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Use of the EBSCOhost database in grades three through five

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USE OF THE EBSCOHOST DATABASE IN GRADES THREE THROUGH FIVE

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ABSTRACT

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USE OF THE EBSCOHOST DATABASE IN GRADES THREE THROUGH FIVE
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The purpose of this research was to determine how the electronic databases available in EBSCOhost, Primary Search, MasterFile Premier, and Searchasaurus, were being used in teaching information skills to the students in grades three through five. The study involved the media specialists who were members of South Jersey Regional Library Cooperative teaching in elementary schools serving grades three through five. A total of 103 surveys were mailed out with a total of 59 media specialists returning them.

Data analysis was achieved by entering the survey results into the SPSS version 11.1 statistical analysis program. Totals and percentages were computed with the SPSS program. Approximately two-thirds of the participants' results affirmed the fact that the EBSCOhost database was available in elementary school library media centers in southern New Jersey. A majority, 70%, of the participants were teaching information skills in the school library media center. However, only about 50% of the participants were using either the Primary Search database or Searchasaurus database in teaching students.

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CHAPTER I

STATEMENT OF THE PROBLEM

Introduction

School libraries have traditionally provided periodicals or magazines for student use in elementary schools for both research and personal use. Classroom teachers have assigned research reports in the earliest of grades in elementary school with print resources traditionally used for these assignments. With the increase in availability of computers in the elementary school, print materials may be replaced or augmented by computer resources, particularly electronic periodical databases.

The National Center for Educational Statistics (DeBell & Chapman, 2003) released a study of computer and Internet use by students in 2001 in which researchers found that about two-thirds of 9 to 17 year-olds use computers and the Internet (p.1). About 90% use computers and about 59% use the Internet (p. iv). This represents an increase from 45% using computers in 1997 (p.1). About 81% of students use the Internet for email, game playing, and to complete school assignments (p. iv). In another study of Internet access in public schools (ITEA, 2003), NCES found that "in Fall 2002, 99 percent of public schools in the United States had access to the Internet" (p.3). NCES found that about 42% of youth used computers to access information for schoolwork. A total of 38% of children and adolescents used computers for electronic

mail, instant messaging and playing games (p. 29).

Al-Awidi (1999), reported in his study of the future of computer use in education that during the 1980s computer use consisted mostly of introduction to computer programming, keyboarding, and drills and game playing (p.14).

> In 1985 the second National Survey of Instructional Uses of School Computers reported that teachers rarely used computers as a regular means of providing students with instruction or practice in traditional school subjects. Instead, computers were used as sources of enrichment and provided variety to the classroom routine (p. 14).

In 1998 the American Association of School Librarians (AASL) identified learning and teaching principles with instructional goals for the school library media specialist (p. 58). Principle 5 stated that, "access to the full range of information resources and services through the library media center program is fundamental to learning" (p. 65). One teaching goal for principle 5 was to "participate in electronic networks and resource sharing systems that expand the library media center's capacity to access information globally " (p. 66). Increasingly, periodicals and magazines are available in electronic format through subscription to online database vendors, such as EBSCOhost. The use of electronic periodical databases can provide multiple users access to information at the same time. They provide a much greater variety of periodicals for one subscription price, having the potential to save money in the media center budget. In the state of New Jersey EBSCOhost is offered free to all school and public libraries. These electronic databases are one tool to meet the goals proposed by AASL. These

electronic databases may replace the use of print periodicals, saving shelving space and the need for multiple copies, or as a supplement to print periodical resources.

Problem Statement

School media centers that are members of South Jersey Regional Library Cooperative (SJRLC) have the opportunity to use the EBSCOhost database as a resource to support the curriculum and instruction. Several studies have been undertaken to address the use of electronic databases at the middle school and high school level (Roberts, 1998; Pappas, 1996; Oregon Intellectual Freedom Clearinghouse; 2001; Oravec, 1997). One study into the use of print periodicals within elementary school media centers also addressed the reading preferences of students (Swisher, Pye, Estes-Rickner, & Merriam, 1991).

School media centers in New Jersey serving elementary students have the capability of accessing periodicals appropriate for the elementary level student through membership in the South Jersey Regional Library Cooperative (SJRLC). SJRLC offers all public and school libraries free membership in this state supported library cooperative. Library resources such as electronic databases, training, book reviews, and shared patron catalogs are made available to members. One such electronic periodical database, EBSCOhost, has been made available free of charge to all SJRLC member libraries through a grant obtained by the New Jersey State Library and the regional cooperatives within the state. The purpose of this study was to determine how three of the electronic databases available in EBSCOhost (Primary Search, MasterFile Premier, and

Searchasaurus) were used by school library media specialists in teaching information literacy skills to students in grades 3 through 5.

Research Questions

1. What type of access to the EBSCOhost electronic periodical database was being provided by school library media centers to the elementary students in grades three through five?
2. What uses were being made of these databases?
3. For what subject areas were the EBSCOhost databases primarily used?

Definitions

Database.

> A large, regularly updated file of digitized information (bibliographic references, abstracts, full-text documents, directory entries, images, statistics, etc.) related to a specific subject or field, consisting of records of uniform format organized for ease and speed of search and retrieval, and managed with the aid of database management system (DBMS) software Content is created by the database producer (*example*: American Psychological Association) which usually publishes a print version (*Psychological Abstracts*) and leases the content to a database vendor (*example*: EBSCO or OCLC) that provides electronic access to the data after it has been converted to machine-readable form (*PsycINFO*), usually

on CD-ROM or online via the Internet using proprietary software (Reitz, 2002).

EBSCOhost. "A database of abstracts and full-text periodicals suitable for students in grades 3 through 12, provided by the vendor EBSCO and available online via the Internet" (Reitz, 2002). EBSCOhost offers an easy to use graphic interface called Searchasaurus. Searchasaurus contains resources that are appropriate for students within the primary grades, K through 6. There are current encyclopedia articles, news articles and periodicals written at the elementary grade level within this database. Primary Search offers elementary grade periodicals in an electronic online format. MasterFile Premier offers current journals and periodicals in an electronic format.

Media specialist. "A librarian or other individual with specialized training in the creation, selection, organization, maintenance, and provision of access to media of all kinds, who may also be responsible for supervising a media center or the media department of a library, including collections, equipment, and facilities for listening and viewing" (Reitz 2002).

Periodical.

> A publication with its own distinctive, title, containing articles, stories, or other short works usually written by different contributors, issued in softcover more than once, usually at regular spaced intervals without prior decision as to when the final issue will appear. Although each issue is complete in itself, its relationship to preceding issues is indicated by an issue number and volume number printed on the front cover. Content is controlled by an editor or editorial board. The category includes

newspapers, newsletters, magazines, and journals, sold at newsstands and by subscription (Reitz, 2002).

Periodical database. "An electronic database that contains citations, abstracts, and full-text documents from a specified list of periodicals" (Reitz, 2002).

School library. (Used interchangeably with media center or library media center)

A library in a public elementary or secondary school that serves the information needs of its students and the curriculum needs of its teachers and staff, usually managed by a school librarian or media specialist. A school library collection usually contains, books, periodicals, and educational media suitable for the grade levels served (Reitz, 2002).

SJRLC (South Jersey Library Regional Cooperative).

The South Jersey Regional Library Cooperative (SJRLC) is a multi-type library cooperative serving 600 member libraries in Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, and Salem counties in New Jersey. SJRLC is part of the New Jersey Library Network linking over 2500 libraries statewide. SJRLC services are funded from state tax funds appropriated by the New Jersey Legislature for the New Jersey Library Network" (SJRLC, 2003).

Elementary student. For the purposes of this study children ages 8 through 12, or grades 3 through 5 were included.

Assumptions and Limitations

This researcher assumed that respondents would answer the survey questionnaire provided honestly. The population contacted for this research was limited to elementary school library media specialists in southern New Jersey whose schools were members of the South Jersey Regional Library Cooperative. Responses used for this research were limited to those school library media specialists servicing grades three through five.

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CHAPTER II

REVIEW OF RELATED LITERATURE

Elementary students in the twenty-first century need to be able to use a wide variety of media for research purposes. Print materials may not be adequate to provide an understanding of information today. While how to access and use print resources has been the basis for instruction within elementary schools in the past, today students need to be taught how to access electronic media via the Internet as well. In a report from the President's Council of Advisors on Science and Technology (PCAST, 1997) recommendations were made for using computers to integrate instruction across the curriculum at the elementary school level. One such recommendation was research via access to information contained in remote databases on the Internet.

Al-Awidi (1999) discussed some of the suggested uses for computers listed in the 1988 Office of Technology and Assessments report such as: word processing, manipulation of data, access and communication for traditionally unserved populations of students, and cooperative learning (p.12). Al-Awidi reported on a 1993 national survey by Hadley and Sheingold of computer integration into classroom instruction. Teachers experienced in integrating computer use into regular instruction were asked about specific instructional use. A total of 75% of the teachers reported using word processing for the creation of student products (p.16). "More than sixty percent of teachers in the sample indicated that they do this most weeks or every week, and less than 10 %

reported not doing it at all" (p.16). Al-Awidi stated "that instructional use of computers has taken two different approaches. One approach has been teaching about computers and the other is teaching with computers" (p.17).

Importance of Periodicals in Elementary Schools

Traditional reference sources used in elementary schools have been print reference collections, such as encyclopedias and circulating non-fiction books. In a report on primary grade research skills, Barclay and Traser (1999) supported the use of expositional texts for primary grade students. "As children read from a wide array of sources about their topic, they explore a variety of genres, including those informational books viewed by many educators as essential for learning" (p. 215).

They also reported from reviewed literature that:

> . . . [t]eachers in the primary grades can support children in their quest for knowledge by establishing an environment that is conducive to inquiry, and by helping children develop basic research skills. An inquiry-based classroom represents a natural learning environment where language, both oral and written, is used as a vehicle for learning. Language and learning go hand in hand as children explore specific topics of study through systematic inquiry, which involves choosing a topic, developing questions to guide one's learning about the topic, and discovering ways to relate what one has learned (Harste & Short, 1988; Hyde & Bizar, 1989; Wells, 1986; in Barclay

& Traser, 1999, p. 215).

Other researchers have supported this position as well (Daniels, 1990; Moss, Leone, & Dipillo, 1997). With the publication of the book *Information Power* (AASL, 1998), the concept that students need to become sophisticated users of information has now been accepted as a cornerstone of library skills instruction, also referred to as information literacy. One article from *Reading Today* (Magazines, 2000) discussed a review of literature by Morrow and Lesnick encouraging use of periodicals in the classroom. Some uses they defined included:

> Use articles in magazines as an integral part of thematic units.
>
> Magazines can be used when reading for pleasure or information.
>
> Students can read magazines on similar topics, then share summaries, comparing the treatment of the topic.
>
> Current magazines can be used to update information that has become dated in textbooks.
>
> Students can write to editors or writers in response to an article they particularly enjoyed or disagreed with.
>
> Use magazines as a model for children to produce classroom magazines.
>
> Use magazines as a supplementary source for informational reports and creative writing.
>
> Use magazines for a current events discussion.
>
> Share two magazine articles with opposing viewpoints on a given issue to teach critical thinking and interpretation skills (p. 16).

Related Research

Through an exhaustive search of the Internet, the *Educational Resources Information Center (ERIC)*, *Education Full Text*, *EBSCOhost Academic Search Premier, ProQuest*, and *Dialog* databases and the Rowan Campbell Library catalog no evidence was found of previous research into the use of electronic periodical databases in elementary school library media centers. This researcher found many articles supporting the use of the Internet for library use instruction (Al-Awidi, 1999; ITEA, 2000; ITEA, 2003; Whitacre, 1997; Wright, 2001; Wright & Wright, 2003). These articles addressed the use of technology in integrated classroom and library instruction. The authors also discussed the use of technology for word processing, drill and practice, spreadsheet and database creation, web quests, and searching the Internet via directories and search engines. There was very little mention of electronic database use, either by CD-ROM or via the Internet. In one article, Databases for the Younger Set (1996), the introduction of EBSCOhost Primary Search and SIRS Discoverer was discussed. The author stated,

> . . . it's never too soon to use databases of periodicals, pamphlets, and government reports. These resources help elementary and middle school students sharpen their research skills and find source material from such publications as *Jack and Jill, Highlights for Children,* and *Ranger Rick* (p. 36).

This researcher found a number of articles discussing periodicals as pleasure reading material (Buboltz & Ling-Louie, 1992; Cox & Collins, 2003; Hutchinson, 1973; Johnson, 1988; Swisher, Pye, Estes-Rickner, & Merriam 1991; Worthy, Moorman, & Turner, 1999). Buboltz & Ling Louie (1992) discussed reading motivation efforts in school libraries that included offering displays of current print periodicals. Cox &

Collins (2003) presented survey results about preferred reading material of boys from 1996 through 2001. Periodicals were preferred reading for nearly half of 1,246 boys ages 11-18 surveyed on the Internet in 1999 (p. 25). Worthy, Moorman, & Turner (1999) found magazines about popular culture, sports, and cars and trucks to be the preferred reading among sixth grade students surveyed in a southwestern United States school district.

Rationale for Internet Use in Elementary Schools

In the 21st century, technology has come to be an expected part of the education of public school students. As early as 1994, President Clinton called for access to the Internet for all schools (ITEA, 2003). Minkel & Feldman (1999) indicated that children can use the Internet as early as preschool and that it can be used as a search tool as soon as second grade. They indicated that by grades four and five use of the Internet is developmentally appropriate for students. In 2001, a report issued by the U. S. Congress' Web-Based Education Commission, found that the Internet had the promise of enhancing education by being used to "center learning around the student instead of the classroom, to focus on the strengths and needs of individual learners, [and] to make lifelong learning a practical reality" (WBEC, 2001).

These findings fit with the plan for providing library media services to students presented in *Information Power* (AASL, 1998). Helping students to flourish in their learning community is the central concern of student-centered library media programs. The goal is to assist all students in becoming active and creative locators, evaluators and users of information to solve problems and to satisfy their own curiosity. With these

abilities, students become independent, ethical, lifelong learners who achieve personal satisfaction and who contribute responsibly and productively to the learning community and society as a whole (AASL, 1998, pp. 2-3).

Examples were presented in an article by Barclay & Traser (1999) of how students can use the Internet for writing research projects as early as first through third grade, as Minkel & Feldman (1999) reported. Fulton (2001) also discussed appropriate uses of the Internet for elementary school students. Using electronic databases to locate information for this type of research in the early grades meets the criteria discussed in the literature.

This researcher found one article by Simon and Merrill in 1996 that involved 24,348 students from 20 states participating in the Kids Voting USA education program in both primary and secondary schools of all grade levels. The authors found that students overwhelmingly utilized television, computers and electronic media for current news sources instead of print newspapers and periodicals. The researcher also found a survey of expenditures and services in school library media centers in 2002 (Shontz, 2002). Statistics from this survey found that 31.5%, or 187 of 597 respondents, were from elementary school media centers (p.3); 43% of the respondents at all levels subscribed to the EBSCOhost database. (p.3); 49.2% of the respondents utilized a state/regional database; and 79.7% provided information skills instruction (p. 9).

Access to Electronic Databases for New Jersey Elementary Schools

The SJRLC web site listed 189 elementary school libraries as members of the regional library cooperative in southern New Jersey in November 2003 (SJRLC). The

counties of Burlington, Camden, Cumberland, Gloucester and Salem were included in the regional library cooperative of the New Jersey State Library. Through a grant obtained by the New Jersey State Library, all cooperative member libraries had free access to the EBSCOhost databases for use in the media center, on classroom computers, and through the Internet from home computers. Member libraries used this free resource to supplement their budget by allowing access on the Internet to periodicals previously only available for purchase in print.

Summary

With access to the Internet and free access to electronic databases through state and regional libraries, it is time for media specialists and teachers to use this resource to provide integrated instruction in technology for their students. Since there was little research into the use of electronic periodical databases at the elementary school level, this study attempted to determine the degree to which elementary school media centers in South Jersey were using the EBSCOhost databases provided by SJRLC, and how these databases were integrated into the curriculum being taught by media specialists.

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CHAPTER III

METHODOLOGY

Overall Design and Justification

This study was designed to be an applied research study concerning the use of electronic online databases in elementary schools. The researcher investigated to what extent elementary school media specialists were using the EBSCOhost database in their instruction, and in what subjects and ways databases were used with grades three through five.

This research was conducted through the distribution of a descriptive survey to elementary school media specialists who were members of the South Jersey Regional Library Cooperative, and whose schools served grades three through five. A descriptive survey, collecting quantitative data, was chosen because "the basic purpose of the descriptive survey is to describe characteristics of the population being studied, estimate proportions in the population, make specific predictions and test associational relationships" (Powell, 1997, p. 61). Powell also stated that "the basic assumption of most survey research was that, by carefully following certain scientific procedures, one can make inferences about a large group of elements by studying a relatively small number selected from the larger group" (p. 57).

The method used for this survey was a mailed, self-administered questionnaire (see Appendix D). A survey was the chosen methodology because of the size of the

population, time available for this research, and it was seen as the most effective means of reaching the population.

Statement of Purpose and Research Questions

With the increased availability of technological resources within elementary schools, students need to be introduced to as many ways to access information as is feasible. Print materials and search strategies on the Internet are both resources for students who are performing research. Students are arriving in school familiar with computers and technology at a much earlier age than even a few years ago, and they should be encouraged to build upon those skills as early as possible. Students can be introduced to simple keyboarding and electronic searching techniques in the early primary grades. The New Jersey Core Curriculum Content Standards require students at the end of grade four to use search engines and produce simple projects, and by the end of grade eight they are expected to locate specific information by searching a database. These skills need to be introduced prior to entrance into the middle school grades, commonly from six through eight (NJDOE, 2003). The purpose of this study was to determine how the electronic databases available in EBSCOhost, Primary Search, Master File Premier, and Searchasaurus were used in teaching information literacy skills to the students in grades three through five.

This study addressed the following research questions:

1. What type of access to the EBSCOhost electronic periodical database was being provided by school library media centers to the elementary students in grades three through five?

2. What uses were being made of these databases?

3. For what subject areas were the EBSCOhost databases primarily used?

Population and Sample

The population for this study was the 189 elementary educational media specialist members of SJRLC. A random sample of 103 of these media specialists was selected. This sample was selected based on needed size, access to the EBSCOhost database, and the parameters of the survey population. This researcher accessed the membership list of SJRLC to determine the elementary school media centers who qualified for the population. For this study schools serving grades three, four and five were selected. By accessing information about the school districts within the counties served by SJRLC at the New Jersey Department of Education website the researcher determined the population of elementary schools served grades three through five. A total of 103 surveys were mailed out addressed to each school "Attention Library Media Specialist". This number represented the sample size needed for the population of 189 schools (Powell, p. 80). A questionnaire was used as the method of data collection (see Appendix D). The population was asked to check off the appropriate answer to each question. Most of the questions were yes, no, and do no know questions. There were questions that asked for specific number of computers available within the school. There was also a question asking the respondents to rank subjects taught. Finally, the respondents were given the opportunity to provide comments on electronic databases.

Variables

The term variable is used to identify "a measurable characteristic of population or sample" (Hafner, 1998). In this study there were the following independent variables:

Number of Internet accessible computers available in the school library media center;

Provision of instruction in information skills;

Use of online databases in what subject areas; and

Availability of EBSCOhost in the school, media center, or home.

Method of Data Collection

A mailed, self-administered questionnaire was the method of data collection used for this study. The researcher selected this method for the advantages addressed by Powell (1997):

a mail questionnaire encourages frank answers,

bias is eliminated,

a questionnaire is a fixed format that tends to eliminate variations in the questioning process,

the way in which a mail questionnaire is distributed allows the respondent to address the questions at his/her leisure,

it encourages well though out and accurate answers,

the questionnaire can be constructed so that quantitative data are relatively easy to collect and analyze,

a questionnaire is relatively inexpensive to distribute, and

large amounts of data can be collected in a relatively short time (p. 90-91).

Surveys were mailed to the randomly selected sample of 103 school elementary school library media specialists with membership in SJRLC. The questionnaires (Appendix D) were mailed out on January 23, 2004 with a cover letter (Appendix B). Respondents were given two weeks to return the surveys before a second questionnaire (Appendix E) was sent to 63 non-respondents on February 16, 2004. A total of 59 surveys were returned, with one being from a school library media center not serving grades three through five, and one not completed. Data analysis on these 57 surveys began on March 1, 2004.

Reliability and Validity

This researcher was concerned with reliability and validity when this study was deigned. Powell stated, "research is considered valid when the conclusions are true, and reliable when the findings are repeatable, but validity and reliability are actually requirements for both the design and the measurement of research" (1997, p. 37).

A pretest was administered prior to the distribution of the questionnaire. The pretest was given to colleagues in the Graduate Thesis class at Rowan University, and selected colleagues in elementary school libraries. The pretest was administered to test the reliability of the survey questionnaire to allow for revisions in questions before mailing the survey. Suggested changes in organization of the questionnaire and wording of question number one, instructions for completing questions five through eleven, and question twelve were offered by respondents to the pretest. Respondents suggested that adding a scale from one through seven for database instruction by subject would offer

more information. The pretest allowed the researcher to use the suggestions and opinions of the respondents to improve the clarity, accuracy, and reliability of the actual survey.

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CHAPTER IV

ANALYSIS OF DATA

Design Implementation

A total of 103 school library media specialists who were members of the South Jersey Regional Library Cooperative were surveyed on the use of electronic databases in grades three through five. Originally, 40 respondents returned the surveys. A second mailing was sent out to 63 non-respondents. An additional 19 respondents returned surveys, making the total 59, or 57.2%. One questionnaire was received from a media specialist servicing grades K through two, which was outside the parameters set for this study, and one blank questionnaire was returned with the comment, not applicable at the top. This gave a final usable response rate of 55.3%, which is sufficient for this type of research. These 57 responses were input into the SPSS statistical analysis program and descriptive statistics were used to analyze the data.

Presentation of Results

Media specialists completed the questionnaire "Use of the EBSCOhost Electronic Database in Grades Three through Five" (see Appendix D). Questions one through four covered general information about grades taught, number of Internet accessible computers, teaching information skills with computers, and access to the

EBSCOhost database. The 12 media specialists with no access to the EBSCOhost databases answered one additional question about use of electronic databases in specific subject areas and comments were solicited about the use of electronic databases. An additional 4 respondents did not know if access was available to the EBSCOhost database within the school. Those respondents with access to the EBSCOhost database in the school or library media center (41) were asked to complete additional questions about specific access to the database and their use of the database.

All of those surveyed were asked about the number of Internet accessible computers in the library media center. Figure 1 shows that 47.4%, or 27 media specialists had from 5 – 10 Internet accessible computers in the media center. A total of 21.1%, or 18, media centers had 11 or more Internet accessible computers. An additional 31.6% had 0 – 4 Internet accessible computers in the remaining 12 media centers. Of those 12 media centers, two reported that no Internet accessible computers were available in the media center. That means that a total of 55 media centers, 95.8%, had one or more Internet accessible computers in the media center.

Figure 1

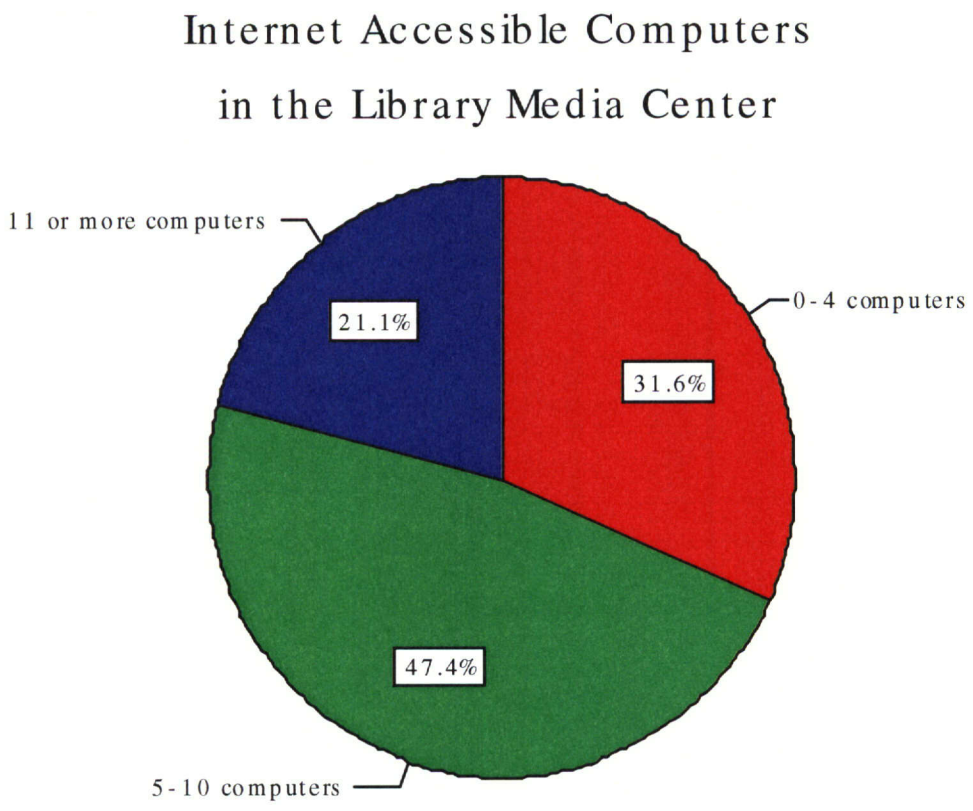


Figure 2 shows that 14, or 24.6%, of respondents reported having 0 -14 Internet accessible computers in computer labs. Approximately 58% of respondents, or 33, reported they had 15 – 30 Internet accessible computers in computer labs within the school. Additionally, 12.3%, or 7, reported having between 31 - 50 computers in labs. Another 3 respondents, 5.3% reported that the number of Internet accessible computers was between 51 and 99 in labs.

Figure 2

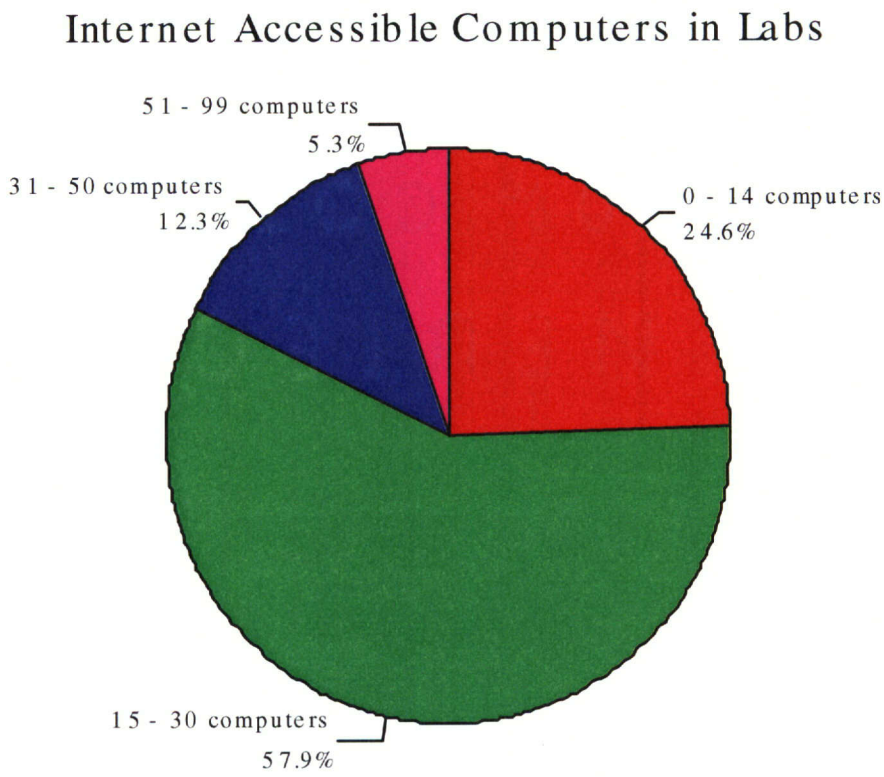

Internet Accessible Computers in Labs
51 - 99 computers
5.3%
31 - 50 computers
12.3%
0 - 14 computers
24.6%
15 - 30 computers
57.9%

Figure 3 shows that 33, or approximately 60% of the media specialists surveyed, used computers in the media center to provide information skills instruction to students. An additional 20%, or 11, used computers in both the lab and the media center to provide information skills instruction, making approximately 80%. Only one respondent, or 1.8%, used computers in computer labs to provide information skills instruction. A total of 18.2%, or 10 of the respondents, did not use computers to teach information skills to students. Two media specialists gave no response this question.

Figure 3

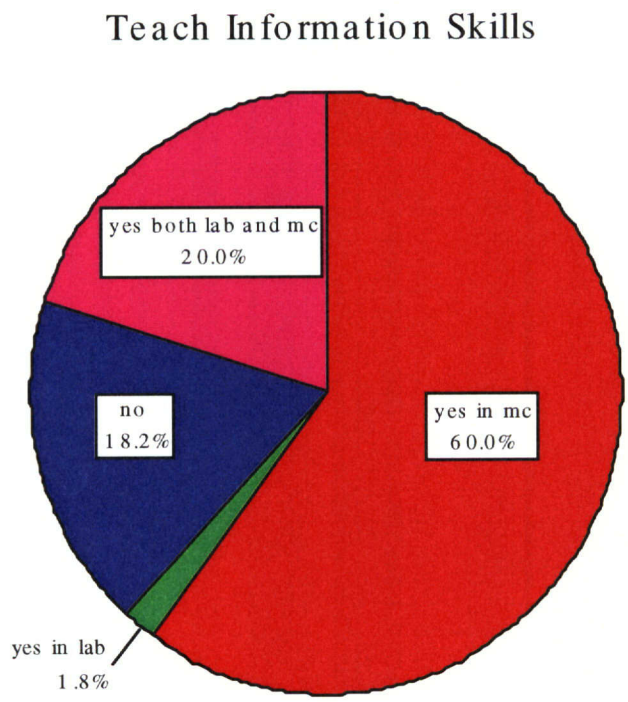


Figure 4 shows that 41 of the respondents, or 73.2%, had access to the EBSCOhost database in the school or library media center. Three respondents (5.4%) indicated that did not know if access was available to the EBSCOhost database. An additional 12, or 21.4%, stated that they did not have access to the EBSCOhost database. One respondent did not answer this question.

Figure 4

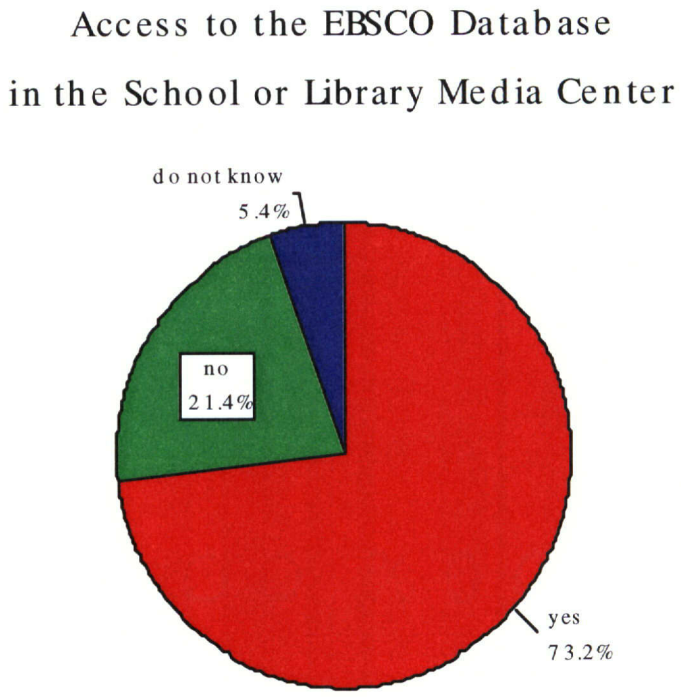


Figure 5 shows the percentages of the 41 library media specialists with access to the EBSCOhost database who answered question number 5 about the availability of EBSCOhost on the computers in the media center. Five respondents, 12.2%, indicated that no access to the EBSCOhost database was available to students in the library media center. Another two respondents, or 4.9%, reported they did not know if EBSCOhost was available in the library media center. A total of 34 media specialists, or 82.9%, reported students had access to the EBSCOhost database in the library media center. Those respondents who answered in the negative to question 4 were not included in these statistics.

Figure 5

Access to the EBSCOhost Database in the Library Media Center

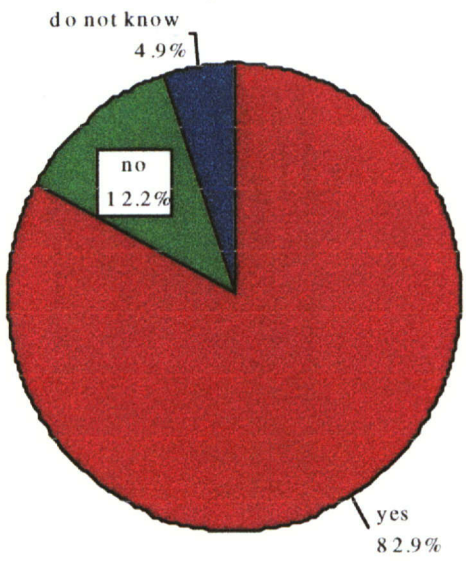


Figure 6 shows the percentages of the 41 library media specialists with access to the EBSCOhost database who answered question number 6 about the availability of EBSCOhost to the students in classrooms. Access to the EBSCOhost database was not available to students in classrooms according to 7, or 17.1% of the respondents. A majority of respondents, 25, or 61%, reported they had access to the EBSCOhost database in classrooms while 9, or 22%, did not know if they had access in classrooms.

Figure 6

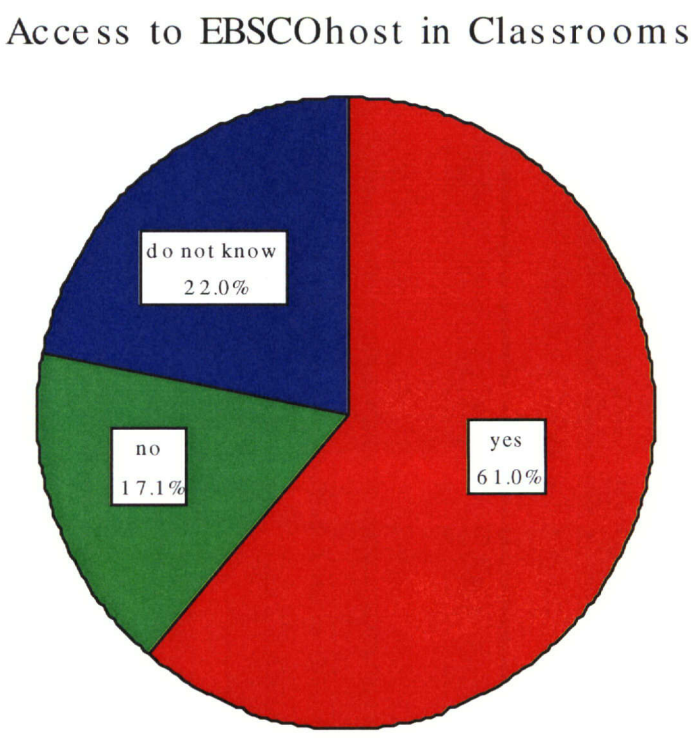


Figure 7 shows the percentages of the 41 library media specialists with access to the EBSCOhost database who answered question number 7 about the availability of EBSCOhost on the computers in computer labs. Six media specialists reported that the

EBSCOhost database was not available (15.4%). Another 8, 20.5% did not know if the EBSCOhost database was available to students in the computer labs. Twenty-five respondents, or 64.1%, also reported the EBSCOhost database was available to students in computer labs. Two respondents did not answer this question.

Figure 7

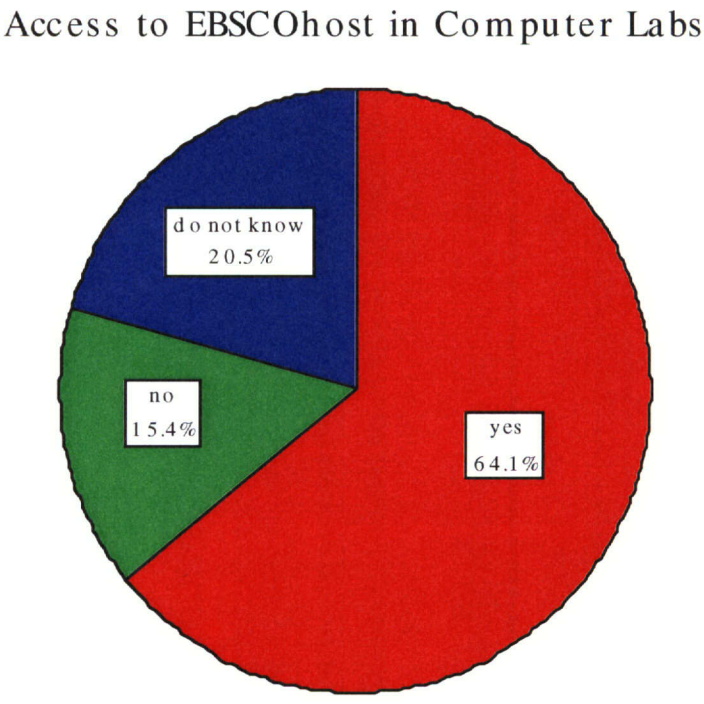


Figure 8 shows the percentages of the 41 library media specialists with access to the EBSCOhost database who answered question number 8 about the availability of the

35%, reported access to the EBSCOhost database was not available on remote computers. Another six respondents (15%) did not know if remote access to the EBSCOhost database was available. A total of 20 respondents, or 50%, reported that access was available to the EBSCOhost database on home or other remote computers. One respondent did not answer this question.

Figure 8

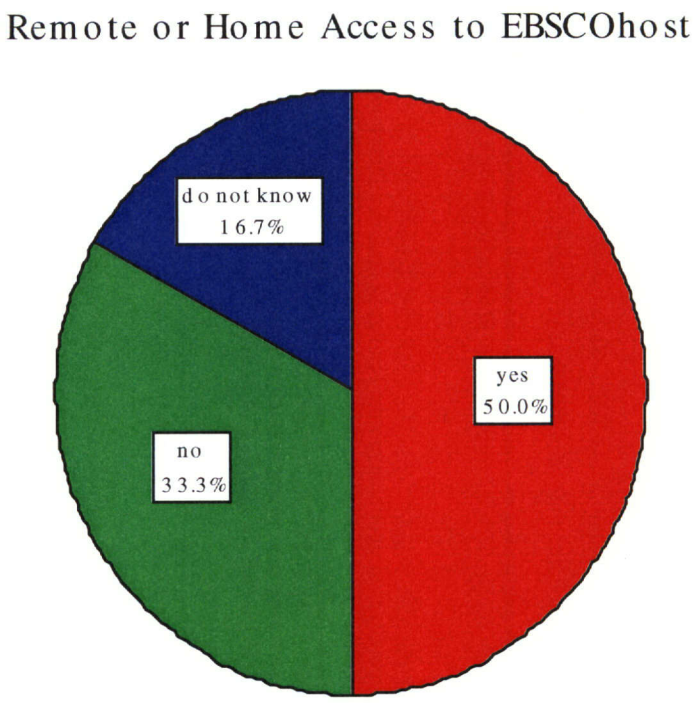
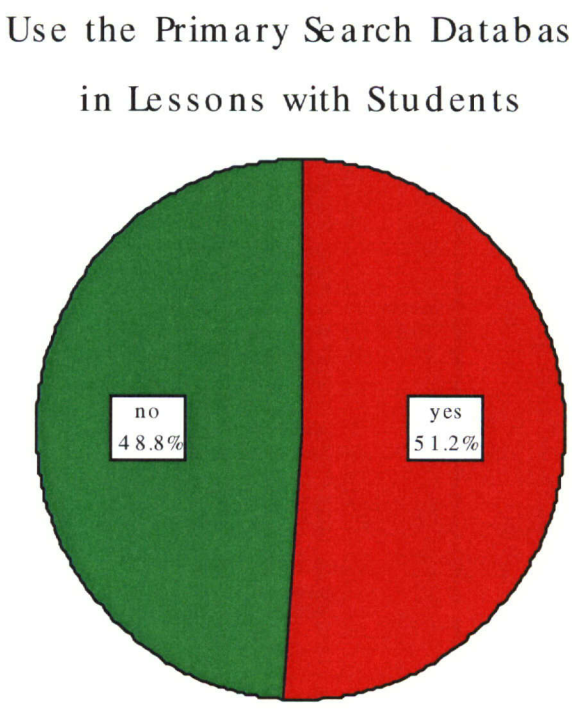


Figure 9 displays the percentages of respondents who answered question number 9 related to the use of the Primary Search database in lessons with students in grade three through five. A total of 21 respondents, or 51.2%, used the Primary Search database in

lessons with students. Another 20 respondents, or 48.8%, also reported they did not use the Primary Search database in lessons with students.

Figure 9



The 21 respondents who used the Primary Search database were asked how frequently they used the Primary Search database. As seen in Figure 10, 45%, or 9 of these 21 respondents reported using Primary Search one to two times a marking period. Four of these media specialists, or 20%, reported using Primary Search twice a year or

less. Another 4, or 20%, used Primary Search once a month. Three, or 15%, reported using Primary Search once a week in lessons with students. One respondent did not answer this question.

Figure 10

Frequency of Use of the Primary Search Database in Lessons with Students

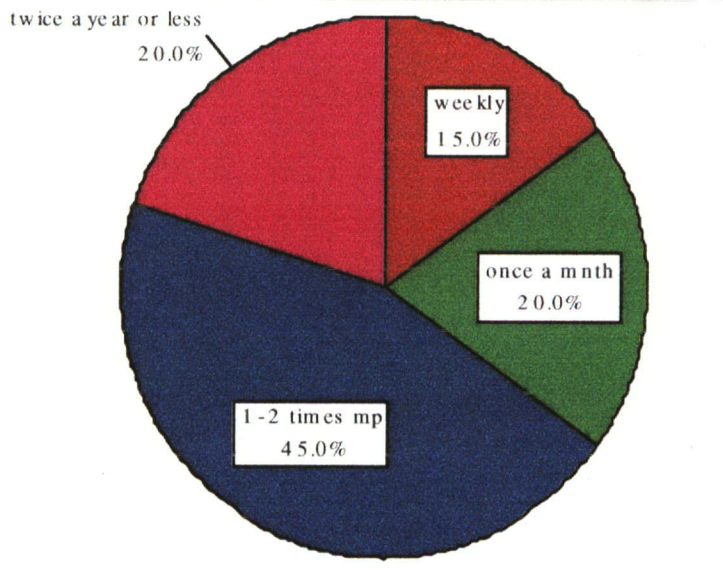
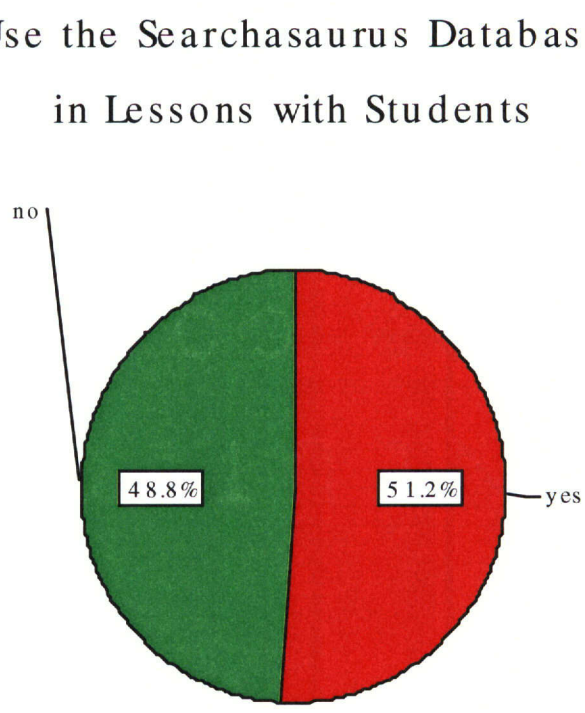


Figure 11 shows the percentages of the 41 media specialists with access to the EBSCOhost database who answered question 10 about use of the Searchasaurus database in lessons with students in grades three through five. Twenty-one of these media specialists, or 51.2%, reported using the Searchasaurus database. Another 48.8% (20) of these respondents reported they did not use the Searchasaurus database.

Figure 11



The 21 respondents who used the Searchasaurus database with students were asked how frequently they used the Searchasaurus database. Figure 12 shows that three of these respondents, or 16.7%, reported using the Searchasaurus database weekly with students. Another 15, or 83.3%, reported using the Searchasaurus database one to two times per marking period with students. Three respondents did not answer this question.

Figure 12

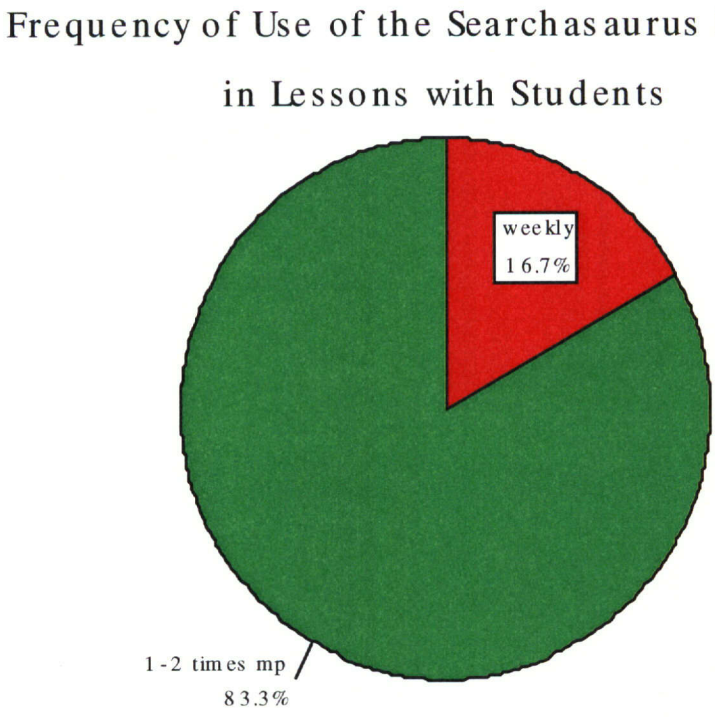
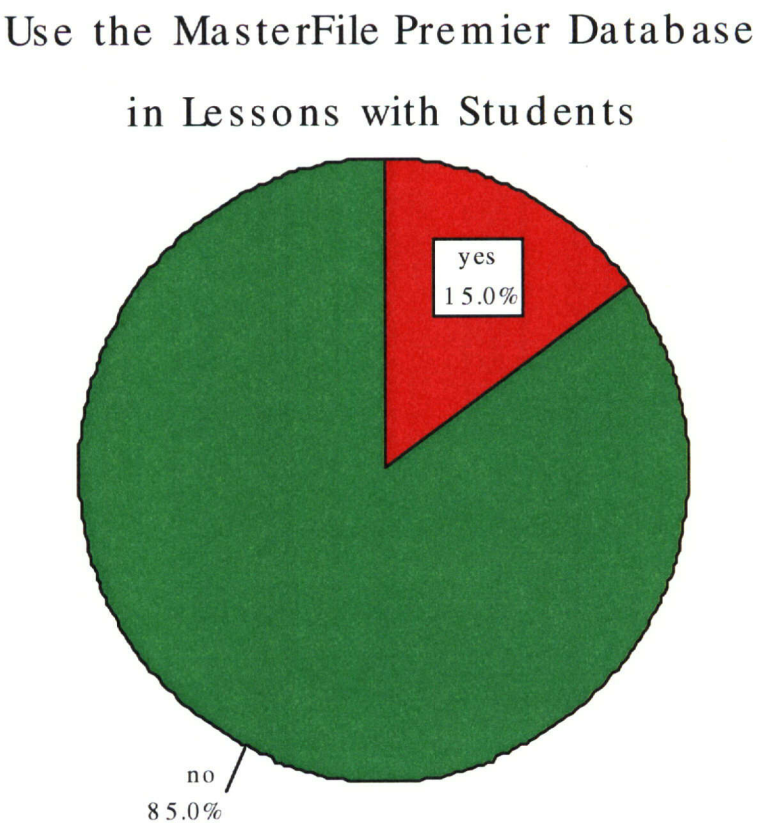


Figure 13 shows the percentages of the 41 library media specialists with access to the EBSCOhost database who answered question number 11 about the use of the MasterFile Premier database. A total of 15%, or 6, of the respondents reported that they used the MasterFile Premier database in lessons with students. An additional 34 respondents, 85%, reported they did not use the MasterFile Premier database in lessons with students. One respondent did not answer this question.

Figure 13



All of the 57 respondents were asked if they used any electronic databases when teaching. They were asked to rank from one through seven the subjects for which they used electronic databases. In Table 1 the data show that social studies was the subject ranked number one most frequently at 13 times. Language arts was ranked number one 8 times. Science was ranked number one 6 times. Art, foreign language, music, and other were not ranked first by any respondents. There were no responses from 13 or 14

respondents in each category. Those respondents who reported they did not have access to The EBSCOhost database accounted for the remainder of the 57 responses.

Table 1

Use of Electronic Databases in Lessons with Students

Subject	Not used	#1	#2	#3	#4	#5	#6	#7	#8	No response
Language Arts	26	8	4	5	0	0	0	0	0	14
Science	21	6	12	5	0	0	0	0	0	13
Art	38	0	0	2	3	0	0	1	0	13
Social Studies	22	13	5	3	1	0	0	0	0	13
Foreign Language	41	0	0	0	1	0	0	2	0	13
Math	40	1	0	0	0	0	3	0	0	13
Music	40	0	0	0	0	4	0	0	0	13
Other	39	0	0	0	2	0	1	1	0	14

Respondents were asked to give comments about the databases they had used and to list advantages and disadvantages. Six respondents found that too few computers deterred the use of electronic databases. Two felt that having no cost for access to the EBSCOhost database was a benefit. Four respondents found a disadvantage to use of electronic databases due to having the web site or school network unavailable due to technical problems. Six respondents mentioned lack of flexible time to work with

students to be a disadvantage. Three respondents found the material too difficult for younger students to read. Media specialists used electronic databases in the following ways: to locate pictures; identify animals; for book reviews from Novelist; and for research projects.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

The purpose of this survey was to determine how the electronic databases available in EBSCOhost, Primary Search, MasterFile Premier, and Searchasaurus were used in teaching information literacy skills to the students in grades three through five. A total of 189 members of the SJRLC was the population for the study. A total of 103 members were surveyed of which there were 59 returned surveys. Two surveys were unusable making a total of 57 surveys used for data analysis. The data were tallied and analyzed for the following information: access to Internet accessible computers; teaching of information skills in the library media center and/or computer labs; access to the EBSCOhost database, frequency of the use of the Primary Search, Searchasaurus, and Master File Premier databases with students; and subjects in which electronic databases were used. Totals and percentages were computed on tables and figures using the SPSS Version 11.1 statistical analysis program. Approximately 70% of the media specialists had access to the EBSCOhost databases, which affirmed the assumption that the database was available in the member media centers of SJRLC serving grades three through five. Just over one-half (51.2%) of the respondents with access used the Primary Search database with students. A total of 51.2% used the Searchasaurus database with students. Only 15% of the respondents used the MasterFile Premier database with students.

Comments from the respondents stated that some of the databases were too difficult for some students and that the lack of reliability of the computers available in their schools deterred the use of the databases.

Conclusions

Results of this study provided data that prompted the conclusion that a majority (70%) of the elementary media specialists who were members of SJRLC took advantage of the availability of the EBSCOhost database. Most of the media specialists surveyed in this study (60%) teach information skills to students using computers. Most of the media specialists who used the EBSCOhost database used either the Primary Search or Searchasaurus databases.

This study supported the assumption that a majority of media centers had access to the EBSCOhost databases. The study demonstrated that over one-half of the media specialists with access to these databases used them in lessons with students. Lack of time and access to reliable computer networks were listed as reasons for not using these databases. Media specialists might be more able to use these databases to teach information skills with more time available in the media center schedules

Possible Uses of Results

The results of this study suggest that electronic databases were used in the grade three through five media centers of South Jersey. Media specialists could use these results to demonstrate the need for more flexible schedule time to work with students in their media centers. Finally, the South Jersey Regional Library Cooperative could use

the results of the research when they promote the electronic databases available to media centers in South Jersey.

Recommendations for Further Study

This research could be replicated throughout New Jersey to determine how the EBSCOhost databases are being used. Further study could be undertaken to see how the media center schedule, flexible or fixed, effects the use of electronic databases. Studies could be undertaken into how electronic databases can be used to instruct additional grade levels. Finally, a study of the impact of the availability of electronic databases on the purchase of print periodicals could be implemented.

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APPENDIX A

Atlantis Elementary School Library
Beverly Ezze, or current Media Specialist
3 School Road
McGuire AFB, NJ 09641

Clara Barton Elementary School Library
Attn: Debbie Zimmerman, or current Media Specialist
315 Rhode Island Avenue
Cherry Hill, NJ 18002

Brigantine Elementary School Library
Attn: Harvey Mendelsohn, or current Media Specialist
301 East Evans Boulevard
Brigantine, NJ 08203

Chatsworth Elementary School Library
Attn: Linda Webster, or current Media Specialist
2 Giles Street
P.O. Box 477
Chatsworth, NJ 08019

Clementon Elementary School Library
Attn: Diane Gottman, or current Media Specialist
4 Audubon Avenue
Clementon, NJ 08021

Columbia Elementary School Library
Attn: Beverly Ezze, or current Media Specialist
1 School Road
McGuire AFB, NJ 08641

Cramer Elementary School Library
Cynthia Sleeth, or current Media Specialist
29th & Mickle Streets
Camden, NJ 08105

Discovery Elementary School Library
Laura Tress, or current Media Specialist
2 School Road
McGuire AFB, NJ 08641

Eastampton Elementary School Library
Christine Filia, or current Media Specialist
1048 Smithville Road
Eastampton, NJ 08060

Aura Elementary School Library
Attn: Christine Wilson, or current Media Specialist
100 Unionville Road
Glassboro, NJ 08028

Blackwood Elementary School Library
Attn: Sue Dennison, or current Media Specialist
260 Blenheim-Erial Road
Blackwood, NJ 08012

Buckshutem Elementary School Library
Attn: Audrey Yeck, or current Media Specialist
550 Buckshutem Road
Bridgeton, NJ 08302

Cherry Street Elementary School Library
Attn: Rebecca Reese, or current Media Specialist
20 Cherry Street
Bridgeton, NJ 08302

Cold Springs Elementary School Media Center
Attn: Pauline Fluck, or current Media Specialist
1194 Market Street
Gloucester City, NJ 08030

Cooper's Poynt Elementary School Library
Attn: Cindy O'Reilly, or current Media Specialist
34d & State Streets
Camden, NJ 08102

Davis Elementary School Library
Wanda Buillon, or current Media Specialist
34th & Cramer Streets
Camden, NJ 08105

Downe Township Elementary School Library
Linda Schreier, or current Media Specialist
229 Main Street
Newport, NJ 08345

Erial Elementary School Library
Fran Iezzi, or current Media Specialist
30 Essex Avenue
Sicklerville, NJ 08081

Avalon Elementary School Library
Attn: Deborah Ney, or current Media Specialist
32nd & Ocean Drive
Avalon, NJ 08202

S. W. Bookbinder Elementary School Library
Attn: Dolores Davis, or current Media Specialist
56 Brooklawn Drive
Willingboro, NJ –9=8046

Challenger Elementary School Library
Attn: Doris Dunkleberger, or current Media Specialist
4 School Road
McGuire AFB, NJ 08641

Chews Elementary School Library
Attn: Richard Fittipaldi, or current Media Specialist
600 Chews/Somerdale Road
Blackwood, NJ 08012

Collings Lake Elementary School Library
Attn: Library Media Specialist
700 Cains Mill Road
Williamstown, NJ 08094

Mary Ethel Costello Elementary School Library
Attn: Joanne Wells, or current Media Specialist
Cumberland & Joy Streets
Gloucester City, NJ 08030

DeMasi Elementary School Library
Bonnie Bush, or current Media Specialist
199 Evesboro-Medford Road
Marlton, NJ 08053

Dudley Elementary School Library
Michele G. Feldman, or current Media Specialist
23rd & High Streets
Camden, NJ 08105

Fleetwood Elementary School Library
Arlene Albert, or current Media Specialist
Fleetwood Avenue
Mount Laurel, NJ 08054

Loring Flemming Elementary School Library
Sandra Howley, or current Media Specialist
135 Little Gloucester Road
Blackwood, NJ 08012

Garfield East Elementary School Library
Mary Richter or current Media Specialist
150 Evergreen Drive
Willingboro, NJ 08046

Good Intent Elementary School Library
Barbara DuBois or current Media Specialist
1555 Good Intent Road
Deptford, NJ 08096

E. T. Hamilton Elementary School Library
Carole Rosenberg or current Media Specialist
Northgate Drive
Voorhees, NJ 08043

Hillside Elementary School Library
Anne Hurley or current Media Specialist
1370 Hainesport Road
Mount Laurel, NJ 08054

Joyce Kilmer Elementary School Library
Evelyn Wood or current Media Specialist
2916 W. Chapel Avenue
Cherry Hill, NJ 08002

Lake Tract Elementary School Library
Irene Donnelly or current Media Specialist
Iszard Drive
Deptford, NJ 08096

J. W. Lilley, Jr. Elementary School Library
Kathleen Hawn or current Media Specialist
1275 Williamstown Road
Sicklerville, NJ 08081

Horace Mann Elementary School Library
Diane Oeasau or current Media Specialist
160 Walt Whitman Boulevard
Cherry Hill, NJ 08003

Folsom Elementary School Library
Kathy Wendt, or current Media Specialist\
1357 Mays landing Road
RFD #6 P.O. Box 529
Folsom, NJ 08037

Glenwood Avenue Elementary School Library
Marcia Lloyd or current Media Specialist
2900 New York Avenue
Wildwood, NJ 08260

Haines Elementary School Library
Patricia Fitzgerald or current Media Specialist
Stokes Road
Medford, NJ 08055

Bret Harte Elementary School Library
Elizabeth Stern or current Media Specialist
1909 Queen Anne Road
Cherry Hill, NJ 08003

Mary F. Janvier Elementary School Library
Joyce Francis or current Media Specialist
Pennsylvania Avenue
RD#5 P..> Box 99G
Franklinville, NJ 08322

Kingston Elementary School Library
Jini Errichetti or current Media Specialist
320 Kingston Drive
Cherry Hill, NJ 08034

C. B. Lamb Elementary School Library
Laura Tress or current Media Specialist
46 Schoolhouse Road
Jacobstown, NJ 08652

Logan Township Elementary School Library
Myra Gross or current Media Specialist
110 School Lane
Swedesboro, NJ 08085

Marlton Elementary School Library
Jane Shuhart or current Media Specialist
150 Tomlinson Mill Road
Marlton, NJ 08053

Fort Dix Elementary School Library
Yvonne Van Hise, or current Media Specialist
P.O. Box 228
One Egbert Street
Pemberton, NJ 08068

Gloucester Township Elementary School Library
Linda Dunne or current Media Specialist
270 Black Horse Pike
Blackwood, NJ 08012

Hainesport Elementary School Library
Shona Trumbly or current Media Specialist
211 Broad Street
Hainesport, NJ 08036

Hawthorne Park Elementary School Library
Dorothy Leverett or current Media Specialist
84 Hampshire Lane
Willingboro, NJ 08046

James Johnson Elementary School Library
Carol Chambers or current Media Specialist
500 Kresson Road
Cherry Hill, NJ 08034

Russell Knight Elementary School Library
Mary C. Sindoni or current Media Specialist
140 Old Carriage Road
Cherry Hill, NJ 08034

Lanning Square Elementary School Library
Lynn Kelly or current Media Specialist
5th & Berkley Streets
Camden, NJ 08103

Magowan Elementary School Library
Martha Palmieri or current Media Specialist
406 Cherrix Avenue
Edgewater Park, NJ 08010

Maurice River Elementary School Library
Richard King or current Media Specialist
South Delsea Drive Drawer D
Port Elizabeth, NJ 08348

Joseph A. McGinley Elementary School Library
Evelyn Robbins or current Media Specialist
40 Middlebury Lane
Willingboro, NJ 08046

J. C. Milanesi Elementary School Library
Current Media Specialist
Harding Highway Route 40
Buena, NJ 08310

New Hanover Township Elementary School Library
Jeanne Bruno or current Media Specialist
122 Fort Dix Street
Wrightstown, NJ 08562

Oceanville Elementary School Library
Kathy Lintner or current Media Specialist
P. O. Box 807
Absecon, NJ 08201

Thomas Paine elementary School Library
Michael Cheeseman or current Media Specialist
4001 Church Road
Cherry Hill, NJ 08034

Radix Elementary School Library
Maryann Gibson or current Media Specialist
Radix Road
Williamstown, NJ 08094

R. L. Rice Elementary School Library
Kathy McAleenan or current Media Specialist
50 Crown Royal Parkway
Marlton, NJ 08053

Roland Rogers Elementary School Library
Audrey Owen or current Media Specialist
105 South Reeds Road
Galloway, NJ 08205

Sharp Elementary School Library
Mitchell Will or current Media Specialist
32nd & Hayes Street
Camden, NJ 08015

Middle Township Elementary School #1 Library
Nancy Simmerman or current Media Specialist
215 Eldredge Road
Cape May Courthouse, NJ 08210-2280

Dr. Joyanne D. Miller Elementary School Library
Paula Girard or current Media Specialist
2 Alder Avenue
Egg Harbor Township, NJ 08234

Mark Newbie Elementary School Library
Joyce Green or current Media Specialist
Haddon Avenue & Browning Road
Collingswood, NJ 08108

Olivet Elementary School Library
Beth Takacs or current Media Specialist
Elmer-Centerton Road
Elmer, NJ 08318

Parkside Elementary School Library
Marcy McKinney-Johnson or current Media Specialist
1227 Kenwood Drive
Camden, NJ 08103

Arthur Rann Elementary School Library
Kristina Lemons & Debbie Gertzen or current Media Specialist
515 South Eighth Avenue
Absecon, NJ 08201

Thomas Richards Elementary School Library
Lynda Ritterman or current Media Specialist
934 Lincoln Avenue
Atco, NJ 08041

Rush Elementary School Library
Theresa Doyle or current Media Specialist
Wynnwood Drive
Cinnaminson, NJ 08077

Thomas Sharp Elementary School Library
Joyce Green or current Media Specialist
200 Comly Avenue
Collingswood, NJ 08107

Middle Township Elementary School #2 Library
Nadine Anderson or current Media Specialist
101 West Pacific Avenue
Cape May Courthouse, NJ 08210

Molina Elementary School Library
Mrs. Dean or current Media Specialist
7th & Vine Streets
Camden, NJ 08102

Zane North Elementary School Library
Virginia Strable or current Media Specialist
801 Stokes Avenue
Collingswood, NJ 08108

Osage Elementary School Library
Pam McKenna or current Media Specialist
112 Somerdale Road
Voorhees, NJ 08043

Pennypacker Park Elementary School Library
Ellen Scotland or current Media Specialist
41 Pinetree Lane
Willingboro, NJ 08046

Reeds Road Elementary School Library
Lucy Jerue or current Media Specialist
103 South Reeds Road
Galloway, NJ 08205

Mary E. Roberts Elementary School Media Center
Patricia Daly or current Media Specialist
290 Crescent Avenue
Moorestown, NJ 08057

Shady Lane Elementary School Library
Cynthia Ostroff-Wentz or current Media Specialist
Pine Street
RR#1 P. O. Box 66
Westville, NJ 08093

Warren E. Sooy, Jr. Elementary School Library
Barbara Konklin or current Media Specialist
601 North 4th Street
Hammonton, NJ 08037

South Egg Harbor Elementary School Library
Debbie Gertzen or current Media Specialist
1316 West Belladonna Avenue
Egg Harbor, NJ 08215

Springville Elementary School Library
Kelly Trace or current Media Specialist
520 Hartford Road
Mount Laurel, NJ 08054

Stone Harbor Elementary School Library
Debbie Moreland or current Media Specialist
93rd & third Avenues
Stone Harbor, NJ 08247

Union Valley Elementary School Library
Ellen McCann or current Media Specialist
1300 Jarvis Road
Erial, NJ 08081

Washington Elementary School Library
Caroline Layden or current Media Specialist
1033 Cambridge Street
Camden, NJ 08105

Whitman Elementary School Library
Carol Sabol or current Media Specialist
827 Whitman School Road
Turnersville, NJ 08012

Woodbine Elementary School Library
Janet Yunghans or current Media Specialist
801 Wester Street
Woodbine, NJ 08270

South Harrison Township Elementary School Library
Linda Drucker or current Media Specialist
904 Mullica Hill Road
Harrisonville, NJ 08039

Steinhauer Elementary School Library
Cheryl Fritsch or current Media Specialist
North Fellowship Road
Maple Shade, NJ 08052

J. F. Tatem Elementary School Library
Toni Weber or current Media Specialist
Glover Avenue
Haddonfield, NJ 08033

Upper Township Elementary School Library
Christin Stremme or current Media Specalist
50 Tuckahoe Road
Marmora, NJ 08223

Waterford Elementary School Library
Sal Scafidi or current Media Specialist
1106 Old White Horse Pike
Waterford, NJ 08089

Wiggins Elementary School Library
Brenda Harper or current Media Specialist
400 Mt. Vernon Streets
Camden, NJ 08103

Woodbury Heights Elementary School Library
Joanne McIntyre or current Media Specialist
100 Academy Drive
Woodbury Heights, NJ 08097

South Valley Elementary School Library
Amy E. Miele or current Media Specialist
210 South Stanwick Road
Moorestown, NJ 08057

Richard Stockton Elementary School Library
Linda Tuleya or current Media Specialist
200 Wexford Drive
Cherry Hill, NJ 08003

Twin Hills Elementary School Library
Sylvia Thomas or current Media Specialist
110 Twin Hills Drive
Willingboro, NJ 08046

Florence L. Walther Elementary School Library
Michelle Oneid or current Media Specialist
56 Chestnut Street
Lumberton, NJ 08048

West End Elementary School Library
Susan Sarlo or current Media Specialist
Jackson & Queen Streets
Woodbury, NJ 08096

H. B. Wilson Elementary School Library
Geneva Williams or current Media Specialist
9th & Florence Streets
Camden, NJ 08104

Woodcrest Elementary School Library
Sally Nester or current Media Specialist
Aster Drive & Cranford Road
Cherry Hill, NJ 08003

APPENDIX B

February 16, 2004

Dear School Library Media Specialist:

Students in the twenty-first century are required to use a variety of resources at the elementary school level. Online resources can provide an opportunity for students to complete research and master computer skills at the same time. Through the grants provided by the New Jersey State Library and the South Jersey Regional Library Cooperative free access is available to the EBSCOhost electronic databases in our schools.

As a graduate student at Rowan University in the Program of School and Public Librarianship, I am conducting a research project under the supervision of Dr. Marilyn Shontz. The research serves as my Master's thesis. The purpose of this research is to determine how electronic online databases are utilized for information literacy skills at the elementary school levels in grades 3-5.

Please complete the enclosed questionnaire, and return it in the envelope provided by February 27, 2004. Your participation in this survey is voluntary, and all responses will be kept anonymous and confidential.

If you have any questions or concerns regarding this survey, please contact me at (856)678-7085 or by email at a.cogan@att.net. You can contact Dr. Marilyn Shontz at (856)256-4500 ext. 3848 or by email at shontz@rowan.edu. Thank your for taking time from your busy schedule to assist me with this research.

Sincerely,

Allyson F. Cogan

Allyson F. Cogan

APPENDIX C

March 6, 2004

Dear School Library Media Specialist:

In February I sent you the enclosed letter and questionnaire. I an in need of your input to complete my research.. I appreciate your assistance with this project.

Please complete the enclosed questionnaire, and return it in the envelope provided by March 15, 2004. Your participation in this survey is voluntary, and all responses will be kept anonymous and confidential.

If you have any questions or concerns regarding this survey, please contact me at (856)678-7085 or by email at a.cogan@att.net. You can contact Dr. Marilyn Shontz at (856)256-4500 ext. 3848 or by email at shontz@rowan.edu. Thank your for taking time from your busy schedule to assist me with this research.

Sincerely,

Allyson F. Cogan

Allyson F. Cogan

APPENDIX D

Questionnaire

Use of the EBSCOhost Electronic Database in Grades Three Through Five

This study is designed to investigate in what ways members of the South Jersey Regional Library Cooperative are using the EBSCOhost databases Primary Search and Searchasaurus with students in grades three through five. The EBSCOhost database is available for free subscription to member libraries of SJRLC through a grant from the New Jersey State Library. **Please answer this questionnaire in reference to any 3rd, 4th, and 5th grade students you service in your media center**

Please mark all answers with a "√" in the appropriate boxes.

1. In my media center I am responsible for teaching students library or information literacy skills in grades (Check all that apply)

☐ Pre K ☐ K ☐ 1

☐ 2 ☐ 3 ☐ 4

☐ 5 ☐ Other _____

2. How many Internet accessible computers are available for student use in your school?

_____

Number in the school library media center _____

Number in each classroom _____

Number in a separate computer lab or labs _____

→
over

3. Do you provide instruction in information skills to students using computers?

☐ Yes I provide instruction using the computers in the media center.

☐ Yes, I provide instruction using computers in a separate computer lab.

☐ No, I do not provide instruction using computers.

.4. Does your school or library media center have access to the free EBSCOhost databases through SJRLC?

☐ Yes

☐ No

☐ Do not know

If you answered yes to question 4, please continue answering questions #5 - 14. If not please continue with question 12 – 14.

5. Is access to the EBSCOhost databases available on the computers in your media center?

☐ Yes

☐ No

☐ Do not know

→
over

6. Is access available to the EBSCOhost database on the Internet accessible classroom computers?

☐ Yes

☐ No

☐ Do not know

7. Is access to the EBSCOhost database available on the Internet accessible computers in computer lab(s) in your school?

☐ Yes

☐ No

☐ Do not know

8. Is remote or home access to the EBSCOhost databases available to your students?

☐ Yes

☐ No

☐ Do not know

9. Do you use the EBSCOhost database Primary Search in lessons with students in grades 3 – 5 that you teach?

☐ Yes

☐ No

How often?

☐ Weekly

☐ Once a month

☐ 1 – 2 times a marking period

☐ 2 times a year or less

➔
over

10. Do you use the EBSCOhost database Searchasaurus in lessons with students in grades 3 –5 that you teach?

☐ Yes

☐ No

How often?

☐ Weekly ☐ 1 – 2 times a marking period

11. Do you use the EBCOhost database MasterFile Premier in lessons with the students in grades 3 – 5 that you teach?

☐ Yes

☐ No

How often?

☐ Weekly ☐ 1 – 2 times a marking period

12. For what subjects have you used the EBSCOhost databases when teaching your students? Please rank with a number 1 through 7 those subjects for which you have used the EBSCOhost database. Use 1 to indicate the subject in which the database has been used most frequently

_____ Language Arts _____ Science _____ Art

_____ Social Studies _____ Foreign Language

_____ Mathematics _____ Music

_____ Other _____

➔
over

13 In what other ways have you used the EBSCOhost databases for your students?

_____

_____

_____

_____

14. What advantages or disadvantages do you find in using the EBCOhost databases when teaching information literacy skills to students in grades 3 – 5?

_____

_____

_____

_____

_____

Please return this survey no later than February 27, 2004 by using the enclosed self-addressed stamped envelope to:

Allyson F. Cogan
81 Lincoln Drive
Pennsville, NJ 08070

If you would like a copy of the results of this survey, please mail me a letter of interest with a self-addressed, stamped envelope, separately from this questionnaire. This will ensure your confidentiality for this survey.

Thank you for taking your time to complete this questionnaire. It is greatly appreciated!

Allyson F. Cogan

APPENDIX E

Questionnaire

Use of the EBSCOhost Electronic Database in Grades Three Through Five

This study is designed to investigate in what ways members of the South Jersey Regional Library Cooperative are using the EBSCOhost databases Primary Search and Searchasaurus with students in grades three through five. The EBSCOhost database is available for free subscription to member libraries of SJRLC through a grant from the New Jersey State Library. **Please answer this questionnaire in reference to any 3rd, 4th, and 5th grade students you service in your media center**

Please mark all answers with a "√" in the appropriate boxes.

1. In my media center I am responsible for teaching students library or information literacy skills in grades (Check all that apply)

☐ Pre K	☐ K	☐ 1
☐ 2	☐ 3	☐ 4
☐ 5	☐ Other _____	

2. How many Internet accessible computers are available for student use in your school?

_____

Number in the school library media center _____

Number in each classroom _____

Number in a separate computer lab or labs _____

➔
over

3. Do you provide instruction in information skills to students using computers?

☐ Yes I provide instruction using the computers in the media center.

☐ Yes, I provide instruction using computers in a separate computer lab.

☐ No, I do not provide instruction using computers.

.4. Does your school or library media center have access to the free EBSCOhost databases through SJRLC?

☐ Yes

☐ No

☐ Do not know

If you answered yes to question 4, please continue answering questions #5 - 14. If not please continue with question 12 – 14.

5. Is access to the EBSCOhost databases available on the computers in your media center?

☐ Yes

☐ No

☐ Do not know

➔
over

6. Is access available to the EBSCOhost database on the Internet accessible classroom computers?

☐ Yes

☐ No

☐ Do not know

7. Is access to the EBSCOhost database available on the Internet accessible computers in computer lab(s) in your school?

☐ Yes

☐ No

☐ Do not know

8. Is remote or home access to the EBSCOhost databases available to your students?

☐ Yes

☐ No

☐ Do not know

9. Do you use the EBSCOhost database Primary Search in lessons with students in grades 3 – 5 that you teach?

☐ Yes

☐ No

How often?

☐ Weekly

☐ Once a month

☐ 1 – 2 times a marking period

☐ 2 times a year or less

➔
over

10. Do you use the EBSCOhost database Searchasaurus in lessons with students in grades 3 –5 that you teach?

☐ Yes

☐ No

How often?

☐ Weekly ☐ 1 – 2 times a marking period

11. Do you use the EBCOhost database MasterFile Premier in lessons with the students in grades 3 – 5 that you teach?

☐ Yes

☐ No

How often?

☐ Weekly ☐ 1 – 2 times a marking period

12. For what subjects have you used electronic databases when teaching your students? Please rank with a number 1 through 7 those subjects for which you have used electronic databases. Use 1 to indicate the subject in which the database has been used most frequently

_____ Language Arts _____ Science _____ Art

_____ Social Studies _____ Foreign Language

_____ Mathematics _____ Music

_____ Other _____

→
over

13 In what other ways have you used electronic databases for your students?

_____

_____

_____

_____

14. What advantages or disadvantages do you find in using electronic databases when teaching information literacy skills to students in grades 3 – 5?

_____

_____

_____

_____

_____

Please return this survey no later than March 15, 2004 by using the enclosed self-addressed stamped envelope to:

Allyson F. Cogan
81 Lincoln Drive
Pennsville, NJ 08070

If you would like a copy of the results of this survey, please mail me a letter of interest with a self-addressed, stamped envelope, separately from this questionnaire. This will ensure your confidentiality for this survey.

Thank you for taking your time to complete this questionnaire. It is greatly appreciated!

Allyson F. Cogan