

Research Instruction

Is there a disconnect between high school and
college expectations

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Misconceptions



Study formulated

- How research instruction conducted at New Jersey high schools
- What role does the school librarian or library media specialist play
- 75% of Seton Hall University students are NJ residents

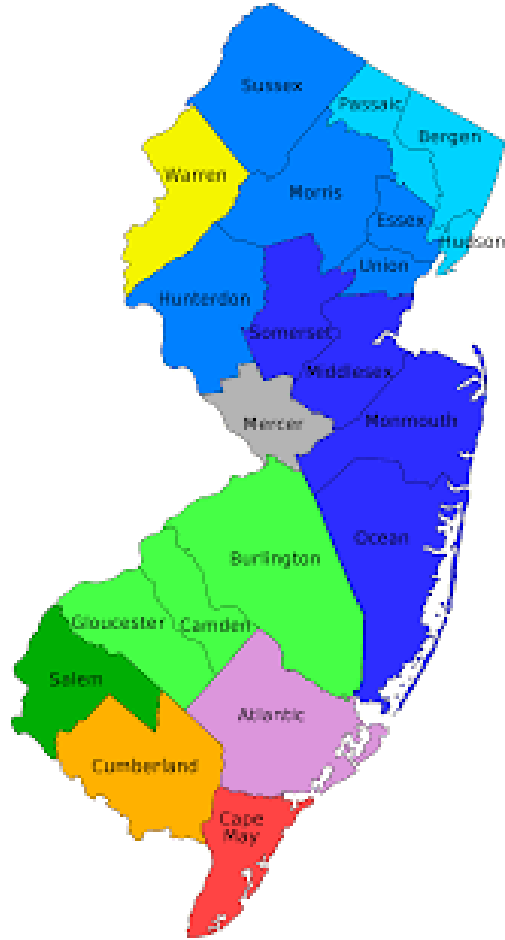
Methodology

13 on school grounds

7 on phone

20 qualitative semi-structured interviews





NJ counties represented

Bergen
Camden
Essex
Hudson
Middlesex
Passaic
Somerset
Union

Interview Questions

- describe the type of research instruction you provide
- what grade level of students receive research instruction
- where does the instruction take place
- Are you degreed or certified as a school library media specialist

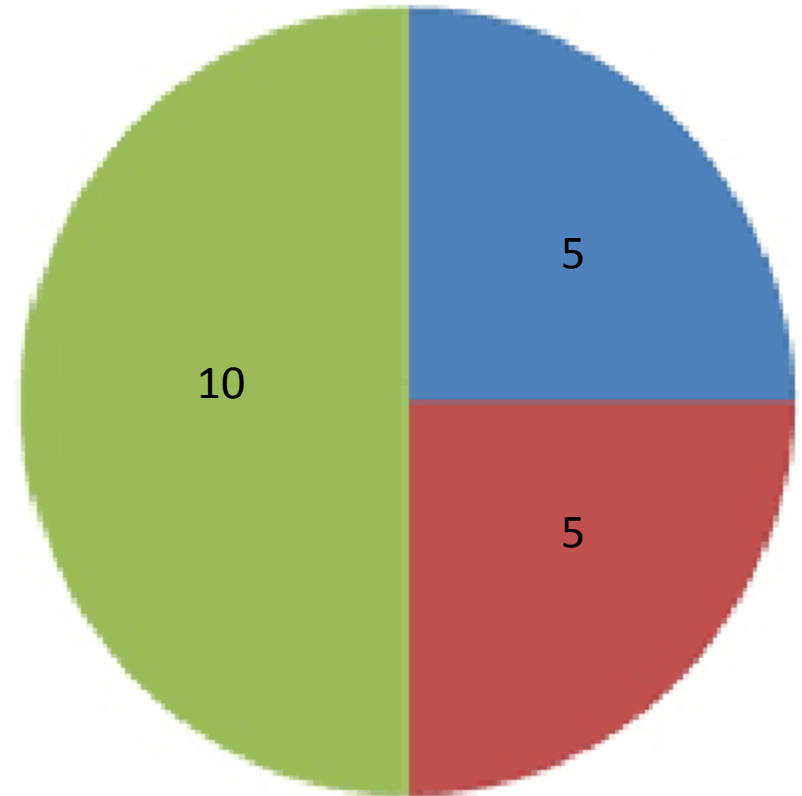


Findings

½ are not a certified or degreed librarian

¼ libraries do not have a professional

private schools in lower income urban and suburban areas are most effected



Fact

There is higher student academic achievement in a school in which the library is managed by a professional school librarian



English Instruction

- Where no school librarian present, English teachers teach writing
- Librarians claimed that the exploration of databases and more advanced research inquiry were not explored in these English classes
- In some disadvantaged high schools, students are “not reading on grade level” so comprehension and analysis of research articles is limited

Limited Library instruction

- Instruction time is “very rushed;” infringement upon classroom time
- Reasons for limited time
 - SGOs (Student Growth Objectives)
 - Preparing for Advanced Placement (AP) tests; “doesn’t lend to research projects”
 - Teachers cover “critical thinking” standard in their coursework
 - Too lazy; can’t walk to library from farthest wing of school
- Teacher/librarian collaboration is non-existent

Teachers need to set higher standards

- Avoid preselecting resources for students; enabling them
- Provide research appropriate assignments
 - Require database searching, citations and bibliography
- Encourage PowerPoint, Prezi, Publisher projects with specific research requirements



Freshmen Orientation

- Takes place in library in Fall
- Content varies considerably
- Refreshers – quick information sessions at beginning of research project



Technology

- School libraries often referred to as Media Centers
- School librarians are called School Library Media Specialists and are certified as such.
- 70% of schools have computers available to students
- More eBooks and databases offered

Librarians overall are student focused

- Introduced Perdue University Online Writing Lab (OWL)
- Formed affiliations with local colleges; students can accrue college credit
- Initiated Digital Citizenship course
- Extended library hours



Ways in which administrators can improve research literacy in their schools

- provide research instruction training for all teachers
- demonstrate how to create critical thinking and research appropriate assignments
- encourage teacher librarian collaborations
- perform evidence-based practices to gather data as evidence of their success



My analysis

To create a profound impact on student academic achievement, it would be best to require research instruction at all grade levels and thereby build a solid foundation of effective and ethical research skills throughout the life of the student.

Reinforced, scaffolded research instruction concepts provide students a greater probability of learning retention and research independence (ALA, 2016; ACT I, 2012).

Elementary school → Middle school → High school → College

Elementary School

- explain the card catalog, how to search it, and how to interpret bibliographic records for both print and electronic resources
- discuss call numbers assigned to books and how to locate the item on book shelves
- illustrate how to access and locate information in both bound and online dictionaries and encyclopedias, including use of the index
- introduce the concept of keyword searching
- begin Internet topic searches and how to determine a website's credibility
- discuss plagiarism and how to avoid it with citations to all media (print, visual, audio)
- demonstrate how to create a bibliography

Middle School

- show how to access research tools from the school library website
- demonstrate how to search a school database
- reinforce keyword and subject searching
- how to gather general knowledge on a topic to help formulate a workable research thesis
- introduce the differences between popular magazines and academic journals
- discuss how to determine articles, reports, book chapters, reviews, etc. in a database result list

Middle School

- introduce the evaluation process throughout the research process
- reinforce the avoidance of plagiarism by means of citations
- suggest methods to organize notes for specific citations to quotes, paraphrases, statistical data, etc. (Google Docs, Zotero, EasyBib, etc.)
- review bibliographies in specific style formats

High School

- explain library subscription research databases and how to search them
- further develop keyword searching and how to acquire keyword terms
- develop advanced research database skills
- explain the difference between scholarly journals and popular magazines
- explore primary and secondary sources
- how to analyze and interpret a scholarly article; benefits of an abstract
- critically review the research process for content and substance

High School

- how to interpret bibliography sources (book chapter, journal article, report, etc.)
- introduce bibliographic citation tools (EasyBib, Sonofcitationmachine, Zorteo, etc.)
- clarify the MLA citation format
- reinforce citation organization and usage
- review website credibility
- introduce Perdue OWL and Google Scholar
- explain copyright and usage permissions

School librarians need support

- from school and district administrators
- from local and national library organizations
- from teachers



The Every Student
Succeeds Act:
The Highlights



Questions



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