



HETTY SMEATHERS

very practical strategies for guiding students' Internet use.

Linda Girardo focused on children's search engines and directories and the appropriateness of each. She also offered strategies to use with elementary students to meet expectations dealing with Internet use in the OSLA document, *Information Studies*.

Hetty Smeathers discussed the problem of plagiarism, which has been exacerbated by access to the internet. She presented ideas for teachers to design assignments that limit the opportunity for plagiarism, strategies for students to avoid intentional or unintentional plagiarism, and strategies for detecting plagiarism.

Michael Rosettis presented criteria and tools for evaluating web sites and for thinking critically about information found on the internet. Again, the emphasis was on very practical strategies that would help teachers and students alike.

The response to this session was extremely favourable. Everyone appreciated not only the expertise, but the immediately useful ideas and resources that they so generously shared with participants. □ —Anita Brooks Kirkland

Forging Links with Instructors: Increasing Information Literacy Levels in Students

JUDY McTAGGART, JANE FORGAY,
SHABIRAN RAHMAN, Dana Porter Library,
University of Waterloo.

This session revealed how ill prepared secondary school students are to complete their university level research projects. Cutbacks have removed mandatory library orientation from the first year curriculum and most instructors do not provide time for library instruction for their students, expecting them to be prepared by the time they get to the post-secondary institution. In fact, librarians at Waterloo are preparing an interactive library research orientation tutorial for second year honours students! This tutorial will instruct such things as catalogue

access, specialized databases, bibliographic information, annotations, peer reviewed scholarly journals. It is incumbent on the secondary schools to provide preliminary instruction in these topics as all the tools are at our command. Unless subject teachers comply, students will go to university missing an important facet of their education. Google does not provide all the answers. □ —Lynn Poth

Teaching Live with Databases

KATHY KAWASAKI, NEVIL KEOGH
York Mills Collegiate, Toronto District School Board.

This session with Kathy Kawasaki and Nevil Keogh provided attendees with a practical approach to teaching live with databases. Kathy and Nevil shared lessons in four different subject areas with four unique culminating performance tasks. The lessons shared covered Grade 12 Food and Nutrition Science, Grade 11 Chemistry, Grade 11 Media Studies and Grade 10 Canadian History. As well, these two experienced educators answered questions, offered suggestions and inspired the participants to use quality electronic sources for other areas of inquiry and research. The session was a well prepared and thoughtful presentation delivered by two professionals. □ —Michelle Regina

Maximizing Student Literacy Through the Library Program: EQAO and Beyond

SYA VAN GEEST, OSLA President 2000, 2001.

I expect any presentation by Sya Van Geest to be well worth attending and this session certainly met my expectations. In this comprehensive presentation, Sya identified collaboration between teacher-librarians and classroom teachers as the way to maximize student literacy. Classroom teachers and teacher-librarians, working together, can create avid and discerning readers and information literate learners.

The first part of the presentation dealt with traditional print literacy. Sya defined literacy, explained its value, identified different types of readers, provided suggestions for encourag-