

Are Comprehensive Print Collections Necessary in Modern Libraries?

Action Research Report

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INTE 6720

Introduction and Problem Statement

I am the Library Media Specialist at Surf Middle School which is located in Beach County School District in Northern Florida on the eastern coast. My duties as the Library Media Specialist include managing a budget, purchasing books and other materials for the Media Center, teaching students, conducting Professional Development, and promoting literacy. The school has 625 students in grades six through eight. Students visit the Media Center with their Language Arts class every other week for book checkout. Students may also visit the Media Center independently whenever needed to check out books, use the computers, conduct research or work on assignments. Teachers from all subject areas schedule collaborative lessons and research activities with me, as needed. The Media Center is used by Surf Middle School teachers and students who will often be referred to as library patrons throughout the report.

In the past, libraries were expected to have nonfiction books available on every imaginable topic. These books were often a student's only source for information and research. The invention of the internet has changed all of that. Students can now receive a profuse amount of information about even the most remote topic.

As more students and teachers are using digital resources for information, physical nonfiction and reference books are used less frequently. Is it still worthwhile to have a well-rounded, current print nonfiction and reference section in our school Media Center?

Our limited library budget requires me to make tough decisions when allocating funds. If I choose to invest in the upkeep up the reference and nonfiction sections of the Media Center, I will not have funds available to purchase eBooks or research databases such as World Book Web. This action researched has helped determine if it is more important to teachers and students at Surf Middle School to have a well-balanced print nonfiction and reference section or to have more nonfiction eBooks and research databases.

Purpose and Intended Audience

The purpose of this research was to determine if it is beneficial to maintain a well-rounded, current print nonfiction and reference section in a school Media Center or if patrons would prefer more eBooks and research databases.

An additional purpose was to fulfill a lesson requirement for the Research and Information Learning Technologies (INTE 6720) course.

The audience for this research includes the administrators, teachers, and students at Surf Middle School and supervisors in the Beach County School district. The audience also includes the instructors and students participating in the course INTE 6720 at the University of Colorado Denver.

Research Questions

1. How often do library patrons (SMS students and teachers) checkout print nonfiction books?
2. What areas of nonfiction (by Dewey Decimal 100s classification) are checked out the most and least?
3. How often are print reference materials used in the Surf Media Center?
4. Would library patrons be interested in having nonfiction eBooks?
5. Would library patrons be interested in having reference databases?
Reference databases may include digital encyclopedias (such as Britannica Online or World Book Web) or other paid websites often used for research.

Context of Study

The Surf Middle School Media Center is a busy place that is used frequently by teachers and students. The administration is very supportive of the library program and encourages the teachers and students to use library resources. The school serves a predominately lower-socioeconomic population with over 45% of the students receiving free or reduced lunch. Approximately 5% of the students are currently receiving supplies, such as food and clothing, from the Homeless Coalition of America. Research projects and assignments are often completed during the school day. Teachers provide all of the needed time and project materials allowing all students, regardless of income level, to succeed in the completion of the assignment.

The Surf Media Center is 22 years old and I began working there two years ago. I was hired to update and modernize the library and its materials. The Media Specialist that I replaced had worked in the Media Center for 15 years. She had limited purchasing power which prevented her from buying high quality materials. The average age of the books located in the nonfiction and reference sections is 16 years. A recent collection analysis report showed that more than 70% of the nonfiction and reference books in the media center were beyond the recommended age range.

The Media Center collection currently has 10,516 books made up of the following sections and amounts:

- Fiction- 49%
- Reference-4%
- Nonfiction (including biographies)- 47%

Due to these aging resources, Surf Media Center needs to be proactive in updating the collection. This research provided important data to assist with budget allocation.

Site Selection Sampling

I chose to do my research at Surf Middle School because it is where I work as a Media Specialist. The participants were the teachers and students who use the Media Center. Research for this project was conducted during the school day and did not disturb classroom instruction, therefore I did not need parent permission.

Literature review

The literature examined for this research looked at the advantages and disadvantages of eBooks and online research databases in comparison to print nonfiction and reference materials. The purpose of this literature review was to analyze articles and professional studies that have been published and make connections between the findings and my research about digital materials and print materials. The literature review also exposed any gaps that exist in the data and research relating to digital and print materials.

Literature Review Questions-

While reviewing literature related to nonfiction books, library use, eBooks, and databases the following questions were explored.

What are the advantages of having eBooks and databases in a library collection?

What are the disadvantages of having eBooks and databases in a library collection?

What are the advantages to having print nonfiction and reference materials in a library collection?

What are the disadvantages to having print nonfiction and reference materials in a library collection?

Literature Search Procedures-

The quest for literature relating to the topics and questions described above was conducted on the Auraria Library website using databases. It was selected that results be limited to full text and peer reviewed articles. Nine articles were found that complemented my research. The chart below shows the database name, search terms and article titles. Other combinations searched for that yielded no helpful results included: libraries and eBooks, databases and libraries, and nonfiction and school libraries.

Chart Showing Search Terms and Results

Database	Search term(s)	Search results	Applicable articles
Education Full Text	School libraries eBooks nonfiction	1	none
Education Full Text	School libraries eBooks	33	-“Digital Versus Print: The Current State of Reference Affairs in School Libraries” by D. Jackson Maxwell -“Books and the School Library” by Annette Lamb -“LIS Students’ Perceptions Toward the Assimilation of E-book in the library by Noa Aharony -“E-Book Versus Print” by David Gray and Andrea Copeland -“Electronic Books” by Laurel Clyde -“Taming the Technological Beast” by Jason Ohler
Database	Search Terms	Search Results	Applicable Articles

Academic Search Premiere	Nonfiction eBooks	149	-“Ebook Navigation: Browse, Search and Index” by Glenda Browne
Academic One File Plus	Ebook School library	7	-A Look at eBook Platforms for the School Library” by Elspeth Scott
Education Full Text	Databases School libraries	54	-“The Acquisition and Management of Electronic Resources: Can Use Justify Cost?” by Shona Koehn

Literature Review Findings-

The nine reviewed pieces of literature discussed different aspects of electronic books, online databases, and print books in library collections. One of the articles focused more on the implementation of digital material in libraries while another focused on the navigation features in nonfiction eBooks. Though the main ideas of the articles differed there were some topics that were addressed repeatedly. These topics were the advantages and disadvantages for eBooks and databases in libraries and the advantages and disadvantages for print materials in libraries. Due to their importance in relation to the research study and their reoccurrence in the literature each of these topics and the findings related to them will be explained in detail below.

Advantages of eBooks and electronic databases

There are many advantages to having eBooks and electronic databases available for library patrons. Most of the articles mentioned the ability to change font size, availability of materials even when the library is closed, freeing up space and ability to have many patrons using an item at the same time as advantages to digital materials. Another benefit discussed in the articles is the ability to add links and other items to eBooks. Aharony (2013) states that, “E-books can extend printed media by embedding hyperlink, bookmarks, annotations, text searching, and cross-reference functions and by linking complex multimedia objects” (p. 69). This shows the many additional features that can be inserted into eBooks which could help with comprehension. Ohler (2001) describes other advantages of eBooks including saving paper, encouraging exploration of ideas, having the ability to adapt to readers with special needs or who speak other languages, and being dynamic rather than static. Clyde (2005) discussed another benefit of digital materials stating, “They are never lost or damaged” (p. 45). Collecting funds to

replace lost and damaged books is a challenge in most libraries especially those with lower income patrons.

Disadvantages of eBooks and electronic databases

Numerous drawbacks to digital material were presented in the literature. The most prevalent of these included eye strain, lack of titles available, and difficulty of use. Also mentioned repeatedly was the need to train librarians and library patrons about how to use eBooks and databases. Browne and Coe (2012) state that “eBooks can be harder to navigate than paper books” (p. 288). If the patrons are not provided enough training this could result in them becoming discouraged about using eBooks and reading in general. eBooks may also be lacking some familiar non-fiction features such as the table of contents and indexes (Browne & Coe, 2012). Many people rely on these features to find information quickly and easily. Also, when using eBooks you cannot determine the length of the book by sight (Aharony, 2013). Library patrons, especially those that are reluctant readers, often choose books based on the length and book cover.

One of the biggest disadvantages deals with ownership of eBooks and was addressed by Koehn and Hawamdeh. They state, “The nonownership licensing of digital material and electronic resources from publishers and service providers is the current state of affairs, without any warranties of long-term access. Libraries are no longer able to physically own the material in the way they did in the past, and as a result they cannot preserve it for long-term use” (2010, p.161-162). Without having anything tangible to show for your purchase there are no guarantees that the material will be available for future access. Many electronic resources require a yearly renewal. With media budgets on the decline it is unsure whether there will be funds to continue the renewal. This could result in a library collection that contains information gaps.

Advantages of print materials

A few common advantages of print materials were addressed in most of the articles. These included tangible ownership, availability of titles, and ease of use. In one article Maxwell (2005) mentions the advantage of print items not requiring extra training or equipment. Another benefit to print material that others may not have considered is that they encourage social interaction through book store and

library visits. Ohler (2001) states that, “Using electronic books will increase the amount of time we spend online and reduce the time we spend browsing in bookstores and sipping espresso at adjoining cafes” (p. 21). Spending more time using electronic devices will result in less time socializing. Many of the students that I work with have mentioned that they enjoy the smell and feel of a paper book. This was not mentioned in any of the articles but it could be seen as an advantage to print materials.

Disadvantages of print materials

The main drawbacks to print related to them being tangible, space consuming, and requiring time and money to shelve in a library collection. Print materials can become lost, overdue, get vandalized or stolen. They can become dirty or fall apart after only a few uses. (Gray & Copeland, 2012, p. 336). They are hard to move and deteriorate over time. These disadvantages showed up repeatedly in the articles.

Overall the articles presented a multitude of advantages and disadvantages to print materials, eBooks and digital references.

Quality of Literature-

All of the literature that was analyzed came from the Auraria database and was listed as peer-reviewed. The articles “A Look at eBook Platforms for the School Library” and “Taming the Technological Beast” are both from professional journals. About these resources Thomas (2009) states, “The work will not have been subject to such stringent scrutiny of research design, method, analysis, etc.” (p. 32). Both of these articles were written by experts in their field but due to the lack of references in the articles the information they contain will not be as reliable. All of the other articles examined for this review are from research projects and have multiple references. In the article “LIS Students’ Perceptions Toward the Assimilation of E-books in the Library,” there were 800 participants in the research (Aharony, 2013, p. 71). The research for the article “E-Book Versus Print” was conducted using a county-wide library circulation system that serves over 70,000 people. The circulation system also allowed the researchers to access circulation and budget data for different library branches (Gray & Copeland, 2012, p. 334).

Gap in Literature-

After analyzing literature about eBooks and databases versus print materials in school libraries the biggest gap related to the types of libraries included in the research. Much of the literature examines public libraries or university libraries and their use of these materials. Few studies exist that are set in school libraries and examine the positives and negatives of print and digital materials. In addition, my research will determine what is needed for my particular library. Research does not exist that reviews the material preferences of library patrons at Surf Middle School. This is another gap in the literature. A final gap would be the type of materials discussed in many of the articles. My research only relates to nonfiction eBooks and most of the available literature discusses eBooks in general and does not specify the genre of the book.

Methods

An action research approach was used for this project. The action research helped to fill in the gaps that occurred in the literature review.

Data Collection Methods-

For my data collection I used library circulation data reports, observation, and patron surveys. Listed below are the action research questions along with an explanation of the data collection method used to answer the question.

- 1. How often do library patrons (SMS students and teachers) checkout nonfiction books?*

Data to answer this question was received from a report generated from the SMS library circulation system. A circulation report was selected to answer this question because it provides valid numerical data. The report is a usage report that shows the amount of nonfiction books checked out from September 2013 through March 2014 compared to the amount of fiction books checked out. These dates were selected for the report because September was the first full month of school for the school year and March was the last full month before the data was needed for analysis. See appendix A.

2. What areas of nonfiction (by Dewey Decimal 100s classification) are checked out the most and least?

Data to answer this question was received from a report generated from the SMS library circulation system. The report is a usage report that shows the amount of each section of nonfiction books (by Dewey 100 category) checked out from September 2013 through March 2014. This report was used because it provides valid numerical data from the beginning of the school year until the end of the last full month before the data needed to be analyzed. See appendix B.

3. How often are print reference materials used in the Surf Media Center?

Information to answer this question came from observing the print reference section in the Media Center for 2 weeks and keeping a tally of how many times it was used by patrons. Originally the observation time was going to be one week. This was increased to two weeks because of various events taking place around the school that prevented patrons from using the Media Center.

*4. Would library patrons be interested in having nonfiction eBooks?
5. Would library patrons be interested in having reference databases?*

Data to answer these questions came from a survey that was given to SMS students and teachers. I chose to use a survey because it was easy to deliver and provided information about patrons' thoughts and experiences with eBooks. I had originally hoped to have all of the teachers and students at the school complete the survey but due to conflicting schedules the amount of participants was reduced to 100 students and 24 teachers. The survey was created using Survey Monkey, a web-based survey tool. The survey was distributed to teachers through an email that included a link to the survey. The survey was given to students when they were brought to the Media Center for their bi-weekly checkout. See teacher survey in appendix C and student survey in appendix D.

Data Analysis Methods-

All of the data collected for this project was quantitative data. The library circulation reports were analyzed by noting similarities and differences that

occurred for book checkout during the time span. Koshy (2010) states, “During data analysis you are trying to identify themes and patterns” (p. 102). Data from the circulation report dealing with usage by nonfiction Dewey section was examined by finding the mean and median for each section. Figuring out the mean and median helped to determine which sections were used the most and least on average. Information obtained from both the teacher survey and student survey was analyzed using graphs (Appendix E) which helped to show trends in the responses. The graphs were generated by Survey Monkey which is the web tool that was used to distribute the surveys. Due to the limited findings there was not a need to analyze data from the observation. .

Schedule

Planned Date	Action	Revised Date (if applicable)
2/18	Draft Action Research Proposal due to peers	
2/19-2/20	Review and give peer feedback	
2/22	Final Action Research Proposal Due	
3/3-3/13	Give surveys to teachers and students	3/3-4/4 Extended time due to scheduling difficulties administering survey
3/11	Draft Literature Review due to peers	
3/12-3/13	Review and give peer feedback	
3/15	Final Literature review due	
3/17-3/21	Chart survey results	4/5-4-8 Adjusted because of survey schedule adjustments
3/24-3/28	Observe Reference section and tally use	3/24-4/4 Extended timeframe due to lack of use

3/24-3/28	Print circulation reports for September – March	4/3
3/31-4/4	Analyze and chart circulation report results	4/3-4/4
4/15	Draft Research findings due to peers	
4/15-4/16	Review and give peer feedback	
4/19	Final Research Findings due	
4/29	Draft Final Action Research Report due to peers	
5/1	Review and give peer feedback	
5/3	Final Action Research Report Due	
5/8	Presentation on Report	

Checks for Rigor

Stringer (2014) claims that, “Rigor in action research is based on checks to ensure that the outcomes of research are trustworthy” (p. 92). This action research report used data obtained from circulation reports. These circulation reports are recognized as valid and reliable by the American Library Association. Another component of rigor is confirmability. Stringer (2014) states that “Researchers must be able to confirm that the procedures described actually took place” (p. 94). This research can be confirmed by reports from Survey Monkey showing that the surveys were conducted. This research could also be confirmed using the school surveillance system. All of the information and data gathered for this action research project was stored safely and the surveys included unidentifiable participants.

Findings

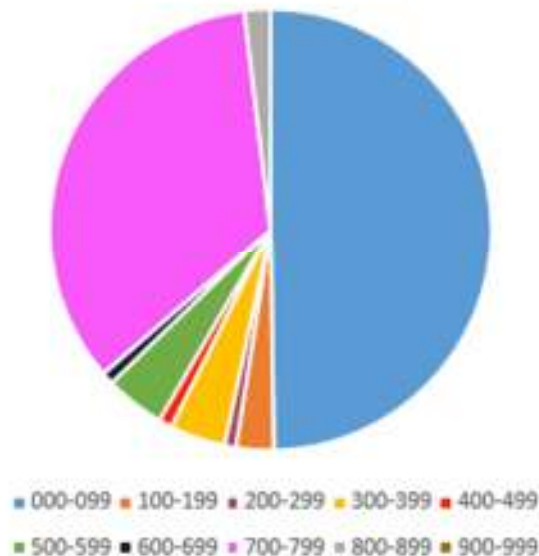
Findings from the reports, surveys, and observations can be organized into three sections. The sections are nonfiction book checkouts, patron interest in having

digital resources, and the use of print reference material. These three sections summarize the findings from the data collected.

Nonfiction book checkouts

Data received from the circulation reports helped to determine how often students checkout nonfiction books and the areas of nonfiction books that are checked out the most and least. Analysis showed that fiction books are borrowed from the library almost three times as much as nonfiction books. The SMS Media collection is composed of 47% nonfiction books and 49% fiction books, meaning there is almost an equal number of each type of book available. The circulation report that analyzed each section of nonfiction showed some obvious trends over the 6th month time period. Nonfiction books in the 000s Dewey section and the 700s Dewey section were checked out most frequently of the nonfiction books. These sections include books with the following topics: ghosts, UFOs, mysteries, facts and records, graphic novels, drawing, crafts, art, music, sports, games, and hobbies. The nonfiction sections with the least amount of circulation throughout the 6 months were the 200s, 600s, and 900s. These sections include books about religion, technology, and history. The graph below shows the amount of books checkouted for each section during the 6th months.

Nonfiction Section Book Checkouts for October-March



So, according to the circulation reports, fiction books are checked out three times more than nonfiction books. Analysis of the reports also show that the types of nonfiction books checked out the most are located in the 000s or 700s and the nonfiction books checked out the least are located in the 200s, 600s, and 900s.

Patron interest in having digital resources

Survey responses from 100 students and 24 teachers helped to determine if library patrons would be interested in having digital resources such as eBooks and electronic databases, as part of our library collection. When teachers were asked if they would like to have more eBooks 91% selected yes however 49% of students responded that they had never read an eBook with an additional 14% of students stating that they were unsure if they had read an eBook. This shows that while teachers want more eBooks the students have not had much experience with them. When asked about online databases, 91% of the teachers were interested in having them while 54% of students stated they had never used them and 17% of students were unsure about what a database is. This shows that a majority of students surveyed are unfamiliar with databases but teachers want databases available. When asked which materials they prefer to use for research a majority of both students and teachers stated that they like to use both print and digital materials. This shows that all library patrons like having as many resources as possible when conducting research. When students were asked if they would use eBooks and databases an almost equal percentage of students selected yes, no, and unsure. This shows that there are mixed feelings amongst students about the use of eBooks and databases.

The data from the surveys leads me to believe that teachers are excited to have eBooks and digital databases and would like to use them along with print materials for research. However students, for the most part, are unfamiliar with eBooks and databases but are open to the idea of having them and using them for research.

Use of print reference material

In order to determine how often print reference materials are used in the Media Center I observed this section during all library hours for two weeks. I had a clipboard with a tally sheet near the circulation desk. During the two week period the print reference section was used one time. The students who used the section

only did so because his class was conducting research online using the library computers and the student did not have an internet permission form signed by a parent on file. The teacher would not allow the student to go on the internet (as is district policy) and told the student to use the reference section in the Media Center. This observation shows how infrequently print reference materials are used in the SMS Media Center.

Comparison of Research to Literature Review

The literature review showed that there are many advantages and disadvantages to using and purchasing digital material such as eBooks. Browne and Coe (2012) state that “eBooks can be harder to navigate than paper books” (p. 288). This may be part of the reason why, according to the surveys, many students have not used eBooks and are not interested in having them in their library.

Almost all of the teacher’s surveyed selected that they would like to have more eBooks and databases to use. In his article “Taming the Technological Beast” (2001) Jason Ohler describes advantages of eBooks including saving paper, encouraging exploration of ideas, having the ability to adapt to readers with special needs or who speak other languages, and being dynamic rather than static. These are probably some of the features of eBooks and databases that are appealing to teachers for use with their students.

Both the literature review and survey findings show that people have mixed opinions when it comes to the use of eBooks and databases. This makes the findings from the literature similar to my own findings using surveys, observations, and circulation reports.

Limitations

One of the limitations that occurred during this action research project was the brief window of time that was available, due to class deadlines, for the study. With more time more surveys could have been completed and the reference section could have been observed for a longer period of time. Another limitation was that the students were asked to complete the survey for this study and the school advisory council (SAC) survey simultaneously. The school principal asked if students could take the district required SAC survey while visiting the Media

Center for book checkout during the same time span that I had allotted for the students to take the survey for this study. Having the students complete two surveys in a row could have affected the outcome of either survey. If the students took the lengthy SAC survey first they may have spent less time thinking about their answers for the eBook and Database survey used for this study and vice versa. A final limitation is that this study was only conducted at one school. Despite the limitations of the study the information gained will still be valuable in helping to make informed purchasing decisions for the school library.

Implications

Though the literature findings, survey results, observations, and reports do not point to one clear path to take with eBooks, all of the information will help me when making purchasing decisions in the future. Lam and Johnson state that, “Over time reading preferences are changing. The move towards e-books and digital information will continue” (2014, para. 12). Due to the findings I will continue to develop the eBook collection and will purchase databases for the next school year. Students and teachers will receive training on both of these tools during orientation at the beginning of the school year. I will not continue to invest in paper nonfiction and reference books except for those in the sections which have the most circulation. These sections included topics such as sports, drawing, world records, facts, mysteries, and graphic novels. The findings of this research will be shared with the school and district administrators, other local Media Specialists, and the students and teachers at Surf Middle School. Hopefully other schools will find the results of this study helpful in making future purchasing decisions.

Conclusion

During this time of transition there are many advantages and disadvantages to incorporating digital resources into a library. Circulation reports show that patrons are not using the paper nonfiction books very often. The teachers are assigning research projects so it can be assumed, since nonfiction book circulation is low and the print reference materials are seldom used, that students are getting a majority of their facts and research using the internet. If taught how to properly use nonfiction eBooks and databases my hope is that students will begin to use these valid and

reliable research tools instead of aimlessly searching for information on the internet.

The data collected and literature reviewed shows that our society is slowly embracing digital resources. Lam and Johnson summed it up nicely stating that, “Over time reading preferences are changing. The move towards e-books and digital information will continue” (2014, para. 12). Assuming this is true, we librarians need to begin exposing our patrons to these resources.

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Appendices

Appendix A

Usage by Item Policy, Nonfiction/Fiction
Selected: Date Range 10/01/2013 - 04/01/2014

Apr 14, 2014 at 3:07 pm Page 1
Alexandria 6.22.4

October 2013

Nonfiction- 501
Fiction- 954

November 2013

Nonfiction- 310
Fiction- 1141

December 2013

Nonfiction- 272
Fiction- 1017

January 2014

Nonfiction- 376
Fiction- 1189

February 2014

Nonfiction- 327
Fiction- 966

March 2014

Nonfiction- 253
Fiction- 979

ARE COMPREHENSIVE PRINT COLLECTIONS

Appendix B

Usage by Item Policy, By Month (267) by Month
 Selected: Date Range 10/01/2013 - 04/01/2014 and Copy Policy Range 000 Dewey Collection - 900 Dewey Collection

Alexandra 6.22.4

Item Type	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
<u>October 2013</u>													
000	0	0	0	0	0	0	0	0	0	279	0	0	279
100	0	0	0	0	0	0	0	0	0	8	0	0	8
200	0	0	0	0	0	0	0	0	0	3	0	0	3
300	0	0	0	0	0	0	0	0	0	15	0	0	15
400	0	0	0	0	0	0	0	0	0	2	0	0	2
500	0	0	0	0	0	0	0	0	0	22	0	0	22
700	0	0	0	0	0	0	0	0	0	166	0	0	166
900	0	0	0	0	0	0	0	0	0	6	0	0	6
Subtotal	0	0	0	0	0	0	0	0	0	501	0	0	501

<u>November 2013</u>													
000	0	0	0	0	0	0	0	0	0	0	162	0	162
100	0	0	0	0	0	0	0	0	0	0	7	0	7
200	0	0	0	0	0	0	0	0	0	0	2	0	2
300	0	0	0	0	0	0	0	0	0	0	15	0	15
400	0	0	0	0	0	0	0	0	0	0	3	0	3
500	0	0	0	0	0	0	0	0	0	0	6	0	6
600	0	0	0	0	0	0	0	0	0	0	14	0	14
700	0	0	0	0	0	0	0	0	0	0	99	0	99
900	0	0	0	0	0	0	0	0	0	0	2	0	2
Subtotal	0	0	0	0	0	0	0	0	0	0	310	0	310

<u>December 2013</u>													
000	0	0	0	0	0	0	0	0	0	0	0	139	139
100	0	0	0	0	0	0	0	0	0	0	0	11	11
200	0	0	0	0	0	0	0	0	0	0	0	2	2
300	0	0	0	0	0	0	0	0	0	0	0	12	12
400	0	0	0	0	0	0	0	0	0	0	0	6	6
500	0	0	0	0	0	0	0	0	0	0	0	11	11
600	0	0	0	0	0	0	0	0	0	0	0	4	4
700	0	0	0	0	0	0	0	0	0	0	0	88	88
900	0	0	0	0	0	0	0	0	0	0	0	2	2
Subtotal	0	0	0	0	0	0	0	0	0	0	0	272	272

<u>January 2014</u>													
000	157	0	0	0	0	0	0	0	0	0	0	0	157
100	9	0	0	0	0	0	0	0	0	0	0	0	9
200	4	0	0	0	0	0	0	0	0	0	0	0	4
300	29	0	0	0	0	0	0	0	0	0	0	0	29
400	3	0	0	0	0	0	0	0	0	0	0	0	3

Item Type	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
500	12	0	0	0	0	0	0	0	0	0	0	0	12
700	141	0	0	0	0	0	0	0	0	0	0	0	141
800	21	0	0	0	0	0	0	0	0	0	0	0	21
Subtotal	375	0	0	0	0	0	0	0	0	0	0	0	375

<u>February 2014</u>													
000	0	163	0	0	0	0	0	0	0	0	0	0	163
100	0	15	0	0	0	0	0	0	0	0	0	0	15
200	0	4	0	0	0	0	0	0	0	0	0	0	4
300	0	5	0	0	0	0	0	0	0	0	0	0	5
400	0	2	0	0	0	0	0	0	0	0	0	0	2
500	0	14	0	0	0	0	0	0	0	0	0	0	14
700	0	120	0	0	0	0	0	0	0	0	0	0	120
900	0	4	0	0	0	0	0	0	0	0	0	0	4
Subtotal	0	327	0	0	0	0	0	0	0	0	0	0	327

<u>March 2014</u>													
000	0	0	115	0	0	0	0	0	0	0	0	0	115
100	0	0	6	0	0	0	0	0	0	0	0	0	6
200	0	0	2	0	0	0	0	0	0	0	0	0	2
300	0	0	7	0	0	0	0	0	0	0	0	0	7
400	0	0	4	0	0	0	0	0	0	0	0	0	4
500	0	0	24	0	0	0	0	0	0	0	0	0	24
700	0	0	91	0	0	0	0	0	0	0	0	0	91
900	0	0	4	0	0	0	0	0	0	0	0	0	4
Subtotal	0	0	263	0	0	0	0	0	0	0	0	0	263

Appendix C:

Teacher Library Survey

1. Would you be interested in having more nonfiction eBooks available for you and your students?

☐ Yes
☐ No
☐ Unsure

2. Would you be interested in having more online databases (such as World Book Web, Nettrekker, Gale, etc.) available for you and your students?

☐ Yes
☐ No
☐ Unsure

3. Have you used nonfiction eBooks for instructional purposes?

☐ Yes
☐ No
☐ Unsure

4. If you answered no to question 3 - please select the choices that best explain why you haven't used nonfiction eBooks for instructional purposes. (Skip this question if you answered yes to question 3)

☐ I don't know how to use nonfiction eBooks.
☐ I don't know how to access nonfiction eBooks.
☐ I do not have access to nonfiction eBooks.
☐ Nonfiction eBooks are not available to me on the topics I desire.
☐ I prefer print instructional materials.

5. Have you used online databases (World Book Web, Nettrekker, Gale, etc.) for instructional purposes?

☐ Yes
☐ No
☐ Unsure

6. If you answered no to question 5- please select the choices that best explain why you haven't used online databases for instructional purposes (Skip this question if you answered yes to question 5)

☐ I don't know how to use online databases.
☐ I don't know how to access online databases.
☐ I do not have access to online databases that I need.
☐ I prefer print reference materials.
☐ Other

Submit

Appendix D:

Library Survey

***1. Have you ever used or read nonfiction (real) eBooks?**

- ☐ Yes
- ☐ No
- ☐ Unsure

2. If you answered "no" to question one please answer this question. If you answered yes, go to question 3. Why haven't you used or read nonfiction (real) eBooks?

Select all answers that apply.

- ☐ I do not have access to eBooks.
- ☐ I do not know how to use eBooks.
- ☐ I do not have a way to read eBooks.
- ☐ I do not use or read nonfiction books.
- ☐ I prefer print books.
- ☐ Other

***3. Have you ever used an online database? (Ex. Gale, World Book Web, Nettekker, Infotrac)**

- ☐ Yes
- ☐ No
- ☐ Unsure

Why haven't you used an online database?

- ☐ I don't know what an online database is.
- ☐ I don't know how to access an online database.
- ☐ I prefer to use print resources.
- ☐ Other

***5. If available in our library collection, would you read or use nonfiction (real) eBooks.**

- ☐ Yes
- ☐ No
- ☐ Unsure

***6. If available in our library collection, would you use online databases (Nettekker, World Book Web, Biography Online,)?**

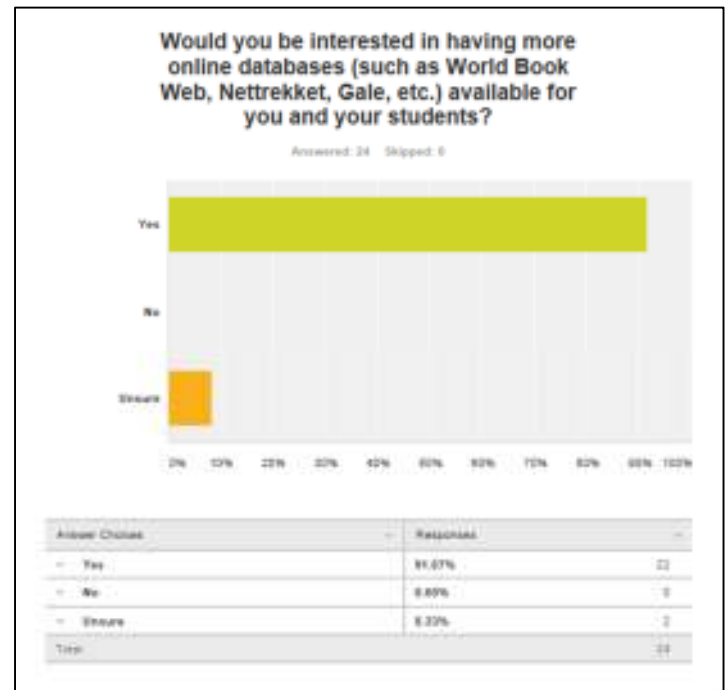
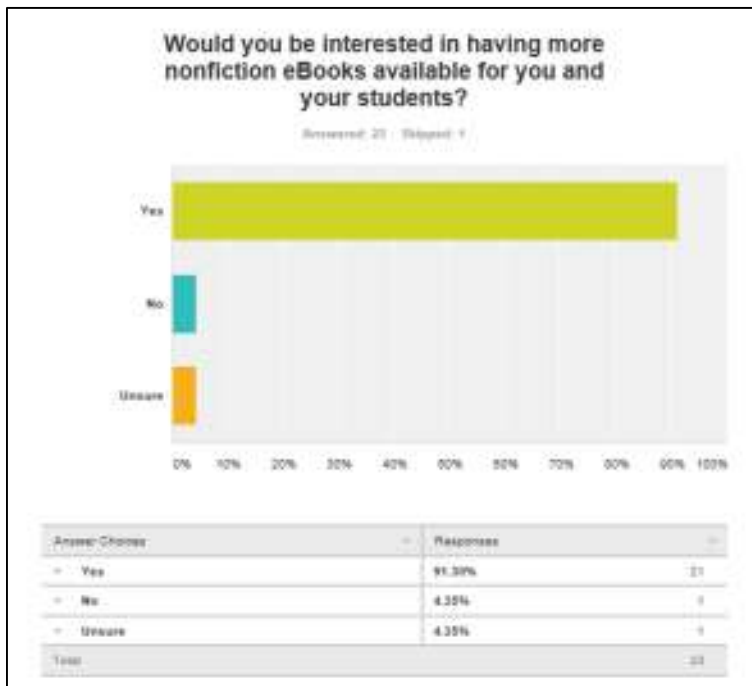
- ☐ Yes
- ☐ No
- ☐ Unsure

***7. When conducting research, would you prefer to use...**

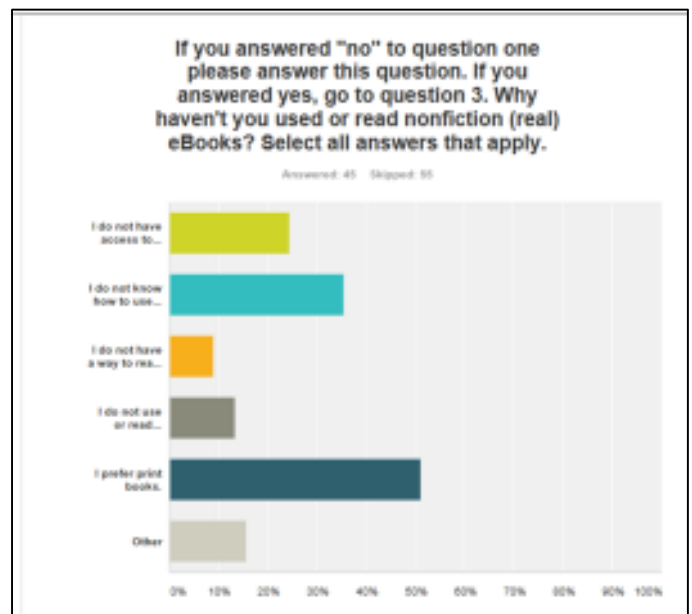
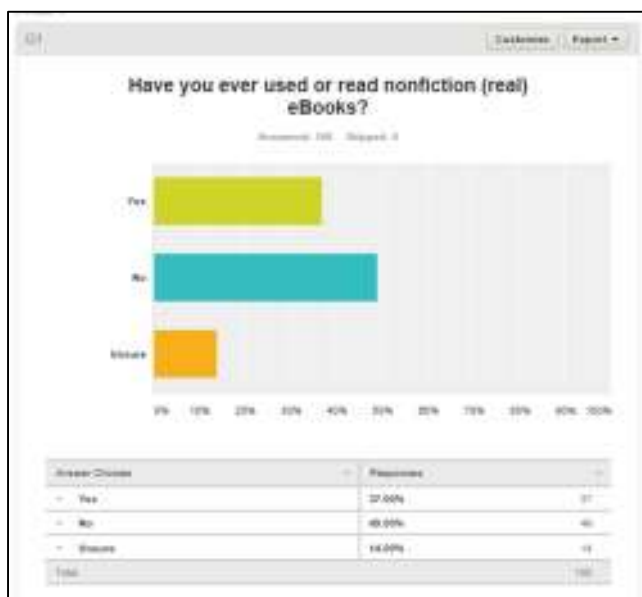
- ☐ Print books and reference materials
- ☐ ebooks and online databases
- ☐ Both
- ☐ Unsure

Appendix E:

Teacher survey question results



Students Survey results



ARE COMPREHENSIVE PRINT COLLECTIONS

