



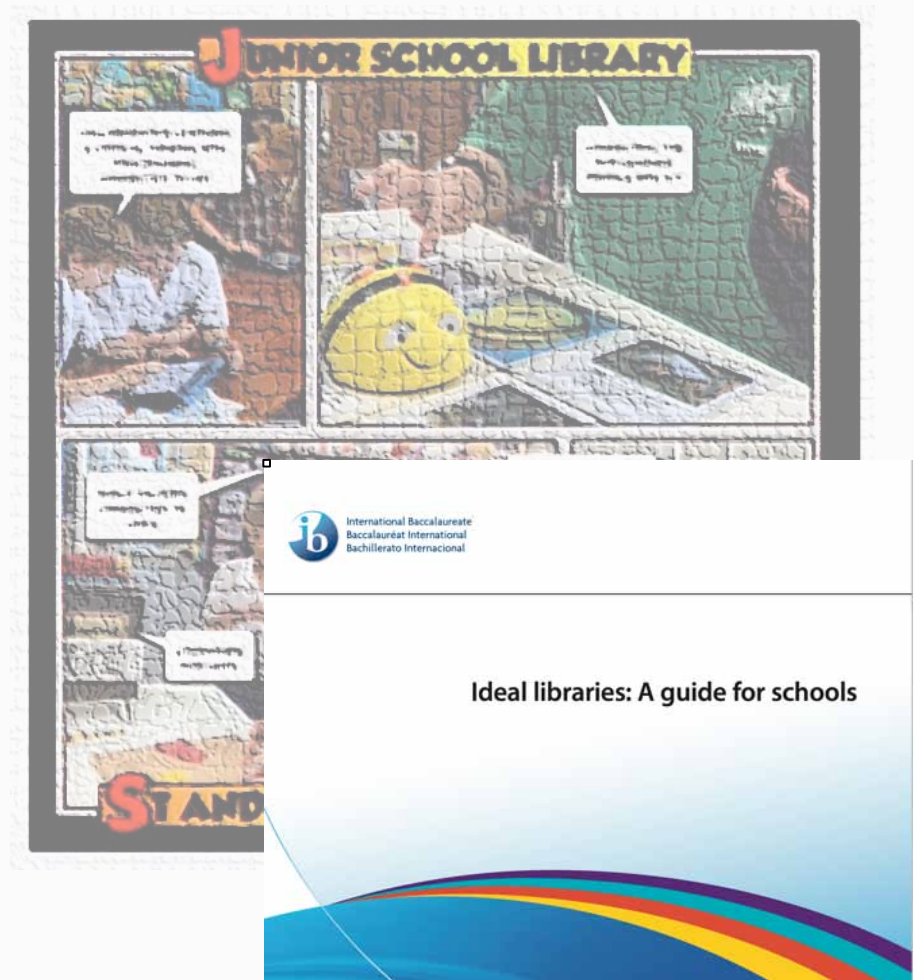
International Baccalaureate®
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Introducing Ideal Libraries

New Concepts and Directions for Schools
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What you will take away from this presentation

- ❖ Definitions of “library” and “library/ian”
- ❖ Defining and refining library/ian responsibilities
- ❖ IB specific areas of interest for library/ians and schools (multilingualism, the language profile, and multiliteracies)



LIBRARY NOSTALGIA

□

WHEN THE LEVY BREAKS

Forbes deleted a deeply misinformed op-ed arguing Amazon should replace libraries



Definition

“A library is not a library without a librarian (**despite what it says in the latest edition of DP From Principles into Practice**) - a librarian can manage without a library but a library isn't a library without a librarian.”

“Libraries” are **combinations** of people, places, collections and services that aid and extend learning and teaching.

We can use the term “**library/ian**” (Tilke 2015) to describe what a library system represents.

Places: traditional "library hub"

People
(Learners)



People
(Learners)

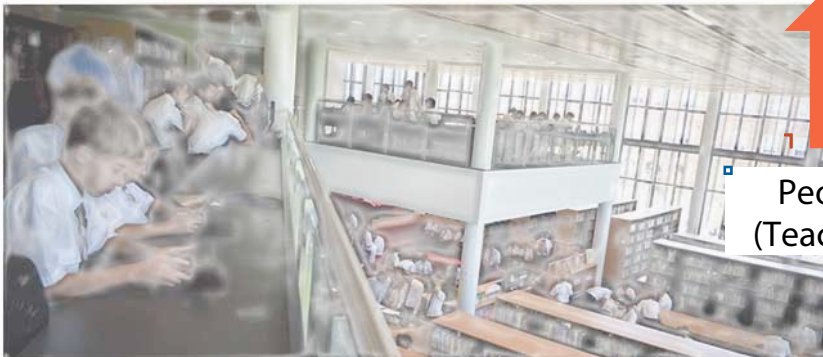
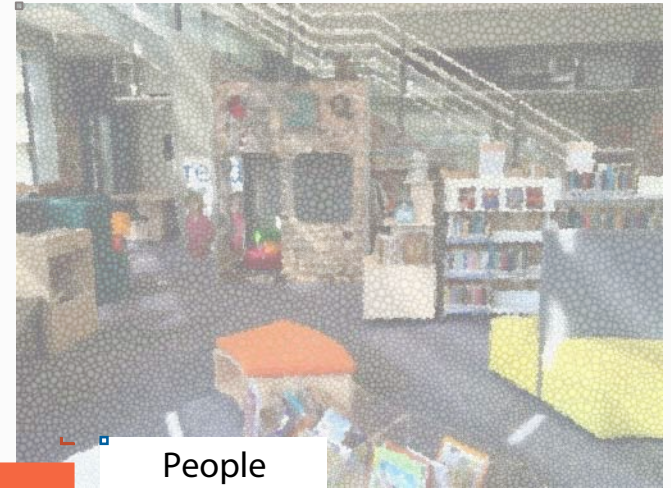


Places
People
(Staff)
Collections
Services

People
(Teachers)



People
(Teachers)



People
Collections
(Virtual)

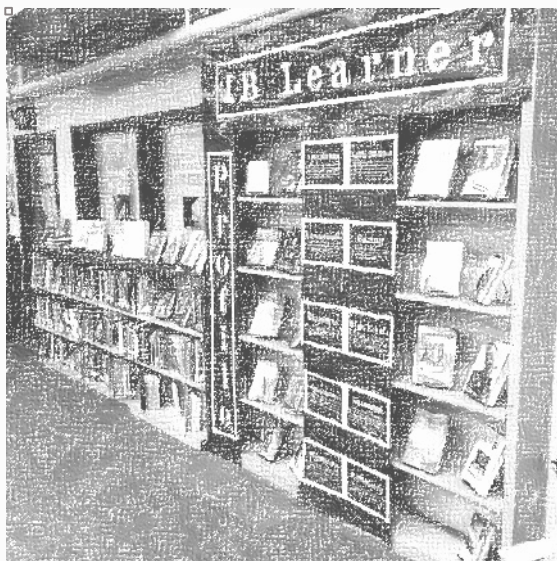
People
Places
(Study)

Places
Collections
(Physical)

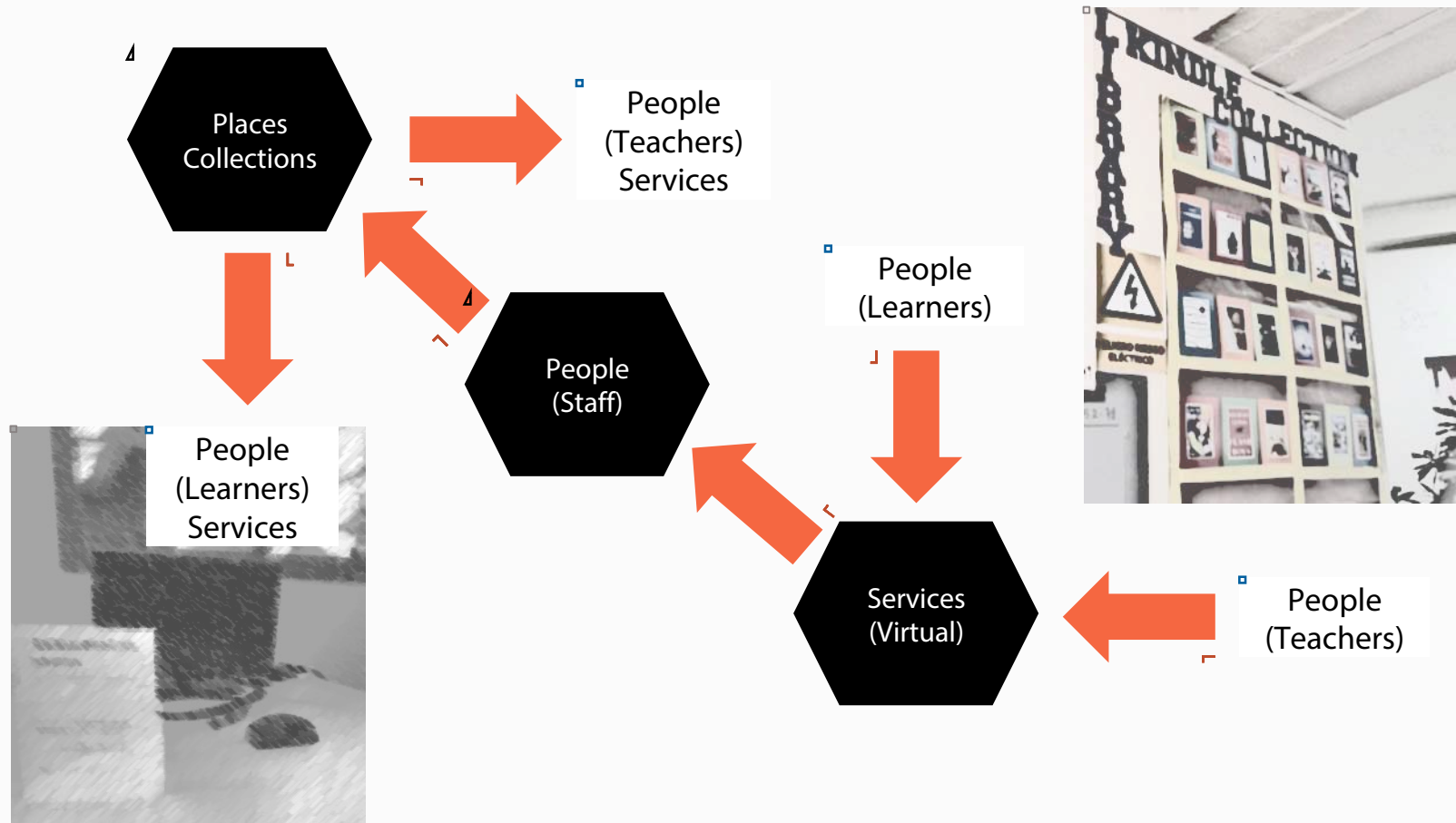
People
(Staff)
Services

People
Places
(Quiet)

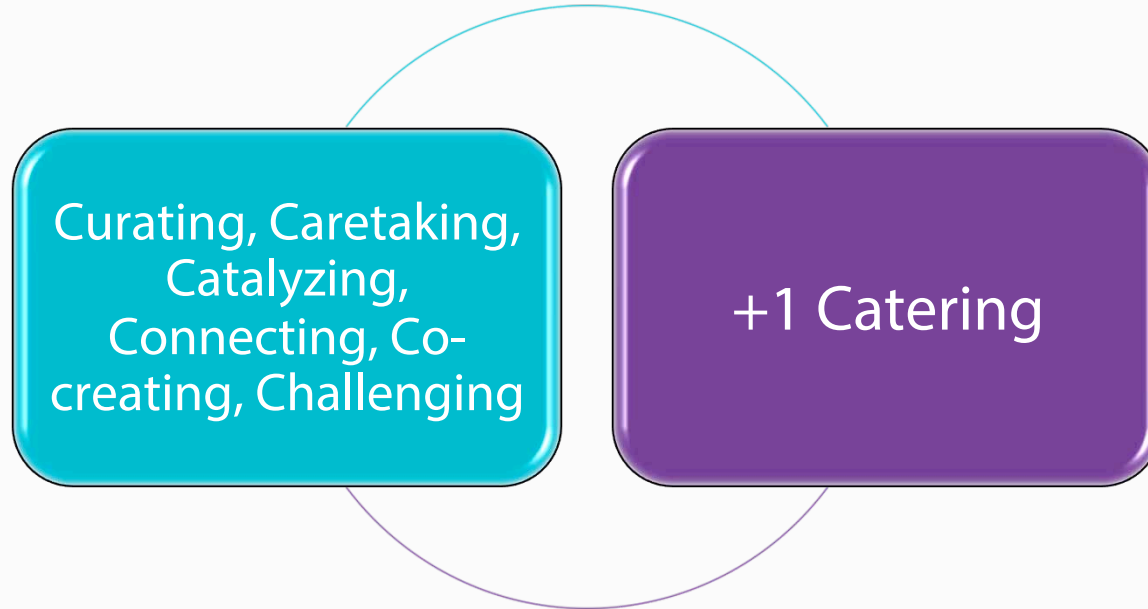
Places: distributed
physical library



Places: virtually managed services



Services and collections: the 6+1 framework



People: Librarian archetypes



- Teacher Librarian
- School or District Librarian
- Media Specialist
- Designer Librarian
- Student Life Librarian

Collections and services: areas of interest

Approaches to learning (ATL)

Approaches to teaching (ATT)

Service learning

Technology integration

Multiliteracies

Inquiry

Libraries are where most forms of inquiry, *not just academic ones*, begin.

Inquiry is initiated by the learner, not when the learner is assigned an “inquiry”.

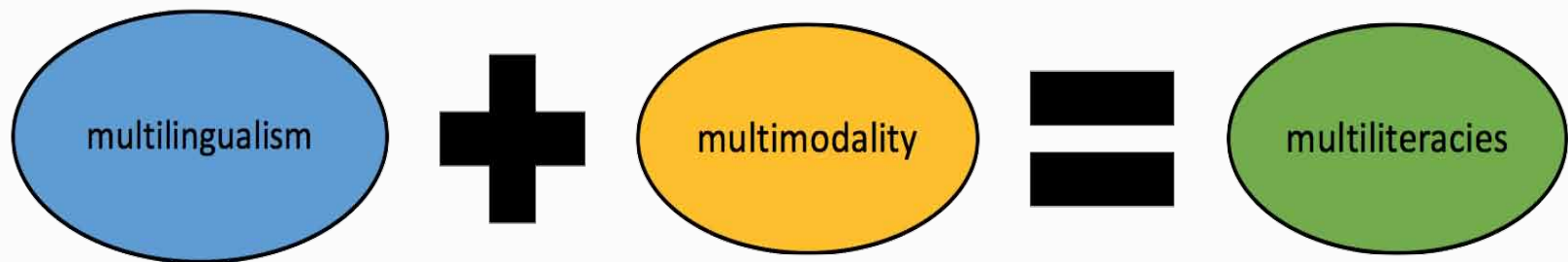
Educators may set the conditions for inquiry, encourage inquiry, and they can to some extent direct it, but learners must engage in order for inquiry to happen.

Services and people: library/ian responsibilities

- ATL coordination
- Culminating project coordination
- Student activities development
- Subject teaching (languages, information literacy, technology-related most common)
- Professional development delivery
- School site management
- Club cheerleader at school events...

SUPER LIBRARIAN?

Services: supporting and energizing *multiliteracies*



multilingualism: using multiple languages at different levels of fluency and awareness. (O'Laoire and Aronin 2006)

multimodality: the process of using multiple modes to communicate. (Jewitt 2005)

multiliteracies: the ability to engage with multiple texts and in multiple modes. (IBO 2015)

Services and collections: the language profile

- Personal languages and dialects
- Functional languages and dialects
- Languages of instruction (and to some extent dialects of instruction)

- Luisa is from a Mexican-American family that lives in San Diego CA and uses Spanish at home.
- She speaks English and Spanish when out in the community, and uses “Spanglish” with her friends.
- She has entered a DP public school that teaches in American “standardized” English.
- Fahad lives in Montreal QB and speaks Urdu and English at home. His family are consular employees from Pakistan who have lived in QB for two years.
- He speaks a little local French but mostly English with his friends.
- He goes to a PYP school that teaches in “standardized” English and French.

Multimodality

- The process of using multiple modes of communication is called multimodality (Jewitt 2005).
- What is a “mode”? Examples:
 - Audial, visual, tactual (senses, modes of communication and presentation)
 - Algorithmic, computational, systemic, design-oriented (modes of thinking)

Multiliteracies activity: the library/ian vs SEO!

SEO = Search Engine Optimization

Let's look at a framework website designers use to make their pages more visible to search engines and users.
Compare and contrast:

- What does the library/ian offer that search engines do not?
- How does the library/ian help learners find content that a search engine might not?

On-The-Page Factors		
These elements are in the direct control of the publisher		
Content		
Cq	QUALITY	Are pages well written & have substantial quality content?
Cr	RESEARCH	Have you researched the keywords people may use to find your content?
Cw	WORDS	Do pages use words & phrases you hope they'll be found for?
Cf	FRESH	Are pages fresh & about "hot" topics?
Cv	VERTICAL	Do you have image, local, news, video or other vertical content?
Ca	ANSWERS	Is your content turned into direct answers within search results?
Vt	THIN	Is content "thin" or "shallow" & lacking substance?
Architecture		
Ac	CRAWL	Can search engines easily "crawl" pages on site?
Am	MOBILE	Does your site work well for mobile devices?
Ad	DUPLICATE	Does site manage duplicate content issues well?
As	SPEED	Does site load quickly?
Au	URLS	Do URLs contain meaningful keywords to page topics?
Ah	HTTPS	Does site use HTTPS to provide secure connection for visitors?
Vc	CLOAKING	Do you show search engines different pages than humans?
HTML		
Ht	TITLES	Do HTML title tags contain keywords relevant to page topics?
Hd	DESCRIPTION	Do meta description tags describe what pages are about?
Hs	STRUCTURE	Do pages use structured data to enhance listings?
Hh	HEADERS	Do headlines & subheads use header tags with relevant keywords?
Vs	STUFFING	Do you excessively use words you want pages to be found for?
Vh	HIDDEN	Do colors or design "hide" words you want pages to be found for?

The Periodic Table of SEO Success Factors

Search engine optimization (SEO) seems like alchemy to the uninitiated. But there's a science to it. Below are some important "ranking factors" and best practices that can lead to success with both search engines and searchers.

On-The-Page SEO

Content	Architecture	HTML
Cq ⁺³ Quality	Ac ⁺³ Crawl	Ht ⁺³ Titles
Cr ⁺³ Research	Am ⁺³ Mobile	Hd ⁺² Description
Cw ⁺² Words	Ad ⁺² Duplicate	Hs ⁺² Structure
Cf ⁺² Fresh	As ⁺² Speed	Hh ⁺¹ Headers
Cv ⁺² Vertical	Au ⁺¹ URLs	Vs ⁻² Stuffing
Ca ⁺² Answers	Ah ⁺¹ HTTPS	Vh ⁻¹ Hidden
Vt ⁻² Thin	Vc ⁻³ Cloaking	

Off-The-Page SEO

Trust	Links	Personal	Social
Ta ⁺³ Authority	Lq ⁺³ Quality	Pc ⁺³ Country	Sr ⁺² Reputation
Te ⁺² Engage	Lt ⁺² Text	Pl ⁺³ Locality	Ss ⁺¹ Shares
Th ⁺¹ History	Ln ⁺¹ Numbers	Ph ⁺² History	
Vd ⁻¹ Piracy	Vp ⁻³ Paid		
Va ⁻¹ Ads	Vi ⁻³ Spam		

Factors Work Together

All factors on the table are important, but those marked 3 carry more weight than 1 or 2. No single factor guarantees top rankings or success, but having several favorable ones increases the odds. Negative "violation" factors shown in red harm your chances.



Off-The-Page Factors		
Elements influenced by readers, visitors & other publishers		
Trust		
Ta	AUTHORITY	Do links, shares & other factors make pages trusted authorities?
Te	ENGAGE	Do visitors spend time reading or "bounce" away quickly?
Th	HISTORY	Has site or its domain been around a long time, operating in same way?
Vd	PIRACY	Has site been flagged for hosting pirated content?
Va	ADS	Is content ad-heavy? Do you make use of intrusive interstitials?
Links		
Lq	QUALITY	Are links from trusted, quality or respected web sites?
Lt	TEXT	Do links pointing at pages use words you hope they'll be found for?
Ln	NUMBER	Do many links point at your web pages?
Vp	PAID	Have you purchased links in hopes of better rankings?
Vi	SPAM	Have you created links by spamming blogs, forums or other places?
Personal		
Pc	COUNTRY	What country is someone located in?
Pl	LOCALITY	What city or local area is someone located in?
Ph	HISTORY	Has someone regularly visited your site?
Social		
Sr	REPUTATION	Do those respected on social networks share your content?
Ss	SHARES	Do many share your content on social networks?

WRITTEN BY: [Search Engine Land](https://searchengineland.com)

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