

ON LINE REPLICATION KIT FORMAT



*Go to the Library in Your Pajamas!:
Learning to Use Library Resources from Home*
2005

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- 1. Description of Primary Learners:** Parents and their Sixth Grade children who are ready for school assignments requiring broader sources of authoritative information.

- | | | | |
|-------------------------------------|------------------|-------------------------------------|-------------------|
| <input type="checkbox"/> | Early Learners | <input type="checkbox"/> | High Schools |
| <input type="checkbox"/> | Primary Schools | <input type="checkbox"/> | Young Adults |
| <input checked="" type="checkbox"/> | Upper Elementary | <input checked="" type="checkbox"/> | Adult Learners |
| <input checked="" type="checkbox"/> | Middle Schools | <input checked="" type="checkbox"/> | Intergenerational |

- 2. Subject/Topical Areas of Inquiry:** Database Searching skills

- | | | | |
|-------------------------------------|----------------------|-------------------------------------|--------------------|
| <input checked="" type="checkbox"/> | Science/Technology | <input checked="" type="checkbox"/> | Daily Life Skills |
| <input type="checkbox"/> | Social Sciences | <input type="checkbox"/> | Business/Economics |
| <input type="checkbox"/> | Arts/Humanities | <input type="checkbox"/> | Local Community |
| <input checked="" type="checkbox"/> | Personal Development | <input type="checkbox"/> | Home, Garden, Auto |

- 3. Library Resources/Media Formats Used:** Library databases

- | | | | |
|-------------------------------------|------------------|-------------------------------------|----------------------|
| <input type="checkbox"/> | Reference Books | <input checked="" type="checkbox"/> | Databases |
| <input type="checkbox"/> | Periodicals | <input type="checkbox"/> | Collections |
| <input checked="" type="checkbox"/> | Web Sites | <input type="checkbox"/> | Videos, Art Forms |
| <input checked="" type="checkbox"/> | Production Tools | <input checked="" type="checkbox"/> | Production Equipment |

ON LINE REPLICATION KIT FORMAT

Go to the Library in Your Pajamas! Learning to Use Library Resources from Home

Program Description: This is a two-hour **information literacy** experience for **parents and their sixth grade children** that begins by setting a learning context through a pre-test, and by presenting the need to find authoritative information for upcoming school assignments. It addresses the potential problems parents may experience with finding a convenient time to bring their children to the library, or when their child has waited until the last minute to seek materials.

The experience includes a PowerPoint presentation that explains how to find the **library Web site** and the **databases** that are available there, demonstrations of selected databases during which learners consider their potential use on **Database Notes**, and using the **Database Hunt** exercise to search databases to find specific information. A post-test is used to measure the newly acquired search skills. A **Database Derby** may be used as a closing search exercise for a friendly competition between learner pairs. The program ends by linking searching databases with future assignments. For further follow-up, the bibliographies of school reports may be checked to see if resources from databases have been cited, or a questionnaire may be sent to the parents and children several weeks after the program to see if they have used the databases.

Program Benefits: The program is intergenerational which provides **an opportunity for parents and pre-teens to do an activity together**, and it enables parents to **provide reinforcement** when students are searching for reliable information for assignments. The program develops life skills for all learners.

This program provides an opportunity for public library/school collaboration in an effort to meet Indiana Standards for Sixth Grade (Reading Comprehension 6.2.a; 6.2.3.)

Past participants have valued the program because it helped them to save time and find authoritative information for class assignments from books, magazines, etc. in library databases.

The Roles the Librarian Plays (check all that apply):

- Information Specialist
- Instructor in Information Literacy/Inquiry Skills
- Partner to Teachers/Instructors/Subject Experts
- Program Advocate and Administrator

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LEARNING OBJECTIVES FOR PRIMARY LEARNERS

Learning Dimension	Content Objectives	Information Literacy Objectives
Concepts	<p>Know the availability of library databases at the library Web site.</p> <p>Know how to use the databases demonstrated for the learner.</p>	Same
Practices	<p>Choose databases relevant to an assignment.</p> <p>Search databases during practice exercises.</p> <p>Use databases for school and personal interest.</p>	Same
States of Being	<p>Confident s/he can perform a database search.</p> <p>Feel that with a library card s/he has convenient access to multiple information resources.</p> <p>Comfortable with searching a database and ready to try other databases.</p>	Same

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TOOL KIT 1: INSTRUCTIONAL GUIDE

This is a guide for the **librarian, teacher, and/or subject expert** to follow when replicating the program.

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This Instructional Guide contains these components, in order of use:

	Page
1. Preparation and Dinner	4.1
2. Welcome, Introductions	4.1
3. Pre-test	4.1 – 4.2
3. Database Demonstration	4.3
4. Database Hunt Exercise	4.3 – 4.4
5. Post-test	4.4
6. Database Derby	4.4 – 4.5
7. Program Evaluations	4.5

Go to the Library in Your Pajamas!:
Learning to Use Library Resources from Home

4.1

Instructional Guide

A. Preparation:

- | | | |
|----|--|-------------|
| 1. | Facilitator 1 sets up food tables | 5:00 |
| 2. | Facilitator 2 arranges meal supplies for easy access | 5:00 |
| 3. | Facilitator 3 prepares computer equipment with final check for PowerPoint presentation and places forms and folders for easy access | 5:00 |

Note: Pre-tests and folders (a convenience for learners to hold pen, list of databases, handouts and any other ancillary materials you choose, e.g. written instructions of how to go to your Web site) should be ready in the first meeting location; *Database Notes*, *Database Hunt*, Post-tests and program evaluations should be easily accessible in the computer training space. Set the training cards (for those who do not have a library card with them) and *Checklist for Learner Practice Session* forms in the computer training space for easy access during the *Database Hunt* exercise.

Note: You may want to plan the number of facilitators based on a ratio of 1 per 6 or 7 learners.

B. Pre-test, Dinner, Welcome, Introductions and Orientation: 5:30 – 6:05

1. In the Large Instruction Room, **Facilitator 1** distributes the pre-test (*Quick Check A*) to learners as they arrive in order to establish a basis of existing skills; learners will answer the questions as best they can. Once the learners have completed the pre-test, they may give the tests to **Facilitator 1**, get their food and take a seat at one of the tables.

Note: For learner anonymity, emphasize to learners to write their house address number for accurate statistics when comparing the pre-test and post-test.

Instructional Guide (cont.)

2. When most learners are in place, **Facilitator 2** welcomes the participants by stating that the program is a joint effort by the Public Library and the School. The program will teach learners how to use library databases from home when seeking information.

Facilitator 1 announces the program is made possible through a grant or other funding source.

Note: Facilitator 2 explains the importance of finding authoritative sources of information for school reports, the material to be presented and what the program will cover.

Facilitator 2 “Welcome to the Program: Go to the Library in Your Pajamas”

This program is a joint effort between the public library and _____ School. During this program you will learn to go to the library in your pajamas. Why would anyone want to do that?

Have you ever needed information and did not have time to go to the library, or have you ever spent a lot of time looking for information on the Internet but you did not find what you needed? Google is a great tool, but it is only one tool. And how do you know the information you find there is accurate and current?

This evening you are going to learn how to use databases that can provide you with information from possible sources including books, magazines and Web sites. Searching databases may reduce the amount of time you spend gathering information for your reports, and you can do the searching from the comfort of home. Of course, if you need a book that is only about your subject, a librarian will be happy to help you request a book or you may request a book yourself from the library catalog.

Finally, we want to thank _____ for providing the money (**through a grant?**) to support this program.”

Instructional Guide (cont.)

3. **Facilitator 3** gives a PowerPoint presentation that shows how to get to the library Web site while the learners are still eating.

Note: The PowerPoint or other presentation explains how to go to the library Web site to access the databases. Some patrons may be familiar with going to the Web site if the catalog is available there.

4. **Facilitator 1** asks: **6:05**

- a. Is there anyone who has any doubts about his/her ability to get to the library Web site?
- b. Just looking at the first page, how do you think you might use the library Web site?

- C. **Move to Computer Lab:** **6:10 – 6:15**

- D. **Facilitator 3 distributes Database Notes** **6:15**

Database Notes facilitate note taking and ask learners to think about the databases.

- F. **Facilitator 2 demonstrates databases:** **6:20- 6:37**

- Facilitator 1:** **6:38**

1. What did you find difficult about searching the databases?
2. Can you think of an assignment that you have been given this school year where a database might have provided helpful information?

- G. **Facilitator 3 distributes Database Hunt worksheets** **6:38**

Facilitator 1 distributes training cards for anyone who does not have a library card with them.

Instructional Guide (cont.)

H. Participants complete Database Hunt worksheets 6:40 – 7:05

This is the time for participants to practice searching databases. Facilitators 1, 2 and 3 make themselves available to help participants.

Note: Facilitators 1, 2, and possibly 3 complete Checklist for Learner Practice Session while checking the progress of learners as they complete the Database Hunt worksheets. (Checklist for Learner Practice Session is used to make certain learners successfully complete the Database Hunt exercise.)

Note: As learners complete the Database Hunt **Facilitator 2 distributes and collects the post-tests (Quick Check B)**

Emphasize writing the house address number for better statistics.

Note: Facilitator 3 collects and copies Database Hunt sheets and returns them to participants. (Viewing Database Hunt results can be used with pre/post-tests to help understand learner progress and help evaluate the program success. If you want to correlate the results to the pre- and post-tests, you would need to ask for the street number or only use names on all learner documents.)

I **Facilitator 2** presents a last question (project on screen if possible) for the Database Derby 7:05 -7:10

Note: The last question allows the learner pairs to determine the database they will need. You may consider offering a token prize for the learner pair who is first to find the answer. The purpose of the activity is to use the newly learned skills and to further encourage parents and children to work together. The question may seek an answer that can be found in one of the demonstrated databases or you may want to pose a question that may take the learners into a new but fairly obvious database, e.g. History Resource Center.

Instructional Guide (cont.)

- J. Facilitator 1 asks** **7:10 – 7:15**
1. What challenges did you experience while searching the databases?
 2. Can you think of any time in the past when using a database might have been helpful?
 3. Do you think you may try searching from home in the future?
OR
 4. How might you use a database in the future?

K. Facilitator 2 links program activities to future assignments **7:15– 7:20**

(Students will be expected to do research for projects and they are encouraged to try using databases as part of their research activities. Follow-up surveys may be sent to participants several weeks later to see how they have done.)

Facilitator 2: “How did you like putting your new skills to work? Do you think you might try this when searching for information for a school report? Over the coming weeks you may be given assignments where databases may be helpful. We encourage you to experiment with the databases when searching for information for school or for a personal interest. Moms and Dads, do you think you might find something of interest in the databases? Do you see where using databases offers an opportunity for one-stop shopping when looking for authoritative information? Do you think it could reduce the amount of time spent looking for information for a report?”

*If you will be sending follow-up surveys, tell the participants at this time.

“Thank you all for coming to the program this evening. Be careful going home and Happy Searching in your Pajamas!”

- L. Facilitator 1** asks for parents to complete **Use of Photograph Agreement** if photos have been taken (voluntary). **7:20**

Facilitator 2 collects training cards borrowed by learners who did not bring a card.

- M. Facilitator 3** distributes **Program Evaluations** for learners to complete and encourages them to **“Take a brownie with you.”** **7:23**

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TOOL KIT 2: LEARNERS' MATERIALS

Permission is granted for reproduction of materials created by the project's authors, Rod Burkett, Julie Moline, and Bev Lewis for use in the nonprofit public library or classroom/library media center.

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The Learners' Materials are listed, in order of use:

	Page
1. Pre-test (<i>Quick Check A</i>)	5.1
2. <i>Database Notes</i>	5.2
3. <i>Database Hunt</i>	5.3
4. Checklist for Learner Practice Session	5.4
5. Post-test (<i>Quick Check B</i>)	5.5
6. Database Derby (Optional)	5.6
7. Use of Photograph Agreement	5.7
8. Program Evaluation	5.8

Quick Check A

Street Address # _____

What role best describes you?

(Circle one) Father
Mother
Legal Guardian
Child

1. My library closes at 8 p.m. If I remembered at 8 p.m. that I (or my child) needed information about giraffes for tomorrow, I would use the following:

____ books from home.
 ____ a public library branch that was open later than mine.
 ____ the Internet – any Website.
 ____ an online library database (please specify: _____)

2. My library closes at 8 p.m. If I remembered at 8 p.m. that I (or my child) needed information about Colin Powell for tomorrow, I would use the following:

____ books from home.
 ____ a public library branch that was open later than mine.
 ____ the Internet – any Website.
 ____ an online library database (please specify: _____)

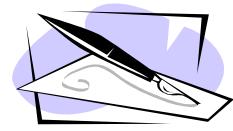
3. My library closes at 8 p.m. If I remembered at 8 p.m. that I (or my child) needed information about Nigeria for tomorrow, I would use the following:

____ books from home.
 ____ a public library branch that was open later than mine.
 ____ the Internet – any Website.
 ____ an online library database (please specify: _____)

4. My comfort level using an online library database could be described as:

____ very comfortable
 ____ somewhat comfortable
 ____ uncomfortable.

Database Notes



Name of Database:

What I liked:

What was confusing:

For what subject might I use this?

Name of Database:

What I liked:

What was confusing:

For what subject might I use this?

Name of Database:

What I liked:

What was confusing:

For what subject might I use this?

Database Hunt



1. Go to **World Geography** > Type **East Timor** in the Site Search > Scroll and click on the 2 Maps > Click on the political map.

What country is located near East Timor? _____

How could this online database be useful for research?

2. Go to **Middle Search** plus > Click on EBSCOhost Web > Click directly into Middle Search Plus > Type **hybrid cars** and check the full text box > Click the search button > Click into the first article > Scroll down to preview the article.

What is the name of the newspaper, magazine, or journal this article is located inside? _____

How could this online database be useful for research?

3. Go to the **Biography Resource Center** > Person Search > Type **Lance Armstrong** > Click into the first article. Scroll down to preview the article.

By whom was Lance Armstrong raised? _____

How could this online database be useful for research?

4. Go to the **SIRS Discoverer** > In the Reference Section, click on Current Events > Find the first easy/moderate article and click into it. Scroll down to preview the article.

What is the title of this article? _____

How could this online database be useful for research?

5. Go to **Grolier's Multimedia Encyclopedia** > Click on Grolier's Multimedia Encyclopedia > Click on Research Starters > Under History, click on World History > Click on Exploration: The Age of European Expansion > Scroll down to preview the document.

Based on the glossary inside this article, what are the Spice Islands? _____

How could this online database be useful for research?

6. Go to **EBSCO Animals** > Click on Searchasaurus > Encyclopedia of Animals > Type **spider monkey** and click search > Click into the black spider monkey. Scroll down to preview the document.

Name one geographical locale of the black spider monkey. _____

How could this online database be useful for research?

Checklist for Learner Practice Session

Learner Pair _____

1. Can the learner locate the library Web address? _____
2. Can the learner locate the library databases? _____
3. Has the learner successfully completed a database search? _____
4. Does the learner feel comfortable trying other databases on his/her own?

5. Does the learner feel confident that s/he has multiple resources from which to choose to help with class assignments? _____

Checklist for Learner Practice Session

Learner Pair _____

1. Can the learner locate the library Web address? _____
2. Can the learner locate the library databases? _____
3. Has the learner successfully completed a database search? _____
4. Does the learner feel comfortable trying other databases on his/her own?

5. Does the learner feel confident that s/he has multiple resources from which to choose to help with class assignments? _____

Quick Check B

Street Address # _____

What role best describes you?

(Circle one) Father
Mother
Legal Guardian
Child

1. My library closes at 8 p.m. If I remembered at 8 p.m. that I (or my child) needed information about giraffes for tomorrow, I would use the following:

_____ books from home.
 _____ a public library branch that was open later than mine.
 _____ the Internet – any Website.
 _____ an online library database (please specify: _____)

2. My library closes at 8 p.m. If I remembered at 8 p.m. that I (or my child) needed information about Colin Powell for tomorrow, I would use the following:

_____ books from home.
 _____ a public library branch that was open later than mine.
 _____ the Internet – any Website.
 _____ an online library database (please specify: _____)

3. My library closes at 8 p.m. If I remembered at 8 p.m. that I (or my child) needed information about Nigeria for tomorrow, I would use the following:

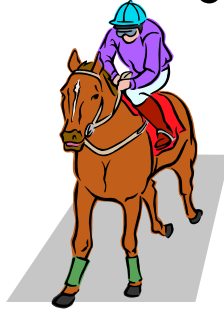
_____ books from home.
 _____ a public library branch that was open later than mine.
 _____ the Internet – any Website.
 _____ an online library database (please specify: _____)

4. My comfort level using an online library database could be described as:

_____ very comfortable
 _____ somewhat comfortable
 _____ uncomfortable.

Note: This is an optional question to be displayed on screen, but it is made available here in case you choose to use it as a hard copy.

DATABASE Derby



Possible Question:

- A. You have been asked to show the flag of Costa Rica and discuss the main holidays of the country. Determine your search track and list the headings you choose once your target is within range:

Search track: _____

Heading for Flag _____ Heading for Holidays _____

OR

- B. You have been assigned to present a 3 – 5 minute talk about a famous person for the next day, and you have chosen Tupac Shakur (2Pac) as your subject. You must use information from three sources, a book, a magazine and a web site. Determine your search track, and find and list three sources:

Search track: _____

1. _____
2. _____
3. _____

5.7

Use of Photograph Agreement

I give my permission for the _____ library to use photographs taken of me and/or my child for the purpose of promoting similar library instruction programs, for reporting this program event in local or library professional media or for providing information to other library professionals in a written report or as part of a continuing education activity.

Signature _____

Date _____



5.8

Program Evaluation

Thank you for attending our program today. Your comments will help us with future programs. Please feel free to use the back if you have additional comments.

What were the strong points of this program?

What were the weak points of this program?

How did you and your child (parent/guardian) benefit from this program?

What did you like about the databases?

What was confusing?

What did you learn today that you will be able to use with future school assignments?

Was the time of day chosen for this program satisfactory? Yes ___ or No ___
Suggestions:

How well did the speakers know the information? 1 2 3 4 5 (5= highest)

How well did the speakers present the information? 1 2 3 4 5 (5= highest)

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TOOL KIT 3: LIBRARY RESOURCES

This is a guide for the librarian who is taking responsibility for initiating the program and acting on behalf of the library as a resource.

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Library Resources contains these components, in order of use:

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2. The Materials from the Library's Collection	6.2
3. Additional Library Resources	6.2
4. Library Space	6.2
5. Library Equipment	6.3
6. Supplies Outside of the Collection	6.3

6.1 Library Resources

Librarian Roles:

Estimated time:

1. Information Specialist:

2 hours

The librarian should be familiar with the databases that his/her library provides and should be skilled in using them. The librarian may be less familiar with the class assignments that can be expected in the coming months and should turn to his/her school partner for guidance in choosing the databases to demonstrate.

2. Instructor in Information Literacy/Inquiry Skills:

2 hours

The librarian should be capable of demonstrating library databases. If his/her partner is skilled at using the databases and teaches some classes, he or she may be better suited to give the database demonstration. Although this kit is based on the KM WaveSM, the components of this kit include all aspects of the Big Six Information Literacy instruction method. By following the format, the librarian will cover all key parts for successful learning.

3. Partner to Teachers/Instructors/Subject Experts:

5 hours

The librarian should seek and work with school partners who are energetic and who share an interest in encouraging students to use library databases and who believe that parents can serve as tutors for their children.

Note: The ideal number of facilitators might roughly follow a ratio of 1 for every 6 or 7 learners.

4. Program Advocate and Administrator:

20 – 40 hours

Of all the roles, this one is vital for the librarian to fill. The librarian must determine if the program is suitable for his/her circumstances, promote the concept to library administration, find a partner, determine the projected costs, and seek financial assistance, including writing a grant application if appropriate. If feeding the learners is vital to the success of the program, local support groups such as Friends of the Library may be persuaded to provide financial support. Additionally, there may be a community foundation, sorority, fraternity, or service club that would be willing to underwrite the cost of the program.

Materials from the Library's Collection:

Learners will need access to the **Internet** to go to the library Web site (www.imcpl.org). Learners should have at least **one hour** of access time. If a live demonstration to show how to get to the library Web site is used instead of a PowerPoint presentation, the total time needed for access to the Internet will be greater.

Databases for the database demonstration and the *Database Hunt* as written should include **World Geography, Middle Search Plus in Ebsco Host, Biography Resource Center, SIRS Discoverer, Grolier's Multimedia Encyclopedia, and Ebsco Searchasaurus.**

Additional Library Resources:

Successful keyword searching: initiating research on popular topics using electronic databases by Randall M. MacDonald

"Beginning with a brief overview of searching and the various types, the authors then address 144 topics most often researched by students." School Library Journal

<http://www.amazon.com/exec/obidos/ASIN/0313306761/gid%3D1117122303/sr%3D11-1/ref%3Dsr%5F11%5F1/103-1936828-5708609>

Library Space:

If your library has a **computer training space**, each learner should have his/her own computer; the number of computers will determine the maximum number of learners. A **projector for computer and screen** will ideally be available for the database demonstration. **Lighting** during the demonstration should be sufficient for learners to take notes on the *Database Notes*. If the projector and screen are not available in the computer training room but can be set up where the pre-test and PowerPoint presentation are given, you may want to demonstrate the databases in the first space. If this is the case, learners will need **table space**, enough **chairs** and **sufficient lighting** to be able to take notes on the *Database Notes*. If your building has automatic room temperature settings, arrange to have the room set at a temperature that will be comfortable for learners (about 72 F).

Library Equipment:

A **computer work station for program administration** and the production of materials will be needed. Some documents in this kit were done in **Microsoft Word** and can easily be manipulated. Other documents were done in Publisher and had to be scanned. **Excel** may be useful in keeping track of costs and learner statistics. Projection equipment and a screen to give a **PowerPoint** presentation, or a live presentation of how to go to the library Web site, and database demonstration should be arranged.

If you are hauling equipment or food supplies, a **cart** for transporting these items from car to room will be helpful.

Supplies Outside of the Collection:

Consumable: Plan to use paper for the following products based on the number of learners: Pre-test (*Quick Check A*) – one page; *Database Notes* – one page; *Database Hunt* - one page; Checklist for Learner Practice Session – ½ page; Post-test (Quick Check B) – one page; Program Evaluation – one page; folders; brochure telling how to go to the library Web site; brochure telling how to use the library catalog; pencils or pens; any promotional items such as a magnet that has the library Web site.

Note: Using color paper to code the various documents will facilitate access during the program.

If you plan to serve a meal, you will need plates, tableware, cups, napkins and possibly table cloths in addition to the food and condiments.

Reusable: Posters promoting the program (design date and time to be changeable), and training cards for anyone who has not brought a library card for access to databases.

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TOOL KIT 4: PROGRAM ADMINISTRATION

This is a guide for the librarian or primary partner who is taking responsibility for initiating the program, coordinating the efforts of all partners, and tabulating and reporting the evidence-based program measures

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Program Administration contains these components, in order of use:

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2. Partners' Roles/Profiles	7.2
3. Promotion and Advocacy Tools	7.3 – 7.5
4. Measurement Guidelines	7.6 – 7.15
5. Project Resources with Budget	7.16 – 7.18

7.1
Program Timeline

Activity Owner

Week	Activity	Librarian	School Partner	Team
1	Determine date and location of training			X
1	Determine relevant databases			X
1	Determine to use existing or develop new Assessment tools			X
2	Determine supplies needed and other program costs and decide if grant is needed	X		
3 – 7	Send press release about program for school paper and any other media sources		X	
	Note: Timing can vary depending if grant is sought			
3 – 7	Promote at events such as Parent/Teacher Night	X		
4	Modify and finalize learner materials & evaluation tools			X
4	Plan meal or refreshments			X
8	Dress rehearsal			X
8	Execute Program			X
9	Compile statistics	X		
16	Send follow-up questionnaire or check bibliographies	X	X	(Check bibliographies)
?	Complete Grant report	X		

Note: Significant milestones are in **BOLD**

Note: Activities are in order as they should be done.

Partners' Roles/Profiles

A. Finding a Partner

1. Consider the school calendar and what conflicts there may be, e.g., school break or testing.
2. Ask your school system contact for a referral; the Media Center Specialist and/or Computer Instructor are likely to have similar goals to those of this project. (\$ Ask you partner if an honorarium is expected for his/her participation in the program)
3. The ideal partner will be energetic and committed to using information literacy methods to teach database instruction. S/he will view the presentation of an intergenerational program as one where parents can develop skills to be mentors for their children.
4. You may want to find partners based on a ratio of roughly 1 facilitator for every 6 or 7 learners.


B. Planning the Program With Your Partner(s)

1. Determine with your partner(s) when students will be given assignments that require research. Schedule the program one to two weeks before that time if possible (the closer the better).
2. Set a date and time that works within your local needs; consider such things as other school/community activities, potential religious special days or activities, the ability of parents to attend in relation to their work schedules.
3. \$ Refreshments should be provided for the learners' comfort. In general, sweets are nice in the morning, salty snacks in the afternoon. Determine whether or not a meal needs to be provided for an early evening program.
4. Identify the best space for the program and the number of computers available. Is the best space available at the library or at the school? The number of computers will determine the maximum number of learners that may be registered. (The use of a large space for a meal, orientation, and a PowerPoint presentation before moving to the computer lab serves to provide exercise and stimulate interest.)

Note: \$ Determine if there is a cost related to keeping open a computer lab at a school, e.g., must a technician be on duty?

7.2

Partners' Roles/Profiles (cont.)

5. Consider the goals of your partner when working with him/her to establish roles for the program.
 - a. Will s/he, you, or both serve as presenters?
 - b. Will your partner handle advertising in a school publication and register learners?
 - c. Will you need additional advertising to find potential learners?
 - d. Who will procure and set up refreshments?
 - e. Who will develop a PowerPoint demonstration for your library's Web site or prepare a live presentation?
 - f. Who will print materials?
 - g. Who will take the lead in using the tools provided or developing new tools to measure the effectiveness of the program? Who will tabulate the results?
 - h.  If taking pictures, who will take the pictures and collect the photograph permission agreements? Who will pay for the developing of the photographs?

6. Database selection for the program
 - a. Consider what information requests are received at your library's Reference Desk.
 - b. What assignments does your partner anticipate in the coming weeks?

7.3

Marketing Plan

- A. The program and potential grant application should be agreeable with your administrator and that of the partner institutions. Note State standards and how this program may be able to address them.
- B. Who will your audience be? Are you looking at participation from the broad community of students or are you targeting a particular set of students? This program has been designed for families who have computers available from home.
- C. If you know when teachers will be giving assignments that require searching more in-depth resources, scheduling the program near the time of the assignment may heighten the relevancy for the learners.
- D. If you plan your program longer in advance, you may be able to promote it at a “Back to School Night,” a parent/teacher meeting night, or some other school community activity.
- E. Because you will be working with a set of learners based on the number of computers you have available in your learning setting, you will want to ask learners to register for the program.
- F. If you are providing a meal, be sure to state this in your promotional materials.
- G. Send promotional materials that include a telephone number for registering to your local school publication and, if you choose, to any local media publications.
- H. Promotional materials are provided for your replication on pages 7.5 and 7.6 of this kit. You may use them, or create your own by using Microsoft Word, Microsoft Publisher, or any other program with which you are familiar. See project timeline (7.1) for when material should be distributed.

Date:

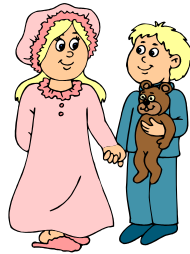
Contact: (Your name and contact information)

For immediate release:

Feeling stressed over homework assignments?

Not enough time for homework research?

*Go to the Library in Your Pajamas!:
Learning to Use Library Resources from Home*



A Training Program for 6th Grade students with a parent

Parents and their 6th grade students will learn to use the vast resources available through the _____ Library from their home computers.

- Find authoritative information from books, magazines, photos and maps in the databases.
- Reduce the time you spend looking for information.
- Use library resources after the library has closed.

Don't miss this unique opportunity!

Date:

Time:

Location:

Light dinner provided

Limited to (number) 6th grade students and a parent or guardian

Bring your library cards with you

Pajamas optional

Supported through a grant from _____

Registration for Go to the Library in Your Pajamas!

Date: _____ **Time:** _____

1. Name _____ Telephone _____

2. Name _____ Telephone _____

3. Name _____ Telephone _____

4. Name _____ Telephone _____

5. Name _____ Telephone _____

6. Name _____ Telephone _____

7. Name _____ Telephone _____

8. Name _____ Telephone _____

9. Name _____ Telephone _____

10. Name _____ Telephone _____

11. Name _____ Telephone _____

12. Name _____ Telephone _____

13. Name _____ Telephone _____

14. Name _____ Telephone _____

Measurement Guidelines

- A. Develop measurement tools that target the objectives you have in mind, if your objectives vary from those presented here.
- B. Pre- and post Tests (*Quick Check A, page 7.8 and Quick Check B, page 7.9*)

The pre-test may be used to determine the knowledge base of the learners in relation to using online databases. Learners are given the opportunity to express their level of comfort regarding searching the online databases for curriculum-related topics. Because an important aspect of the program is its intergenerational focus, results for both sets of parents and children can be presented separately.

To provide a sense of anonymity, the pre- and post-tests ask the learners to write their street address numbers instead of their names.

- C. The *Checklist for Learner Practice Session* (page 7.10) as presented here is for the facilitator to observe learner development during the *Database Hunt* exercise. If you prefer, it may be modified for the learners to complete as they progress through the exercise, or you could modify the *Database Hunt* to incorporate the concepts covered in the *Checklist for Learner Practice Session*.
- D. Photocopies of the learners' *Database Hunt* exercise (page 5.3) can be used to give a sense of how the group did as a whole. If you want more specific learner results, ask the learners to write their street address number on the *Database Hunt* sheet the way they did on *Quick Check A* and the way they will on *Quick Check B*.
- E. The *Program Evaluation* (page 7.11) can be used as is, or most likely your own library may have a form that you might prefer to use for comparison to other programs. Divide totals by the number of learners. If you want results broken down by the type of learner you may need to alter the form presented here.
- F. If a school partner has access to student papers, it may be possible to check bibliographies of reports to see if databases have been cited; if not, a follow-up survey (page 7.12) may be used, and it may provide clearer results.

The follow-up survey should be sent with a cover letter and self-addressed, stamped return envelope. The questionnaire may be printed on both sides with the Child and Parent/Guardian identifiers clearly marked. The cover letter should be very brief, thanking the learners for participating in the program and asking them to take two minutes of their time to answer the questions.

Quick Check A

7.7

Street Address # _____

What role best describes you?

(Circle one) Father
Mother
Legal Guardian
Child

1. My library closes at 8 p.m. If I remembered at 8 p.m. that I (or my child) needed information about giraffes for tomorrow, I would use the following:

_____ books from home.
_____ a public library branch that was open later than mine.
_____ the Internet – any Website.
_____ an online library database (please specify: _____)

2. My library closes at 8 p.m. If I remembered at 8 p.m. that I (or my child) needed information about Colin Powell for tomorrow, I would use the following:

_____ books from home.
_____ a public library branch that was open later than mine.
_____ the Internet – any Website.
_____ an online library database (please specify: _____)

3. My library closes at 8 p.m. If I remembered at 8 p.m. that I (or my child) needed information about Nigeria for tomorrow, I would use the following:

_____ books from home.
_____ a public library branch that was open later than mine.
_____ the Internet – any Website.
_____ an online library database (please specify: _____)

4. My comfort level using an online library database could be described as:

_____ very comfortable
_____ somewhat comfortable
_____ uncomfortable.

Quick Check B

Street Address # _____

What role best describes you?

(Circle one) Father
 Mother
 Legal Guardian
 Child

1. My library closes at 8 p.m. If I remembered at 8 p.m. that I (or my child) needed information about giraffes for tomorrow, I would use the following:

____ books from home.
 ____ a public library branch that was open later than mine.
 ____ the Internet – any Website.
 ____ an online library database (please specify: _____)

2. My library closes at 8 p.m. If I remembered at 8 p.m. that I (or my child) needed information about Colin Powell for tomorrow, I would use the following:

____ books from home.
 ____ a public library branch that was open later than mine.
 ____ the Internet – any Website.
 ____ an online library database (please specify: _____)

3. My library closes at 8 p.m. If I remembered at 8 p.m. that I (or my child) needed information about Nigeria for tomorrow, I would use the following:

____ books from home.
 ____ a public library branch that was open later than mine.
 ____ the Internet – any Website.
 ____ an online library database (please specify: _____)

4. My comfort level using an online library database could be described as:

____ very comfortable
 ____ somewhat comfortable
 ____ uncomfortable.

Checklist for Learner Practice Session

Learner Pair _____

1. Can the learner locate the library Web address? _____
2. Can the learner locate the library databases? _____
3. Has the learner successfully completed a database search? _____
4. Does the learner feel comfortable trying other databases on his/her own?

5. Does the learner feel confident that s/he has multiple resources from which to choose to help with class assignments? _____

Checklist for Learner Practice Session

Learner Pair _____

1. Can the learner locate the library Web address? _____
2. Can the learner locate the library databases? _____
3. Has the learner successfully completed a database search? _____
4. Does the learner feel comfortable trying other databases on his/her own?

5. Does the learner feel confident that s/he has multiple resources from which to choose to help with class assignments? _____



Program Evaluation

Thank you for attending our program today. Your comments will help us with future programs. Please feel free to use the back if you have additional comments.

What were the strong points of this program?

What were the weak points of this program?

How did you and your child (parent/guardian) benefit from this program?

What did you like about the databases?

What was confusing?

What did you learn today that you will be able to use with future school assignments?

Was the time of day chosen for this program satisfactory? Yes ___ or No ___
Suggestions:

How well did the speakers know the information? 1 2 3 4 5 (5= highest)

How well did the speakers present the information? 1 2 3 4 5 (5= highest)

7.11

Go to the Library in Your Pajamas!:
Learning to Use Library Resources from Home
Follow-up Questionnaire

Parent/Guardian

1. Have you used a library database from home for your own use?

_____ Yes _____ No

2. If you used a database, did you find it useful?

_____ Yes _____ No

3. Have you helped your child search a library database from home?

_____ Yes _____ No

4. If you searched a database, did you find it useful for your child?

_____ Yes _____ No

5. Please circle your comfort level for searching a database:

Very comfortable Somewhat comfortable Uncomfortable

6. During the training program you attended, did you like the experience of learning something with your child?

_____ Yes _____ No

7. If this program were presented again, would you recommend it to a friend?

_____ Yes _____ No

7.12

Go to the Library in Your Pajamas!:
Learning to Use Library Resources from Home
Follow-up Questionnaire

Child

1. Have you searched a library database from home for school use?

_____ Yes

_____ No

2. If you searched a database for school use, did you find it helpful?

_____ Yes

_____ No

3. Have you searched a library database from home for something that interests you?

_____ Yes

_____ No

4. If you searched a database for something that interests you did you find it useful?

_____ Yes

_____ No

5. Please circle your comfort level for searching a database:

Very comfortable

Somewhat comfortable

Uncomfortable

6. During the training program you attended, did you like the experience of learning something with your parent/guardian?

_____ Yes

_____ No

7. If this program were presented again, would you recommend it to a friend?

_____ Yes

_____ No

7.13

Alpha Project Cover Letter

March 31, 2005

Dear Participant in the program *Go to the Library in Your Pajamas!: Learning to Use Library Resources from Home*:

It was a pleasure to have you in the class last November 30, and I hope you have had a chance to try searching the catalog and using the databases. Because this program was experimental, your help is requested one last time.

Please take a few minutes or so to answer the questions on the enclosed sheet. One side is for Parent/Guardian and the other side is for Student/Child. Please answer the appropriate side, and I ask that both sides be answered. Your street number will help me make comparisons to the information I already have from the program.

Thank you so much for your attendance and cooperation with this program. A self-addressed, stamped envelope is enclosed for your convenience in returning the questionnaire. With your help, the program may be fine-tuned and made available electronically to librarians across Indiana.

Sincerely,

Rod Burkett
Adult Services Librarian

Tabulating the Data

Pre-/Post-tests

Total the responses for each question in *Quick Check A*; then divide the total by the number of participants for a percentage. Do the same for *Quick Check B*. Group the results by parent and child. You can compare the percentages to see what changes occurred as a result of the program. For reporting purposes, you can indicate for each learner when the learner answered the question with the desired answer. The example below shows the relationship between the pre- and post-tests for two questions and how the learner's skills changed as a result of the program. It's a good idea to make sure anyone reading the report has a copy of the pre-/post-test to read the questions.

(Note: the learner has been identified by street number)

PRE

<u>Learner</u>	<u>Question A</u>	<u>Question B</u>	
5446 parent		X	In the pre-test 75% answered question A with the desired answer.
7521 parent	X		
2432 parent	X		
1519 parent	X		
	75%	25%	

POST

<u>Learner</u>	<u>Question A</u>	<u>Question B</u>	
5446 parent	X	X	As a result of the program, all learners answered question A with the desired answer showing a 33% improvement.
7521 parent	X		
2432 parent	X	X	
1519 parent	X	X	
	100%	75%	
Percent Change	33%	200%	

The set of answers for both the pre-test and the post-test may be compared on the same sheet. If there is a question where there was a decrease in learning you might note it by coloring the decrease in red.

Tabulating the Data (cont.)

Checklist for Learner Practice Session

This is a checklist to be used during the practice exercise to help see how well the learners are grasping the concepts. It presents an opportunity for facilitators to reinforce any missed points.

Database Hunt

Although the *Database Hunt* is not designed as an evaluation tool, if you made copies of the learner sheets, you have the opportunity to see how well the learners found the information they were seeking. The information may help make adjustments for future programs.

Program Evaluation

The program evaluation is a tool to provide the learners an opportunity to convey their overall impressions of the learning experience. The information may be useful primarily to you if you plan to do the program again. If you want to break down the responses by the type of learner, e.g., child, then you may need to alter the form.

Follow-up Questionnaire

The follow-up questionnaire shows how well the learners have put into practice the skills that they learned. For reporting purposes, the desired responses for each learner can be presented the same way as shown for the pre-/post-tests (page 7.15). Results may be broken down showing the learning differences between child and parent:

Budgeting

- A. Calculate what costs may be associated with your program.
1. Will there be any honorarium or speaker fees?
 2. Is there any cost associated with the computer lab or other space you may be using?
 3. Decide what refreshments will work best or if a meal is needed. (Always provide small bottles of water; they are appreciated.)
 - a. Coffee and tea with bagels or muffins and fresh fruit can work well for morning programs.
 - b. Try pretzels and other light salty snacks with soft drink beverages, lemonade, or iced tea for afternoon programs.
 - c. If a meal is needed, sandwiches (such as submarines) accompanied by chips (small individual bags are great), vegetable crudités, fruit and cookies work well. (Super Wal-Mart has huge submarine sandwiches at a competitive price **Note:** Cut them in thirds rather than halves.) If hot beverages are a challenge, limit your selection to water, iced tea, lemonade and perhaps cider. **Note:** Don't forget the condiments such as mustard, ketchup, and mayonnaise or dips for vegetables and fruit.
 - d. Check to see what supplies you may need such as paper plates, forks/spoons/knives, cups, napkins, table covering. **Note:** If you do not use a table covering, be sure someone cleans the table before setting food on it. The learners will appreciate eating at clean tables too.
- B. Determine what expenses will be incurred in relation to space, equipment, materials and human costs such as honorariums or a requirement for someone to be on duty in a computer room space.
- C. Consider your funding options
1. Library budget for programming
 2. Friends of the Library
 3. Local Service clubs such as Lions, Kiwanis
 4. Sorority or fraternity.
 5. Foundation (local or national)

7.17

Sample Budget:

Your time for project development and delivery plus grant application and management
X hours @ Y per hour

\$000.00

Photocopying for materials for up to ____ participants

\$000.00

\$000.00

Large Instruction Room for meal and demonstration
(not available for rent)

Note: If no cost is available, it may be possible to estimate the value of the space based on similar space that is rented in your community.

Computer lab equipped with 30 computers
(not available for rent)

Note: You may be able to estimate some costs based on the value of equipment, housekeeping costs for space, etc.

Evening meal for up to _____ students and parents

\$000.00

Note: Sub sandwiches from Wal-Mart cut into thirds with simple accompanying foods and beverages plus cookies or brownies can work well.

Honorariums (# of school partners if honorariums are normal)
@ \$00.00

\$000.00

Meal supplies of paper plates, forks, cups, napkins

\$000.00

Project supplies and film developing

\$000.00

\$000.00

7.18
Alpha Project Budget

Note: Prices may vary depending on your location.

BUDGET:

IMCPL (Committed)

Staff for project development and delivery plus grant application and management
40 hours @ \$18.75 per hour \$750.00

Photocopying materials for up to 40 participants \$ 42.00
\$792.00

Kitley Intermediate School (Committed)

Large Instruction Room for meal and demonstration
(not available for rent)

Computer lab equipped with 30 computers
(not available for rent)

Foundation

Evening meal for up to 40 students and parents \$187.00

Honorariums (2) for Instructors from Kitley @ \$50.00 \$100.00

Meal supplies of paper plates, forks, cups, napkins \$ 10.00

Project supplies and film developing for presentation of project at
Indiana Library Federation Conference \$ 28.00
\$325.00

7.19