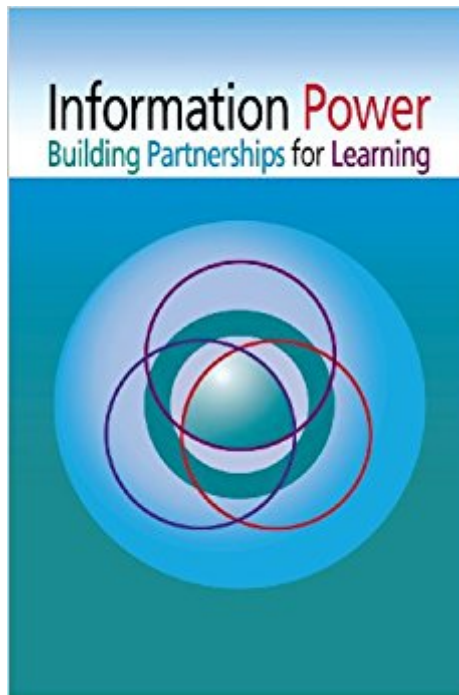




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Information Power: Building Partnerships For Learning



Synopsis

This volume aims to help readers respond proactively and help to lead the way to collaborative learning in schools. The American Library Association has been instrumental in shaping and publishing guidelines for school libraries for 75 years. This book incorporates the standards that should help students become skillful producers and consumers of information along with guidelines and principles to help create a dynamic, student-centred programme. The book's underlying concepts feature: helping students flourish in a learning community not limited by time, place, age, occupation or disciplinary borders; designing authentic learning tasks and assessments; speaking in terms educators understand; defining your role in student learning; and joining teachers and others to identify links in student information needs, curricular content, learning outcomes and a variety of print and nonprint resources.

Book Information

Paperback: 224 pages

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Product Dimensions: 6 x 0.5 x 9 inches

Shipping Weight: 7.2 ounces (View shipping rates and policies)

Average Customer Review: 4.1 out of 5 stars [See all reviews](#) (22 customer reviews)

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Customer Reviews

Information Power: Building Partnerships for Learning was allegedly compiled by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT) to disseminate information on the principles behind and importance of school library media programs (school libraries to the uninitiated) to not only library media specialists (LMSs) but also teachers, administrators and other stakeholders in the school community. While I can see the value of this book as a resource, I cannot imagine anyone reading it who is not specifically

assigned (forced) to or already in training to become a LMS (or at least a children's librarian). The book begins by explaining the vision behind the ideal school library media program and learning standards that should be used as part of any LMC curriculum. Subsequent chapters discuss how to build collaborative relationships to foster authentic learning and make an LMP an integral part of a school experience, learning and teaching, information access and delivery, program administration, and how to connect to the learning community. The book also has appendixes on assessment, goals for student learning, and copies of various statements and policies from ALA. There are other appendixes, but since the book was last revised in 1998 some of the information is not extremely relevant anymore. The book is basically a series of stated principles on each topic and then sub-topics thoroughly explaining each principle. On one hand it was disheartening that the text was so dry and dense. On the other, it was comforting to see that there is not really that much to being an LMS since it all fits into a thin volume and seems to come down to collaboration at all points.

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