Issues and Challenges on ASEAN Integration: Infrastructure and Connectivity in School Libraries

Conducting Action Research to Evaluate the School Library

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De La Salle University
PASLI

NATIONAL SEMINAR-WORKSHOP ON CURRENT TRENDS AND GLOBAL PREPAREDNESS FOR SCHOOL ADMINISTRATORS AND LIBRARIANS

APRIL 21-23, 2010
BOHOL PLAZA RESORT & RESTAURANT
* We want our libraries to develop and improve, do we?
* We want to advance the quality of library services and programs, do we?
* We want to solve the ‘problems’ that we encounter in our libraries, do we?

This is the time to assess our library processes and activities.
Written by the IFLA School Libraries Section Standing Committee
Edited by: Barbara Schultz-Jones and Dianne Oberg, with contributions from the International Association of School Librarianship Executive Board

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June 2015
Endorsed by the IFLA Professional Committee
Why evaluate?

* Evaluation of school library services and programs is an essential aspect of school library development.

* Evaluation serves accountability purposes: It helps to determine if the school library services and programs are meeting the needs of the school community.
* Evaluation is an essential aspect of implementing school library programs and services.

* Evaluation can address decision-making or problem solving.
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“Action research is inquiry or research in the context of focused efforts to improve the quality of an organization and its performance. It typically is designed and conducted by practitioners who analyze the data to improve their own practice. Action research can be done by individuals or by teams of colleagues. The team approach is called collaborative inquiry.”

-North Central Regional Educational Laboratory, nd.
“is a disciplined process of inquiry conducted by and for those taking the action. The primary reason for engaging in action research is to assist the “actor” in improving and/or refining his or her actions.” – Sagor, 2000

“a tool for evidence-based practice.” – Ballard, 2015
True or False

Action research is a major type of applied research.
### What did you notice?

<table>
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<th>School Year</th>
<th>Number of licensed librarians</th>
<th>Number of working computer terminals</th>
<th>Number of students/faculty who use and enter the library</th>
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<td>2015</td>
<td>2</td>
<td>4</td>
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Student population: 1,600  
Faculty: 320
Origin of Action Research

Kurt Lewin - founder of modern social psychology; the origin of action research is generally attributed to him.

The results of action research can be adapted by any school.

http://www.enago.com/blog/academic-merits-of-participatory-action-research/
Action research should:

* fit within normal classroom/library practice or learning objectives
* fit well with the needs of your learners
* be appropriate for you to conduct within the normal expectations and responsibilities of your position
* be managed in a responsive manner, making necessary adjustments
* key data source can be own systematic reflections and notes made, during planning, implementation and discussion periods
* the question should fit within the time constraints, trying to limit other affecting factors

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https://smartprimaryed.com/2014/07/20/idea-action-research/
True or False

Action research leads to program improvement and increased academic achievement of students.

https://smartprimaryed.com/2014/07/20/idea-action-research/
“Action research is the process of reflective problem solving conducted at the school level.”

— Howard & Eckhardt, 2005
Phases of action research (Moroni, 2011)

1. Diagnosis
2. Planning
3. Assessment
4. Action
5. Team making and Development
6. Sharing

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1) **diagnosis**: identification or definition of a problem, by means of documentation, comparative analyses, and survey with different techniques (interviews, focus groups, observations, questionnaires etc.);

2) **planning**: elaboration of an action plan for one or more interventions in accordance with the research done;

3) **action**: realization of the interventions;

4) **assessment**: gathering of feedback about the realized interventions by means of qualitative and/or quantitative techniques;

5) **sharing**: critical reflection and communication of learning: reflection upon the experience, which may bring to the realization of further actions
* practitioners work best on problems they have identified for themselves.
* practitioners become more effective when encouraged to examine and assess their own work and then consider ways of working differently.
* practitioners help each other by working collaboratively.
* working with colleagues help practitioners in their professional development.
APPROACHES TO ACTION RESEARCH
* Produces a needed plan of action.
* It generally involves identifying a problem, collecting data regarding the problem, and presenting the data to those responsible for and capable of taking action.
Participants are involved in the research process from the beginning.

The researcher’s involvement is useful in identifying the steps needed to conduct the research and in providing some degree of certainty that the results will be implemented.
Involves record keeping and the accumulation of day-to-day work for a group.

Believed to present an inherent weakness in that conclusions based on a single group (or similar groups) without the use test controls are situation-specific.
Experimental

- Requires a controlled study of the relative effectiveness of various techniques in nearly identical social situations.
- Offers “the greatest potential for the advancement of scientific knowledge”.

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Of the four approaches, which approach is most conducted within library environments?

* It is considered to be emancipatory, critical, and transformational.

Participant action research
1. Determine a topic and develop specific questions.

-- identify the area that you want to explore.
-- consider to work collaboratively with the members of the academic community.
2. Review the literature.

-- it is a good idea to look at the professional literature to see if anyone else has conducted research on a similar problem.
3. Look at the learning community environment.

-- review the makeup of the learning environment: the school community, the school structure, and the library.
4. Collect the data.

-- questionnaires or surveys, interviews, observations, and archival information from the library media center or school records.
5. Check for validity and reliability

-- validity (truthfulness of the data collected) and reliability (accuracy of the data).
6. Organize and interpret the data.

-- The researcher should organize the data that has been collected.
7. Implement the changes.

-- Now the time has come for the librarian to determine what plan can be implemented to improve their program based on the data collected.
Proposal for Action Research
Identifying the research question

* Start by writing field notes. --> What’s happening and how students improved
Starting points to identify an issue
(Pine, 2009)

* I would like to improve _______________.

* I am really curious about _______________.

* Something I would like to change is ____________.

* How can I implement _________________________.

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1. When identifying or defining the problem, consider what you would like to investigate, examine, or explore. Is your aim to answer a research question, meet a research objective, or test a research hypothesis?

2. Think about the type of data you will need to answer the research question, meet the research objective, or test the research hypothesis.
3. Will you create a data collection instrument (e.g., web survey or observation checklist) or use existing data such as database use statistics or statistical data collected by a professional organization or the government?

4. Who can provide the information you need for the action research project? Is it all students, faculty, and staff? Is it students and faculty within a specific department?
5. Create a plan to collect the data you need. Do you need permission from your supervisor or administration? Does the university require you to complete a request to use human subjects’ application? How will you identify the people who can provide the information you need (i.e., the participants of the study)? What is your time frame for collecting the data?
6. How will the data be analyzed? Will you use a calculator, a spreadsheet program like Excel, or a statistical package such as Statistical Package for the Social Sciences (SPSS)? Can descriptive statistics be used to analyze some or all of the data (e.g., frequencies, percentages, and/or means)? Do some or all of the data require coding textual data? Will you need to conduct a hypothesis test (e.g., t Test or Chi-Square Test)?
7. How will you describe the results of your data analysis? Do some or all of the results require narrative descriptions? Can some of the results be displayed graphically using pie charts, histograms, or tables?

8. How will you interpret the results of the data analysis? Do the results provide information needed to answer the research question, address the research objective, or test the research hypothesis?

9. Who will receive a report the findings? Will findings be presented to colleagues, administrators, or at a professional meeting?
These are individual data collection techniques applied within the method.

Techniques include: Interviews, Questionnaires, Observation, Diaries, Focus Groups.
FGD @ the Library

* Gain a better understanding of users’ perceptions and satisfaction/dissatisfaction.

* Focus group is a qualitative research method that employs a series of group interviews where participants discuss their experiences and opinions in response to focused open-ended questions asked by a moderator.
Needs assessment through:

* Service evaluation
* Satisfaction survey
* Usage data
Research instrument

* This is the device that is designed or trained to collect data necessary to provide insight or offer answers to the questions being asked.

* Instruments include: “brass” instrument (laboratory/experiments), “pencil and paper” and “human”.
Journals for School Librarians

* The Journal of Research on Libraries and Young Adults (YALSA, ALA)
* Library Philosophy and Practice
* School Library Media Research
LIS Journals in the Philippines
Examples of action research in school library setting

Effectiveness of the reference service of the Claret School Library as perceived by its students.
Student’s use of the resources and facilities of Miriam College School Library
Storytelling as a motivating tool for elementary students to use their school library: an experimental study
Library use and materials in a school employing the multiple intelligence approach: a case study of the School of the Sacred Heart of San Jose City Library.


Document Type: Case Study

Subject Terms: 
- LIBRARIES
- MULTIPLE intelligences
- HIGH school students

Geographic Terms: PHILIPPINES

Abstract: The article presents a case study of the School of the Sacred Heart of San Jose City (SSHSJC) Library in Nueva Ecija, Philippines, that employs the Theory of Multiple Intelligence that was founded by Dr. Howard Gardner in 1983. The school was said to employ the multiple intelligence approach but do not bear it in their names. The article also provides recommendations to maximize the use of the school’s library in educating young students to enhance their multiple intelligences.

ISSN: 0022-358X

Accession Number: 60677887
Money and leadership: A study of theses on public school libraries submitted to the University of the Philippines' Institute of library and information science

By: Totanes, VR (Totanes, Vernon R.)
Edited by: Khoo, C. Singh, D. Chaudhry, AS

Proceedings of the Asia-Pacific Conference on Library & Information Education & Practice 2006: PREPARING INFORMATION PROFESSIONALS FOR LEADERSHIP IN THE NEW AGE
Pages: 445-451
Published: 2006

Conference
Conference: Asia-Pacific Conference on Library and Information Education and Practice
Location: Singapore, SINGAPORE
Date: APR 03-06, 2006
Sponsor(s): Nanyang Technol Univ, Div Informat, Sch Communi & Informat

Abstract
The biggest challenge facing public school librarians in the Philippines today is the thought that there is no money to pay for the improvements that need to be made. This mindset is reflected in the findings, conclusions or recommendations made by graduate and undergraduate students who focused on public school...
Research Ethics (Murugesan, 2015)

* Do not plagiarize!
* Do not present ideas or findings from other published papers as your own [intentional plagiarism]
* Do not extensively reference past works and use too much of the original text from those works [unintentional plagiarism]
* Do not change the data obtained from your experiments so that the research question is answered favourably [data falsification]
* Do not invents data for an experiment without actually conducting that experiment [data fabrication]
* Do not make minor modifications to a paper you already published and try to get the modified paper published [duplicate publication]
Join Conferences and Respond to Call for Papers

- Regional Conference on School Librarianship
- American Association of School Librarians
- International Association of School Librarianship
Speakers and Their Topics

About AASL

The American Association of School Librarians (AASL) is the only national professional membership organization focused on school librarians and the school library community. AASL has more than 7,000 members and serves school librarians in the United States, Canada, and around the world.

The Affiliate Assembly, a bi-yearly gathering of appointed delegates from state level school librarian organizations, ensures the AASL Board of Directors is aware of matters of consequence to the school librarian field. AASL also maintains three member sections and two special interest groups that represent a special field of activity within the school library profession.

AASL became a division of ALA on January 1, 1951. Prior to independent division status, AASL was a section of American Library Association. Having supported the profession for over 60 years, AASL understands the current realities and evolving dynamics of the professional environment and is positioned to help members achieve universal recognition of school librarians as indispensable educational leaders.

Mission

The American Association of School Librarians empowers leaders to transform
IASL Awards

Takeshi Murofushi Research Award

Guidelines for Application | Award Selection Criteria | Past Award Recipients

The recipient of this grant is awarded US $500 towards funding of a research project. The award was initiated in 1997 through the generosity of Professor Takeshi Murofushi and colleagues.

Guidelines for Application

Deadline for receipt of applications: April 15 each year

There is no prescribed application form. Applicants should respond to the selection criteria below and include a personal résumé as well as full contact information (mailing address, telephone number/s, fax number, and email address) for each researcher.

Selection is based on the following criteria:

- The applicant's interest in research related to school librarianship
- The potential impact of the research on school librarianship
- The applicant's qualifications and experience in conducting research
- The feasibility of the research project

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Participate and enrol in free MOOC
Find a mentor

The aim of AuthorAID is to help researchers in developing countries to write about and publish their work. One way we achieve this is through developing a global network of researchers. Through the network, researchers can find long-term mentors or short-term advice to help them through the process of research design, writing and publication. This also enables researchers to find others in their field for collaboration, discussion and information.

As research communication is of global benefit, it is vital that researchers can find others in their field and get the information they need to develop their skills or ensure the latest research is shared and accessible.

- Become a mentor
- Find a mentor
- Collaborate with other researchers
- Get help or advice with a task

Find a mentor

Are you an early-career researcher seeking someone more experienced to help you with your writing and research?
- Would you like guidance in writing and submitting scientific papers?
- Would you like advice on conducting research?
- Would you like help with playing a role in research that you have decided to pursue?
Librarians should have a strong sense of self-direction, motivation and persistence. Let us do our share, let us contribute to the existing body of knowledge, let us do research and publish it.

Right to communicate, write to communicate.
References

THANK YOU FOR LISTENING!!!
QUESTIONS?