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Integrating technology into the library curriculum of grades four through eight for the Lower Alloways Creek Elementary School

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INTEGRATING TECHNOLOGY INTO THE LIBRARY CURRICULUM

OF GRADES FOUR THROUGH EIGHT FOR

THE LOWER ALLOWAYS CREEK

ELEMENTARY SCHOOL

by
Deborah A. Wesolek

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

_____
Professor

Date Approved _April 17, 1997_

ABSTRACT

Wesolek, Deborah A.   Integrating Technology into the Library Curriculum of
Grades Four through Eight for the Lower Alloways Creek
Elementary School, 1997. Thesis Advisor: Dr. Lynne Levy;
School and Public Librarianship, Rowan University.

The purpose of this thesis is to develop a library curriculum guide for grades four
through eight for the Lower Alloways Creek Elementary School, Salem, New Jersey.

Prior to this guide, the library curriculum for Lower Alloways Creek Elementary
School consisted of an outdated skills array. It no longer met the needs of the students or
the staff of the school. With the addition of an automated circulation and catalog system,
as well as CD-ROM, and the Internet, it became clear that the curriculum must be
redeveloped, revised and thoroughly updated to include these new technologies. This will
assist in the preparation of the students to use technology and function effectively in the
twenty-first century.

To determine what elements should be included in the new guide, the literature
was searched to establish what was being done in other locations throughout the country.
Students and teachers were surveyed to ascertain their needs for the media center. Area
schools were also visited to witness first-hand the integration of technology skills with the
library/media curriculum.

The result is a curriculum guide that will assist Lower Alloways Creek Elementary
School in preparing students to effectively and efficiently use the library/media centers of
today and tomorrow.

MINI-ABSTRACT

Wesolek, Deborah A.

Integrating Technology into the Library Curriculum of Grades Four through Eight for the Lower Alloways Creek Elementary School, 1997. Thesis Advisor: Dr. Lynne Levy; School and Public Librarianship, Rowan University.

The purpose of this thesis was to develop a library curriculum guide for grades four through eight of the Lower Alloways Creek Elementary School, Salem, New Jersey, that meets the needs of the students and staff of the school.

The guide integrates skills necessary to use the new technology presently available in the school district with the traditional library skills program. It also correlates these skills with regular classroom application.

ACKNOWLEDGMENTS

I would like to express my appreciation to my husband, Art, and my children Kate and Andrew, who have been extremely patient and understanding during the last five years while I pursued my degree in School and Public Librarianship. Without their support, this would not have been possible.

I would also like to thank Ms. Regina Pauly who gave me the encouragement to continue my studies. And a special thanks to Dr. Lynne Levy who helped to bring this thesis together.

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CHAPTER ONE
Introduction

In 1992 I became the librarian for the Lower Alloways Creek Elementary School. At that time, the library/media curriculum was nothing but an out-dated skills array. The librarian turn-over rate had been such that no one was inclined to update it. In the past five years, however, the cataloging and circulation systems have been automated; two Macintosh LC575s and three Compaq computers with a variety of reference CDs for each; and an Internet access has been added. Due to the increased use of technology in the library media center, it is necessary for the curriculum to be redeveloped, revised and thoroughly updated. This will assist in the preparation of the students to use technology and function effectively in the twenty-first century.

School and District Background

Lower Alloways Creek Elementary School is located in rural Salem County, New Jersey. The municipality of Lower Alloways Creek is approximately 47 square miles and borders the communities of Elsinboro, Quinton, Stow Creek, Greenwich, and Salem City, along with the Delaware River. It is home to 1,700 residents, of whom nearly 96% are Caucasian, followed by 4% African-American and other races. It is a "working class" community with many of its inhabitants farmers, trappers, or blue-collar workers in area industries or employed by the local nuclear power plant. Aside from the local general store, all shopping must be done at nearby communities, with the closest being approximately ten to fifteen miles away.

The district is a one-school district. It provides a comprehensive education for students from pre-kindergarten through grade eight. Upon completion of their elementary education most students attend public high school in the city of Salem. However, some

parents prefer to send their children to private schools, including St. James, located in Carneys Point, New Jersey, and Park Bible Academy located in Pennsville, New Jersey. Beginning in the 1997-1998 school year, students successfully completing their elementary education in the Lower Alloways Creek Elementary School may apply to one of the Salem County Academy Programs offered through the Salem County Vocational School.

During the 1996-1997 school year, approximately 228 students attended school in Lower Alloways Creek School. There were two classes per grade level, with the exception of single classes for the second and eighth grades for that year. The average class size was thirteen students. The school offered a gifted and talented program, primary and intermediate resource center programs for students who are identified with special educational needs, family and consumer sciences, industrial arts, music, art, physical education, health, and library classes. Speech correction and basic skills programs were also provided to students who were identified as needing these services.

Most of the students do not have exposure to any library other than the one in the Lower Alloways Creek School until their high school or college library. It is the responsibility of the school to expose these students to as much technology and reference skills as possible. As the 21st century approaches, it has becomes increasingly more important for the students to know how to use these technological changes and to be able to apply them toward their studies and their futures.

School Visitations

To witness how other school districts in Southern New Jersey were integrating technology into their library/media curriculums, several school visitations were made. The schools included Hugh J. Boyd, Jr. School, Clearview High School, Logan Elementary School, and Woodstown Middle School. Each school has its own unique way of incorporating the new technology skills with the standard library/media curriculum. These observations are documented in the following paragraphs.

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The Hugh J. Boyd, Jr. School in Seaside Heights is an example of a small district embracing technology. Unfortunately, they did so at the cost of their library program. In lieu of a media specialist, a library clerk was hired to supervise the weekly fifteen minute per class book selection time. A literature teacher was hired to go into the classroom to teach basic library skills and to work with trade books. A technology instructor was placed in charge of the computer lab (which was located in the media center), and to also assist the teachers with their technological needs. While the media center is beautiful, the books appear untouched. The educational emphasis had changed from books to computers whenever possible. Print reference books were only purchased if the CD-ROM was unavailable. The entire school is networked to these references which further took away the need to learn to research at a media center.

Logan Township Elementary School in Swedesboro is a rural school district of kindergarten to grade eight. Their approach to technology is different than that of the Seaside Heights School District. Here, there are two librarians sharing the workload. The kindergarten through grade four functions on a fixed schedule while the fifth through eight grades are on a flexible schedule. For the latter, the media specialist works with the teacher to determine when and what skills will be introduced while the former serves as a preparation time for the classroom teacher.

The computers are networked throughout the school. The network contains the Internet, various CD-ROMs, the library catalog and E-mail. In the media center itself there are 12 computers available for student use which allows access to magazine indexes as well as a variety of other references. Eight other computers are reserved for Internet access only.

Logan Elementary has been able to successfully merge the new technology with the standard print reference books. The fixed schedule for the younger grades allows for the instruction of basic library skills, while the flexible scheduling for the upper grades allows for the introduction of greater technological skills.

Woodstown-Pilesgrove Middle School, located in the borough of Woodstown, has has also seen the need to combine technology with the media skills program. The technology coordinator and the media specialist have worked together to instruct the students on the research techniques of the library and computer. They then guide the students in the ways in which to combine these skills to produce research papers. This merging of the library class and the computer class began as a pilot for the seventh and eighth grade students for the 1996-1997 school and will expand to include all of the middle school for the following year.

Although it is a high school rather than a middle school, Clearview High School Media Center of Mullica Hill is an excellent example of the integration of technology with the basic library/media program. The media specialist helped to design a highly functional and integrated library. The electronic catalogs are easily accessible, yet far enough away from the study area so as not to disturb others. Electronic sources are available including SOJOURN, SIRS Researcher, INFOTRAC for biology and health indexes, Newsbank, and government documents, as well as a variety of other databases pertinent to the high school level. The media specialist has also limited the number of encyclopedias on CD-ROM, feeling that the print versions were available and students needed to utilize them in addition to the computers. This helps to remind students that there are wonderful sources available off the computer as well as on.

Methods

The following chapters describe in detail the methods used to develop the new curriculum for the Lower Alloways Elementary School library/media program. In addition to the school visitations listed above, a complete study of the literature was conducted. This verified the need to redevelop the present curriculum at the Lower Alloways Creek Elementary School.

Chapter Three details the results of the student and teacher surveys that convey the ideas and suggestions of the students and the teachers as to the high and low points of the present library/media program. Ideas were offered as to what the teachers and the students felt were important aspects of instruction that needed to be included in the development of the curriculum.

Finally, combining information gleaned from all of the above, a new curriculum for the Lower Alloways Creek Elementary was developed. The resulting curriculum may be found in Chapter Four.

Goal

The goal of the revised curriculum is to develop a library/media program that will assist Lower Alloways Creek Elementary School in achieving the core curriculum standards established by the State of New Jersey and to prepare students to effectively and efficiently use the library/media centers of the next century.

CHAPTER TWO
Literature Search

As the journey to the twenty-first century unfolds, schools are adapting to necessary change and restructuring themselves. This change and restructuring is most evident in the school library and with the school library media specialist. Even in 1988, Information Power observed that "the proliferation of information resources and the development of new technologies have broadened and redefined the mission of the school library media program and the role of the media specialists" (Wright, 1993, p. 22). As a result, Information Power challenged the library media specialist to provide leadership and expertise in the use of information and instructional technologies (Wright).

The Library Media Specialist

According to Linda Roberts (1996), Director of the United States Department of Education's Office of Educational Technology, the position of the school library media specialist has evolved and continues to do so from the time when he/she was considered simply the caretaker of the book selection. Librarians' roles are now enhanced by the tools of the information age and the resources that are now available (Roberts). Library media specialists are now information providers, consultants, curriculum activists, instructors, designers, instructional leaders, production specialists and most important of all - teachers (Kreiser and Hortin, 1992). Today, classroom teachers ask the library media specialist how to get on-line, how to link students up to other classrooms and resources, and how to find appropriate materials, rather than just a good book to read (Roberts).

It has been said that school library media specialists are to be commended for the speed with which they have acquired computer skills and have become involved with

computer use in their schools. No other group of educators has come so far in embracing and applying technology (Eisenberg, 1990). Along with guiding the students in the ways of the new technology, the library media specialist also has to do all he/she can do to help teachers be comfortable and competent in the uses of technology.

The Library Media Center

While the role of the library media specialist is changing, so is the role of the school library media center. In the restructured school, the school library is an information utility (Barron and Bergen, 1992). School libraries are no longer just warehouses of materials or convenient scheduling slots to give teachers planning periods (Barron and Bergen). What was once a single format book room has become a center with a bewildering array of information resources, many of which are totally dependent on some form of technology (Wright, 1993). The centers have become key places where skills and resources are integrated to provide students with access to information about a wide variety of subjects. (Hubbard, 1987).

We are living in an information society which implies the necessity to deal with a barrage of information skillfully and appropriately (Hubbard, 1987). The school library's mission is to provide the facility, resources, and services whereby students can access information and become discriminating consumers and creators of information (Alkin, 1992). The school library experience should contribute to a student's lifelong learning (Alkin).

If we are committed to achieving the National Education Goals, the need for strong vital school library media programs is clear (Wilford, 1993). In order to meet the goals by the year 2000, students will need to develop the ability to access, evaluate, and use information. A blend of technology and access to a wide variety of resources is required (Wilford). The job of the librarian is not to know everything, but to know how to find information (Bucher, 1994).

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Technology and the Library Media Center

Prior to 1980, few educators, library media specialists, or lay persons, had direct contact with computers (Eisenberg, 1990). Now, computer-based systems such as library circulation, the catalog, and reference tools that were previously found within large academic or research libraries only, are increasingly found in K-12 schools. On-line databases searching for bibliographic access to periodicals are now part of the library media skills curricula in a number of states (Eisenberg). The emphasis is no longer on how to use an index, card catalog or other reference tool, but how to locate all types of information (Bucher, 1994).

Technology has provided the school library media specialist with unprecedented opportunities and challenges (Wilford, 1993) as they provide leadership for the students and staff. Linda Roberts states that from 1994 to 1996 there was an increase from one third to more than one-half of the schools reporting access to computers, including CD-ROM and the Internet (Roberts, 1996). With this in mind, the library program is to meet the information needs of the users (Eisenberg, 1990), to help close the gap of the "haves" and "have-nots" with children (Mondowney, 1996). The library program needs to always consider the technology from the perspective as to what it can do for its users (Eisenberg). Only with eyes open can intelligent choices about electronic technology and how to use it to its best advantage in education be made (Olson, 1996).

The focus in the library media center is now on how to evaluate and use the information that technology locates and retrieves (Bucher, 1994). The CD-ROM offers library media specialists access to a massive amount of information contained in a small space that can be easily and quickly retrieved (Baumbach, 1990). The presence of the CD-ROM in the library media center provides a positive perception of the school library media specialist as an innovator, as a leader in the area of new and emerging technologies

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and as an educator interested in meeting the needs of the school's students and faculty (Baumbach).

Automation opens up so many opportunities and makes so much possible that the librarian's job is more complex than it ever was (Wilford, 1993). Forbes magazine has even suggested that librarians change their title to "Cybrarians" (Bucher, 1994) to reflect their new role in the library media center. However, it is also suggested that librarians can suffer from "technostress" which is the result of the librarian's job becoming more complex. Librarians now tune the satellite dish, instruct teachers in the use of videodiscs, teach students to use CD-ROMs, plan cooperative lessons with teachers, maintain automated library management systems, and select materials for the collection (Bucher).

Technology is playing and will continue to play a key role in providing access to the information critical to the development of tomorrow's leaders (Wilford, 1993). With that in mind, the most important role that the modern school library media specialist has to play is that of partner to the other members of the instructional team (Barron and Bergen, 1992). To do so, the school library media specialist needs to help teachers integrate the use of the information resources into classroom presentations, assignments and reinforcement activities (Barron and Bergen).

Integration with the Curriculum

As early as the 1960's, Standards for School Library Programs recommended that principals, teachers and librarians plan an integrated program of library instruction for all grades (Kreiser and Hortin, 1992). A curriculum-integrated library media program is designed to allow the library media specialist to teach library skills, information resources, library operations and all kinds of knowledge in conjunction with classroom teacher (Kreiser and Hortin). Information skills should not be taught in isolation because they have no meaning in that context (Smith, 1995). A library supported curriculum can make students aware that, unlike other hobbies or pasttimes which may grow boring as time

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goes on, the enjoyment to be drawn from reading actually grows keener (Moss, 1990). A curriculum nurtured by strong library services should produce thoughtful, knowledgeable users (Moss).

The mission of a true media program - to ensure that students and staff are effective users of ideas and information - cannot be carried out effectively if it is divided into separate library, audiovisual, and computer programs (Johnson, 1995). It has been discovered that people learn best when they relate present learning to past learning and experience or create connections to the knowledge and experiences of other areas (Haycock, 1988). It has also been established that students have a more positive attitude toward an integrated library media program than with traditional programs (Kreiser and Hortin, 1993) and that students don't use the library when the curriculum and teaching methods don't demand reading and research. (Moss, 1990).

The school library media center should exist solely to support the curriculum and to provide opportunities to students with different learning styles (Moss, 1990). Instructional objectives involving content acquisition and information skill development are similar for a variety of courses (Smith, 1995). With the literature consistently recommending integration with the curriculum (Kreiser and Hortin, 1992), it is clear that the library is nothing less than the conscience of the school curriculum (Moss) and must be taught as such.

Successful Integrations with Technology

It has become clear that while hardware and software are necessary components, it is the determined creativity of the educator that provides the impetus for integrating computers into learning (McElmeel, 1996). Throughout the country many library media centers and library media specialists are making the necessary adaptations to provide that impetus. In Mankato, Minnesota, the school district has moved all the computer labs into or adjacent to the main reading areas so that the librarian can help supervise and teach

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computer-assisted information skills. This combined library, audiovisual, and computer program has produced a unified resource (Johnson, 1995). The Mankato district has also supplied all media centers with cable TV, a fax, and a modem. This allows the librarians to continue their commitment to keeping the media center the informational heart of the school, while a network makes the entire school a virtual library (Johnson).

Vicki Sweet, an educational media specialist at Mountain Way School in Morris Plains, New Jersey, has done quite a bit with her limited resources. Sweet has a media center with only two computers. She has dedicated one to the circulation program and the other she has dubbed "have computer, will travel." Each week she rolls the computer into various classrooms for instruction. One excellent example is her language arts enrichment program for second grade. She and the students develop a Hyperstudio presentation that the parents are invited to see at its completion (McElmeel, 1996).

Although the Internet is making an impact on library media centers, it is often difficult to know how best to instruct students on the ways and means of information access. One school requires that students acquire a "drivers license" for the Internet. This is achieved by working in small groups over a five to eight week period. Adult volunteers, previously trained on the Internet, assist the media specialist. Each session concentrates on a different area of the Internet such as E-mail, on-line chat, Veronica, FTP, Telnet, and the Web. Upon completion, students receive their license to "surf the net" (Mondowney, 1996).

High School American Government classes in Juneau, Alaska, are taught about the various search tools and means to retrieve information. They have discovered it a good source for current events, but it is not necessarily as helpful with history. They are also learning to evaluate the quality of information, as they discover that there is a lot of glitz on the Internet which is not always meaty (Symons, 1996).

Successful Integration with the Curriculum

Libraries tend to be either wholly integrated with the school and its curriculum or situated completely outside it (Jacobson, 1995). The more removed from technology the libraries are, the more marginalized they are from school life (Jacobson). Thus, it is critical that the library media center become integrated with the school curriculum in order to best serve the students.

The concept of curriculum integrated, or resource based, library media programs is not new; it began in the early 1960's (Krieser and Hortin, 1993). The cooperative program is an example of curriculum integration. It is a strategy or approach to teaching and learning (Haycock, 1988) where librarians and classroom teachers share the responsibility for teaching through integrated units in content areas (Johnson, 1995). The teachers and librarians work together from the beginning of the lesson to best instruct and guide students toward objectives (Johnson). This results in maximum use of all school resources; assurance of integration of information across the curriculum; and the guarantee of successful learning experiences (Johnson). The cooperation between energetic librarians and like-minded classroom instructors has been known to result in a seamless power house greater than the sum of an individual's efforts (Jacobson, 1995).

The school district of Lincoln, Nebraska recently underwent a realignment of the media center with the curriculum. The library media specialists, teachers, and principals planned cooperatively to create a shared vision of the instructional strategies, resources, and services. They began by developing a matrix which showed how integrated information skills objectives correlate with objectives in other curricular areas. That led to a vision of services that the reorganization should provide and to the determination of how that mission could be accomplished (Willeke and Peterson, 1993). They were convinced that an integrated library program was good for students and the result of their

cooperative effort is that students are now making greater use of the library media center (Willeke and Peterson).

To help make the step to curriculum integration there are some general steps that may be taken by the librarian. They include:

1. Recognize that change will not occur overnight.
2. Align yourself with a teacher who is a good personal friend or one with whom you have a sound relationship.
3. Actively seek new teachers and foster a working relationship.
4. Actively seek appointment to building and district wide curriculum committees.
5. Become involved in your state professional organization.
6. Elicit opportunities for showcasing new teaching strategies, technology equipment, books, and the Internet (LeLoup, 1996, p. 7).

It has also been suggested that librarians analyze courses and curriculum guides; review textbooks; and review test data for instructional gaps that may be filled at the library media center (Smith, 1995).

Most media specialists, administrators, and teachers recognize the importance of integrating technology skills into the curriculum (Johnson, 1995). By working together, they can develop the strategies that will enable school children to gain competence in using information (Hubbard, 1987). It is important to remember that the library and the librarian are resources, not a separate subject (Johnson, 1996).

CHAPTER THREE
Surveys

In order to evaluate the present library curriculum at the Lower Alloways Creek Elementary School and to determine possible needs from the perspective of the students and the teaching staff, the teachers of grades four through eight and their students were surveyed. The results of each group was graphed and analyzed to help determine the strengths and the weaknesses of the library/media program. The results are depicted below.

Teacher Surveys

Table 1

Question 1: Do you use the library media center for:

	Teacher of grades 4 - 8
individuals sent from your classroom for book check out	75%
small groups sent from your classroom	38%
scheduled class visits for instruction	100%
scheduled visits for research	50%
scheduled visits for circulation	38%
class use (videos, guest speakers, etc)	12%
your own use	75%

The fact that the library/media class represents a preparation period for the classroom teachers is apparent by the 100% response to scheduled class visits for

instruction. While the numbers were disappointing in teachers who used the media center for activities other than class activities, it was refreshing to see that the teachers did use the library for their own personal use. This is indicative of the addition of the computers and the media specialist trying to add material that will enhance the classroom curriculum.

Table 2.

Question 2: Does the library media specialist consult with you for instructional planning as:

Teachers	individual teacher	part of a grade unit
Grades 4 - 8	75%	88%

For the last several years the media specialist has been attempting to make contact with the classroom teachers in order to integrate the library program with the classroom curriculum. Although the numbers indicate that this has been successful, it has not been so. The media specialist is in contact with the teacher, but not successfully integrating curriculums as of yet.

Table 3

Question 3: In planning for instruction with your Library Media Specialist, do you:

	Teachers of grades 4 - 8
have impromptu meetings for planning	75%
assist in selection and evaluation of materials	50%
involve the LMS in instructional activities using the library/media center	75%
have difficulty in scheduling the library media center for lessons or units planned	12%
inform the LMS of assignments that call for the use of media resources	88%

It is quite interesting to note that the teachers feel that they are taking an active role in assisting the media specialist. However, there is still room for improvement. Hopefully, since the teachers do have a positive attitude toward the media center, it will be helpful in coordinating more integration of classroom and library skills.

Table 4

Question 4: Which of the following items do you consider essential for inclusion in the revised curriculum?

A. parts of a book
B. electronic card catalog
C. fiction/nonfiction
D. Dewey Decimal System
E. almanac
F. encyclopedia, atlas, dictionary
G. geographical & biographical dictionaries

H. CD-ROM
I. Internet
J. periodicals
K. reading motivation
L. biographies
M. audiovisual

Percentage of Teachers
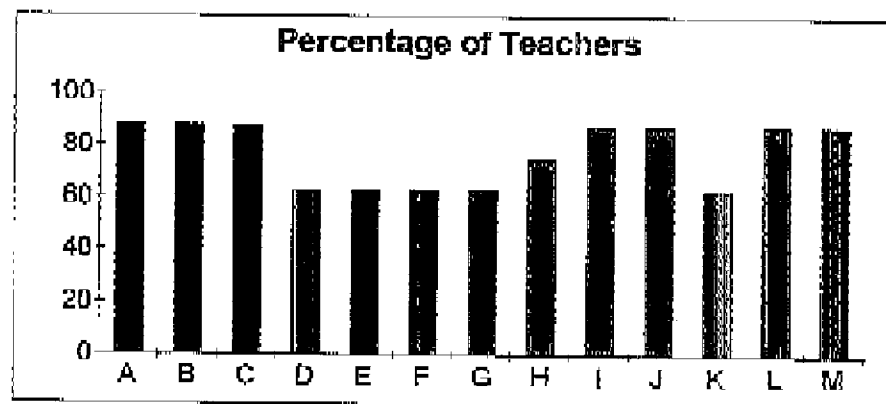
Overall, the teachers seem to feel that all skills should be covered in the library/media curriculum. Interestingly, they do not seem to feel as strongly about the teaching of the Dewey Decimal system and other traditional library skills. They do, however, feel strongly about the instruction of the new technology, such as the Internet and electronic sources.

Table 5

Question 5: Are there times, other than your regularly scheduled time, when you would like to use the library to:

Teachers	send individuals from your classroom for extra book selection or research	send small groups from your classroom for extra book check out or research	schedule class visits two or more days in a row for research
grades 4-8	75%	75%	50%

Although the teachers do not want to exchange their fixed library period, which serves as a preparation period, for a flexible schedule, which would allow for extra library time, they still want greater access to the library.

Student Surveys

The students in grades four through eight were given a survey to determine the strengths and weaknesses of the media center from the perspective of its patrons. One hundred and ten students out of a possible one hundred and twenty responded. The following graphs depict their responses:

Table 6

Question 1: I have been to our library media center:

GRADE	by myself	with a small class	with my class	with my grade
FOURTH	83%	30%	100%	21%
FIFTH	50%	45%	100%	15%
SIXTH	88%	95%	100%	0%
SEVENTH	95%	64%	100%	64%
EIGHTH	100%	72%	100%	100%

Due to the rigid scheduling all students attend the library media center with their class. It is used as a preparation time for their classroom teacher. It is interesting to note the increase in individual attendance with grade level. This corresponds to the increase in individual research reports and projects assigned during these grades.

Table 7

Question 2: I use our library media center:

GRADE	when I need to	only when I want to	for pleasure reading	for reports
FOURTH	74%	8%	87%	61%
FIFTH	70%	0%	70%	75%
SIXTH	100%	0%	58%	100%
SEVENTH	95%	14%	18%	77%
EIGHTH	100%	5%	16%	94%

Again, as changes occur in the classroom course work, changes also occur in students' use of the library media center. With each passing year, pleasure reading appears to be replaced with the need for books and other materials for research.

Table 8

Question 3: I would use the library media center more often if:

GRADES	I could find what I need	the LMC had the materials I need	the LMC had the materials I like	the LMC were open longer hours
FOURTH	22%	30%	57%	65%
FIFTH	40%	15%	50%	20%
SIXTH	66%	59%	44%	41%
SEVENTH	63%	50%	59%	14%
EIGHTH	16%	33%	61%	27%

Sixth and seventh graders are introduced to the research project. The students appear to be frustrated with their inability to locate the necessary information. By the eighth grade this skill has been mastered. The high percentages for the 6th and 7th grades stating that the library media center did not have the materials they needed could be a reflection on their inability to search.

The following questions were open-ended which followed for the students to express their feelings about the media center. The most common answers are documented below:

Table 9

Question 4: What I like best about our library media center is:

GRADES	the computers	the books	the librarian
FOURTH	52%	39%	
FIFTH	65%	60%	
SIXTH	44%	41%	
SEVENTH	68%	14%	
EIGHTH	83%	11%	11%

The computers are the high point of the library media center for all grades. With each passing grade, the students seem to better appreciate the ease in which a search can be completed whether by electronic catalog or CD-ROM.

Table 10

Question 5: What I like least about our library media center is:

GRADE	the books	the location	not enough time	classwork
FOURTH			48%	
FIFTH	15%		10%	15%
SIXTH	7%	10%		19%
SEVENTH	41%		18%	5%
EIGHTH	16%		17%	

Time was an issue for many of the students. Several students felt the library should have longer operating hours, possibly an evening or a weekend. This could be a result of the fact that this is the only library in the vicinity. That definitely limits research time.

If the library/media curriculum is to meet the needs of the patrons, these suggestions must be looked at carefully. The program must satisfy the needs of the patrons while actively guiding them toward the future.

CHAPTER FOUR
Curriculum Development

Curriculum Area: Library Media Center Information/Technology Skills

Grade Levels: Fourth through Eighth

Course Overview: The school library media center is a central resource containing print and non print materials, including electronic resources. It serves the students and professional staff of the Lower Alloways Creek Elementary School.

The purpose of the library media center is:
- to support the curriculum.
- to assist students in becoming independent and effective users of library materials.
- to enable students to become problem solvers, analyzers of information, and critical thinkers.
- to lay a foundation for lifelong enjoyment of reading and learning.

It is imperative that information skills be taught in conjunction with the classroom curriculum. To be a successful program, the combined efforts of the classroom teacher and the media specialist are required to instruct students in techniques of information retrieval and application.

Course Objectives:

It is the desire of the program to provide:

- instruction to become discriminating users of technological resources.
- learning experiences to encourage application of technology.
- an understanding of the value of print sources as well as non print sources.
- a curriculum which allows for development of competency in location skills, use of reference materials, audiovisual materials, and research skills.
- students with exposure to quality literature.

Course Outline:

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I. Location Skills

    A. Catalog

    B. Fiction and nonfiction

    C. Dewey Decimal System

    D. Reference Collection

    E. Biographical Sources

    F. Periodicals

    G. Indexes

II. Utilization Skills

    A. Evaluation and selection techniques

    B. Research techniques

    C. Literature appreciation

III. Technology

    A. INTERNET

    B. CD-ROM

        1. encyclopedia

        2. general reference

        3. magazine indexes

    C. Audiovisual material and equipment

Method of Instruction:

- Resource based instruction

- Demonstration

- Discussion

- Cooperative group projects

- Individual projects

- Information location

- Research

- Reading

- Writing

Evaluation:

- Teacher observation

- Teacher-made tests

- Project evaluation

- Student evaluation

- Classroom teacher evaluation and consultation

SEVENTH GRADE	EIGHTH GRADE
Catalog	**Catalog**
The student with be able to:	The student will be able to:
• understand Boolean searching techniques.	• use Boolean searching techniques independently.
• use information from the catalog to prepare a bibliography.	• incorporate Boolean searching techniques to locate resources.
Fiction and Nonfiction	**Fiction and Nonfiction**
The student will be able to:	The student will be able to:
• use the nonfiction collection as a source of information.	• use the nonfiction collection as a source of information
Dewey Decimal System	**Dewey Decimal System**
The student will be able to:	The student will be able to:
• develop an understanding that the ten main classes can be divided and subdivided into more specific subjects.	• understand that the ten main classes can be divided and subdivided into more specific subjects.

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LOCATION SKILLS

FOURTH GRADE

Reference Collection
The student will be able to:
- know the difference between the reference collection and the regular collection.
- use a general information encyclopedia to find information on a subject.
- use the Kid's Almanac to locate statistics and other facts.

Biographical Sources:
The student will be able to:
- define biography and autobiography.
- understand that biography is shelved alphabetically be the subject's last name.

Periodicals:
The student will be able to:
- browse periodicals for personal enjoyment.

FIFTH GRADE

Reference Collection
The student will be able to:
- know that there are special subject encyclopedias.
- use the guide words in the encyclopedia.

Biographical Sources
The student will be able to:
- define collective biography.
- locate information about a person in the collective biography collection.

Periodicals
The student will be able to:
- recognize that periodicals are a source of current information.
- interpret citations in the Children's Magazine Guide.
- use the Children's Magazine Guide to locate current information for reports or projects.

Indexes
The student will be able to:
- fully utilize the encyclopedia by locating information on a subject by using the index.

SIXTH GRADE

Reference Collection
The student will be able to:
- use the Almanac to locate statistics and other facts.
- determine the reference source most appropriate for a specific purpose.
- compare and contrast various sets of encyclopedias for purposes of research.

Periodicals
The student will be able to:
- recognize that periodicals are a source of current information.
- interpret citations in the Children's Magazine Guide.
- use the Children's Magazine Guide to locate current information for reports and projects.

Indexes
The student will be able to:
- use an encyclopedia index to locate information.

LOCATION SKILLS

SEVENTH GRADE

Reference Collection
The student will be able to:
- use biographical dictionaries for basic information on famous people.
- use the geographical dictionary for basic information about places.
- use a variety of reference sources for reports and projects.

Biographical Sources
The student will be able to:
- locate and use different types of biographical materials and find information in each.

Periodicals
The student will be able to:
- use the Children's Magazine Guide to locate current information for reports and projects.

Indexes
The student will be able to:
- fully utilize the reference collection by using various indexes.

EIGHTH GRADE

Reference Collection
The student will be able to:
- locate information in reference sources.
- use a variety of reference sources for reports and projects.

Periodicals
The student will be able to:
- use the Children's Magazine Guide to locate current information for reports and projects.

Indexes
The student will be able to:
- fully utilize the reference collection by using various indexes.

FOURTH GRADE	FIFTH GRADE	SIXTH GRADE
Evaluation and Selection The student will be able to: • select a book for a specific purpose.	**Evaluation and Selection** The student will be able to: • use various parts of books to locate and document information.	**Evaluation and Selection** The student will be able to: • begin to use discrimination in selecting books and periodicals to read.
Research Techniques The student will be able to: • locate information in a general encyclopedia. • locate nonfiction books on a specific topic.	**Research Techniques** The student will be able to: • research a topic using more that one source and compile the information into a short report.	**Research Techniques** The student will be able to: • research a topic using more than one source. • present information in a written or oral presentation. • make a bibliography of author, title, publisher, and copyright date for research assignments with the assistance of the library media specialist.
Literature Appreciation The student will be able to: • become familiar with Newbery Award winning books and age appropriate ALA Notable books.	**Literature Appreciation** The student will be able to: • be familiar with Newbery Award winning books and age appropriate ALA Notable books.	**Literature Appreciation** The student will be able to: • read and enjoy a Newbery Award winning book.

UTILIZATION SKILLS

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SEVENTH GRADE

Evaluation and Selection
The student will be able to:
- use discrimination in selecting books and periodicals to read
- select books for leisure reading.

Research Techniques
The student will be able to:
- begin to develop research strategies while working the library media center.
- make a bibliography of sources used in a report.

Literature Appreciation
The student will be able to:
- appreciate award winning literature.

EIGHTH GRADE

Evaluation and Selection
The student will be able to:
- use discrimination in selecting books and periodicals to read.
- select books for leisure reading from a variety of genres.

Research Techniques
The student will be able to:
- develop research strategies while working in the library media center.
- complete research for a formal research paper using various forms of media.
- make a complete bibliography of sources such as books, magazines, encyclopedias and electronic media.

Literature Appreciation
The student will be able to:
- appreciate award winning literature.

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UTILIZATION SKILLS

FOURTH GRADE

Internet

The student will be able to:
* access the Internet with the assistance of the library media specialist.

CD-ROM

The student will be able to:
* access articles by browsing titles and by using the word index with the assistance of the library media specialist.

General References

The student will be able to:
* access information by browsing the title and word indexes with the assistance of the library media specialist.

FIFTH GRADE

Internet

The student will be able to:
* access the Internet with the assistance of the library media specialist.

CD-ROM

The student will be able to:
* access articles by browsing titles and by using the word index with the assistance of the library media specialist.

General References

The student will be able to:
* access information by browsing the title and word indexes with the assistance of the library media specialist.

SIXTH GRADE

Internet

The student will be able to:
* access the Internet with the assistance of the library media specialist.
* conduct basic keyword searches.

CD-ROM

The student will be able to:
* access articles independently by using the title and word indexes.
* complete a word search to locate information.

General References

The student will be able to:
* access information by independently browsing the title and word indexes.

Magazine Indexes

The student will be able to:
* begin searching SIRS Discoverer index using the subject tree search method with assistance.

Audio-Visual Equipment

The student will be able to:
* load the video camera and record.

TECHNOLOGY SKILLS

SEVENTH GRADE

Internet
The student will be able to:
- access the Internet with the assistance of the library media specialist.
- conduct basic keyword searches for research purposes.

CD-ROM
The student will be able to:
- access articles using word search techniques.
- include electronic sources in a bibliography.

General References
The student will be able to:
- access information by using the title and word indexes independently.
- include sources in a bibliography.

Magazine Indexes
The student will be able to:
- complete subject tree searches on the SIRS Discoverer independently.
- use keyword searching techniques with assistance of the library media specialist.

Audio-Visual Materials and Equipment
The student will be able to:
- design a library skills lesson using the overhead projector.

EIGHTH GRADE

Internet
The student will be able to:
- access the Internet with the assistance of the library media specialist.
- conduct basic keyword searches for research purposes

CD-ROM
The student will be able to:
- access articles using word search techniques.
- include electronic sources in a bibliography
- use a timeline and a map index.

General References
The student will be able to:
- access information by using the title and word indexes independently.
- include sources in a bibliography.

Magazine Indexes
The student will be able to:
- use keyword searching techniques independently.

Audio-Visual Materials and Equipment
The student will be able to:
- create a project to be videotaped using a storyboard, script, sound effects, and prop.
- exhibit the final product to classmates.

TECHNOLOGY SKILLS

Classroom Application

The following lessons exemplify ways in which the library/media curriculum can be integrated with the regular classroom curriculum. To have a highly successful program collaboration between the media specialist and the classroom teacher is imperative.

Fourth Grade:

Science: The Desert

While studying the animals of the desert, the students will prepare a short report, including a source list, of a desert animal. The following library skills will be incorporated during the research:

- card catalog to search for nonfiction information.
- encyclopedias - using the index to locate articles.
- encyclopedias on CD-ROM - performing a title search.
- access relevant web sites on the Internet with assistance.

Fifth Grade:

Social Studies: Indians or Explorers

To prepare a short report with a source list on an Indian or an explorer, the students will utilize the following library/media skills:

- card catalog to locate nonfiction information.
- Children's Magazine Guide
- biographical sources.
- encyclopedias on CD-ROM - using title and word searches.
- Internet with assistance.

Sixth Grade

Science: Science Fair

To prepare the research report for the mandatory science fair project, the student will utilize the following library/media skills:

- card catalog to locate nonfiction information.

- Internet access with assistance.

- CD-ROM - encyclopedia and general reference.

- SIRS Discoverer.

- prepare a complete bibliography.

Science: The Weather

While studying the weather, the students will use the Internet, with assistance, to chart the weather in a chosen locale and compare with their weather during the same time period.

Reading:

The student will read and evaluate a Newbery winning book.

The student will video tape another student's presentation on an oral book report.

Seventh Grade:

English/Reading:

Four times a year the student will prepare a report or a project on a book selected by the media specialist or classroom teacher.

Science:

Using a biographical dictionary and the Internet, the student will find information on five scientists in history and list their major contributions. The student will then design a poster that highlights these contributions.

Eighth Grade:

Social Studies:

The student will prepare an extensive research paper using at least five different sources. The paper must be at least three pages long, contain citations, and a complete bibliography.

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APPENDIX A

Lower Alloways Creek Elementary School
Library Media Center
Teacher Survey

The Library Skills Curriculum is being reviewed during the 1996-1997 school year. It is important that teachers have input into any changes that are made.

It would be helpful if you would complete this survey as soon as possible. Please return it to Debbie Wesolek by Friday, December 20, 1996.

Name (optional): _____

Grade:_____

1. Do you use the library media center for:
   _____individuals sent from your classroom for book check out or research?
   _____small groups sent from your classroom?
   _____scheduled class visits for instruction?
   _____scheduled visits for research?
   _____scheduled class visits for circulation?
   _____class use (videos, guest speakers, etc.)?
   _____your own use?
   _____other? Please explain_____
   _____

2. Does the library media specialist consult with you for instructional planning as:
   _____individual teacher?
   _____part of a grade unit?

3. In planning for instruction with your Library Media Specialist, do you:
   _____have impromptu meetings for planning?
   _____assist in selection and evaluation of materials?
   _____involve the LMS in instructional activities using the library media materials/technology?
   _____have difficulty in scheduling the library media center for lessons or units planned?
   _____inform the LMS of assignments that call for the use of media resources?

4. Which of the following items do you consider essential for inclusion in the revised curriculum?

_____ parts of a book

_____ electronic card catalog

_____ fiction/nonfiction

_____ Dewey Decimal System

_____ Almanac

_____ encyclopedia, atlas, dictionary

_____ geographical and biographical dictionaries

_____ CD-ROM

_____ Internet

_____ periodicals

_____ reading motivation (such as Accelerated Reader or 600 Minutes of Reading)

_____ biographies and biography collections

_____ audiovisual materials and equipment

5. Are there times, other than your regularly scheduled time, when you would like to use the library as follows:

_____ send individuals from your classroom for extra book check out or research?

_____ send small groups from your classroom for extra book check out or research?

_____ schedule class visits (2 or more days in a row) for research?

Comments and suggestions: _____

_____

_____

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APPENDIX B

Lower Alloways Creek Elementary School
Library Media Center
Student Survey

I am in grade_____.

1. I have been to our library media center:
    _____by myself.
    _____with a small class.
    _____with my class.
    _____with my grade.

2. I use our library media center:
    _____when I need to.
    _____only when I want to.
    _____for pleasure reading.
    _____for reports.

3. I would use the library media center more often if:
    _____I could find the materials and information I need.
    _____the library media center had the materials I need.
    _____the library media center had the materials I like.
    _____the library media center were open longer hours.

4. What I like best about our library media center is:

    _____

    _____

5. What I like least about our library media center is:

    _____

    _____

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