LIBRARY-BASED LEARNING
Approach to Promote Reading Interest in School Libraries

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Abstrak

Tulisan ini membahas tiga hal yaitu resourse-based learning, information literacy, *dan* collaboration. *Isu pertama merupakan eksplorasi dasar tentang perancangan program-program yang mengarah pada program information literacy. Sedangkan* information literacy *merupakan isu yang mengajar orang tentang bagaimana menemukan, mengevaluasi, dan menggunakan informasi secara efektif dan efisien. Isu terakhir adalah* collaboration/*kerjasama yang merupakan salah satu komponen penting dalam pengembangan perpustakaan, khususnya perpustakaan sekolah.*

Keywords: Library-Based Learning, Reading Interest, Resourse-Based Learning, Information Literacy, Collaboration.

A. BACKGROUND

This study aims to explore and understand both library and learning in order to be able to integrate them into synergetic activities in schools. Because the library is the centre of resources, it must also become the centre of learning. In such circumstances, libraries are expected to provide four basic functions: knowledge, information, culture, and recreation among students for all grades in the schools. In addition, it is important to emphasize that the term "library" used here is not limited to the physical connotation, such as building(s) or room(s), but it should be standing for general meaning which refers to informational, educational, cultural, and recreational services. This proposed meaning is an effort to transcendent societies' imagination to the new concept of library in general and to the school libraries in particular. Based on this standing, people may have more appreciation to the existence of libraries as a centre of civilization. This points out that libraries can be accessed from everywhere and whenever we want. This is a kind of shift paradigm which provides a strong reference to argue that the library has been at this point bringing a new concept to the new world.

Another important thing is that naming this course as "Library-Based Learning" is an effort to promote the term "Library" among societies in general and among students and teachers in particular. It is expected that this way is able to socialize the essential messages of the importance of the library in supporting the educational activities. As a consequence, there is a big opportunity to be able to build new image of libraries, and to be actively promoting the integration of both learning process and library resources in school curriculum. This is a crucial task that should be paid a lot of attention in order to achieve the excellent outputs of the education in the schools. Resource-based learning is the first issue that will be dealt with its relations to the issue of library services. The roles of librarians and teachers as well as the active involvements of students will become the central issues. Librarians and teachers should work hand in hand in order to facilitate and mediate the students getting the best information for their studies. In connection to the mentioned issues, plagiarism is a crucial thing that must be explored here in order to provide students with a clear argument concerning the negative effects of doing such activity.

Furthermore, information literacy stands as a major focus and purpose of librarianship, an achievement that acquired a decade of work. A lot of discussions at the corporate and public policy levels demonstrate broad concern on this issue. In the United States, for example, school librarians and public librarians are active in the movement. This movement indicates the widespread recognition of the value of the information literacy programs. Therefore, there is a significant effort to integrate the information literacy into curriculum as a major strategic goal for the future success of librarians in performing the central roles of librarianship in the school libraries. This kind of movements is particularly a good step for the school libraries in Indonesia to follow. The government policy is another reason which can also be referred to as a fundamental approach to promote information literacy. The other reason is that the issue of information literacy becomes blatantly public interests. Therefore, this is a good opportunity for librarians to

build and introduce the basic roles of libraries in general, and those of school libraries in particular ways.[1]

The last concern to be discussed is the collaboration in developing school libraries. This topic is imperative to be raised for several reasons. One of them is that the library is not independent part of the schools, but it is one of many parts which should work together to create good environments for learning processes. Library as the centre of resources will be useful if students understand how to find, evaluate and use them. Therefore, there are some components which should be involved in building the effective collaboration of the school libraries. The first component is the librarians who are the main persons responsible in the library. The principal as the top manager in the school should be aware of that his or her involvement is very important. The same is true with the teachers, parents, and also other institutions or professionals.

B. RESOURCE-BASED LEARNING

Information literacy has become an enormously important issue. Therefore, knowing how to learn is a basic survival skill for the 21st century. The development of information literacy must be placed within the context of the overall learning process and linked with the processes of thinking, writing, discussing, problem-solving, and decision making. Information literacy can be achieved when schools are restructured around resource-based learning and resource-based teaching. Resource-based learning is often confused with resource-based teaching. When a teacher selects and uses a variety of resources such as newspapers, magazines, websites, or multimedia in addition to the textbook to construct a lesson, the teacher is using resource-based teaching. The students benefit from this approach since their learning experience is enriched beyond the textbook; however, the focus remains on the teacher. In resource-based learning, a variety of resources is also used, but the focus is shifted to the student, and the learner is at the center of the environment. Resource-based learning emphasizes

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[1] James W. Marcum, "Rethinking Information Literacy" in *The Library Quarterly*, Vol. 72/No. 1 (2002: 1-2).

the inquiry approach to learning with the teacher taking on the role of facilitator.[2] This learning is to let pupils or students learn from their own interaction with a range of learning resources rather than from class expository.

Therefore, resource-based learning requires restructuring of learning environment which pertains to help the students enjoy their ways of learning. Learning process is another structure should be explained in the resource-based learning approach. The next structure is the roles of students as well as those of teachers. Both are very important in the process of such learning activities. Students should be actively involved in the learning process. The teachers are hoped to become facilitators and mediators to accompany the students to know what is designed for them to learn. The last one is the relationship between the students and the teachers which have to be clearly defined to make them comfortable to work together in the learning environment.[3]

1) School Curriculum

According to California School Library Association (CSLA), facilitator of learning is now the fundamental role of the teacher, the librarian, and the others in the school. In order to facilitate student learning, the curricular planning team has three primary functions:

1) To structure the Learning Environment

The environment must be structured to ensure that the inquiry, investigation, and development of information literacy are nurtured, and that the optimum opportunity for student learning exists. Therefore, the teaching team should be able to establish objectives based on curriculum frameworks, to work with students to establish learning objectives and identify information needs, to select or preview available resources to ensure suitability, to design learning activities and experiences or task-oriented assignments to connect students with

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[2] Michael B. Eisenberg, Carrie A. Lowe, and Kathleen L. Spitzer, *Information Literacy: Essential Skills for the Information Age* (London: Libraries Unlimited, 2004), p. 96.
[3] California School Library Association (CSLA), *From Library Skills to Information Literacy: A Handbook for the 21st Century* (US: Hi Willow Research and Publishing, 1997), p. 50.

resources in a meaningful way, and to have high expectations and give specific instructions.
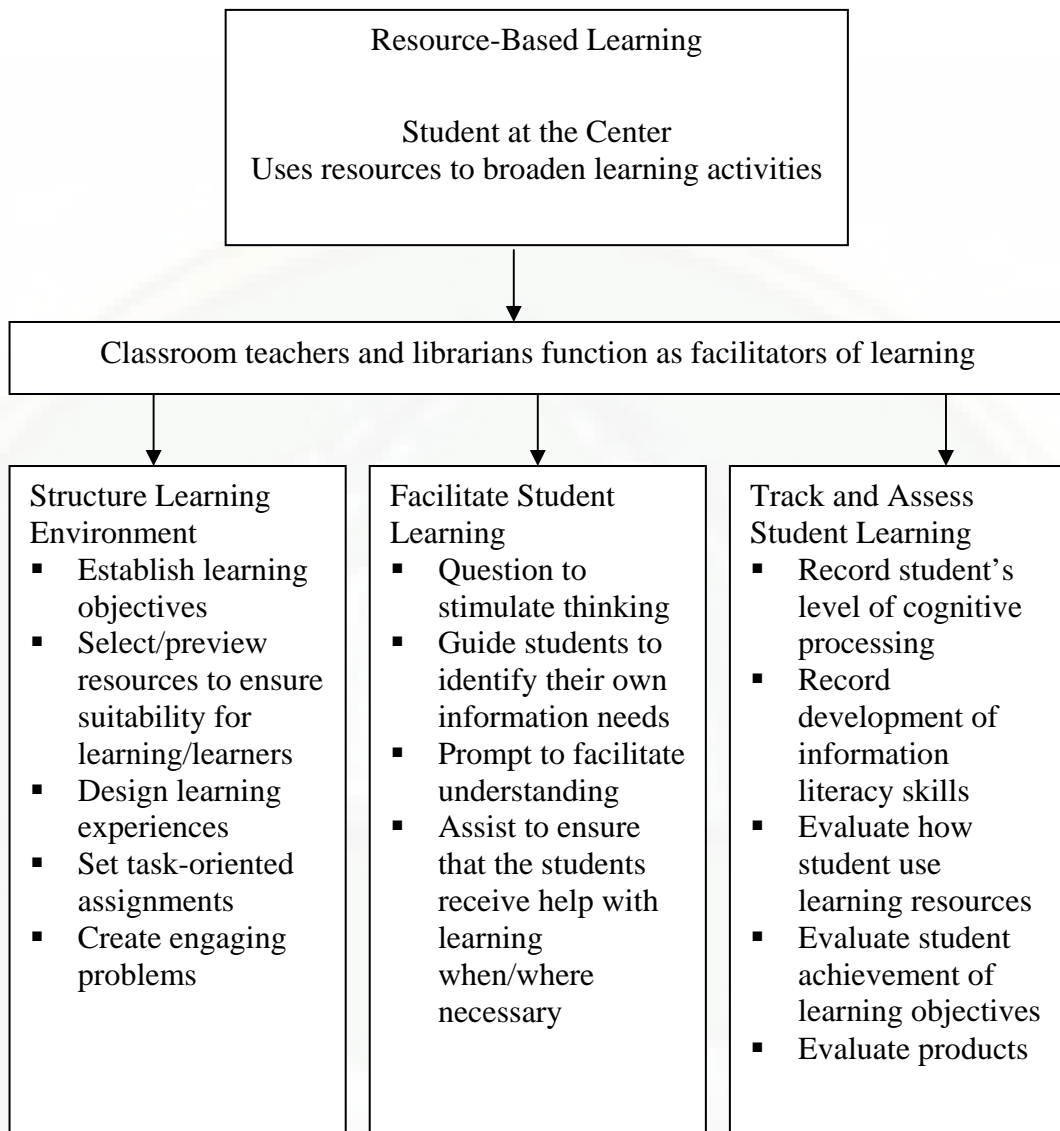
2) To facilitate Student Learning

The teaching team works together to facilitate and elevate student learning. Through careful collaboration and in thoughtful interaction with students, they question students to stimulate their thinking, guide students to identify their own information needs, and assist at all stages of the research process to ensure that students receive help with learning when and where necessary.

3) To track and Assess Student Learning

Both the teaching team and the learner are engaged in the assessment of learning. In such condition, they record students' levels of cognitive processing and the development of information skills, evaluate how learning resources are used, assess the achievement of learning objectives, and control research products and process. The graphic on the following provides a visual analysis of resource-based learning with the student at the center.[4]

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[4] CSLA, *From Library*…, pp. 50-54 and see also Blanche Woolls, *The School Library Media Manager: Library and Information Science Text Series* (Westport: Libraries Unlimited, 2004), pp. 209-210.

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│              Resource-Based Learning                      │
│                                                           │
│              Student at the Center                        │
│      Uses resources to broaden learning activities        │
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│  Classroom teachers and librarians function as facilitators of learning │
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Structure Learning Environment	Facilitate Student Learning	Track and Assess Student Learning
▪ Establish learning objectives ▪ Select/preview resources to ensure suitability for learning/learners ▪ Design learning experiences ▪ Set task-oriented assignments ▪ Create engaging problems	▪ Question to stimulate thinking ▪ Guide students to identify their own information needs ▪ Prompt to facilitate understanding ▪ Assist to ensure that the students receive help with learning when/where necessary	▪ Record student's level of cognitive processing ▪ Record development of information literacy skills ▪ Evaluate how student use learning resources ▪ Evaluate student achievement of learning objectives ▪ Evaluate products

The purpose of this learning approach is to create a class like students in seminar context. The students present their research results to the class. Topics are individually selected on the basis of the students' personal interests and are approved by the teachers. The teachers collaborated with librarians to develop a rubric for assessing the project. The librarians also meet with students on individual basis throughout the semester to assist them with information literacy skills. The librarians should work for helping Students create and carry out search strategies, assisting students in assessing whether their information resources are appropriate to the topic, suggesting additional resources if they are needed,

helping students locate appropriate information within resources, and assisting in the creation of multimedia presentation.[5]

2. Forms of Resource-Based Learning

1) Authentic Learning

In terms of this topic, Descartes first proposed the idea of authenticity as following a moral inner voice; and, according to this voice, individuals must think and act responsibly. The notion of identity before Descartes was that an individual's morality was developed through their status in society, and from the external sources of the body. Rousseau supported Descartes by saying that moral sense and authenticity is a voice of nature within us. Herder takes this idea and extrapolates that creativity, authenticity, and originality are measures of existence. Meaning that our identity is based on experiences and how we interpret those experiences. A very subtle, yet distinct transition occurs between these three philosophers. The notion of authenticity changes from an external force, to an inner voice, and finally to an inner voice that is developed through experience. Grimmett combines the ideas of these three philosophers and says that, authenticity is to draw on a 'body' of knowledge and to speak and act from those moral spaces with a confidence that is rooted in a conscious, collective understanding. Grimmett's definition of authenticity and the current notion of authentic learning both explicitly state that knowledge (whether it be moral knowledge or informational knowledge) is based on consciousness, experience, and reflection.[6]

Students engaged in authentic learning construct meaning through disciplined inquiry, and work toward products or performances that have meaning beyond success in school. Through authentic learning, students address and investigate real world problems or personal situations. One example for this is an interdisciplinary authentic learning approach linking

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[5] Eisenberg, *Information Literacy…*, p. 96.
[6] The History of "Authenticity" http://www-personal.umich.edu/~tmarra/authenticity/page2.html <22/05/05>

Biology, History and Literature. The interdisciplinary team of teachers who developed the assignment agreed that through authentic learning, all students would be able to articulate the purpose of activity, analyze and practice what they do know, acknowledge what they do not know, formulate questions that lead to further knowledge, synthesize connections between knowledge and life experience now and in the future, and evaluate what was learned, how it was learned, and how it could be more effectively learned as a formal part of the assignment.[7]

2) Problem-Based Learning

Problem-based learning is closely related to authentic learning because the problems posed are real. This learning was developed by medical educators in the late 1960s and is used in more than 60 medical schools as a replacement for traditional lectures in the first two years of study. It has also been implemented in business schools, schools of education, architecture, law, engineering, social work, and high schools. This approach provides teachers to be analysing the curriculum and posing a real problem reflective of the content area being taught.[8] In this approach, the roles of the traditional teacher and student should be changing. The students should assume increasing responsibility for their learning, giving them more motivation and more feelings of accomplishment, setting the pattern for them to become successful life-long learners. Therefore, the teachers and librarians should be more understanding that their roles are to facilitate and guide the students in their problem solving efforts.

It is important to note that the main fundamental point of the Problem-based learning is its instructional method characterized by the use of "real world" problems as a context for students to learn critical thinking and problem solving skills, and acquire knowledge of the essential concepts of the course. Using this approach, students acquire life long learning skills which

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[7] Eisenberg, *Information Literacy…*, p. 97.
[8] *Ibid*., p. 99.

include the ability to find and use appropriate learning resources. Thus, there are some steps which, according Barbara J. Duch, should be highlighted in order to be reaching the objectives of this method of learning.

a) Students are presented with a problem (case, research paper, video tape, for example). Students (in groups) organize their ideas and previous knowledge related to the problem, and attempt to define the broad nature of the problem.

b) Throughout discussion, students pose questions, called "learning issues," on aspects of the problem that they do not understand. These learning issues are recorded by the group. Students are continually encouraged to define what they know - and more importantly - what they don't know.

c) Students rank, in order of importance, the learning issues generated in the session. They decide which questions will be followed up by the whole group, and which issues can be assigned to individuals, who later teach the rest of the group. Students and instructor also discuss what resources will be needed in order to research the learning issues, and where they could be found.

d) When students reconvene, they explore the previous learning issues, integrating their new knowledge into the context of the problem. Students are also encouraged to summarize their knowledge and connect new concepts to old ones. They continue to define new learning issues as they progress through the problem. Students soon see that learning is an ongoing process, and that there will always be (even for the teacher) learning issues to be explored.

3) Work-Based Learning

Work-based learning experiences can help a student make career decisions, network with potential employers, select courses of study, and develop job skills relevant to future employment. Through the interaction of work and study experiences, students can enhance their academic knowledge, personal development, and professional preparation. This is one of the efforts

to apply academic learning to the real world; a growing number of schools are forming partnership with businesses. These partnerships are encouraged by the School-to-Work Opportunities Act of 1994. More than simple field trips or informal trips or informal observation sessions, effective work-based learning programs foster technical competence, an understanding of the nature of work within a larger context, an ability to apply practical knowledge, and recognition of the value of lifelong learning. Through structured partnerships with businesses and manufacturers, student apprentices also gain social skills, personal confidence, and an understanding of the expectations of the workplace.[9]

3. Project Assignments and Plagiarism

a) Project Assignment

It is expected that resource-based learning environments will help the students contribute to develop their knowledge through active learning. In order to achieve the goals of this kind of learning, the teachers give their students project assignments which involve the library resources. Therefore, the teachers and the librarians should work together in order to provide guidance and resources for the students to finish their projects.[10]

b) Plagiarism

Plagiarism is a serious problem in academic environments. In this way, it is a crucial step to introduce students about the topic and related issues as well as the consequence of the perpetrators. In the school levels, teachers and librarians should work together to give students understanding what it is and how to avoid it. If the students are not educated about that kind of practices, there is a lot of possibility that they may be one of the perpetrators. In terms of plagiarism, there are at least three points which can be taken into consideration.

1. The nature of plagiarism

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[9] *Ibid.*
[10] *Ibid.*

"Plagiarism is blamed for at least three reasons; "the first is moral or ethical: plagiarism is dishonest and deceitful… the second is aesthetic: plagiarism can debase the objects from which it steals… the third is forensic or legal: although unlike copyright infringement..."[11] This issue will be highlighted further by using different opinions and ideas about related issues which can enrich the insights of students. The other important issue is the kinds of plagiarism such as using direct quotation and paraphrase.

2. Avoiding plagiarism

This section is very important because the students are going to be given guidance about how to avoid plagiarism in their doing assignments or works. It is expected that after teaching this part, the students will be having a good understanding which enables them to avoid anything that related to the plagiarism activities.

3. Punishment for plagiarists

Punishment is the sensitive issue, but it is a crucial thing to be understood by students so that the inclination or willingness of any students to do plagiarism can be stopped. This step is the last way to be educating students to do the right things. It is hoped that this topic is helpful for they can trust themselves in doing their works without imitating or cheating others' works.

C. INFORMATION LITERACY

In 1974, the concept of Information Literacy was introduced by Paul Zurkowski, the president of the Information Industry Association, in order to achieve universal information literacy by which its purpose is to train people so that they can use information resources for their works. This objective is actually still similar with the 21st century in which the information literacy is understood as the ability to access, evaluate, and use information from a variety of sources.

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[11] Paulina Kewes, *Plagiarism in Early Modern England* (New York: Palgrave Macmillan, 2003), p. 1.

As students in general prepare for this century, traditional instruction in reading, writing, and mathematics needs to be coupled with practice in communication, critical thinking, and problem solving skill. In such circumstances, the school librarians in Indonesia should be able to understand and utilize this development of information literacy in school libraries over the country.

1) Information Literacy

This information literacy has been developed by some countries, such as America and Canada. These countries have created different standards which are assumed to be suitable for their people in looking at their future development of information literacy. These standards were made in order to achieve the objectives they are planning for their countries.

Beginning the basics

(Standard 1: The student who is information literate accesses information efficiently and effectively)

This standard is guiding the school librarians to be become the mediators of information. Therefore, the main purpose of school libraries is to provide efficient and effective access to the students. Helping students find information appropriate to their information needs, whether it is for a school assignment or personal interest, has always been a central role for school librarians. This standard provides students with the basic skills to information access in which they must be mastering when to seek information beyond their personal knowledge, how to formulate the questions in order to find right information, and where to find that information. The students who meet this standard will be mastering the ways to construct a search across a variety of sources and formats for finding the best information to meet particular needs.[12]

Information Power and the accompanying Information Literacy Standards for Student Learning establish information access as just one part of the entire

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[12] American Association of School Librarians (AASL), *Information Power: Building Partnership for Learning,* Chicago: ALA, 1998), p. 9.

process of becoming an information literate learner and citizen. But it is the crucial first step since student mastery at this level is critical to further continuation and success. Nowadays, school libraries are rapidly changing information rich environments in which the information access is dominated by technological devices such as Internet and information technology which are brought to classrooms and labs. In such a way, it is possible that the whole school to become the media centre. Therefore, Formulating questions, determining information needs, choosing the most suitable resources, and developing search strategies become more crucial ways.[13]

There are five indicators for this standard, with additional details provided for basic, proficient, and exemplary levels of proficiency. As you read through the five indicators, you will see many similarities to process-based approaches to research, such as the Big6 Skills or Carol Kuhlthau's model. The following are the five indicators which are explained in a more simple way.

The 1st indicator is to recognize the need for information. This means that the students are expected to have understanding that one issue or idea connects to another idea as well as the other issues may be related to or interconnected to the main issue. The 2nd one is that the students will recognize accurate and comprehensive information as the basis for intelligent decision making. Therefore, they should understand that there is information on more than one side of an issue and remain open to other perspectives. Besides, the students should be able to judge the completeness of their information before making a decision. Formulating question based on information needs is the third indicator which let students change and refine their questions as their research proceeds by developing essential questions that go beyond simple fact-finding and that promote thoughtful interpretation, synthesis, and presentation of newly found knowledge. The fourth indicator is to identify different potential sources. This is the way to obtain strategies to find a variety of formats to meet information needs, including print, non-print, and electronic as well as human resources which are

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[13] Christine Allen (Ed.), *Skills for Life: Information Literacy for Grades K-6* (Worthington: Linworth Publishing, 1999), p. 13.

from various different points of view. The last indicator is the ability to advance and use successful strategies to find information. The students quickly and effectively locate the most relevant information for research questions within the sources they have gathered, and they are able to create various different strategies regarding the format, organization, and search capability of the source and according to the particular issue they are researching.[14]

Focusing on *information* evaluation

(Standard 2: The student who is information literate evaluates information critically and competently)

The development of technology in information field gives us more opportunity to find information easily, but not all information we found are suitable with our needs. Therefore, the standard 2 is trying to guide students to have capabilities to evaluate information critically and competently. Information seekers no longer have the assurance to get accurate information which is available or to information which has been produced, edited, and made accessible by knowledgeable and responsible people. Therefore, students need to make competent, rational, and valid decision when using a book, magazine, online database, and or website in terms of the value of the information and its relationship to their needs. This standard characterizes information literacy skill by four indicators: the ability to determine accuracy, relevance, and comprehensiveness; the ability to distinguish among fact, point of view, and opinion; the ability to identify inaccurate or misleading information; and the ability to select information appropriate to the problem or question at hand.[15]

Librarians and teachers accustomed to teaching the research process will recognize these tasks. The importance of these skills has increased as the amount and diversity of available information has increased. All the lessons include one basic critical skill in this age of electronic copying and pasting, that is, the importance of citing sources. Learning to examine the source of information is an

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[14] AASL, *Information Power:...*, p. 11.
[15] Allen, *Skills for...*, p. 35.

important part of the larger process of information evaluation. "Several curriculum areas, including health, social issues, and science, stand out as subject areas where students especially need to examine they access. While it may be possible for an adult to determine the validity of a web site, it may be very difficult for students without enough background knowledge to make a good decision. Articles in well-known magazines have the potential to be blatantly inaccurate and biased or otherwise misleading. Librarians need to develop and establish instructional practices that move towards a higher level of critical thinking than that involved in simply finding the information."[16] Therefore, it is important to note the indicators of the Standard 2 based on the *Information Power* in the following.

Indicator 1 determines accuracy, relevance, and comprehensiveness in which students realize they will find conflicting facts in different sources, and they determine the accuracy and relevance of information before taking notes. They determine the adequacy of information gathered according to the complexity of the topic, the research questions, and the product that is expected. The 2nd indicator is to distinguish among facts, point of view, and opinion. Students know when facts must be used, when opinion can be used, and how the validity of opinions can be verified. They determine how different points of view can influence the facts and opinions presented in controversial issues. The third Indicator is identifying inaccuracy and misleading information so that the students have the abilities to differentiate between misinterpreted or misstated facts and inaccuracies that are based on opinion, they can identify inaccuracies caused by leaving out or slanting information, and they determine inaccuracies by gathering and comparing information from a wide range of sources. The last indicator is to select information appropriate to the problem or question at hand. Students continually assess research questions and problems, and they select the main ideas and supporting details that accurately and comprehensively meet their specific information needs. They revise their topics and their search strategies as they

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[16] *Ibid*., p. 45-46.

uncover information that may not fit with previous knowledge or that offers a new direction on their topics.[17]

Presenting Information Creatively

(Standard 3: The student who is information literate uses information accurately and creatively).

"Using information is at the heart of the information literacy process. Students access information in order to use it. Using information means learning from it by reading, viewing, or listening. Working with information requires organizing it, making it part of one's own knowledge, and presenting the results of the learning experience to others. This final step means communicating or presenting that information in an appropriate format, which also involves solving problems and making decisions.

In the past communicating information usually meant a "report". Today, changes in education and a shift toward project-based, constructivist, and active learning require more than the traditional paper/pencil report. Posters, models, role playing, speeches, video productions, word processed documents, and timeliness all provide opportunities for students to be actively involved in the learning process. Newer information presentation methods such as multimedia or web-based communications offer even more interactive opportunities for students. The media centre is no longer just an information producing place."[18]

In this context, librarians may find partners in teachers who have shied away from the research process. Librarians can collaborate with teachers to develop instructional activities that stress the entire information process rather than just the technical skills involved in creating the final product. For teachers accustomed to the research process it may mean thinking about the research process in a different way. The traditional research paper still fits, but so does the HyperStudio project. Teachers and librarians used to the concrete, sequential research processes will learn to work with a process that is less structured. Both

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[17] AASL, *Information Power...*, pp. 14-16.
[18] Allen, *Skills for...*, p. 53.

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require critical thinking, synthesis, and organization. For students, the information literacy process means higher levels of motivation, more opportunities to enjoy the process, and more success using criteria that they have been involved in creating.

This standard promotes the design and execution of authentic products that involve critical and creative thinking and that reflect real world situation. The indicators under this standard therefore deviate from the traditional definition of use. Rather than suggesting that students simply insert researched information into a perfunctory product, the indicators emphasize the thinking processes involved when students use information to draw conclusions and develop new understandings. This standard consists of four indicators as the following.

The 1st indicator is to organize information for practical application. Therefore, the students are able to organize information to make sense of it and to present it most effectively to others. They understand their intended audience, the demands of the presentation format, and the essential ideas in the topic or issue being presented. The 2nd one is the integration of new information into one's own knowledge. Students integrate new information into their current knowledge, drawing conclusions by developing new ideas based on information they gather and connecting new ideas with their prior knowledge. The 3rd indicator is to measure the abilities of students to apply information in critical thinking and problem solving. They develop strategies for thinking through and solving information problems by effective synthesizing of appropriate information, new understandings, and conclusion drawn. The last indicator is to produce and communicate information and ideas in appropriate formats. Therefore, students who meet the 3rd standard should be able to select the format that most closely matches the needs of their intended audience, the requirements for visual or print representation, and the length of the presentation, and they match the format to the nature and complexity of ideas being presented.[19]

2) Independent Learning

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[19] AASL, *Information Power:…*, pp. 19-20.

Promoting Lifelong Learning

(Standard 4: The student who is an independent learner is information literate and pursues information related to personal interests).

"We've all seen it happen: from the kid who never knew the library had stuff about pets to the self-motivated weather expert who recommends new resources he's discovered on his own. The students who meet this standard actively and independently seeks information to enrich understanding of career, community, health, leisure, and other personal situations. This information seeking can cover the full range of individual interests, from looking at magazine pictures about a new TV star to searching for the latest data on medical treatments for AIDS. The student who is an independent learner also constructs meaningful personal knowledge based on that information and communicates that knowledge accurately and creatively across the range of information formats. In other words, students do not just gather information; they also evaluate what they've found in order to share what they've learned with others.

Personal interest has always been one of the best motivators for active learning. The student who truly cares about his topic will always put more efforts into its pursuit. When students can restructure the data they've acquired into a new product through which to share this knowledge, they are able to both internalize their understanding of the information-seeking activity and to demonstrate their ability to convey what they've learned. Teachers and librarians need to capitalize on this aspect of self-motivation to encourage students to develop the skills they will need for the rest of their lives."[20] There are only two indicators for this standard, and each of which has three levels of proficiency; basic, proficient, and exemplary.

The initial indicator is to seek information related to various dimensions of personal well-being, such as career interests, community involvement, health matters, and recreational pursuits. The students are expected to be familiar with using the same criteria and strategies to locate and use information on personal

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[20] Allen, *Skills for...*, pp. 89-90.

topics as they do for academic topics. They test their understanding of information literacy strategies by using them for real-life purposes. The last indicator is that the students should be able to design, develop, and evaluate information products and solutions related to personal interests. They apply information problem-solving skills to decisions they must make in their personal lives. They share information products with others who are also making personal decisions. They respond to feedback as they reflect on how they can make changes in products and solutions.[21]

Building a Reading Legacy

(Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information).

Independent learners are the students who have capabilities to "apply the principles of information literacy to access, evaluate, enjoy, value, and create artistic products in all formats, including print, non-print, and electronic formats. This covers a broad spectrum of applications and experiences, from simply reading a book or magazine for pleasure to actually creating a sophisticated desktop publishing product. Basic levels of proficiency range from selecting books for personal reading to enjoying literature and non-fiction from various cultures, or perhaps illustrating a scene or character from a favourite book. Advanced proficiency levels include projects and activities that involve creation of more complicated products; analysis of artistic and literary works, and synthesizing knowledge by creating products or projects that integrate information or ideas learned. Thus teachers and librarians have wide latitude in structuring learning activities for students to enable them to meet this standard."[22] This standard consists of three indicators which include three levels of proficiency: basic, proficient, and exemplary.

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[21] AASL, *Information Power:…*, pp. 23-24.
[22] Allen, *Skills for…*, p. 109.

The 1st indicator is the competent and self-motivated reader in which the teachers and librarians should purposefully be planning to provide opportunities for junior and senior high school students to read for pleasure. All too often we see eager elementary school readers lose the reading habit when they move up to the next level of schooling. Booktalks and other activities that promote literature are important, but it is also important to allocate time for casual reading of books and magazines. The second one is the students need to derive meaning from information presented creatively in a variety of formats. This indicator takes students to a higher level of performance by concentrating on the analysis of information sources, but it includes such works as plays and "other creative presentations of information," not simply non-fiction works. The primary differences between indicator 1 and indicator 2 are that indicator 1 focuses on fiction and other works considered "literature" while indicator 2 includes information-based works. The 3rd indicator is to develop creative products in a variety of formats, and to address affective and cognitive domains. Students express information and ideas (affective) by creating products (cognitive) that take a variety of forms. Students can identify and use media that match the purpose of their communication to communicate ideas and emotions most effectively.[23]

Striving for Excellence.

> (Standard 6: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation).

"The student who is an independent learner applies the principles of information literacy to evaluate and use his or her own information processes and products as well as those developed by others. That student actively and independently reflects on and critiques personal thought processes and individually created information products. The students recognize when these

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[23] *Ibid.*, pp. 26-27.

efforts are successful and unsuccessful and develop strategies for revising and improving them in light of changing information."[24]

"No doubt we are each looking for our own definition of what these standards will look like in our own media centres/libraries. As I read through the activities selected to represent Standard 6, a common thread emerged, which for me is the concept that defines the standard, that of evaluation. Generally viewed by students as some thing that happens after a project is completed, evaluation is an ongoing process, as Standard 6 remind us, this is the role played as a librarian in planning and preparation. "Excellence in information seeking" starts with an evaluative process in which students think about their topic, generate questions, and then think some more in order to focus their search in a well-defined direction that will uncover answers worth knowing."[25] The following are two indicators which reflect the main ideas of this standard.

The first indicator is to assess the quality of the process and products of personal information seeking. Students reveal on their own work and revise it based on feedback from others. They develop an intrinsic standard of excellence. They revise their information-searching strategies when appropriate. They also self-assess about their information-seeking process by asking themselves questions such as: Do my questions really get to the heart of what I need to know? And have I found enough information to give an accurate picture of all sides of the issue? They approach research as a recursive process, revising the search as they answer their own assessment questions. They set their own criteria and check the quality of their own work. The last indicator is that the students understand how to devise strategies for revising, improving, and updating self-generated knowledge. They modify their work based on the specific task, and they use peer review, reaction panels, focus groups, comparison with models, and trial and revision strategies.[26]

3) Social Responsibility

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[24] AASL, *Information Power:…*, p. 29.
[25] Allen, *Skills for…*, p. 155.
[26] AASL, *Information Power:…*, pp. 29-30.

Developing Citizens for a Democratic Society

> (Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society).

The key point to this standard is to "build on all the previous standards by recognizing that the socially responsible student is already skilled at accessing and evaluating information from a wide variety of sources, can appreciate and understand a variety of formats, and recognizes the value of increasing and sharing knowledge gained for both personal and educational purposes. A basic goal of the school library program is to provide for students resources and activities that represent a diversity of experiences, opinions, and social and cultural perspectives and to support the concept that intellectual freedom and access to information are prerequisite to effective and responsible citizenship in a democracy. These activities can be as complex as examining commonalities and differences in Cinderella Variants or Constitutional governments, or as simple as reminding students that books borrowed must be returned so that others can use them."[27]

There are two indicators for this standard by which both concerned with the student's use of information resources in ways that demonstrate social responsibility about the sources themselves and about access to those sources of information. Basic to exemplary proficiency levels reflects the individual student's cognitive capabilities and social awareness. The following are the two indicators which are obviously to guide us the importance of this standard in terms of the social responsibility in the information age.

The 1st indicator is to seek information from diverse sources, contexts, disciplines, and cultures. Thus, the tudents seek diverse opinions and points of view, and they use multiple sources to actively attend to the context surrounding information, such as asking whose opinion, what cultural background, what historical contexts. At the basic level we expect students, based on appropriate

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[27] Allen, *Skills for...*, p. 173.

instruction, to be able to identify several appropriate sources for resolving an information problem or question. As the students become more proficient they use a variety of sources covering diverse perspectives in their search for information, while the exemplary students will understand the value of seeking additional sources that will encompass a spectrum of contexts, disciplines, and cultures in order to most effectively evaluate each source's usefulness.

The last indicator is to respect the principle of equitable access to information. This concept reflects the cardinal principles on which school libraries operate: that the library media program provides intellectual, physical, and equitable access to information, ideas, and resources for learning founded on a commitment to the right of intellectual freedom. Students diligently return materials on time, share access to limited resources, are aware of others' rights and needs, and respect equitable access as the dominant culture of learning rather than perceiving it as an environment of strict enforcement of rules. At the most basic level, all students should be able to explain "why it's important for all classmates to have access to information, to information sources, and to information technology." This is the crux of every orientation lesson we do: Here are the reasons and rules for using this (and ever other) library-to provide and have available materials for your use. At the proficient level, the socially responsible student "Use information, information sources, and information technology efficiently so that they are available for others to use. This carries two inferences; that the student not only can access information efficiently but also can make information accessible to others.[28]

Developing Ethical Behaviours

> Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behaviour in regard to information and information technology.

The achievement of students to social responsibility information literacy is that the "student who meets this standard applies principles and practices that

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[28] AASL, *Information Power:…*, pp. 32-34; and see also Allen, *Skills for…*, pp. 173-175.

reflect high ethical standards for accessing, evaluating, and using information. The student also recognizes the importance of equitable access to information in a democratic society and respects the principles of intellectual freedom and the rights of producers of intellectual property. When looking more closely at this standard, it is evident that social responsibility is often overlooked in traditional lessons. It is the responsibility of teachers and librarians to design lessons requiring students to use high standards for ethical behaviour. Provided teachers and librarians have designed the lesson using an information-processing framework, students will have an understanding of concepts related to intellectual property and the importance of proper citation of sources."[29]

There are three indicators for this standard which includes three levels of proficiency: basic, proficient, exemplary. The first indicator is that the students should respect the principles of intellectual freedom. The main point is that students can encourage others to exercise their rights to free expression, they respect the ideas of others when working in groups, and they actively solicit ideas from every member of the group. Students are introduced to this concept by working in cooperative groups. Students in groups learn that each group member has a role and that everyone's ideas are important. Multicultural education also plays an important role. Therefore children who are able to respect the ideas of people of other cultures, they will become the persons who are successful in experiencing this indicator. The second one is that the students are expected to respect intellectual property rights. They understand the concept of fair use and apply it, they recognize and diligently avoid plagiarism, they follow an information-seeking process to come to their own conclusions, they express their own conclusion in their own words rather than copying the conclusion or arguments presented by others, and they follow bibliographic form and cite all information sources used. Fair use and intellectual property are complex concepts and the importance of helping middle and secondary school students learn ethical behaviours in the part of this chapter.

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[29] *Ibid*., p. 193.

The last indicator is that the students use information technology responsibly. They follow acceptable use policies and guidelines, using equipment for the purposes intended, and leaving the equipment and material in good working order. At the basic level of proficiency is to state the main points of school policy on using computing and communication hardware, software, and networks. It is followed by the proficient level which is to locate appropriate information efficiently with the school's computing and communication hardware, software, and networks. Then the exemplary level is to follow all school guidelines related to the use of computing and communications hardware, software, and networks when resolving information problems or questions.[30]

Collaborating in the Learning Process

> Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

It is designed that the students who meet this standard should be able to demonstrate the skills at the heart of being an effective information consumer. They seek and share information and ideas across a range of sources and perspectives and try to acknowledge the insights and contributions of a variety of cultures and disciples. Besides, they collaborate with diverse individuals to identify information problems, to look for their solutions, and to communicate these solutions accurately and creatively. There are four indicators used to measure the underlying goals of this standard.[31]

This Standard is measured with four indicators as the following. The 1st one is that the students should have abilities to share knowledge and information with others. They readily share information they have gathered with others in their group. They discuss ideas with others in the group, listen well, and change their own ideas when appropriate. They also help the group move to consensus after substantive conversation and sharing among all the members of the group. The

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[30] AASL, *Information Power:…*, pp. 36-37 and see also Allen, *Skills for…*, pp. 193-195.
[31] *Ibid*., p. 205.

basic level of proficiency is that the students should be able to participate to group efforts by seeking and communicating specific facts, opinions, and points of view related to information problems or questions. The proficient level is that the students use information sources, select information and ideas that will contribute directly to the success of group projects. Then the exemplary level is that the students are expected to integrate one's own knowledge and information with that of others in the group.

The second indicator to be used is that the students must respect other's ideas and backgrounds and acknowledge their contributions. The students actively seek the contributions of every member of the group. They listen well in order to hear the point of view as well as the literal words of what others are saying, and they respond respectively to the points of view and ideas of others. This indicator is started with the development of adequate note-taking skills as a prerequisite for the basic proficiency of being able to describe others' ideas accurately and completely. At the exemplary level, they help to organize and integrate the contributions of all members of the group into information products. Here students work in pairs to research certain topic such as "the work and life of President Sukarno". The students use PowerPoint to present their findings (including pictures and maps) to the class.

The third indicator is that the students are expected to be able to perform collaboration with others, both in person and through technologies, to identify information problems and to seek their solutions. They should lead, facilitate, negotiate, and otherwise participate in defining the information needs of a group. In relation to the level of proficiency, the basic one is that the students are hoped to be able to express one's own ideas appropriately and effectively, in person and remotely through technologies, when working in groups to identify and resolve information problems. At the level of proficient, it is to encourage students to be participating actively in discussions with others, in person and remotely through technologies, to analyze information problems and to suggest solutions. In the exemplary level, the students should be actively contributing in discussions with

others, in person and remotely through technologies, to devise solutions to information problems that integrate group members' information and ideas.

The last indicator is to guide students to be having capabilities to collaborate with others, both in person and through technologies, to design, develop, and evaluate information products and solutions that provide new knowledge and further insights for the group. Students assume responsibility for collaborating with others, either in person or through technology, to synthesize ideas into a finished product. They initiate reflection and evaluation of their own and the group's work, and they use the evaluation to improve content, delivery, and work habits. At the basic level, the students work with others, in person and remotely through technologies, to create and simple information products. The proficient level is to guide students to work with others, in person and remotely through technologies, to create and evaluate products that communicate complex information and ideas. Then the exemplary one is to create and evaluate complex information products that integrate information in a variety of formats.[32]

D. COLLABORATION IN DEVELOPING SCHOOL LIBRARIES

Since the teacher librarianship established, school librarianship collaboration has become extremely important phenomena in educational activities. There are several reasons which support this argument. Firstly, the involvement of teachers, administrators, and principals of schools is becoming crucial. The teachers should assign their students to go to the library and to find information. This means that the librarians also should provide the best information. This can work if there is collaboration and understanding between teachers and librarians. Secondly, there should be collaboration between the librarians and parents. Parents are expected to be able to understand what is going on in the library. Understanding the important of library services is essential to make the library works. The last one is that the librarians should try to build relationship with other institutions. This kind of collaboration is meant to some

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[32] AASL, *Information Power…*, pp. 39-41 and see also Allen, *Skills for...*, pp. 205-207.

purposes. The purpose is to get some donations or to invite expert people to come to the library for giving certain activities (source: results of visits).

This part consists of at least two components: roles and activities of development the collaboration.

1. Librarian

The librarians have the key roles in promoting library collaboration. They should be able to manage the cooperative activities in the school library which usually involve other professionals in the school. Their responsibilities and collaborative competencies will significantly affect the library services for students' learning process.

2. Teacher

Teachers also have important positions to work together with librarian in the development of school library. Many activities can be generated by making collaboration with them. The teacher can help the librarian for developing and strengthening library resources, such as suggesting and evaluating collection for given topics. For many cases, the teacher should work together with the librarians in more explicit activities, such as research project assignment for students. These activities would be beneficial to the students as a part of information literacy program component in the school.

3. Administrator

The librarians need to make cooperative work with school administrators. They [the administrators] will be crucial for the librarians, especially for helping them solve technical aspect for student learning process. Some of learning and teaching resources can not be solely fulfilled by the librarians such as acquiring and preparing learning facilities, e.g. laboratory equipments, and other learning tools. These activities will improve the quality of learning and teaching process, especially for the resource-based learning environment.

4. Principle

The school principal holds the top position in providing decision making to any plan and activity regarding the school library operation. Therefore, the librarians need to develop good relationship with him or her to create more

opportunities in making library program to be success. The librarians should be able to strongly convince the principal with a clear vision to each library operations or projects, such as designing budget for facilities and collection acquisitions. These can be achieved by making formal or informal communication through joining the significant principal meetings in the school.

5. *Students*

The students are the central of the school library services. They should actively present their needs and interests in their learning process as indicated in the need assessment profiles. The students' competencies and learning capabilities should be clearly articulated or represented with comprehensive relevant resources. Therefore, the librarians' roles are fully devoted to systematically support the progress of student learning by de providing appropriate materials and appealing programs which are suitable to the cognitive, affective and psychomotoric developments.

6. *Parents*

Parents are the most responsible to the student learning process and achievement. They have more time to be involved with their children at home. They usually have a significant influence to the student's attitude because they know more about the children psychological development including their learning activities in the family. The parent should take advantage of their roles in the family to help children improve their learning qualities. Additionally, they are also capable in providing contributions either morally or materially to the school libraries, such as volunteering in library-technical services or donating valuable materials to the library, e.g. gift of books. In such circumstances, the librarians should be able to make them aware of the parent's roles to children's learning process and the significances of library services for student achievement.

7. *Other Institutions or professionals.*

A school institution and its library are tied together with other institutions and professionals in the community. Institutions, either the governments or the private ones in the region, should be aware that the educational process is part of their responsibility to develop a democratic society. Therefore, the librarians

should effectively collaborate with the organizations or significant professionals to generate their contribution for the school library. For example, the librarians work together with writers or book authors for book talk or library programming. The librarians should also be able to persuade other government or private organizations to provide collection to strengthen the library resources in line with the information literacy activities.

E. CONCLUSION

Library-Based Learning covers three major topics including resource-based learning, information literacy, and collaboration. Resource-based learning is the first issue discussed for the reason that this topic is the foundation to create and develop information literacy programs. Resource-based learning discourses guide our attention to the roles of school libraries as the centre of resources. Therefore, learning environments which supervise the students to become active learners make resource-based learning significantly indispensable. The next topic is the information literacy which has become a popular term for modern society, particularly for the school environment. The central issue for this topic is to teach students to understand how to find, evaluate, and use information effectively and efficiently. The other significant point is to give explanation about standards and programs of the information literacy which are important, and should become the major discourses for promoting the importance of the terminology. The last part is the collaboration which should also be explored for fostering and helping the school libraries' development.

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