

# Media Matters

## LMC Facts and Figures

Jan-Feb 2014

Classes brought to the  
LMC  
110

Independent Student  
Use  
5329

**\*\*inc 427 from Read-In\*\***

Books Circulated  
792

Ave. Students per day  
(including classes)  
218

Emails received  
about scheduling  
classes  
100

Online scheduling  
requests:  
18

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## this issue

Maker Space Mondays P.1

The Google Generation P.2

## Upcoming Plans: Makerspace Mondays

The latest trend in libraries is something called a Makerspace.

*"Makerspaces are community centers with tools. Makerspaces combine manufacturing equipment, community, and education for the purposes of enabling community members to design, prototype and create manufactured works that wouldn't be possible to create with the resources available to individuals working alone."*<sup>1</sup>

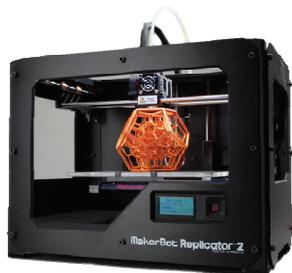
While the BEHS library isn't sizeable enough to maintain a permanent maker space area, I am planning to start Maker Mondays for next school year. I am reading up on activities to offer, going to a statewide workshop, and brainstorming what kinds of materials I'll need. With planning, grant writing, and input from the BE community I hope to make it place where anyone can come and engage in

creative play to make anything from origami to no-sew fabric projects, to computer programming and 3-D printing.

My first step toward making the Maker Space a reality was a procuring a free 3D printer through a Donor's Choose project. A student has helped me set it up and is currently calibrating it for smoother printing. I hope it'll be ready to show off in the next month!

If any of you have ideas/materials you can contribute to Maker Mondays, please get in touch. Of course, if you need further information about the whole concept, I'd be happy to elaborate!

**Make it  
@ your library™**



<sup>1</sup>"What's a Makerspace?" *Makerspace*. N.p., n.d. Web. 04 Mar. 2014. <<http://makerspace.com/>>.



**BEHS**

Library Media Center  
[bit.ly/behslib](http://bit.ly/behslib)

## COOL TECH

### TIP:

## Removing backgrounds from images

If you find artwork/clipart that you want to remove the background from, visit <http://clippingmagic.com>.

Using the examples on the webpage, learn how to

turn this:



Into this:



## Library Users (Jan-Feb 2014)

Berube  
Burdelski  
Chace  
Cirillo  
Deslauriers  
Fleischman  
Fleming  
Griffin  
Hazelton  
Kaminski  
LeCara  
McDaniel  
Miller  
Paquette  
Peluso  
Petersen  
Rocco  
Stavens  
Valle  
Zimmerman

## Featured Blog Post: “10 Ways Teacher Planning Should Adjust To The Google Generation”

by Terry Heick



The following are excerpts from a recent blog post I came across that matter-of-factly stated many of the shifts I feel we need to make in our instruction given the prevalence of Google in our students lives. The full blog post has more food for thought. Consider checking out the author’s ideas in their entirety, and please contact me if you would like any help making some of these shifts!

### 1. Make the work Google-proof

Put another way, design it so that Google is crucial to creating a response rather than finding one. If students can Google answers—stumble on you what want them to remember in a few clicks—there’s a problem with the instructional design. ...Instead, anchor learning experiences around new kinds of thinking that force the synthesis of disparate ideas, media, and communities. Scenario-based learning, challenge-based learning, project-based learning, learning simulations, and so on.

### 2. Force them to grapple with big questions without answers

Promote study and observation, not “content mastery.” In a Google-centric world characterized by access to content, networks, and new ways of thinking about things, the focus should be on more classically human practices of observation, study, and perspective.

### 4. Focus on learning strategies

See #2. Rather than emphasizing content, emphasize how to deal with an abundance of fluid and perishable content on a daily basis.

### 5. Create curriculum and lessons that absorb data seamlessly

In an age of information and analytics, data is abundant. Currently, maps and [charts] lessons are not designed to accept data, leaving it up to the teacher to extract it, and constantly make often significant adjustments to planning in light of it. In 2014, we can do better.

### 9. Discourage use of traditional units

Among other sins, units encourage illusions of “coverage” for the sake of content packaging. Why not instead emphasize that learning is a marathon, not a series of artificially-divided sprints.

### 10. Illuminate the nuance of the world

Content is incredible if we can just let it be incredible, and for the Google Generation, it’s right there at their fingertips. Curriculum documents should underscore the nuance of the world, not provide a chronologically-based checklist to cover it all. If students can’t separate what’s worth understanding and what’s not for themselves—whether on the first page of Google search results, or links they find via twitter and facebook—our collective efforts are diminished.

Heick, Terry. “10 Ways Teacher Planning Should Adjust To The Google Generation.” *TeachThought*. TeachThought, 11 Feb. 2014. Web. 27 Feb. 2014. <<http://www.teachthought.com/technology/10-ways-teacher-planning-adjust-google-generation/>>.