Twenty-eight librarians met for a half day sharing their experiences in IB high schools. The conversation focused on useful resources, supporting the Extended Essay, working with IB classes, and tips for success. A brief summary of the highlights is below.

- **IB Lessons & Resources** We shared several lesson plans and our discussion of resources focused mainly on databases. Some recommended titles were AP Science, Wilson’s Science, Gale’s Biography Resource Center and Literature Resource Center. (There were mixed reviews for Science Resource Center.) Other recommended resources were [www.questia.com](http://www.questia.com) for historiography in fulltext ebooks, [www.abebooks.com/docs/Espanol](http://www.abebooks.com/docs/Espanol) and [www.cervantesvirtual.com](http://www.cervantesvirtual.com) for online Spanish books and [gallica.bnf.fr](http://gallica.bnf.fr) for the French National Library Online—thousands of pre-20th century books.

- **Extended Essay** There were varying degrees of involvement with the Extended Essay. Librarians did everything from coordinating the program to supervising essays and providing support through TOK classes. There was a discussion about how much assistance the librarian can provide. (It’s ok to ask questions and make suggestions about where to find information, but librarians cannot provide resources directly or make changes to any aspect of a paper.) One library held work sessions for two weeks in the summer. Another plans a “field trip” to the local university library. Several libraries keep bound copies of previously successful essays as models for students to see. Another suggestion was to assist students in doing global searches (school, public, and academic libraries, bookstore) to see what materials are available on a topic.

- **Teaching Advanced Search Strategies/Working with IB Teachers** Many librarians were interested in ways to increase involvement with research in the IB courses. One school has collaboratively developed a Writing & Research Handbook that acts as a basis for consistent teaching across subjects and grade levels. Most librarians agreed that communication with the teacher and word of mouth were the best tools to increase the presence of IB teachers in the library.

- **IB Interests and Support Groups** [IBLibrarians@yahoogroups.com](mailto:IBLibrarians@yahoogroups.com) and [IBNA-L@yahoogroups.com](mailto:IBNA-L@yahoogroups.com) are two recommended listservs. The [IBO Curriculum Centre](http://www.ibo.org) is the most valuable place to find support information and resource recommendations. The school’s IB coordinator can provide the school code number and activate a username and password for librarians. [www.ibo.org](http://www.ibo.org) is the main IB web page and a link to the curriculum centre can be found there. [www.shambles.net/IB](http://www.shambles.net/IB) was another recommended source for IB support.

- **Library Support for TOK** Use of the library by TOK classes was mixed. Some librarians saw these classes regularly while others never saw them. It seems as if TOK has a different focus depending on the instructor. One librarian said her classes used Culturegrams extensively. As a “thinking” class, a lot of the
assignments are internal, however, a library has a wealth of “inspiration” for thinking and analysis and perhaps reaching out to the TOK teacher will result in greater usage.

- **Citation Style**  
  IB does not require a particular style, just that a student use one and be consistent with it. Most schools seem to follow MLA although several said that their school does not have a unified policy and different teachers require different styles. One recommendation was *A Rookie’s Guide to Research* published by Union Creek. This was referred to as “MLA Lite” and is also available as an AP guide. Gale’s databases also have a toolkit that explains appropriate citation use. Many schools used Turnitin.com to help avoid plagiarism.

Respectfully Submitted,

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