



Library/Media Center Research

Sycamore Planning Commission – 2013

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Objective: Research innovative practices in Library Media Centers

Questions:

- **What are the innovative practices in Library Media Centers in our benchmark districts?**
- **What technologies do they make available to all students?**
- **Have they entered in to any consortia agreements to expand their collections? How are they using the media center in their schools as a “hub” of learning?**

Topics

- The current trends in Library Media Center physical spaces? How is technology, specifically e book technology being recommended?
- Features of Library Media Center spaces that promote collaboration among students in research teams?
- How electronic resources are arranged and how are they monitored/assigned?
- How are print collections maintained to assure “up to date” material?
- The current trends in Library Media Center physical spaces.
- How technology has changed the role of these spaces and what the recommendations are for e-books.
- What the role the Library Media Center Specialist could/should play in organizing, teaching and promoting the Media Centers.

Groups Contacted

K-12 School Districts

- Indian Hill High School, Rocky River High School (near Cleveland), Mason City School District, Mt. Lebanon High School (Pittsburgh), Dublin Schools (near Columbus), Upper Arlington schools (Columbus), & Jackson High School (Massillon)

Universities

- The Ohio State University, Xavier University, University of Cincinnati (College of Education, Human Services and Criminal Justice), Ohio University, Indiana University (School of Education), Miami University, & Cleveland State University

Sycamore Staff

- Bill Fritz, Anne Marie Reinke, & Karen Naber

Architects

- Cole & Russell Architects
- GBBN

Library Media Center Research

Literature Search

- The current trends in library/media center physical spaces.
- How technology has changed the role of these spaces and what the recommendations are for ebooks.
- What the role the library/media center specialist could/should play in organizing, teaching and promoting the media centers.

Sources Used

- *Survey of EBook Usage in U.S. School (K-12) Libraries* (Follett Library Resources)
- *School Library Journal* articles: “Are ebooks any good?”
- “Divine Design: How To Create the 21st Century School Library of Your Dreams”
- “Space, The Final Frontier: Media Centers for the 21st Century”.
- *National Teen Space Guidelines*. Young Adult Library Services Association
- *San Jose Mercury News*, “The Cure for California’s Vocabulary Crisis: Invest in Libraries and Librarians”.
- INFOhio and OhioLINK *Preparing 21st Century Ohio Learners for Success: The Role of Information Literacy and Libraries*.

Literature Search

The Current Trends in Library/Media Center Physical Spaces Selected Findings

- Make sure your space is flexible to support multiple teaching and learning styles.
- Remember, you're not running a book warehouse—stop warehousing books and start merchandising them!
- Insist on a strong infrastructure, including adequate outlets and window treatments.
- Don't sacrifice livability for beauty—don't design it like a Starbuck's!
- Create spaces to stimulate the senses, such as an outdoor reading patio, bright colors/murals, artwork and end panels with built-in shadow boxes.

Literature Search

How Technology Has Changed the Role of These Spaces and What the Recommendations are for ebooks Selected Findings

- A survey revealed 29 percent of elementary schools and 64 percent of high schools had ebooks in their collections. The majority of elementary school librarians surveyed said they will or may purchase ebooks in the next two years.
- Checking out books from the school library will start to take on new meaning as more teachers and parents insist on 24/7 access in school and at home.
- The most pressing question may be not if but how teachers and librarians should use ebooks. For example, in Akron, before starting the electronic part of a reading activity, children are introduced to new vocabulary words.
- Some librarians and teachers are intent on using e-picture books simply to increase how many books kids get their hands on.
- In suburban St. Louis, the average fluency rate for students using Tumblebooks was 23 percentage points higher than that of the control group.
- What libraries can offer are intimate spaces for online learning. Students will need semi-private spaces or kiosks, where they can log onto their courses.

Literature Search

What the Role the Library/Media Center Specialist Could/Should Play in Organizing, Teaching and Promoting the Media Centers **Key Findings**

- Research informs us that the presence of credentialed librarians in school libraries has a positive effect on reading achievement.
- Goal #6 from *Preparing 21st Century Ohio Learners for Success: The Role of Information Literacy and Libraries*:
Provide school and academic librarians with opportunities to work together to develop collaborations supporting the transition of secondary school students to college-level research.

Sycamore School Media Resource Centers

Media Center Specialists

- Blue Ash Elementary - Teresa Messer
- Maple Dale Elementary – Gloria Smith
- Montgomery Elementary - Sharon Touchton
- Symmes Elementary - Catherine Ashton
- EH Greene Intermediate - Becky Sloan
- Junior High School - Becky Sloan
- Sycamore High School - Tom Bernard
 - Media Assistant - Pat Bernard
 - Media Assistant - Annette Burton

Sycamore School Media Resource Centers

Elementary Schools

- The goal of the library media program is to ensure that students and staff are **effective users of ideas and information**.
- This goal is accomplished by providing intellectual and physical **access** to materials in all formats, by providing **instruction** to foster competence and stimulate interest in reading, viewing, and using information and ideas by working with other educators to **design learning strategies** to meet the needs of individual students.
- Materials are selected to enrich and correlate with the school curriculum as determined by Sycamore Community Schools
- Fiction and non-fiction books provide opportunities for students to read for pleasure and opportunities to research class projects.

Sycamore School Media Resource Centers

Elementary Schools

- Each school has several computers for the students to use
- Electronic media usage includes the **Follett system** which replaces the “card catalog” of old
- Symmes has 5 netbooks and 5 iPads and has requested access to several apps
- Students have one Library period per week (35 minutes) with the exception of full-day kindergarten which gets a second Library period per week
- Elementary school media resource center staff meet approximately four times per year (every other early release day)
- **Each class visits the library once a week**, but students are always welcome to come in throughout the week, with teacher permission, to check out new books.

Sycamore School Media Resource Centers

EH Greene School

Library Computer Use

- There are approximately 24 student computers in the Media Center and computer use is limited to one person at a time on each computer.
- Headphones are available and each computer is equipped with Internet access, Microsoft Office products, and other specialized programs.
- Most students save their work to their "H" drive (see below), to a memory stick, or to a Digital Dropbox. Most of the computers will also still take a floppy disk. Students should ask for permission before printing documents.

Sycamore School Media Resource Centers

Online Resources Currently Available EH Greene School

- Checkouts = <http://follet.sycamoreschools.org>
- For Fun:
 - Best Fantasy Books
 - Best Historical Fiction Books
 - Best Mystery Books
 - Best Science Fiction Books
 - Database of Award Winning Children's Literature
 - Best Contemporary/Realistic Fiction Books
 - InfOhio
 - Junior Library Guild
 - Kids Reads
 - National Geographic for Kids
 - Series and Sequels

Sycamore School Media Resource Centers

Online Resources Currently Available Jr High School

- Checkouts - <http://follet.sycamoreschools.org>
- Laptop cart available (about 30 laptops), students may sign out a laptop for one bell
- For Fun: Same as Greene

Resources:

- Dictionary
- How to find books in the Media Center
- InfOhio
- Works Cited using Modern Language Association(MLA)
- Parenthetical documentation
- Print Sources: Books & Government publications
- Magazines and Journals: Print & Online databases
- Media and Interviews
- Web Sites

Sycamore School Media Resource Centers

Online Resources Currently Available High School

- Checkouts - <http://follet.sycamoreschools.org>
- Laptop carts 3 available (about 30 laptops), students may sign out a laptop for one bell
- For Fun: Same as Greene

Resources:

- Cincinnati Public Library
- Gale Electronic Resource
- InfoOhio
- KNOWITNOW
- Learning Express Library
- SHS Online Catalog

Sycamore School Media Resource Centers

Readiness

- Google Apps for Education GAFE, no cost to the district.
Sycamore schools have an institutional version under the sycamoreschools.org
- Each school is ready from an IT perspective for full-scale electronic (ie. computer) media resource centers
- Each school has wireless internet capability

K-12 Schools

Trends in School Library Physical Design

- Spaces allowing group collaboration with access to technology
- Flexibility (movable furniture, WiFi, movable partitions, technology with long battery life)
- Distance learning space
- Creative technology options (digital still and video cameras)
- Extended before-and-after-school hours

K-12 Schools

Trends in Technology

- BYOD/BYOT
- Check-out technology (i-pads, e-readers, laptops, cameras, listening devices)
- On-line access to e-books
- Presentation technology available in library (smart boards, smart podiums, TVs)
- Items to inspire creativity (e.g., cameras, ability to produce podcasts)

K-12 Schools

Trends in Holdings and Collections

- **Common Core Standards** greatly influencing attention to non-fiction holdings
- **Most schools decreasing hard-copy fiction** (clearing out older items, fewer new purchases)
- **While non-fiction hard-copy is decreasing, some are still holding on** due to depth of information
- **Database usage and subscriptions increasing** (reflecting move to Common Core)
 - INFOhio (every Ohio school)
 - EBSCO (most Ohio schools)
 - Gale (6)
 - ABC/Clio (3)
 - Noodle Tools (3)
 - Many, many others were given 1 mention

K-12 Schools

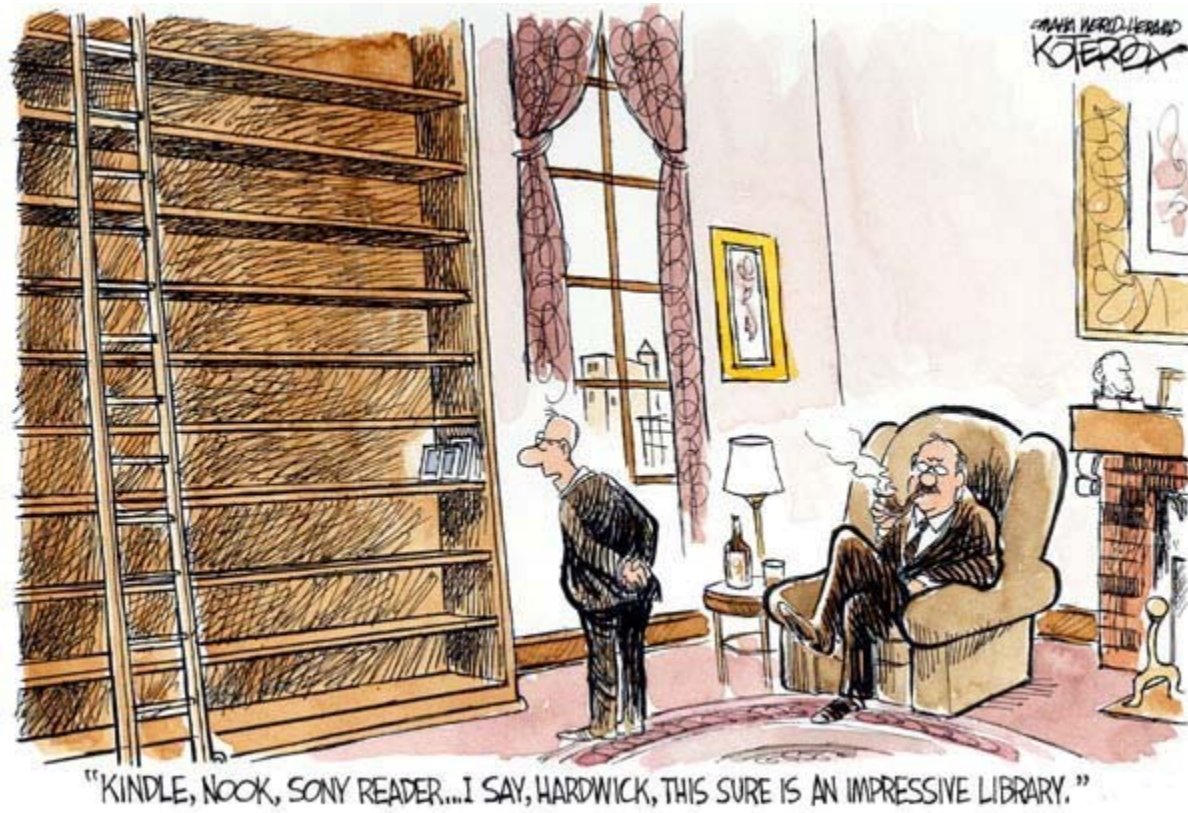
Measuring Information Literacy

- TRAILS from INFOhio is being used by 4 of the 6 Ohio districts interviewed.
- One is part of the INFOhio Research4Success pilot.
- Some school districts are developing their own systems, usually on a department-by-department basis.

K-12 Schools

Changing Role of School Librarian

- Supporting 21st Century Learning and Common Core standards, librarians and libraries must help students
 - Acquire and demonstrate information literacy
 - Master crucial research skills and inquiry techniques
 - Learn to evaluate research tools (Google and Wikipedia are insufficient)
 - Sift through overwhelming amounts of good vs. bad information
 - Understand and master rapidly changing technologies
 - Learn “digital citizenship” –responsible sharing of information, cyberbullying, ownership of creative material, etc.



Universities

Questioned Asked

- What should be done at the high school level in libraries/media centers that will allow a smooth transition to college?
- Overall, to what extent (scale of 1 (least) to 5 (most)) do you believe each recommendation you made in #1 above is being accomplished?
- Any other comments to share?

Universities

What should be done at the high school level in libraries/media centers that will allow a smooth transition to college?

Selected findings

- Information literacy skills (how to locate and evaluate information) lacking in many students coming to college. Librarians can begin to teach these skills in high school.
- The largest challenge for incoming freshman is the inability to distinguish between quoting, summarizing, and paraphrasing.
- Students need to be familiar with sources beyond Google, including books, journal articles, databases, etc.
- Students need to know that libraries and librarians are sources of help and students need to know to ask for help.
- Students need to learn to transfer skills learned by learning how to develop good questions and think through different ways to answer them.

Universities

What should be done at the high school level in libraries/media centers that will allow a smooth transition to college?

Selected findings (continued)

- Students should have access to ebooks and knowledge of audio and video editing.
- Students should be introduced to college libraries and support services (e.g., writing centers, math labs) while still in high school.
- Each school needs a library and at least one full time librarian.
- A strong library program should be in place to support the curriculum and state standards.
- Challenging research projects (traditional research paper, presentations, poster sessions, multimedia, portfolios, capstones, etc.) that mimic college level assignments and requirements need to be part of the curriculum, especially in 11th and 12th grade.

Universities

What should be done at the high school level in libraries/media centers that will allow a smooth transition to college?

Selected findings (continued)

- Formal assessment of information literacy skills (e.g., TRAILS, rubrics) should be conducted all 4 years of high school to ensure students are learning the skills.
- Librarians should be considered faculty and have the same professional development opportunities as teachers.

Universities

Overall, to what extent (scale of 1 (least) to 5 (most)) do you believe each recommendation you made in #1 above is being accomplished?

Selected findings

- Limited response to this question.
- Ratings ranged from 1-3.
- Greatest level of accomplishment: students' ability to distinguish between quoting, summarizing and paraphrasing (but still only a "3").
- Least level of accomplishment ("1"):
 - Introduction to college libraries and academic support services.
 - Ensuring students know what librarians do, how they can help them, and making them feel comfortable approaching them and asking for help.
 - Budget issues—having sufficient funds for facilities, materials, technology, staff.
- Assessment of students' information literacy skills.

Universities

Any others comments to share?

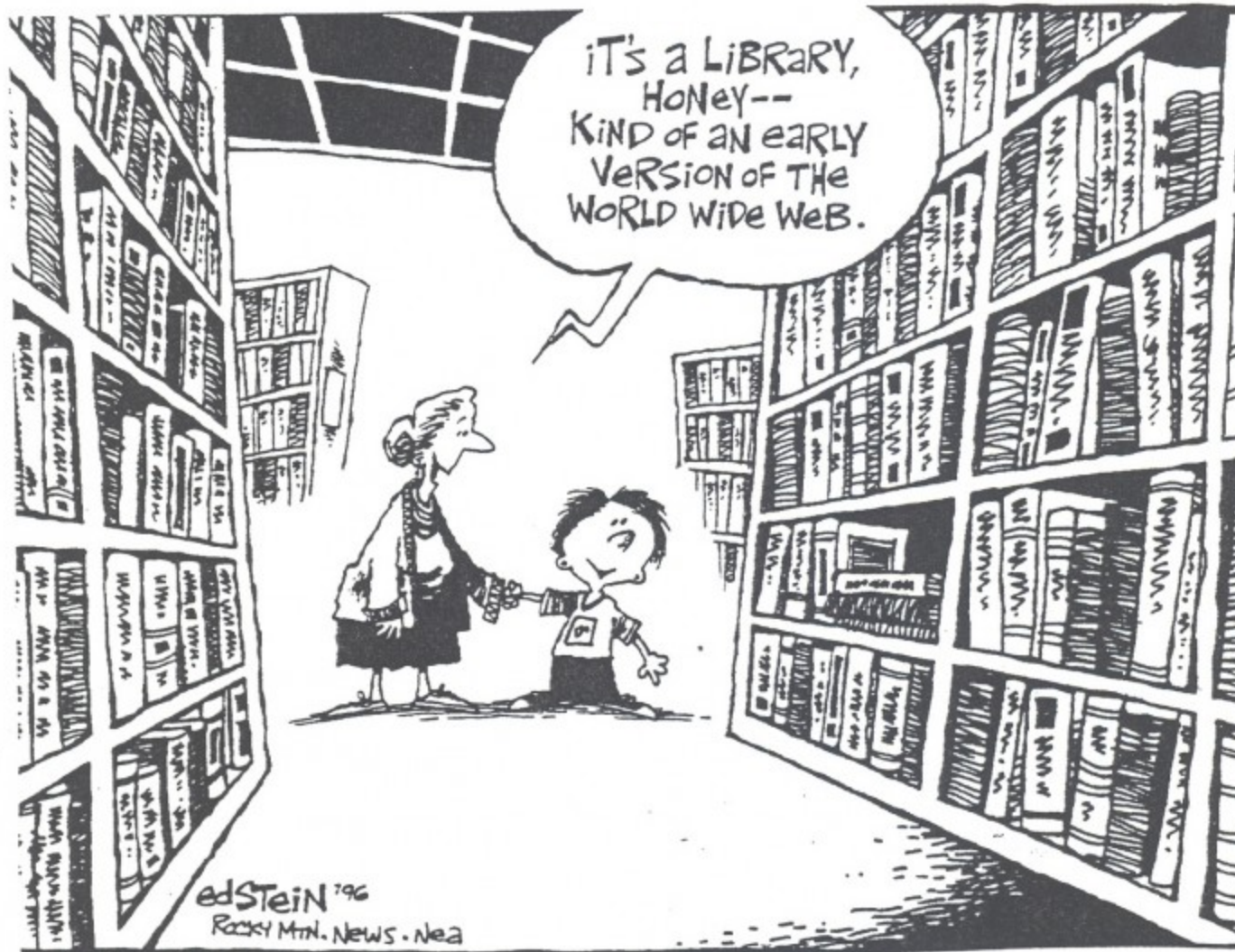
Selected findings

- Explore reports released by Project Information Literacy (PIL).
- Look at TRAILS (Tools for Real Time Assessment of Information Literacy Skills) Program (part of INFOhio) as a tool to be used to assess student information literacy.
- Students and librarians should be familiar with INFOhio and its K-12 databases
- Google is o.k. for everyday use but it should not be relied on for academics.
- Clearly there's much more we could/should do to bridge the gap between high school and college, when it comes to college readiness and facility with college-level library research.
- Concern with high schools that do NOT have librarians.. More and more high schools are eliminating these librarian positions. Those schools that do have them produce students who are much better prepared to do college-level research.

Universities

Any others comments to share? Selected findings (continued)

- We at Xavier have done some work with local high schools, and we meet with local school librarians frequently to try to come together and help one another.
- If Sycamore is interested, we [Sycamore and Miami] could begin to explore a partnership to help and collaborate on this transition.
- Using the library and quality sources should be a habit BEFORE students get to college.



Architects

Firms

- Cole & Russell Architects
- GBBN

Questions:

- What are the trends in K-12 libraries?
- What are K-12 schools requiring?
- How are designs affected by the trends and requirements?
- What are the differences for elementary, middle, and high schools?
- How are designs affected by the trends and requirements in regards to usage?

Architects



what we observed

Libraries are becoming the academic heart of the campus, supporting social connections, collaborative needs and team projects, along with event areas for campus and community activities.

The central role of computer hardware and software has resulted in a demand for more library computer labs.

Anywhere/anytime information access has lessened the need to reference books, so book stacks are being reduced and moved to less prominent locations.

Librarians' roles are changing; they're instructors, technology advisors, research assistants and collaborators with students and faculty.

Architects

What are the trends in K-12 libraries?

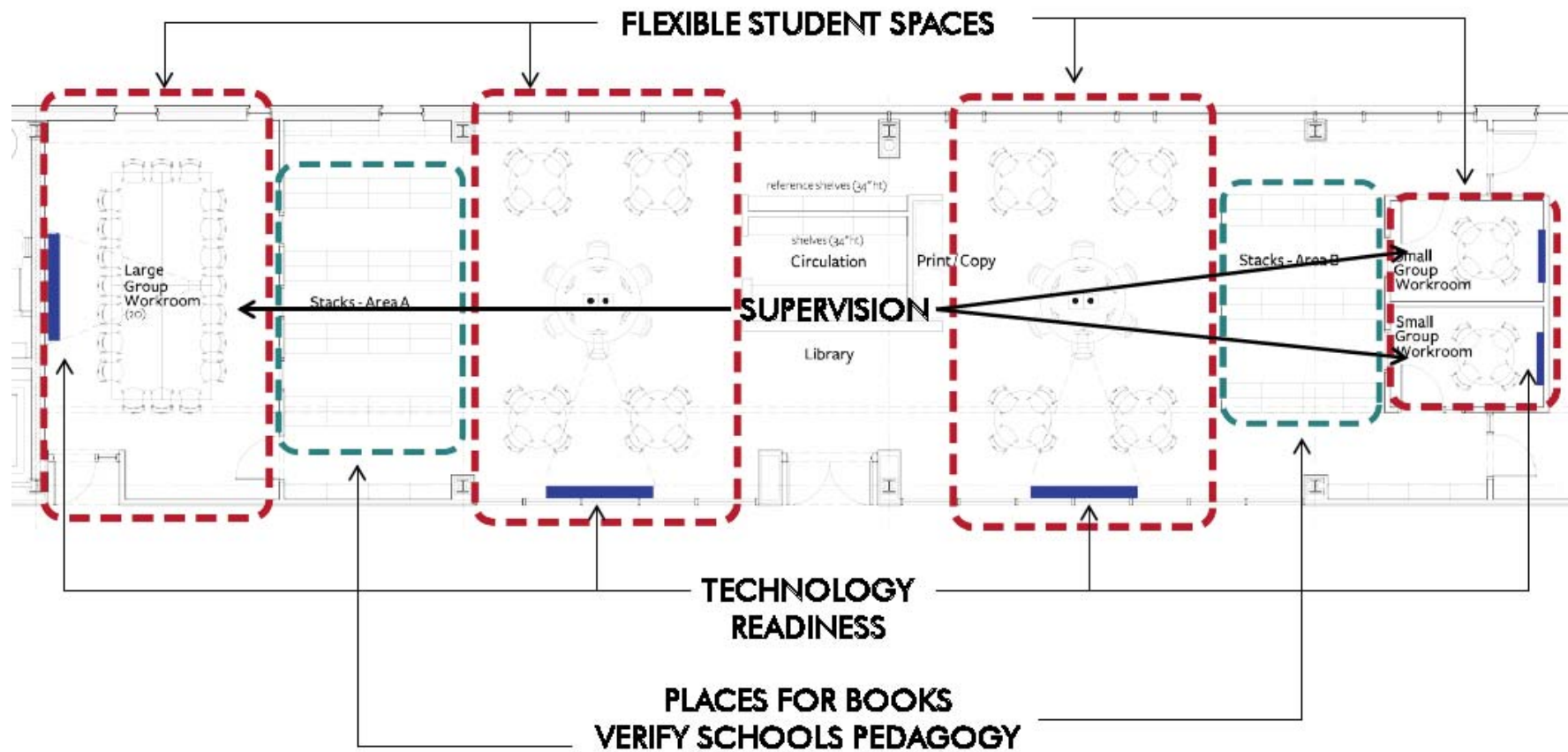
Modern feel, multi-function, technology driven, & natural light usage.



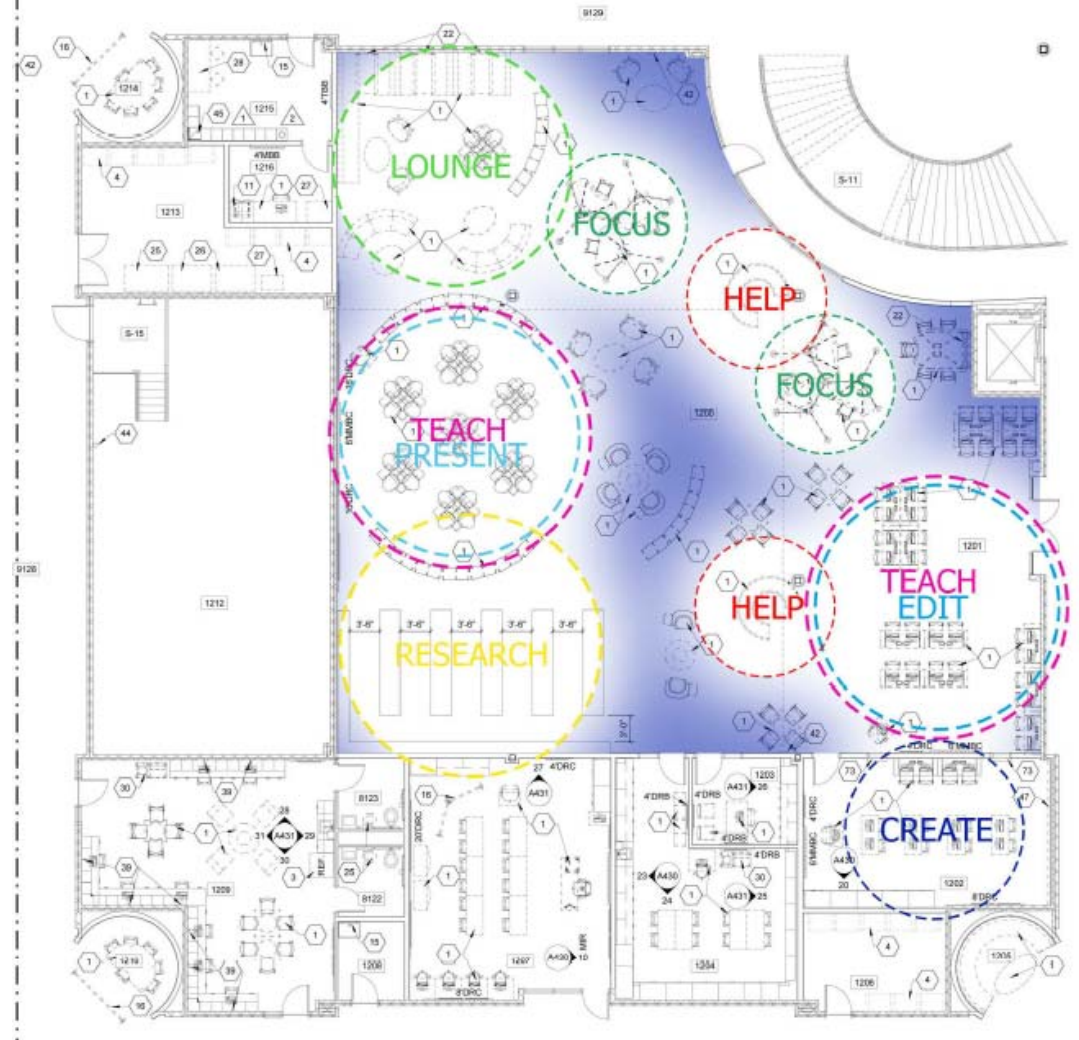
Architects



Architects



Architects



Library Media Center Research

Architects

- What are K-12 schools requiring?
 - Coffee house feel for the high schools
 - Flexible spaces (e.g. research and classes)
 - Supervision(e.g. glass walls)
 - Multimedia spaces
- How are designs affected by the trends and requirements in regards to usage?
 - Varies from school districts to school districts
 - Usages plans (work flow) for spaces have not been addressed.
 - e.g. class schedules vs. research times

Summary

- The trends and practices throughout the various school districts, design firms, and universities vary but they all have a common theme and that is to provide a 21st century capable library/media center where the students can interact with each other and the teachers in a collaborative way.
- The trend from book stacks toward technology seems to be shifting as the students move up in grades.
- Electronic technology is becoming more accessible at the middle/high schools where the students are using multimedia to research and present their school work.
- Further research skills development seems to be a requirement in the high school grades based on the input from the Universities in our survey.
- The design firms are reacting in a positive way that enables schools to have a multi-functional space based upon the requirements of the individual school.