

# LIBRARY ADVOCACY PROGRAM:

# READER'S SHOWCASE

By Jennifer Boan



# PROGRAM & OBJECTIVES

Themed monthly Open House event that features student presentations of literature using Web 2.0 tools and Makerspace models.

## Objectives:

1. Advocacy for reading and diversity of literature
2. Technology integration
3. Collaboration among peers

# BUDGET & AUDIENCE

\$1,600

Participants

(\$200 for each month,  
& Fifth graders

October through May)

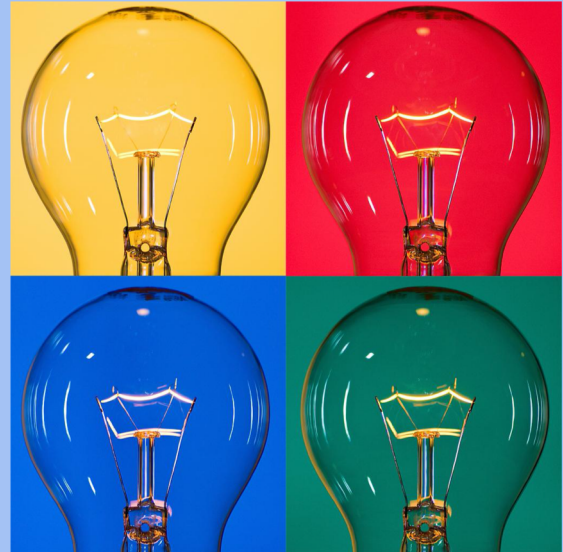
- Books
- Makerspace supplies
- Refreshments

Fourth



# BENEFITS

- Leadership
- Critical thinking
- Collaboration
- Confidence



RATIONALE:

DE

NAEGHEL, ET. AL (2016)

1. Motivation
2. Professional development
3. Student interest

**Promoting elementary school students' autonomous reading motivation: Effects of a teacher professional development workshop**

# RATIONALE:

NG (2018)

1. Assessment
2. Professional Development
3. Collaboration
4. Adjustment

Using student voice to promote reading engagement for economically disadvantaged students

RATIONALE:

STUTZ, SCHAFFNER, & SCHIEFELE

(2017)

1. Motivation
2. Exploration
3. Participation
4. Adventure
5. Challenge

Measurement invariance and validity of a brief questionnaire on reading motivation in elementary students

# MEASUREMENT OF IMPACT

Circulation statistics

Increased attendance from first to last meetings

Book fair purchases in May

Communication from stakeholders





# REFERENCES:

- De Naeghel, J., Van Keer, H., Vansteenkiste, M., Haerens, L., & Aelterman, N. (2016). Promoting elementary school students' autonomous reading motivation: Effects of a teacher professional development workshop. *Journal of Educational Research, 109*(3), 232–252. doi 10.1080/00220671.2014.942032
- Ng, C. (2018). Using student voice to promote reading engagement for economically disadvantaged students. *Journal of Research in Reading, 41*(4), 700–715. doi 10.1111/1467-9817.12249
- Stutz, F., Schaffner, E., & Schiefele, U. (2017). Measurement invariance and validity of a brief questionnaire on reading motivation in elementary students. *Journal of Research in Reading, 40*(4), 439–461. doi 10.1111/1467-9817.12085.