Information technology inservice workshops for the teachers of the Cooper B. Hatch Middle School, Camden, New Jersey

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INFORMATION TECHNOLOGY INSERVICE WORKSHOPS FOR THE
TEACHERS OF THE COOPER B. HATCH MIDDLE SCHOOL,
CAMDEN, NEW JERSEY

by
Frank J. Indriso

A Thesis
Submitted in partial fulfillment of the requirements of the
Master of Arts Degree in the Graduate School
of Rowan University
May, 1997

Approved by

Date Approved  May 5, 1997
ABSTRACT

Indriso, Frank J. Information Technology Inservice Workshops for the Teachers of the Cooper B. Hatch Middle School, Camden, New Jersey, 1997; Thesis Advisor: Dr. Lynne Levy

The purpose of this project is to provide information technology inservice workshops for the teachers of the Cooper B. Hatch Middle School in Camden, New Jersey.

These workshops were developed in response to an everpresent need to educate the teaching staff of the Cooper B. Hatch Middle School, regarding the use of the information technology found in the library. The lack of information technology skills was observed by the media specialist through working in the library with the teaching staff and their students over the course of the last school year. The media specialist will work with the teaching staff through inservice workshops, which will be developed by the media specialist. The information presented to the teaching staff during the inservices will then be passed on to the students by their teachers. It will be the duty of every member of teaching staff to assist the media specialist in teaching their students how to properly use the new types of information technology found in the school library. The ultimate goal of these workshops is for the teaching staff to acquire information technology skills through participating in five, two hour after-school inservice workshops.
MINI-ABSTRACT

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ACKNOWLEDGEMENTS

I would like to use this page to acknowledge all of the people who had to deal with me during the last three years that I attended graduate school at Rowan University, in pursuit of the Master’s Degree in School and Public Librarianship.

I can’t say thanks enough to my parents Frank and Anna Indriso, who instilled in me the importance of an education and made countless sacrifices in order for me to obtain an education. Without their guidance throughout my childhood and teenage years, I might have been working as an automobile mechanic at the local Pep Boys instead of being a school librarian.

I would also like to take the time to thank three other people who I owe many thanks to. I would like to thank my library supervisor, Mrs. Lynette Tillery, for hiring me as a librarian in the Camden City School District and giving me the opportunity to “practice my profession.” I would also like to thank my grandmother, Lucy Pugliese, for providing me with tuition for one semester and money for other expenses during my graduate career. Last but not least, I would like to thank my girlfriend, Mary Lou DiGhionno, for her patience during this ongoing saga and for being the special person that she is.

Thanks again to everyone, for all that you have done to see me through this final phase of my education!
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CHAPTER 1
Introduction

Statement of Purpose

Automation of the Cooper B. Hatch Middle School Library in Camden, New Jersey, was initiated over the course of the last school year, 1995-1996. Due to the onslaught of this automation, staff development and teacher inservices were deemed necessary by the media specialist, due to the lack of technology skills of the teaching staff. The purpose of these inservice workshops is to familiarize the teaching staff with the information technology, as well as having the teachers become more confident with the computers found in the library. Furthermore, it is hoped that the staff will acquire technology skills through proficiently interacting with the computers during these inservice workshops and by using the computers in the future.

The Importance of the Project

This project was undertaken as a direct response to the overwhelming need for technology skills of both the teachers and, to a lesser degree, the students. At the present time, it seems that the staff and the students are somewhat intimidated by the technology found in the school library. One of my duties as the librarian is to assist the staff and students. Since there has been an awkward transition from the non-automated library to the automated library, I am constantly finding myself providing individualized instruction on how to properly use the various new types of information technologies found in the school library.
Description of the School

The Cooper B. Hatch Middle School is one of five junior high schools located in the Camden City School District in Camden, New Jersey. The Cooper B. Hatch Middle School was built in 1922 and was named after a former Mayor of Camden who passed away the same year that the school was being constructed. Due to the rapid population growth surrounding the school in the past few decades, an addition was constructed in the mid-1980's. This annex included what was to be the new Cooper B. Hatch Library, as well as several more classrooms. The 1987-1988 school year started off with the dedication of the new library and nine classrooms. Almost ten years later, the Cooper B. Hatch Middle School Library has now become a fully automated school library, ready to serve its patrons well into the twenty-first century.
CHAPTER 2
Survey of Literature

Library Automation

Within the last few years there has been an overwhelming influx of automation throughout school libraries. This influx of automation has left many school teachers bewildered, not to mention the vast amounts of students who are also just as confused as their teachers. This being the case, it should be considered imperative that school media specialists develop and conduct staff development activities so that the teaching staff of the school will become familiarized with the automation, as well as becoming accustomed to utilizing the computers in the school library. It is the teaching staff of the school who can spread their knowledge of the automation systems with their students along with the assistance of the media specialist.

The effect of library automation has brought about many more responsibilities for the library media specialist than ever before. In the past, library duties consisted of checking books in and out, shelving books, conducting classes, etc. Today, librarians are dutifully expected to "actively engage in planning, conduct inservice programs, which include the use of equipment, production techniques, evaluation of media, and developing a collection of automated materials to meet the professional needs and interests of teachers," according to the Texas Education Agency, in the 1993 publication, The Library Center: A Force for Student Excellence (p. 4).

Staff Development

In the publication, NASSP, the National Association of Secondary School
Principals (1991), there was a guide on establishing effective staff development programs for teachers.

Staff development can be justified only if its ultimate goal is to improve education for students. To arrive at this end, a variety of goals might be reached. Improving teacher performance in the delivery of instruction or increasing their subject knowledge are appropriate, as are the efforts to improve the curriculum or to modify and strengthen the school as an organization. These and many other intermediate goals are justifiable as long as they are intended to contribute to the one primary goal of a better education for students (p. 23).

In the same publication, there was another guide on how to plan effective instructional use of microcomputers. This guide provides the reader with a framework simplifying the task of educating teachers and students on how to properly use the automation in a school.

The experts point out that (1) you can’t afford not to plan and (2) planning is a fluid process. You will need to develop and maintain staff support. They are more apt to support you if they feel you know where you are headed. Taking the time to involve the staff in the development of a plan could actually speed up full implementation of your program and prevent it from becoming disjointed, confusing, and unsupported (p. 23).

This is one of the easiest ways to increase the overall effectiveness of the library program without increasing the budget.

Another publication, from the Virginia State Department of Education, Framework for Education in the Middle School Grades in Virginia (1990), describes several noteworthy points regarding staff development for teachers:

1. Staff development should be a regular function of the middle school.
2. Middle school students and their teachers should use computers as learning tools in the daily activities of teaching and learning.
3. Middle school teachers and students should develop a basic understanding of educational technology and acquire the skills necessary to use technology to improve teaching and learning (p. 17).

These three aforementioned points should be considered vital to any school library media program. The publication goes on to state that “teachers in middle schools need to be comfortable with using instructional technology. Each teacher who works with students in the middle school grades should be technology literate and should be provided with the necessary equipment and training to do so” (p. 17). It is an interesting fact that the State Department of Virginia requires “all teachers to receive at least 16 hours of in-service training in instructional applications of microcomputers” (p. 18). The document ends in stating: “Our world and our lives are increasingly linked by complex technology which we and our students understand only in the most limited way. All teachers and students need to be familiar with the technology which touches almost every aspect of our lives” (p. 18). Teachers and students will become more effective as they make more use of computers and other forms of technology to access information.

The Minnesota State Department of Education published a manual (1989) entitled Model Learner Outcomes for Educational Media and Technology, which displayed a summary of findings regarding staff development and educational technology. Unfortunately, the findings were disappointing, considering that librarians "are dutifully expected to conduct inservice workshops" (p. 10). The Minnesota State Department of Education found that only 34% of school libraries were conducting staff development, only 29% were partially implemented, 5% planned inservice staff development for the following year, and that 32% of
libraries did not plan any staff development activities for the following year (p. 10).

On the opposite side of the spectrum, the New Hampshire Department of Education reported in the Statewide Technology Survey of the New Hampshire Schools (1995) that 88.7% of its school teachers participated in technology workshops, 78% participated in conference attendance, 74% participated in inservice training, 68% participated in teachers training teachers, 59% participated in college courses, and 58% participated in visitations to other schools in the state (p. 5). This is quite astounding, considering that on average, roughly three quarters of the teaching staff in the state of New Hampshire have received some type of technology training, whether it be from an inservice or a college course, in the past year.

After conducting this literature search and reviewing several articles concerning library automation and staff development, I feel that there is an everpresent need to develop curriculum that will provide staff development workshops for teachers demonstrating how to properly utilize the automation found in my school library media center. It is obvious that this need is not just in my school; rather it is a need in school library media centers nationwide. Fortunately, much in the way of staff development and inservice workshops is being conducted in order to bring the teachers in this country up to par with the onslaught of automation.
CHAPTER 3
The Selection / Utilization of the Ralph W. Tyler Curriculum Model

The Ralph W. Tyler Model will be used on a cumulative scale, covering the fundamentals of five inservice workshops that will be conducted on library automation. To begin, it should be noted that these workshops are being aimed at the teaching staff of the Cooper B. Hatch Middle School.

The Ralph W. Tyler Model was chosen as the model of choice for a few different reasons. First, and foremost, I felt the most comfortable using this model since I was already acquainted with it from reading Ralph W. Tyler's book, *Basic Principles of Curriculum and Instruction* (1949), from cover to cover. Secondly, as a result of reading Tyler's book and studying his model, I feel that his model could be deemed a "universal model" for developing curriculum; having a multitude of applications. For example, the Tyler Model can be used in designing an inservice workshop, regardless of its size. The Tyler Model can also be applied in designing curriculum on a large scale or on a small scale basis. Another reason for selecting the Tyler Model is that the model is a very thorough approach in designing curriculum. The model takes many things into consideration: i.e. the philosophy of the district, the psychology of learning, etc. Also, the Tyler Model provides "feedback paths," which allow for revision at any time, if needed. These three aforementioned items, without a doubt, allow the Tyler Model to demonstrate its overall excellence in designing good curriculum. In summation, the Ralph W. Tyler Model will be used as the model of choice due to the many reasons provided in the above paragraphs.
How the Ralph W. Tyler Curriculum Model works

In order to get a better understanding of how the above curriculum design model works, it will be necessary to discuss each step in detail to facilitate a general understanding among those individuals who look at it.

Ralph W. Tyler produced four questions, also known as "Tyler's Four Fundamental Questions," which serve as a backbone in developing any type of curriculum. The four questions listed in Ralph W. Tyler's 1949 book, Basic Principles of Curriculum and Instruction, are:

1. What educational purposes should the school seek to attain?
2. What educational experiences can be provided that are likely to attain these purposes?
3. How can these educational experiences be effectively organized?
4. How can we determine whether these purposes are being attained? (p.1)

These four questions are the foundation/structure of his model. The first question refers to educational purposes which the school seeks to attain. These purposes, in actuality, are objectives that need to be obtained. Tyler suggests that in order to attain possible objectives, one must first go about seeking out the sources. Tyler provides us with three sources: the students (learners), the society (contemporary life), and the subject specialists (subject matter). Once the students, the society, and the subject specialists have all been addressed, then objectives can be attained.

As mentioned above, one must seek out the three sources first. To begin with addressing the sources, we must take a look at source number one, the students, also
referred to as the learners. The students have needs which must be met; and it is the responsibility of the school and other institutions to meet these needs. The school's efforts should be focused on the gaps in the development of students. These gaps are the educational needs of the students; these needs provide the basis for the selection of objectives.

In order to find out about these gaps (educational needs of the students), one should study the aspects of the students' lives: i.e. their health, social relationships, their school and community, etc., as well as the child's practices, knowledge and ideas, attitudes, etc. All of this investigation can be done through several means - conducting interviews, visual observations, giving tests, etc.

Once you have recorded your data on the students, the next step is to seek out the second source - the society, referring to contemporary life. In order to accomplish this, you must find out what items are significant/important to learn and whether or not studies of contemporary life will have continuing importance tomorrow and will be applicable in the future. Finding information on society is as easy as contacting your local police, mayor's office, clergy, banks, boards of education, chamber of commerce, librarians, etc. Studies of contemporary life does have its criticisms, i.e. is what is contemporary, desirable?; will students view contemporary life as interesting?; will students be able to confront problems in the future?; etc. Aside from these few criticisms, it is definitely worthwhile to utilize data obtained from studies of contemporary life as a source for suggesting educational objectives.

Lastly, the third source that needs to be examined are the subject specialists, regarding the subject matter. Subject matter specialists should be considered, along
with examining detailed reports by education commissions and associations. The subject matter specialists must keep in mind to select materials/information that will contribute to the education of people who are not going to be specialists in the particular field. Too technical or specialized information can be detrimental to students not seeking this type of education.

Once you have examined the three sources in depth, tentative general objectives can be formulated. These objectives will be based on the findings from examining the three sources. The tentative general objectives are subject to change and/or be modified through the next two steps in Tyler's Model, also known as "screens." We use "screens" to refine the tentative general objectives into specific instructional objectives. The first "screen" is the use of a philosophy of education. The educational philosophy of the school is basically the beliefs, theories, and purposes of what the district believes in regarding education. An educational philosophy lays down a plan for what is considered to be the absolute best education. Any of the tentative general objectives that are inconsistent with the educational philosophy of the district will either be modified to fit the philosophy or be totally "screened out," and not used.

Tentative general objectives that are consistent with the philosophy will be used in formulating specific instructional objectives, but these general objectives must pass through yet another screen first, also known as the psychology of learning. At this point general objectives that have successfully met the philosophy of the district must then pass through a second screen, the psychology of learning. Tyler states in his book, Basic Principles of Curriculum and Instruction, that the psychology of learning "involves a unified formulation of a theory of learning which helps outline
the nature of the learning process, how it takes place, under what conditions, what sort of mechanisms operate and the like" (p. 41). Usually the psychology of learning can be expressed in a statement(s), whereby the general objectives can be checked against the statement(s) of the psychology of learning to see whether or not the objectives are congruent with the psychology of learning.

Once the selected objectives have passed the two "screens," what you now have are objectives that must be stated in such a manner that they are more precise. In doing so, one must identify the behavioral aspect and the content aspect in which the objectives will operate. Through coming up with both the behavioral and content aspects, the educational job to be completed will be much easier to arrive at.

The second question posed by Tyler utilizes the precise instructional objectives arrived at from question #1. Question #2 deals with the selection of educational (learning) experiences that will attain the purposes, also known as objectives, which have already been established at this time. These learning experiences, as mentioned by Tyler, "refer to the interaction between the learner and the external conditions in the environment to which he can react" (p. 63). Tyler lists five principles in selecting these learning experiences in his book:

1. For a given objective to be attained, a student must have experiences that give him the opportunity to practice the kind of behavior implied by the objective.
2. The student should receive some type of satisfaction from the behavior implied by the objective.
3. The reactions desired must be within the range of possibility for the students to attain.
4. Many different experiences will attain the same educational objectives.
5. The same learning experience will bring about several outcomes. (p. 66-67)
Tyler also provides a few pointers when considering the selection of objectives:

1. **Learning experiences** should develop thinking skills.
2. **Learning experiences** should be helpful in acquiring information.
3. **Learning experiences** should be helpful in developing social attitudes.
4. **Learning experiences** should be helpful in developing interests. (p. 68-78)

Once educational experiences, also known as "learning experiences," have been selected by using the above listed principles and pointers as a guide, and are in accordance with the instructional objectives, the organization of those learning experiences is the next step.

This question concerns the effective organization of educational learning experiences. Tyler felt that organization is very important "because it greatly influences the efficiency of instruction and the degree to which major educational changes are brought about in the learners" (p. 83). He also felt that the purpose of organization was to reinforce each other's experience, show relationships over time, and to build relationships from one area to another. Tyler had three forms of criteria for effective organization: continuity, sequence, and integration.

Continuity refers to the recurring opportunities for skills to be practiced and developed into continuing operation. Sequence is related to continuity, but is more in depth. Each successive learning experience should build upon the preceding one, but more deeply into the involved matters. Lastly, integration is the specific organization of learning experiences so that the students receive a unified view and a unified behavior.

Tyler also came up with several organizing principles, as he had also done with
the selection of educational (learning) experiences. They are:

1. Logical
2. Psychological
3. Chronological
4. Increasing the breadth of application
5. Increasing the range of activities included
6. The use of description followed by analysis
7. Development of specific illustrations followed by broader principles to explain these illustrations.
8. Attempt to build an increasingly unified world picture from specific parts which are first built into larger and larger wholes. (p. 97)

Now that educational/learning experiences have been selected and organized, the last step in Tyler's model must be addressed. Question #4 deals with the overall evaluation of the purposes, and whether or not they are being attained. Tyler states that "evaluation becomes a process for finding out how far the learning experiences, as developed and organized, are actually producing the desired results and the process of evaluation will involve identifying the strengths and weaknesses of the plans" (p. 105).

Tyler also derived a few means of evaluating whether the purposes are being met or not. Evaluation can take place through pen and paper tests, observations, and sampling of students' reactions.

Evaluation instruments must meet three forms of criteria. The most important criteria for evaluation instruments is that an instrument must have validity. According to Tyler, "validity applies to the selected method and indicates to the degree to which an evaluation device actually provides evidence of the behavior desired" (p. 119). A second form of criteria is objectivity, which applies "to what degree that two different persons, presumably competent, would be able to reach similar scores or
summaries when they had an opportunity to score or summarize the same records of behavior” (p. 117). The last criterion of evaluation is reliability, which refers to the consistency and repeatability of desired outcomes. Reliability should answer the question (regarding the evaluation instrument): Will it work all of the time, most of the time, or not at all?

Once the evaluation of learning experiences is complete, the entire cycle can start over again at developing new purposes, that is, if everything is accomplished. However, if problems are found during the selection, organization, or even the evaluation of learning experiences, Tyler established a system of feedback paths that allow an individual to go back and make changes, if needed. This is a truly exceptional quality of his model, since it provides a system of alteration, if needed.

Utilization of the Tyler Model in developing the curriculum

I used the Tyler model to develop curriculum, following the several detailed steps. Since my curriculum project is a series of after-school workshops for the staff of my middle school, there were going to be some very slight modifications.

The first item that had to be taken care of was coming up with the three sources. The first source, the learners, in this case were the staff of the middle school. The second source, the subject matter specialist, will be myself, the media specialist. The third source, contemporary society, will be the students of the middle school, since they will be introduced to the information technology by their teachers, after the workshop.

In order to find out the needs of the staff, regarding their knowledge of the
automated library, a general visual observation of how well or how poorly the
teachers and students worked with the information technology (prior to planning the
inservices) would be necessary. If any further information is needed, I can either
contact staff members in person, or wait until the actual workshops and preassess
their knowledge of the information technology at that time.

Considering the second source, the subject matter specialist (myself), I have
already mastered the use of the library automation. Since I am already acquainted
with it and have an excellent background in computer skills, I will determine what
the teachers need to know. I am not going to teach them in the same manner that the
library technology was presented to me by the different companies who sold the
school the equipment. I am going to present these workshops in such a manner that
anyone, regardless of computer skills and abilities, will be able to understand them as
well as utilize it.

The third source, contemporary society, in this case is the students of the middle
school. The media specialist will be keeping in mind that what the teachers learn will
eventually trickle down to the students of the middle school. The students will be
directly taught by their teachers how to properly use the automation. It is important to
derive what is desirable for the students to know also, because they will be influenced
by what their teachers have learned. Since computers practically control every aspect
of our daily lives, there is no doubt that computers are here to stay for a very long
time and will have continuing importance, therefore it is imperative that worthwhile
objectives be selected.

After gathering data on the three aforementioned sources, tentative general
objectives (purposes) are selected. The general objectives that I have come up with will then pass through the two "screens" - the philosophy of education and the psychology of learning. These two "screens" are, in actuality, determined by the district. Any of the objectives that are congruent with the district's philosophy of education and the psychology of learning will become precise instructional objectives. General objectives that do not meet the district's criteria, will of course be thrown out or modified to fit what the district feels is important. In the case of these after-school workshops directed at the staff, there will be a slight adjustment, regarding the philosophy of education and the psychology of learning.

Since these workshops are being conducted by the media specialist, it will be his philosophy of education and up to him to determine the psychology of learning. The curriculum developed for these workshops is somewhat different than the curriculum developed for actual students in the classroom; this is why the philosophy of education and psychology of learning will be derived by the media specialist in this particular case.

The next three steps in Tyler's model are the selection of learning experiences, the organization of learning experiences, and the evaluation of learning experiences. Throughout these three steps, one must remember that attaining the precise objectives can only be done by successfully selecting, organizing, and evaluating worthy learning experiences. The selection of the objectives will be based directly on the general principles listed by Tyler in his book (also listed in the aforementioned paragraphs). Once the selection is complete, the organization of the chosen learning experiences for the workshops will ensue. They must follow Tyler's criteria for
effective organization, i.e. continuity, sequence, and integration. Following the achievement of organization, the evaluation of whether or not the learning experiences are attaining the purposes (objectives) will take place. This evaluation occurs through his methods of evaluation, i.e. pen and paper tests, observations, samplings, etc.

If the evaluation of the learning experiences is successful, that is, the objectives have been met through the stated learning experiences, the curriculum has completed its intended course of action. If not, one can go back and modify wherever necessary by going through the "feedback paths," located in the last three steps of Tyler's model.

**Justification / Rationale for this Curriculum:**

The workshops that I have planned are inservice workshops that are aimed at the teaching staff in the school. Since our library has just completed its automation for use this school year, it should be considered imperative that the entire teaching staff become completely acquainted with it. The purpose of these workshops is to familiarize the teaching staff with the information technology, as well as having them become more confident with the computers. Furthermore, it is hoped that the teaching staff will acquire information technology skills through proficiently interacting with the computers during the five workshops and using them in the future.

**Organization of Content / Learning Experiences:**

The overall organization for these information technology workshops was carefully thought out and designed to follow Tyler's criteria for effective organization. The three criteria for effective organization that Tyler discusses in his
book are continuity, sequence, and integration. Continuity is "the recurring and continuing opportunity for skills to be practiced and developed into continuing operation" (p. 84). Sequence is similar to continuity, but its definition is more in depth. It is "the importance of having each successive experience build upon the preceding one, but to go more broadly and deeply into the matters involved" (p. 85). The last criterion for effective organization and integration is "the organization of experiences such that they help the student increasingly to get a unified view and to unify his behavior" (p. 85). In order for a solid, effective curriculum to be instituted, all of the above criterion must be fulfilled.

Tyler states that these three criterion "are the basic guiding criteria in the building of an effective scheme of organization of learning experiences" (p. 86). Once they have been established, there are organizing principles that should also be considered.

The organizing principle selected will further tie the learning experiences together. Tyler lists many organizing principles in his book: logical, psychological, chronological, increasing the breadth of application, increasing the range of activities included, the use of description followed by analysis, the development of specific illustrations followed by broader principles to explain the illustrations, and the attempt to build an increasingly unified world picture from specific parts, which are first built into larger and larger wholes.

In relation to my curriculum project, I will now describe how the goals, objectives, and learning experiences were organized. The organizing principle that I chose to utilize from Tyler's book was the logical principle. I felt that this was the
best means to suit the needs of the curriculum project. The first workshop will deal with using the Winnebago Card Catalog Database, which is the most important automation tool to learn how to use, because without knowing how to use it, one will not be able to locate books in the library. The second workshop, dealing with SOJOURN, a means of interlibrary loan, is next in importance, because if the library does not have the books that you need, this program will allow you to get the books that you need from other libraries. The third, fourth and fifth workshops will deal with three CD-ROM databases. These CD-ROMs provide full text articles and professional selections from different newspapers, journals, etc., all over the country. I consider the information that can be accessed through using the CD-ROMs supplemental to what can be accessed through Winnebago or SOJOURN—specifically, books. This is primarily why I put the CD-ROM workshops in the last three slots.

The next steps that were taken to organize the goals, objectives, and learning experiences involved making sure that Tyler's criteria for effective organization were followed and fulfilled. The first criteria to be met concerns continuity. All of the goals, objectives and learning experiences build upon each other. The skills attained from the learning experiences in the first workshop (meeting Goal #1) will be practiced and developed in the second, third, fourth, and fifth workshops (meeting Goals #2,3,4 and 5). These skills will be put into continuing operation throughout all five workshops.

The second criteria, sequence, was also put into effect in constructing these workshops. Each workshop builds upon the preceding workshop, i.e. the skills
attained in the first workshop will be necessary to successfully attain the skills in the second workshop, etc. and so on. I developed the learning experiences in such a way that it will become easier for the learners to attain the skills through the learning experiences, as the workshops progress from the first to the last. Once the learners have completed the skills in the first workshop, they will have to apply the same/similar skills in the rest of the workshops. This will ease the task of engaging in/completing the remaining learning experiences.

The last criteria, integration, is also implemented throughout the five workshops, tying the learning experiences together. For example, the learning experiences in the first workshop apply in ways to learning experiences in the second, third, fourth, and fifth workshops, and vice-versa. The skills attained from the learning experiences in these workshops are not only relevant to the successful operation of the information technology in this library; these skills can be utilized in using computers in general, as well as used with information technology in different libraries elsewhere.

**Implementation / Dissemination Plan**

The implementation / dissemination plan for the information technology workshops is going to be quite straightforward. Since this curriculum project is concerned with several after-school workshops for the teaching staff, the implementation / dissemination plan will be brief, yet descriptive.

The first item that must be discussed is how the inservices are going to be run. Since there are seven departments in our school - English, History, Math, Foreign Language, Science, Physical Education, and the Allied Arts - I am going to construct seven individual workshops for each one of the departments. It would be totally
impossible to bring the entire teaching staff down to the library at one time. By doing individual workshops with each department, the media specialist can do a more thorough job by having approximately eight to ten teachers in his presence. This way, he can answer any and all questions and be of help to everyone. There will be another day set aside for makeups for each inservice workshop at the end of the seven sessions. Considering that there are five workshops and seven departments, when multiplied, this makes for thirty five individual workshops. Then add five more makeup days for each of the five inservices, providing for a grand total of forty workshops. Each inservice workshop will begin on a Monday and will run each day until the following Wednesday (eight straight days). The next inservice workshop will begin on the Monday following the last workshop given on the preceding Wednesday, and so on. These workshops will run during a ten week period, beginning in September, running through the last week in November.

Target Population:

The target population for this information technology curriculum project is aimed at the teaching staff of the middle school. In this case scenario, the teachers are actually the students (learners), participating in five, two hour after-school workshops. The actual students of the middle school (society) will then be taught by the teachers at a later date.
CHAPTER 4
Information Technology Inservice Workshops

Goals and Objectives:
The goals for these inservice workshops are as follows:

1. Teachers will be able to utilize the Winnebago Card Catalog Database by operating a microcomputer.

2. Teachers will be able to utilize the SOJOURN Interlibrary Loan Database by operating a microcomputer.

3. Teachers will be able to utilize CD-News Bank, a CD-ROM reference product, by operating a microcomputer.

4. Teachers will be able to utilize WilsonDisc, a CD-ROM reference product, by operating a microcomputer.

5. Teachers will be able to utilize SIRS, a CD-ROM reference product, by operating a microcomputer.
Information Technology Inservice Workshop #1

Goal #1: Teachers will be able to operate a microcomputer utilizing the Winnebago Card Catalog Database.

Objective:
1. Teachers will be able to locate titles of books through using the Winnebago Database by conducting author, title, and subject searches.

LE #1: Media specialist will provide authors names, titles of books, and different subjects for learners to search.  
LE #2: Media specialist will have learners practice searching by allowing them to type in any authors names, titles of books, or subjects that are of particular interest.

Objective:
2. Teachers will be able to use "keyword search" in order to locate titles of books.

LE #1: Media specialist will have learners type in previously selected combinations of key words that will display a specific list of bibliographic entries on the screen.  
LE #2: Media specialist will have learners apply their own combinations of key words in order to practice the "keyword searching" method.

Objective:
3. Teachers will be able to determine the forms of the medium selected.

LE #1: Media specialist will provide selected medium for learners to search; the learners will then have to determine whether medium is in the form of books, video, filmstrip, etc.  
LE #2: Media specialist will allow learners to conduct either a search by author, title, or subject, or do a "keyword search" on a topic of particular interest and have them locate three types of medium: a book, a video, and a filmstrip.

Objective:
4. Teachers will be able to determine whether or not the selected medium is available or not.

LE #1: Media specialist will have learners conduct either a new search by author, title, or subject, or do a new "keyword search" for three sources; once completed, the learners will have to determine if the three sources are available in the library or have already been checked out.
Information Technology Inservice Workshop #1 Lesson Plan

Topic: Winnebago Electronic Card Catalog

Materials: IBM Computer Workstations, Worksheets

Anticipatory Set: Over the course of the last seventy five years, how did people search for books and other medium in the library? Does anyone remember how the card catalog worked? What different ways could you go about searching for something in the card catalog? Unfortunately for some, the card catalog is now an obsolete means of locating books - it has been replaced by a computerized searching system. There are many different electronic card catalog programs manufactured today; in our library we utilize the Winnebago program.

Statement of Purpose: Today, we are going to locate medium in the library, conduct different types of searches, determine the forms of medium, and also determine if medium is available or not, so that you will have a thorough understanding of how the Winnebago Electronic Card Catalog Database operates.

Teaching Procedures:
1. Begin by having the learners sit at the workstations, get them settled and ready to learn. Pass out worksheets that go along with the lesson.

2. The media specialist will conduct the lesson by discussing the topics of the workshop, one by one. For example, the media specialist will discuss how to go about locating books through conducting author, title, and subject searches. He will then provide examples for the learners to search. Once this is completed, the learners will practice on their own by entering their own author, title, and subjects to search for.

After Objective #1 is met by the learners, the media specialist will go about
presenting Objective #2, #3, and #4 in the same manner as Objective #1; i.e. through discussing, providing examples, and allowing for independent practice.

3. Collect worksheets at the end of the workshop. Media specialist will mark these for the next workshop.

**Checking for Understanding:** Media specialist will preside over the learners during the workshop, making sure that all questions are being answered. The specialist will also monitor the progress of the learners as well as their progress on the worksheets that go along with the lesson.

**Closure:** Media specialist will outline the lesson presented today and will wrap up the contents of the workshop. Any final questions/problems will be addressed by the media specialist at this time.
Information Technology Workshops

Workshop #1: The Winnebago Electronic Card Catalog

1. Author name:

Titles of books:

Subject:

Titles of books:

Title Search:

Did this search come up with any titles? If so, then list.

2. Combination of words used for the "keyword search":

What titles of books did this search locate?
3. **Medium searched:**

   Form of medium:

   **Medium searched:**

   Form of medium:

   **Medium searched:**

   Form of medium:

4. **Type of search conducted (author, title, subject):**

   What are you searching for?

   Form of medium:

   Does the library hold the medium?
Information Technology Inservice Workshop #2

Goal #2: Teachers will be able to operate a microcomputer utilizing the SOJOURN Interlibrary Loan Database.

Objective:
1. Teachers will be able to locate books and other medium by using the SOJOURN program through conducting author, title, and subject searches.

LE #1: Media specialist will provide authors names, titles of books, and different subjects for learners to search for books and other medium.
LE #2: Media specialist will have learners practice searching for books and other medium by allowing them to type in any authors names, subjects, or titles of books that are of particular importance.

Objective:
2. Teachers will be able to determine where the specified book/medium is located and whether or not the medium is available.

LE #1: Media specialist will have learners conduct each of the three different search methods to find three books or other medium chosen by the librarian; once the books and other medium are located, the learners must be able to determine in what library the selected medium is being held and if the selected medium is currently available or not.
LE #2: Media specialist will have the learners conduct another search for three books or other medium of their choice by any search method. Learners will then have to determine what libraries have the selected books/medium and whether the medium is currently available or not.

Objective:
3. Teachers will be able to print the record of their selections and have them processed by the media specialist.

LE #1: Media specialist will have learners begin a new search for any one book or medium by any search method and have them print their selections which are currently available in one of the participating libraries.
Information Technology Inservice Workshop #2 Lesson Plan

Topic: SOJOURN, Interlibrary Loan Database

Materials: IBM Computer Workstations, Worksheets

Anticipatory Set: Does anyone know that this library has access to over a million books and other medium not held in this library? Who has heard of interlibrary loan?

Through a library cooperative here in southern New Jersey, also known as SOJOURN, participating libraries holdings can be accessed through telecommunication lines (modems). Therefore, one can search other libraries holdings from right here at this workstation in our library - how convenient!

Statement of Purpose: Today, you are going to learn how to use SOJOURN and be able to conduct various searches, identify where medium is located, whether or not the selected medium is available or not, and also be able to print selections and have them processed, so that you will have a thorough understanding of how SOJOURN operates.

Teaching Procedures:
1. Begin by having the learners sit at the workstations, get them settled and ready to learn. Pass out the worksheets that go along with the lesson.

2. The media specialist will conduct the lesson by discussing/lecturing on the topics of the workshop, providing the learners with examples to use, and then having the learners practice completely on their own using their own examples, etc. The objectives of the workshop will be met one by one in the order that they are listed under: goals, objectives, and learning experiences for this particular workshop.

3. Media specialist will collect worksheets at the end of the workshop. He
will then grade them after the workshop is over, ready for the next workshop.

**Checking for Understanding:** Media specialist will preside over the learners during the workshop, making sure that all questions are being answered. The specialist will also monitor the progress of the learners as well as their progress on the worksheets that go along with the lesson.

**Closure:** Media specialist will outline the lesson presented today and will wrap up the contents of the workshop. Any final questions will be addressed by the media specialist at this time.
Workshop #2: Interlibrary Loan Database: SOJOURN

1. Author name:

   Titles of books:

   Subject:

   Titles of books:

   Title of book:

   Did this search come up with any titles? If so, then list.

2. Author search:

   Title of book:

   Where is the book located?
Is the medium available?

Subject search:

Titles of books:

Where are the books located?

Is the medium available or not?

Title search:

Did the search come up with any titles? If so, then list.

Where are the books located?

Is the medium available or not?

3. How does a patron go about printing selections of books and where they are located?
Goal #3: Teachers will be able to operate a microcomputer utilizing CD-New Bank, a CD-ROM reference product.

Objective:
1. Teachers will be able to conduct a subject search for text articles.

LE #1: Media specialist will provide learners with two subjects to search; learners will examine the number of articles and the titles of articles listed for each appropriate subject.

LE #2: Media specialist will allow learners to choose two subjects of their own particular interest; once this is complete, the learners will search for text articles and examine the number of articles available as well as the titles of different articles regarding their choices.

Objective:
2. Teachers will be able to move through the program in displaying full text articles.

LE #1: Media specialist will have learners use several titles of articles attained from Objective 1, Learning Experience #2, to display the full text article through using basic computer commands.

Objective:
3. Teachers will be able to print and download selected full text articles.

LE #1: Media specialist will have learners print the selected full text articles attained from Objective 2, Learning Experience #1, through using the print command.

LE #2: Media specialist will provide disks to each learner so that printed material can be downloaded onto disk by the learners (using download commands) for reference at another time.
Information Technology Inservice Workshop #3 Lesson Plan

**Topic:** CD-News Bank

**Materials:** IBM Computer Workstations, Worksheets

**Anticipatory Set:** Can anyone tell me what the latest craze is concerning computers today? (Internet, CD-ROMs etc.) Does anyone know what this is? (Holding up a regular CD-ROM) More information than you could ever dream of can be stored on a CD-ROM just like this one.

**Statement of Purpose:** Today we are going to examine and utilize CD-News Bank, a comprehensive reference product that has an endless supply of full text articles, so that you will have a thorough understanding of how CD-News Bank operates.

**Teaching Procedures:**
1. Begin by having the learners sit at the workstations, get them settled and ready to learn. Pass out worksheets that go along with the lesson.
2. The media specialist will discuss/lecture on the various topics of the workshop. The media specialist will provide examples for the learners to use, have them use examples of their own, and have them engage with different computer functions i.e. print and download commands, etc. Once the learners have met the first objective, the media specialist will continue with presenting information in regards to the second objective, and so on. The media specialist will determine when to progress with the different objectives of the lesson.
3. Collect worksheets at the end of the workshop. Media specialist will mark these for the next workshop.
Checking for Understanding: Media specialist will preside over the learners during the workshop, making sure that all questions are being answered. The specialist will also monitor the progress of the learners as well as their progress on the worksheets that go along with the lesson.

Closure: Media specialist will outline the lesson presented today and will wrap up the contents of the workshop. Any final questions/problems will be addressed by the media specialist. The media specialist will alert the learners that the next two workshops will also be on CD-ROM reference products, much like the one presented in today’s workshop.
Information Technology Workshops

Workshop #3: CD-New Bank, a CD-ROM reference product

1. Subject:

   Number of articles:

   Titles of articles:

2. Title #1:

   Describe the contents of the screen:

Title #2:

Describe the contents of the screen:

Title #3:

Describe the contents of the screen:
3. How do you go about printing the full text articles? Describe the steps.
Goal #4: Teachers will be able to operate a microcomputer utilizing WilsonDisc, a CD-ROM reference product.

Goal #5: Teachers will be able to operate a microcomputer utilizing SIRS, a CD-ROM reference product.

Objective:
1. Teachers will be able to conduct single subject searches and multiple subject searches.

LE #1: Media specialist will provide two subjects for the learners to search: one by single subject heading search and one by multiple subject search; the learners will then examine the various titles of articles that are available.

LE #2: Media specialist will allow the learners to choose two subjects of their own particular interest and complete two searches: one by single subject search and one by multiple subject search; the learners will then examine the various titles of articles that are available.

Objective:
2. Teachers will be able to move through the program in displaying full text articles.

LE #1: Media specialist will have learners use several titles attained from Objective 1, Learning Experience #2, to display and examine full text articles through using basic computer commands.

Objective:
3. Teachers will be able to print selected full text articles.

LE #1: Media specialist will have learners print selected full text articles attained from Objective 2, Learning Experience #1, through using print commands.
Information Technology Inservice Workshops #4 & #5 Lesson Plans - Both of these workshops will follow the same lesson plan format since both WilsonDisc and SIRS operate in practically the same way.

**Topic:** WilsonDisc and SIRS (Social Issues Resource Series)

**Materials:** IBM Computer Workstations, Worksheets

**Anticipatory Set:** Can anyone tell me what the last workshop dealt with? What was this the program stored on? (CD-ROM) If you remember at the end of the last workshop, I mentioned that the next two workshops will be dealing with two more CD-ROMs that this library presently holds: WilsonDisc and SIRS. They are two excellent sources for full text articles on everything from drug abuse to the latest topics in the news.

**Statement of Purpose:** Today, we are going to locate full text articles on another CD-ROM product, WilsonDisc (the workshop after this one will be on SIRS), learning how to conduct single subject searches/multiple subject searches, running through the full text articles, and being able to print selected full text articles so that you will have a thorough understanding of how the WilsonDisc/SIRS CD-ROM operates.

**Teaching Procedures:**
1. Begin by having the learners sit at the workstations, get them settled and ready to learn. Pass out worksheets that go along with the lesson.
2. Media specialist will conduct the lesson by discussing/lecturing on how to do subject and multiple heading searches, running full text articles, and printing full text articles. Once the learners meet the first objective, the media specialist will continue in presenting the information regarding the second objective to the learners, and so on. The media specialist will provide examples for the learners to use and then allow
the learners to practice on their own through using their own selections to search, display, and point, etc., allowing them to practice the behavior implied by the objectives.

3. Collect worksheets at the end of the workshop. Media specialist will mark these for the next workshop.

Checking for Understanding: Media specialist will preside over the learners during the workshop, making sure that all questions are being answered. The specialist will also monitor the progress of the learners as well as their progress on the worksheets that go along with the lesson.

Closure: Media specialist will outline the lesson presented today and will wrap up the contents of the workshop. Any final questions/problems will be addressed by the media specialist at this time.
Information Technology Workshops


1. Subject heading search:

Titles available:

Multiple subject search:

Titles available:

2. Title of article #1:

Describe the contents of the screen:

Title of article #2:

Describe the contents of the screen:
Title of article #3:

Describe the contents of the screen:
Evaluation System:

The evaluation system will be broken down into three parts: formative evaluations, summative evaluation, and the evaluation of student progress. Formative evaluations will be ongoing throughout the five workshops and will be in the form of worksheets. Each worksheet will go along with the lesson, which will be marked by the media specialist to see whether or not proficiency was attained. A summative evaluation will be completed at the end of the project, once the five workshops have been presented to the entire teaching staff. This summative evaluation will be in the form of a general questionnaire which will be evaluated by the media specialist in order to determine whether success was attained by the teaching staff. Student progress will be evaluated by examining both the formative evaluations as well as the summative evaluation. Once this is complete, the media specialist will be able to determine the progress of the students, which in this case, was the teaching staff.
Information Technology Workshops

1. These workshops did / did not provide me with a better understanding of the information technology.

Discuss your reasoning for the answer circled.

2. I do / do not feel comfortable using the various forms of information technology in the library.

Discuss your reasoning for the answer circled.
3. Please circle the appropriate selections for the following statements:

A. The Winnebago Electronic Card Catalog

I know how to properly use the Winnebago Electronic Card Catalog.
Yes No Somewhat

I understand how to conduct author, title, and subject searches.
Yes No Somewhat

I understand how to conduct a "keyword search."
Yes No Somewhat

I can determine the different forms of medium, i.e. books, videos, filmstrips, etc.
Yes No Somewhat

I can determine whether or not selected medium is available in the library.
Yes No Somewhat
B. SOJOURN, The Interlibrary Loan Database

I know how to properly use SOJOURN, the Interlibrary Loan Database.

Yes No Somewhat

I understand how to conduct author, title, and subject searches.

Yes No Somewhat

I can identify where medium is located in participating libraries.

Yes No Somewhat

I can determine whether or not medium is available in the participating libraries.

Yes No Somewhat
C. CD-News Bank, WilsonDisc, and SIRS CD-ROM Reference Products

I know how to properly use CD-News Bank, WilsonDisc, and SIRS, all CD-ROM reference products.

Yes  No  Somewhat

I understand how to conduct subject heading searches.

Yes  No  Somewhat

I understand how to conduct multiple subject searches.

Yes  No  Somewhat

I can search and display full text articles.

Yes  No  Somewhat

I can print and download full text articles.

Yes  No  Somewhat

4. Please provide any additional comments regarding these workshops which will assist the media specialist in making any necessary changes for future information technology workshops.
WORKS CITED

Books

Journals


BIBLIOGRAPHY

Books


Journals


