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Teachers' Link to Electronic Resources in the Library Media Center: A Local Study of Awareness, Knowledge, and Influence

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Lack of adequate training in the search for and use of online information by teachers as well as lack of confidence or even basic awareness of information quality may continue to be prevalent among high school teachers. Access to documents, authoritative and

As shown in table 3, less than 69 percent of teachers say they “never” tell students not to use the Internet as their only resource; however, a similar percentage also say they “never” tell students not to use the Internet at all. More than half of teachers said they “never” tell students to consult print before electronic resources or to use electronic databases before the Internet.

Table 3. Directions to Students for Using Electronic Resources (Percent of Faculty)

Data were collected to determine the differences between the faculty departments and their responses. More than 45 percent of the faculty in the math department said they “never” allow the students to choose their own resources. For use of electronic databases before the Internet, the numbers for the English department were reversed from the overall data: 56 percent responded that they “always” tell students to consult electronic databases before the Internet, 28 percent responded “often,” 16 percent said, “sometimes,” and no one said “never.” In the English department, 60 percent “sometimes” and 12 percent ”always” tell the students to use p

Teachers were asked to rate the value of specific methods for providing information about media resources. Out of the eight methods listed in table 7, the two rated most highly were one-on-one instruction and class or group instruction by media professionals. Methods most often rated as "average" or "poor" were online tutorials and audiovisual training materials.

Table 7. Value of Method for Learning about Media Resources (Percent of Faculty)

	Poor	Average	Good	Excellent
Workshops/Inservice	4.4	27.0	50.9	17.6
E-				

This study addressed some initial questions about current teacher expectations and student use of electronic information in one high school setting. Future studies should explore such areas as:

> What training and orientation sessions are most effective in increasing teacher and student awareness of effective search and selection of electronic information?
> In what manner might provision for more time (for search and comparison of findings) along with more individualized instruction and information advisory help to improve the

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Web Links

Carmel High School Library Media Center
(http://carmelhighschool.net/departments/media/index.shtml)

ClearLearning's TestPilot Software (www.clearlearning.com/)

Survey Questions and Teacher Responses to Open-Ended Questions
(http://carmelhighschool.net/Highsmith.htm)

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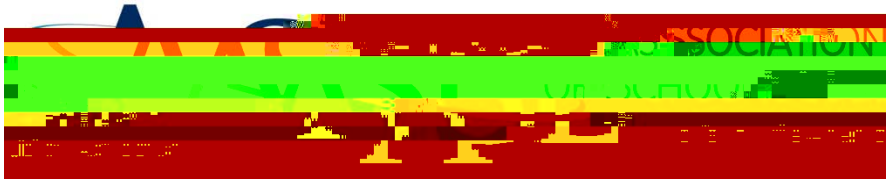

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