Sep 22nd, 9:45 AM - 11:00 AM

Information Seeking Habits of Educators

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Information Seeking Habits of Educators

9th Annual Georgia International Conference on Information Literacy
September 22, 2012
Introduction to Study

• Education Reform
  ▪ *A Nation at Risk* (1983)
  ▪ No Child Left Behind Act of 2001

• Teacher Education Standards
  ▪ Information literacy mentioned
Introduction to Study

Information Literacy Standards

- ACRL (1995) – IL competency standards for higher ed
- ACRL (2011) – IL for Teacher Education
Literature Review

Pre-service Teacher Education

• Role of Library Research and Teacher Ed
  ▪ O’Hanlon (1988) [2 articles]

• Models/Programs/Projects
  ▪ Miner (1989); Asselin & Lee (2002); Asselin & Doiron (2003); Lipu (2003); Wit & Dickinson (2003); Crouse & Kasbohm (2004); Kong (2008); Earp (2009); and Gordon & Bartoli (2012)
Literature Review

IL Standards for Teacher Education

- Libutti & Gratch (1995)
- Carr (1998)
- Templeton & Warner (2002)
- ACRL & IL for Teacher Education (2011)
Literature Review

Research: Pre-service Teachers & IL instruction

- Franklin & Toifel (1994); Toifel & Franklin (1999)
- Branch (2003)
- Beile (2005)
- Sosin & Deleo (2005)
- Birch, et al. (2008)
- Floyd, Colvin, & Bodur (2008)
- Demiralay & Karadeniz (2010)
- Kokić (2012)
Literature Review

In-service Teachers

Finding and Using Research
- LeBaron, et al. (1998)
- Williams & Coles (2007) [2 articles]
- Landrum, et al. (2007)
- Cordingley (2008)
- Emmons, et al. (2009)

Role of School Librarian
- Miller (2005)
Methodology

Research questions:
• Which information sources do in-service educators use?
• Is there a relationship between information sources used and educators' experiences and age groups?

Survey developed based on ACRL standards (2011)
Methodology

• Sample-Invited certified employees in the East Alabama Regional In-service area to participate

• Participants: teachers, principals, library media specialists, school counselors

• Demographic: years of experience, age range, highest degree, position

• Information Literacy: format of information, sources of information, frequency of use of sources
Data Results

Data on survey participants

Number of participants = 348

Demographic information to consider

• Work experience
• Age
• Participation in Information Literacy Instruction
Data Results

Participants’ Years of Experience in K-12 education

- 11 or more years: 64.00%
- 6-10 years: 22.00%
- 0-5 years: 14.00%
Data Results

Age: range of years of birth

- Before 1946 (Silent Generation): 1.00%
- 1946-1964 (Baby Boomers): 33.00%
- 1965-1980 (Generation X): 46.00%
- 1981 and after (Millennials): 20.00%
Data Results

• Participation in Information Literacy Instruction

- 42.00% No
- 58.00% Yes
Data Results

Information seeking behaviors to consider (research-based information)

• Use of published educational research

• Use of online databases

• Use of ERIC (Education Resources Information Center)
Data Results

Use of published research & years of experience

Frequently = Once a month or more
Seldom = Less than once a month

0-5 years
- Never: 66.00%
- Seldom: 31.70%
- Frequently: 2.30%

6-10 years
- Never: 40.40%
- Seldom: 52.70%
- Frequently: 6.90%

11 or more years
- Never: 40.00%
- Seldom: 56.10%
- Frequently: 3.90%

Pearson Chi-Square Asymp. Sig. = .851
Data Results

Use of published research & age

Frequently = Once a month or more
Seldom = Less than once a month

### Baby Boomers
- Never: 49.50%
- Seldom: 45.90%
- Frequently: 4.60%

### Generation X
- Never: 38.20%
- Seldom: 58.40%
- Frequently: 3.40%

### Millennials
- Never: 29.00%
- Seldom: 64.50%
- Frequently: 6.50%

Pearson Chi-Square Asymp. Sig. = .023
Data Results

Use of published research & information literacy instruction

Frequently = Once a month or more
Seldom = Less than once a month

No instruction

Information literacy instruction

Pearson Chi-Square Asymp. Sig. = .001
Data Results

Use of online databases & years of experience

Frequently = Once a month or more
Seldom = Less than once a month

0-5 years
- Never: 26.80%
- Seldom: 22.00%
- Frequently: 51.20%

6-10 years
- Never: 15.70%
- Seldom: 15.70%
- Frequently: 68.60%

11 or more years
- Never: 20.10%
- Seldom: 24.70%
- Frequently: 55.20%

Pearson Chi-Square Asymp. Sig. = .420
Data Results

Use of online databases & age

Frequently = Once a month or more
Seldom = Less than once a month

Baby Boomers

- Never: 13.30%
- Seldom: 23.50%
- Frequently: 63.20%

Generation X

- Never: 22.10%
- Seldom: 24.10%
- Frequently: 53.80%

Millennials

- Never: 25.00%
- Seldom: 16.70%
- Frequently: 58.30%

Pearson Chi-Square Asymp. Sig. = .623
Data Results

Use of online databases & information literacy instruction

Frequently = Once a month or more
Seldom = Less than once a month

No Instruction

Information Literacy Instruction

Pearson Chi-Square Asymp. Sig. = .006
Data Results

Use of ERIC & years of experience

Frequently = Once a month or more
Seldom = Less than once a month

0-5 years
- Never: 25.00%
- Seldom: 36.40%
- Frequently: 38.60%

6-10 years
- Never: 26.40%
- Seldom: 34.70%
- Frequently: 38.90%

11 or more years
- Never: 26.80%
- Seldom: 40.50%
- Frequently: 32.70%

Pearson Chi-Square Asymp. Sig. = .991
## Data Results

### Use of ERIC & age

<table>
<thead>
<tr>
<th></th>
<th>Baby Boomers</th>
<th>Generation X</th>
<th>Millennials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequently</td>
<td>33.60%</td>
<td>28.70%</td>
<td>24.20%</td>
</tr>
<tr>
<td>Seldom</td>
<td>40.20%</td>
<td>39.30%</td>
<td>33.90%</td>
</tr>
<tr>
<td>Never</td>
<td>26.20%</td>
<td>32.00%</td>
<td>41.90%</td>
</tr>
</tbody>
</table>

- Frequently = Once a month or more
- Seldom = Less than once a month

Pearson Chi-Square Asymp. Sig. = .937
Data Results

Use of ERIC & information literacy instruction

Frequently = Once a month or more
Seldom = Less than once a month

No Instruction

Information Literacy Instruction

Pearson Chi-Square Asymp. Sig. = .001
Data Results

• Years of experience demonstrated a significant relationship to the use of online databases

• Age demonstrated a significant relationship to the use of published educational research

• However, participation in information literacy instruction demonstrated the greatest significance of relationship to all of the research-based information sources considered (Published research, online databases, & ERIC specifically).
Further Considerations

• Prepare in-service programs for the needs of different users
• Develop modules that use a combination of face-to-face and on-line learning
• Incorporate ERIC as a free resource for educators
• Develop and coordinate district-wide emphases on Information Literacy Skills for educators.
Thank you!

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