

Moving Forward: A National Summit on Libraries and Literacy

Summary from Tables: Morning Sessions

Wednesday, June 14, 2006

Table: Books for Adult Learners

Time: 10:30 – 11:30 and 11:30 to 12:30

Participants' experience with theme area:

- Literacy practitioner/ adult education
- 2nd Language
- Literacy network/association/association/board member
- Adult literacy program
- Learner
- Literacy librarian/specialist
- Literacy project(s)
- Literacy tutor

Reasons for attending session:

- One participant had no experience but wanted to attend the session because they wanted to learn how to develop a literacy collection.
- Another participant with no experience was interested in attending the session because they were interested in the decline in reading among men and boys.

Opportunities:

- Create an online database
 - list of books/resources/publishers
 - reviews
 - partner with NALD
 - post first 10 pages of book with cover
 - list support material
 - list-serve
- National campaign
- Set an audit of services from a literacy agency. Look at things such as signage and registration.

- Have learners write books. Apply for provincial government sponsorship
- Create a customer service model in the library. Offer help in the stacks.
- Create a new library/librarian image.

READING FOR PLEASURE

- Involve students in choices of books
- “Books of interest to all readers”
- Make literacy appealing
- Reading clubs, (ex. vote on books)

EDUCATION

- Introduce “books for pleasure” into curriculum and policies
- Removal of gst from learning materials/books
- Collect supplemental activity sheets for books for tutors/educators
- Make presentations to tutors – promote library services
- Library tours. Teach learners how to access books. Close the library and bring groups in.
- Tailor library tour/orientation to a course assignment.

PROMOTION

- Promote enjoyment of reading
- Create a positive image of literacy learner
- Forge partnerships with Canadian authors, publishers, media, authority and popular culture figures to promote reading
- Emulate BBC / CBC book programs
- Use alternate media (radio, tv, etc.) to reach adult learners and raise awareness, promote reading, books
- Vita Link – (such as the *Forest for Reading* – Campaign for Golden Book Award)
- Title of adult learner/ESL collection(s) suggestions: RAW, First Choice, Quick Read
- Create a social space. Use software. Include things such as “what people read”.
- Take books from library to literacy programs to promote collection.
- More signage, incorporate images.
- Categorize books using pictures.

PARTNERSHIPS

- Across jurisdictions
- NALD (National Adult Literacy Database) – provide information to librarians about literacy books
- CBC – “Canada Reads” with literacy theme
- Build partnerships with literacy contacts. Develop collections through these contacts.
- Provincial library associations – “the Partnership”
- Between libraries and literacy groups

COLLECTIONS

- Representative collections, (ex. Cultural, Canadian content/authors, recreation, hobbies, history, “how to books”, books about specific jobs – mining)
- Assign one person to purchase literacy books
- Have a community literacy collection. Could include such things as brochures and posters.
- Put collection in one section
- Front facing books. (Books are small)

Challenges:

- How to integrate books into the collection. Do we separate ESL and adult learning books?
- GAPS:
 - Not enough Canadian books with Canadian content.
 - There is a lack of suitable material for specific reading levels
- Need more visibility of books for learners at libraries and bookstores
- Smaller publishers are not promoted well
- Books are outdated and skill specific
- It is hard to promote to tutors and users of the collection
- Finding a visible location
- What do we call the collection?
- Users confused with classification system
- Practitioners choose books
- Lack of funding for resources
- PACKAGING:
 - Create appealing covers that don’t “look like easy readers”
- Golden Oaks books not being read
- Some learners don’t have to time read for pleasure, not “practical”
- Literacy section in libraries are not in a convenient location – note enough resources
- Hard to establish unity across jurisdictions
- Can’t assume one size fits all learners

- Assigning levels to books can make students feel self-conscious
- Confusion with Dewey Decimal System by students
- Reading for pleasure not part of outcomes
- Signage/registration process in library overwhelms/intimidates users

Other comments or Parking Lot Issues:

- A high response from ESL for literacy materials
- There are two uses for the adult learning/ESL collection(s): skill development and reading for pleasure