Jane Lofton: Hi everyone! Jane Lofton, recently retired high school librarian, now "in the wild," from Southern California

Judi Moreillon: Judi Moreillon: Tucson, AZ, AASL Innovative Approaches to Literacy, Chair

Ann Schuster: Q1 What techniques and resources do you use to question and fact-check news stories? Just to clarify, these can be tools you either use personally or those you use to assist patrons/students.

Amy Koester - Skokie, IL: A1: I love this infographic from IFLA
https://blogs.ifla.org/lpa/files/2017/01/How-to-Spot-Fake-News.pdf

Lisa Von Drasek: Hello, Everybody, Lisa Von Drasek, University of Minnesota

patoney- Oakland, CA: a1: snopes.com

Betsy Brainerd: A1: Often turn to Snopes.com

Judi Moreillon: A1: Factcheck.org plus http://www.procon.org

Julie Crabb (Olathe, KS): A1: I downloaded the B.S. Detector on my grandpa's computer.

Jane Lofton: A1: I think starting with the author's and/or publication's credentials is crucial, then triangulation.

Lisa Von Drasek: I ask students to question....where did the information come from? what are the sources? expertise? bias?

Alan Bern, Berkeley Public Library, California: A1: I have used
http://www.huffingtonpost.com/entry/fake-news-guide-facebook_us_5831c6aae4b058ce7aaba169

OM - Buffalo, NY: I've used Snopes in the past, but I also reverify with several "reliable" sources.

Jenna Nemec-Loise: I use the CARS technique with students: Credibility, Accuracy, Reasonableness, and Support. I encourage them to view each source through these lenses.

Laura Jenkins - Chicago, IL: I like On The Media's cut-and-tape checklist
http://www.wnyc.org/story/breaking-news-consumer-handbook-fake-news-edition/

Julie Crabb (Olathe, KS): A1: Amy, that is a great infographic. Personally, I do like all the articles and charts that were included in preparation for this forum, but it can be really daunting for library users to muddle through.

Justin Azevedo (Sacramento, CA): A1 Esepcially these days, multiple sources for a headline or quote are key. Having a general sense of what the perceived biases of outlets commonly seen in social media postings (e.g. Huffington Post) is important, too, *especially* when looking at news that I/a student agrees with.

Joyce Valenza: A1: FactCheck.org, Washington Post's Fact Checker, Snopes, PolitiFact.com, HoaxSlayer, BuzzFeed, for "fake news" Other strategies for other types of cred checking

Carmaine: Read the info twice, then check databases, journals, etc., ask a colleague

Mary Voors - Fort Wayne, IN: It is often possible to go to the original source of the information through - for example, government documents - rather than looking at often skewed editorialized reports .

Joyce Valenza: Reverse image search for images

Joyce Valenza: Yes, Mary, finding original reports!

Jenna Nemec-Loise: @Joyce: LOVE the reverse image search!

Joyce Valenza: :-)

Justin Azevedo (Sacramento, CA): A1: I personally use Snopes, FactCheck, and Politifact, but again, I look for multiple sources when debunking, too.

Julie Crabb (Olathe, KS): A1: Looking into who created the article. Is it just a random dude?

Laura Jenkins - Chicago, IL: Mary, yest, it's important to teach kids the difference between news and opinion, even in "reliable" sources.

Jenna Nemec-Loise: I also teach kids this mantra: "Just because it's on the Internet doesn't mean it's true." I hope they hear my voice echoing around them each time they're evaluating a resource.

Lisa Von Drasek: Jenna- exactly

Betsy Brainerd: A1: I will be using the list provided by Melissa Zimdars too!

Alan Bern, Berkeley Public Library, California: A1: suggest being extra cautious with 'news' through social media platforms

Ann Schuster: We've got a great discussion going on. Please continue to submit your responses to Question #1 as we prepare to present the next question.

Pam Harland (Plymouth State, NH): Keep the answers to Q1 coming by including A1 in your answers. Thanks for all of your ideas! We are moving on to Q2: Q2 How do you check your own bias when talking to children/students about reliable news/information sources? Please include A2 in your answers.

Joyce Valenza: A2: by intentially curating a range of sources for them to discover, using Allsides.com

Jane Lofton: A1: I have also always told students to look for red flags -- anything that "feels" suspicious is often something to start questioning.

Joyce Valenza: A2: Make that to discover and search

Julie Crabb (Olathe, KS): A1: I think a big part of it is convincing people (including ourselves) that fake news is on all sides of an issue. Just because their is a site we agree with and have trusted in the past means absolutely nothing. When I try to get that message across, I use examples from multiple viewpoints.

Jenna Nemec-Loise: A2: I start by acknowledging my own biases and asking students to reflect on theirs. It's such a critical aspect of resource evaluation, and being honest about it is a good place to start.

Justin Azevedo (Sacramento, CA): A1: Oh, yeah, and all caps, per Zimdar's list. I immediately discount anything that uses all caps in a headline, or hyperbolic adjectives.

Jane Lofton: A2: I just recently learned about Allside.com, Joyce, and I love it!

Joyce Valenza: A2: By modeling that POVs exist--comparing several treatments of a story

Joyce Valenza: :-)

Joyce Valenza: It's not perfect, but it is a nice start

Alan Bern, Berkeley Public Library, California: A2: adding onto Joyce's modeling: and that there is no actually 'neutral' view

Carmaine: Identifying opinion, stereotype, and bias help distinguish fact from fiction

Joyce Valenza: Yes, Alan, no such thing as truly neutral text

Nina Lindsay (Oakland CA): A2: I find the New York Times "Fact Check" feature good exercise for watching my own bias; they are fairly bipartisan pointing out statements that are untrue, misleading, or need additional context.

Mary Voors - Fort Wayne, IN: A2: Talking about he importance of seekng out and using original source material whenever possible becasue we all have our own POV which flavors any reporting

Judi Moreillon: A2 Agreed, Alan and Joyce. I think this is a particularly challenging question. Every source/every person has bias. Being transparent is essential.

Joyce Valenza: A2: Examining word choice is an interesting activity

Joyce Valenza: yes, Judi!

Nina Lindsay (Oakland CA): @Joyce, word choice is extremely important, and can be a great indicator of intentional misleading, or subconscious bias

Joyce Valenza: (An aside: It is hard for students to feel comforable expressing or presenting divergent POVs these days)

Jane Lofton: A2: I am trying more and more to find articles from different points of view instead of thinking that there is such a thing as truly objective. Allsides.com is nice for that.

Justin Azevedo (Sacramento, CA): A2: I gauge how angry/impassioned I am when discussing a particular issue. Even if I'm not blasting all caps and ad hominems at people, if I care deeply about exploring a particular issue, I'm subject to my own biases.

Justin Azevedo (Sacramento, CA): A2: And as others have said, that will shape the words I choose to use and the questions I choose to ask, even if I'm trying to keep my mind open.

Alan Bern, Berkeley Public Library, California: A1 and A2: perhaps bias is not always the right word if it has a set of purely negative connations; POV is sometimes more to the point; and, YES, as much transparency as possible

Judi Moreillon: A2 Considering some of the civic issues today, I would be hard pressed to appear "neutral" to my students. Can we coteach with others to show multiple points of view? Are we working with colleagues who are willing to express difference?e

Jenna Nemec-Loise: @Alan: Agreed that the word "bias" often connotes negativity.

Justin Azevedo (Sacramento, CA): A2: Which gets to the heart of trying to be bias-free: depending on the issue and how politicized it is, there can be a fine line between checking biases and silencing viewpoints.

Laura Jenkins - Chicago, IL: Keep your answers to Q! and Q2 coming, we're getting ready for Q3.

Laura Jenkins - Chicago, IL: Q3 Do you include First Amendment principles of free speech and a free press in discussions of evaluating sources of information? Please respond with A3.

Julie Crabb (Olathe, KS): A2: I think empowering students/children to catch your bias is a way to make them responsible. I had a great history teacher who challenged us in this way.

Judi Moreillon: A2 Great idea/experience, Julie!

Justin Azevedo (Sacramento, CA): A3: Absolutely, because misunderstanding of what "free speech" actually means is rampant.

Ann Schuster: A3 Relates especially well when Constitution Day comes up in a September and a good way to start the year off with my 4th/5th graders

Judi Moreillon: A3 Yes! Combined with discussions and modeling "civil discourse."

Nina Lindsay (Oakland CA): @Justin, do you have examples of how you use this?

Joyce Valenza: A3: I think UNESCO's Laws 2 & 4 are helpful in understanding the global nature of free speech and access
http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/Events/mil_five_laws_english.png

Laura Jenkins - Chicago, IL: A3 I hope we make sure children know that the First Amendment protects the right to publish false information.

Carmaine: High school students are welcome to express themselves as long as they are not vicious, violent, or vulgar. Teaching character traits along with the freedom of expression can instill confidence andvaluable softskills.

Ann Schuster: Those UNESCO Laws are a terrific reference

Betsy Brainerd: A3: @Ann: Would like to know how you teach First Amendment to 4th/5th graders? How much do they seem to understand? (ALSC IF Committee re-working pamphlet for them!)

Justin Azevedo (Sacramento, CA): A3: @Nina Depending on the conversation, I try to highlight the fact that free speech as a synonym for "I can say/publish whatever I want without consequence" is admitting that it doesn't have to be truthful, and asking kids what the motivation behind that might be.

Judi Moreillon: A3 For graduate students/adults: Thought-provoking Stanford History Education Group research on civic online reasoning and information literacy: https://sheg.stanford.edu/upload/V3LessonPlans/Executive%20Summary%2011.21.16.pdf

Jenna Nemec-Loise: A3: I haven't included these principles in discussions about resource evalution, but I definitely address them when teaching about the differences in listening to understand vs. listening to respond.

Alan Bern, Berkeley Public Library, California: A3: what is the line between publishing false/fake news and yelling fire in a crowded theater?

Nina Lindsay (Oakland CA): @Justin, thanks, I like that.

Amy Koester - Skokie, IL: We've been having some converstions with kids about free speech versus hate speech, and what could tip a comment or symbol from one to the other.

Jenna Nemec-Loise: @Judi: That Stanford study is amazing. I just used it during a PD for teachers!

Judi Moreillon: A3 Thoughtful distinction between listening stances, Jenna.

Nina Lindsay (Oakland CA): @Amy, very curious about those conversations!

Justin Azevedo (Sacramento, CA): A3: @Nina Almost like the "it's a free country" answer to someone sitting in your seat and eating your french fries. A little simplistic for a metaphor, but a resonant way to get them thinking about it.

Jenna Nemec-Loise: @Judi: Understanding those differences in listening stances and connecting them to free speech is so critical.

Jennifer Guerin: @Jenna Just downloaded the Stanford study and am developing PD as well--how did you present the info?

Amy Koester - Skokie, IL: @Nina, it's come up recently with kids seeing on the news the vandalization of Jewish Community Centers with swastikas. Conversations have talked a lot about intent to inflict harm or intimidate another person with the "speech"

Judi Moreillon: Yes to sharing w/classroom teachers! @Jenna!

Pam Harland (Plymouth State, NH): This is a great conversation, but we are getting ready for Q4. Keep the answers to Q3 coming by including A3 in your answers.

Ann Schuster: A3 I collaborate with the classroom teachers in planning lessons on the Bill of Right and we discuss different means of expression-oral, written and a bit about social media. Our computer teacher also works on digital citzenship at the same time.

Nina Lindsay (Oakland CA): @Justin, resonant indeed! Don't mess with my french fries.

Pam Harland (Plymouth State, NH): Q4 How do you collaborate with classroom teachers/staff in designing lessons and activities which incorporate digital literacy strategies? Please include A4 in your answers.

Betsy Brainerd: A3: I like that question, Alan. Has speech ever had so much power to create chaos and harm as with advent of web?

Alan Bern, Berkeley Public Library, California: A3: Betsy, not since Hitler and Mussolini...

Jenna Nemec-Loise: @Jennifer: Since the PD was for HS teachers, I called out the results of the sample excercise and used them to prompt discussion. I also pulled highlights from the executive summary at the beginning.

Judi Moreillon: A3 Agreed, @Alan.

Justin Azevedo (Sacramento, CA): A3: @Betsy/Alan Yeah. The "theater" is a lot bigger, now, and the ginned-up fear isn't of "fire" anymore.

Jenna Nemec-Loise: A4: Working with teachers on specific curricular content is most useful. So instead of just having a lesson on evaluating resources, we apply them to a specific assignment or project. It's much more effective for both students and teachers.

Justin Azevedo (Sacramento, CA): A4: The closer I can tie it to a specific assignment or project the kids are already working on, the better.

Jenna Nemec-Loise: @Justin: Yes!

Ann Schuster: A4 I just completed a PD with my staff on digital/media literacy with my staff so when we begin to work collaboratively on a curricular related project or unit, they are familiar with what we will be-co-presenting to students.

Justin Azevedo (Sacramento, CA): @Jenna jinx. :)

Jennifer Guerin: @Jenna A3 I imagine the discussion was rich enough to propel itself for a while! I sometimes worry a PD on this will devolve into lots of critique of student online behavior rather than

honest self-reflection among staff and inspiration to create more nuanced, rigorous activties with students.

Judi Moreillon: A4 - Yes to content standards-specific coplanning/teaching embedded in the teachers' curriculum at the point of students' need!

Jane Lofton: A4: I have always offered to share/add digital literacy strategies whenever teachers shared their assignments with me. Some of the best real collaborations, though, have been when I worked with teachers to have their students blog. In general, the teacher would focus on the content, and I would focus on incorporating activities that covered all the different aspects of digital ciitizenship. Blogging can be a powerful way of bringing in all those skills

Jennifer Guerin: A4 I like the idea of PD on dig/media literacy with staff @beginning of year or semester, to establish a baseline for the collaborative work.

Jenna Nemec-Loise: @Jennifer: I actually led with two brainstorming lists. In the first, I asked teachers to brainstorm a list of adjectives describing who they are as information seekers. Then I asked them to brainstorm another list for teens as information seekers. The results were pretty revealing and prompted a great discussion!

Justin Azevedo (Sacramento, CA): A4: @Jane Have the kids jumped onto that? It always seems hard to pin down where kids' interest in blogging is at any given point.

Jennifer Guerin: @Jane A4 very cool! Blogging would give relevant, fun context for students

Laura Jenkins - Chicago, IL: @Jane, have they had experience publishing something that was challenged by readers as being inaccurate?

Jennifer Guerin: @Jenna that is fantastic. Thank you!

Judi Moreillon: A4 Establishing a foundation is good. In my experience, the reciprocal mentorship that happens when coplanning/coteaching for specific learning outcomes is where the power lies.

Ann Schuster: A4 @Jenna-great idea about having students describe how they see themselves in this process

Jane Lofton: @Justin. Some have really blossomed with it. Others just do the required assignments. But I think even the latter get something out of it, and it is a great opportunity to talk about etiquette, safety, respecting intellectual property, etc.

Jenna Nemec-Loise: @Ann The exercise really helped us estabilish common ground and attitudes leading into the discussion.

Jennifer Guerin: A4 @Jane et al. what platform do students have most success with when blogging, in your experience?

Carmaine: I communicated with teachers during PLC and their planning time, listened, and inserted grade level and subject appropriate suggestions. I presented at facutly inservices supporting their curriculum with library and technology standards.

Ann Schuster: This has been a wonderful "collaboration" in and of itself. As we move on to Question #5, feel free to keep those responses to #4 coming.

Judi Moreillon: A4: @Jennifer, I like Edublogs - now free for educators/students: https://edublogs.org/2017/02/03/student-blogging-is-now-100-free-on-edublogs/

Ann Schuster: Q5 What would be an ideal collaboration between schools and public libraries in educating children about evaluating information? Use A5 when answering.

Jennifer Guerin: A4 @everyone Would love to know if anyone experiences challenges in getting on the PD schedule for your school; alternately, how do you "sell" the need for PD on dig/info literacy to admin?

Jane Lofton: A4 @Jennifer: Great to see you here! We have mostly used Google Blogger. I used to use Edublogs, but the free version became more limited. They have just changed to more free, though. Ah, I see Judi already gave you the link!

Jennifer Guerin: A4 @Judi and @Jane I am on it!

Judi Moreillon: A5: First of all, communicate. Know what each type of library is doing realted to evaluating information.

Amy Koester - Skokie, IL: A5 It's always incredibly helpful to know what specifically the schools are covering when it comes to information literacy. That way we at the public library can think about ways to support but also to fill gaps.

Jane Lofton: A4: @Jennfifer: I always kept offering, offering, and offering PD to my administration. Sometimes they took me up on it, sometimes not. When they wouldn't, I'd try other methods like emails, newsletters, whatever way I could sneak it in.

Jenna Nemec-Loise: @Judi: Absolutely. At my public library, I've also tried to streamline a process for assignment alerts so I know what's going on in classrooms at my local schools. So I'm collaborating with school librarians and classroom teachers simultaneously.

Laura Jenkins - Chicago, IL: A5 We have fewer and fewer school librarians these days. We in the public library absolutely must reach out to principles but also classroom teachers to let them know we're a resource.

Joyce Valenza: Q5: It worries me that so many children don't have school libraries.

Laura Jenkins - Chicago, IL: Principals! ack

Judi Moreillon: A5: Brava, @Jenna. Too true, @Joyce that school librarians are rare in some communities.

Jenna Nemec-Loise: @Jennifer @Jane That Standford study is outstanding justification for PD on digital literacy. When I presented for the HS teachers, I also showed them infographics from Project Information Literacy about college students information-seeking behaviors. Both really resonated with teachers and admin!

Ann Schuster: @Laura-that outreach to classroom teachers can be so vital in the absence of a school librarian

Nina Lindsay (Oakland CA): A5, @Joyce, worries me too. Public libraries are a resource but we don't have access to classroom-level touch with students.

Jane Lofton: @Joyce -- In California, most schools have school libraries, but most don't have trained librarians :-(

Carmaine: When school librarians share assignment alerts, curricular projects, and author events, public librarians are more inclined to communicate and support the students. Solution-based activities have brought school and public librarians together sharing resources and strategies.

Joyce Valenza: A5: Current events curation pages to use across communities would be nice. Incorporating free and firewall stuff, getting rid of firewalls and using geolocation

Jennifer Guerin: A5 @Jenna that is remarkable. @Joyce I share your worry and am realizing that public libraries really do need to play a role in the info literacy struggle, esp if school libraries are lacking resources.

Nina Lindsay (Oakland CA): A5... I always struggle with how public libraries can fill gaps without suggesting we supplant the role of school librarians.

Jane Lofton: A5: I love Joyce's idea of current events curation pages across communities. We all have somewhat different needs and foci, but we also shouldn't have to reinvent the wheel for every school, library.

Judi Moreillon: A5 School-public library collaboration isn't easy - but so worthwhile for kids. It would be ideal of administrators in both settings had a more community-based perspective.

Judi Moreillon: *if*

Jenna Nemec-Loise: I highly recommend this project and its infographics to any and all public and school librarians looking for support and documentation for why we need digital literacy instruction: http://www.projectinfolit.org/about.html

Alan Bern, Berkeley Public Library, California: Q5: perhaps a family approach could be fruitful

Justin Azevedo (Sacramento, CA): A5: I wonder if there is something in focusing on the difference between the collections of school libraries (curricular, more subject to parent/admin approval) and public libraries (broad, and often full of controversial content).

Audrey Church, AASL President, Farmville, Virginia: A5: As we advocate for all children having access to a full-time certified school librarian, we can address the key role librarians have in teaching children these critical digital literacy skills.

Jennifer Guerin: @Carmaine I really want to learn/hear more about how school librarians are doing this and through what venues. I work at a boarding school where most kids come from surrounding Native communities and it's blowing my mind right now to think about how I could be collaborating with the pueblo libraries in NM to share assignments, projects, etc.

Nina Lindsay (Oakland CA): @Audrey, yet!

Nina Lindsay (Oakland CA): (whoops: yes!)

Judi Moreillon: A5: Agreed @Audrey!

Laura Jenkins - Chicago, IL: @Jennifer, I'd bet your public librarians would be thrilled to hear from you.

Jennifer Guerin: @Jenna thank you. Will be using this to advocate for this training to be incorporated w/staff (and students, of course)

Laura Jenkins - Chicago, IL: @Audrey, agreed. We all need to advocate for school librarians!

Judi Moreillon: A5: If school librarians are willing/able to donate their time, summer reading programs can be ideal opportunities for school-public library collaboration related to empowering students' digital literacy.

Laura Jenkins - Chicago, IL: Keep your answers coming! We're going into our last question.

Laura Jenkins - Chicago, IL: Q 6 How do we best inform and include parents and the community regarding our efforts to develop digitally literate citizens?

Jane Lofton: A5: @Alan, My district once had a family literacy night, and I was able to do a session for parents at all levels (elementary thru high school), even though I served only high school in my job. It was a great opportunity to reach more families, if you can get your district to do that.

Jennifer Guerin: A4 these school/public library collaborations seem perfect for grant applications

Jenna Nemec-Loise: @Jennifer Since Project Information Literacy studies information-seeking behavior in college students, it's been especially meaningful for elementary and HS teachers. I use the data to demonstrate what students are doing when they leave our classrooms and why we still have work to do in digital literacy instruction.

Carmaine: We truly need students, parents, and administrators to provide testimonials on behalf of licensed school librarians and fully funded libraries for decision makers to pass appropriate legislation

Judi Moreillon: @Jenna will check it out. Thanks for sharing http://www.projectinfolit.org/about.html

Ann Schuster: A5 @Judi we always invite our public librarians in before year's end to talk about summer reading. I should be including some digital literacy focus as well.

Audrey Church, AASL President, Farmville, Virginia: A5 @Judi, Agreed! We all benefit from these collaborations!

Jenna Nemec-Loise: A6: Attendance at PTA and Local School Council meetings as well as Family Reading/Literacy Nights at local schools have helped me connect with parents.

Judi Moreillon: A5: Yes! @Ann. My mama said I was born with the word "more" on my lips. Can I/we do more is always my question...

Jennifer Guerin: Q6 I love this question. I think strong administrators can be key in getting the word out, followed by online newsletters and/or sessions on campus for interested parents. Also might be good to invite parents, via Remind.com or Google Classroom, to join classes when students are doing dig/info literacy assignments. Maybe too intrusive, though....

Nina Lindsay (Oakland CA): A6 Do parents and community sometimes assume that "digitally literate" just means they know how to use electronic? Does the terminology make a difference?

Justin Azevedo (Sacramento, CA): A6 - PTO/PTA meetings are definitely a good place to go, and often don't get the kind of outreach attention that classrooms do.

Mary Voors - Fort Wayne, IN: GREAT question, Nina!

Ann Schuster: A6 The AASL legislative initiative we spoke of earlier can also be a great way to get the word out to our representatives

Judi Moreillon: A6: Brava, @Jenna. Yes! to students/parents knowing the public librarian is part of the literacy ecosystem!

Judi Moreillon: *their* literacy ecosystem!

Jenna Nemec-Loise: @Judi I call it the Trifecta of Awesome: School, Home, and Public Library.

Jennifer Guerin: A6 @Nina really good question. Seems terms like "fake news" have become part of our lexicon pretty quickly, so I think using terms like information literacy or "news literacy" might dispel confusion

Ann Schuster: A6 @Nina Individuals and organizations may tend to use the terms "digital literacy", "media literacy" and "information literacy" interchangeably. For the purpose of today's discussion, it may be helpful to think of these terms fluidly. We would like our patrons/students, when using the variety of resources available, to become adept in any/all of these literacies as it assists them in expressing themselves by thinking, creating and in using the oral and written word

Julie Crabb (Olathe, KS): Q6: A lot of these resources should be presented to the entire community. Encourage caregivers to work alongside children to evaluate resources.

Justin Azevedo (Sacramento, CA): A6 @Nina I think so. And I think a lot of parents' attention on the dangers of digital literacy are on more visceral threats than misinformation.

Carmaine: By providing food, translators, demonstrating, and allowing student and parents to practice using appropriate tools, websites, and info seeking strategies, the community may have a interest. This especially is important with 1-1 devices taken home.

Nina Lindsay (Oakland CA): @Ann and @Jennifer, thanks. I think it's important to recognize the generational divide here. WE are constantly relearning media/information literacy as it changes through digital technology. It's confusing!

Judi Moreillon: A6: News flash: Toolkit coming soon from the AASL/ALSC/YALSA Interdivisional Committee on School-Public Library Cooperation!

Jennifer Guerin: @everyone Need to go sit at library desk for students during lunch! Nice chatting with you all...great forum. Hope I can access the chat history at a later date to review ideas. Bye now!

Julie Crabb (Olathe, KS): A6: I agree with @Nina. I think our terminology should be more specific. Target a particular topic. Honestly, we could use some of the fake news attributes in our favor here.

Justin Azevedo (Sacramento, CA): A6: I mean... can't it be argued that anybody under 16 is "digitally literate," at this point?

Audrey Church, AASL President, Farmville, Virginia: A6 @Ann, Totally agree! Digital, media, and information (and other) literacies overlap and intermingle in today's society! We all have to help our students/patrons become critical and ethical consumers and producers of information -- in all formats!

Alan Bern, Berkeley Public Library, California: A6: Justin, not if digital literacy includes critical thinking and evaluation . . .

Nina Lindsay (Oakland CA): @Justin, I do think there's sometimes a disconnect though btwn the use of digital devices, and HOW they are being used.   That caregivers don't always connect this with info literacy.

Judi Moreillon: All: Thank you to moderators and to all for a thoughtful, informative and inspiring conversation. Let's do this again! Until then...

Ann Schuster: It's been great interacting with you all!

Lisa Von Drasek, University of MN: thank you all for sharing

Audrey Church, AASL President, Farmville, Virginia: Thanks to Pam, Ann, and Laura for leading!

Justin Azevedo (Sacramento, CA): This was a great conversation.

Pam Harland (Plymouth State, NH): Thank you for joining us @judi!

Betsy Brainerd: Yes, thanks for all the great info./ideas.

Jenna Nemec-Loise: Thank you all for your advocacy and determination!

Lisa Von Drasek, University of MN: I especially appreciated the AASL/ASLC alliance

Marianne Reeves - Athens, GA: Thank you. Educational and empowering forum.

Jane Lofton: Thanks, everyone, for a great discussion!

Audrey Church, AASL President, Farmville, Virginia: Thanks to ALSC for inviting AASL to collaborate on this forum today!

Laura Jenkins - Chicago, IL: Wonderfully informative! I learned a lot. Thanks, all!

Ann Schuster: Many thanks to Nina and Kristen for facilitating!

Julie Crabb (Olathe, KS): Thank you everyone fo the thoughtful conversation.

Justin Azevedo (Sacramento, CA): Thank you, all!

Paula Holmes, Upper St. Clair, PA: Thank you

Aimee S. (Chicago): Many thanks to all for contributing to today's discussion!

Ann Schuster: @ Julie Rock Chalk!

Nina Lindsay (Oakland CA): Thank you everyone!

Judy, Geauga County, Ohio: I would love to access a transcript of the chat later. Will that be available?

Kristen Figliulo - Chicago, IL: @ Judy, yes - a transcript will be available on the Community Forum webpage.

Judy, Geauga County, Ohio: thanks!

Alan Bern, Berkeley Public Library, California: Excellent look forward to having the chat transcript also. Thanks