



para
pensar

Inés Miret - NETURITY

Santiago de Compostela, marzo 2014

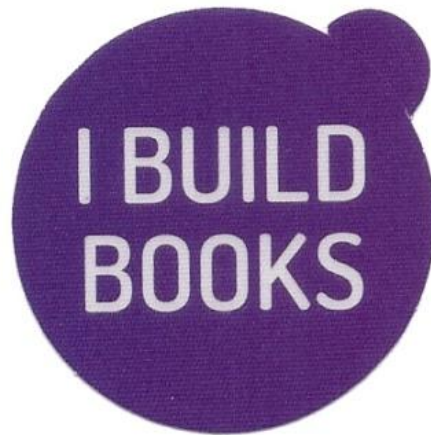
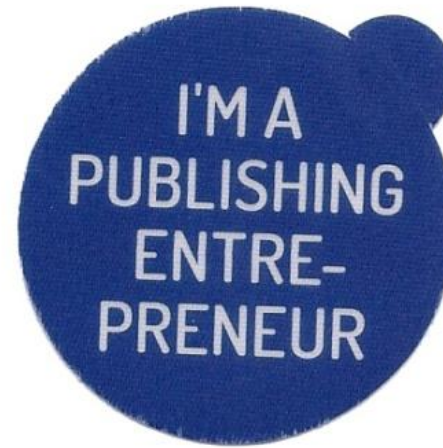


THE ART OF CLEAN UP

LIFE MADE NEAT AND TIDY



BY URSUS WEHRLI



You are here: [Home](#) / [Future of Libraries](#) / Start-Ups Take Library Jobs | Reinventing Libraries

Start-Ups Take Library Jobs | Reinventing Libraries

By Eric Hellman on  September 4, 2013  [9 Comments](#)



Three years ago, [I wrote here](#) that "libraries are so valuable that they attract voracious new competition with every technological advance" (see "Libraries, Ebooks, and Competition," *LJ* 8/10, p. 22–23). At the time, I was thinking about Google, Apple, Amazon, and Wikipedia as the gluttonous innovators aiming to be hired for the jobs that libraries had been doing. I imagined Facebook and Twitter to be the sort of competitors most likely to be attracted by the flame of library value. But it's the new guys that surprise you. To review the last three years of change in the library world, I'd like to focus on some of the start-ups that have newly occupied digital niches in the reading ecosystem. It's these competitors that libraries will need to understand and integrate with to remain relevant. In order of maturity, from already exploded to just emerging:



JANUARY 22, 2013

Library services in the digital age

Patrons embrace new technologies – and would welcome more. But many still want printed books to hold their central place

Kathryn Zickuhr

Research Analyst, Pew Internet Project

Lee Rainie

Director, Pew Internet Project

Kristen Purcell

Associate Director, Research, Pew Internet Project

Pew Research Center's Internet & American Life Project
1615 L St., NW – Suite 700
Washington, D.C. 20036
Phone: 202-419-4500

<http://libraries.pewinternet.org/2013/01/22/Library-services/>

Net generation (1/2)

QUÉ HICIERON <u>EN EL ÚLTIMO AÑO...</u>	16-29	≥ 30
Visitaron la biblioteca	67% ↑	62%
Fueron a estudiar, leer, ver vídeos, escuchar audios...	60% ↑	45%
Usaron los ordenadores de la biblioteca	38% ↑	22%
Visitaron el <i>web</i> de la biblioteca	48% ↑	36%

Net generation (2/2)

"ES MUY IMPORTANTE"	16-29
Bibliotecario	80%
Recursos para investigar (gratuitos)	75%
Espacio silencioso	72%
Programas y actividades	72%

¿QUÉ DEBEN HACER?	16-29
Coordinarse con las escuelas	87%
Programas de alfabetización gratuitos	87%
Sección de e-books	54%
Experiencias interactivas de aprendizaje	53%



«la biblioteca es un espacio en conflicto»

dentro — fuera

centralizado — distribuido

impreso — digital

en presencia — a distancia

formal — informal



LA BELLEZA ENCERRADA



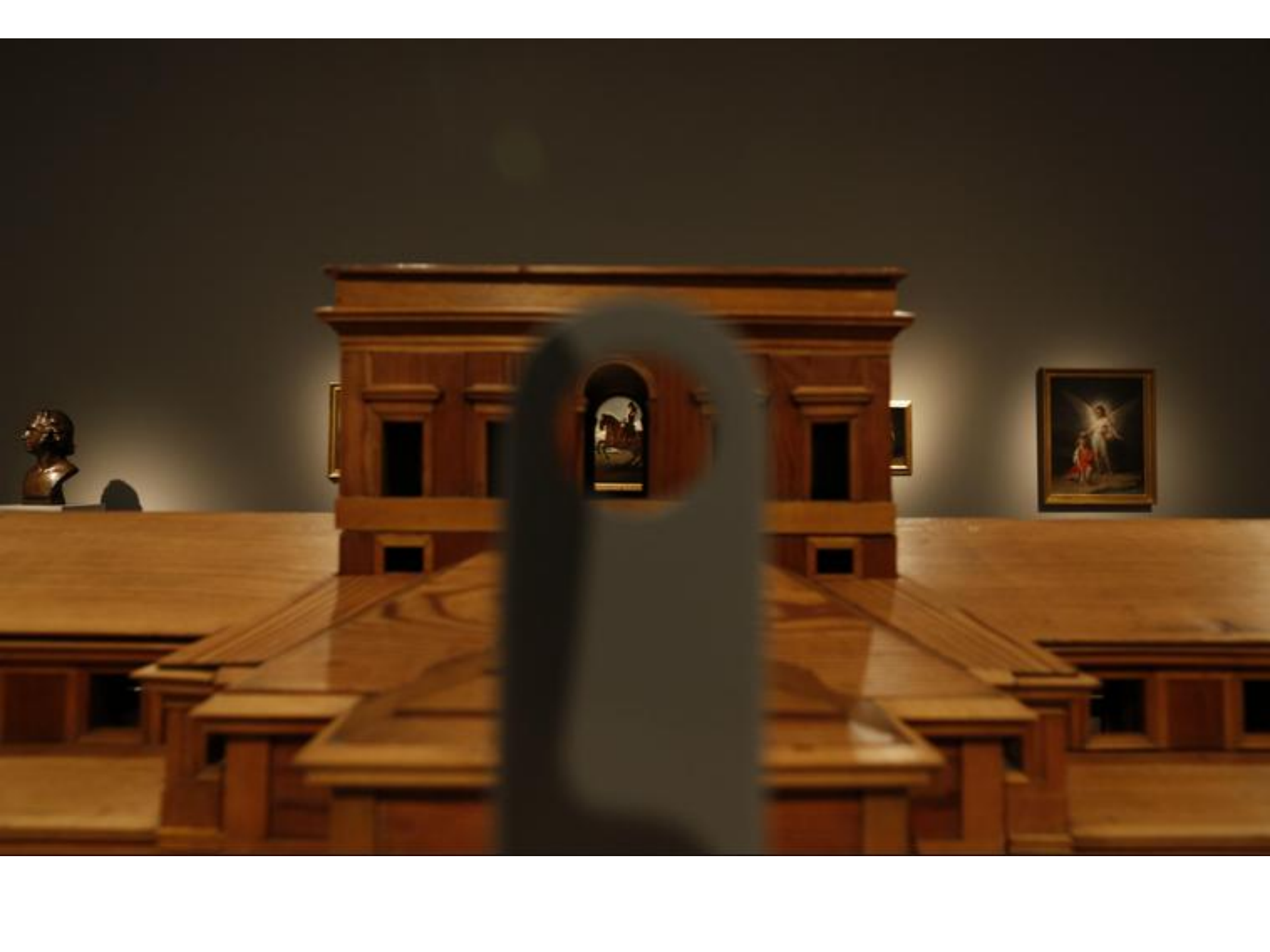
Capitoline Venus (Venus Genetrix)

The Capitoline Venus of the Vatican Museums is the most famous of the Capitoline Venus statues. It is a full-length marble statue of a woman, standing on a tiered pedestal. The statue is dressed in a long, flowing gown with a draped left arm and a small bird perched on her head. The background is a dark museum wall.



Fundación BBVA





RECURSOS

Recursos off line

libros, revistas, folletos, materiales internos...

Recursos on line

enlaces, *widgets*, suscripciones RSS, grupos de noticias, mapas de contenido, herramientas para generación de ideas, podcasts, slidecasts, infografías, presentaciones, herramientas...

- Informational Reading Systems
- Interactive Learning Systems
- Instructional Learning Systems
(Coiro & Fogleman, 2009)

Algunas referencias BE:

- Content Curation in School Libraries NZ <http://schools.natlib.govt.nz/supporting-learners/inqui>
- Joyce Valenza <http://joyce-valenza.wikispaces.com/Content+Curation> y <http://www.schoollibr>
- ALA <http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/knowledgequ>
- <http://libraryschool.libguidescms.com/content.php?pid=270481&sid=2235321>

SERVICIOS

- Agregar
- Destilar
- Integrar / *Mashups*
- Personalizar
- Compartir

CONTENT CURATOR B - P - A

1 Scoop.it Easily curate engaging magazines. Effectively feed your web presence. 22 0	2 Listly - Content Discovery, Curation Tools and Sites Curate, crowdsourced, and engage readers via live embedded list content inside blog posts. 13 0	3 Pinterest Pinterest is an online pinboard. 8 0
4 ContentGems The content curation power tool that gives you unprecedented control over the content you want to find and share. Alerts setup daily for fresh and relevant results. 8 0	5 Feedly Feedly is a news reader for creative minds a fast and stylish way to read and share the content of your favorite sites. Stay current. Get inspired. Feed your 7 0	6 Dizkover - Social Content Discovery The social content discovery platform where you discover everything interesting. It's a fusion of Reddit, Old Digg, Twitter, & Facebook. 7 0
7 Bundlr AA Service to get listed on all the popular curation sites Service by Adam Prattler for adding sites to all content curation sites on the web and gain rankings as well as passive	8 Storify Create stories using social media. Turn what people post on social media into compelling stories. Collect the best photos, video, tweets and more to publish them as	9 Aggregate Aggregate creates online "curated" communities by centralizing content from quality blogs, whitepapers, social networks around particular topics and



Graphic novels in the classroom

Resources to support teaching with graphic novels
Curated by dilaaycock



Scopged by dilaaycock

Graphic novels: Resources for teachers

ES



From www.google.com - February 23, 2012 12:43 AM

This is my website with links to some of my research and articles. You'll also find other pdf resources. I now use this scoop to curate web-based resources.

Recommend Tweet +1 more...



Scopged by dilaaycock

Malala speaks for silenced children

ES



From www.ajph.org - March 6, 2012 11 AM

"Although shot and almost killed by the Taliban for advocating education for girls, schoolgirl Malala Yousafzai has..."

dilaaycock's insight: Inspirational words from a 16 year old who was prepared to die for her cause to promote education for all children.

Recommend Tweet +1 more...



Scopged by dilaaycock

Great Graphic Novels 2014 | Young Adult Library Services Association (YALSA)

ES

From www.yalsa.org - February 20, 2012 11 AM

Recommend Tweet +1 more...



Scopged by dilaaycock

Seymour Library: Graphic novels much more than comic books

ES



From www.scoop.int - March 17, 2012 11 PM

An assigned reading in a high school class recently caused a stir among my friends. The concern wasn't so much about the content of the reading, but the format.

dilaaycock's insight: Sad that we continue to have to defend the educational use of graphic novels. Did film have such a difficult entry into the classroom?

Recommend Tweet +1 more...



Scopged by dilaaycock

Graphic novels and new media literacies

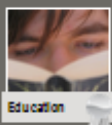
ES



From www.globeeducation.com - March 4, 2012 11 AM

"I have a literacy corner in my classroom with a variety of interesting books. The most popular books by far are the graphic novels. They have folded pages and frayed edges - signs of good use! Child..."

dilaaycock's insight: Useful analysis of text/graphic novel versions that illustrate the power of image.



Boys and Reading

Tips, ideas and strategies to inspire more boys to read.
Curated by Heather Stapleton

Education



Scooped by Heather Stapleton

Reluctant Readers on Pinterest

13



From www.pinterest.com - March 10, 9:00 AM

"Getting kids to love to read is a gift that gives back endlessly. I'm collecting ideas of how to get kids reading."

Recommend Tweet +1 more...



Scooped by Heather Stapleton

Boys will be ... readers | The Salt Lake Tribune

13



From www.sltrib.com - March 2, 1:52 AM

"Strategies - Here are a few ways to encourage and nurture the love of books... Any of these things can entice a reluctant boy (or girl) to read. The same goes for 'white

space"— margins, chapter breaks, spacing between lines — on a book's pages."

Recommend Tweet +1 more...



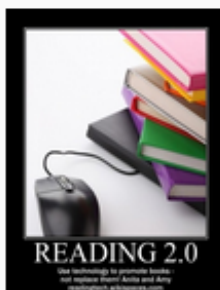
Scooped by Heather Stapleton

Top 10 ways to use technology to promote reading

13

From dougjohnson.squarespace.com - February 14, 9:22 AM

"I am updating my workshop on how technology can be used to promote Voluntary Free Reading - the only undebatably fool-proof means of both improving reading proficiency and developing a life-long love of reading in every student." - Doug Johnson



Recommend Tweet +1 more...



Scooped by Heather Stapleton

Books for Boys that Aren't "Books for Boys" | The Hub

13



From www.galebooks.org - March 2, 2:04 AM

"I realized it doesn't matter if a book is 'for' a guy or a girl, the gender of the intended audience tends to get all mixed up when you factor in the power of a good story. Boys like stories, girls like stories. Readers in general like stories. We need to forget what we think about boys

and reading and find them the stories they want."

Recommend Tweet +1 more...



Scooped by Heather Stapleton

Boys Literacy - Engaging Boys in Reading

13



From www.youtube.com - February 14, 11:26 AM

"A boy's mind is full of thoughts about race cars, video games, sports, technology, and social networking - so how do you get them focused on literacy?"

Recommend Tweet +1 more...



Scooped by Heather Stapleton

Rugby league players recruited to help thousands of kids to read | Herald Sun

13



From www.heraldsun.com.au - January 21, 1:28 PM



ebooks

ebooks, reading, libraries, schools

Curated by Carmel Galvin



Scooped by Carmel Galvin

Second Post from SDRC "Hack and Yack" Series



From [holablog.org](#) January 22, 1:44 AM

"This post was originally published on the Sweetland Digital Rhetoric Collaborative blog on January 17, 2014."

[Recommend](#) [Tweet](#) [+1](#) [more...](#)



Scooped by Carmel Galvin

SLJ Survey: Ebook Usage In School Libraries Expected to Rise Incrementally - The Digital Shift



From [www.thedigitalshift.com](#) January 19, 1:55 AM

"School library media specialists, especially in high schools, expect ebook usage by their students to rise incrementally, according to the 2013 Survey of Book Usage in U.S. School (K-12) Libraries."

[Recommend](#) [Tweet](#) [+1](#) [more...](#)



Scooped by Carmel Galvin

Borrow and Lend eBooks Through Open Library - Free Technology ...



From [www.freedomofashore.com](#) January 2, 7:53 AM

"If you're looking for a new-to-you ebook to read during the holidays, take a look at Open Library. The Open Library is a part of the Internet Archive. The Open Library is a collection of more than one million free ebook titles."

Carmel Galvin's insight:
Always a good place to keep up on the latest for K-12

[Recommend](#) [Tweet](#) [+1](#) [more...](#)



Scooped by Carmel Galvin

"Engaging Students and Making Your Library More Valuable with eBooks"



From [www.blogtalkradio.com](#) January 19, 1:57 AM

"Engaging Students and Making Your Library More Valuable with eBooks" Join us for this informative show on ways to make your library more valuable with 24/7 access to eBooks, and how to build student engagement."

[Recommend](#) [Tweet](#) [+1](#) [more...](#)

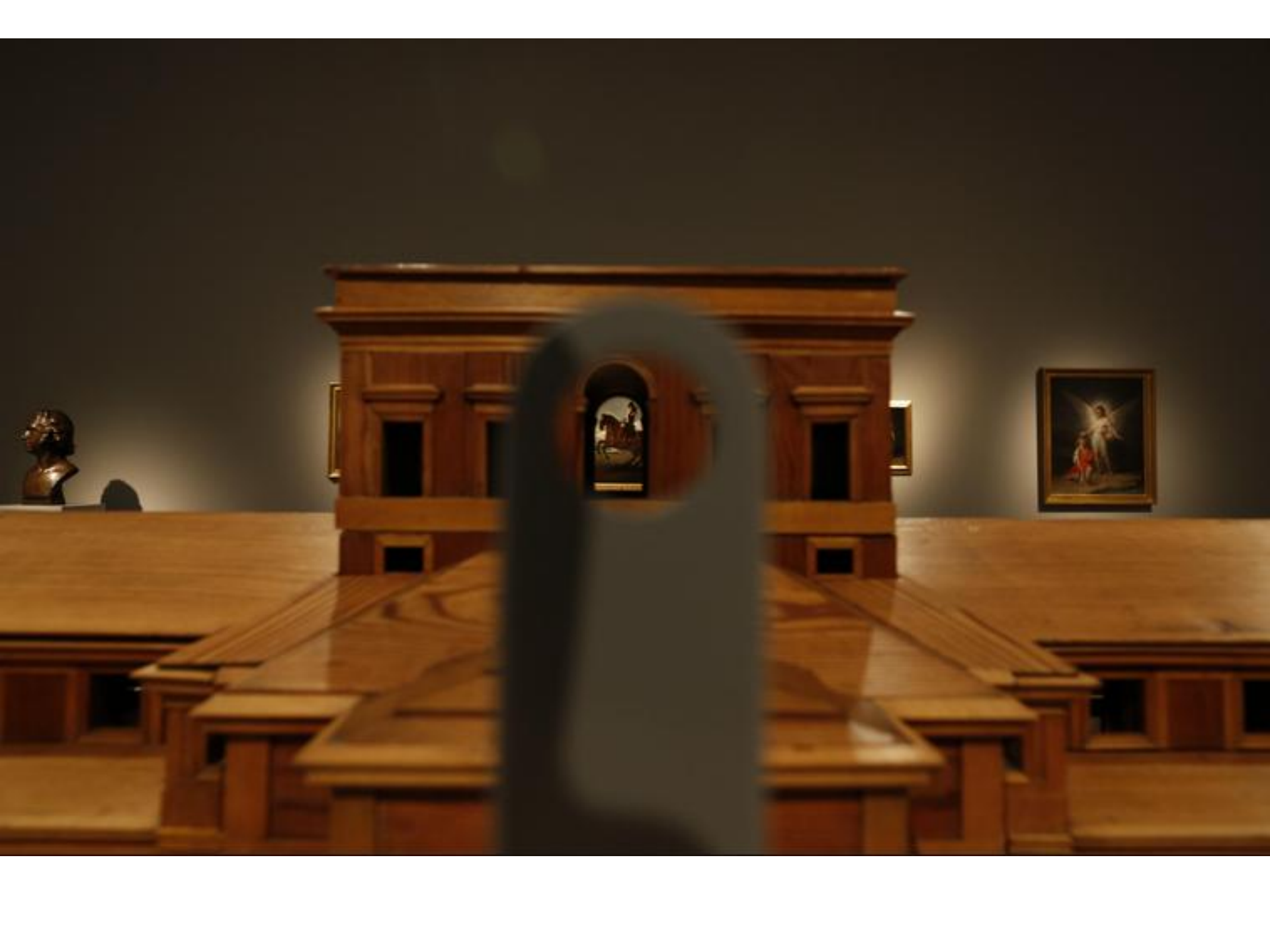


Scooped by Carmel Galvin

Shelf Control: Reader - eBooks From Sony Gets Updated To Version 2.0 For iOS 7 - AppAdvice



[Recommend](#) [Tweet](#) [+1](#) [more...](#)



1

Competencias

DIGITAL CITIZENSHIP

Do you have others to add?

<http://anethicalisland.wordpress.com>

Mia MacMeekin

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Use

Use technology to gather information, communicate, or to just-have-fun.

Engage

Engage in the world through social media. Crowdsourc! Inquire!

Respect

Respect others' point of view on the Internet. Accept what they say as meaningful and then explain why you disagree.

Give

Give the author credit for the work you use.

Voice

Respectfully voice your opinion through a technological venue.

Sift

Sift through the resources you have gathered online.

Disseminate

Disseminate useful information.

Network

Network with experts in the field. Skype, FaceTime, Google Hangout with experts. Bring the experts to the classroom through a digital medium.

Identify

Be able to identify internet scams and spams.

SEEK

Find different voices and points of view on a topic.

Include

Include all who wish to join.

Listen

Listen to what others are saying. Engage in active listening techniques.

Cross Reference

Cross-reference all sources. Don't just take their word for it.

USE

Use caution when talking to people you do not know.

Maintain

Maintain your privacy. Do not share personal information, and other private information.

Research

Research a topic using all kinds of works.

Credibility

Determine if the source is credible.

Master

Master the use of computer, mobile, and other types of technology.

Set

Use privacy settings.

Limit

Limit your time sitting. Move around. Don't forget to exercise.

Talk

Talk to someone if you meet someone online or read something that disturbs you.

Create

Create a blog, wiki, or other platform to voice your opinion or findings.

Participate

Participate in other cultures through the internet.

Stand

Stand against cyber bullying.

Utilize

Utilize proper online etiquette.

Access

Only access the technology when you are suppose to. Ground rules may need to be set.

Explore

Explore what other students are doing around the world. Have fun and embrace new technological abilities.

Predicting Reading Comprehension on the Internet: Contributions of Offline Reading Skills, Online Reading Skills, and Prior Knowledge

Julie Coiro¹

Journal of Literacy Research

XX(X) 1-41

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DOI: 10.1177/1086296X11421979

<http://jlr.sagepub.com>

 SAGE

Habilidades de lectura en línea

Adolescentes, dificultades para:

- Hacerse (buenas) preguntas para resolver un problema.
- Localizar información relevante.
- Evaluar críticamente la información.
- Sintetizar información procedente de diferentes fuentes.
- Comunicar los hallazgos con recursos TIC.



information behaviour of
the researcher of the future

11 January 2008

El comportamiento informativo del investigador del futuro

- Generalización del acceso, ¿generalización de las competencias en información?
- Velocidad en la navegación en detrimento del tiempo invertido en la evaluación (pertinencia, precisión, veracidad, fiabilidad).
- Escasa comprensión de sus necesidades de información.
- Mapa mental poco sofisticado de qué hay en la Web y de cómo funciona (no conocen su forma de almacenar, gestionar y organizar la información).
- La Web y *Google* son equivalentes.
- Dificultades para formular términos adecuados de búsqueda (lenguaje natural en vez de términos clave).
- Dificultades para evaluar la relevancia en las listas de resultados de búsquedas.
- Mitos erróneos: no todo se aprende por 'ensayo y error'; 'navegantes expertos'...

Chapter 9

The Special Case of Youth and Digital Information Credibility

Miriam J. Metzger

University of California Santa Barbara, USA

Andrew J. Flanagin

University of California Santa Barbara, USA

Ryan Medders

California Lutheran University, USA

Rebekah Pure

University of California Santa Barbara, USA

Alex Markov

University of California Santa Barbara, USA

Ethan Hartsell

University of California Santa Barbara, USA

Credibilidad

Respuesta compleja y (a veces) contradictoria

Adolescentes 11-18 años (2010, 2013)

- Modelo de atribución de credibilidad: múltiple (vs jerárquico), distribuido (vs centralizado) y construido colectivamente (vs apropiado individualmente).
- “Algo” o “mucho” de lo que encuentran en la web es creíble (89%) y aumenta con la edad.
- Internet es la fuente más creíble para trabajos escolares, entretenimiento y compra.
- Wikipedia es menos creíble que otras enciclopedias en línea (Britannica, Citizendium). En prueba ciega (sin marcas de texto): Wikipedia es la más creíble.

Adultos (2007)

- Credibilidad en función del género web:
(1) Webs (tipo) noticias (2) Comerciales (3) Webs personales
- Atributos web (diseño, complejidad, profundidad) frente a autoría (individual o colectiva).

Visitors and residents: what motivates engagement with the digital information environment?

[Lynn Silipigni Connaway](#)

OCLC Research, 6565 Kilgour Place, Dublin, Ohio 43017

[David White](#)

Technology Assisted Lifelong Learning, University of Oxford, Ewert House, Summertown, Oxford OX12 7AQ

[Donna Lanclos](#)

J. Murrey Atkins Library, University of North Carolina, Charlotte, 9201 University City Blvd., Charlotte, NC 28223

[Alison Le Cornu](#)

The Higher Education Academy, Innovation Way, York Science Park, York, YO10 5BR

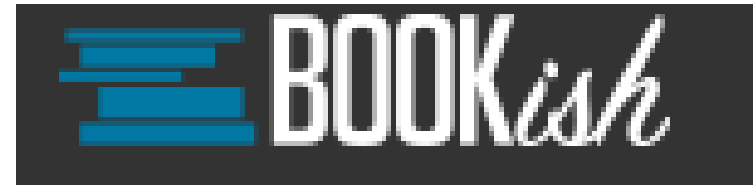
Hábitos de información (D. White)

Al final de la Secundaria (estudio longitudinal)

- Siempre (sin excepción) usan Google y Wikipedia.
- En general, aceptan la primera opción del listado de búsqueda.
- Aunque conozcan la existencia de otras fuentes de mayor calidad (libros, profesores, familia), usan Google y Wikipedia por comodidad. La *comodidad* explica buena parte de la popularidad de ambos.
- *‘Sabía que Internet no me iba a dar una respuesta falsa’.*
- Se citan las referencias de un artículo de la Wikipedia, pero no el artículo para evitar el ‘ridículo’ ante tutores e iguales.
- Solo el 16% hizo una verificación de resultados. Los criterios de validación de la información se basan en la cantidad y en que sea actual (esté en la onda) frente a la calidad y la autoridad.
(Taylor, 2012)

2

Comunidades



Fanfic Es



Voces

Míralo



ANTONIO SKÁRMETA
Escritor
Chile

"Me gusta escribir historias donde los profesores saben menos que los alumnos"



MAGDALENA ARMSTRONG
Ilustradora
Chile

"Un buen lector es alguien que sabe escuchar"



As Pintoras Daltónicas
Club de lectura
Galicia (España)

"En nuestro club de lectura no solo leemos libros actuales sino también clásicos, poesía... Y, además de leer, comemos tartas"



Estamos en...



¿Quieres mandarnos tu voz?

¿Qué estás leyendo?

#questasleyendo



EspacioOEI RT @MiBitcoraLector: se termino la convocatoria #questasleyendo organizada por @EspacioOEI pero sigo con mi blog mibitcoralectora.blogspot.com
4 days ago · reply · retweet · favorite



CartaCultural En #lenguas12 tendremos muy presentes a los 800 participantes de #questasyendo Ellos y sus profesores son un ejemplo questasleyendo.org
15 minutes ago · reply · retweet · favorite



EspacioOEI RT @MiBitcoraLector: se termino la convocatoria #questasleyendo organizada por @EspacioOEI pero sigo con mi blog mibitcoralectora.blogspot.com
4 days ago · reply · retweet · favorite



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EspacioOEI RT @MiBitcoraLector: se termino la convocatoria #questasleyendo organizada por @EspacioOEI pero sigo con mi blog mibitcoralectora.blogspot.com

Bookish Uses Big Data and Real Editors to Help Pick Your Next Book

5.6k /
SHARES

Ad by Google

[Finished Writing A Book?](#) - We'll Help You Find the Right P
www.FindYourPublisher.co.uk



 **BOOKish**

RECOMMENDATIONS SUBJECTS ▾

Here's how to start:

1. SEARCH

Find your favorite books and authors--it's easy! Our r
bios, related videos, other books by the author, Esse
web about specific books and authors and much mor

2. DISCOVER

Explore our unique recommendation tool by inputting
Our dynamic tool lets you expand your search with r

3. READ

Enjoy original book-related pieces, including author e
interviews. Our staff of well-read editors cover books

4. SHARE

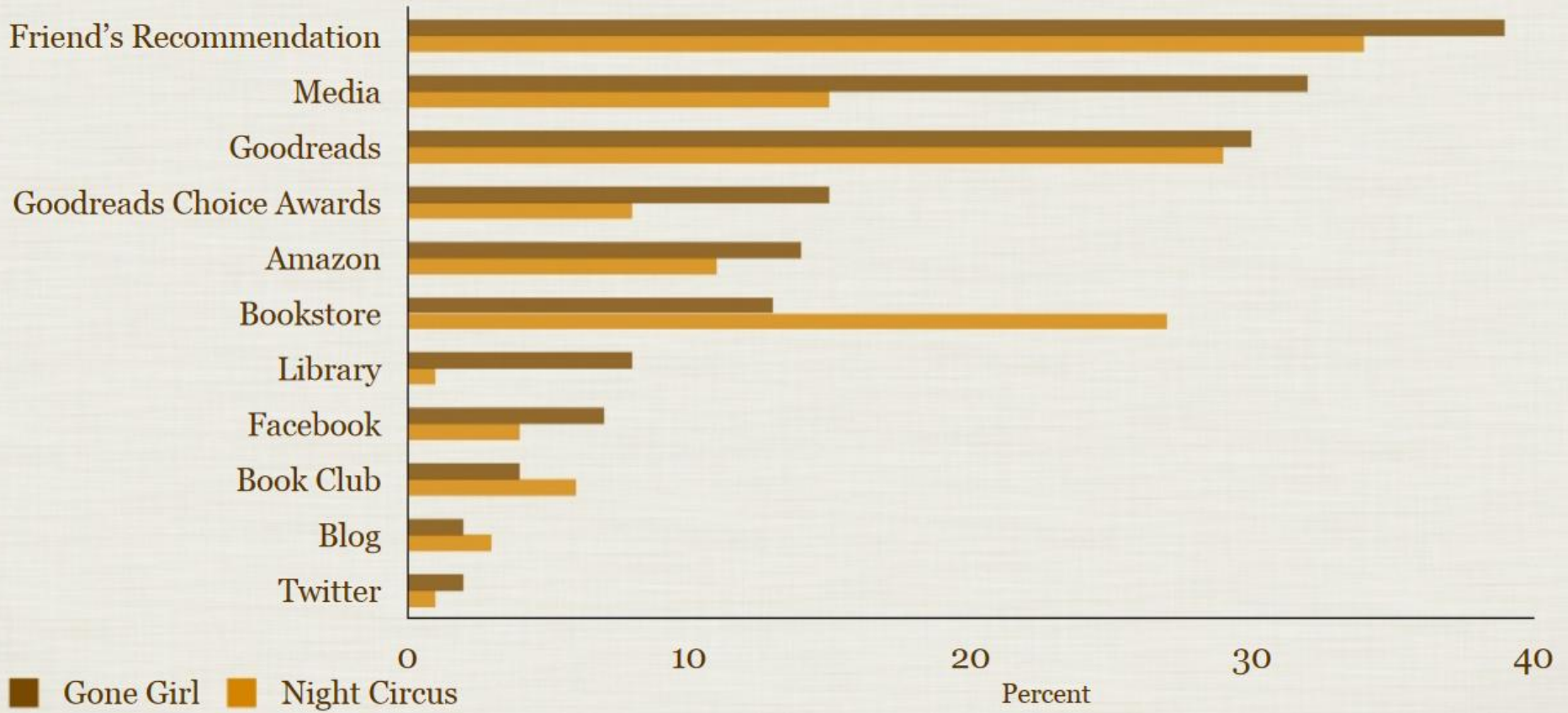
Tell your friends and family about your favorite book

What's Going On With Readers Today?



goodreads

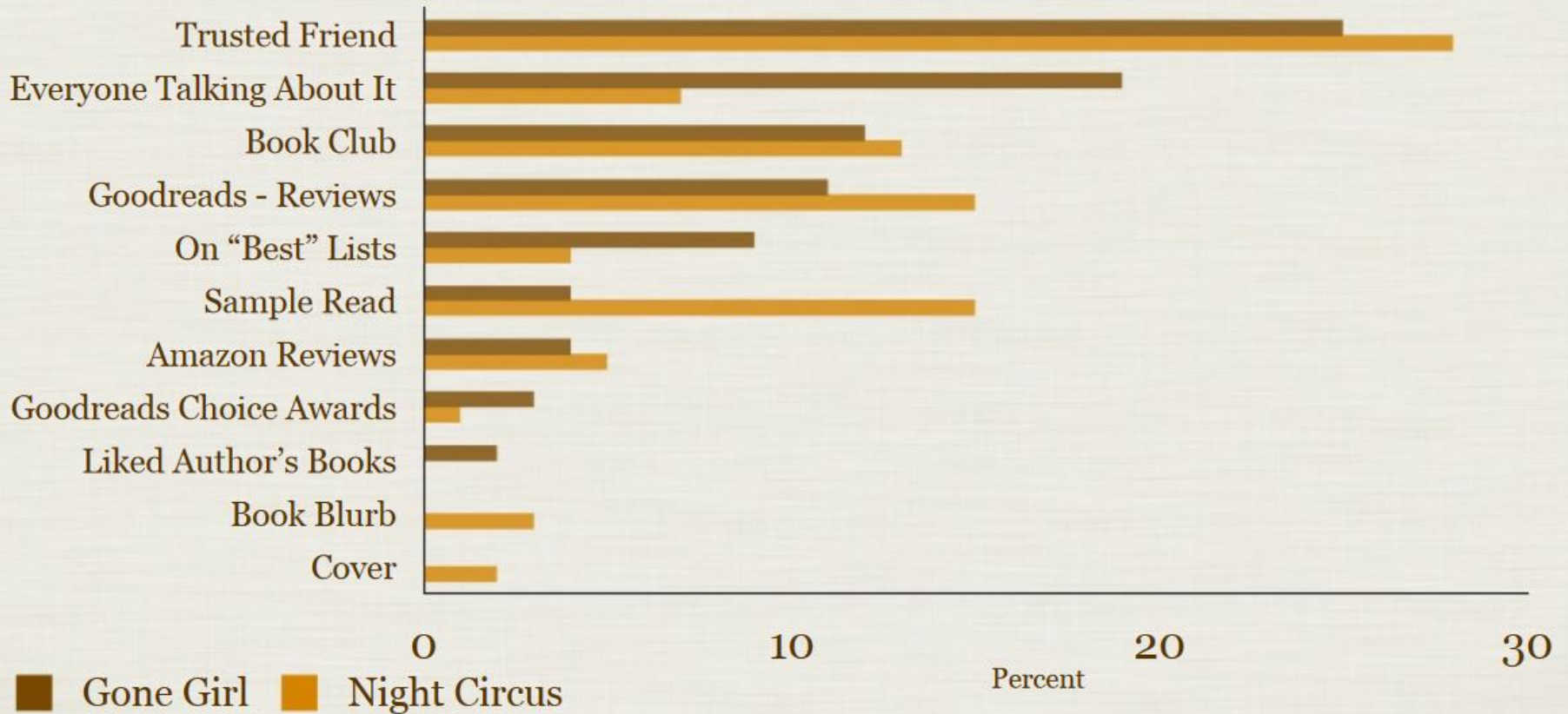
Where Did You Hear About The Book?



Note: multiple responses allowed

goodreads

What Convinced You To Read The Book?



Note: only one answer allowed

Vivir y aprender con los nuevos medios

Mizuko Ito y cols., 2008.

The John D. and Catherine T. MacArthur Foundation Reports on Digital Media and Learning | November 2008

Living and Learning with New Media: Summary of Findings from the Digital Youth Project

Mizuko Ito, Heather Horst
Matteo Bittanti, danah boyd,
Becky Herr-Stephenson, Patricia G. Lange,
C.J. Pascoe, and Laura Robinson

with

Sonja Baumer, Rachel Cody,
Dilan Mahendran,
Katynka Martínez, Dan Perkel,
Christo Sims, and Lisa Tripp

Participaron 800 estudiantes (5.000 horas de grabación durante 3 años). Usos y hábitos en relación con las TIC en ocio, comunicación y aprendizaje informal.

<http://digitalyouth.ischool.berkeley.edu/files/report/digitalyouth-WhitePaper.pdf>

Vivir y aprender con los nuevos medios

Mizuko Ito y cols., 2008.

Friendship-driven practices

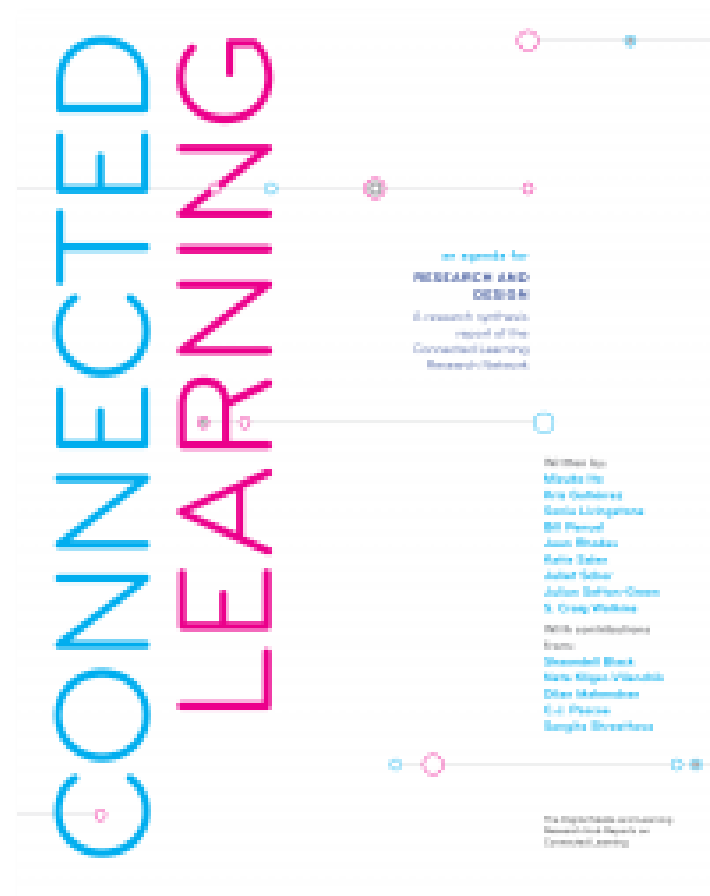
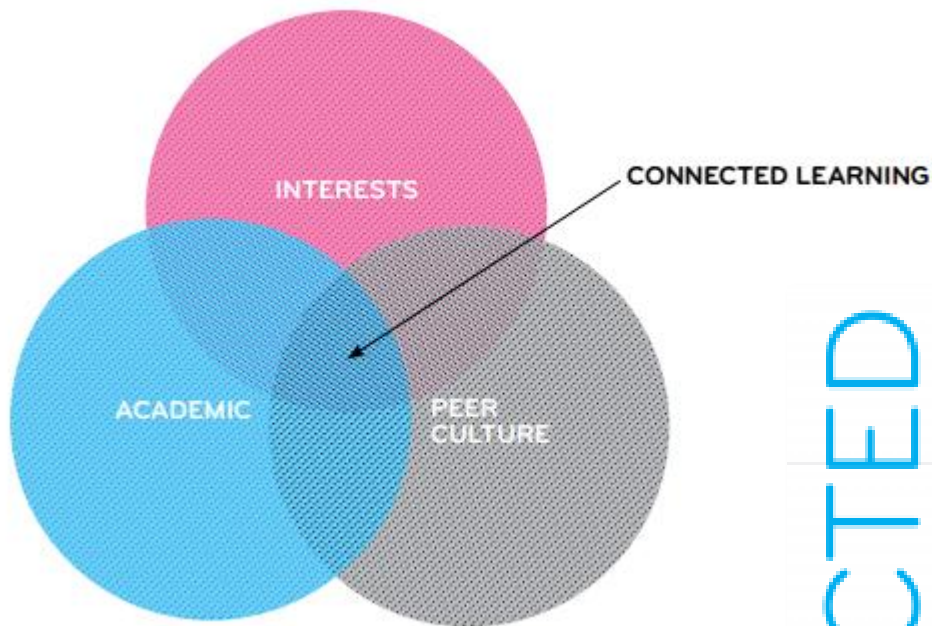
(amistades)

- Muy generalizadas.
- Refuerzan lazos existentes fuera de línea: amigos del colegio, de deporte, de actividades de ocio...
- Siempre 'están conectados'.
- Pocos amplían intereses y buscan información más allá de lo que ya conocen.

Interest-driven networks

(intereses e información en nichos concretos: cómic, videojuegos, tecnología...)

- No tan generalizadas
 - Exploran formas de expresión.
- Amplían sus conexiones y buscan información distribuyen, buscan y aprenden.
 - Aprenden destrezas de comunicación y técnicas (ensayo y error).
 - Aprenden entre iguales (respetan 'autoridad').
 - Esfuerzo auto-dirigido (no por objetivos).
 - Variabilidad de pautas (difícil estandarizar).



3 Espacios



Join us as we celebrate the grand opening of the Libraries' Learning Commons!

McD Anderson Library

Wednesday, April 23rd, 2008 - 4:00pm











Los terceros lugares



T · H · E
G R E A T
G O O D
P L A C E

CAPÉS, COFFEE SHOPS,
BOOKSTORES, BARS,
HAIR SALONS AND
OTHER HANGOUTS AT THE
HEART OF A COMMUNITY

RAY OLDENBURG

*"Well-written, informative, and often entertaining."
- Newark Star Ledger*



Terreno neutral
(entrada libre)

Nivelador
(sin requisitos de acceso, gratis o muy barato)

Accesibilidad y acogida
(necesidades resueltas)

Los habituales
(dan el tono y atraen a los nuevos)

Ambiente lúdico
(no tensión ni hostilidad)

Un hogar
(fuera del hogar)

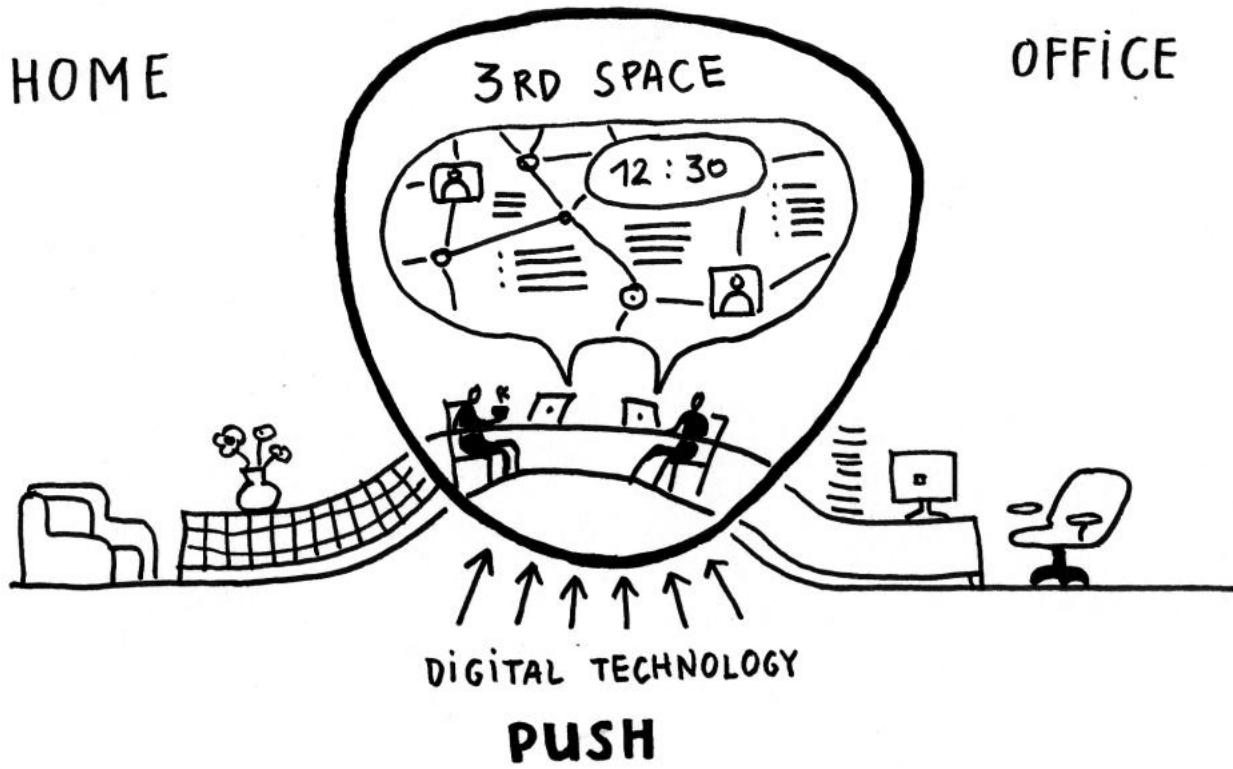
Ray Oldenburg, 1989

https://www.youtube.com/watch?v=hd1_jNIn-qw
<http://walimemon.com/wp-content/uploads/2010/09/Olden-Burg.pdf>

HOME

3RD SPACE

OFFICE



Los terceros lugares

son lugares de reunión **informal**,
permiten la interacción en la **diversidad**,
ayudan a crear sentido de pertenencia,
dan oportunidades para la **serendipia**,
promueven el compañerismo,
son socialmente **vinculantes**,
alientan la **sociabilidad** en lugar del aislamiento,
enriquecen la vida pública
y la **democracia**.



School Library as Third Place

by Mark Ray

Editar 0 4 ...

The idea of ['third place'](#) was originated by Ray Oldenburg as something that exists between home and work. No, I haven't read his book, but I caught the reference in an [article](#) in the New York Times Magazine regarding of all things, the unlikely nexus of Starbucks and openly-gun-toting coffee drinkers. It was one of those articles that you choose to read and then walk away with new insight often completely unrelated to the story itself. In this case, I was struck by the idea of third place, specifically as it relates to my school library.

What if we began thinking about our library spaces as third places? The notion of the learning commons isn't anything new, but frankly, the name has all the punch of weak red Kool-Aid. Without getting into a big fracas over what to call school libraries (we'll save that for another day), I began thinking about what makes Starbucks and Barnes and Noble such attractive places to perch? And then I got to thinking about library spaces and what happens in them.

My library is a popular place. Before school, I have a pack of bleary-eyed adolescents waiting for me to unlock the door at 7AM. And if I'm even a few minutes late, the stink eyes I get from those cooling their heels are enough to motivate me to get out of bed earlier. So I'm not faced with a desolate wasteland, but a sort of third place in the lives of my high school clients. Which got me to further thinking about what makes the space attractive and how I can build on that success in the future.

According to the Wikipedia article (yes, I'm quoting a Wikipedia article), "third places...are "anchors" of community life and facilitate and foster broader, more creative interaction. All societies already have informal meeting places; what is new in modern times is the intentionality of seeking them out as vital to current societal needs." Hmm, sounds like a pretty good *raison d'être* for a library. That's not to say that all school libraries are meeting this benchmark. Based on this definition, there are two key indicators of third place. First, are your patrons seeking out your space? And second, is your space, program and collection vital to their current needs?

School libraries have always been a wonky oasis of safety and intellectualism in the high school. As a result, the meek, the weary and the Tolkien reader found in libraries something of a haven, even back in my days as a [high school](#) student. Some libraries featured the lone computers and/or labs where future Microsoft executives began their careers on Apple IIe and Commodore workstations. The school library has maintained its dork squad bona fides even into the current day.

But alongside the neo-geeks, there are also preening young girls reading Self magazines, hulking football players hastily finding a current event article for class, not to mention any number of kids eating, playing computer games and/or engaging in occasionally raucous social interactions. Yes, you heard that right--eating, playing and interacting. In my library. Technically, their library.

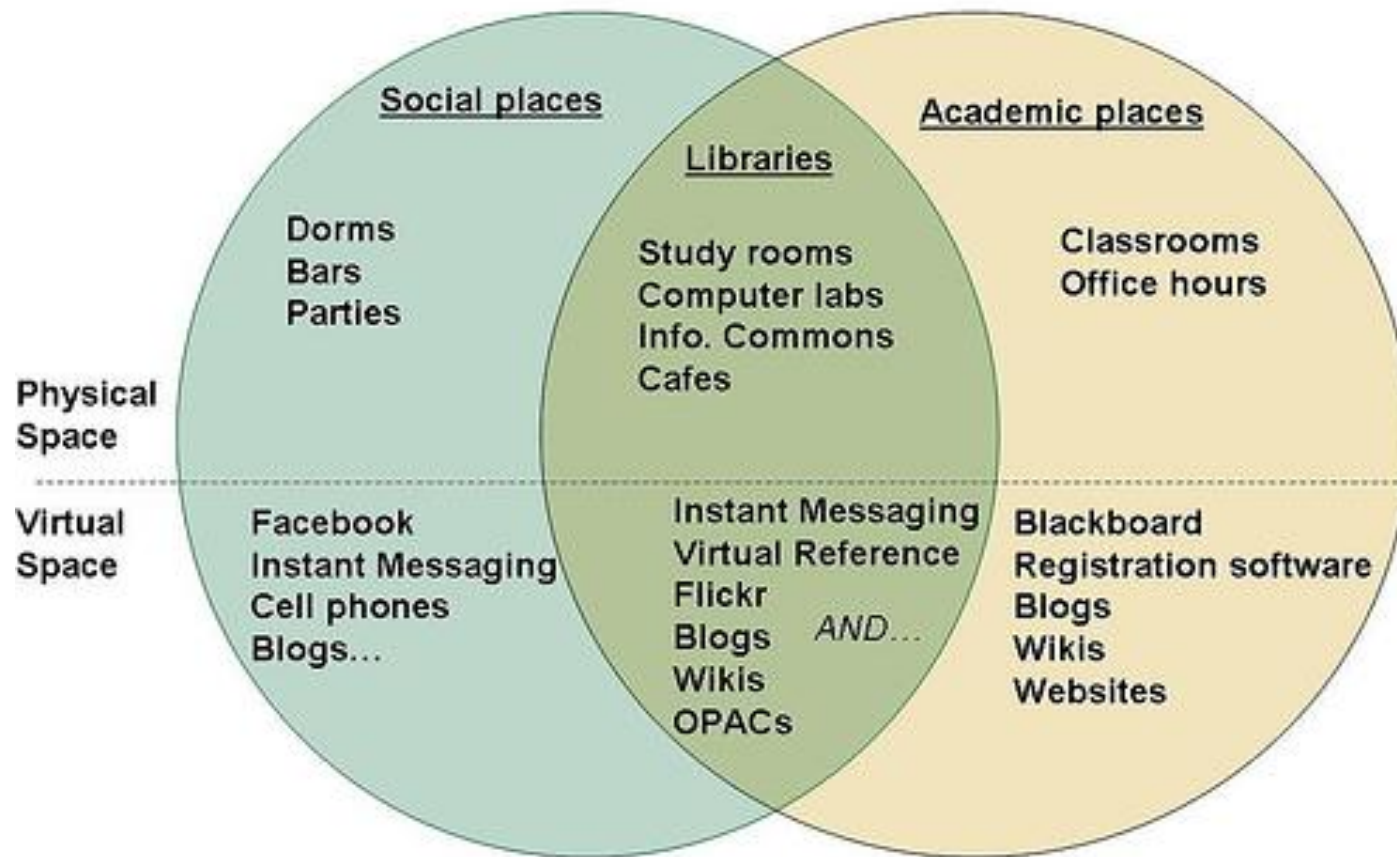
For years, I've engaged in a Jekyll and Hyde back and forth over order and disorder in my library. In recent years, I've eased up on what have always been rather arbitrary rules regarding food, drink, games and other hijinks among the stacks. I believe that among other factors, this has contributed to the exponentially-greater popularity of my space. Oldenburg posited several hallmarks that define third places--"spaces that are free or inexpensive, food and drink, while not essential, are important; highly accessible: proximate for many (walking distance); involve regulars – those who habitually congregate there; welcoming and comfortable; both new friends and old should be found there." Check. Thankfully, that describes my space to a T.

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¿Qué tal si empezamos a pensar en nuestras bibliotecas como terceros lugares?





centro de recursos

taller / laboratorio

terceros lugares *learning commons*
hackerspaces

usuario de información

prosumidor

encontrar / utilizar recursos

construir conocimiento

herramientas / destrezas

cómo funcionan información y
conocimiento

contexto moral, económico y político
en el que creamos y compartimos ideas

colección

nueva ecuación del contenido

creadores + agregadores + curadores

éxito individual

comunidades de aprendizaje

“Piensa en grande
y comienza
en pequeño”

Robert Darnton (DPLA)

