

Module 5: Using the International Children's Digital Library (ICDL) to support teaching and learning

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The mission of the ICDL

The mission of the International Children's Digital Library (ICDL) Foundation is to excite and inspire the world's children to become members of the global community – children who understand the value of tolerance and respect for diverse cultures, languages and ideas -- by making the best in children's literature available online.

Learning intentions

After completing this module you should

- Understand the rationale for using electronic books to support teaching and learning
- Understand and be able to use the International Children's Digital Library (ICDL) in the classroom
- Develop learning experiences in which students use electronic books individually, in small groups, and as an entire class

Key concepts

- Digital libraries
- International Children's Digital Library (ICDL)

Background information

Digital Libraries

William Arms, creator of D-Lib Magazine, gives a simple yet effective definition of a digital library. He defines a digital library as a “managed collection of information, with associated services, where the information is stored in digital formats and accessible over a network” (Arms, 2000, p. 2). Digital libraries are considered extensions of the physical library, not replacements. They have benefits such as being “open” twenty-four hours a day at a relatively low cost, bringing the library to the user, allowing for powerful searching and browsing, being able to share unique collections, and providing access to up-to-date information (Arms, 2000).

According to researchers and digital library developers, digital libraries benefit users by¹:

- Bringing the library to the user: Digital libraries can be used at school or at home.
- Improving access: It is easy to search and browse using the computer.
- Enabling easier and wider sharing: Information can be transferred easily, both locally and internationally.
- Shrinking time and space: Digital libraries make information accessible any time, anywhere, in any format.
- Maintaining the collection: Materials are never checked out, mis-shelved, or stolen.
- Saving money: Conventional libraries are expensive (buildings, professional staff, maintenance). As technology costs decline and improved tools become available, digital libraries may eventually prove to be less expensive.
- Improving preservation: Copying, storing and maintaining digital copies of rare information reduces the fear of maintaining one physical object permanently

There are also limitations to digital libraries:

- Technological and information obsolescence: Hardware, software, and content have to be updated, which can be expensive and difficult to do.
- Rights management: It is possible to illegally copy, replicate, mass and distribute digital information which is the intellectual property of someone else.

Digital libraries allow students and educators direct access to resources in ways we could never imagine. Educators from around the world can easily use and reuse content from reliable sources in new and creative ways. For example, teachers in France, Argentina and Vietnam can all use the same historic document from the National Archives in the United States at the same time. Digital libraries, or digital collections, can provide access to materials that, in the past, required a field trip, or were not available at all. Using these powerful electronic portals students can explore the world around them from the safety and protection of the classroom. Digital libraries provide enriching, interactive

¹ Arms, W.Y. (2000). *Digital Libraries*. Boston, MA: The Massachusetts Institute of Technology (MIT) Press.
Borgman, C. L. (1999, May 23-26, 1999). *What are digital libraries, who is building them, and why?* Digital Libraries: Interdisciplinary Concepts, Challenges, and Opportunities. 23-38.

experiences for all students, suburban and urban, rich and poor. Many digital libraries provide content free of cost, which allows more students to access content, without the barriers imposed by distance, funding, or even time. Schools can use the computers and telecommunications technology (the Internet) provided by government and private institutions to access educational materials thus overcoming roadblocks previously thought to be insurmountable. The research literature on digital libraries continues to grow as we learn more about how users around the world use this technology, and how developers can improve digital libraries to meet users' information needs (Borgman, 1999).

The ICDL

The International Children's Digital Library (ICDL) is a website built by various countries, libraries, authors, illustrators and others (www.childrenslibrary.org). The World Bank and the ICDL team have partnered to create a special version of the ICDL for Mongolian users (www.read.mn). In both libraries, the goal of this work is to excite and inspire children, by making available online children's literature from around the world, to help young people understand the value of tolerance and respect for diverse cultures, languages and ideas.

ICDL Mongolia: <http://www.read.mn>



Searching

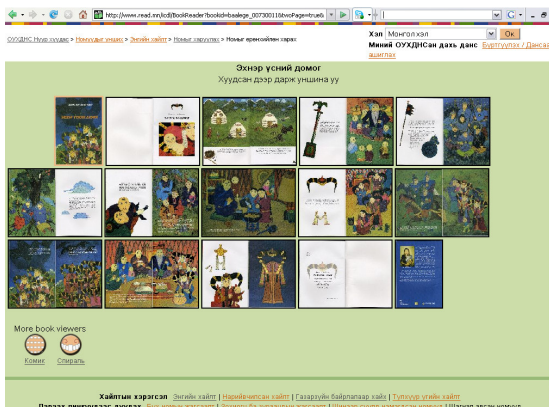
There are two ways to search for a book in the ICDL. The first way to search is using an image of a globe. Children can “spin” the globe by clicking the image of the globe. They can then click on a continent and select books from, about, or set in a particular continent. The second way to search is by book characteristics, such as genre and subject, color, shape, and feeling. Multiple categories can be selected at one time to narrow down the search results.



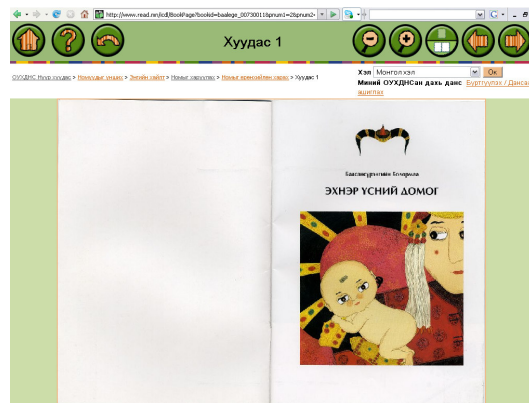
Reading

In the ICDL the electronic books are read on the computer screen. Books in the ICDL can be displayed in different ways using “book readers”. There are three book readers in the ICDL.

Comic Book Reader



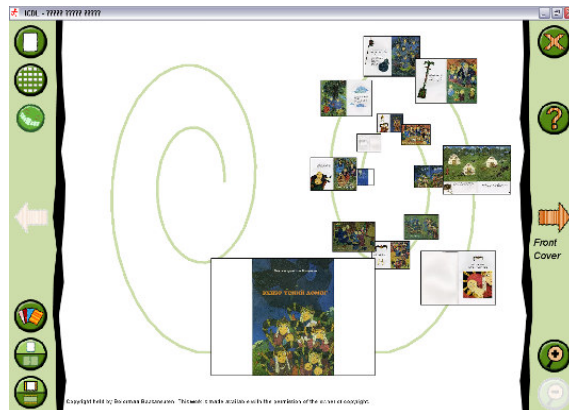
Standard Reader



1. The first reader presented to the children is the comic book reader. In the comic book reader the pages of the books laid out one after the other.

2. The second reader is the standard reader. When a user clicks on the small image of a book page, the page enlarges, showing the standard view of the book.

Spiral Reader



3. The third book reader is the most complex, but often the most exciting for children to use. It is the spiral reader and it lets the user quickly zoom through the book pages. It was designed to simulate the feeling of flipping through pages of the book.

About the training module

The activities that follow will suggest ways in which digital libraries such as the ICDL can help make computer, information and library use more enjoyable. They will also demonstrate ways to use the ICDL to support educational learning objectives. The activities are rooted in training, classroom and information literacy objectives presented before each activity. The information literacy objectives are derived from a leading text in information studies that outlines what students should be able to do when interacting with information in a variety of formats².

Who will complete these activities?

- Consultants will demonstrate activities in this module to trainers and teachers
- Trainers will later demonstrate them to other teachers
- Teachers can adapt the activities for use with students in the classroom

² American Association of School Librarians (AASL), & Association for Educational Communications and Technology (AECT). (1998). *Information power: Building partnerships for learning*. Chicago, IL: American Library Association (ALA).

Warm-up Activity: KWL discussion (30 minutes)

Activity background

In this activity participants will explore their knowledge of digital libraries/books. To facilitate this exploration, participants will use sticky notes³ and a KWL chart. A KWL chart is a tool that helps students organize their learning in a three-step process. By thinking about what they already know (Know), creating questions about the topic (Want to know) and reflecting on what they've learned (Learned), participants activate prior knowledge and become engaged in the activity.

What you think you know (K)?	What you want to know (W)?	What did you learn (L)?

Resources needed

- Printed or drawn KWL chart
- Sticky notes
- Marker
- Pencils

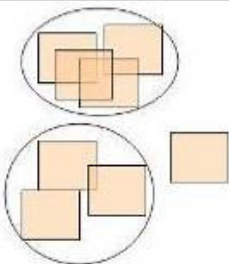
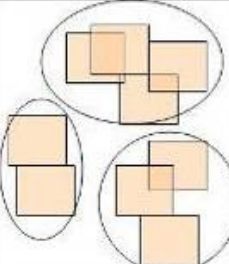
Description

1. Hang or draw a large KWL chart at the front of the room. Have pencils, a marker and 10-15 sticky notes per person available.
2. Ask the participants to think about what they know about digital libraries. After giving them 2-5 minutes to think, begin to pass out small piles of sticky notes to each person. They should use the pile of sticky notes to write down what they know about digital libraries/books. They should write one idea on each sticky note, e.g. *The books are on the computer*. As participants finish each sticky note, walk around the room and collect the notes. Stick the completed notes in the “K” column of the KWL

³ Sticky notes/Post-it Notes are pieces of stationery with a re-adherable strip of adhesive on the back, designed for temporarily attaching notes to documents.

chart. Have a volunteer group similar ideas, circle the grouped ideas, and label the group with an overall title, e.g. Books on computer. Discuss the overarching themes of the groups (as stated in the title), e.g. explain that 3 people know that digital books are on the computer. If a note does not fit in a group be sure to mention it anyway.

3. Repeat the above tasks, but this time ask the participants to think about what they want to learn about digital libraries. Again, one idea per sticky note. Collect the sticky notes and place them in the “W” column of the KWL chart. Group the notes and label the groups. Discuss the questions people have and attempt to address those questions throughout the day.

What you think you know (K)?	What you want to know (W)?	What did you learn (L)?
		

Extension activity

Return to the L column after the activities. Explain that the last column of the chart will be completed at the end of the day. Refer to the questions asked on the chart as often as possible. Leave the chart at the front of the room.

Core activity 1: Exploring the ICDL (50 minutes)

Training objectives

- Understand how and why the ICDL was developed
- Become familiar with the ICDL interface and its contents
- Model ways to introduce the ICDL (and other digital libraries) to students
- Use scavengers hunts as a tool for hands-on, guided exploration of new technologies

Classroom learning objectives

- Become familiar with the ICDL interface and its contents
- Use scavengers hunts as a tool for hands-on, guided exploration of new technologies

Information literacy objectives

- Derive meaning from information presented creatively in a variety of formats
- Access information efficiently and effectively
- Develop and use successful strategies for locating information
- Select information appropriate to the problem or question at hand

Classroom organization

Participants work individually to complete a scavenger hunt and then regroup to share responses.

Key background information

Games can provide a unique and creative way to deliver or reinforce learning content. Scavenger hunts are a way to efficiently and effectively expose students to the ICDL in a fun and engaging manner. With careful planning, scavenger hunts can be a purposeful and engaging way to attain the technological knowledge and skills necessary for independent use of digital libraries and other technologies. In this activity participants will develop a greater understanding of the ICDL interface and of the digital books in the library collection.

Resources needed

- Video, PowerPoint slideshow or images of ICDL/technology use
- Scavenger hunt sheet
- Pencils

Activity tasks

Before

Display the ICDL by setting up a video projector and connecting it to a computer. On the same computer, load a video of how others have used the ICDL. Have paper copies of the scavenger hunt in a pile close by.

During (45 minutes)**Task 1 (15 of 45 minutes)**

1. Explain that you will give a short presentation on how and why the ICDL was developed. Give the presentation.
2. Explain that you will be playing a video of how teachers, librarians and children around the world. Play the video.

Alternative: Give a verbal explanation of how and why the ICDL was developed.

Task 2 (30 of 45 minutes)

3. Each participant should be seated at his or her own computer. Ensure that the computers have the ICDL homepage on the screen and ready to use (www.read.mn).
4. Pass out the scavenger hunt document and ask participants to complete the hunt.

After (5 minutes)

5. When time is up, ask participants how many questions they were able to complete. Accept answers from two people. Then ask two other people what answers they got for questions 1 and 2.
6. Summarize the goals of the lesson and discuss the ICDL, its interface, and capabilities.

Classroom application**Suggestions for extension (older and more skilled students)**

Scavenger hunts can be just as enjoyable to make as they are to complete. Invite older or more skilled students to create a scavenger hunt for the class. The hunts can be themed: e.g., love, hope, etc. Encourage children to explain why and how they created the hunt, why they chose the books they included in their hunt, and what they hope others will learn from their hunt. The hunts that children created can be done after finishing class work and/or when students have free time in the computer room.

Suggestions for support (younger and less skilled students)

Allow children to work in pairs or teams to complete the scavenger hunt. Have them take turns using the computer hardware (mouse, keyboard, etc.). Include fewer questions in the hunt.

Assessment opportunities

- Collect and evaluate the correctness of student responses to the questions asked on the scavenger hunt sheet.
- Evaluate student's writing and spelling abilities.
- Ask the class as a group which questions were the easiest to answer and why. Which ones were the most challenging? Why?
- Ask how they would make the scavenger hunt better. How could it be improved?

Core activity 2: Learning with the ICDL (50 minutes)

Training objectives

- Participate in a lesson using Mongolian books

Classroom learning objectives

- Participate in a lesson using Mongolian books
- Enhance students' enjoyment of literature and digital library technology
- Strengthen reading and higher order thinking skills by developing alternative endings to children's literature

Information literacy objectives

- Use information accurately and creatively
- Integrate new information into one's own knowledge
- Apply information to critical thinking and problem solving

Classroom organization

Whole group participates during the read-aloud portion of the activity. Students work in when developing new story endings.

Key background information

Scholars suggest that reading aloud is one of the simplest and least expensive ways to improve students' reading abilities. Students hear what fluent reading sounds like, acquire new vocabulary, and oftentimes improve reading comprehension when they actively seek texts similar to those that were read to them. Also, studies suggest that talking to readers before, during and after reading together facilitates comprehension of the book in a natural and enjoyable way. Talking throughout a reading experience can help readers make connections between the stories and their personal lives, thus increasing engagement and retention⁴. In this activity students work in whole group and pair formations to listen to and create a new ending for a book. The products from this lesson illustrate how computer work can be displayed in non-digital formats.

Resources needed

- Summaries or illustrations of pages 1-15 of "In the Garden"
- Projected copy of "In the Garden"
- Lined paper
- Blank/un-lined paper
- Pencils
- Markers

⁴ Trelease, J. (1995). The read-aloud handbook. New York, NY: Penguin.

Activity tasks

Before

To prepare for this activity open and project the book “In the Garden”. Have piles of unlined and lined paper within reach. Have markers and pencils available for participants.

During (40 minutes)

Task 1 (15 minutes)

1. Explain to trainees that they will participate in an activity that they can then customize and use in the classroom.
2. Read the book aloud, but only until page 15.
3. While reading, ask comprehension questions about every 2 pages or so as the story progresses.

Possible questions:

- Page 2: Why do you think the key is lighting up?
- Page 7: What other things that are usually small might look different to the tiny children?
- Page 10: What do you think they will see when they reach the top of the mountain?

4. Read until the story plot intensifies and stop at page 15 when the children run into the bottle to escape the cat. Leave the book page with the story climax on the projector screen.

Task 2 (25 minutes)

1. Small group project: Divide participants into pairs.
2. Give them paper, pencils and crayons. Give them 2 sheets of lined paper and 2 sheets of unlined paper.
3. Ask pairs to write and illustrate how they would end the story. Share the guidelines for the drawings and illustrations. Suggest that one person can draw and the other can write, or one can do drawing and illustration #1 and the other drawing and illustration #2, or any other combination of strategies to complete the task.

- Drawing and illustration #1: Will the children get away from the cat? How will they escape from the cat?
- Drawing and illustration #2: Will the children get home? How will they get home?

After (10 minutes)

1. Select two pairs to share their story endings.
2. Read the end of “In the Garden”.
3. Display the drawings and illustrations on the wall. Use the wall as a poster. Have print outs of the first pages of the book. Display the new endings underneath the story’s book pages.
4. Summarize the goals of the lesson and discuss the ICDL and its role in strengthening readers’ higher-order thinking skills.

Classroom application

Suggestions for support (older and more skilled students)

More skilled students could complete activity individually. They could write about how their ending compares to the story ending the author wrote

Suggestions for support (younger and less skilled students)

Less skilled students could take work in groups of 4 instead of in pairs. They could choose whether to answer drawing and illustration #1 or #2. Instead of drawing or writing their alternative endings, they could describe them verbally to the class.

Assessment opportunities

- Collect and evaluate student's writing and spelling abilities.
- Assess the richness of the new story endings. Do they create a predictable ending? Do they copy an ending from a popular tale? Do they write a lengthy, descriptive story or a short story with few details?
- Offer the opportunity for students to revise their writing based on your comments or comments from their peers. Display the final copy on the bulletin board.

Core activity 3: Teaching with the ICDL (50 minutes)

Training objectives

- Collaboratively develop 1-2 activities using a book from the ICDL to support a subject area learning objective.
- Discuss and revise group products based on peer feedback.

Classroom learning objectives

- Varies based on lesson developed

Information literacy objectives

- Formulate questions based on information needs
- Organize information for a practical application
- Integrate new knowledge into one's own knowledge
- Apply information in critical thinking and problem solving
- Produce and communicate information and ideas in appropriate formats

Classroom organization

The class will work in 5 small groups to complete this activity.

Key background information

Collaborative planning affects both teaching and learning experiences by:

- Building collegiality and shared understanding about education and student needs
- Encouraging information, expertise, and resources sharing
- Motivating one another to try new approaches and tactics to teaching, learning and assessment
- Reducing redundancy in the curriculum and enrich students' learning experiences

In this lesson participants will work in small groups to create one or more activities using a book from the ICDL. The goal is to identify a learning object and build a short activity that supports that objective, not to identify a book and build a lesson that teaches the book. The resulting activities will be copied and shared among digital library teachers.

Resources needed

- 5 subject cards
 1. Math
 2. Science
 3. History
 4. Art
 5. Music
- 5 interaction format cards
 1. Individual
 2. Pairs

3. Small groups (3-4 students)
 4. Large groups (5-10 students)
 5. Whole class
- Standard lesson plan handout; have an electronic version for use on the computer
 - Hat, bowl or something else to hold the cards; you can also hold them out like playing cards
 - Plain note cards (blank or underlined)
 - Paper
 - Pencils

Activity tasks

Before

Prepare the cards and stack them into 3 piles, or place them into 3 receptacles. Have paper and pencils ready for participants to use.

During (40 minutes)

Task 1 (10 minutes)

1. Explain to students that they will be working together to develop a lesson using the ICDL.
2. Divide participants into 5 groups. Strive to group the teachers by grade level, e.g. all of the grade 1 teachers are in the same group. Give the appropriate book card to each group.
 - Kipper's Birthday (grade one)
 - In the Garden (grade two)
 - Tsondo and Tsunde (grade three)
 - Six Silver Stars (grade four)
 - Sky Horse (grade 5)
3. Ask one member of each group to reach into the receptacles and pick out one subject card and one configuration card.
4. Explain that the groups will use their book, subject, and configuration combination to create a simple/short activity. They must choose a subject-related objective and then use their selected book and interaction format to support that objective, e.g.
 - a. grade: 1
 - b. subject: math
 - c. objective: single digit addition
 - d. book: Kippers Birthday
 - e. interaction format: students work in pairs

Grades 1, 2 and 3 will design two activities. Grades 3 and 5 will design one.

Task 2 (30 minutes)

1. Distribute the standard activity plan handout and instruct the participants to begin work.

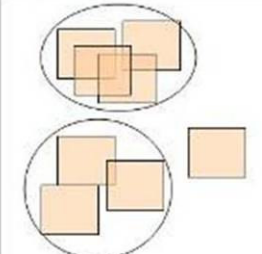
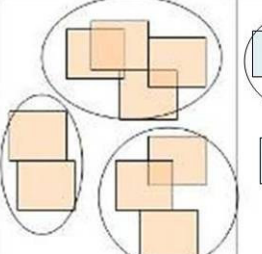
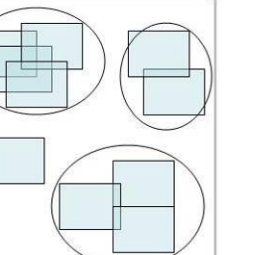
After (10 minutes)

1. After 30 minutes, stop the activity and distribute one note card to each participant.
2. Select 2 or 3 groups (depending on the amount of time remaining) to share their plans with the whole group.
3. On the note cards, instruct participants to write 3 things they liked about the activity that was shared and 3 things they would change about the activity. Ask for volunteers to share their evaluations from their note cards. Give the groups that shared their feedback cards to use to revise their activities. Explain that this method of collecting feedback keeps students engaged while others are sharing and could be used in other settings.
4. Collect the activity plans. Have a school representative copy and share them as a packet for later use.
5. Summarize the goals of the lesson and discuss the task of creating lessons using the ICDL.

Wrap-up Activity: KWL discussion (30 minutes)

Activity background

In this final activity participants will return to the KWL chart at the front of the room. By this time the first two sections of the KWL chart will have been completed and throughout the session some of the questions in the W section will have been addressed. Using sticky notes once again, participants will share what they learned about digital libraries and about the ICDL during the training.

What you think you know (K)?	What you want to know (W)?	What did you learn (L)?
		

Description

1. Pass out more sticky notes, if necessary.
2. Remind participants to write only one idea per note.
3. Collect and group the notes; label the groups.
4. Share themes in the L category with the participants.

Review objectives

Today we:

- Discussed why and how to use electronic books to support teaching and learning
- Discussed ways to use the International Children's Digital Library (ICDL) in your classroom
- Developed learning activities in which students use electronic books individually, in small groups, and as a whole class

Questions/comments?

Supplementary materials


KWL chart


What do you know? (K)	What do you want to know? (W)	What did you learn? (L)


Use with warm-up and wrap-up activities

ICDL Scavenger Hunt

👁 FINDING BOOKS USING SIMPLE SEARCH

- 

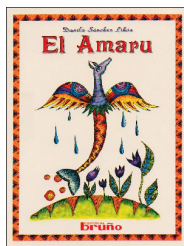
Spin the **globe**. How many books from **Africa** does the library have?
- 

Search by **book characteristics**: Find a book in **English** that has a **blue** cover. Write the title and the author:
- 

Search by **book characteristics**: Find a **picture book** that is **short** and has a **blue** cover. Write the title and the author.

📖 READING BOOKS

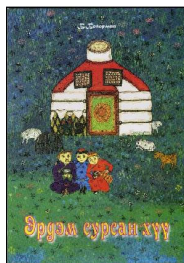
- This is a **short** book in **Spanish** How many pages are in this book?



+



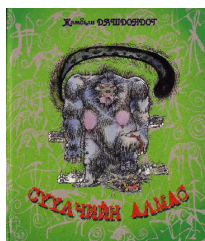
- Go to **Language** and choose **Mongolian**. How many pictures of people can you find on page 10 of this book?



+



- Go to **Language** and choose **Mongolian**. Why does the Yeti hide himself from the rest of the world?



+



Use with core activity 1

New story ending bulletin board template

<p align="center"><i>In the Garden</i> ...and then what happened?</p>				
<div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> </div>				
<div> <div></div> <div></div> <div></div> <div></div> </div> <p>Choimaa and Ganzaya</p>	<div> <div></div> <div></div> <div></div> <div></div> </div> <p>Oyunchimeg and Dariimaa</p>	<div> <div></div> <div></div> <div></div> <div></div> </div> <p>Altangerel and Garid</p>	<div> <div></div> <div></div> <div></div> <div></div> </div> <p>Jargalsaihan and Peljee</p>	<div> <div></div> <div></div> <div></div> <div></div> </div> <p>Bayartsetseg and Enhtuvshin</p>
Etc.	Etc.	Etc.	Etc.	Etc.

Use with core activity 2

Standard activity plan handout

- A. Activity title**
- B. Group members**
- C. Subject**
- D. Grade**
- E. Interaction format**
- F. ICDL book title and author**
- G. Subject-related activity objective (After this activity, students will be able to...)**
- H. Estimated time**
- I. Focus questions**

- J. Steps in activity**

K. Assessment/reflection

Use with core activity 3