

I HAVE A QUESTION!

Supporting children's lifelong learning through
reference services and collections

Introduction



Information

The need or inquiry

Formal Information Needs

- Many student questions in a school library media center will be formal inquiries
 - ▣ How many planets are there in the solar system?
 - ▣ What are important customs in Thailand?

Informal information needs

- Children's Curiosity drives informal inquiries
- A smaller but still important aspect of reference
 - One study found around 15% of digital reference questions were informal inquiries (Silverstein 2007)

Informal Inquiries by age

- Elementary/Primary school
 - ▣ Stimulated by school work
 - ▣ Inquiries about science are likely

- Late Primary/Middle School
 - ▣ Interest in the world
 - ▣ Abstract or conceptual issues

Informal Inquiries by age

- Secondary School
 - ▣ Career planning
 - ▣ Health & welfare
 - ▣ Death & Anxiety

'Real' and 'Unreal' questions

- Some informal questions may not be 'real' questions but when treated with respect may lead children to discover real things in the world around them.

Student

Provides the question which leads to a search for information

Characteristics of students

- The student may not know what to expect
- The student may be fearful
- The student's communication skills may be less refined
- The student may not know the terminology
- The average student may have no pre-knowledge of resources

Verbal Skills Required

- Respectful responses
- Motivational words (encouragers)
- Verbal reflection
- Positive reactions
- Avoid premature answers
- Avoid diagnoses (or opinions)
- Restate or rephrase content

Information Literacy

Information literacy is an important aspect of the reference transaction.

- Information literacy may include the following problem-solving models:
 - ▣ Information seeking (Kuhlthau)
 - ▣ Big6 information Problem-Solving Model (Eisenberg and Berkowitz)
 - ▣ Research Process (Stripling and Pitts)

K-W-L Method in Reference

- What do I KNOW?
- What do I WANT to Know?
- What did I LEARN?
(Ogle 1986)
- Discover the information needed
- Clarify the Inquiry
- Uncover the amount, level, and types of resources best suited
(Riedling 2005)

What do I *know*?

Discover the information needed.

- Determines the context of the child's question and helps to uncover material that will best answer the need.
- May help children realize they know *something* about the topic even if they think they know nothing.
- Helps the librarian to understand what type of material may be useful in answering the question.

What do I *want* to know?

Clarify the inquiry.

- Use open ended questions to have students point the way.
- Recognizing a search term may be easier for young children than generating search terms.

What did I *learn*?

Uncover the resources needed for solution.

- A guided information search - helping children find information in a 'directed manner'.
- Answer questions in the stacks to help ensure the proper reading level of materials.

Answer

The solution to the student's information need

Solution

To uncover the solution the following things are needed:

- 1) *Communication skills*
 - 2) *Knowledge of collection*
 - 3) *Competence in selecting, acquiring, and evaluating resources*
- Reference skills for the school library media specialist: tools and tips, Riedling*

Knowledge

- Answer Questions!
- Know the organization method
- Browse topic areas
- Evaluate your reference interview solutions
- Weed the collection
- ‘Shop’ your Collection

Knowledge

- Know additional community resources
 - ▣ Other library collections (public, other schools that student's might be able to use)
 - ▣ Teachers and any available classroom collections
 - ▣ Freely available web resources

Competence

- Information resource evaluation checklist
 - Format
 - Arrangement
 - Accuracy
 - Scope
 - Style
 - Type of Document
 - Usefulness

Useful Search Engines for children

- **ASK KIDS** | <http://www.askkids.com/> (May work well for very young children)
- **YAHOO! KIDS** | <http://kids.yahoo.com/learn> (Includes information from popular media such as games, television, films, etc)
- **KIDSCCLICK** | <http://www.kidsclick.org/> (Allows to search by Dewey Decimal range)
- **KIDREX** | <http://www.kidrex.org/> (Customised Google Search, using Google SafeSearch)
- **FACT MONSTER** | <http://www.factmonster.com/>

Digital Libraries

- Children's International Digital Library
 - ▣ Full Text of books
 - ▣ Requires Java Plugin for Reader
 - ▣ Includes many different languages
 - ▣ Some teacher helps and groupings by topic

Children's International Digital Library



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Mga bahag-Haring Mga pulang takip Mga kahel na takip Mga dilaw na takip Mga luntiang takip Mga asul na takip



Tatlo hanggang Lima



Anim hanggang Siyam



Sampu hanggang Labintatlo



Mga Di-Totoong Istorya



Mga Totoong Istorya



Maninipis na Aklat



Mga Aklat na may Katamtamang



Makakapal na Aklat



Bagong naidagdag na mga aklat



Mga aklat na nagala ng premium



Mga Fairy Tale at mga Katutubang



Mga Tauhang Bata



Mga Totoong Hayop



Mga Kathang-Isip na Nilalang



Mga aklat ng larawan



Mga aklat na kabanata

Filipino / Tagalog = 25 ang mga aklat



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Filipino / Tagalog



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Summary

Among the fireflies' siblings, Dindo is the only one without light. Amidst the teasing he gets, Dindo proves that it is not in its light that the true brilliance of a firefly is seen.

Publication Date

2002


Languages

Filipino / Tagalog

Contributor

Philippine Board on Books for Young People (PBBY) - Philippines

Publisher

Adarna House, Inc. - Philippines 

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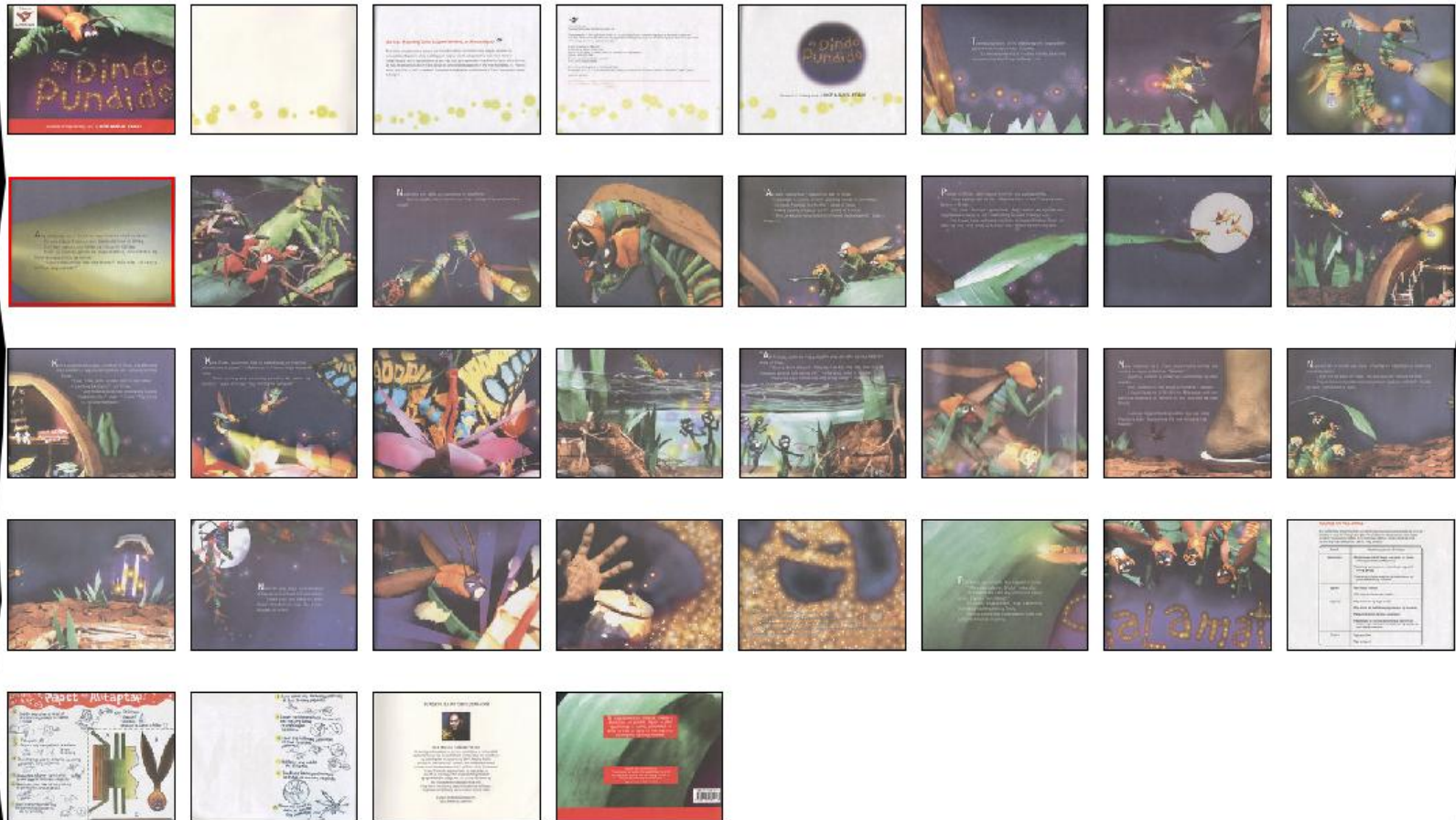
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ICDL - Si dindo pundo



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Digital Libraries

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 - Better for 'researchers' but could be used for students

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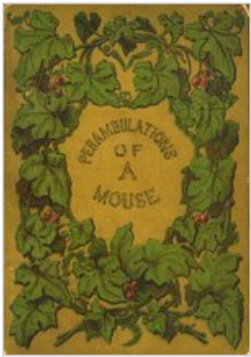
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SHOW SUBCOLLECTIONS

The Baldwin Library of Historical Children's Literature in the Department of Special Collections at the University of Florida's George A. Smathers Libraries contains more than 100,000 volumes published in Great Britain and the United States from the early 1600s through the current year. Its holdings of more than 800 early American imprints is the second largest such collection in the United States.

The product of Ruth Baldwin's 40-year collection development efforts, this vast assemblage of literature printed primarily for children offers an equally vast territory of topics for the researcher to explore: education and upbringing, family and gender roles, civic values, racial, religious, and moral attitudes, literary style and format, and the arts of illustration and book design.

A great strength of the collection is the many English and American editions of the same work. Other strengths of the collection include 300 editions of Robinson Crusoe, 100 editions of Pilgrim's Progress, fables, juvenile biography, 19th century science and natural history, 19th century alphabet books, moral tales, fairy tales, 19th century juvenile periodicals, 19th century boys' adventure stories, 20th century boys' and girls' series, Little Golden Books, and juvenile publications of the American Sunday School Union and other tract societies. Scholars, students, and researchers from the University of Florida and worldwide continue to request assistance from this collection.



Funding for digitization of over 6,000 volumes was provided by the National Endowment for the Humanities. The Baldwin Library of Historical Children's Literature is a contributor to the International Children's Digital Library and a founding partner of The Center for Children's Literature and Culture at the University of Florida.

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The Tale of Peter Rabbit

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Published by Think and Grow Rich.

Once upon a time there were four little rabbits, and their names were Flopsy, Mopsy, Cotton-tail and Peter.



They lived with their mother in a sand-bank, underneath the root of a very big fir tree.

Materialyales na naka-copyright

"Now, my dears," said old Mrs. Rabbit one morning, "You may go into the fields or down the lane, but don't go into Mr. McGregor's garden.



Your father had an accident there; he was put in a pie by Mrs. McGregor."

Materialyales na naka-copyright

Free Selection Materials

- [Children's Picture Book Database at Miami University](#)
 - Brief abstracts and keywords for each title.
 - Over 5,000 picture books are included, appropriate for use in designing curricular units for K-12 students.
- [Databases of Award Winning Children's Literature](#)
 - Over 7,000 records from 84 awards
 - Includes six English-speaking countries (United States, Canada, Australia, New Zealand, England, and Ireland).



Questions?

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