The Ohio School Library as a Dynamic Agent of Learning
ESSENTIAL LEARNING FOUNDATIONS

INFORMATIONAL
The Resource Base

Resources: Current, multi-perspective, multi-format resources with readability levels aligned with the local curriculum, and supporting Ohio's academic content standards.

Technological infrastructure: State-of-art technology to acquire, organize, produce, and disseminate information, and function as a gateway to information.

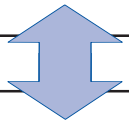
Reading resources: Reading materials targeted beyond informational curriculum needs – personal pursuits, pleasure/leisure reading.

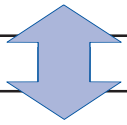
TRANSFORMATIONAL
Learning-Teaching Intervention

Information literacy: Development of information literacy for engagement with information in all its forms in the context of curriculum needs, content strands and subject knowledge creation processes for effective engagement and utilization of information.

Technological literacies: Development of media and technological skills, which include critical thinking skills and communication competencies; as well as the appropriate and ethical use of technology for information access, retrieval, production, and dissemination via electronic resources, networks, and the Internet.

Reading engagement: Development of approaches to promote and encourage reading for academic achievement and life-long learning through participation in national and state reading celebrations and initiatives; reading to students, promoting literature, reinforcing reading skills, and encouraging independent reading for personal enjoyment; engaging in a range of activities to foster sustained love of reading.





FORMATIONAL
Student Expectations and Achievement

Knowledge creation: Students achieve through being able to define problems, frame questions, explore ideas, formulate focus, investigate, analyze and synthesize ideas to create own views, evaluate solutions and reflect on new understandings.

Knowledge use: Students develop transferable skills for sustaining knowledge creation beyond the classroom.

Knowledge production: Students can use technology and information tools to produce new knowledge and demonstrate achievement. They create information products that accurately represent their newly developed understanding.

Knowledge dissemination: Students can communicate ideas using oral, written, visual and technological modes of expression – individually or in teams.

Knowledge values: Students are ethical, responsible users of information who accept responsibility for personal decisions and information actions. They demonstrate concern for quality information and value different modes of thought.

Reading literacy: Students have high levels of reading literacy. They become independent, life-long sustained readers.

 Additional information about the *Student Learning through Ohio School Libraries* research may be found at **http://www.oelma.org/studentlearning.htm**. Dissemination supported by the Institute for Library and Information Literacy Education (www.ilile.org) through the Institute for Museum and Library Services (IMLS).