



What They Didn't Have: Backwards Design toward a Forward Agenda

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The Informationally Underserved

- Inequitable Access:
Active School Library Programs
(ASLP)
- Poor Standardized Test Scores
- Weak Information Literacy Dispositions



*Boston Arts
Academy/Fenway
High School Library*

School Library Impact Studies

- ALSP: School Library Professional Attendant Resources

- Academic Achievement - Standardized Tests
(Baughman, 2000; Lance 2000; LRS 2013)



Theoretical Foundations

- Information Worlds – **External/Contextual** (Burnett & Jaeger, 2010)

Under-resourced Classrooms – meso world

- Everyday Information Practices – **Internal** (Savolainen, 2008)

Weak information Profile

- School Library Impact Studies –

*Surveyed Librarians – **Data Analysis - Correlations***

Pragmatic Epistemology – Backwards Design

Little Research on the Opposite:

Whether or not there is a relationship between children without ASLP access and their standardized test score performance.

“potential impacts and outcomes of
not engaging in the
information-transformational-formational
challenge of learning
through a school library.” (Todd & Kuhlthau, 2005)

The Informatinally Underserved live the answer.

Research Questions

- Is academic performance compromised if students are without an Active School Library Program?
- How, if at all, do students without ASLP characterize their IW and EIP with their academic performance?



Concurrent Mixed-Methods

Quantitative:

Hypothesis: $H_0: \mu = IU$ (null – test scores stay the same)
 $H_a: \mu \geq IU$ (alternative – test scores significantly less)

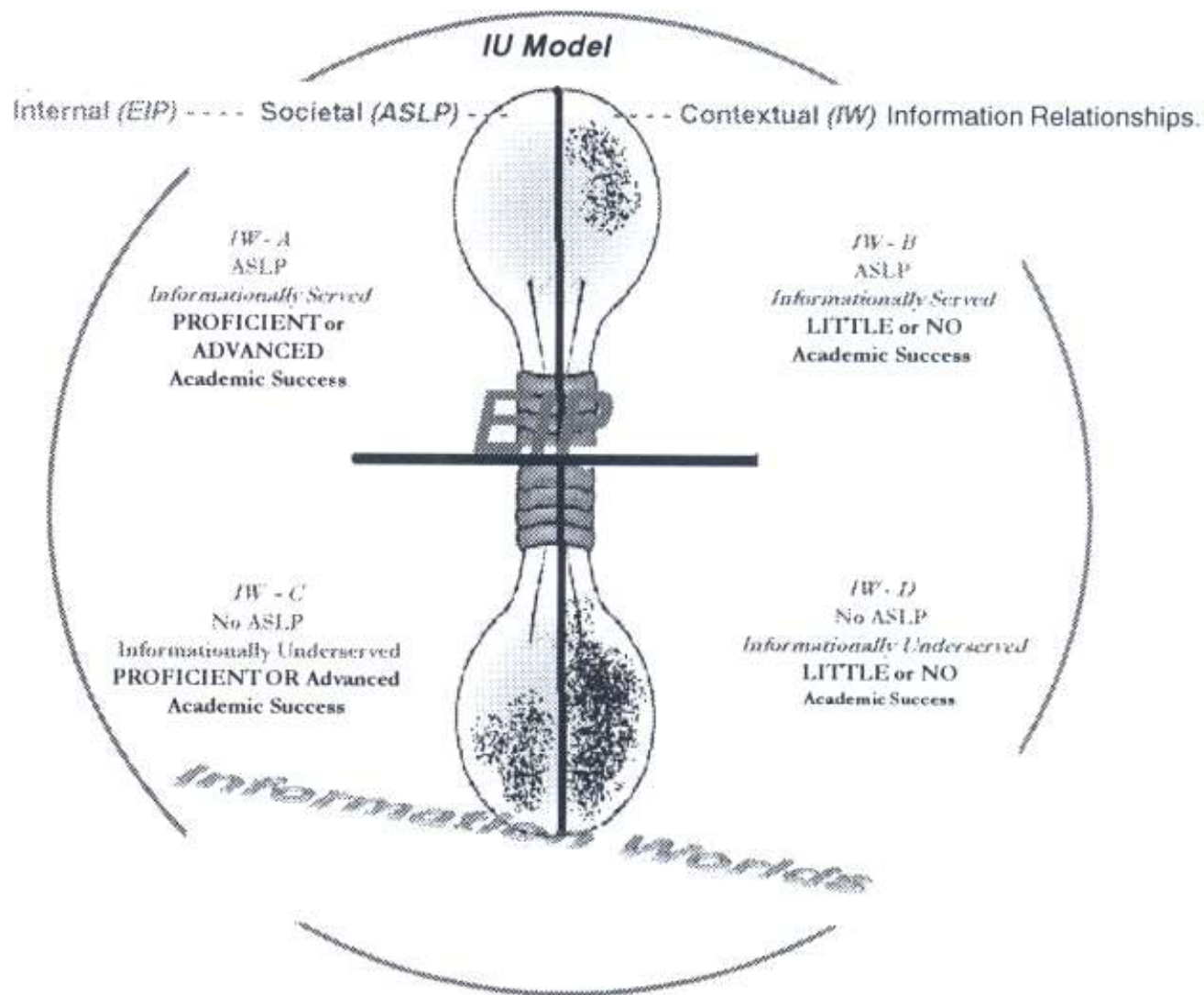
- SLIS Data Analysis Model
- Online Survey of 150 Students: cell phone & public library use trends

Qualitative:

Deconstruct small, meso information worlds & profiles of IU

- Observations of & Interviews about Resource Based Learning
- Conceptualization of acquired “stock of knowledge” (Savolainen, 2008)
- “Culture Specific Truth” (Crowley, 2005)

Model – Spatial Metaphor of the IU (Savolainen, 2008)



Validity –Reliability-Limitations

Limitations

- Convenient sample
- Urban students

Reliability

- 9th Grade (14- & 15 year old) survey data
- Is replicable: test other populations in range of contexts

Validity

- *Bias*
- *Power Relationships-Transparent Self*



GOAL

Social Justice – Access Issues

IU Model – Fiscal Decisions

State-wide Legislation

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Feedback

- How well does this pragmatic approach “yield different perspective(s)” and combine “interpretive-and communicative- oriented” with “logico-analytic methods?” (Benoit, 2002)
- Are the research questions appropriate for employing a mixed-methodological exploration of ASLP deficiencies?
- Do the research questions and potential results generate workable themes? A theoretical model?
- Is the research reliable? Valid?

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Thank you

My Husband

Simmons GSLIS

Massachusetts School
Library Association