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**Fall 2009**

## OUR FOCUS AT HI WILLOW AND LMC SOURCE

Welcome to the LMC Source Fall catalog for 2009.

For years, we have produced publications that would link the library media program to achievement. Now, we are more interested in having teacher librarians just move into the center of teaching and learning. To do this, you will see below the central title *The New Learning Commons: Where Learners Win*. This publication



David V. Loertscher

re-thinks everything about the school library media center and builds a new concept of a learning commons. So dramatic is this change that we have given a whole page over to this book. And, surrounding this title you can see the family of publications that compliment the move to the center.

As always, we appreciate feedback on our publications including any problems you may encounter. Do contact David Loertscher at davidlibrarian@gmail.com for further information. Make sure you watch the website <http://www.lmcsource.com> for new titles and website specials.

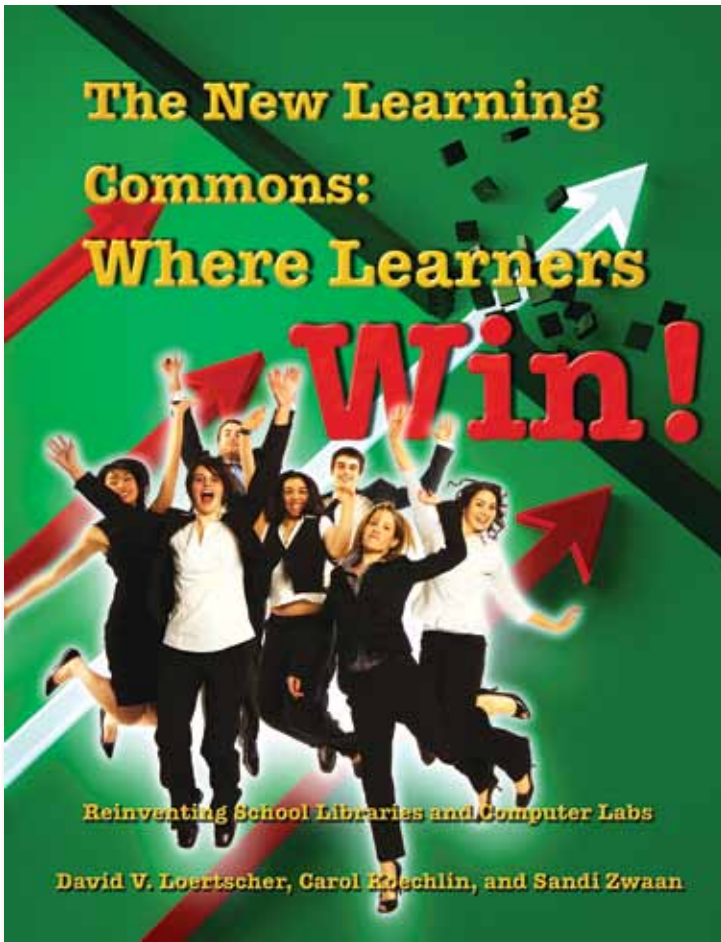
And finally, a warm thanks to all our customers and folks who make constructive comments to us at [lmcsourcesales@gmail.com](mailto:lmcsourcesales@gmail.com)



**MOVE TO THE CENTER OF TEACHING AND LEARNING WITH THESE:**

**THE NEW LEARNING COMMONS: WHERE LEARNERS WIN! REINVENTING SCHOOL LIBRARIES AND COMPUTER LABS**

David V. Loertscher, Carol Koechlin and Sandi Zwaan;  
ISBN: 978-1-933170-40-4; Hi Willow Research and Publishing;  
2008; \$28.00



It is time to reinvent the entire concept of the school library! For 50 years, we have been guided by a great conceptual base; however our students have changed their information habits totally in the explosion of the Internet. They Google around us. They network socially. Web 2.0 tools change the face of ICT literacy. It is just a different world.

Loertscher, Koechlin, and Zwaan team up in this book to rethink everything about the function and role of school libraries and computer labs. It is often a case of 180 degree reconsideration. What does this mean? The profession has been on a command and control model: If we build it, they will come. We build a website and expect students and teachers to use it on our terms. They Google, instead. We expect teachers to appreciate the collections we build. They want classroom collections. We open our doors during the school day. Our patrons want 24/7-365 service.

The turn-around suggested is to think about and construct a client-side organization built around the idea that: If THEY build it, THEY will use it. This means competing with Google. It means collaboratively constructing a virtual learning commons that replaces the library web site. It means incorporating Web 2.0 tools that really boost teaching and learning. But we get ahead of ourselves.

The authors recommend that the school library be converted into a learning commons. What is that? It is both a physical and virtual place consisting of two major spaces: the Open Commons and the Experimental Learning Center each governed by its own calendar. The Open Commons is not only a flexible access space; it is a flexible physical and virtual space where exemplary teaching and learning is demonstrated for all to see. The Experimental Learning Center is the center of professional development for the entire school. This physical and virtual space is where students and teachers work to improve the quality of teaching and learning. It is the place for all new educational initiatives, professional learning communities, experimental technology, and action research. It is the hub of school improvement.

Chapters in the book first justify the reasons for a change in foundational thinking. This is followed by a tour of the new learning commons with its Open Commons and Experimental Learning Center in full operation. We then take a look at knowledge building where learners are using their social networking skills linked to inquiry to build world-class excellence. Then we look at the range of new literacies required with reading as one central element. How do learners turn from struggling to meet required minimums to wanting to develop world-class abilities? We then turn to the world of technology and away from the concrete walls of administrative computing into the world of instructional computing; where technology becomes the slave of the learners and teachers, not the other way around.

Next, we look at the role of collaboration, not just from the point of view of the librarian, but from the point of view of all the specialists in the school such as literacy coaches, technology specialists, nurses, counselors, Physical education teachers, art, music, etc. who have wonderful dreams about change but are locked out of the classroom.

We examine the elements of the learning commons organizational structure that turns the physical and virtual spaces from kingdoms into a personal extension of each learner and teacher. Finally, we make connections to major ideas and leaders across education that push us toward the reinvention of the school library.

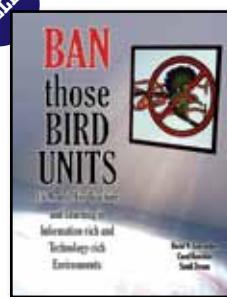
You are sure to have an opinion about this re-conceptualization; It is controversial. And, you will be invited to lodge comments and discuss new directions on the book's companion wiki. It is a major shift in ideas about who we are and what we do. We are already being reinvented in the educational literature. Isn't the best defense a strong offence? Come with us on a journey of new ideas.

**BEYOND BIRD UNITS!  
THINKING AND  
UNDERSTANDING IN  
INFORMATION-RICH  
AND TECHNOLOGY-RICH  
ENVIRONMENTS**

David V. Loertscher, Carol Koechlin, and  
Sandi Zwaan; Hi Willow Research and  
Publishing; 2007;  
ISBN 978-1933170-37-4; \$35.00



**BEST  
SELLER**



**BAN THOSE BIRD UNITS! 15  
MODELS FOR TEACHING AND  
LEARNING IN INFORMATION-  
RICH AND TECHNOLOGY-RICH  
ENVIRONMENTS**

David V. Loertscher, Carol Koechlin,  
and Sandi Zwaan; Hi Willow Research  
and Publishing; 2004;  
ISBN 978-1933170-11-4; \$35.00

The authors of the popular *Ban Those Bird Units* have joined their talents once more to provide more ways to create very high-level think units when teachers bring learning activities into the information-rich and technology-rich environment of the library. The new volume adds three new models to the original 15, provides planning sheets for each model, presents all new learning activities, and concentrates on the culminating high-think activities of a teacher/librarian collaboration. If you already own *Ban Those Bird Units*, this volume will add many new ideas to your repertoire. If not, then acquire this volume for an introduction to significant learning activities where plagiarism is no longer an issue.

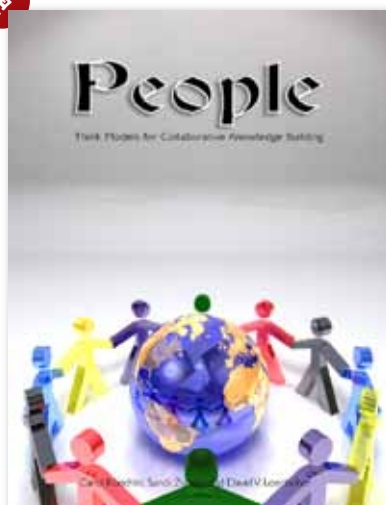
Bird units are fill-in-the-blank library assignments, or reports; the result of which is copying or outright plagiarism. This book provides ways to ban such low-level activities and replace them with exciting learning experiences that link the library and technology into achievement. Models, sample units, forms, and links to popular educational practices such as Understanding by Design are provided. The models work K-12 and across all disciplines. They work when teachers are interested in going beyond the textbook and the lecture. They work extremely well in differentiated instruction and in classrooms where the students cannot understand the textbook. The models show how to integrate information literacy and technology into learning topics based on state standards. The book is a companion work to *Build Your Own Information Literate School*. It's a guide for teachers as much as it is for librarians and technology specialists. Great for planning collaborative units and doing professional development with teachers.

**NEW**



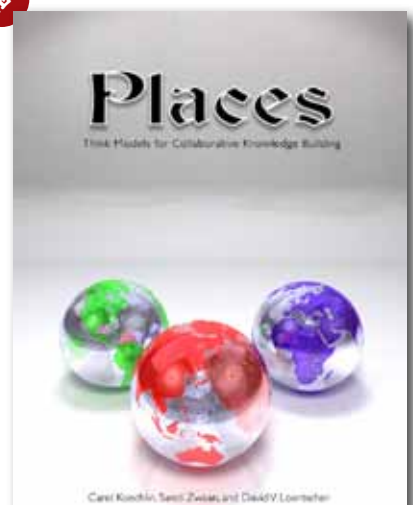
**ISSUES: THINK MODELS  
FOR COLLABORATIVE  
MODEL BUILDING**  
ISBN: 978-1-933170-48-0

**NEW**



**PEOPLE: THINK MODELS  
FOR COLLABORATIVE  
MODEL BUILDING**  
ISBN: 978-1-933170-46-6

**NEW**

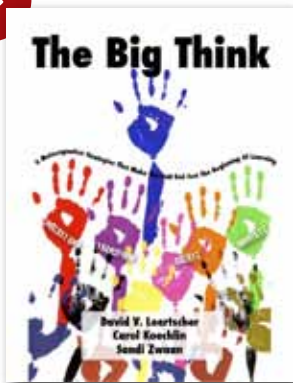


**PLACES: THINK MODELS  
FOR COLLABORATIVE  
MODEL BUILDING**  
ISBN: 978-1-933170-47-3

Carol Koechlin, Sandi Zwaan, and David V. Loertscher; Hi Willow Research and Publishing; 2009; \$35.00

Three of the most common topics covered in school curriculum involve people, places and issues. If teacher librarians could make a major difference in transforming bird units in just these three areas across the grade level, we would have established a major beachhead in our march toward the center of teaching and learning. In each of the three volumes, the authors have collected their best ideas from all they have written and built over the past ten years; have re-examined each example of a transformed learning experience; and have inspected and transformed the Big Think strategies for each recommended learning experience. So, facing any one of the major topics, these volumes provide many many ideas for the teacher librarian and the classroom teacher to preview as they plan to transform a particular learning experience in their school. Convenience is the key here: one common topic; many ideas in the precious time available for planning. Also for convenience, we have reprinted the 18 Think models from *Beyond Those Bird Units* in an appendix, so you need not be shuffling through various books to find something you are looking for. A handy trio.

NEW



### THE BIG THINK

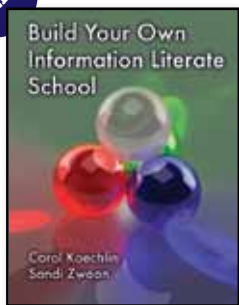
David V. Loertscher, Carol Koechlin, and Sandi Zwaan; Hi Willow Research and Publishing; 2009; ISBN 978-1-933170-45-9; \$35.00

The typical research assignment might consist of a selection of a topic and the interception of information resulting in a product of some kind that is graded. The end. Next topic, please. However, football coaches approach things quite differently. Yes there is the daily practice culminat-

ing in the game. But they videotape the game for a specific reason. Monday, everyone analyzes the game. Put your ego at the door. Watch. Analyze. Synthesize. What when on? How did I do; how did we do; what can we do to get better? If this reflection activity is omitted, the players don't get any better. Neither do the coaches.

The Big Think introduces the same reflection strategies for both classroom teachers and teacher librarians. Here are nine strategies to use as we analyze "the game" – no, the learning activity, particularly when both the teacher and the classroom teacher have been struggling to improve teaching and learning. What happens to coaches when they don't get better across the season? What happens to the players? In the same way, we posit that there must be a reflection activity at the end

BEST SELLER



### BUILD YOUR OWN INFORMATION LITERATE SCHOOL

Carol Koechlin and Sandi Zwaan; Hi Willow Research and Publishing; 2003; ISBN 978-0-931510-89-2; \$35.00

The book: *Info Tasks* has been well received across the country as a unique book for teaching informa-

tion literacy. Now these excellent authors have written a more extensive and innovative method of teaching information literacy. While following a general information literacy model, each skill is a two-page spread of wonderful advice on how to teach and assess how well children and teens can practice what they are taught. But this book is very different! The authors present teaching tips for teaching each skill to novices, apprentices, and InfoStars (novice to advanced). Then they give examples from various curricular areas so that the guide can be used across the curriculum and across the grade levels. Their coverage not only covers traditional finding, locating and sorting information, but they tackle analysis and synthesis of information as well. Many useful worksheets provide ideas for teaching. According to David Loertscher this is the very best information literacy book to appear in years and is extremely useful and practical for elementary through high school because of its unique approach.

of the unit – a metacognitive activity that looks back over the learning event that just occurred. Leave it out at your own risk.

There is much talk about metacognition in education. It is part of critical thinking and creative thinking. Everyone seems to understand that it should happen but in our look across the educational literature, it is one of those assumptions that it automatically happens when we have little evidence that it does.

This trio of authors have created nine strategies that become the cherry atop the whipped cream of a unit sundae. Each strategy can be used to ascertain two major successes or failures: Content learning (what I know; what we know) and Process (how I learned; how we learned) followed by So What? and What's Next?

Such activities give the teacher librarian and the classroom teacher real evidence of what students know, are able to do, and what they deeply understand. We recommend these ideas strongly in the current results milieu. If you have enjoyed this trio's work in the past, don't miss this one!

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### COMING SOON!

#### EVIDENCE BASED PRACTICE IN SCHOOL LIBRARIES: A COMPILATION OF ARTICLES FROM EVIDENCE BASED LIBRARY AND INFORMATION PRACTICE

Hi Willow Research and Publishing; ISBN: 978-1-933170-49-7; 2009  
Superb thinking on a vital topic!

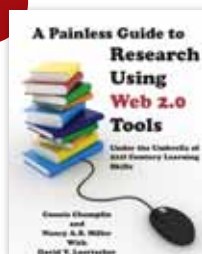


#### CONNECTIONS: PAPERS OF THE TREASURE MOUNTAIN RESEARCH RETREAT, NOV. 4-5, 2009, CHARLOTTE, NORTH CAROLINA

Edited by David V. Loertscher; ISBN: 978-1-933170-50-3  
Research reports and more.



NEW



#### A PAINLESS GUIDE TO RESEARCH USING WEB 2.0 TOOLS

Connie Champlin and Nancy A.S. Miller, with David V. Loertscher; Hi Willow Research and Publishing; 2009; ISBN 978-1-933170-42-8; \$20.00

21st Century skills documents by various professional organizations have presented a complex challenge to teacher librarians to combine the teaching of inquiry

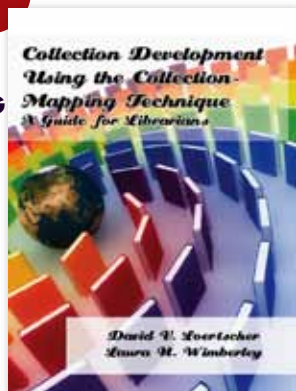
and personal habits, critical and creative thinking. When the authors noted that a collaborative learning thread ran through all the skills documents, Web 2.0 technologies came to mind as a way to teach the research process and meet the areas of 21st century learning at the same time.

To pave the way for this idea to take bloom, the authors begin by recommending that teacher librarians adopt a school-wide information literacy model of their choice. Then using the seven steps of the Savvy 7 research model as an example, they select a Web 2.0 application as an easy way to teach that skill in a collaborative manner. In a two-page spread, the authors introduce the tool and help you get started. And, if that tool does not meet your needs, they recommend other tools that might.

**COLLECTION DEVELOPMENT USING THE COLLECTION MAPPING TECHNIQUE**

**A GUIDE FOR LIBRARIANS**  
David V. Loertscher and Laura H. Wimberly; Hi Willow Research & Publishing, 2009; ISBN: 978-1-933170-43-5; \$30.00

NEW



More than a decade ago, David Loertscher introduced the concept of collection mapping in two different books mostly to the audience of school librarians of the time. It received some attention at that time because it contained a simple method of dividing the collection into various segments that became a part of a visual representation of collection strengths and weaknesses. Much has happened in the last decade that has put into major questions what it is libraries should own and what they should provide access to across a wide spectrum of information and for what types of devices. For this new revision of the collection mapping idea, Laura Wimberly has added her expertise and together the authors have designed a book that would be useful to all types of libraries. Its object is to take into consideration many of the traditional ideas of collection development that still make sense, but also to push the envelope in the idea of collection development. This book has been designed to use as a textbook for beginning practitioners, and also for experienced collection developers who want to challenge their traditional practices. We believe this is critical in an era where many patrons consider the Google search as their own definitive free access to the world of information. We hope that the issues we raise will stimulate discussion on the book's companion wiki:

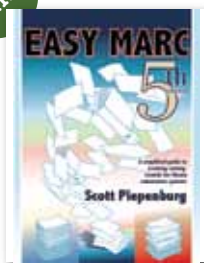
<http://collectionmapping.pbworks.com>



**EASY MARC: INCORPORATING FORMAT INTEGRATION 5TH EDITION**

Scott Piepenburg; F & W Associates; 2007; ISBN: 978-1933170-31-2; \$35.00

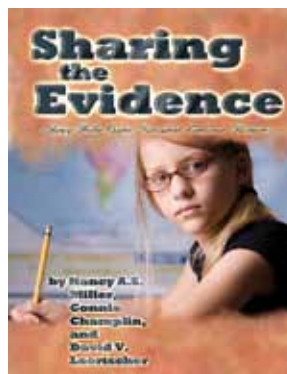
NEW EDITION



Completely revised and updated for 2007! If you have an automated cataloging system and do any cataloging using the MARC records, this is the users bible.

Arranged like a dictionary, tag by tag, the user can look up any tag and find easy-to-understand explanations of what information to put in the tag and in what form. Piepenburg not only explains the tag, but gives numerous examples that cover 90% of the cases one would face. In addition, references to AACR2 and USMARC Bibliographic rules and rule numbers help the cataloger refer to the authoritative sources quickly to make correct judgements.

Of value particularly to beginners, this book is also a quick source to find examples for the experienced cataloger, particularly the cross references that relate various tags to each other.



**SHARING THE EVIDENCE: LIBRARY MEDIA CENTER ASSESSMENT TOOLS AND RESOURCES**

Connie Champlin, David V. Loertscher and Nancy A.S. Miller; Hi Willow Research & Publishing, 2008; Refresh Edition; ISBN 978-1933170-35-0; \$25.00

Linking library media programs to achievement continues to be a central element in the justification and

systematic improvement of the LMC existence in the school. The authors pull together simple to advanced techniques, instruments, and strategies to measure five program elements of the library media program: reading, collaboration, information literacy, technology, and the administrative function. The book is both in print with an online component that allows easy access to forms and resources on the web. The authors have concentrated on measures of program most likely to demonstrate impact with a minimum of time in the collection and analysis of data. Particularly useful not only in a single school, but across schools in a school district. New measures and updated resources added to this edition.

Updated



**WIKI TEMPLATES FOR SUPERTEACHING**

David V. Loertscher, Douglas Achterman, and Debbie Faires; Hi Willow Research and Publishing; Refresh Ed. 2008; Booklet and CD; ISBN 978-1933170-20-6; \$50.00; PBwiki and Seedwiki templates

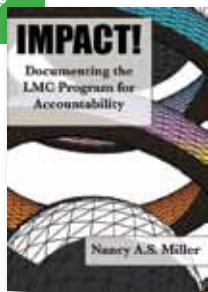
A wiki is a collaborative workspace – a way groups can build a document, an article, a project or do other collaborative writing or planning

together. Most of us know about Wikipedia.org – the largest encyclopedia in the world where anyone can write an article and anyone can edit it. The 50+ templates in this collection are collaborative spaces where the Think! Models of *Ban Those Bird Units* and *SuperTeaching* can be put into practice online. And, best of all, at this point, they can be used for free from anywhere in the world.

The templates in this collection have been designed for use in Seedwiki.com software, primarily because when the students begin the editing process, they will see a familiar word processing toolbar much like Microsoft Word. The templates can be tweaked to be used in any other wiki software. How do you use them? First, you get your own account on Seedwiki.com. Then you create your own wiki for a unit of instruction – say Causes of the Civil War. Then you copy a template from our disk into your wiki; add specific directions, and it's ready for student work. This will jump start your use of this technology and provide instructional designs that match the 15 Think models created by Loertscher, Koechlin, and Zwaan.

Not only can you use the templates as designed, but they are easy to modify for your particular use. Once you see our instructional designs, you can build your own from scratch.

Updated



### IMPACT! DOCUMENTING THE LMC PROGRAM FOR ACCOUNTABILITY

Nancy A.S. Miller; Hi Willow Research & Publishing, Updated for 2008; v. 3.0; ISBN 0-931510-96-1; \$60.00

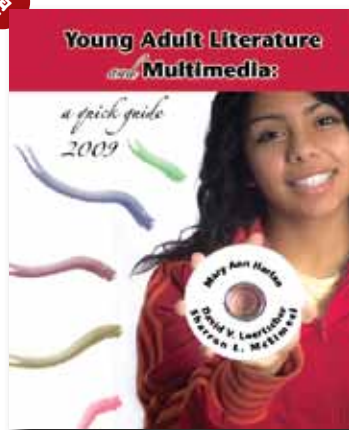
Newly updated for 2009, works on Excel 2007 (but not Macintosh Office 2008). Also works on older versions of Macintosh Office (2004 or earlier), this amazing computer software tracks the contribution

of the LMC program in three essential areas: collaborative planning, information literacy, and links to state standards. By spending five minutes a day recording what units of instruction and teaching you have been doing, this template then transforms what you do into amazing charts, diagrams, and tells both you and administrators where the emphasis of the LMC program lies.

For example, you enter into a template the teacher, the topic, the state standards met, the info literacy skill taught (many items on pull-down menus) and the program takes care of the rest.

Nancy's expertise with Excel goes far beyond what we have ever imagined possible with the Excel spreadsheet. You must have Excel on your computer to use this package. Great for collapsing data across schools to provide a district picture of what's going on. Takes about an hour of experimentation to get the idea of how to enter the data, but there are practice templates included that demonstrate what this software can do. A great companion to Loertscher/Todd's *We Boost Achievement!*

NEW



### YOUNG ADULT LITERATURE AND MULTIMEDIA: A QUICK GUIDE

Mary Ann Harlan, David V. Loertscher and Sharron L. McElmeel; Hi Willow Research and Publishing; 4th ed.; 2008; ISBN 978-1933170-32-8; \$30.00

Completely updated for the 2008-2009 school year, two- and four-page spreads cover many genres in Young Adult Literature and Multimedia.

Each spread gives a history of the genre, sample titles, and spotlights authors and how to keep up in that particular genre. Topics include: The young adult novel, fantasy and science fiction, history, popular music, and teen television, among others. Its greatest strengths in comparison to other guides on young adult literature is its price, yet it is a quality introduction for teachers and librarians. Supplemented by two wikis and a website.

Updated



### IN COMMAND! KIDS AND TEENS BUILD AND MANAGE THEIR OWN INFORMATION SPACES, AND...LEARNING TO MANAGE THEMSELVES IN THOSE SPACES

Robin T. Williams and David Loertscher; Hi Willow Research and Publishing; Refresh edition 2008; ISBN 978-1933170-36-7; \$25.00

Most school libraries have a web site or blog that provide a wealth of resources and links to information. However, young people may be saying, "We love you, library, but we love Google more." This book and accompanying website takes a new approach in the battle to capture the attention and serve student needs: It asks each child and teen to construct their own home page using iGoogle, and construct three sections of their own information space:

- **Personal Space** (with assignments, calendars, hobbies, and other critical personal tools). This is a very tightly controlled space that the student can change regularly. If the school library has a blog, then information can be fed to every student via an RSS feed. Thus the librarian can notify a class about a particular library assignment, offering helps and deadlines that will assist the student in their daily work
- **Group Space** for doing projects with others often using web 2.0 tools. For example, a class may be doing a project with another class in a foreign country. A ning, a wiki, and blogs can be used to collaboratively share information, do joint planning, and share expertise on a variety of subjects. This capability has really developed over the past 5 years. The concept that multiple students can be seeing and adding to the same page in a word processor is a totally new concept whose time has come.
- **Outer Space** (controlled access to the larger Internet) Students will want to create ways of accessing the entire internet but also learn how to manage those explorations to avoid dangers and pitfalls.

Thus, they learn to manage their own information space. But, even more importantly, they learn to manage themselves within that space. The time has come to offer young people a gift of a lifetime – control over the voices clamouring for their attention and the tools they need to emerge as truly information literates. Unique.

What does it mean to control ourselves within our information space? It would seem that the rules of the road, crossing the road, driving a car safely and other rules that help us go through life need to be taught in information space as well. We learn to cross the street safely, we learn to navigate through information space knowing that there might be predators trying to divert our attention. Thus the librarian and technology staff help kids and teens develop responsibility - the idea is to give every kid or teen a fishing pole rather than a fish. Tech directors may immediately say "no" to such a radical idea. We are betting that developing individual control is far superior to being managed.

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Resources from



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# Fall 2009 Catalog

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