discussion with others and by making notes, lists or drawing diagrams</li> <li>produces well-planned, coherent, extended texts by applying knowledge about the writing process, eg researching, drafting, revising, editing, proofreading, structuring paragraphs <sup>[1]</sup></li> <li>organises written text to suit a multimedia product.</li> </ul>
<b>PRESENTING</b>	<ul style="list-style-type: none"> <li>delivers a variety of oral presentations for more varied audiences <sup>[6]</sup>, using technology</li> <li>writes and creatively manipulates a range of text types: <ul style="list-style-type: none"> <li>detailed descriptions, researched recounts</li> <li>more detailed reports, with increased technicality</li> <li>arguments and discussions supported by evidence</li> <li>provides a causal explanation;</li> </ul> </li> <li>uses software and technology to format a variety of texts, in a variety of media, eg video, audio</li> <li>combines various channels of communication in multimedia texts <sup>[1]</sup></li> <li>designs and organises information for a Web page</li> <li>uses related diagrams, charts, maps, graphs, illustrations</li> <li>produces texts with attention to design, layout and graphics. <sup>[1]</sup></li> </ul>
<b>ASSESSING</b>	<ul style="list-style-type: none"> <li>develops criteria to evaluate the effectiveness of spoken texts <sup>[1]</sup></li> <li>reflects critically on the effectiveness of writing, eg how easy it is to retrieve information. <sup>[1]</sup></li> </ul>

# Information Technology



Among her many other teaching roles, **Katharine Chauncy** is a recently qualified teacher-librarian in two small NSW schools: Sutton Forest Primary School and Bundanoon Primary School. Katharine and her Principal at Sutton Forest, Laurie Connery, were eager to introduce technology, a decision which put the whole school community on a steep learning curve.

## Technology in a small school



Sutton Forest Public School is a small, three-teacher primary school, situated in the Southern Highlands of NSW, near Moss Vale. Our school has an enrolment of 68 students in three composite classes. In 1998, there are K/1, 2/3 and 4/5/6 composite classes. The teaching staff includes a teaching Principal, two classroom teachers and myself. During my 2.5 days per week at Sutton Forest, I provide the relief from face-to-face, part-time and teacher-librarian components of the school's total allocation.



**Laurie Connery** has been the Principal at Sutton Forest Public School since 1990. His role as a teaching principal, and his strong interest in technology, has enabled a successful collaboration with the teacher-librarian to revolutionise a traditional, small school library into a future driven learning centre.

The transformation of Sutton Forest Primary School's library, from a two-room corner of the former principal's residence to a technologically driven learning centre, has been an outcome of long term planning, collaborative effort and sheer hard work.

Memories of sitting with 25 children in an area of twenty square metres, to conduct lessons about book etiquette, manual borrowing procedures and the use of card catalogues, still draw the occasional shake of the head. "How did we ever do it?" Quickly replacing that thought is the realisation of the ongoing challenge: that of upskilling our teachers, students and the community to make efficient use of our automated resource, despite the teacher-librarian not being available every day of the week.

In a small school, the library can be either a barren desert or a living oasis as a learning resource. It depends on the school's priorities as to the value of its contents. While technologies such as satellite receivers, Internet grants and OASIS Adlib computers are provided by the government, small schools must seek innovative ways of acquiring resources. Over time, the library must continue to be high on the list for funding and support.

At Sutton Forest, our future goals will include: the continued development of the role of the teacher-librarian as a facilitator of learning; team teaching and collaboration; and outcomes based programs.

## MEETING THE CHALLENGE

Setting up a school library to provide *daily* access to teaching and learning resources is a challenge for teacher-librarians who work in the school for only a few hours a week. Just a few years ago, the reliable old card system at Sutton Forest was one that could be managed efficiently, easily and effectively by all staff and students. However, the introduction of *OASIS* quickly threw established, familiar routines and library programs into disarray.

Through 1994 and 1995 we not only automated the library, but simultaneously moved it to a new demountable building, and sifted and sorted our way through an old collection donated to us from another small school that had been closed. *Rapid retrospective*, an energetic clerical assistant, a team of willing parent helpers and a supportive Principal and staff saw this time consuming and seemingly never ending job finally completed. By the end of 1995, I was excited to announce that I had thrown the card catalogue away. The concept of automated circulation drew some shocked expressions from the teaching staff.



Sutton Forest Primary School is ready for the 21<sup>st</sup> century.

The students, however, were immediately entranced with the new beeping zapper and thought we'd turned the library into a modern supermarket. Some of us had our dreams set for a 21st century, K-6 Resource and Learning Centre! While I relished the thought of never having to write names on borrowers' cards, or look through catalogue drawers again, for the teachers it was a more difficult period. They no longer felt confident to use the library independently and were completely reliant on me operating the system (on my on-duty days), let alone solving immediate problems. This was, of course, one way to inadvertently lock out the school community from our valuable resources. Something that had to be changed immediately.

Part of one school development day was set aside for me to familiarise the staff with *OASIS library* and give them some time to 'have a go', not only with using the *Circulation* and *Enquiry* modules, but to locate the power points, turn the two machines on and access the correct modules using the password procedure. A simple set of step by step instruction sheets was produced for each teacher to follow. We have one file server/workstation, and another workstation with a portable barcode reader attached, so they had to learn to start up and close down both!

Teachers, just like students, learn by doing. I encouraged the classroom teachers to take over the circulation roles completely and they now enjoy a relaxed interaction with their students. They discuss, informally, book choices, likes and dislikes, and steer their students gently into choosing something that suits their reading ability or general interest.

My role during this time became one of assisting students at the shelves, and teaching small groups or individuals to use *OASIS enquiry* at the point of need. It was also an opportunity to reinforce the children's locating skills previously learned or familiarising the youngest students with a number of simple *OASIS* functions. Team-teaching enabled us to have formal lessons in the library, with the classroom teacher and support teacher interchanging roles regularly depending on the outcomes of the unit.

## SPEED BUMPS ON THE INFORMATION SUPER HIGHWAY

1996 saw the first IBM compatible Internet and CD-ROM computer arrive at Sutton Forest. As this was seen as a resource to be used by the whole school, it was installed in our Resource and Learning Centre (aka the library). With enthusiasm, we purchased

*None of the teachers have to wait for that allocated library day and the appearance of the teacher-librarian to unlock the door to the information environment*

a number of CD-ROM encyclopedia and reference titles to begin our collection, and I relocated my copy of *The Internet for dummies* to the staffroom table. We were on the information super highway.

Unfortunately, we were unprepared for the many new obstacles to overcome. With large composite classes in the Library at one time, and just one computer, we couldn't use the 'Net and a CD-ROM simultaneously. Also, the students needed guidance and explicit teaching at every step of the process. Only the Principal and myself had any idea at all of how to operate the new technology, and thereby gain access to this seemingly boundless frontier of information.

URLs, WWWs, ROMS, RAMS and megabytes were enough to frighten teachers off. Ironically, they shook their heads vigorously and retreated quickly to their comfortable technological zone: the circulation desk!

I've always liked that saying, "Don't dwell on the past." I do think it's more important to dwell on successes, even if they are only small steps forward, such as how to do something without having to refer to the manual. It all takes time: time in the seat; time to experiment; time to surf the Internet; time to talk; time for inservice courses; and time to ring up Technology Support. A good sense of humour helps when everything seems insurmountable.

Admittedly one must also be prepared for the usual technological problems and annoying glitches. I admit to worrying that those patient souls at the other end of my most frequently dialled phone number, Technology Support, will one day become so exasperated with my litany of mishaps that they will ask me to leave them in peace... forever!

The school reached another turning point in 1997, with the arrival of our second IBM compatible computer. A kind family also donated their superseded 486 Win 3.1 computer, so it is now possible (with carefully orchestrated and supervised group work) for the students to rotate through a number of activities over a period of weeks, allowing them to learn to use information technology as part of the teaching and learning program in the library. The classroom teachers are learning with their students. Sometimes, I even find myself back at Circulation, as the staff feel more and more confident about taking the active role in the use of both the Internet and CD-ROMs.

We are, at present, networking the library computers and investigating ways to optimise their use even further. During 1998, we continue to adopt an outcomes based approach to teaching and learning across each key learning area, including the library program. Specific information skills outcomes for units of work undertaken in the classrooms have been targeted for the collaborative approach to our team-teaching efforts. We build on our familiarity with technology, our developing expertise and positive attitudes to pinpoint the knowledge and skills the students need to acquire at each level. At the same time, we emphasise a love of literature and literacy. Reading for sheer pleasure has not been discarded or displaced, but continues to be important across the curriculum.

## AN EVER-CHANGING VISION OF THE FUTURE

The benefits of having information technology thrust upon us have been far reaching. Our school's resources can be used five days a week. None of the teachers have to wait for that allocated library day and the appearance of the teacher-librarian to unlock the door to the information environment. Literally, everyone now has a set of keys.

Ownership of, and responsibility for, the schools' resources is shared by all, and collection development is linked with the real needs of staff and students. The teachers are actively involved in all aspects of the information skills program, with everyone's unique skills being used to the best advantage for student learning. Teachers are learning with and from each other and the students.

With the arrival of the exciting new innovations from SCIS (such as *SCISWeb*), I am now planning how to best use the time I previously spent cataloguing resources manually. My clerical assistant and I plan to work together at first, mastering the new procedures. Then I will leave most of that work in her capable hands, while I resume my increasingly active role, as a *teacher-librarian*.

At Sutton Forest and, I think, in most small schools, there is still a long way to go and a lot to learn. Yet there is *always* a long way to go: the journey never ends... and it's professionally rewarding and fulfilling to be on this journey together. ■

The following three articles are practical examples of the exciting work being done by teacher-librarians across Australia, as they assist classroom teachers to incorporate information literacy and technology into the full range of key learning areas. While these success stories are from primary schools, the ideas and methods discussed would be readily adapted for use with secondary students.

## Multimedia slide shows: Adventures with my worst best friend



Jenny Ashby, teacher-librarian and Year 5/6 teacher at Epsom Primary in Victoria, shares her trials and triumphs in integrating literacy and technology through the popular novels of Max Dann.

I have a variety of positions in my school. I take library and computer lessons P-6, as well as teaching Year 5/6 in the afternoon. Combining these roles, I can integrate technology into the library program quite easily and, as computing is my main background, I tend to think of computing activities first rather than pen and paper activities.

A major literacy unit with Year 4/5 classes has revolved around the book *Adventures with my worst best friend*, written by Max Dann in 1982. This is the story of young Roger Thesaurus, who decides to run away and travel the world. Poor planning sees him arrive a day and a half early for the train to Sydney. He visits a friend, Max, for a few hours and then decides to return home. On the way back, Roger falls down a ditch outside the house of the school bully, Peter Dusting. Roger and Dusting continue a love/hate relationship throughout the book, with Dusting helping Roger out and the two becoming friends.

Although this book is not new (I related more to the TV shows and actors mentioned than did the students), it has so many possibilities for literacy activities. Even the title intrigues the children, and sharing the book leads to many discussions about the theme of friendship; a great way to start the beginning of the year. Other themes/topics in the novel include bullying, multiculturalism, migration, racism, television, families, travel, mapping, planning, transport and housing.

The student outcomes for speaking and listening in English targeted by this unit have included:

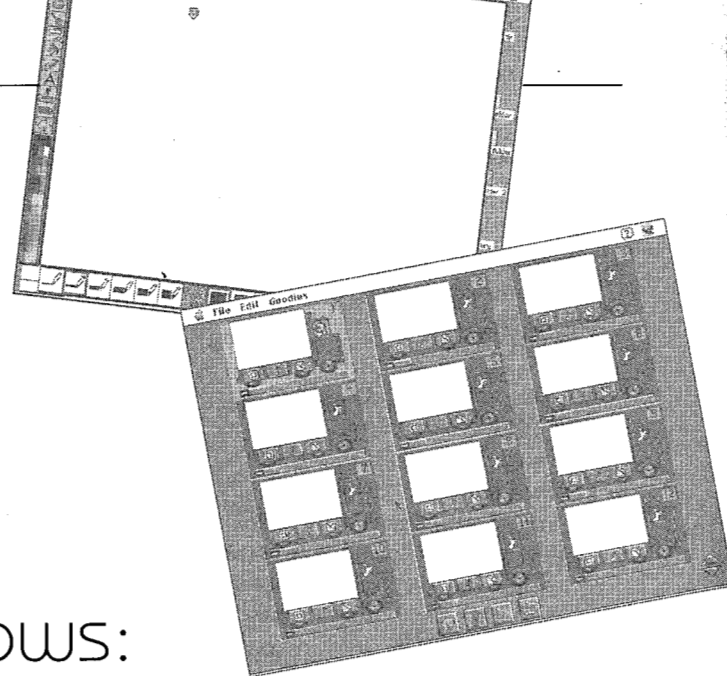
- Interact for specific purposes with people in the classroom and school community using a small range of text types (Level 3).
- Recognise that certain types of spoken texts are associated with particular contexts and purposes (Level 3).
- Interact with others in a variety of situations to develop and present familiar ideas, events and information (Level 4).
- Consider aspects of context, purpose and audience when speaking and listening in familiar situations (Level 4).

(Curriculum and standards framework: English, 1995 Victoria Board of Studies; the NSW English K-6 syllabus has similar outcomes at these levels.)

### Enter Kid pix studio

One of the students' favourite activities involves them making a multimedia slide show of talking postcards, from the places around the world where fictitious Roger would have liked to visit. The students put themselves "in Roger's shoes" and send a postcard home to another character in the book.

The software we use to create slide shows on our Macintosh computers is called *Kid pix studio*, from Broderbund. *The World Book multimedia encyclopedia* CD-ROM (1996) is used in tandem with *Kid pix* to take exotic international "snapshots" for use in the slide show.



Firstly, the students open *The World Book* CD-ROM and go to the **Picture Gallery**. By clicking on the list of places shown, the children can choose the location they would like to see. Not all pictures in the CD-ROM can be copied, so the children soon learn to note whether the "copy" menu option is available.

The students open the text about the picture, read it and take down only the keywords. This is an excellent opportunity to emphasise note-taking skills. If a school has insufficient computers and software, it is also possible to print the text and have the students underline their keywords. Otherwise, the children can practice reading text on-screen and taking notes.

Once the keywords are decided upon, the children edit and select their copy. For computers with enough RAM, both applications can be kept open and it is easy to swap from one program to the other.

**The students put themselves "in Roger's shoes" and send a postcard home to another character in the book.**

Later, within the *Kid pix studio* program, the students go to **Make a picture**. Once the window has opened the children can call up their selected picture. When it comes onto the screen, one inevitably hears a collective "Wow!" from the children. The mouse is moved to position the picture. Another click of the mouse pastes the picture into its desired location. A *World Book* copyright statement automatically appears under each picture, demonstrating to the children the importance of acknowledging source materials in their own work.

### Adding sound

The next task for the children is to use their keywords and the picture to tell someone about Roger's trip. The children record their commentary by selecting **Record a sound** from the **Goodies** menu. This is as easy as using a tape recorder (does anyone still use audio tapes?), but getting a high quality recording can be a challenge. Giggling is very catchy to all involved and the Macintosh picks up sounds very well. I usually encourage the children to come back when the library is empty (but if anyone has a portable Cone of Silence, it could be handy).

When the sound is complete, the picture needs to be saved so it can be put into a slide show. The first group of students select the option **Make a slide show** and watch as the **Trucks** window appears, ready to have pictures inserted. (One younger child thought the program was all about trucks when he saw this page and continues to hound me for the program with the trucks.)

Subsequent groups add their work to the already started file by selecting **Open a slide show**. The children quickly learn to be methodical: naming their sound and picture files appropriately; remembering to save the slide show after each picture is added; etc. Otherwise, the files easily imitate missing socks in the wash (ie two files go in but

only one comes out). There is also an opportunity for the children to play movie director, trying out the different "transitions" available (eg fade, wipe, dissolve, etc) to move from one image to the next.

### Presenting and Assessing

We organised a premiere of the slide show with a "Come as a character from *Adventures with my worst best friend* day". Max's five sisters proved to be a great group dress-up. After viewing the production, the audience celebrated "friendship" by awarding each other hand-made trophies. I also use this slide show with other grades as an extension to reading the book. One of the sequels in Dann's *Roger Thesaurus* series is called *Dusting in love* and this has become a very popular request at the Reservation counter of the library.

### The sky is your limit

A multimedia slide show has so many possibilities:

- making slides to show the parts of a story in sequence
- book reviews on a continuous loop, by putting several different slide shows into one. I often take the keyboard and mouse away to leave the slide show running on a monitor
- creating a presentation about a particular author and his/her works, including personal details and book covers of titles held in the library
- Book Week displays and announcements of new acquisitions in the library
- researching animals for reports and explanations (eg life cycles; the sound effects of eggs hatching can be very effective).

*The World Book multimedia encyclopedia* is only one of many information CD-ROMs that can be used in conjunction with a slide show program. The "stamps" and drawing tools which accompany *Kid pix studio* are also useful. The Internet is another great source of graphics, so long as the children stay on task and copyright is respected. A scanner, if available, can convert original artwork into images for the slide shows.

Last year, I made the announcement of the Children's Book Council prize winners at a school assembly via a multimedia slide show. I used a digital camera to take snapshots of the front covers of each book. The children loved it; they seem to be mesmerised by monitors.

Children in Years 5-6 may soon want something a little more sophisticated and, if they have been surfing the Internet, they will enjoy the possibilities of programs such as *Hyperstudio*. This program allows the making of numerous "cards" (in "stacks"), interlinked with hypertext, similar to Web pages on the Internet. The latest version actually facilitates the uploading of such presentations onto Web sites.

Multimedia slide shows have become an effective highlight of Epsom Primary's library and computer programs. ■

# Multimedia slide shows II: Researching the human body

*Angela Heuzenroeder is a teacher-librarian at Angaston Primary School in South Australia, as well as a current Awards Coordinator of the Children's Book Council of Australia. Angela and a class teacher, Geoff Cook, have enjoyed great success with multimedia slide shows, although they admit to being barely one step ahead of an enthusiastic group of primary students.*



The idea of using multimedia slide shows to present student research actually came from the students themselves. Quite unexpectedly, a bright group of upper primary students presented some research to their class using *Powerpoint* and *Harvard graphics*. The way they incorporated music and diagrams, which they had found on the Internet, left the class teacher and me gasping. I decided, at that moment, that *this* was the way of the future. If the students were going to learn how to do this, there was no time like the present.

## Getting started

The aforementioned class, now in Year 7 (the final primary year in South Australia), was our obvious group to target. There were more

than a few hurdles to overcome: for one, I had no idea how to use a slide show presentation. I enrolled in an inservice course to find out, while Geoff Cook, their teacher, took responsibility for learning how to scan, electronically, hand-drawn illustrations into computer readable images.

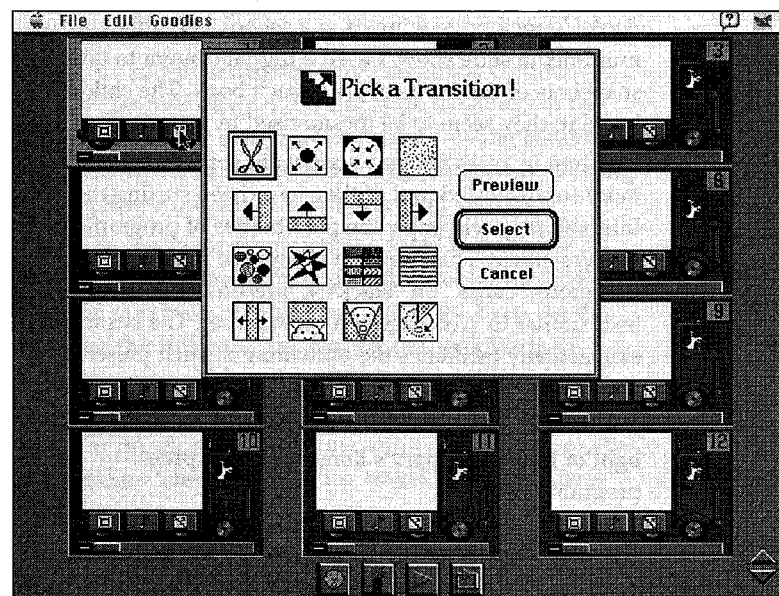
Geoff and I then sought out a program which the school could afford to download onto the fifteen computers in our computer room; site licences can be expensive. *Kid pix studio* was colourful and fun to use, and it was already a part of the package of programs we had. Pictures and sound could be imported from external sources. Word processing capabilities were limited, but we could get by. The important thing was to begin.

The class was familiar with the routine of short research projects, on numerous topics, which the two of us had been setting. Now we could take those a step further, incorporating a computer slide show as the means for presenting their information. The science unit we selected was *The human body*.

## Planning

Our planning sessions consisted of two 60 minute, after-school discussions, plus many snatched conversations at the photocopier. With our initial planning pro forma, we tried to observe three principles:

- The unit of work was to be related to specific strands and outcomes from the *Statement and profile* documents which are the basis of curriculum in South Australian schools.
- The research process and the preparation of slide shows were to be treated as two separate entities, to be assessed separately. (This was to ensure we acknowledged the students' work before it reached a computer screen. Also, we were unsure of how successful the presentation component would be.)
- We would provide 'scaffolds' on which the students could build. All students had read books on human organs in class ('knowledge in advance' or 'field knowledge') before they began researching. I also made my own multimedia



slide show presentation on a different topic. This was shown to the class to demonstrate the sorts of techniques they might emulate.

## Defining

The school had multiple copies of books on the human eye, ear, brain, skin, heart, muscles, bones, etc. Students perused these over several silent reading sessions, then discussed them informally in groups. We also had a general whole class lesson to brainstorm facts about human organs. Their responses to a request for "useful pro forma headings" for their factual reports and explanations turned into a webbing exercise as we linked similar concepts.

## Locating and selecting

As a part of the framework for preparing their slide shows, the students were reminded to follow familiar practice and:

- record their sources in a bibliography
- provide evidence of research done out of lesson times (we warned the public librarians!)
- make use of a variety of resources: CD-ROMs; reference books; charts; the Internet; and listservs, such as *OZTL\_Net*.

## Organising

The students were expected to record their information on a working document before producing their final

to work on their slide show presentations. The students were paired off, which gave the less confident ones some moral support. Issued with blank storyboards, they had to transcribe their facts into the new layout.

Each pair was issued with a disk, on which their computer data was to be saved.

## Presenting

Isn't it amazing how the young adapt to new technology? Like ducklings taking to water, most of them had discovered more tricks and fandanglers in the *Kid pix studio* program than I had found over several days. Geoff and I found ourselves relegated to unsnarling the odd technical problem, and ensuring that the students questioned their own decisions about design techniques. (It was difficult to convince one child that little graphics of daisies, "stamped" all over the title page, were not really appropriate for a multimedia presentation on blood and the circulation system.)

As presentation day drew near, an amazing thing happened: one

lunchtime, a handful of the least cooperative, least motivated students



*Kid pix studio graphics © Broderbund. Courtesy Dataflow Computer Services*

Many resorted to adding facts verbally as their slide shows played on the monitor. Long bibliographies were also ruled up by hand. Even the weakest slide shows showed a flair for clever use of attractive and witty artwork. (There are many "stamps" in *Kid pix* of eyeballs, ears and skulls, which can be used; we had enough skulls to fill a charnel house!)

In front of the Principal (our special audience member), every student managed to load his or her disk into the computer, open the program and run a slide show. Even the least confident had gained the skills needed to speak with ease and operate the computer.

Geoff and I were amazed, one lunch hour, to see a normally shy girl sitting at a work station with some very young children, demonstrating how to draw in *Kid pix* and convert their drawings into a slide show.

## The future

When our school can afford it, we intend to upgrade to a more sophisticated program for creating and presenting slide shows to upper primary classes. Ideally, we would like to accommodate higher level outcomes for writing in varying text types. Meanwhile, multimedia slide shows remain a wonderful program for introducing a range of skills. We also anticipate the day when we can consider purchasing a projection system for the computer, so that our slide shows could entertain and inform larger audiences. I must offer to address a meeting of the fund-raising committee. ■

**The research process and the preparation of slide shows were treated as two separate entities, and assessed separately.**

product. For this unit, the pro forma was *hand drawn*, devised ten minutes before the first research group arrived at the resource centre. It makes me smile to think that some of our most successful teaching aids have been a delightful combination of state of the art technology and things sketched on paper during moments of spontaneity.

After the factual writing from their proformas was marked, it was time

appeared at the resource centre door. They were wanting to work on their slide shows! Geoff and I quickly set them up at the workstations.

## Assessing

Despite a limitation we discovered, whereby there was no way to present large quantities of written text on *Kid pix*, some students gave presentations which were quite brilliant.



**Carol Carlin** is teacher-librarian and environmental coordinator at Menai Primary

School and the coordinator of the Sutherland Shire Teacher-librarian Support Group. Carol is an advocate of *Murder under the microscope*, an interactive program where collaborative teaching, information skills and environmental education are integrated.

## Murder under the microscope at Menai Primary School



The library program at Menai Primary School operates with a semi-flexible timetable. Some library sessions are set times as they are part of the Release from Face-to-Face teaching component, while remaining time slots are used for booked classes, based on cooperatively planned units relevant to class programs.

The effective use of existing resources reduces the need to constantly "reinvent the wheel" each time a teaching-learning program needs to be developed. An excellent resource available to all Australian schools is *Murder under the microscope*. Having assisted students with their research in a previous interactive game, I used this resource for the first time in 1997 as the basis for cooperative planning and teaching. It presented the opportunity to:

- work collaboratively with another teacher, John Selby, Assistant Principal teaching Year 6
- immerse the students in the information process and resource based learning
- give students access to a wide range of technology.

### What is *Murder under the microscope*?

*Murder under the microscope* is an environmental eco-game where the student outcomes are to increase awareness of water resource management and environmental issues. Created by OTEN (Open Training and Education Network)

and the Department of Land and Water Conservation, the game has attracted sponsorship from Waterwatch Australia in 1998 and is designed for Years 5-8.

Each year, the game is designed around a different ecological theme. Our experience was in researching a marine problem, *A riddle of remorse on the reef*. This year's challenge is *Mystery on the marsh*, a wetlands theme.

The game combines state of the art technology including interactive satellite television and the Internet. Students work in teams to discover where the eco-crime happened and, from the clues, select the villain and the victim. Additionally, students can design a solution to the identified crime.

### How is it played?

After registering, teams receive a pack of teaching materials and an information kit (approximately three weeks prior to the commencement of the game). The kit contains ten resource files of factual information, suggested activities and experiments. Additionally, a list of ten possible crime sites is faxed to the school, and posted on the Web site at <http://www.microscope.aone.net.au>. Teams begin investigations of the crime sites and their specific environmental management issues. Data is collected from a wide variety of sources, particularly the *Murder under the microscope* Web site, which has loads of information.

To start the game, a top secret fax and Web message from *Catchment HQ* reveals a list of twenty possible villains and thirty possible victims. HQ will communicate the exact time that teams receive a full briefing of the crime scene during a satellite broadcast or on the Web site. This is the beginning of the game. Students have three weeks until "The Big Day", when a final *accusation* is made and the game is complete.

This game resembles the piecing together of a giant jigsaw. Students will review clues, collect information about all the sites, villains and victims. Further clues are posted from HQ from time to time, and opportunities are provided for the students to design probing questions for the "experts" to answer on-line. Student investigators also have three chances to make a "stab in the dark" guess at the answer. Immediate responses are given indicating how many parts are correct. The mystery can be solved, but only when the students identify causes and effects. They must also discover the interrelationship of the issues and the complexity of the solution.

### Murder and collaborative teaching

John and I found that *Murder under the microscope* gave us the opportunity to work together. We did not need to write the program, as the *Teacher's handbook* details outcomes for each key learning area at Levels 3, 4 and 5. Weekly activities, classroom management, planning strategies and research outlines are also included.

We did, however, need to plan when the library or classroom would be used, and how both of us would move into the role of facilitator to enable the students to become increasingly responsible for their own learning. We also planned classroom and library displays of time lines, clues, concept maps of possible scenarios, posters and lists of things to do. We also collected a wide range of resources that would assist students to locate relevant information. The organisation of student groupings was critical because the children needed to share and cooperate within their own group and with other groups. John's knowledge of his students was important in the organisation of student social groups for the duration of the game. We found that by having ten groups, each group became *experts* on a particular site and its environmental issues, and on two possible villains and three possible victims.

### Murder and information skills

Through cooperative planning and teaching and resource-based learning, students are given opportunities to learn how to handle information effectively.

Bronwyn Stuckey, OTEN Project Manager for *Murder under the microscope* (1997), explained that, "The scenario allows students to engage very directly with what they are learning, rather than be passive observers. They become catchment and water resource managers. The problem is urgent. There's a time frame on it. The scenario encourages them to make the connections between

the content and problem solving strategies and develop researching skills to solve the problem."

All steps in the information process were experienced by all students, although the game facilitates the use of the first four of the following steps in particular.

**DEFINING** - As each group is given a site and a resource file outlining an environmental issue, students soon discover that, before the search begins, they need to ask *What is my purpose?* and *What are the key words of the task?* To manage the task, the children identified sub-topics and worked out who was responsible for each one.

**LOCATING** - At this step, students quickly learnt how to log on and off the Internet correctly, how to search the Web and CD-ROMs, and how to use telephone books, telephones and faxes to locate other possible sources of information. Different groups actively sought pertinent travel maps, weather maps, tables, diagrams and reports from environmental groups.

**SELECTING** - Many groups chose to highlight and list key words from printed material. Students learnt to discard data that was not needed for their task, usually after discussions and a few heated arguments with peers, the class teacher and myself. We found that some students were developing the skill of checking significant data in more than one source.

**ORGANISING** - During the game, most of the organising skills were developed during class reviews of the current status of our detective work. Mind maps were used to visually explain when relationships between villains, victims and sites were thought to be linked. Clues were then checked

against our possible solutions to keep reviewing the purpose of the game.

**PRESENTING** - Students contributed to whole-class presentations. John and I found that, at the conclusion of the game, a short report using a joint class construction describing the solution to the problem was appropriate.

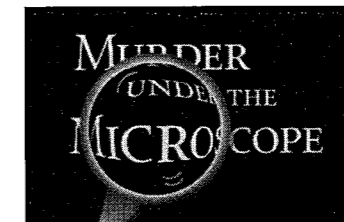
**ASSESSING** - The children discussed their thoughts about the complexity of the task. Because the game allowed students to be actively engaged with what they learnt, they found this program to be exciting and challenging.

### Suggestions

We discovered that, during the game, it became difficult to devote as much time as was needed for research. John was concerned that other key learning areas would be neglected if we allowed too much school time for this game. We concluded that a possible solution was to plan other KLA units linked to the *Murder* theme, wherein more work could contribute to the solving of the mystery.

Teachers need to become familiar with as many environmental issues as possible and how to play the game, its aims and time frame. It is difficult to become facilitators without a deep understanding of the program.

Students will need instruction and practise in searching the Internet, and preparing and sending email and fax mes-



sages. It is important to negotiate with the Principal procedures for student use of the school's telephone and fax.

Teachers should also inform parents of the class commitment to the game. Parental encouragement and support will help students in their quest to solve the problem.

The main benefit of *Murder under the microscope* is that teachers and teacher-librarians can work collaboratively to develop students' information skills through resource-based learning. The technology utilised is of benefit to students, and to teachers with limited computer experience, as able students and the teacher-librarian can share their expertise. Finally *Murder under the microscope* is immensely successful because it is exciting and, most of all, the learning becomes fun!

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**Gondwana to Gold: A Chronological History of Australia**

This Internet publication enables students to gain Internet experience while covering Society and Environment outcomes. It traces Australian history from the formation of the continent, the arrival of the Aborigines, European settlement, to the finding of gold in the 1850s. A section of *Gondwana* can be browsed for free at: <<http://www.informit.com.au/gondwana/gondwana.html>>. A schools annual subscription price of only \$50 allows unlimited access to this excellent social history resource by Wendy Lowenstein. Schools price: \$50

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Inform  
Technology

Our series of Internet reviews continues. Sites for a range of Key Learning Areas are included in each edition of *Scan* to help maintain currency, and ensure teachers from each KLA are provided with helpful information to support technology in learning. Sites are listed alphabetically by title. Those reviews which note links to other sites, especially as a major part of the site, will require additional exploration time by teachers to verify specific curriculum applications relevant to their classes. The **USER LEVEL** descriptor, **Professional**, is a pertinent reminder of such issues. Please note that changes happen daily on the Internet. Sites come and go. We cannot guarantee that the following sites are permanent or are structured as they were when they were reviewed. These and other Internet site reviews appear on the DET site <<http://www.dse.nsw.edu.au>>. Site reviews for a number of HSC syllabuses are also available on HSC On-Line <<http://hsc.csu.edu.au>>.

**Agriculture Western Australia.**

<http://www.agric.wa.gov.au/>

What do Western Australian farmers produce? Agriculture students can find out by accessing **Farmstay holidays** and matching the enterprise to a map showing climatic zones of Western Australia. Further information about marketing, and crop types and quality can be found in **Industry development**. The protection of agricultural industries is a primary concern. Students can conduct their own research into feral animals, disease, and pest control. Detailed information is often accompanied by some excellent images eg. infected plants, feral goats. Students using **Search** are able to access a considerable amount of information. Students can investigate models that farmers might use to predict long term benefits and costs of changing farming practices eg. planting trees, managing salt affected land, and controlling surface water. J. Robinson

**USER LEVEL:** Stage 5 Stage 6

**KLA:** TAS

**SYLLABUS:** Agriculture 7-10; 2U Agriculture

**SCIS SUBJECTS:** Agriculture - Western Australia

**KEYWORDS:** Agriculture; Agweb; farm; Western Australia

**PUBLISHER:** Agriculture Western Australia, WA Government

**REVIEW DATE:** 3/4/98

**Alternative Technology Association's Web page.**

<http://www.ata.org.au/>

Promoting sustainable technology to the community is billed as the purpose of this site. On selecting **Publications** users are able to view some of the online articles contained in the hardcopy magazine, *Renew* (formerly *Soft technology*). Interesting articles from past issues can also be viewed using *Adobe acrobat reader*. These include: **Sydney's sustainable house; Solar in the suburbs; Making other companies green; Make your own fridge;** and many others. The **Bramlea** wind generator gives current information on wind farms, sustainable energy, and the wind generator near Bell's Beach in Victoria. Commercial information is also available on obtaining other books and publications relevant to green technology. A. Barton

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional

**KLA:** TAS

**SYLLABUS:** Design & Technology 7-10; 2U/3U Design & Technology

**SCIS SUBJECTS:** Alternative technologies; Technology - Environmental aspects

**KEYWORDS:** Green technology, sustainable technology, solar energy

**PUBLISHER:** Alternative Technology Association, Australia

**REVIEW DATE:** 3/4/98

**Amazing insects.**

<http://www.minnetonka.k12.mn.us/groveland/insect.proj/insects.html>

A well planned student centred site, this guides teachers and students through an integrated unit on insects. Classes are encouraged to gather information and email to the host site where their report is recorded. The site includes an interesting list of insect related links (exploration time required to verify curriculum relevance), together with instructions for a variety of activities across subject areas. What is most impressive are the lesson plans, which include: objectives (eg observation, identification, recording, communicating); skills list (eg data collection; communication; using technology); vocabulary; materials; procedure; recording sheets; and extension activities. Suitable for Years 3, 4, or 5, this site could form the basis of any insect unit and could be used for developing skills in procedural text writing. P. Williamson

**USER LEVEL:** Stage 2 Stage 3

**KLA:** ST

**SYLLABUS:** English K-6; Science & Technology K-6

**SCIS SUBJECTS:** Insects

**KEYWORDS:** Classroom projects; insects

**PUBLISHER:** Goveland Elementary School, USA

**REVIEW DATE:** 3/4/98

**ArtScape: painting/mixed media/oil/papermaking/lithograph/monotype/Beverly Reordan.**

<http://www.artscape.com/Artists/reordan/>

A small but definitive site, American artist Beverly Reordan gives her artist's statement, which includes her philosophy, ideas, inspiration, methods, and media. Within this statement there is an emphasis on signs and symbols, relating directly to the focus area, *Art and culture*,



in 2 Unit Visual Arts. There are examples of Reordan's artwork, covering a diversity of media, and an extensive biographical list of exhibitions, educational background, mediums, and other activities she has been involved in. There is also a link to *Artscape*, a more extensive home site of artists and resources, which could be explored for material relevant to the curriculum. A. Whyte

**USER LEVEL:** Stage 5 Stage 6

**KLA:** CA

**SYLLABUS:** Visual Arts 7-10; 2U Visual Arts

**SCIS SUBJECTS:** Art - Study and teaching; Artists

**KEYWORDS:** Artist's statement; Artscape; Beverly Reordan

**PUBLISHER:** Artscape, USA

**REVIEW DATE:** 3/4/98

### **ArtSite - Blue Mountains, City of the arts.**

<http://artsite.bluemountains.net.au>

Although there is useful local information provided, for students and teachers across the state the most valuable area of this site is the section devoted to the work of individual **Artists** resident in the Blue Mountains. Each one includes: images of work from the artist in expandable thumbnails; lists of achievements; and an artist's statement, allowing the sharing of experience. The site is clearly and logically organised, enabling easy navigation, with design and colour not competing with the works. Sculptors, painters, photographers, musicians, textile, glass, and performance artists are included, with new artists added regularly. There is an extensive links site listing Australian and international art-related sites which could be a professional starting point for further Internet exploration. R. Buchanan

**USER LEVEL:** Stage 5 Stage 6

**KLA:** CA

**SYLLABUS:** 2U Music; Visual Arts 7-10; 2U Visual Arts

**SCIS SUBJECTS:** Artists, Australian; Musicians, Australian

**KEYWORDS:** Arts; artworks; Blue Mountains

**PUBLISHER:** Blue Mountains artSite (co-operative of artists)

**REVIEW DATE:** 3/4/98

### **Australian Bureau of Statistics World Wide Web information service.**

<http://www.abs.gov.au/websitedbs/d3310114.nsf/>

#### **Homepage**

Four main sections are easily accessed from this home page: **Statistics**; **ABS news**; **Products**; **About ABS**. By far the most useful is **Statistics**. Here one can link to **Key national indicators** which looks at Australia's current key economic and social indicators, including: CPI; GDP; the unemployment rate; and company profits. Also offered here are: **1996 census of population and housing**; and **Australia in brief**, with tables which provide a broad statistical picture of Australia's economic and social environment. This current information is an essential supplement to other print resources which date quickly in this field, and is a good source for both classroom exercises and student research across a range of syllabuses. Teacher guidance may be required for student users. S. Dent

**USER LEVEL:** Stage 6 Professional

**KLA:** HSIE; Mathematics; PDHPE; Science

**SYLLABUS:** 2U Agriculture; 2U Business Studies; 2U Economics; 2U Geography; 2U Legal Studies; 2U Mathematics; 2U PDHPE; 2U Society & Culture

**SCIS SUBJECTS:** Australia - Statistics; Censuses

**KEYWORDS:** Australian Bureau of Statistics; census; CPI; economic; GDP; statistics

**PUBLISHER:** Commonwealth of Australia

**REVIEW DATE:** 3/4/98

### **Australian parliamentary information links.**

<http://www.mnps.act.edu.au/austgovt.html>

Those teaching government and the federal parliament would find this informative site worth bookmarking. This school has created a site which links to eight others. The first, authored by the Parliamentary Education Office, is particularly useful for both primary and secondary students; it is written in appropriate language for each group. Teachers are catered for with some innovative strategies and lesson plans for teaching government. Other links contain: information on senators, and members of the House of Representatives; access to Hansard and other parliamentary publications; details on various government departments; and a copy of the *Australian Constitution*. It would support Civics and Citizenship. N. Paull

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6

**KLA:** HSIE

**SYLLABUS:** Geography 9-10; History 9-10; HSIE K-6

**SCIS SUBJECTS:** Australia - Politics and government; Federal government

**KEYWORDS:** Government; parliamentary

**PUBLISHER:** Mount Neighbour Primary School, Canberra

**REVIEW DATE:** 3/4/98

### **Big room, dance and technology.**

<http://www.bigroom.co.uk/index.html>

A number of sites on the Internet are attempting to come to grips with the relationship between the art of dance and the medium of technology. This site deals with these issues and is continually being updated to reflect technological advance. Three **Web dances** are on offer for potential audiences. **Brownian motion** is interactive, allowing users to manipulate floating figures and armchairs on a cyberstage. **Lifeblood** is a virtual dance: the dance does not actually exist, but a description of it allows the audience to imagine it. Other features include a description of a live performance (**Hamsters in mirrorshades**) influenced by modern technology and cyberpunk literature, and links to the **London Contemporary Dance School**. D. Wauchop

**USER LEVEL:** Professional

**KLA:** CA

**SYLLABUS:** Dance 7-10; 2U Dance

**SCIS SUBJECTS:** Dancing

**KEYWORDS:** Dance; technology

**PUBLISHER:** Big Room, London

**AUTHOR:** LORD, Richard

**REVIEW DATE:** 3/4/98

### **Brain teasers.**

<http://www.eduplace.com/math/brain/index.html>

Teachers or parents looking for a source of mathematical problems will find this site useful. The teasers are broken into three sections, for: **Grades 3-4**; **Grades 5-6**; and

## Information Technology

**Grades 7+.** Each week a new set with solutions is published. Previous problems and solutions are archived for each grade section. The problems are presented in a mostly text form, as are the solutions. The questions are based on practical situations or stories. Hints are also provided. Some teacher guidance may be necessary as the situations are varied and often unfamiliar. Some non metric units are involved. Navigation is easy and fast. Teachers would examine the problems before deciding on appropriateness. G. Donaldson

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Community Professional

**KLA:** Mathematics

**SYLLABUS:** Mathematics K-6; Mathematics 7-10

**SCIS SUBJECTS:** Mathematics - Study and teaching

**KEYWORDS:** Math; question; teasers

**PUBLISHER:** Education Place, Houghton Mifflin Company, USA

**REVIEW DATE:** 3/4/98

### **Business planning and resources: create your marketing plan.**

<http://www.americanexpress.com/smallbusiness/resources/expanding/mktplan/>

A practical guide for developing a marketing plan for a business is linked here as part of the American Express Small Business Services site. Mirroring areas of study in the Business Studies syllabus, six sections on marketing are available: **The purpose**; **Your target customer**; **The benefits of your product or service**; **Your positioning**; **Your marketing tactics**; **Your market budget**. Each article is easily accessed and is useful for information and as a guideline for students who undertake a marketing plan for a specific business. S. Dent

**USER LEVEL:** Stage 6

**KLA:** HSIE

**SYLLABUS:** 2U Business Studies

**SCIS SUBJECTS:** Business; Marketing

**KEYWORDS:** Business planning; marketing plan

**PUBLISHER:** American Express Company

**REVIEW DATE:** 3/4/98

**EVAL:** Highly recommended

### **Children's storybooks online.**

<http://www.magickeys.com/books/>

A selection of books for children, apparently written for the site with a number by the site author, are available here. They range in difficulty and some contain sounds and animations. Bright, simple graphics and buttons make it easy for young students to navigate their way around the site. When they have finished reading the books they can choose to answer some riddles, attempt a maze, or select pictures to colour in later. All extra activities are based on particular books from the site. The site contains a link to other children's stories and writers/illustrators, but their relevance would need to be verified. While not outstanding, it is a simple site which young readers may enjoy. N. Cooper

**USER LEVEL:** Stage 1 Stage 2 Stage 3

**KLA:** English

**SYLLABUS:** English K-6

**SCIS SUBJECTS:** Children's literature

**KEYWORDS:** Children; storybook

**PUBLISHER:** Magic Keys, USA

**AUTHOR:** MOORE, Carol

**REVIEW DATE:** 3/4/98

### **Comptines, chansons et poesies numeros.**

<http://www.momes.net/comptines/comptines-numeriques.html>

An interesting site, this is useful for primary teachers (Years 1-4) and secondary teachers (Years 7-8). There are 24 songs and short poems in French about numbers from one to twelve. They are well presented as short poems/songs of one or two lines (suitable for primary classes), or poems of a few lines for more advanced students. The vocabulary is easy and simple making the poems easy to remember. This is a valuable site for teachers looking for ideas for an interesting lesson about how to teach numbers in French, with some short sentences about how much, and some ordinal numbers such as the first, the second etc. K. Nowacki

**USER LEVEL:** Stage 2 Stage 3 Stage 4

**KLA:** LOTE

**SYLLABUS:** French K-6; French 7-10

**SCIS SUBJECTS:** Counting; French language - Study and teaching

**KEYWORDS:** Chansons; comptines; numbers; numeros

**PUBLISHER:** Imaginet, France

**REVIEW DATE:** 3/4/98

### **Create-a-saurus.**

<http://www.adventure.com/kids/dinosaurs/createasaurus/>

Students studying dinosaurs are able to design a hundred variations of ten different dinosaurs at this site by sampling various skin textures. While the on screen results are effective, the site is just a sample of what is available on the CD-ROM titled *3D dinosaur adventure* from Knowledge Adventure Inc. *Create-a-saurus* is one of eleven interactive games available to K-6 children at the site. Playing the games online can be slow at times; but *Create-a-saurus* is one of the best in the group in terms of its effects and suitability for younger classroom users. G. Fitzgerald

**USER LEVEL:** Stage 1 Stage 2

**KLA:** ST

**SYLLABUS:** Science & Technology K-6

**SCIS SUBJECTS:** Dinosaurs

**KEYWORDS:** Create; dinosaur

**PUBLISHER:** Knowledge Adventure, Inc. USA

**REVIEW DATE:** 3/4/98

### **Dancing teacher's resource guide.**

<http://www.pbs.org/dancing/dancinghome.html>

Designed as a series of lesson plans to accompany the television program *Dancing*, this site provides a wide range of resource material for a cultural and historical study of dance. The program has been shown on ABC TV; the video is also available through this Public Broadcasting Service site. Each lesson is presented in the same format and provides: a program overview; teaching strategies to focus viewing of the video resource; discussion questions; and a glossary of relevant key words. Not all tasks match dance syllabus outcomes, so discerning use, particularly in the use of practical tasks outlined, is recommended. D. Wauchop

**USER LEVEL:** Professional

**KLA:** CA

**SYLLABUS:** Dance 7-10; 2U Dance

**SCIS SUBJECTS:** Dancing - Study and teaching

**KEYWORDS:** Dance history; dance and culture; dancing  
**PUBLISHER:** Public Broadcasting Service, USA  
**REVIEW DATE:** 3/4/98

### Death of a salesman.

<http://www.lfpress.com/Special/Stage/R7-0604.HTM>

Although this is an advertisement for a production of the play at the Avon Theatre, the site does provide a clear photograph of Al Waxman as Willy Loman, and would allow students to obtain an understanding of some staging aspects, particularly body language and male dress of the late forties. It poses some interesting views about the timelessness of Miller's play, and calls this particular production 'remarkable'. Included is a synopsis of the main concerns of the play, which would be ideal for promoting classroom discussion. Because of the brevity of the site it could readily be used as a model for theatre reviews for students of English. K. Underhill

**USER LEVEL:** Stage 6 Professional  
**KLA:** English  
**SYLLABUS:** 2U General English  
**SCIS SUBJECTS:** Miller, Arthur. Death of a salesman  
**KEYWORDS:** Death of a salesman  
**PUBLISHER:** The London Free Press (Sun Media Corp.)  
**AUTHOR:** GILLESPIE, Ian  
**REVIEW DATE:** 3/4/98

### Deutsches Museum. (The German Museum)

<http://www.DEUTSCHES-MUSEUM.DE/>

Located in Munich, this museum is a treasure trove for those seeking information on mining, as exhibits within the museum are amongst the country's largest and cover: ore; open-cast; salt; coal; and modern mining. The history of motor vehicles exhibits provide information which would well support programs looking for resources on transport and distribution, with an excellent array of visuals to supplement the text. There is also information on current research projects, and tourist information regarding opening hours, location, news, and archival information for those lucky enough to be planning a visit. The German version would provide good source material for LOTE studies. E. Maxwell

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6  
**KLA:** HSIE; LOTE; Science; TAS  
**SYLLABUS:** Design & Technology 7-10; 2U Design & Technology; German 7-10; HSIE K-6; History 7-10; Science & Technology K-6; Science 7-10  
**SCIS SUBJECTS:** Germany - Galleries and museums; Transport; Mines and mineral resources  
**KEYWORDS:** Deutsches Museum  
**PUBLISHER:** Deutsches Museum, Germany  
**REVIEW DATE:** 3/4/98

### The Dickens page.

<http://lang.nagoya-u.ac.jp/~matsuoka/Dickens.html>

A comprehensive list of background information about Charles Dickens is readily accessed at this site. It seeks to collect all Internet materials related to the life and works of Charles Dickens and invites interactions. An attractive portrait is provided with links to: **Chronology**; biographical details; **Bibliography**; a **Victorian Web**; even to the Japan

**Branch of the Dickens Fellowship.** Another useful feature is the **What's New?** section which links current pages about this author and his contemporaries, including **Thomas Carlyle** and **Hans Christian Anderson**. This is a most useful site for commencing any study of Charles Dickens and supporting those studying the HSC text, *Great expectations*. Exploration time would be required to verify curriculum relevance of external links. K. Underhill

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** English  
**SYLLABUS:** English 7-10; 2/3U English  
**SCIS SUBJECTS:** English literature; Dickens, Charles  
**KEYWORDS:** Charles Dickens; English literature  
**PUBLISHER:** Nagoya University, Japan  
**AUTHOR:** Mitsuoharu Matsuoka  
**REVIEW DATE:** 3/4/98  
**EVAL:** Highly recommended

### Dragonfly.

<http://www.muohio.edu/dragonfly/index.html>

Rather than just providing science activities for children to duplicate, this program, developed in association with the National Science Teachers Association (USA), aims to foster problem solving. It supports *Dragonfly* magazine. Questions requiring predictions are offered in the seven interactive topics: **Webs of life** (spiders); **Hide and seek** (camouflage); **Animal communication**; **Flight**; **Trees**; **Skeletons**; and **Ice and snow**. One activity, for example, allows the user to design a tree that must survive in a particular environment. There is some factual information. The site is colourful and attractive, and opens with an opportunity to randomly select activities. S. Leslie

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** Science; ST  
**SYLLABUS:** Science & Technology K-6; Science 7-10  
**SCIS SUBJECTS:** Science-Study and teaching  
**KEYWORDS:** Dragonfly; science  
**PUBLISHER:** Miami University, Ohio  
**REVIEW DATE:** 3/4/98

### Education world (tm) - lesson planning. (Forecasters fear El Nino year)

[http://www.education-world.com/a\\_lesson/lesson047.shtml](http://www.education-world.com/a_lesson/lesson047.shtml)

Content of this site is informed by questions such as: what is El Nino? and, why does it affect weather? There are two pages of clear explanation of El Nino, with some hypertext links embedded within the text allowing users to seek further detail. The following pages contain an excellent series of cross curriculum activities, which help students understand the global and local implications of El Nino. Activities are arranged under headings such as: Vocabulary; Science; Map skills; Current events; ESL; and Environment. Related sources and sites (exploration time required) are also listed, which completes a most useful site if a unit on weather is being planned. P. Williamson

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** HSIE; Science; ST  
**SYLLABUS:** Geography 7-10; Science & Technology K-6; Science 7-10  
**SCIS SUBJECTS:** Climate; Weather  
**KEYWORDS:** El Nino; weather  
**PUBLISHER:** Education World, USA  
**AUTHOR:** STAR, Linda  
**REVIEW DATE:** 3/4/98

### Education world (tm) - lesson planning. (Timelines: timeless teaching tools)

[http://www.education-world.com/a\\_lesson/lesson044.shtml](http://www.education-world.com/a_lesson/lesson044.shtml)

The primary feature of this section (found in the **Archives of Lesson planning** at this site) is the number of creative ideas for the construction of timelines which could be adapted across grades (Years 3 - 6) and curriculum areas. The ideas include starting points for timelines using a variety of resources including: the **Internet**; **Almanacs**; **Encyclopedias**; and **Newspapers**. A general list of relevant and potentially useful timeline Internet sites are described by the author, followed by a focus on sites of specific value with detailed teaching ideas (exploration time would be required to verify the curriculum relevance of these). The ideas demonstrate quite explicitly how timelines can be integrated across curriculum areas. Although the examples are primarily American, the ideas are excellent and Australian examples could be substituted. P. Williamson

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** Mathematics; ST  
**SYLLABUS:** Mathematics K-6; Science & Technology K-6  
**SCIS SUBJECTS:** Time  
**KEYWORDS:** Lesson planning; timelines  
**PUBLISHER:** Education World, USA  
**AUTHOR:** HOPKINS, Gary  
**REVIEW DATE:** 3/4/98

### EE113.htm. (EE113 engineering concepts)

<http://minyos.its.rmit.edu.au/~reetb/ee113.htm>

The introductory page giving access to the text of three excellent lectures (lectures 1, 2 and 3), part of the EE113 Engineering concepts course, is found here. The information covers electricity and robots, from power generation and transmission to the many types of industrial robots. These are explained in full using simple language and excellent photographs. There are twelve lectures in all, along with twelve tutorials, careers advice, and the opportunity to contact the faculty. It is well presented and useful information relevant to industrial technology today. **Lecture 12**, about project management, is worth considering for HSC candidates. **Lecture 9** may also be relevant to computing studies students. P. Thompson

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** TAS  
**SYLLABUS:** Computing Studies 7-10; 2U Computing Studies; Design & Technology 7-10; 2U Design & Technology; 2U Electronics Technology; 2U Industrial Technology  
**SCIS SUBJECTS:** Cybernetics; Electronics; Industrial arts education

**KEYWORDS:** Electric; engineering concepts; robotics  
**PUBLISHER:** Dept. of Electrical Engineering, Royal Melbourne Institute of Technology  
**AUTHOR:** BERGIN, Tom  
**REVIEW DATE:** 3/4/98  
**EVAL:** Highly recommended

### The endangered animals of the world.

<http://www1.tip.nl/~t232053>

Subtitled, *International research project*, this site is an attempt to gather global information about endangered animals. Students are invited to study endangered animals

from their local area, and then link their report to the site or email it for posting by the publishers. Classes are supported in their research with a significant number of questions, research ideas, and suggested links to endangered animals and other earth friendly sites (exploration time required to verify curriculum relevance). Two menus (top and side), contribute to easy navigation for young users who, will also find the soft colours and animal graphics appealing. This could be a very motivating site for Years 2 to 6 who are engaged in a unit on endangered animals. P. Williamson

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** ST  
**SYLLABUS:** Science & Technology K-6  
**SCIS SUBJECTS:** Endangered species; Wildlife conservation  
**KEYWORDS:** Endangered animals  
**PUBLISHER:** Primary School De Wadden, The Netherlands/Cannelton Elementary School, USA  
**REVIEW DATE:** 3/4/98

### Endangered species.

<http://www.nceet.snre.umich.edu/EndSpp/Endangered.html>

Any teacher who has an interest in the conservation of fauna that is threatened or extinct will find a wealth of facts and images related to all forms of wildlife at this site. While there is readily accessible information, eg fact sheets and lesson ideas, much of the site consists of links to other sites, which could be a good professional starting point for lesson preparation. The site has a heavy bias towards information on wildlife in the USA though, with exploration time to verify curriculum relevance, teachers can follow external links to some potentially worthwhile information on rare and vulnerable Australian animals. The **Curumbin Sanctuary** link, for example, provides useful fact sheets. G. Fitzgerald

**USER LEVEL:** Professional  
**KLA:** Science; ST  
**SYLLABUS:** Science and Technology K-6; Science 7-10  
**SCIS SUBJECTS:** Endangered species  
**KEYWORDS:** Conservation; endangered species; extinct  
**PUBLISHER:** National Consortium for Environmental Education & Training, USA  
**REVIEW DATE:** 3/4/98

### Encyberpedia (tm) by Bob Kerstein.

(Encyberpedia - the living encyclopedia from cyberspace)

<http://www.encyberpedia.com/ency.htm>

It is difficult to limit discussion on a site that is so extensive in its content. It is possible to investigate global news in the world of art: threats of forgeries; court developments regarding the export of previously designated treasures; or significant art discoveries. Searching the American Civil War brings up *Encarta online* with some extensive information regarding battles and issues. Preselected subjects highlight topics including **The environment**, which has links to the Erin home page when Australia is chosen. There is live weather and aviation information, virtual news, and a host of other possibilities. It is well worth a visit. E. Maxwell  
**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6

**KLA:** CA; English; HSIE; LOTE; PDHPE; Science; TAS  
**SCIS SUBJECTS:** Art - Study and teaching; Encyclopaedias; Environmental policy; United States - History - 1861-1865, Civil war  
**KEYWORDS:** Encyclopedia; encyberpedia  
**PUBLISHER:** Encyberpedia, USA  
**REVIEW DATE:** 3/4/98

#### *Eric's treasure trove of Mathematics.*

<http://www.astro.virginia.edu/~eww6n/math/math0.html>  
For teachers or students looking for specific mathematical information, this site should hold many answers. It provides a valuable insight into the vastness of mathematics. The site combines extensive lists of reference books with plainly presented notes and diagrams. There is a short list of specific topics such as: **Numbers; Functions; Problems; and Recreational mathematics.** The main body of the site is reached through an alphabetical listing. Definitions range from the basic to the complex and obscure, so students will require guidance, as much is aimed at a tertiary level. Attached is a huge collection of links to other material, demonstrating the diversity of mathematics. These require exploration time to verify curriculum relevance and would be a good professional starting point. G. Donaldson

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** Mathematics  
**SYLLABUS:** Mathematics 7-10; 2U Mathematics; 3U Mathematics; 4U Mathematics  
**SCIS SUBJECTS:** Mathematics - Study and teaching  
**KEYWORDS:** Eric; function; mathematics; number theory; treasure  
**PUBLISHER:** University of Virginia. USA  
**AUTHOR:** WEISSTEIN, Eric  
**REVIEW DATE:** 3/4/98

#### *FineArt forum - art + technology netnews.*

[http://www.gu.edu.au/gart/Fineart\\_Online/](http://www.gu.edu.au/gart/Fineart_Online/)  
Originating in Queensland this site represents the ASTN: the news service on the Internet of the Art, Science and Technology Network. This includes a monthly magazine with: up to date news; reviews and features; a resource link to associated and related sites (exploration time required to verify curriculum relevance); and an online gallery (g in top frame). The gallery covers a diverse field of disciplines, styles and themes. There is also: visual examples of work; extensive biographical information; and artist statements. In particular, this gallery is a great source for rural and distance education students who may lack the input of direct experience of the art world. A. Whyte

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** CA  
**SYLLABUS:** Visual Arts 7-10; 2U Visual Arts  
**SCIS SUBJECTS:** Art - Study and teaching  
**KEYWORDS:** Art; artists statements; gallery; technology  
**PUBLISHER:** Griffith University, QLD  
**REVIEW DATE:** 3/4/98  
**EVAL:** Highly recommended

#### *First Nations: Inuit, Arctic peoples.*

[http://indy4.fdl.cc.mn.us/~isk/canada/can\\_arct.html](http://indy4.fdl.cc.mn.us/~isk/canada/can_arct.html)  
The complexities of the Inuit peoples of Canada and Greenland are explained here. Articles cover the traditional ways, and the contemporary expressions of culture and education indigenous people are adapting to modern technology so their voices can be heard. Like all indigenous peoples, the continual encroachment of European traditions and technologies have forced many changes on the Inuit peoples. This well designed site provides: an overview of Inuit history since 1945; specifics of Inuit land claims; impact of urbanisation on Inuit women; modern Inuit economics; and art. The site has a searchable database of Inuit information and would be very useful for comparative studies. C. Dorbis

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; 2U Aboriginal Studies  
**SCIS SUBJECTS:** Indigenous peoples  
**KEYWORDS:** Canada; Greenland; First Nations; Indigenous studies; Inuit  
**PUBLISHER:** First Nations, Canada  
**REVIEW DATE:** 3/4/98

#### *Graphismes.*

<http://www.momes.net/education/ecriture/graphismes.html>  
Through this site, primary teachers will find valuable ideas about how French Kindergarten students are taught how to trace lines and form letters. There are several ready made lessons with very interesting and appropriate graphics, eg when teaching students to trace dots, teachers will find a drawing of 5 **champignons**; or after tracing broken lines, a page with 2 **crocodiles** to be completed by students is available. These graphics are attractive and handy for colouring and reinforcing numbers. Some easy French words can be taught simultaneously, especially common nouns eg. escargots, crocodiles, etc. It is a must for a class of very young students. K. Nowacki

**USER LEVEL:** Stage 1 Professional  
**KLA:** LOTE  
**SYLLABUS:** French K-6  
**SCIS SUBJECTS:** French language - Study and teaching  
**KEYWORDS:** Ecriture; French writing; French education  
**PUBLISHER:** Imaginet, France  
**REVIEW DATE:** 3/4/98

#### *Guggenheim Museum home page.*

<http://www.guggenheim.org/index.html>  
Links to four Guggenheim Museums (Spain, Italy, Soho, and the well-known Solomon R. Guggenheim Museum on Fifth Ave, New York) are featured here. Of particular use for teachers and students are the pages that contain exhibition information. In the case of the Solomon R. Guggenheim Museum, detailed fact sheets are available for current and travelling exhibitions, and also for exhibits dating back eighteen months. **What's new?** posts information about current exhibitions; and **Public programs** details tours, lectures and performances. **Chalkboard** is a forum for visitors' views about art issues, but is problematic to navigate successfully. D. Wauchop

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**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** CA  
**SYLLABUS:** Visual arts 7-10; 2U Visual Arts  
**SCIS SUBJECTS:** Art - Galleries and museums  
**KEYWORDS:** Art gallery; exhibitions; Guggenheim; modernism  
**PUBLISHER:** Solomon R. Guggenheim Foundation, NY  
**REVIEW DATE:** 3/4/98  
**EVAL:** Highly recommended

#### *Gundungurra Tribal Council Aboriginal Corporation.*

<http://www.lisp.com.au/gundungurra/index.html>  
The Gundungurra site is a navigated homepage which focuses on their Land centred around the Blue Mountains of NSW. It provides an **Image map of their traditional country**; a philosophical statement; a **Spiritual Dreaming story**; Land Rights discussion; and a brief outline of their contact with Europeans. Additionally, there are numerous links to sites on such issues as **Aboriginal health; Education; Writers; Conservation** (allow exploration time for these). The homepage also allows users to register with the Gundungurra people for regular update announcements. For the secondary student it is a good and simple introduction to one NSW Aboriginal nation's culture. For those sitting for 2 Unit Aboriginal Studies it gives a starting point for local area study. C. Dorbis

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** English; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; 2U Aboriginal Studies; English 7-10; Geography 7-10; History 7-10  
**SCIS SUBJECTS:** Aborigines - Land Rights; Aborigines - New South Wales  
**KEYWORDS:** Aborigines; Aboriginal culture; Aboriginal nation  
**PUBLISHER:** Gundungurra Tribal Council Aboriginal Corporation, Katoomba, NSW  
**REVIEW DATE:** 3/4/98  
**EVAL:** Highly recommended

#### *High Court of Australia.*

<http://www.hcourt.gov.au/>  
Searchable full text databases of more than 6500 court decisions, case transcripts and recent speeches by judges are offered by this site. There are also sitting lists and calendars, guidance for practitioners and litigants, relevant Acts of Parliament, and links to related sites, including international courts. Much will be of special value for Legal Studies. More general school interest will focus on **About the Court**, which includes: background on the justices; the building; and court operations; and history. It is a simple, effective and information-rich site relevant to Civics and Citizenship. G. Spindler  
**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6 Community Professional  
**KLA:** HSIE  
**SYLLABUS:** 2/3U Business Studies; Commerce 7-10; 2/3U Economics; 2U General Studies; HSIE K-6; 2/3U Legal Studies; 2/3U Modern History; 2U People & Events; 2/3U Society and Culture

**SCIS SUBJECTS:** Australia - Law and legislation; Citizenship; Courts - Australia; Law - Australia  
**KEYWORDS:** Australia; High Court; justice; law  
**PUBLISHER:** The High Court of Australia  
**REVIEW DATE:** 3/4/98  
**EVAL:** Highly recommended

#### *History of metals.*

<http://neon.memscmu.edu/cramb/Processing/history.html>  
As the title suggests, this text based site presents a comprehensive history of all metals. It is a thorough and complete, yet easily understood historical study. Suitable to all students, each description includes uses for, origins of, and discoverers of all of the metals on the periodic table. A chronological history is also given showing a time line of discovery. Metals can be searched for in alphabetic, chronological, or periodic table order. An introduction to process metallurgy is also included within the introduction. Each metal has a details page that includes, atomic number, atomic symbol, weight and electron configuration. P. Thompson  
**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6 Professional  
**KLA:** TAS  
**SYLLABUS:** 2U Design & Technology; 2U Industrial Technology; Science & Technology K-6; Technics 7-10  
**SCIS SUBJECTS:** Design - Study and teaching; Industrial arts education  
**KEYWORDS:** History; metals  
**PUBLISHER:** Carnegie Mellon University, USA  
**AUTHOR:** CRAMB, Alan W  
**REVIEW DATE:** 3/4/98

#### *Kinetic sculpture - materials and construction.*

<http://www.oms.edu/sln/kinetic/page4/home.html>  
An interesting and interactive site, this covers and relates various disciplines, such as visual art, music, technology, science and history. **Materials and construction** is visually well constructed, easy to follow and navigate. The visual elements, extensive verbal instructions, and background material are complemented by photographs of various aspects of the topics, as well as the project developments and ideas covered. Safety issues are discussed, as are practical, historical and aesthetic issues. There are downloadable **Quicktime** movies, sounds, and lesson plans. A. Whyte  
**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** CA; HSIE; Science; TAS  
**SYLLABUS:** Visual Arts 7-10; 2U Visual Arts  
**SCIS SUBJECTS:** Kinetic sculpture; Sculpture  
**KEYWORDS:** Kinetic sculpture  
**PUBLISHER:** Oregon Museum of Science & Industry, USA  
**REVIEW DATE:** 3/4/98

#### *Mandelbrot exhibition.*

<http://www.comlab.ox.ac.uk/archive/other/museums/computing/mandelbrot/>  
Some hyperlinks to material on Mandelbrot sets and related fractals are provided at this exhibition. It is a comprehensive and good starting point to several areas on Mandelbrot fractals, including: historical background; an

introduction to **Julia and Mandelbrot sets**; large, colourful images of Mandelbrot sets which can be obtained locally; pictures and animations of Mandelbrot and other fractals; access to an interactive utility, the **Mandelbrot and Julia set explorer**; the **Geometry of the Mandelbrot set**; **Mandelbrot movies** and animations; and a fractal gallery. A bibliography is also included, with an option to search for further related materials. L. Arena

**USER LEVEL:** Stage 5 Professional  
**KLA:** Mathematics  
**SYLLABUS:** Mathematics 7-10  
**SCIS SUBJECTS:** Mathematics  
**KEYWORDS:** Fractals; Mandelbrot; mathematics; resources  
**PUBLISHER:** Oxford University Computing Laboratory, UK  
**REVIEW DATE:** 3/4/98  
**EVAL:** Highly recommended

### Mitre 10.

<http://www.mitre10.com.au/index.htm>

A comprehensive advice centre from one of Australia's largest hardware chains, this offers accurate and comprehensive information. Relevant sections include: **Handy hints**, including advice and plans (in Mitreplans); and **Ask Toolman online**, where users can email questions, and receive an answer. Some excellent information is available in **Mitreplans** and **New project inspirations**. **Fix-it advice** includes step by step instructions to do such things as fixing fuses, removing rust, maintenance of lawnmowers, and changing the oil in a car. These print out very well and can provide quality reference material in appropriate classes. As a marketing methodology, the site is worth analysis by Design and Technology students. R. Thompson

**USER LEVEL:** Stage 4 Stage 6 Professional  
**KLA:** TAS  
**SYLLABUS:** 2U Design & Technology; 2U Industrial Technology; Technics 7-10  
**SCIS SUBJECTS:** Design - Study and teaching; Industrial arts education  
**KEYWORDS:** Mitre 10  
**PUBLISHER:** Mitre 10, Australia  
**REVIEW DATE:** 3/4/98  
**EVAL:** Highly recommended

### Mots-crois s.

<http://www.ac-rouen.fr/ecoies/henouville/page17b.htm>

Here there are nineteen crossword puzzles in French prepared by French primary school children of Henouville, France. These puzzles are classed in different themes, such as: sports; nature; animals; house; children; and various French departments. Some puzzles are easier than the others but, overall, they are not difficult and are enjoyable to do. This is a handy page for primary teachers with a composite class. Secondary teachers of Years 7 and 8 will also find this page useful, as students will enjoy learning new words or doing revisions of their already learned vocabulary through these puzzles. K. Nowacki

**USER LEVEL:** Stage 2 Stage 3 Stage 4  
**KLA:** LOTE  
**SYLLABUS:** French K-6; French 7-10  
**SCIS SUBJECTS:** French language - Vocabulary  
**KEYWORDS:** French puzzles  
**PUBLISHER:** Acad mie de Rouen, France/l'ecole de Henouville

**REVIEW DATE:** 3/4/98

### New South Wales Law Reform Commission.

[http://www.austlii.edu.au/au/other/nswlrc/home\\_nswlrc.html](http://www.austlii.edu.au/au/other/nswlrc/home_nswlrc.html)

Although still under construction, the scope of this text site already provides much discussion and material that is of use to senior students and staff. One can search for particular Australian judgements or read a nominated list of discussion papers and reports on a range of issues relevant to Legal or General Studies, and Civics and Citizenship. For example, the newly listed paper on **Sentencing** provides details on the background to the commission's brief, its terms of reference, their scope, and the purposes and principles in sentencing law and imprisonment. Other topics include: **Defamation**; people with disability; adoption information; Blasphemy; and joint tenancy. E. Maxwell

**USER LEVEL:** Stage 6  
**KLA:** HSIE  
**SYLLABUS:** 2U General Studies; 2U Legal Studies  
**SCIS SUBJECTS:** Australia - Law and legislation; Citizenship; Law reform - Australia  
**KEYWORDS:** New South Wales Law Reform Commission  
**PUBLISHER:** AustLII (Faculties of Law, University of Technology Sydney & University of NSW)  
**REVIEW DATE:** 3/4/98

### Off to a flying start online project.

<http://k12unix.larc.nasa.gov/flyingstart/>

Although the closing date for entries for this collaborative Internet project was last May, the information available would support the Stage 3 science topic, *Sailing, sinking, soaring*, and could be used to develop skills such as: predicting outcomes; and testing and trialing ideas. Templates, a materials list, and instructions are given to build a model aircraft. The instructions are clear and comprehensive, although measurements are imperial. After construction, students are to collect and record data regarding the aircraft's flight. Teaching suggestions show how students can vary construction and analyse the data, and enrichment ideas are also provided. S. Leslie

**USER LEVEL:** Stage 3  
**KLA:** ST  
**SYLLABUS:** Science & Technology K-6  
**SCIS SUBJECTS:** Aeronautics; Flight  
**KEYWORDS:** Aeronautics; flight; flying start; project  
**PUBLISHER:** NASA  
**REVIEW DATE:** 3/4/98

### ParentConnection. (Creating a classroom newspaper)

<http://www.calgaryherald.com/educa/CACINTRO.html>

Providing the steps necessary to teach and complete a newspaper, this is a thorough site. The material is organised as a step by step guide for the teacher, supplying all the lesson plans and forms that would be useful. In addition, there is equally manageable access to **Newspaper writing styles**; **Newspaper glossary**; and **ParentConnec-**

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tion. These have further useful links such as **Art: from medium to message** (in **ParentConnection**). The activities touch on nearly all areas of the curriculum, and offer ideas for using the local community and expertise external to the school. J. Whyte

**USER LEVEL:** Professional  
**KLA:** CA; English; HSIE; Science; TAS  
**SYLLABUS:** English K-6; English 7-10; Visual Arts K-6; Visual Arts 7-10  
**PUBLISHER:** Calgary Herald, USA  
**AUTHOR:** BECHER, Nancy A.  
**REVIEW DATE:** 3/4/98  
**EVAL:** Highly recommended

### PEC: Physical Education Central (PE Central).

<http://www.chre.vt.edu/~PE.Central/>

This multi award winning site was conceived by doctoral students in the Health and Physical Education Program at Virginia Tech. Although some of the content is not relevant to the Australian context, there is a refreshing amount of material that is pertinent. This material includes: quick **Weekly activities**; developmentally appropriate **Lesson ideas** for PE and health; and **Assessment ideas**. Of particular interest are the integrated across-curricular ideas that incorporate lessons from various KLAs combined with physical movement. There are hypertext links to some potentially associated sites involving sports, fitness, health, nutrition and dance, but exploration time would be required to verify curriculum relevance of these. N. Paull

**USER LEVEL:** Professional  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE K-6; PDHPE 7-10; 2U PDHPE  
**SCIS SUBJECTS:** Physical education  
**KEYWORDS:** Fitness; physical education  
**PUBLISHER:** College of Human Resources & Education, Virginia Tech, USA  
**REVIEW DATE:** 3/4/98

### Physics demonstrations - introduction.

<http://sprott.physics.wisc.edu/demobook/intro.htm>

This preliminary, partial manuscript of *Physics demonstrations: a sourcebook for teachers of physics*, which is part of *The wonders of physics* program, has been placed on the World Wide Web for the benefit of physicists and physics teachers who want to improve their use of demonstrations in teaching and popularising physics. There are over 20 demonstrations in each of the areas of: **Motion**; **Heat**; **Sound**; **Electricity**; **Magnetism**; and **Light**. There is also a bibliography of other books on physics demonstrations. The author has included: historical anecdotes and other commentary to add to the interest; brief explanations of those facets of the demonstrations that may not be obvious to a trained physicist or physics teacher; and an emphasis on safety. J. A. Robinson

**USER LEVEL:** Professional  
**KLA:** Science; ST  
**SYLLABUS:** Science & Technology K-6; Science 7-10; 2U Physics; 2U General Science; 2U Science for Life  
**SCIS SUBJECTS:** Physics - Study and teaching

**KEYWORDS:** Electricity; heat; light; magnetism; physics demonstrations  
**PUBLISHER:** University of Wisconsin, Madison, USA  
**AUTHOR:** SPROTT, Julien C.  
**REVIEW DATE:** 3/4/98  
**EVAL:** Highly Recommended

### Plans on the Web.

<http://theoak.com/gary/index.html>

A broad range of project plans and jigs and accessories are provided here. Links to sites offering other free plans are also available but exploration time is required to verify curriculum relevance. Main headings include: **Outdoor stuff**; **Shop projects**; **Toys and children's plans**; **Furniture**; and **Odds and ends**. Plans are varied in quality, but there are plenty to choose from to provide inspiration for students looking for designs to modify, or researching for their own creations. Most plans include step by step instructions and materials lists. Imperial measurements used need to be converted. **Jigs, tips and tools** includes details for constructing jigs and methods needed for a quality finish. The range and quality of the information is worthwhile. R. Thompson

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** TAS  
**SYLLABUS:** 2U Design & Technology; 2U Industrial Technology; Technics 7-10  
**SCIS SUBJECTS:** Design - Study and teaching; Industrial arts education  
**KEYWORDS:** Furniture; jigs; plans; tools  
**PUBLISHER:** The Oak factory, USA  
**AUTHOR:** DAVIS, Gary M.  
**REVIEW DATE:** 3/4/98  
**EVAL:** Highly recommended

### Sea and sky: the sky.

<http://www.seasky.org/sky.html>

A major feature of this site is the depth of information that is displayed in a most aesthetically pleasing manner. On the first page there are links to a number of areas within the site including: **Sky gallery**; **Sky lab**; **Sky games**; **Space exploration**; and a **Tour of the solar system**. Whilst the information in each section is comprehensive, it is so cleverly designed that it would not be overwhelming for students from Year 3 to 6. Further, the quick loading, clear images add significantly to the learning potential and appeal. This is a valuable site which could be integrated into any upper primary unit on space. P. Williamson

**USER LEVEL:** Stage 3  
**KLA:** ST  
**SYLLABUS:** Science & Technology K-6  
**SCIS SUBJECTS:** Solar system; Space - Exploration  
**KEYWORDS:** Sky; solar system; space  
**PUBLISHER:** J. D. Knight, USA  
**REVIEW DATE:** 3/4/98  
**EVAL:** Highly recommended

### Sea and sky: the sea.

<http://www.seasky.org/sea.html>

A plethora of information on marine life forms the content of this site, which uses graphic and button menus to link to relevant areas. These include: **Sea gallery**; **Reef life**; **Sea lab**; **Aquarium resources**; **Ocean exploration**; and a personal account from the author. Each of the areas is well organised, and contains attractively presented information. In some sections, for example **Sea lab**, the links are graded from beginner to advanced. The excellent design, together with high quality information, make this site outstanding value for students studying any aspect of the sea, but it would be most useful for Years 2 to 6. P. Williamson

**USER LEVEL:** Stage 1 Stage 2 Stage 3

**KLA:** ST

**SYLLABUS:** Science & Technology K-6

**SCIS SUBJECTS:** Aquariums; Marine animals; Marine biology; Ocean

**KEYWORDS:** Aquariums; ocean; sea; reef

**PUBLISHER:** J. D. Knight, USA

**REVIEW DATE:** 3/4/98

**EVAL:** Highly recommended

### SITE9. (Tim Johnson art site)

<http://www.ozemail.com.au/~tmjohnsn>

Tim Johnson is a contemporary Australian artist who, through the Internet, hopes to reach a wider audience for his work. The opening page provides access to three main groupings of the artist's work: **Mixed media**; **Visual arts**; and **Multi media**. There are also links to news from the artist, and a useful **Contents** table. The range of material on the site is diverse, covering many aspects of Johnson's career, including excerpts from the artist's films, videos, slide shows of paintings, and music. The site provides a unique insight into Tim Johnson's continuing art practice. M. Beare

**USER LEVEL:** Stage 5 Stage 6 Professional

**KLA:** CA

**SYLLABUS:** Visual Arts 7-10; 2U Visual Arts; 3U Visual Arts

**SCIS SUBJECTS:** Art, Australian; Johnson, Tim

**KEYWORDS:** Australian art; Tim Johnson

**PUBLISHER:** JOHNSON, Tim

**REVIEW DATE:** 3/4/98

**EVAL:** Highly recommended

### Technical drawing program.

<http://www4.district125.k12.il.us/Faculty/djohanns/TechEdHomePage/TDProgram.html>

Prepared by a teacher of technology education, this site contains a complete technical drawing program relevant to Stage 5 and Stage 6 students. It includes such items as: **Introductory letter**; expectations of students; software used; **Study guides**; **Topics**; and clean up procedures, all of which are covered in depth. The grading system used is fully described, including an accelerated student grading system. The program is fully hypertext and allows the user to jump easily from place to place. Teaching programs for eleven courses are presented with ten subsections (units of work) typical within each program. Objectives, written as student outcomes, are given as an introduction to each program. P. Thompson

**USER LEVEL:** Professional

**KLA:** TAS

**SYLLABUS:** 2U Industrial Technology; Technical Drawing 7-10

**SCIS SUBJECTS:** Design - Study and teaching; Industrial arts education; Technical drawing

**KEYWORDS:** Technical drawing

**PUBLISHER:** Dept. of Technology, Stevenson High School, USA

**AUTHOR:** JOHANNSEN, Richard

**REVIEW DATE:** 3/4/98

**EVAL:** Highly recommended

### The teddy bear project.

<http://www.ne.com.au/~gwps/teddybear.html>

The aim of this Australian project is to team pairs of schools and have them exchange a teddy bear via email. The bear has a diary and sends home a description of its adventures. Bears have been exchanged between many countries including Argentina, Canada, Equador, England, Russia, United States and Australia. This is an invaluable site for all primary classes since it can potentially develop many skills across the curriculum in a creative and stimulating manner. Some examples are: technology (emailing skills, on-line conferencing); English (recounts); and LOTE (there is a Spanish section); together with developing broad cultural and environmental understandings. The use of this site as an integration tool for all curriculum areas is limitless. P. Williamson

**USER LEVEL:** Stage 1 Stage 2 Stage 3

**KLA:** English; HSIE; LOTE; ST

**SYLLABUS:** English K-6; HSIE K-6; Science & Technology K-6

**SCIS SUBJECTS:** Communication; Electronic communication

**KEYWORDS:** I\*EARN; Teddy bear project

**PUBLISHER:** Grovedale West Primary School, Australia/I\*EARN

**REVIEW DATE:** 3/4/98

**EVAL:** Highly recommended

### UPJ CMSE: Mathematics resources.

[http://www.pitt.edu/~sosmos/mathematics\\_resources/](http://www.pitt.edu/~sosmos/mathematics_resources/)

Hypertext links to 46 other locations provide science and mathematics resources suitable for teachers and students from both primary and secondary schools. Most of the hypertext links have a brief summary of the location's content for quick selection with a view to checking the site for curriculum relevance. Some sites also have relevant software available to download. This comprehensive list includes some of the well known sites for mathematics resources and also sites which provide lesson plans for teachers. Educators are provided with ready access to a vast array of available resources. Teachers could find this a good starting point in Internet exploration when seeking to support their work in science, mathematics and technology. L. Arena

**USER LEVEL:** Professional

**KLA:** Mathematics; Science; ST; TAS

**SYLLABUS:** Mathematics K-6; Mathematics 7-10; 2U Mathematics; Science & Technology K-6; Science 7-10

**SCIS SUBJECTS:** Mathematics - Study and teaching

**KEYWORDS:** Mathematics; resources; science

**PUBLISHER:** Centre for Mathematics & Science Education, University of Pittsburgh, USA

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**REVIEW DATE:** 3/4/98

**EVAL:** Highly recommended

### Welcome to the National Museum of Australia - home page.

<http://WWW.nma.gov.au/>

An attractive site, this is still being developed and is not yet extensive in its information, but there are useful links to the research library and to other Australian museums. The National Museum of Australia's role is defined under the Aboriginal and Torres Strait Islander Heritage Act 1987. Besides an educational role, it has the task of returning artefacts and Aboriginal remains from the past. The Collection has three central themes: **Aboriginal and Torres Strait Islander people and culture**; **Australian society and history**; and **People's interaction with the environment**. All three sections are inclusive of Aboriginal peoples, and in relation to **Aboriginal and Torres Strait Islander people and culture** it is specifically stated that Aboriginal and Torres Strait Islander people will be consulted and have control. Travelling exhibition locations and dates are also given. C. Dorbis

**USER LEVEL:** Stage 5 Stage 6 Professional

**KLA:** English; HSIE; Science

**SYLLABUS:** Aboriginal Studies 7-10; 2U Aboriginal Studies; 2U Contemporary English; 2U General English; Geography 7-10; History 7-10; 2/3U Legal Studies; Science 7-10

**SCIS SUBJECTS:** Aborigines; Australia - Galleries and museums

**KEYWORDS:** Aboriginal culture; Aboriginal people; National Museum of Australia; Torres Strait Islander people

**PUBLISHER:** National Museum of Australia

**REVIEW DATE:** 3/4/98

**EVAL:** Highly recommended

### Wool home.

<http://www.woolmark.com/>

For students who are studying the processing and marketing of wool, this site provides a vast array of information. The International Wool Secretariat is a global organisation, bringing together in partnership the wool promotion and marketing organisations of Australia, South Africa and Uruguay. Topics include: **Fibre to fashion** (in **All about wool**); **Fun facts**; reports on the fashion industry; and information on the International Wool Secretariat. There is a comprehensive **Glossary (All about wool)** which provides definitions for all terms that are involved in the marketing of wool. Linked information about coming wool promotional events is also available. K. Heap

**USER LEVEL:** Stage 5 Stage 6

**KLA:** TAS

**SYLLABUS:** Agriculture 7-10; Textiles & Design 7-10

**SCIS SUBJECTS:** Wool; Wool industry

**KEYWORDS:** Fibre; packaging; wool; Woolmark

**PUBLISHER:** Woolmark/International Wool Secretariat

**REVIEW DATE:** 3/4/98

### WorkCover NSW homepage.

<http://www.workcover.nsw.gov.au/>

Students investigating the world of work would benefit by visiting this site. It covers preventing accidents and injuries in the workplace. Probably the best feature for students are the **Workout comics** which outline ways to make work

environments safe, comic style. Vocational education students can find information about: awards; acts and legislation; unions; government departments; reading labels; and safety data sheets and case studies. Statistics for different occupations, industries, injuries, body parts, lost time, and costs could be handy for maths students also. There is a lot of information about hazardous chemicals eg sulfuric acid, synthetic fibres, toxic gases, dust and plastics which can fire the imagination of chemistry students. J. Robinson

**USER LEVEL:** Stage 6 Professional

**KLA:** HSIE; Science; TAS; VOC ED

**SYLLABUS:** 2U Agriculture; 2U Business Studies; 2U Chemistry; 2U Rural Technology; 2U General Science

**SCIS SUBJECTS:** Industrial health and safety

**KEYWORDS:** BackWatch; rehabilitation; safety; work; WorkCover; workers compensation

**PUBLISHER:** WorkCover Authority of NSW

**REVIEW DATE:** 3/4/98

### World art treasures.

<http://sgwww.epfl.ch/BERGER/index.html>

Established by the Jacques-Edouard Berger Foundation to promote the joy and discovery of art, this site is supported by the former art curator's own vast collection of slides depicting treasures of major art civilisations such as Egypt, China, Japan, India and Europe. The slides are of a good quality and range (models, stone statues, bronzes, paintings, etc) and are supplemented by Berger's lecture notes which present a perceptive and enlightening commentary on the collection. There are excellent and extensive visual representations of Vermeer, Angkor, Titian, and art from Cambodia, Thailand, Laos and Burma. It is a wonderfully rewarding site to visit. E. Maxwell

**USER LEVEL:** Stage 4 Stage 5 Stage 6

**KLA:** CA; HSIE

**SYLLABUS:** Geography 7-10; History 7-10; Visual Art 7-10; 2U Visual Art

**SCIS SUBJECTS:** Art, Ancient; Art appreciation; Art - Study and teaching

**KEYWORDS:** Art treasures

**PUBLISHER:** Swiss Federal Institute of Technology, Lausanne

**REVIEW DATE:** 3/4/98

### World heritage list.

<http://www.unesco.org/whc/heritage.htm>

A simply constructed page, this offers the entire World Heritage List: Linked heritage sites are grouped chronologically under the relevant country or geographic area, which is listed alphabetically. At the last update in December 1997, 418 significant cultural and 114 natural sites were included. Text information for each site includes: location; how and/or why it was built or formed; and a general overview of its significance. Not all have a thumbnail photograph. The simple technology of text and image means the page is accessible for all surfers. It may be used effectively from Stage 3 upwards. C. Dorbis

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6 Professional

**KLA:** HSIE; Science; ST

**SYLLABUS:** Aboriginal Studies 7-10; 2U Aboriginal Studies; Geography 7-10; HSIE K-6; History 7-10; Science & Technology K-6

**SCIS SUBJECTS:** Historic buildings, sites, etc.

**KEYWORDS:** Buildings; world heritage; UNESCO

**PUBLISHER:** UNESCO

**REVIEW DATE:** 3/4/98

Internet reviewers for this issue were:

- Lena Arena, Woollooware High
- Allan Barton, Murray High
- Michael Beare, Shoalhaven High
- Ruth Buchanan, Jamison High
- Natalie Cooper, Cobbitty Primary
- Greg Donaldson, Westport Technology High
- Chris Dorbis, SEO1, Aboriginal Studies
- Greg Fitzgerald, Bundeena Primary
- Karen Heap, Muirfield Technology High
- Suzanne Leslie, Lindfield Primary
- Elizabeth Maxwell, Cherrybrook Technology High
- Kanitha Nowacki, Open High
- Nigel Paull, Grafton South Primary
- Jenny (JA) Robinson, Byron Bay High
- Julie Robinson, Learning Materials Production Centre
- Graham Spindler, Parliamentary Education Liaison Officer
- Peter Thompson, Bossley Park High
- Ruth Thompson, Bossley Park High
- Kerry Underhill, MacKellar Girls' High
- Deidhre Wauchop, SEO1, CA (Dance)
- Anthony Whyte, Westport Technology High
- Judy Whyte, Port Macquarie High
- Phyl Williamson, primary teacher-librarian ■

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## "SCIS TIPS"

### Australian Standing Orders titles on SCIS

All the titles from Australian Standing Orders (ASO) are allocated a SCIS number. ASO supplies the titles to the NSW agency for cataloguing before each monthly order is sent out to schools. Although these records may not always appear on your current SCIS CD-ROM issue (you only get five of these per year), they are readily available for downloading to OASIS from the SCISWeb Internet site. If you have any questions about Australian Standing Orders, their toll free number is 1800 621 283.

### Book numbers for Aboriginal Education

After requests from teachers of Aboriginal Studies, SCIS reviewed the policy of using the first three letters of the main entry filing word to form the book number for some Aboriginal Studies resources. For some of these resources, the word used to form the call number's suffix was 'Aboriginal' and so the book number became 'ABO'. For all Aboriginal studies resources where the book number would be 'ABO', SCIS cataloguers now change the book number to 'ABL'.

## SCISWeb and SCISCD hints

Teacher-librarians need to be aware that problems downloading SCISWeb records into OASIS may be a result of some schools not having completed essential OASIS Rapid Retrospective Updates for USMARC.DAT. Software updates were supplied to all schools in: February 1995 (Installation set, 7 disks); Term 4 1995 (5 disks); March 1996 (2 disks); and October 1996 (1 disk). Please contact School Technology Support on (ph) 13 2348 if you require assistance to run the update disks.

For schools that have never utilised the Rapid Retrospective facility on OASIS before, it is important to go into H1 C1 System Parameters and check the field labelled Drive/Directory containing SCIS files. It should read OASIS\SCS only. Press <Enter> once this is correct and <Esc> back to the Rapid Retrospective menu. Run a H1 C2 Rebuild. Quit out of this module (this is important!) to archive these changes before you commence work with SCISWeb or SCISCD CD-ROM.

You can now find SCISWeb Frequently Asked Questions via SCIS Products at the Curriculum Corporation Web page <<http://www.curriculum.edu.au>>. SCISCD Frequently Asked Questions to follow soon.

### Downloading using the SCIS products

When ordering from SCISWeb you can restrict the total numbers of records to ten per disk. This will allow most records to load successfully without errors occurring. It is not necessary to apply the same principle to SCISCD, although it is advisable to create small orders initially. Larger orders can be produced once users are more familiar with the software.

Multiple order disks might be considered as one way of managing the download process. For example, an order disk may have been created from the CD-ROM, with a further disk of newer resources downloaded from the Web.

If multiple order disks have been produced they can be downloaded into OASIS consecutively. Follow the normal instructions to do the B4 N1 Rebuild and K1 Data Backup. Then follow the download process using the flowchart Loading Marc records from SCISWeb or SCISCD. This option can be selected several times until all order disks have been downloaded. Produce reports as normal and follow with a full Data Backup.

### Instructions to set ASP portable barcode reader to read ISBN barcodes

1. Check with Function 00 to ensure that the reader is Model 258 or

greater. (If it is less, speak to the manufacturer to arrange an upgrade. ASP Barcodes can be contacted by phoning 1800 061 642.)

2. If it is the BCR 258 model or greater, select Function 04. At each of the following, press <Enter>:

Send codabar start/stop codes N  
CB stop codes in same set Y  
CB start/stop in upper case Y  
UPC output as 12 digit? Y  
Expand UPC-E to UPC-A? N

At the next prompt,  
Convert "978" EAN-13 to ISBN  
Change N to Y

At the final prompt,  
Slow scan? N, then press <Enter>

The reader should now scan OASIS barcodes and ISBN barcodes.

### Teacher-librarians comment on SCISWeb and SCISCD

#### Beryl Buist, Fairfield Public School (Enrolment: 740 students)

We are allocated one ancillary day per week for the library, so it is essential that time management be efficient and effective. Our ancillary staff have embraced the new SCIS products: downloading records from SCISWeb and importing them into OASIS. The SCISCD CD-ROM seems to working perfectly on our Novell network. SCISWeb works well on the

network computers, too. (The only 'glitch' we have found, so far, is the need to use the right-hand mouse button to bring up the Save As option after clicking on USMARC.) The products really do save time. We've found them to be very user friendly and we appreciate the instant results; no more waiting three to four weeks for the return of our machine-readable records. SCIS provides a consistency in cataloguing; I would like to think that if I left this library, another teacher-librarian could pick up and continue using the SCIS database.

#### Elizabeth Rowe, Rozelle Public School (Enrolment: 180 students)

Having mastered SCIS online last year, I was initially apprehensive about having to change the procedures I had put into place and learn to use SCISWeb instead. However, using the Online help manual, and the wonderful people at Curriculum Corporation, I successfully created my first order. This was very exciting because, in a matter of twenty minutes, I had ordered 48 records on my Macintosh Internet computer, copied them onto an IBM compatible DS HD disk, placed it in my OASIS workstation computer and downloaded the records. The whole procedure seemed too simple, and almost too fast; I was certain I had done something wrong, but I hadn't! Because one is unable to view titles being

ordered on *SCISWeb* (unlike *SCIS online*), accuracy in entering ISBNs is important. Reconfigured ASP barcode readers won't work on Macintosh machines, so we bought a new barcode zapper for \$350. Teacher-librarians have an opportunity to become proficient in yet another area of advanced technology. If you haven't used the new *SCIS* products yet, I urge you to have a go.

**Jenny Gay, Bigga Primary School (Enrolment: 32 students) and Laggan Primary School (Enrolment: 55 students)**

As I work as teacher-librarian only three hours per week at one school, and four hours at the other, I get very little time for cataloguing resources. We farm out the processing tasks to parents we have inserted, and used *SCISLink* and *SCISRecon* to catalogue up until this year. Thanks to the statewide discount that was negotiated for *SCISWeb* and *SCISCD* CD-ROM subscriptions, tiny schools like ours can make effective use of our teacher-librarian entitlement.

Without the possibility of a 47% discount, we could never have afforded these new *SCIS* products. With the time saved, I hope to improve teachers' access to cooperative planning, programming and teaching, which is another ongoing challenge in small schools.

**Vicki Chiplin, Fort Street High School (Enrolment: 930 students)**

In my quest to gain greater productivity, I am gradually refining the way in which I use *SCISCD* CD-ROM, a very user friendly package. I have found that using the keyboard to execute commands, wherever possible, enables me to work faster. I divide resources into two piles before commencing work: those items with ISBNs and those without. My ASP portable barcode reader has been upgraded and reprogrammed to read publishers' ISBN codes from the book covers. Call number etc, are jotted on slips of paper and inserted into the resources for ease of processing. I ensure I do an *OASIS Rebuild* and full *Data Backup* at the end of a day, so that I can download my new *SCIS* data first thing in the morning. Records in *General Resources* can then be edited (shelf location, keywords, etc) at any time.

**Deb Sharpe, Moama Public School (Enrolment: 250 students)**

I've been creating orders online with *SCISWeb* but, to save time, I wanted to try preparing my work offline on a disk. We bought a 3.5" disk drive for the *OASIS* machine; this becomes known as the **B Drive** for *OASIS*. Technology Support guided me through the steps required to enable me to save data on this new **B Drive**, rather than the **A Drive** (ie *OASIS* hard disk). My PowerMac doesn't have *Word perfect* installed, so I use *OASIS word*. I now type in my data and save it as a 'text' file (not a 'document' file) to a 3.5" disk. *OASIS* does insist that I am saving to a hard disk even though it's a floppy, but then it is a just simple matter of uploading the data to *SCISWeb*, then downloading to a new floppy. We were successful! I catalogued 90 new resources in the first short session and our management operation is running smoothly.

**Jan Eade, Turramurra Public School (Enrolment: 290 students)**

When I first tried out the new *SCISWeb* and *SCISCD* CD-ROM and realised how easy they were to use, I knew I was on a winner. I search on the CD-ROM first for resources that are not too recent, then use *SCISWeb* for those not found and very new resources. The Internet site is more up-to-date and provides more hits. It is clearly possible to prepare and download a disk or disks every week. However, this also presents a management problem (I'm only at my school three days per week), and time is limited. I decided it would be best to complete the **B4 N1 Rebuild** on a Monday afternoon, then set the system to perform a timed back-up that evening. The **Rebuild** is very important as it tidies up all the files so that the system is at its best for the download. The next morning, the system is ready for the download. Once this is completed, I always check **General Resources** to make sure that everything is in order. I print out an **B4 G2 Barcode-Access Xref** report and then back-up the data with a **CTR** (Colour Transaction Register). My clerical assistant is then able to edit each record for copy details and process the resources with spine labels, barcodes, etc. ■

## Changes in the Dewey Decimal Classification

*Anne Dowling is the Divisional Librarian for SCIS in New South Wales.*

*SCIS* records are now classified according to the *Abridged Dewey Classification edition 13* and the *Dewey Decimal Classification edition 21*. Some of the numbers in these new editions of Dewey have been extensively revised. The records you are ordering now may have different numbers to other resources in your library on the same topic.

The major changes are to the 500s and 300s. The numbers 560-590 have been completely revised. Some of the major changes are:

- biology is now classified at 570 not 574
- the number 570 is completely revised
- ecology is now at 577 not 574.5
- education of women is at 371.822; 376 is not used
- educational sociology is now classified at 306.43 not 370.19.

The most efficient way to deal with changes in the classification numbers is to accept the new numbers and have resources in two places, with signs on the shelves at each number to direct students to the other number. In the process of adding new resources, and culling your existing collection over time, all resources will eventually be on the shelf at the new number.

The revisions to the Dewey Decimal Classification system are ongoing and incorporate changes in each subject area as necessary.

The *Dewey home page* has monthly lists of new and changed numbers. The page can be found at <http://www.oclc.org/lfp/ddchome.htm>. In the October 1997 list are changes for the historical periods of Australia in *Edition 21*. The new entry is 994.066, for the period 1996-1999, and the changed entry 994.065, for the period 1991-1996. These monthly lists are monitored by the *SCIS* cataloguers and changes incorporated into the *SCIS* database as they occur. ■

## Moving forward: teacher-librarians creating the new millennium



*Dr Ross J. Todd is Head of Department of Information Studies, University of Technology, Sydney, a regular contributor to Scan and the referee of our Research columns. In this article, Ross discusses some key points for pro-active teacher-librarians to consider as we ready ourselves for the future.*

**"K**nowledge can be defined as information transformed into meaning... Understanding is knowledge integrated with a world view and a personal perspective and exists entirely within the human mind, as does wisdom, understanding made whole and generative." (Walt Crawford, 1998, p 7.)

This quotation has captured my attention in recent weeks, and it forms the underpinning belief of this short paper. Stated another way, it conveys to me that the primary and pivotal role of teacher-librarians in schools is connecting students with the world of information, and helping them interact purposefully with this information so that they can find meaning, develop understanding, and utilise this information to construct their own futures. It is all about information connectivity and information interactivity. A noble, unreachable ideal? Together, information connectivity and information interactivity is what *learning* is, and is what *teaching* is.

Against this big picture, I want to identify and discuss some key concerns and directions I perceive about the day-by-day practices in schools. At this point, some of you may have already decided, "What would he know...? Here is another academic out of touch with the real world and pontificating from his ivory tower."

Yes, that has been said, and I don't mind. My concerns are based on the many occasions I've had over the last couple of years to visit many schools across the country, engage in discussions with principals, teachers and teacher-librarians, and review library and information services in schools.

### All things technological

I am greatly encouraged by the enormous contribution made by teacher-librarians in establishing electronic information networks in schools, and providing access to a range of electronic information services. There is com-

mitment, steep learning curves, and enormous progress being made.

However, several issues concern me. Some teacher-librarians are required to fund this technological infrastructure from already meagre budgets allocated to information resources. The hardware, its ongoing maintenance and upgrades are part of the whole-school learning infrastructure, a whole-school capital expenditure, and should be funded separately to the information resources themselves. Likewise, it is of concern to me that budget expenditure for developing staff's technical and pedagogical competency with information technology is often being borne by library budgets. Teacher-librarians need to be vigorously arguing and lobbying their funding allocations from this perspective, and identifying and arguing the whole-school learning benefits, rather than library benefits.

One of the reasons why this is not happening is the absence of a whole-school vision and strategic plan for information technology, and sometimes the absence of a pro-active teacher-librarian being a source of expertise in this committee, and who is able to argue the case from a "learning" perspective rather than a "library" perspective. Another reason is that, in some schools, teacher-librarians do not have the evidence to support their case from a learning perspective - specifically being able to demonstrate the positive learning outcomes across the school from information literacy programs that involve the use of information technology. I have seen evidence that such approaches help establish a community ownership, and sharing of infrastructure and resources, rather than faculty ownership. In some cases, the tensions between computer co-ordinators and teacher-librarians remain unresolved as the territorial battle of ownership goes on. Strategic leadership here points to the establishment of a long-term, school-wide technology plan, with extensive input from all key stakeholders.

## Print versus electronic information

Let me assert, firstly, my belief that access to digital information will be fundamental in the learning process. The march of the information technology revolution means that this is no longer a matter of choice. It is the reality. What is of concern is not only the misconceptions about the balance between an electronic information collection and a paper-based collection, but also the view that school libraries will and must convert to only digital information as a more effective way to carry out their teaching and learning missions. Some principals and teacher-librarians have the view that within the immediate future (like two or three years) all information will be available digitally through the Internet and interactive multimedia, and that a paper-based collection is no longer necessary. Let me suggest - even urge - all to read a recent paper by Walt Crawford titled *Paper persists: why physical library collections still matter*, available on the World Wide Web. (1)

This paper presents a strong argument that, in the move to construct digital library collections, books and print magazines will continue to matter for any plausible future. He argues that the clarion call for libraries to reinvent themselves for the all-digital future should decline into the oblivion it deserves. Crawford claims that this scenario will take place only: when reading digital information is as comfortable, effective and as fast as reading from print; when digital reading and storage devices are omnipresent; when digital is cheaper, faster and better; when all library resources are converted to digital form; and when digital communications facilities are so fast, and inexpensive, that transmission of publication equivalents is essentially instantaneous and free. This is not the immediate future.

I have seen, in a number of cases, that the consequence of this viewpoint is that budget allocation for print information is being substantially reduced, without the actual increase in access to digital information. What this means essentially is that, until multiple access points are available and stable, students are having less access to information they need. The vitality and richness of a print-based collection must be maintained, and for many years to come. There is strong evidence available that a *variety* of information forms and formats is essential to developing effective information competencies.

## Development of critical literacies

Teacher-librarians have championed, for a decade now, the value of information skills as a core competency of learning. The announcement of the *Literacy strategy for NSW* strongly suggests to me that, as a profession, we explore the interrelationship of information literacy and critical literacies more carefully. Situating our endeavours in a broader "critical literacies" framework makes a lot of sense to me; for one thing it creates a perception of ownership that is wider than the school library. Teacher-librarians have a great deal to offer this wider discussion already going on in schools.

The integration of electronic information into learning is the most pressing challenge facing teacher-librarians today. The hype and seductiveness of this medium that is already perceived to have all the answers at the click of a button; the blurred boundaries between what is consid-

ered "information", "misinformation", "malinformation", "messed up information" and "useless information"; the absence of information in a functional context; the absence of the traditional indicators to signify the quality and validity of the information; the sheer volume of information: all these create an urgency in the development of critical literacies of both students and teachers.

My research (See **Research Column 4** in vol 15 no 4 of *Scan*) has shown that developing young students as information seekers, rather than information surfers, in this flood of information, highlights the essential requirements: developing in children highly refined questioning and interrogating skills; the ability to construct complex search strings in an environment where 'net English is not necessarily classroom English; an understanding of boolean and logical operators; an understanding of the capabilities and limitations of a range of search engines; higher-order critical and analytical thinking skills to make judgments about the quality and utility of information found at Web sites for a given learning purpose; skills to verify the authenticity and reliability of the information; and analytical and evaluative skills to use this information in constructing their own answers required by the task, rather than the cut-and-paste syndrome.

The outcome of such a sustained program will be the successful provision of an integrated print and electronic collection, and one that is used purposefully and meaningfully by all students. This should be a whole-school commitment, and I believe that the technological revolution, and its accompanying groundswell of enthusiasm, provides unparalleled opportunities for teacher-librarians to make inroads, where in the past they have been unable to do.

## Information versus misinformation

Of concern to me is the information base that is used to guide the planning and installation of networked, information technology infrastructures in schools. Who is making the decision? What information is use to make the decision? How much information is sought to make the best decision? What I am highlighting here is the notion of having the right kind of advice, and complete advice, to install such technology infrastructures. This means moving beyond the powerplays and internal school politics, where various personnel feel they are the technology knowledge brokers, or founts of all-knowing, and resent others who may appear to have some knowledge as well. I have witnessed some very costly mistakes!

At other times, I have seen schools keen to copy the structure of another school's information technology network, without understanding clearly and specifically what the

**The hardware, its ongoing maintenance and upgrades are part of the whole school learning infrastructure, a whole school capital expenditure, and should be funded separately to the information resources themselves.**

school wants to achieve in terms of learning outcomes and learning processes. It is important for planning teams to recognise their own knowledge limitations: seek expert technical advice outside the school, even if this may seem initially costly. One outcome of not taking this approach for schools has been the budget blow out in implementing a network because essential elements were overlooked, basically because of the lack of knowledge. The need to have an integrated, collaborative and long term plan, formulated on what the learning outcomes are to be from this infrastructure, must be coupled with appropriate, detailed, expert technical advice if the desired outcomes are to be achieved.

## Issues of copyright, licences, contracts, and intellectual property

These issues are alive and well; however, the provision of access to electronic information sources brings them into sharper focus. These are issues that cannot be fudged or swept under the carpet. Often they are unpleasant issues, that some teacher-librarians steer clear of, because of the potential conflict they generate in the school. I have been made aware of practices such as: breach of site licences; installing personal software on school networks because school budgets are insufficient to cover these essential items; providing copies of software to students for home use; mass production of digital information; and the copying of information onto school servers.

The Australian Copyright Council is a vital source of legal information and advice on these issues, and where there is doubt, such advice should be sought. Teacher-librarians have an important, albeit often difficult, contribution to make to ensure that the school community understands these issues when it is establishing a school-wide policy that respects the fair-dealing and access principles.

## Knowledge management: a key direction for the future

Now here I will be getting a little futuristic. Teacher-librarians who scan the professional literature beyond teacher-librarianship will have encountered the buzzword "knowledge management". It seems to be on everyone's lips in the information industry. Well, on most. It is important that teacher-librarians tap into this bigger discussion and debate because it does raise some important considerations for the management and provision of information services in school, particularly in times of reduced budgets.

Knowledge management refers to the synergies of organisational and personal practices that enable individuals in organisations to interact with, utilise and add value to all the information, knowledge and wisdom that an organisation possesses. Knowledge management is particularly about making the most of the implicit human knowledge - the organisational/corporate memory - as well as the recorded information that an organisation has, and can access, to empower the stakeholders.

People in any organisation represent a vast knowledge and competence network to exploit. In practice, this

means enabling the implicit in-house knowledge held by the individuals in the school (not traditionally considered as a key information resource, and not formally integrated into library services) to be captured, shared and used to produce creative and innovative information services and products. Research evidence that is emerging indicates that the volume and richness of this in-house implicit knowledge is huge!

This suggests that important strategies be developed to tap into and map the existing skills, implicit knowledge and experiences of, for example, the school staff and par-

**Strategic leadership... points to the establishment of a term, school wide technology plan, with extensive input from all key stakeholders.**

ent communities, and to develop ways in which this knowledge can be shared to be used as a part of the school's information base. The teacher-librarian has a key role in bringing together the human capital and information capital in a school in creative and flexible ways, to add value to this knowledge and information. This might result in the creation of a *Yellow pages* type directory of staff knowledge and experiences - making explicit and available what is implicit and hidden. For example, the outcome of creating a knowledge map of staff and student expertise with software packages and the Internet will probably surprise you. This provides an immediate bank of people for sharing the load of developing the school's technical competence with information technology and searching the 'net.

Creating a larger knowledge bank linked to experiences of teachers can serve the curriculum in many ways. It is not a matter of dumping 'everything' into knowledge databases, but the selective matching of available knowledge to curriculum information needs. For example, students researching dinosaurs may consequently have access to a teacher's experience, knowledge and collection of holiday photographs (which reside as a fading memory in a now little-opened photograph album) of dinosaurs from the Carnegie Museum of Natural History in Pittsburgh, USA.

This role demands a certain number of qualities: creative ability to find better ways to perform; leadership skills to work together as a whole-school team and to break down barriers which restrict the flow of and access to this information; entrepreneurial skills to add value to this information so that the school community gains maximum advantage from the information available; and ability to negotiate imaginative information partnerships and alliances in and outside the school. This means that the teacher-librarian is, simultaneously: a knowledge and information expert; an information analyst; an information policy maker; and a creative networker in the provision of information services. In essence, the teacher-librarian of the future, in creating a whole-school information environment, is one who understands the human capital of the school and can convert it into accessible information to enhance learning.

For many teacher-librarians, this implies quite a philosophical shift in what their view of information collec-



tions is, and a cultural shift in their view of what information services are. Creating and providing knowledge repositories, developing mechanisms for tapping onto the knowledge capital; creating a climate to support the sharing and valuing of each individual's knowledge in the school - the opportunities are exciting and open.

Immediately apparent are a number of advantages in integrating the knowledge capital of a school into the existing information infrastructure. Apart from expanding the available pool of information in a school, this approach also: encourages school-wide ownership of information available in the school; breaks down perceptions of library ownership and builds a greater sense of team playing; provides a 'free' information bank when existing resources are already stretched; and can establish a vibrant information culture in the school. Indeed, a school organisation that can achieve this is a mature learning organisation indeed.

Only one thing is certain: change. The easiest thing to do is to sit back and create the arguments for not changing, particularly when blame for the lack of change is perceived to be in someone else's court. Being an assertive contributor to the agenda-setting scene in the school in all its facets, and having the evidence and information to back up arguments, are essential ingredients to effectively working as a transformational change agent. Teacher-librarians must think sharply, creatively and laterally, and utilise all appropriate sources in decision making. Remember, there is no second chance at making a first impression.

#### REFERENCE

- (1) Crawford, W. (1998) 'Paper persists: why physical library collections still matter'. *Online*, available at: <http://www.onlineinc.com/onlineinc/mag/JanOL98/crawford1.html>

*If you have just finished reading Ross Todd's preceding article on Knowledge management, here is an opportunity to try it out. Teacher-librarians are in a unique position to help their schools to access and incorporate departmental documents effectively, especially since so many (such as the ones described below), are now available via Network for education, the DET Internet Web site.*

## Multicultural Programs Unit: strengthening communication

Jennie Doyle, of Multicultural Programs Unit, reports on the variety of translated policies and documents, provided by the NSW Department of Education and Training to strengthen communication between schools and non English speaking background (NESB) communities.

To assist schools to implement strategies which keep parents and caregivers informed and involved in all aspects of schooling, a range of departmental policies and documents has been translated.

Translated information is available on many subjects. Pamphlets such as *Reading with your child at home* provide NESB parents and caregivers with information on how they are best able to assist with their child's learning. Materials such as *Procedures for resolving complaints about discrimination against students* explain departmental procedures and guidelines. A number of the translations are working pro formas (such as *Excursion: parent or guardian information and consent form*),

which enable the exchange of information between schools, parent and caregivers so that students are better able to be involved in school activities.

#### Translated materials on the World Wide Web

As a result of the growing number of Internet users, and to ensure greater accessibility for both school personnel and NESB communities, many of the above mentioned resources are available on *Network for education*, the DET Web site. In conjunction with Information Technology Bureau, Multicultural Programs Unit has been uploading translated materials since mid 1997. The documents can be found under either the **Staff** strand <http://www.dse.nsw.edu.au/staff/F3.0/index.htm> and/or the **Community** strand <http://www.dse.nsw.edu.au/community/C1.0/index.htm> of the Web site.

To date, the following documents available via the Internet include:

- *Child protection education: parent or caregiver invitation to a meeting and Permission note (Staff)*
- *Permission for students to be assessed by the School Counsellor (Staff)*

- *Make links - use interpreters (Staff & Community)*
- *A parent's guide to work experience (Staff & Community)*
- *NSW charter of principles for a culturally diverse society (Community)*
- *School attendance: information for parents and caregivers (Community)*

Most school computers are unable to read non Latin scripts. A program known as *Adobe Acrobat reader version 3.0* needs to be downloaded, and saved onto the hard drive, the first time the information is accessed. This software is available free from the World Wide Web and enables the documents to be read and printed as required.

Multicultural Programs Unit will continue to upload other documents, with *A parent's guide to schools (Community)* and *Starting school (Community)* to be available on the Web site soon. For further information on available translated departmental materials, contact Jennie Doyle, Multicultural Programs Unit, on (tel) 02 9234 4620 or (fax) 02 9223 7080. ■



STATE LIBRARY OF  
NEW SOUTH WALES

## The State Library at your fingertips

*Niki Kallenberger and Jane Little are part of the Infocus team at the State Library of New South Wales. Niki, a teacher-librarian seconded from the NSW Department of Education and Training, is the Library's Education Programs Coordinator; Jane worked in the State Reference Library prior to her appointment as an Education Officer.*

Imagine having the vast information resources of the State Library of New South Wales at your fingertips, no matter where you live. Imagine, even better, that someone else has done the hard work and sifted through that vast collection of information to find what's most relevant to you! **Infocus: linking people and information**, an innovative service of the State Library, aims to do just that for senior secondary students.

Infocus provides these students with timely, relevant information for their study of the NSW Higher School Certificate (HSC) curriculum. Developed in collaboration with personnel from school and public libraries, Infocus expands the range of resources available to these students by providing reproductions of resources held by the State Library. These reproductions include journal, magazine and newspaper articles, as well as some of the Library's unique heritage materials such as photographs, ephemera and diaries. With a collection of more than four million items, the Library has much to offer students, as well as their teachers.

With nearly 800 items now available, Infocus resources support more than 25 syllabus areas including: English; Modern & Ancient History; Geography; Business Studies; Economics; Agriculture; Biology; Legal Studies; Drama; Dance; Food Technology; Life Management; Society & Culture; and Visual Arts. The list of available resources grows each term.

Infocus staff select resources to assist where demand for resources is greatest, as well as in those curriculum areas that schools find notoriously difficult to resource.

Resources are chosen not only because their content is relevant, but also because they are appropriate to the students who will be using them. Our resources reflect the collection strengths of the State Library and are an easy way to gain access to some of the 'one of a kind' heritage materials the Library holds in trust for the people of New South Wales.

#### Resources for HSC English

English resources cover all courses, from 2 Unit Contemporary English to 3 Unit. Many of the resources are from journals specialising in literary criticism, and

may analyse a given text's major themes, motivations, characterisation or plot. Interviews with authors are also available and have been selected for the insight they convey into both the creative process of writing and inspirations behind particular pieces of work. Supplementary materials cover topic areas such as: growing up; sport; crossing boundaries; and cultural identity. They include magazine and journal articles and reproductions of photographs. Audio recordings of authors and poets discussing their works are also available.

Resources on Australian and international novelists, poets and dramatists are available. Currently, Infocus offers resources on the following Australian texts: Peter Goldsworthy's *Maestro*; Marele Day's *Life and crimes of Harry Lavender*; Melina Marchetta's *Looking for Alibrandi*; Baz Luhrmann's *Strictly ballroom*; Ruth Park's *A fence around the cuckoo*; *Paperbark: a collection of Black Australian writings*; Louis Nowra's *Cosi*; *Summer of the aliens*; Katherine Thomson's *Diving for pearls*; Sally Morgan's *My place*; and the poetry of Kenneth Slessor, Judith Wright, Robert Gray, John Tranter, Christopher Brennan, Les Murray, Bruce Dawe and Joanne Burns.

International authors include: William Shakespeare's *The tempest*; *Macbeth*; *Hamlet*; *Twelfth night*; *Measure for measure*; Mary Shelley's *Frankenstein*; Tom Stoppard's *Rosencrantz and Guildenstern are dead*; Arthur Miller's *Death of a salesman*; Michael Ondaatje's *In the skin of a lion*; Margaret Atwood's *The handmaid's tale*; and Beryl Markham's *West with the night*.

#### Resources for Human Society and its Environment (HSIE) syllabus areas

History resources comprise magazine and journal articles, as well as reproductions of original materials held in the heritage collections of the Mitchell Library. Included are articles written from a long-term historical perspective as well as contemporaneous ones. The *World War I: women at home and abroad* kit includes articles, from 1916, on the Red Cross Voluntary Aid Detachments (VADs). These are supplemented by a 1993 article that gives an historical perspective on the work of the VADs. Also included in the kit are diary extracts of a Australian nurse working in

a field hospital on the Western Front and reproductions of photographs of women involved in war work.

Other history kits include reproductions of handbills, leaflets and information flyers (*Australian attitudes to the Vietnam War*); maps (*World War I maps*); and the letters written home by a soldier at the Western Front (*Western Front: World War I*).

Modern History topics covered by Infocus also include articles on: modern China during the time of the Long March; Pol Pot and Cambodia; Hitler and World War II. Ancient History topics cover: Roman Britain; the Lindow Man and other bog bodies; social life in Pompeii; rituals and customs of the Celts; and the Chinese terracotta warriors.

Legal Studies is another area of strength. Legal Studies items that are included in Infocus are chosen by specialist staff from the State Library's Legal Information Access Centre (LIAC). Topics covered include: the Wik debate and Native Title; euthanasia; endangered species and conservation law; domestic violence; human rights; copyright; privacy; and computer fraud. LIAC's very popular *Hot topics* series, which discusses changes to NSW and Australian law in plain language, is also available.

Resources on rainforests, sand dunes, genetically engineered food, designer soft drinks, dairy farming, and the hotel industry (both international and Australian) relate to a number of syllabus areas including Geography, Business Studies, Food Technology and Biology.

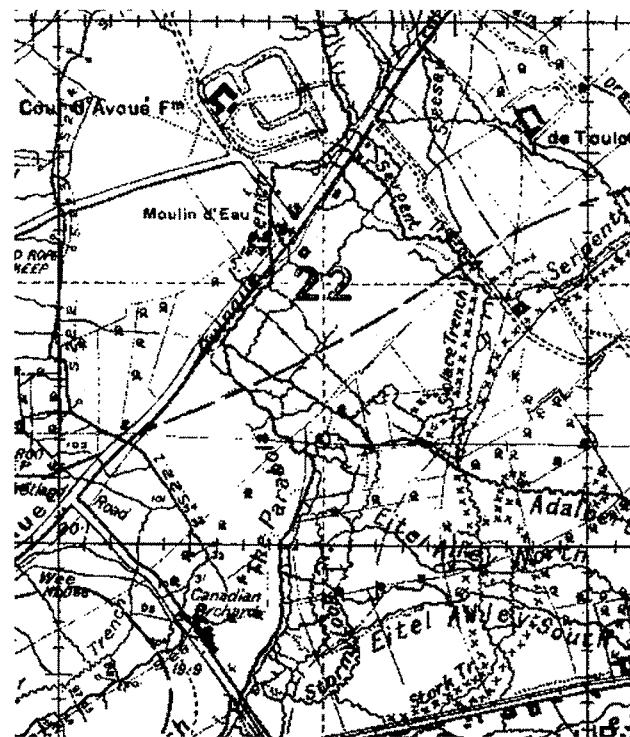
**How Infocus works**

Infocus is a membership based service. Currently, over 400 schools, public libraries, TAFE colleges and other organisations can subscribe and, as members, purchase resources from the ever-growing list of professionally selected, copyright-cleared resources. A credit deposit system ensures paperwork is kept to a minimum and orders are filled quickly, usually the same day they are received. Membership is \$75 a year. An initial credit deposit of \$100 is required, but there are no minimum annual purchase requirements.

Because all items reproduced by Infocus have been copyright cleared, member schools can add the resources to their library collections. This feature gives Infocus a valuable edge over inter-library loan document supply schemes.

Infocus members are entitled to reduced charges on selected State Library products and services, including the Library's catalogue on CD-ROM. Members have the opportunity to participate in special seminars and inter-library loans from the State Library's collection are also available.

Infocus is a cost-effective, convenient way to expand your school's resource base. With planning for a fully electronic service well underway, using Infocus is set to become even easier in the near future. If you would like to know more, contact the State Library of New South Wales by telephone on (02) 9273 1519, by fax on (02) 9273 1248 or by email on <infocus@ilanet.slnsw.gov.au>



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STAFF REPORTER OF THE WALL STREET JOURNAL.

Music executives have embraced the information highway as a way to create excitement about new releases and boost sales, but now some of them are having second thoughts.

The worry is that consumers will soon be able to get specific albums downloaded to their homes electronically, bypassing retail outlets and manufacturers — and without paying a fee. In an industry that already loses \$1.5 billion or more annually to unauthorized home recordings, this is cause for alarm, especially now that two radio companies are providing compact-disk-quality music to cable subscribers 24 hours a day.

"What worries me is the possibility of people making compact-disk-quality recordings in their living rooms," says John J. Jansell, president of Justice Records in Houston.

The music industry is taking the threat seriously. In a paper submitted to a government task force studying the information highway, the Recording Industry Association of America warned that if third-party computers are allowed to provide albums on demand, the entire music industry will be at risk. The association is lobbying Congress to approve a copyright law that would...

about new albums. Willie Nelson fans, for example, can order his newest album electronically from Justice Records or lead through his biography.

Jansell's Mr. Jansell was one of the first industry executives to use an on-line computer service to sell albums. Two years ago, Justice opened a "music store" on the CompuServe on-line service, a unit of EMI's Block Co., and encouraged shoppers to fill out electronic order forms and pay by charge card. Although the venture started slowly, Mr. Jansell says he is now negotiating to open similar "stores" on other on-line services.

In a test earlier this summer, Geffen Records delivered music directly to personal computers. The unit of Massachusetts Electric Industrial Co.'s MCA Inc. distributed a previously unreleased Aerosmith song to CompuServe's estimated two million subscribers.

CompuServe subscribers were able to download the track into their computers by copying "Go Aerosmith." Users who had a sound card and a pair of speakers could then play back each broadcast-quality song. It took at least an hour to download the three-minute song, and subscribers had to pay for their time on line. But when technological advances make downloading less time-consuming and costly, more con-

When, all

By Staff Reporter GATHEP

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**MULTIMEDIA**

**Music Industry Fears Bandits On the Information Highway**

**ULTIMATE SOURCE**

RESEARCH COLUMNS 2, 1998

**GUIDELINES FOR AUTHORS**

Scan Research columns seeks to build a valuing of research as a process for building a strong theoretical basis for the practice of teacher-librarianship. It gives particular emphasis to showing how research can inform practice by the application of findings, questioning of assumptions, and identification and analysis of practical problems. Papers with a strong information literacy focus are encouraged.

Papers should be approximately 3000 words in length, and based on systematic research methodologies. Research columns is refereed, and papers are subject to formal peer review.

The paper should include the following components:

- what is the practice-based problem that forms the research question(s)?
- what does the professional/research literature tell us already about the problem? (Literature review)
- aims/context/participants
- methodology and procedures for gathering data
- findings/conclusions
- applications/implications for practice.

Please send manuscript in electronic form to: Dr Ross Todd, Department of Information Studies, University of Technology, Sydney, P O Box 123, Broadway, NSW 2007. Tel: (02) 95142722 Fax: (02) 95142723 Email: <Ross.Todd@uts.edu.au>

Dr Ross J. Todd is Head of Department of Information Studies, University of Technology, Sydney.

It has been a belief of mine for a number of years that a key factor contributing to the slow uptake of integrating information literacy into everyday classroom practices by classroom teachers is the limited evidence available to convince them that the planning, effort, and energy involved, are worth it.

This is not just referring to evidence provided in the day-by-day success stories of effective integration strategies and significant learning outcomes. These are very important, and contribute substantially to the teacher-librarian's profile in the school as a key player in learning initiatives. I am also referring to the availability of research evidence, and in relation to this, I believe that teacher-librarians have an important role to play in disseminating such evidence to classroom teachers.

This issue Research columns features the research of Vivien Grant. Grant is Assistant Principal at Lincoln High School, a coeducational school of just over 1100 students south of Christchurch, New Zealand. Prior to her appointment as Assistant Principal, she was a Teacher with Library Responsibility (TLR), the designation for teacher-librarians in many New Zealand schools. She teaches English and an information skills module, which provides opportunities and time to work with many students and their class teachers on whatever research topic requires information skills.

During her study in the Diploma of Information Studies at Auckland College of Education, Grant became aware that, although information skills was one of the essential skills in the New Zealand curriculum framework, there was very little statistical evidence to support their being there. Her friends on the same course persuaded her to undertake such research! The right kind of friends, I say. Readers of this column should be encouraged by Grant's findings, and indeed investigate opportunities for presenting such findings to school staff.

According to Postman (1990), "we are glutted with information, drowning in information, have no control over it, don't know what to do with it". He believes that the age of information began not with computer technology, but with the invention of the printing press, and that what began as a "liberating stream" which would make information available to all, instead of the privileged, "has turned into a deluge of chaos".

Grant, in her research, asserts that if this is true, then teachers need to change roles from being information providers to that of being coaches of learning. Central to this role is giving students the skills to enable them to understand the meaning of information as it comes to them, and the key role of the teacher-librarian in enabling this.

Postman, N. *Informing ourselves to death*. Address at German Informatics Society, Stuttgart, 1990, p 6.

# INFORMATION SKILLS AND THEIR IMPACT ON LEARNING: A NEW ZEALAND STUDY

Vivien Grant

Assistant Principal

Lincoln High School, Lincoln, New Zealand

<<http://www.chch.school.nz/lhs/lhspage.htm>>

## BACKGROUND

The introduction of information skills into national curriculums around the world has signalled a change in direction for education: from teacher-centred learning to student-centred learning; from learning centred on transmission of information to learning centred on effectively using information. In New Zealand, the *National curriculum* (1993) has introduced information skills as one of eight "essential skills" considered to be pivotal to students' achievement of potential and ability to participate fully and effectively in the work force and in everyday life. Schools in New Zealand are now obliged to give students the opportunity to develop information skills. In order to commit teachers to this key learning process, there needs to be evidence that the teaching of these skills will achieve the desired outcomes. It is acknowledged that there is a growing body of literature that supports the need for an information process which students can use to manage the increasing quantity of information they confront in their learning, and which will give them the necessary skills to cope with the demands of the work force (Moore, 1995; Todd, 1995). However, comprehensive statistical evidence to support the introduction of these skills is lacking, and particularly so in New Zealand.

## RESEARCH AIMS

This research sought to investigate the impact of an integrated information skills approach on the levels of achievement in a Year 9 science class in a coeducational government school in New Zealand. Specifically, it sought to compare the learning outcomes of two classes, one using an information skills approach while the other was taught using a teacher-centred approach.

The information process model underpinning this research was Gawith's "Action learning" model (1991). This model has six stages:

- **Deciding:** the task is defined and planned and the questions to be answered found
- **Finding:** locating the appropriate sources of information
- **Using:** evaluating the worth of the resources
- **Recording:** making appropriate notes
- **Presenting:** answering the research questions in the way required
- **Evaluating:** looking at the researcher's achievements and areas for improvement.

## SAMPLE

Two Year 9 science classes in the same streaming band were chosen. These two classes had the same teacher, who had not been trained to use the information skills process. The class receiving integrated information skills instruction formed the experimental group, and the class receiving normal teacher-centred instruction formed the control group. The experimental group was decided on by a toss of a coin.

The classes had been banded mainly on their Test of Scholastic Ability (TOSCA) scores at the beginning of the year but social factors such as friendship groupings, and parental wishes were also considered in some cases. Based on TOSCA scores, the classes were considered to be academically equivalent (Experimental group: TOSCA score of 25.45; Control group: TOSCA score of 25.05).

Both classes worked on an astronomy module which was part of the Year 9 science curriculum. All students took part in the learning and, while all were invited to take part in the project, not all chose to make their results available for this research. At the commencement of the learning period, the research methodology was explained to the classes, and students were invited to take part in the project by filling in a consent form. Out of an original class of 25 students in the experimental group, 21 chose to take part, while 20 from 27 of the control group committed themselves to the project. The learning took place over a four week period at the end of Term 2, 1997.

## PROCEDURE

### Experimental group:

A collaborative team approach to teaching and learning was used in the experimental group. The researcher taught the information skill processes while the class teacher provided the essential astronomy knowledge to maintain student focus on the topic to be covered.

The information skill process was based on Gawith's *Action learning* and a series of learning activities were designed to develop these. The students were given an outline of the material to be covered during the module, and they were told they would have to prepare their own "Own name's" guide to the galaxy. During the learning, the class was required to fill out learning logs. At times they were asked to comment on specific questions such as

"Explain to another Year 9 student how to use a data chart", while at other times they commented on the progress they felt they were making, both with the content and the information skills.

The learning took place over a four week period during which the students were assisted to use the strategies involved in the information skills process. Students followed the format given to them for presentation of their information and, after the final test, evaluated their achievements in the post test questionnaire.

### Control Group:

The control group, taught by the same teacher, did not have the information skills component integrated into the day-by-day classwork. The class had the requirements of the unit explained to them, and were informed of an oral presentation they were required to give to the class, based on their research. This presentation was to be two to three minutes long, had to have a visual aid, and the speaker had to prepare four questions to ask the class. The students were required to write down four facts from the presentation. The class was given only a rudimentary explanation on where to look for information in the library and how to structure their information (ie have an introduction, middle and conclusion) for their presentations. The remainder of their work was based on working from handouts, whole class teaching, drawing time lines and discussions.

## DATA COLLECTION

A number of data collection measures were used to develop the comparisons of the two classes:

- As a pretest measure, both classes filled out a questionnaire on their confidence and ability to complete a series of research based tasks.
- Both classes were given a short pretest to establish their levels of astronomy knowledge. This test was repeated at the end of the unit.
- During the teaching program, students undertook two quizzes, which were given to them without their having

had a chance to study, to test their short term memory. At the end of the unit, both groups sat a unit test involving multiple choice, recall and higher thinking questions, as well as made presentations.

(d) At the end of the unit, students were post tested on: their satisfaction with their results; their study methods and times; which information they remembered best; their confidence with the research tasks; difficulties they had; what they had gained from the unit; and how to go about an imaginary assignment. The experimental group were also asked to reflect on their feelings about, and attitudes to, the information skills they had used during their learning.

(e) Throughout the unit for both classes, the teacher and the researcher kept learning logs in which reflections were recorded on: the progress being made; the skills being learnt; and any concerns we had about any part of the process.

The data produced was both qualitative and quantitative. The tests enabled a statistical comparison of the classes' results using means and standard deviations. Graphs were used where appropriate. The questionnaires provided insights into the students' feelings about the process and their results. Information from the questionnaires was collated, frequencies calculated and conclusions drawn from the students' comments.

## FINDINGS

### 1. Achievement measures

Table 1 sets out the means, standard deviation and significance tests for the achievement measures held during the project. The gain score reflects the gains made by both classes on the post test. (See Table 1.)

The results show that the control group had a significantly higher score on the pretest than the experimental group ( $t=2.07, p<.05$ ). However, there was no statistical difference between the groups on the post test, although the difference between the groups was less. A test of the significance of the gains made by students in the two

Table 1  
Means, standard deviations and significance tests for achievement measures

Achievement measures	Experimental Group			Control Group			t
	N	Mean	Std	N	Mean	Std	
Pretest	20	4.45	1.56	15	6.23	3.42	2.07*
Post test	19	7.84	3.04	20	8.38	2.27	0.62
Gain	18	3.47	2.52	15	2.40	4.49	-0.87
Unit Test	20	19.67	6.67	20	21.33	4.21	0.94
Quiz 1	20	6.75	2.02	19	5.16	1.21	-2.96**
Quiz 2	18	6.22	2.29	19	6.21	2.44	-0.02

\* $p < .05$ ; \*\*  $p < .01$

groups showed that there was no statistically significant difference, although the experimental group had made a slightly larger gain than the control group. In all but a few cases, the experimental group made larger gains in the post test than the control group.

In the first of the short quizzes, the experimental group scored significantly higher than the control group ( $t = -2.96, p < .01$ ) but this difference was not reflected in the second quiz.

## 2. Questionnaires

In the pre-learning questionnaire, both groups selected "good marks" as being the most desired outcome for their participation in the learning. In the post test questionnaire, the experimental group showed a higher level of satisfaction with their marks than the control group, but the difference was not statistically significant. Approximately one third of the students said that they had studied for less than an hour, while another third felt they had spent between one and four hours. There was no difference in choice of study methods between the groups, although nearly two thirds of the experimental group reported finding it easier to study after they had found their own information, compared to half of the control group. Students in the experimental group found that they more effectively retained information through applying their information skills than the control group. There were modest gains in the levels of confidence expressed by the experimental group in their ability to use a range of information skills to effectively complete their research tasks. After the module, the control group expressed less confidence in their ability to find information that was useful to them, and which was easily understood, and in knowing where to look for information. However, they expressed greater confidence about organising their notes even though they had no assistance with this skill.

The groups were then asked to indicate which of the research tasks they had found difficult, and to explain what the difficulties were. They could select as many of the skills as they wished. The small numbers of responses may indicate that many students did not have difficulty with the tasks.

In both groups, some students reported having difficulty finding information which could be easily understood, and was useful, and with scientific language. Three students in the experimental group also had difficulty with taking their own notes. Students in the experimental group commented on not being able to get the resources they wanted, that some of the information was muddled up, or that "a lot of the books had a lot of trash". The control group noted that they didn't know whether things were important, that it was hard to find good information, or that "I had to read through information before deciding what to use which would probably take the longest". The control group had problems with finding key words, and knowing where to look for information. A student in the control group was concerned that no single resource on its own had "all the information on meteorites". Some found it hard to summarise informa-

tion, and one said that "thinking about what to put down is hard when you don't know much about the subject".

## 3. Observations during the research

It was very apparent from the observations of both classes by the researcher, that the experimental group knew what they were looking for and were very focussed on the task. Finding information which was on the topic caused some difficulty, as students realised that no one resource would provide all the answers. The sheer weight of information available concerned a few students. The reading level of certain resources was a problem for some students, but some gained the confidence to reject a resource which was beyond their reading level and look for something more suitable, instead of opting for the easy solution of simply copying down material which was incomprehensible. Generally, the less organised and/or less motivated students had the most difficulty with the process. The experimental group conveyed a willingness to try the new process, and it was clear that, at times, they struggled to learn new skills when their old habits were deeply ingrained. For example, one of the students was worried about completing the work in time but, on questioning, it became obvious that the real concern was that the finished work had not been decorated!

The control group, in contrast, had real difficulty deciding what was important and they talked about the difficulty of summarising information. The presentations they delivered to the class showed that most had simply copied what they wanted from the resources. The students wanted one resource which would give them all the answers. The difficulties of presenting their work included a lack of confidence and concerns about "not being neat enough". They were unconcerned about the value of the material they were presenting.

## 4. Additional benefits

The study revealed a number of additional benefits for students engaged in the information skills process. Benefits mentioned by students ( $N =$  number of students) included: understanding data charts (8); trash-and-treasure approach to information analysis (6); how to take notes (2); how to put information together (2); how to present information (2); how to plan information (2); how to organise time (1); how to use key words (1); creating mind maps (1); brainstorming (1); and how to set out questions (1). The students in the experimental group referred to the information skills they had learned in some detail, and were able to use the appropriate vocabulary to discuss them. The use of the data chart and the 'trash and treasure' exercise were the most prominent, probably because they were in use for a good deal of the time.

Students were told that their teacher had given them a homework assignment in which they were to find out information on the topic "Healthy eating and food fads". They were asked to explain, in detail, how they would go about this process. A record was made of the number of times each part of the information skills process was mentioned by each of the students in their explanations of how they would carry out the task. The majority of students in the experimental group were able to mention

many of the steps. The data chart was mentioned by 43% of the experimental group as a means of taking and organising notes. The experimental group was able to give strategies for carrying out the skills mentioned, rather than just talking about "taking notes".

## 5. Feelings about the process

The experimental group was asked to indicate on a scale, of 1 (disliked) to 5 (liked), their feelings and attitudes to taking the responsibility for their own learning that the various parts of the information skills process gave them, and to explain why they felt that way. The findings, overall, showed that students enjoyed being able to work at their own pace, and being able to record information easily and clearly through applying the skills they had developed. The concept of 'ownership' for what was being learned was also very apparent in the comments.

Comments about finding their own resources were fairly evenly divided. Students appeared to be learning to trust their own judgments as they had to work out for themselves which resource would give them the information they needed. Some students found the sheer range of resources quite daunting. Some liked the independence, but those who did not like having to find their own resources mentioned "it was hard" finding the right information.

The 'trash and treasure' exercise (or "cosmic junk and treasure") designed to help students analyse information, gave students a tool to decide what information was essential for their purposes. One student mentioned that "before I would have put in information in our study that wasn't relevant"; others talked about how easy it was to get sidetracked by interesting, but unnecessary, information, but concluded "we don't end up with a lot of junk". Most students responded well to being able to organise and plan their own work schedules. They liked being able to work out what they had to do, when they would do it, and not being told they had to do it.

The experimental group were shown how to use data charts as a way of organising their information easily. The data chart was too small to allow for copying and fitted very well with the 'trash and treasure' idea. Students reported that their notes: were easy to read; were easy to write up after; and enabled them to write information they could understand. Several students talked about the chart's usefulness for other subjects.

## 6. Comparison of final projects

It needs to be noted that the final products for each group were not strictly comparable, in that the experimental group was asked to do a project, and the control group a presentation. However, the analysis of the process, learning dilemmas, and outcomes identifies some consistent patterns.

The projects submitted by the experimental group were very well organised, in that almost all stated the aim of the project at the beginning, and had achieved that aim by the end. The students followed the format easily. The projects began with an introduction, which set out the points the students intended to cover, contained a structured explanation of each point and finished with a conclusion. Writing the conclusions gave the most difficulty, because students had to find a common thread through

the information. In almost all the completed projects, there was an absence of plagiarism. This could be because the space in the data charts was too small for large scale copying, or that students were asking questions of the information they were reading and putting down the answers in their own words. Students also used a greater variety and number of resources from which to get their information than was observed with the control class.

The student data charts showed that most students had extracted the appropriate information to answer the questions fully. Synthesis of the information collected under each heading had been modelled for the students and an exemplar provided for the most difficult question. In spite of this, some students did not include all their recorded information, and those who had not completed enough work were unable to fully answer their questions.

In the control group presentations, some dilemmas were evident. During their library search, comments such as "What do I do with this?" were common. Students had little idea of what they needed to find out. Note taking skills were minimal in many cases. Some students were concerned about not having "enough space to put this down", while others happily copied information from their resources. When delivering the presentations many of the students either read the material they had copied, or had memorised it verbatim. The plagiarism was apparent from the complicated sentence structures, and level of non-technical vocabulary used. Few presentations contained an introduction or a conclusion, although most contained a good deal of useful, but unstructured, information.

The log books also identified a number of problems, such as: finding enough information; difficulty sorting information into an appropriate order; not being able to take the books out of the library; and finding information in different places. Students had no plan of what sorts of information they were looking for. They made indiscriminate choices as to what information was relevant, on the basis of: things that they thought were interesting; what they thought was important; what they could understand; what was not the "boring stuff", or what "felt right". Their ideas on note taking were quite limited, and ranged from copying down information, and just writing things down, to writing ideas in own words.

## CONCLUSION

It is important to remember that this study took place in one unit of work, and over a short period of time. The variable gains in improvement of knowledge about astronomy, as shown in the test scores, must not be interpreted as a failure of information skills. It is unlikely that differences in test scores in such a short period would be dramatic; indeed, the positive trends are encouraging. The analysis of the qualitative data shows that the development of information handling skills considerably helped students in their process of identifying and manipulating information, and structuring it in a meaningful way for presentation, as well as confidence with their learning. This is a noteworthy result and, with ongoing skills development, it is likely that the benefit is expressed in test scores. The study also clearly identifies a range of learning dilemmas that students face in working

with information. Knowledge of these dilemmas provides an important starting point for the integration of information skills into units of work.

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## ABSTRACT

Kafai, Y. & Bates, M. 'Internet Web-searching instruction in the elementary classroom: building a foundation for information literacy'. *School Library Media Quarterly*. Winter, 1997, p. 103-111.

There has been considerable discussion in recent months relating to the critical and information literacies needed by children to access the Internet, and the instructional

role of teacher-librarians in this process. The purpose of this research was to investigate how primary school children develop an understanding of what the Internet and Web searching are, and how the students develop their critical-thinking skills by evaluating the information gathered from various sites. Five classrooms from Grade 1 to Grade 6, in four different schools (a total of 196 students) formed the sample for the research.

In relation to Web site content, the researchers found: children preferred Web sites with high visual content and short, simple textual content; they were inspired to talk about their social views and surroundings when they viewed Internet sites featuring children's artwork and photographs from other places; they would like to see more animation and interactivity on the Internet; and they had a low tolerance for download times.

In relation to critical thinking skills, the researchers found: children were quick to assume everything they found about their topic on the Internet was correct; they had great difficulty in evaluating sites and articulating the bases for their judgments; once they had experienced frustrations in searching, they were more receptive about learning appropriate critical skills such as the differences between search engines; they found that visiting too many uninvolved or irrelevant sites retarded the value of their learning experiences; and they were more enthusiastic when their evaluations of Web sites were actually placed on the Web. ■

The following resources have been reviewed by a panel of teacher-librarians and teachers throughout the state. Reviews of some less recent publications are occasionally included where they have not been previously available in Australia, or have not been reviewed before, and address a significant priority area. Information about reviewers for this issue can be found at the end of the review section. Classification given in *Scan* for non-fiction material is the 12th Abridged Dewey, although when ordering SCIS cataloguing records, the 12th or 21st may be specified. Many more reviews than we publish in *Scan* go onto the DET Web site <<http://www.dse.nsw.edu.au>>.

USER LEVELS are now given in stages as follows:

- Early Stage 1** (for Preschool/Early Childhood)
- Stage 1** (for Lower primary)
- Stage 2** (for Middle primary)
- Stage 3** (for Upper primary)
- Stage 4** (for Lower secondary)
- Stage 5** (for Middle secondary)
- Stage 6** (for Upper secondary)
- Community** (for Community/Parent/Adult)
- Professional**

## Picture books

Picture books are arranged alphabetically by author. Some books in this section are non-fiction or have relevance to a particular KLA.

ALLEN, Pamela  
*The bear's lunch*.  
Viking, 1997  
ISBN 0670874973

Pamela Allen's ability to tap the emotional world of young children is well demonstrated in this picture book. She provides the experience of suspense, danger, threat and resolution in a beautifully simple story. Wendy and Oliver have a picnic lunch, unaware of a prowling bear. The bear is truly scary (although a surprisingly delicate eater) and the children face its jaws with courage. The skilful combination of fairy tale style magic and realism is carried by both the text and the wonderful illustrations. The small children within the forest landscape and the fierce bear are beautifully depicted in this polished work. J. Buckley

**USER LEVEL:** Early Stage 1 Stage 1 Stage 2  
**AVAIL:** \$19.95  
**EVAL:** Highly recommended SCIS 909169

BAILLIE, Allan & HARRIS, Wayne  
*Star navigator*.  
ABC Books, 1997  
ISBN 0733305652

Children intrigued with the possibilities of alien life forms and interplanetary travel will love this imaginative picture book. The reader joins young Star Navigator Bryan Hanrahan, and his alien offsideer Styg, on a perilous journey into outer space, racing against time to rescue the crew of a crippled space freighter that has come to grief as it approached the ancient, mythical planet of Seraman. Dramatic text combines with appropriately dark and eerie illustrations, in which Harris employs varied spatial, perspec-

tive and framing devices to capture the eye and keep the reader involved, an active participant in the quest. This is a fascinating space adventure that rewards close, repeated readings. B. Richardson

**USER LEVEL:** Stage 1 Stage 2  
**AVAIL:** \$19.95  
**EVAL:** Highly recommended SCIS 913359

BLAKE, Quentin  
*Mrs Armitage and the big wave*.  
Cape, 1997  
ISBN 0224046292

The redoubtable Mrs Armitage and her intrepid dog Breakspear make a welcome return in this rollicking picture book. Readers familiar with the pair will be prepared for the uniqueness of their surfing experience. The gradual acquisition of ever more items (inflatable island, shade, snacks, drinks) to add comfort to the wait for the big wave is interrupted by the wave itself, as well as the need to rescue small Miranda, out of her depth. Blake's lively, brisk black line and watercolour pictures are deceptively simple, perfectly suited to the individual nature of his character. Never before has waiting for a wave, or a surf rescue, been so distinctively portrayed. This is a useful resource for discussions on sun and water safety, as well as gender and age stereotypes or issues. W. Smith

**USER LEVEL:** Stage 1 Stage 2  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE K-6  
**AVAIL:** \$19.95  
**EVAL:** Highly recommended SCIS 905508

BROWNE, Anthony  
*Willy the dreamer*.  
Walker, 1997  
ISBN 0744549728

Browne's artistic mastery is evident in this large format picture book. Willy the modest chimpanzee wanders through the landscapes, and inhabits varied characters, of his dreams. Rock singer, superhero, beggar or king, Willy's situations encompass many areas of interest to young readers. From endpapers and title page to the detail of each gorgeous illustration, the artwork is intriguing and exciting. References to famous paintings, including those of Dali and Magritte, as well as Browne's previous work, abound. A fine sense of humour characterises this book. The text is simple and polished, although it lists situations which offer immense illustrative possibilities, rather than provides a strongly developing story. J. Buckley

**USER LEVEL:** Stage 1 Stage 2 Stage 3 Stage 4  
**KLA:** CA; English  
**SYLLABUS:** English K-6; Visual Arts K-6; Visual Arts 7-10  
**AVAIL:** \$22.95  
**EVAL:** Highly recommended SCIS 915384

CHENG, Christopher & WOOLMAN, Steven  
*One child*.  
Era, 1997  
ISBN 1863743219

With a cover so colourful and inviting, it is a shock that the first few pages of this picture book are sad and blue in tone. This tactic is highly successful, as witnessed by the transformation into full colour when the one child realises how she can have a small, yet positive,



## Dorothea Mackellar National Poetry Competition for Schools

## THE HISTORY

Earlier this century, Dorothea Mackellar (1885-1968), famous Australian poet of *My country*, lived with her family in Sydney. In 1905, Sir Charles Mackellar (Dorothea's father) purchased four properties in the Gunnedah District. Dorothea visited the country as much as possible and it is from these visits that she received her inspiration to write much of her poetry and prose. In 1983, Mrs Mikie Maas OAM PHF, orchestrated the foundation of the **Dorothea Mackellar Memorial Society Inc.**, to recognise the contribution Dorothea made to Australian literature. To raise funds for a bronze statue of Dorothea Mackellar, a poetry competition was announced, for which a small entry fee was charged.

It was hoped to ignite a spirit of patriotism amongst Australia's youth, similar to that felt by thousands of adults who recalled *My country*. The competition grew from strength to strength until a full-time coordinator was employed to conduct it in 1995.

Now in its 15th year, with over 7500 entries received in 1997, the competition has a major sponsor in **QBE Insurance**, receives endorsement from the **National Australia Day Council**, and was adopted by **Rotary** under the banner of *Programs for new generations*. Other sponsors and supporters for 1998 include: Gunnedah Shire Council; Yanda Airlines; Colonial State Bank (Gunnedah); Microsoft; Australia Post; Penguin Australia; Jacaranda Wiley; KFC and the Sydney Morning Herald.

## 1998 THEME: JOURNEYS

The topic for this year's competition is "*Journeys*". Maurice Saxby AM, an internationally respected authority on children's literature, and a poetry competition judge for three years, believes that the current theme is open to a wide interpretation. "We are all engaged in a journey - life itself," Mr Saxby said. "That is the most important journey of all."

*Children of all ages are invited to latch onto this topic and explore it creatively and enthusiastically. Entry forms and further information are available from Rachel Frend on phone (02) 6742 4669 or fax (02) 6742 4057. Entries close on Monday 15th June 1998. ■*













The condensed plots make many of the novels almost non-sensical and the controlled vocabulary and grammar make language study difficult. Teachers could well use their discretion in selecting these texts for parallel literature study, and only select those titles which will be motivating for their students. P. Hutton

**USER LEVEL:** Stage 2 Stage 3 Stage 4 Stage 5 Stage 6  
**KLA:** English  
**AVAIL:** \$5.95 each

Examples of titles in this series are:

<i>Dracula</i>	SCIS 898112
<i>The sheep-pig</i>	SCIS 906983
<i>Flour babies</i>	SCIS 898142
<i>The turn of the screw</i>	SCIS 898110
<i>Wuthering Heights</i>	SCIS 898114

REES, Celia  
*Midnight hour.*  
 Macmillan Children's, 1997  
 ISBN 0330344293

Although this looks like a stereotypical horror title, it is actually a plausible and scary young adult detective story. Blair Paige is a celebrated teenage actress, and when she returns home from Hollywood to England she is harassed by an unknown stalker. She engages a young female detective to protect her and try to track down the stalker. The author employs many conventions of the genre: complicating subplots; ambiguous characters; unsettling glimpses into the mind of the villain; and a final tense race against the clock to prevent Blair's murder. An absorbing read, this is also an excellent bridge into the work of adult writers such as Marek Day. M. Lobban

**USER LEVEL:** Stage 4 Stage 5  
**AVAIL:** Paper \$9.95 SCIS 909316

ROBERTSON, Deborah  
*Proudflesh.*  
 Fremantle Arts Centre Press, 1997  
 ISBN 1863682058

A collection of short stories that entraps the reader from the first story, through to the last, is a rare commodity. Deborah Robertson's short stories do this. Some are amusing, moving, full of sorrow or surprise; or a combination of these. However, they all share one thing in common: immaculately structured writing, that reflects the human experience in many of its manifestations. For example, readers will be moved by *The Crossing*, a tightly written story of only seven pages in length. B. Spence

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** English  
**SYLLABUS:** English 7-10; 2U English  
**AVAIL:** Paper \$16.95  
**EVAL:** Highly recommended SCIS 917881

SALIBA, Sue  
*Watching seagulls.*  
 Addison Wesley Longman, 1997  
 ISBN 0733900399

A desperately sad story with an occasionally sinister atmosphere, this novel tells a tale of tormented childhood and adolescence, with a truly tragic young character for whom you feel aching sympathy. The story of Leamy and her family is told with great sensitivity, restraint and a fine obser-

vation of their plight, its tragedy managing to retain dignity even at its most squalid. The narrative strives to be poetic, with lots of disjointed statements that are not proper sentences. This becomes an irritating device when it's overused, but the compelling power of the plot transcends its telling. J. Donovan

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** English  
**AVAIL:** Paper \$9.95 SCIS 913160

SCHEMBRI, Jim  
*In it up to here!*  
 Addison Wesley Longman, 1997 (Rave)  
 ISBN 0733900372

Alex and Nigel are best friends, fourteen year old larrikins, always testing the limits of their parents' tolerance. When Alex wangles a week at home alone with a fake sprained ankle, the stage is set for a breathless set of adult free, boy's own adventures. They are ripped off by a crooked cop, witness a murder, uncover a plot to discredit Alex's mother's career in local politics, and finally construct a satisfactory moral blackmail which will ensure that her environmental concerns prevail. The style is pacy and funny, and while the plot strains credulity by the end, it is consistent and neatly resolved. M. Lobban

**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**AVAIL:** Paper \$9.95 SCIS 913170

STUBBS, Roy  
*The Buddha head.*  
 Scholastic, 1997 (ID-AD)  
 ISBN 1863887431

Students who pick up this book will recognise at once that they are in the familiar territory of intrepid boy detectives. In this case the locale is Bangkok, and there is a genuine attempt to set the action within the context of Thai customs and culture, which adds interest and a multicultural perspective to the narrative. Solving the mystery of the Buddha head inevitably brings the boys into danger, and although their eventual success is never in doubt, there are some tense and even humorous moments along the way. This book stays well within the conventions of the genre, while providing entertaining and undemanding fare which would suit reluctant readers. J. Nisbet

**USER LEVEL:** Stage 3 Stage 4  
**AVAIL:** Paper \$7.95 SCIS 912050

THOMPSON, Peter  
*Winter with Susan.*  
 Addison Wesley Longman, 1997 (Rave)  
 ISBN 0733900801

Melbourne schoolgirls, Jeni and Lin, idolise their friend Susan and persuade her to enter a magazine model contest, which has disastrous results. The novel explores their intense, exclusive friendship, and chronicles its joys and its despair. As well as friendship, the novel deals with subjects of great interest to teenagers: fashion models; problems with parents; and peer group pressure. Although the characterisation is rather superficial, the novelist has captured the idiom and concerns of young people. This would also be useful to recommend to reluctant readers, because while the plot is fast paced the language and length of the novel are not demanding. M. Brooks

**USER LEVEL:** Stage 3 Stage 4  
**AVAIL:** Paper \$9.95 SCIS 913165

TUCKER, Mary  
*A life of my own.*  
 Hodder Children's, 1997  
 ISBN 0733604579

Nobody, it seems to Charlotte, really cares about her. Just before her fifteenth birthday her mother left to establish a new life with a male friend. Her father's new partner is moving in, and her older sister is too preoccupied with her boyfriend to be of much company or comfort. This story of a teenager's disconnection from family and familiar lifestyle and her struggle to become reconnected, to establish her own identity, is relevant and meaningful for many teens. They will find this an honest, but hopeful, short novel with credible characters and an eventful, fast paced storyline. B. Richardson

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** PDHPE  
**SYLLABUS:** PDHPE 7-10  
**AVAIL:** Paper \$11.95 SCIS 914250

WINTON, Tim  
*Blueback.*  
 Pan Macmillan, 1997  
 ISBN 0330360388

More than a story about a boy and a fish, this a story of life long loves: love for a fish; love for the sea; love for one's mother; love for a special place in the world; love of nature; and in conclusion love for a wife and a new child. Yet it is a story which will strongly appeal to boys. Young Abel, who lives near the sea and is passionate about diving, is a strong, sensitive character. It is a perceptive portrayal of young man growing, moving and facing the adventures and challenges of life. L. Bowring

**USER LEVEL:** Stage 3 Stage 4  
**AVAIL:** Paper \$12.95  
**EVAL:** Highly recommended SCIS 918116

ZURBO, Matt  
*Idiot pride.*  
 Penguin, 1997  
 ISBN 0140383344

A series of bleak vignettes recounted as a first-person narrative, this is a powerful text with a lingering impact. Described in frank, expletive-ridden language, the exposition of pastimes of poor, migrant teenagers in inner city Melbourne will not be to the taste of some. It reveals very casual attitudes to sex, drugs, violence, and life. It is also witty, stylistically original, and often moving in its racy depiction of the minor tragedies of these textured characters. Themes range from alienation and rebellion, to identity and the nature of passion. This is a worthwhile read, but likely to be too confronting to be a choice for a class text. J. Donovan

**USER LEVEL:** Stage 6  
**AVAIL:** Paper \$11.95  
**KLA:** English; PDHPE SCIS 899205

**Information, poetry and drama**

Resources are in Dewey order. The category KLA is intended to provide a guide as to which Key Learning Area the resource supports. These, and the USER LEVEL, should only be used as a guide, as many resources transcend age and subject barriers.

The following symbols indicate the Key Learning Areas used by the NSW Board of Studies:

CA	Creative Arts (primary & secondary);
English	English (primary & secondary);
HSIE	Human Society & its Environment;
LOTE	Languages other than English;
Mathematics	Mathematics (primary & secondary);
PDHPE	Personal Development/Health/Physical Education;
Science	Science (secondary);
ST	Science & Technology (primary);
TAS	Technology & Applied Studies (secondary);
and	
VOC ED	Vocational Education.

**The Internet: how to get connected and explore the World Wide Web, exchange news.**

Dorling Kindersley, 1996  
 ISBN 0751304255 [004.61]

Visual colour representations of screens encountered, and concise explanations of the processes involved in using the Internet render this text user friendly and a good reference tool. Sections on the World Wide Web, downloading files or accessing newsgroups, for example, are given in small sequential information packages that can be easily used independently of other sections of the text. Diagrams are clearly labelled and the appendices include a glossary and handy information for the novice or more seasoned surfer. Discussion on choosing the right tool or search engine for a search is well examined, and operators necessary for completing advanced searches are also a feature. E. Maxwell

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** English; HSIE; Science; TAS  
**SYLLABUS:** Computing studies 7-10  
**AVAIL:** Paper \$19.95 SCIS 914589

**Encarta 98 encyclopedia** [computer software]  
 Deluxe edition. Microsoft, 1997  
 ISBN 1572317515 [030]

The standard Encarta 98 encyclopedia is designed for users who wish to seek specific information. This deluxe edition caters for those who wish to browse. Both versions include access to related articles, yearbook updates and Web links (where users may seek online related sites, monthly updates to Web sites and the yearbook articles). Exploration time is required to verify curriculum relevance of these. The two CD-ROM deluxe package includes, additional to the basic version, interactive virtual tours of ten destinations with interesting panoramas, associated articles and video clips to enhance the text of the location, and multimedia collages on specific topics. **InterActivities** involves users in solving problems. A **Research Organizer** allows users to take notes, copy and paste selected texts and images (recording citations at the same time) that enhance search strategies, and, for some, are easier than copying to a clipboard. Working across two CD-ROMs was at times frustrating, but worth the effort. E. Maxwell

**Minimum requirements**  
 Windows 95/Windows NT version 4.0: 486DX; 8MB RAM (16MB RAM for Windows NT); 50MHz; 30MB hard disk; 256 colours; local bus video with 1MB VRAM

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6  
**KLA:** CA; English; HSIE; LOTE; Mathematics; PDHPE; Science; TAS  
**AVAIL:** \$119.00 Microsoft (\$30 Rebate for previous Encarta purchasers) SCIS 915483





The nine themes are syllabus based and, predictably, include: food; colours; body parts; and time; along with other topics. They are presented and drilled by clearly audible Japanese male and female voices. Unfortunately, as the program is designed to be re-utilised in other languages, it offers little in terms of cultural authenticity. Yet, as a listening comprehension device, it captivates both beginners and intermediate learners, as it provides various levels of games in which correct answers are positively reinforced with humorous graphics and dramatised cries of celebration. Individual progress is monitored and can be printed, as can awards for those who have achieved higher scores. Many additional features and easy navigability make this a valuable introductory tool which can also be used for consolidation and extension work. G. Barbe

**Minimum requirements**

Macintosh: 68030; 8MB RAM

Windows: 486; 8MB RAM; 256 colours

**USER LEVEL:** Stage 2 Stage 3 Stage 4 Stage 5**KLA:** LOTE**SYLLABUS:** Japanese K-6; Japanese 7-10; 2U Z Japanese**AVAIL:** \$59.95 IBS InfoTech SCIS 920699

BOND, Royce

**The case of the smelly armpit: (and other scientific mysteries).**

Red Fox, 1997 (A Mark Macleod book)

ISBN 0091829801

[500]

Designed in paperback fiction format and size, this novel presentation introduces competent readers to the impact of science in our everyday lives. Using examples that students can relate to, it imparts information in an informal, chaty style and makes constant use of questions. Text is interspersed with humorous black and white, comic book type drawings by Gus Gordon, which reinforce the fascinating, and sometimes bizarre, information and activities. An enjoyable read, especially for casual browsers, it provides an hilarious and helpful look at everyday science. J. Anderson

**USER LEVEL:** Stage 3 Stage 4**KLA:** English; Science; ST**SYLLABUS:** English K-6; Science & Technology K-6; Science 7-10**AVAIL:** Paper \$9.95 SCIS 904085

TURNER, Gwenda

**Australian 123.**

Penguin, 1997 (Picture Puffins)

ISBN 0140561056

[513.2]

An interesting combination of strategies is used in this resource to help readers learning to count and recognise numerals. Upon each double page, each numeral is in turn highlighted from a list of all the names and numerals, from one to ten. As well, smiling children, from a range of cultures and genders, are pictured holding up that same number of fingers. A group of Australian animals, fish, birds or insects is shown, so that the reader can count them up to that same number. The numerals presented are bold and clear. The text is appropriately lower case. Bright colours highlight the stimulating illustrations. L. Ward

**USER LEVEL:** Early Stage 1 Stage 1**KLA:** Mathematics**SYLLABUS:** Mathematics K-6**AVAIL:** Paper \$8.95 SCIS 915118**Space: the new interactive encyclopedia.**

[computer software]

Andromeda Interactive, 1997

ISBN 1898137285

[523]

Don't be put off by the purple space creature that greets users in the initial stages of this interactive CD-ROM. Although entertaining, this resource encourages students to explore all facets of space, and it may galvanise some students to develop a deep interest in the topic. Besides grabbing the attention of students, this is also a solid reference tool. It utilises a combination of articles, animation, spectacular video footage, tutorials, a timeline of space exploration, and narration by the British astronomer Patrick Moore. The information presented is succinct and readily understood by the target audience. This latest edition is easily navigable and includes such recent events as the Hubble telescope, and the revised Russian space program. Students will become so immersed in this CD-ROM you may have to put a time limit on its use. N. Paull

**Minimum requirements**

Windows 3.1/95: 486; 1MB hard disk; 4MB RAM for 3.1, 8MB for 95; 256 colours

**USER LEVEL:** Stage 2 Stage 3 Stage 4 Stage 5**KLA:** Science; ST**SYLLABUS:** Science & Technology K-6; Science 7-10**AVAIL:** \$49.95 Scholastic SCIS 913294**Earth quest. [computer software]**

DK Multimedia, 1997

ISBN 0751315540

[551]

Explore the forces and forms of our dynamic planet through this CD-ROM. Activate an earthquake, build a volcano, study the qualities of many gemstones, or observe the formation of various crystals and minerals. Supported by videos, animation, images and audio, the user can become more actively involved in the study of geology. Internet access is provided to science and nature online sites. These links expand this software to help integrate technology into the science curriculum, although exploration time is required to verify the curriculum relevance of sites. There is very little Australian content. An audio glossary is available through highlighted text. Some onscreen tools are difficult to read because of red print on a patterned background. Earthbuilder allows users to answer questions, collect samples, and receive rewards as they build the earth. Navigation through this program is a little complicated and often unclear. It is not designed for quick access to small amounts of information, but rather, to take the user on an exploration of the mysteries of the earth. For many students, this interactive journey could make learning more interesting, relevant and fun. K. Wellham

**Minimum requirements**

Macintosh: 68LC040; System 7; 8MB RAM; 9MB hard disk, 256 colours

Windows 3.1: 486DX; 8MB RAM; 13MB hard disk, 256 colours

**USER LEVEL:** Stage 3 Stage 4 Stage 5**KLA:** Science**SYLLABUS:** Science K-6, Science 7-10**AVAIL:** \$89.95 Roadshow SCIS 908080

Internet site reviewers, especially primary, urgently needed. Contact Colleen Foley: [colleen@ozemail.com.au](mailto:colleen@ozemail.com.au)

FAULKNER, Keith

**Grow seed grow.**

Koala, 1997 (A giant surprise flap book)

ISBN 0864610416

[581.3]

Very young students will love this pop up style picture book, but will need help negotiating the various lift up and open out flaps. The language is simple, the print clear and the large illustrations support the text well. Especially noteworthy is the way the words in bold face type grow larger as the plants in the story grow bigger. It is a suitable book for use as an early procedural text type, as each step is explained simply and sequentially. With its wonderful conclusion, this book will be a great favourite. R. Elston

**USER LEVEL:** Stage 1**KLA:** HSIE; Science**SYLLABUS:** HSIE K-6; Science & Technology K-6**AVAIL:** \$16.95 SCIS 908424**The animal world of Professor Oz and Izze.**

[videorecording]

Down Under Video, 1996? (30 min.)

ISBN none

[591]

An informative video with high quality coloured photography, this introduces young students to the animal kingdom. Using two puppets (Professor Oz and Izze) to provide interaction with viewers, the video focuses on a brief overview of mammals, marsupials, birds and reptiles. While the major emphasis is on Australian animals, the focus is world wide and most animals are introduced in their natural habitats. An accompanying booklet provides a wide range of activities which complement the video. While the activities are graded into four levels, the video is most suited to younger students. Set out in simple terms, it provides a valuable resource for developing knowledge and understanding of the animal world. J. Anderson

**USER LEVEL:** Stage 1 Stage 2 Stage 3**KLA:** HSIE**SYLLABUS:** HSIE K-6**AVAIL:** \$55.00 SCIS 901392

MAYNARD, Christopher

**Sharks.**

Walker, 1997 (Informania)

ISBN 0744528771

[597]

With its bright and attractive design, stout cover, spiral binding and tabbed section dividers, this title is clearly aimed at adolescents. Varied styles of presentation, in four main sections, (plus a reference section) include a report, magazine articles, a cartoon story, and a computer program. All are supported and enhanced by copious and varied illustrations, which are bright, clear and appropriate, and include photographs, line drawings, diagrams and maps. Information is accurate and detailed, arranged into easily locatable and clearly labelled chunks. It emphasises the realities of shark behaviour, threats to shark populations, and their unique place in the ecosystem. W. Smith

**USER LEVEL:** Stage 2 Stage 3 Stage 4**KLA:** Science; ST**SYLLABUS:** Science & Technology K-6; Science 7-10**AVAIL:** \$19.95**EVAL:** Highly recommended SCIS 915800

Editorial email address for Scan: [mcleani@gwise.dse.nsw.edu.au](mailto:mcleani@gwise.dse.nsw.edu.au)

SILKSTONE, Barry

**Australian reptiles. [series]**

Macmillan Education Australia, 1997

These books communicate clearly. Pages are well designed and not too crowded. Colour photographs and diagrams are used very effectively to convey information. Each group of reptiles is defined, and its location, habitat, physical characteristics and behaviour described. The text is simply written, yet manages to provide lot of information, and convey a sense of wonder at and appreciation of the diversity of the reptiles. This makes the series appealing to browsing readers, as well as those in search of answers to particular research queries. Discussion of the interaction of reptiles with humans recognises both the relationship of Aboriginal peoples to reptiles, and issues of conservation. J. Buckley

**USER LEVEL:** Stage 1 Stage 2 Stage 3**KLA:** ST**SYLLABUS:** Science and Technology K-6**AVAIL:** \$19.95 each

Titles in this series

**Crocodiles** SCIS 912612**Lizards** SCIS 912613**Snakes** SCIS 912609**Turtles** SCIS 906836

GREENAWAY, Frank

**The snake book.**

Dorling Kindersley, 1997

ISBN 0751355658

[597.96]

Visually exciting and arresting, this book invites superlatives. Layout and design are excellent. Each of the twelve snakes depicted is coiled around a brief informational text on a double page spread, an exception being a stunning six-page centre foldout featuring the python. Photography is superb: the snakes are dynamic. Each tiny scale is clearly delineated, the metallic glow or soft velvety sheen of each snakeskin begging the reader's touch. Information is basic, focussing on each snake's most distinguishing characteristics. Unusual variation in type size (which some may find off putting) adds emphasis. A fact sheet at the back provides additional information. This is a wonderful introduction to an often maligned species. B. Richardson

**USER LEVEL:** Stage 2 Stage 3**KLA:** ST**SYLLABUS:** Science K-6**AVAIL:** \$14.95**EVAL:** Highly recommended SCIS 919189

ROLLAND, Will

**The Tasmanian tiger: the elusive thylacine.**

Kangaroo, 1997 (Picture roo books)

ISBN 0864178662

[599.2]

Bound to capture the imagination, this resource on an extinct Australian marsupial includes the early Dutch explorers' reports of the thylacine, or Tasmanian tiger. The variety of illustrations includes photographs, coloured illustrations, maps, and a labelled diagram of the animal. The easily accessible facts in the book carry with them an environmental message: a warning that Australians should ensure the preservation of the natural habitats of all our fauna, especially the increasing number of endangered



species. This book also discusses species extinction in general, comparing the plight of the thylacines to dodos, quagga, and aurochs. An extensive bibliography provides many starting points for further research. R. Murray

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** HSIE; ST  
**SYLLABUS:** HSIE K-6; Science and Technology K-6  
**AVAIL:** Paper \$7.95 SCIS 913322

JANULEWICZ, Mike  
*Yikes!: your body, up close.*  
 Cardigan Street, 1997  
 ISBN 186391871X [612]

Guaranteed to arouse curiosity about human biology, this picture book with highly magnified, coloured photographs of the hair, skin, blood, bone, stomach and parasites, is presented as a series of riddles. Each double page spread contains a fold over page of funny puzzles, with the facts revealed under the flap. There is a cumulative quiz at the end. The bold abstract pictures will claim attention, especially from primary and junior secondary students. The humorous text will help them to remember the information. This approach to some facts about the human body is good class stimulus material. M. Hamlyn

**USER LEVEL:** Stage 2 Stage 3 Stage 4  
**KLA:** PDHPE; Science; ST  
**SYLLABUS:** PDHPE K-6; Science & Technology K-6; Science 7-10  
**AVAIL:** \$21.95 SCIS 904160

*How your body works: the interactive encyclopedia of the human body.* [computer software]

Mindscape, 1995  
 ISBN 0791118479 [613.03]  
 Hot spots within a laboratory enable CD-ROM users to explore the main topics of this medical encyclopedia, which aims to provide a knowledge of the human body, and a more informed use of health services and products. The level of presentation and scope of information varies. The dictionary of medical terms; the uses and side effects of various prescription drugs; and some health issues; would suit an adult user. However, the bulk of the program is more suited to a younger audience. Sexuality topics may be made inaccessible at the time of installation. Access points for information are not labelled until the cursor moves over them; this makes finding topics somewhat hit and miss, although the browser function and the accompanying notes assist navigation. Features include: clear diagrams of the body systems; first aid instruction; and particularly fascinating are videos of the body's internal functions. The extensive list of sources for obtaining further information is American. S. Leslie

**Minimum requirements**  
 Windows 3.1: 486; 8MB RAM; 4MB hard disk; Super VGA 640x480; 256 colours  
**USER LEVEL:** Stage 3 Stage 4  
**KLA:** PDHPE; ST  
**SYLLABUS:** PDHPE K-6; PDHPE 7-10; Science and Technology K-6; Science 7-10  
**AVAIL:** \$79.95 Scholastic SCIS 860326

*MiniCAD 7.* [computer software]  
 Diehl Graphsoft, 1997  
 ISBN none [620]

The need for powerful CAD software in technology programs is satisfied by this CD-ROM package. A comprehensive range of features enable users to produce drawings of virtually any object in any position. This level of capability utilises a complex array of menu items, icons and production sequences, all of which ensure a steep learning curve. A significant feature of this package is the integrated approach to creating 3D drawings, these being developed out of initial 2D views. Switching between 2D and 3D views is straightforward and modifications need to be made only once. Cross platform compatibility is a valuable feature for schools with dual platform computer facilities, as it allows the transfer of files in both directions. Also, both versions use virtually identical interfaces, which are easy to navigate once the software is understood. As an American package, some of the default settings need alteration, but do not appear to hinder its usefulness in schools. D. Wilson

**Minimum requirements**  
 Macintosh 68020: System 7.1; 8MB RAM; 12MB hard disk  
 Windows 3.1/95: 486; 16MB RAM; 12MB hard disk; 256 colours  
**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** TAS.  
**SYLLABUS:** Technical Drawing 7-10; 2U Design & Technology; 2U Industrial Technology  
**AVAIL:** \$3200.00 (30 user site licence) Australian Design & Drafting Pty Ltd  
**EVAL:** Highly recommended

TOOLEY, Mike  
*The parts gallery and electronic circuits and components.* [computer software]  
 Matrix Multimedia, 1997  
 ISBN none [621.3815]

Two complementing packages create a resource featuring high quality graphics, text and audio commentary covering all aspects of electronic theory on this CD-ROM. An orderly and easily navigated menu and page numbering system breaks the information into logical sections, guiding the user from basic principles through to advanced electronic concepts, whilst an index system enables experienced users direct access to information. Animated graphics, photographs, symbols and audio narration are used in a variety of ways to explain electronic fundamentals clearly. In addition to printable theory notes, a number of multiple choice quizzes, editable worksheets, sample problems and interactive laboratories are included to reinforce learning. Extended use in the form of simulation experiments is also possible via links to add-on **Electronics workbench** software. Overall, the versatile structure and comprehensive nature of this resource enable it to be utilised in a wide variety of situations such as a workshop ready reference, or as a key resource in self-directed learning programs. D. Wilson

**Minimum requirements**  
 Windows 3.1: 486; 8MB RAM; 256 colours  
**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** Science; TAS; VOC ED  
**SYLLABUS:** 2U Industrial Technology; Science 7-10; Technics 7-10  
**AVAIL:** \$279.00 Emona Instruments  
**EVAL:** Highly recommended

WYLIE, Peter  
*Profitable land care: sustainable farming in summer rainfall areas.*  
 Department of Primary Industries, Qld, 1996  
 ISBN 0724259147 [630.9943]  
 All aspects of soil management are treated in this book. Each chapter is prefaced with a list of key concepts which provides a good summary for students. Whereas some of the information is only applicable to the cropping areas of north-eastern Australia, all students studying the land management elective in 2 Unit Agriculture will find this book a valuable resource. The text is well supported with tables and pictures and presented in an easy to read format. There is a comprehensive list of references at the back of the book for those needing further study. K. Heap  
**USER LEVEL:** Stage 6 Professional  
**KLA:** TAS  
**SYLLABUS:** 2U Agriculture  
**AVAIL:** Paper \$25.00 SCIS 894150

TAYLOR, Nicol  
*Cotton.*  
 Kondinin, 1997 (The workboot series)  
 ISBN 1876068043 [633.5]  
 The cotton industry is well represented in this book. The book is very colourful and visually pleasing. The text is straight forward and well supported with colour pictures. All aspects of the cotton industry are covered, from sowing to the supermarket. There is also a chapter on the environment. The book deals with the export of cotton and the domestic sales of the product. The glossary and index make it very simple to locate information. Students studying cotton will find this book easy to read. K. Heap  
**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**AVAIL:** \$15.95  
**KLA:** TAS  
**SYLLABUS:** Science & Technology K-6; Agriculture 7-10  
**EVAL:** Highly recommended SCIS 909083

GIBSON, Ray  
*What shall I grow?*  
 Usborne, 1997  
 ISBN 074602715X [635.9]  
 A book that is filled with many practical ideas, this is ideal for providing students with experiences in growing many types of plants. It contains instructions for straight forward plant cultivation, such as growing tomatoes, as well as instructions for creating unusual handicraft objects such as green-haired creatures. Its bright format makes the pages captivating and the ideas very inviting. The instructions are very clear, easy to follow, and supported by diagrams. All activities are easy to complete, both in the classroom and at home. K. Heap  
**USER LEVEL:** Stage 2 Stage 3 Stage 4 Community Professional  
**KLA:** Science; TAS  
**SYLLABUS:** Agriculture 7-10; Science & Technology K-6; Science 7-10  
**AVAIL:** Paper \$10.95  
**EVAL:** Highly recommended SCIS 915017

Internet site reviewers, especially primary, urgently needed.  
 Contact Colleen Foley: [colleen@ozemail.com.au](mailto:colleen@ozemail.com.au)

BOOTHBY, Dennis  
*Artificial breeding of cattle: a practical guide.*  
 Agmedia, 1995  
 ISBN 0730664279 [636.2]  
 The information contained in this book is very detailed. This makes it an excellent resource for teachers and senior agriculture students studying animal production. All aspects of artificial breeding are covered, including the anatomy and physiology of the bull and cow, and artificial insemination. The text is well supported by black and white pictures and labelled diagrams. Some of the terms used may be a little difficult for students to understand, but to overcome this there is a comprehensive glossary in the back of the book. There is a detailed contents list to make up for the lack of index to help find information. K. Heap  
**USER LEVEL:** Stage 6 Professional  
**KLA:** TAS  
**SYLLABUS:** 2U Agriculture  
**AVAIL:** Paper \$24.95 SCIS 857819

CLARKE, Ross  
*Feedlotting notes: a collection of farm notes.*  
 Department of Primary Industries, Qld, 1995  
 ISBN 072425918X [636.2]  
 Here is an excellent resource for senior agriculture students, particularly those studying beef for their product study. Within the collection, the notes cover all aspects of the intensive beef industry from production to marketing. It is presented in an easy to read format with each topic covering several pages. Each note is clearly set out and well supported with graphs, tables and illustrations. Although it is not produced specifically for schools, teachers will find this a valuable source of information, particularly in areas such as estimated breeding values and marketing options. K. Heap  
**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** TAS  
**SYLLABUS:** Agriculture 7-10; 2U Agriculture  
**AVAIL:** Paper \$25.00  
**EVAL:** Highly recommended SCIS 860205

*Australian pig housing series.* [series]  
 NSW Agriculture, 1995  
 For those studying the pig industry, this series of books is a valuable resource. Each book provides information on aspects of managing a piggery. *Effluent at work* gives an overview of the environmental sustainability of piggery development. This book, in particular, provides information on other aspects of agricultural production such as soils. All three books in the series are easy to read, with the text well supported by diagrams. It is a useful series for schools intending to build a piggery. All specific references for names of suppliers are applicable only to Queensland. K. Heap  
**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** TAS  
**SYLLABUS:** 2U Agriculture  
**AVAIL:** \$60.00, \$50.00, \$18.00 National Mailing  
 Titles in this series are:  
*Plan it-build it* SCIS 826821  
*Effluent at work* SCIS 908028  
*Summer cooling* SCIS 833797







**New perspectives.** [series]

Wayland, 1997

Each title in this series deals with a landmark episode in modern history. Each book follows the same format, a neutral treatment of the background to the event, detail of the event itself and finally, its consequences. The events are distressing, but the commentary is detached, with numerous photographs and quotations providing realism without sensationalism. Information is presented in sufficient depth to allow a clear understanding of the event and is enhanced by photographs, reproductions of propaganda posters, appropriate maps, and a time line. This is a series of quality. L. Monticone



**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6; History 7-10  
**AVAIL:** \$26.95 each

*Titles in this series include:*

*Hiroshima and Nagasaki* SCIS 914775  
*The war in former Yugoslavia* SCIS 914779

WOODING, Jonathan

**The Vikings.**

Lansdowne, 1997

ISBN 1863025235

[948]

The reputation of the Vikings as a barbaric cultural group is challenged in this fresh approach to a stereotyped people. Based as firmly in fact as possible, and revealing aspects of culture and contributions to other European culture otherwise overlooked, this book presents evidence of and gives recognition to the political and social structures, arts and maritime skills of the Vikings. Reference is also made to their rich mythology and its place in explaining the character of the race. This is a well researched and attractively presented book, with a wealth of photographs of primary source material validated by the listing of the source of each picture. L. Bowring

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** HSIE  
**SYLLABUS:** History 7-10  
**AVAIL:** \$24.95 SCIS 908109

MARSHALL, Kathryn

**Indira Gandhi.**

Exley, 1997 (Women achievers in politics)

ISBN 1850154775

[954.04]

An informative and user friendly guide to the life and times of Indira Gandhi, this focuses on the influences which shaped her rise to power and her impact on the politics of her country, India. Although not set out in chapter format, the information is consistently organised into short blocks with bolded headings. Photographs, most in colour, feature on each page, and blue columns down the side of each page highlight specific information. A detailed timeline and glossary ensure easy accessibility to the information. The depth of information and reading level required make it more suited to secondary students, although competent senior primary students would also find it a useful resource. J. Anderson

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6; History 7-10  
**AVAIL:** \$16.95 SCIS 915265

**Voyages of discovery.** [series]

Macdonald Young, 1997

Beautifully designed and illustrated, these well researched books on exploration and explorers (both famous and lesser known) are engaging and fascinating. Each title, with a clarity of text, takes an historical perspective, following the various quests by adventurous humans to demystify the continents and their resources. Maps marked with exploratory routes, a time line, labelled colour illustrations and detailed captions are also included. There is sensitivity evident in the handling of issues concerning: recognition of the rights of the world's indigenous peoples; modern attitudes to slavery; artefacts; and use of current preferred terms, for example Inuit rather than Eskimo. I. McLean



**USER LEVEL:** Stage 3 Stage 4 Stage 5  
**KLA:** HSIE  
**SYLLABUS:** HSIE K-6; History 7-10  
**AVAIL:** \$26.95 each  
**EVAL:** Highly recommended

*Titles in this series include:*

*Exploring Africa* SCIS 917668  
*Exploring the polar regions* SCIS 917666

MCQUEEN, Humphrey

**Suspect history.**

Wakefield, 1997

ISBN 1962544107

[994]

How should history be told? What constitutes a valid historical argument? Or how do revisionists change the meaning of the evidence? Some of the core questions which make up the discipline of historiography are raised by this work. McQueen presents powerful arguments about how the political debates between Labor and Liberal of the 1990s are justified by differing historical interpretations. The arguments are against the conservative position, and have an eye on the history of the future as much as the past. The links between past, present and future are given academic analysis and conclude with a broad understanding that we have to face our past, which is both horrific and heroic, to go forward as a nation. C. Dorbis

**USER LEVEL:** Stage 6 Professional

**KLA:** HSIE  
**SYLLABUS:** 2U/3U Modern History  
**AVAIL:** Paper \$16.95  
**EVAL:** Highly recommended SCIS 909009

DUGAN, Michael

**Australia's children.** [series]

Macmillan, 1997

An attractive series, these works develop a comprehensive, well-researched and accessible social history of Australian children. Objective and honest in tone, though often restrained, they are not particularly class-based. However, some groups are looked at separately where appropriate: Aboriginal children; migrants; orphans; contemporary street kids; and others. There are recurring themes: work; health; food; entertainment; clothes; and education. In these, the series demonstrates an enormous change over time, implying, rather than specifying, changing social attitudes towards childhood. Each book is thoroughly illustrated with photographs and occasional drawings, although the appropriateness of a few

captions to the illustrations is arguable. The text is authoritative and information rich, and provides useful material for discussion of child protection issues. G. Spindler

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** HSIE; PDHPE  
**SYLLABUS:** 2U Aboriginal Studies; HSIE K-6; History 7-10; PDHPE K-6  
**AVAIL:** \$24.95 each

*Titles in this series are:*

*The convict years 1788-1830* SCIS 907328  
*The spread of settlement* SCIS 913021  
*The golden years 1850-1890* SCIS 908795  
*A century turns 1890-1914* SCIS 908794  
*Children in wartime* SCIS 913933  
*The population boom 1946-1970* SCIS 913957  
*The recent past 1970-* SCIS 913673

**Karijini Mirimiri: Aboriginal histories from the Pilbara.**

/ edited by Noel Olive. Fremantle Arts Centre Press, 1997

ISBN 186368204X

[994.1]

Noel Olive is a non-Aboriginal person who has collected and edited this collection of living narratives with the permission of the Karijini people living in the Pilbara region of Western Australia. He has compiled these interviews with dignity and sensitivity. The interviews take the reader from the 1920s to the present day, from displacement to determination, as people return to the country and nurture their culture. The interviews delve into the impact of colonisation and the government policies forced upon Aboriginal people. As the struggle continues for survival, the Karijini people are determined to build a better future for themselves and their children. T. Rudd

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** 2U Aboriginal Studies  
**AVAIL:** Paper \$19.95 SCIS 915252

NICHOLSON, John

**Kimberley warrior: the story of Jandamarra.**

Allen & Unwin (True stories/A little ark book)

ISBN 1863738614

[994.103]

The story of Jandamarra as told in the oral histories of the Bunuba peoples is presented in this resource. A collaboration between the Bunuba Elders and Nicholson, it shows the Reconciliation process at the grass roots. Nicholson is able to maintain Jandamarra's spirit, his Aboriginality, and fight for justice in the way the book is structured, which reflects the lines of the telling. Broken into segments which are mini stories in themselves, the struggle of the late nineteenth century of the Bunuba peoples is brought alive. With good maps, and lists of key events and people, this work can be used in the classroom in many ways. C. Dorbis

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6 Professional  
**KLA:** English; HSIE  
**SYLLABUS:** Aboriginal Studies 7-10; 2U Aboriginal Studies; English 7-10; HSIE K-6  
**AVAIL:** Paper \$9.95  
**EVAL:** Highly recommended SCIS 897330

KIDD, Rosalind

**The way we civilise: Aboriginal affairs, the untold story.**

University of Queensland Press, 1997 (UQP paperbacks)

ISBN 070222961X

[994.304]

Through Queensland government documents, the history of colonialism in Queensland is revealed by this resource. Kidd has used records of the Queensland Department of Aboriginal and Islander Affairs to validate the arguments that Australia does have a black history. For example, a quote from *The Queenslander* of May 1880, which endorses extermination of Aboriginal people, reflected the policies and practices of many if not all Queensland governments. Kidd uses the evidence to promote knowledge and understanding of how the past injustices impact on contemporary Australia. Marcia Langton provides a personal view of how the policies and practices affected her people. C. Dorbis

**USER LEVEL:** Stage 6 Professional  
**KLA:** HSIE  
**SYLLABUS:** 2U Aboriginal Studies, 2U/3U Legal Studies  
**AVAIL:** Paper \$19.95  
**EVAL:** Highly recommended SCIS 906128

**Attenborough's Antarctic.** [computer software]

BBC Multimedia, 1997

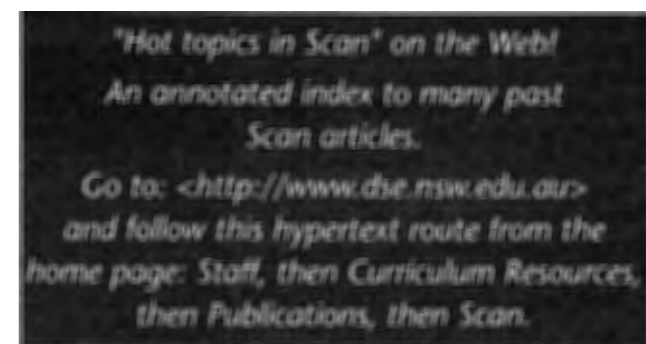
ISBN 0563559055

[998]

There are no disappointments with this CD-ROM. The photography is superb, shown to great advantage in both snapshots and video sequences filmed to enable the user to investigate this harsh environment during each selected season of the year. Guided tours by Attenborough provide an excellent depth of information on the **Frozen continent; Lifestyle; Breeding; Feeding; Survival; and Migration** patterns of the many animals and plant life species (both on land and in the water) included in the previews. The Antarctic map, one of the main icons, allows the user to select locations on the mainland or surrounding islands and then investigate specific species. A visit to the research centre provides card indexes on species, quests to challenge one's knowledge of the history, geography or biology of the area, a visual overview of explorers' notes on the region and a camera option to create your own slide show. This is a comprehensive resource that would suit units on the Antarctic. E. Maxwell

**Minimum requirements**

Windows 95/3.1: 8MB RAM  
**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6  
**KLA:** HSIE; Science  
**SYLLABUS:** Geography 7-10; 2U Geography; HSIE K-6; Science & Technology K-6; Science 7-10; 2U Science  
**AVAIL:** \$65.00 Roadshow SCIS 908165



## Professional reading

Resources are in Dewey order.

RASSMUSSEN, Greta

### *Are they thinking? a thinking-skills program for the primary years.*

Hawker Brownlow, 1997

ISBN 1864015853

[153.4]

An easy to implement program of short thinking skills exercises, which are interesting and motivating, is presented in this resource. It contains analytical, problem solving tasks which demonstrate variety and originality. Each activity includes a one page reproducible sheet, which could also be used as an overhead. The activities are humorous and thought provoking, and are introduced by short lesson scripts for the teacher. The book is a useful curriculum support for a variety of KLAs. Challenge your Stage 2 and Stage 3 students with this simply presented and easy to use reference, and promote the processes of thinking within your class. D. Roberts

**USER LEVEL:** Professional

**KLA:** English; Mathematics; ST

**SYLLABUS:** English K-6; Mathematics K-6;

Science and Technology K-6

**AVAIL:** Paper \$49.95

**EVAL:** Highly recommended SCIS 919312



ATHANASOU, James A.

### *Introduction to educational testing.*

Social Science Press, 1997

ISBN 1876033487

[371.2]

The chapters in this text offer brief but basic introductions to a range of topics in testing, aimed at a wider audience than school-based educators. It contains a glossary and review questions at the end of each chapter, and has a personal, easy to read tone. However, the back cover states that readers will gain an introduction to item response theory which is used in the Basic Skills Tests, but the text itself tells us that this is beyond the scope of this book. This is then unfortunately a misleading claim, which may draw an audience to the book who will be disappointed. Another omission, if the text is to have much practical use, is a chapter on test design. J. Donovan

**USER LEVEL:** Professional

**AVAIL:** Paper \$29.95

SCIS 913126

ZAMMIT, Katina

### *The PETA guide to homework: a handbook for parents and teachers.*

Primary English Teaching Association, 1997

ISBN 187562225X

[371.3028]

Beginning with the recognition that most primary school children will be given homework at some point, this handbook provides advice and suggestions for parents, carers and teachers about ways of managing homework. The first section deals with the purposes of homework, making the point that most homework reinforces what is going on in class. The next section, for parents, deals with the ways



parents can make different types of homework easier. The final section, for teachers, discusses such issues as homework contracts and alternatives to routine homework. Homework can be difficult for both parents and teachers, but this book is full of ideas to make it more effective. A. Soutter

**USER LEVEL:** Community Professional

**AVAIL:** Paper \$9.00 PETA members \$12.00 non-members

**EVAL:** Highly recommended SCIS 913944

HALL, Deryn

### *Assessing the needs of bilingual learners: living in two languages.*

Fulton, 1995 (Resource material for teachers)

ISBN 1853463329

[371.97]

The relationship between learning difficulties issues and second language learning issues, their differences and apparent areas of overlap, is the main focus of this resource. The materials reflect a British educational setting; however, many of the areas addressed are relevant to the Australian context. The research and theoretical underpinnings related to assessing the needs of bilingual learners are presented succinctly, with a references and further readings section for those wanting more detail and depth. The author suggests some practical ways to put theory into practice, both in assessment and design of classroom activities, for students in early primary to middle secondary classrooms. S. Bremner

**USER LEVEL:** Professional

**KLA:** LOTE

**SYLLABUS:** LOTE K-6

**AVAIL:** Paper \$34.95 Global Language Books

**EVAL:** Highly recommended SCIS 907636

FIELD, Carol & LALLY, Margaret

### *Planning for progress: an early years curriculum framework.*

Learning Design, 1996

ISBN 187392836X

[372]

Developed within the context of the British school system, this very practical publication aims to support practitioners in developing more detailed curriculum frameworks to meet the needs of students between three and five years of age. Clearly based on the premise that the early years of schooling constitute a distinctive phase of education requiring a specialised, developmentally appropriate approach to curriculum planning, this resource provides specific teaching and learning support in order to achieve this end. The publication can be easily accessed, as it is presented in a well organised ring binder with each section separated by laminated pages with labelled tabs indicating the six curriculum areas. L. Rowles

**USER LEVEL:** Professional

**KLA:** CA; English; HSIE; Mathematics;

PDHPE; ST

**AVAIL:** \$39.95 Global Language Books

SCIS 913358

Internet site reviewers, especially primary, urgently needed.  
Contact Colleen Foley:  
colleen@ozemail.com.au



SEARLE, Rick & MARKLAND, Jason

### *Searching for excellence: profiles of quality and innovation in Australian schools.*

[videorecording]

A joint initiative of Queensland University of Technology, Edward de Bono, Visual Learning and EDNET Consulting, 1997 (43min.)

ISBN none

[379.1]

Focusing on quality teaching and learning, with particular emphasis on middle schooling and lifelong learning, this professional development resource provides practical and well constructed strategies for reflecting on and changing classroom practice. Case studies are relevant to Australian curriculum initiatives and emerging educational issues for Australian teachers including: negotiated curriculum; integrating information technology; and curriculum and authentic assessment. The video is divided into segments ideal for constructing focus sessions for professional development for individual teachers, small groups or whole school communities. The case studies could be used by teams of teachers, as a basis for action research, by adapting the ideas and processes to their own classroom to improve student learning outcomes. F. Plummer

**USER LEVEL:** Professional

**AVAIL:** \$65.00 Queensland University of Technology

**EVAL:** Highly recommended SCIS 918004

### *Early literacy: practices and possibilities.* [series]

Dept. for Education and Children's Services, SA 1997

ISBN none

[428.007]

A comprehensive early literacy package, these South Australian resource books support students, particularly those from low socio-economic backgrounds. Its excellent balance of research and practice and its emphasis on the socio-cultural context of language learning, explicit teaching and critical reflection make the contents easily transferable to the current literacy focus in NSW schools. The materials provide in-depth treatment of some of the key literacy challenges for schools: understanding the nature of literacy, selecting and adapting strategies; assessing literacy; aligning whole school practices; and training and development. This resource would prove invaluable for whole schools, leaders or classroom teachers to access flexibly in response to the dynamic literacy needs of their schools. L. Rowles

**USER LEVEL:** Early Stage 1 Stage 1 Stage 2 Stage 3

Professional

**KLA:** English

**SYLLABUS:** English K-6

**AVAIL:** \$95.00 Curriculum resources SA

**EVAL:** Highly recommended SCIS 901292

Titles in this series are:

#### *Understanding and planning for literacy*

SCIS 901287

#### *Selecting and adapting teaching strategies*

SCIS 901288

#### *Literacy assessment and achievement*

SCIS 901289

#### *Working together: examples of whole school practice*

SCIS 901290

#### *Training and development*

SCIS 901291

McFARLANE, Katherine

### *Sequential spelling strategies in context.*

Pascal, 1997 (Spelling works! Year 3)

ISBN 1864412615

[428.1076]

The focus of this book is on developing strategies for assisting students to spell new words, within the context of a variety of reading and writing activities. This is done through a series of texts which, over four sets of eight units, tell stories or relate factual information. The words to be studied are taken from the texts. There are a variety of activities, but no real attempt to explicitly teach spelling strategies. The book supplies grammar activities which are related to the texts but not contextualised within them. Assessment is addressed by a review at the end of eight units. Some terminology used is not consistent with the English K-6 Syllabus. B. Spence

**USER LEVEL:** Professional

**KLA:** English

**SYLLABUS:** English K-6

**AVAIL:** Paper \$7.95 SCIS 916069

BUXTON, Cecile

### *Language activities for bi-lingual learners.*

Tower Hamlets Language Support System, 1994

ISBN 1873928122

[428.2]

A small portion of this user friendly British resource is not relevant to the Australian context, but the book is most worthwhile for the support it does offer busy teachers. Practical strategies for meeting the language learning needs of bilingual students are suggested, with links made to why these activities are beneficial for the learner's language development. There are some examples provided, as well as guidelines for teachers to consider when designing activities. The lack of any comprehensive reference section might be a deterrent to those teachers who are interested in the research and theory behind the materials. S. Bremner

**USER LEVEL:** Stage 1 Stage 2 Stage 3 Professional

**KLA:** LOTE

**SYLLABUS:** LOTE K-6

**AVAILABLE:** Paper \$19.95 Global Language Books

**EVAL:** Highly recommended SCIS 907669

SHELL, Robin

### *Language works: language and literacy development in the multi-lingual classroom.*

Learning by Design, 1992

ISBN 1873928793

[428.2]

For those teachers wanting more detailed information about how to use activities such as shared reading and shared writing in the primary classroom, this English publication will be a welcome resource. The target audience is teachers of bilingual students; the practical suggestions are accompanied by concise rationales as to how each particular classroom practice supports the language development of students in English and their first language. Photographs and illustrated examples complement the easily accessed text. The definition of core books, and their suggested uses will be a helpful guide for building up a collection which meets the needs of students from various linguistic backgrounds. S. Bremner

**USER LEVEL:** Stage 1 Stage 2 Stage 3 Professional

**KLA:** English; ST; HSIE

**AVAILABLE:** Paper \$34.95 Global Language Books

**EVAL:** Highly recommended SCIS 907635

**SHELL, Robyn**  
*Language works 2: strategies for effective learning.*  
 LBTH Learning Design, 1997  
 ISBN 1873928505 [428.2]  
 This book was compiled from notes taken from lectures, workshops and seminars at a two day conference on the teaching of spelling, grammar and standard English in England in 1992. The ideas presented could be incorporated in any classroom writing program where spelling and grammar are explicitly taught, and not left to chance. The book would be particularly useful for teachers of Stage 1 students who have English as a second language, as the ideas and strategies were developed with bilingual students. B. Spence  
**USER LEVEL:** Professional  
**KLA:** English  
**SYLLABUS:** English K-6  
**AVAIL:** Paper \$24.95 Global Language Books  
 SCIS 913366

*Wild Daisies early readers. Frog series.*  
 Wild daisies, 1996  
 ISBN 1877155004 [428.6].  
 The twenty four texts in this series, with Zip the frog as the delightful, central character, are designed to develop reading skills in non-readers. They are Reading Recovery levelled at emergent level, slightly graded, and sequenced. Twenty three high frequency basic words are introduced and reinforced. These words, and the total number of words per text, are identified on the back cover. Each page contains only one interest word, clearly represented in the accompanying illustration. Beginning readers will be very well supported by the repetitive, highly predictable text patterns and the colourful, humorous illustrations. The teacher's manual is filled with a diverse range of practical activities. J. Stratford  
**USER LEVEL:** Early Stage 1 Stage 1  
**KLA:** English  
**SYLLABUS:** English K-6  
**AVAIL:** Paper 24 books \$94.80 Teacher's manual \$19. Blake  
**EVAL:** Highly recommended SCIS 906254  
 Also available:  
*Teacher's manual* SCIS 905399

**WILSON, Belinda**  
*Wheat resource kit. [kit]*  
 Kondinin, 1997 (The workboot series)  
 ISBN 187606806X [633.1]  
 An excellent resource, this kit is comprised of an information book on wheat, lesson notes and activity pages, games and a wheat sample. The book is delightfully illustrated and covers all aspects of wheat production—from the farm to the market place. The lesson notes and activity pages are cross referenced, which makes them easy to incorporate into programs across key learning areas. Whilst primarily a resource directed at junior students, the worksheets are easily adapted to any stage of education. The activities are fun and imaginative and very easy to understand. K. Heap  
**USER LEVEL:** Stage 3 Stage 4 Stage 5 Professional  
**KLA:** ST; TAS  
**SYLLABUS:** Science & Technology K-6; Agriculture 7-10  
**AVAIL:** \$49.00



**EVAL:** Highly recommended SCIS 914240

**SIMON, Elizabeth**  
*Writing in the right direction: explicit teaching of written genres.*  
 Macmillan Education, 1997  
 ISBN 0732941199 [808]  
 Teaching about genres is integral to language and literacy teaching. This book demonstrates one teacher's program in a Stage 1 classroom. The book addresses the genres of poetry, letter writing, recount, narrative and descriptive report. Specific skills, for example using descriptive words and editing, are developed in each unit. This book deals only with limited forms of poetry, and the letter as a personal recount. Teachers in NSW need to be aware that in the context of the revised English K-6 syllabus, the writing forms of poetry and letters can achieve a range of purposes, and therefore take on the language features of a number of text types. The scope and sequence of text types within the English K-6 syllabus does not require students to independently write narratives at Stage 1. P. Hutton  
**USER LEVEL:** Professional  
**KLA:** English  
**SYLLABUS:** English K-6  
**AVAIL:** Paper \$19.95 SCIS 913981

**DAHLBERG, Moira**  
*Stories unlimited: an imaginative writing game.*  
 Wizard, 1996  
 ISBN 1875739556 [808.3]  
 This kit of 120 stimulus cards and instruction booklet aims to assist students to write more effective narratives. The cards are clearly presented and cover the essential components of a narrative, character, setting and event. Another set is labelled genre, and suggests the different kinds of narrative, for example fairy tale, science fiction or thriller, that students might write. The final set suggests special conditions which might apply to the text. Whilst titled a game, this set would provide a useful stimulus for students' writing. The suggested group and class activities address particular aspects of narrative writing in ways which will engage students. P. Hutton  
**USER LEVEL:** Stage 2 Stage 3 Stage 4 Professional  
**KLA:** English  
**SYLLABUS:** English K-6; English 7-10  
**AVAIL:** \$29.95 SCIS 903747

**BERRIDGE, Beth**  
*Investigating fiction: literature-based activity cards.*  
 Prim-Ed, 1997  
 ISBN 1864003030 [808.307]  
 The activities in this book, aimed at primary students, are collected around a series of student work cards based on Bloom's Taxonomy. There are twelve cards for each of Bloom's six levels. Each card details generic tasks for independent readers to undertake using whatever literary text they are reading. It is this generic nature of the tasks that would make them unsuitable to stand alone as independent reading activities. Not all tasks are suitable for all books. Teachers would need knowledge about which books their students are reading to help them select a suitable card. B. Spence  
**USER LEVEL:** Professional  
**KLA:** English  
**SYLLABUS:** English K-6  
**AVAIL:** Paper \$19.50 SCIS 906206

**SIMON, Elizabeth**  
*Critical literacy in the primary classroom.*  
 Macmillan Education, 1997  
 ISBN 0732941202 [808.8]  
 Developing critical literacy skills is an essential part of any literacy program, and this book aims to assist teachers of Stage 1 and Stage 2 students to implement a critical literacy program. It is particularly useful for teachers who have not previously considered this aspect of their reading program. Strategies to develop students' questioning skills as an essential ingredient of critical literacy are highlighted. A detailed program including links to other curriculum areas and student work samples provides teachers with a high level of support. P. Hutton  
**USER LEVEL:** Professional  
**KLA:** English; PDHPE  
**SYLLABUS:** English K-6; PDHPE K-6  
**AVAIL:** Paper \$21.95 SCIS 913975



**Who reviews?**  
*Reviewers for Scan and the DET Web site are selected from teachers and teacher-librarians across the state. In this issue, they included the following, who are teacher-librarians unless otherwise indicated:*

Judith Anderson, North Sydney Primary  
 Kristin Ashley, VA, Newcastle High  
 Ghislaine Barbe, LOTE, Cherrybrook Technology High  
 Rosemary Bodlay, Telopea Primary  
 Bill Bowie, English, Dulwich High  
 Liz Bowring, secondary teacher librarian  
 Sue Bremner, SEO2, ESL  
 Megan Brooks, secondary teacher-librarian  
 Meredith Brooks, AP, Martins Gully Primary  
 Jill Buckley, SEO1, Training & Development  
 Nell Chaffey, Tamworth Primary  
 Katharine Chauncy, Sutton Forest Primary  
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 Diana Doust, STLD, Lismore High  
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Ruth Elston, Lane Cove Primary  
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 Lorraine Rowles, Project Officer, Literacy  
 Thelmerie Rudd, SEO1, Student Services  
 Cathy Sly, English/Drama, Barrenjoey High  
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 Alison Soutter, Project Officer, Student Welfare  
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 Graham Spindler, Parliamentary Education Liaison Officer  
 Margaret Steinberger, secondary teacher-librarian  
 Jenny Stratford, Literacy Consultant  
 Laurence Ward, DP, Carlton Primary  
 Jenny Watts, secondary teacher-librarian  
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 Daniel Wilson, TAS, Plumpton High  
 Helen Wyatt, SEO2, VA, BOS

**What teacher-librarians say about Scan**

"Scan is an invaluable resource, especially for small schools' teacher-librarians to gain the bigger picture."  
*Public school, country NSW*

"Thanks for a great journal, progressive, tackling the cutting edge issues of our profession."  
*Public primary school, country NSW*

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*Public secondary school, South Australia*

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"Scan is the best \$39 I've ever spent. As the only teacher-librarian in a school of 1500 (!!!), it gives me hope and encouragement."  
*Public secondary school, Queensland*

## District Network News

Your district news and events can be listed here. Send details to Scan.

## ■ Hunter Districts

MANTLE is the professional committee of teacher-librarians in the Maitland, Newcastle, Taree and Lake Macquarie districts. The annual conference has been announced:

**Technology, Literacy and Literature for Lifelong Learning**

Dates: 31st July - 1st August  
Venue: Noah's on the Beach, Newcastle  
Contact: Jane Hayes, phone: (02) 4946 8927  
Email: <d4034pn1@ozemail.com.au>

## ■ Hastings Librarians' Group

1998 NSW regional conference has been cancelled. Monies are being held in trust until a new group takes up the challenge. Contact: Judy Paddison, phone: (02) 6583 5499

## ALIA School Libraries Section (NSW Group)

Professional Development days for 1998:

**Making the Connections: Literacy and Information Literacy**

Date: Saturday 20th June  
Contact: Michelle Ellis, fax: (02) 9886 7413  
Email: <ellism@gwise.dse.nsw.edu.au>

**Write Your Own Report Card: Accountability and the School Library**

Date: Saturday 12th September  
Contact: Ian McLean, phone: (02) 9886 7501  
Email: <mcleani@gwise.dse.nsw.edu.au>

**Conserving the Past for the Future: Archives and the School Library**

Date: Saturday 7th November  
Contact: Ailsa Holmes-Walker, phone: (02) 9781 3541  
Email: <ailmuirf@ozemail.com.au>

Regular committee meetings of ALIA School Libraries Section (NSW Group) are held at Leichhardt from 6pm on: 2nd June; 5th August; 7 September; 13th October; 4th November; with an **End of Year Function** (venue to be announced) on 1st December. All ALIA members are most welcome.

President: Anne Plowman.  
Email: <cburwood@chilli.net.au>

## ALIA

5th Biennial Conference: **Pathways to Knowledge**

Dates: 25 - 30th October  
Venue: Adelaide Convention Centre  
Contact: Di Booker, phone: (08) 8207 8634  
Email: <dibooker@tafe.sa.edu.au>

## ASLA NSW

**Biennial Conference and Trade Fair: The Whole Picture: Evaluate, Consolidate, Regenerate**

Dates: 8 - 9th August  
Venue: Holme Building, University of Sydney  
Contact: Jane Hayes, phone: (02) 4946 8927  
Email: <d4034pn1@ozemail.com.au>

## Publications

**Journal of Aboriginal Issues**

A national publication of **Supporters of the Indigenous Peoples of Australia (SIPA)** to provide information to Australians about Aboriginal issues, including: Native Title; education; health; and sovereignty. Further details: Andrew Gunstone (Editor), SIPA, PO Box 303, Abbotsford, Vic., 3067.

**Connections**

The newsletter of **School Catalogue Information Service (SCIS)** is also available in an Internet version at: <<http://www.curriculum.edu.au/cnetw97j.htm#anchor5215921>> Further details: Nigel Paull (Editor), Email <nkp1@bigpond.com>

**Recipes round the world from Punchbowl School**

The students, staff and parents of Punchbowl Primary School have produced an illustrated cook book of international recipes, some with various translations (Vietnamese, Arabic, Chinese). Suitable for classroom use as well as in the kitchen. Within NSW, send \$4.00 per book to: 1333 Canterbury Road, Punchbowl, NSW, 2196. Sample recipes and photographs can be previewed on the school's Web site at: <<http://www.ozemail.com.au/~d2910pn1/index.html>>

**Handbook for school libraries (revised 1996)**

This NSW DET publication is available for purchase from PO Box 6423 Silverwater NSW 2128, or fax an order to (02) 9647 1066. Price \$25.00; quote product code 11201. Do not send payment in advance.

**Information skills in the school**

This oft-quoted NSW DET publication is also available from the above address. Price: \$10.00; quote 11203. Do not send payment in advance.

## Children's Book Council of Australia

The Shortlisted Finalists in the **Children's Book of the Year Awards** were proclaimed on 14th April (see inside back cover of this issue). The winners will be announced on Friday 21st August. **Book Week** commences: 22nd August. The theme is: "Put Yourself in the Picture". You may like to visit the official **CBCA Web site** at: <<http://www.slsa.sa.gov.au/cbca/info.htm>>

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**Tough Boris**  
**Mem Fox**

*Illus. by Kathryn Brown*

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**Lower Primary**  
0-14-056453-5 \*\$9.95



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Honkerzoids**  
**Brendan Hook**

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**Paul Jennings**

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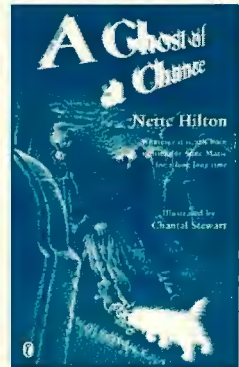
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**Nette Hilton**

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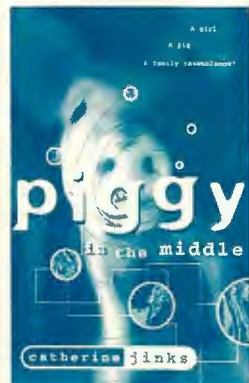
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**Upper Secondary**  
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**Deadly, unna?**  
**Phillip Gwynne**



**Deadly, unna?** is a gutsy, highly intelligent story about Blacky, a fourteen year-old boy living in a small coastal town in South Australia. It is a rites of passage story about Blacky's realisation of the depth of racism that exists all around him.

*Teachers notes available.*

**Upper Secondary**  
0-14-130049-3 \*\$12.95