

# Enhancing Impact from Students to Communities

An Outcome-Based Evaluation of the Oregon  
School Library Information System (OSLIS)

Presented by Dawn King & Buzzy Nielsen  
April 17, 2007



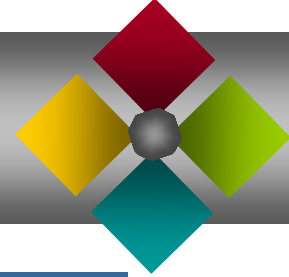
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# What is OSLIS?



**Oregon School Library Information System**

**Quick Links:**  
Click here  
Click here  
OSLIS Home  
Elementary School  
- MLA Citation Maker  
Middle and High School  
- MLA Citation Maker  
- APA Citation Maker  
Librarians & Teachers

**Resources**

- Elementary School
  - MLA Citation Maker (Need to allow OSLIS pop-ups on browser!)
- Middle & High School
  - MLA Citation Maker (Need to allow OSLIS pop-ups on browser!)
  - APA Citation Maker (Need to allow OSLIS pop-ups on browser!)
- Librarians & Teachers

**Tutorials**

- Elementary School Overview (time: 1:40)
- Middle & High School Overview (time: 1:40)
- More tutorials...
- **OSLIS Training Videos**

**Affiliate Links**

- OEMA - Oregon Educational Media Association
- ODE - Oregon Dept. of Education
  - ODE Lexile Page
  - ODE Standards
- AASL - American Association of School Librarians
- Oregon State Library

**OSLIS audiences**

**OSLIS partners**

<http://www.oslis.org>

**Announcements**  
[Announcement Archive](#)

All Citation Maker resources have been updated. This includes the MLA and APA worksheets and examples. Secondary Citation Maker examples are in the yellow box on the right at [www.oslis.org/MLACitations/secondary/index\\_print.php](http://www.oslis.org/MLACitations/secondary/index_print.php)  
Elementary Citation Maker examples are in the yellow box on the right at [www.oslis.org/MLACitations/elementary/index.php](http://www.oslis.org/MLACitations/elementary/index.php)

OSLIS now has a FAQ which is linked from the footer navigation and the lower section of the homepage under Useful Tips and Links at: [OSLIS FAQs](#).  
Please refer to this when you run into problems as it will indicate the appropriate contacts and possible solutions. If you'd like to bookmark it specifically, it is: [www.oslis.org/index.php?page=FAQs](http://www.oslis.org/index.php?page=FAQs).

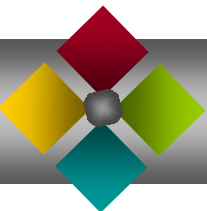
**Useful tips and links**

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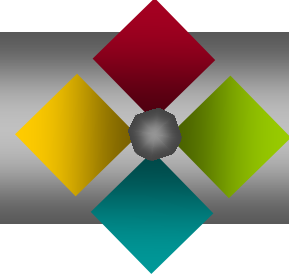
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# Why schools use OSLIS



**Elementary School Home** | Do Research | Choose Resources | Find Information | Use Online Tools | Evaluate Information | Take Notes | Cite Sources | Glossary

Welcome to Elementary OSLIS  
Learn how to...

- Do Research** - steps in the research process
- Choose Resources** - choose good resources to find information
- Find Information** - search strategies for students
- Use Online Tools** - search engines and directories
- Evaluate Information** - don't believe everything you read
- Take Notes** - taking research notes and avoiding plagiarism
- Cite Sources** - formats for giving credit to authors and creators
- Glossary** - glossary of Internet and research-related terms

**OSLIS tutorials and lessons**

**Citation Maker Links**  
Elementary School  
• [MLA Citation Maker](#)  
(Need to allow OSLIS pop-ups on browser!)

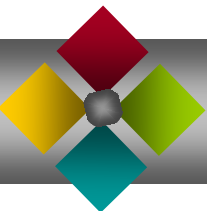
**Student Resources**

- [Searchasaurus K-2](#)
- [EBSCO Kids Search 3+](#)
- [EBSCO Student Research Center 5+](#)
- [The Oregonian NewsBank Oregonian](#)  
Lexile: 1230
- [L-Net: Chat with a Librarian](#)

**Parent/Teacher Resources**

- [Child Safety on the Internet](#)
- [Book Awards and Reading Lists](#)
- [Kid-Friendly Searching](#)

**Resources available through OSLIS**



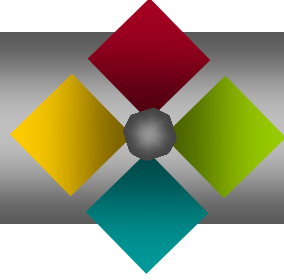
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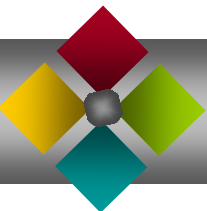
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# Why OSLIS?



*“This is a way to address losses of librarians in a doable way. We can’t provide school librarians for everyone, and this is a way of easing the gap.”*



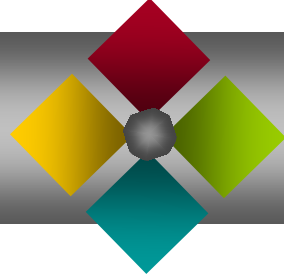
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# OSLIS Training



## Purpose

- To let educators know “that it’s there.”
- To train OSLIS trainers

## Audience

- First focused on media specialists and teachers
- Now focused on smaller, more isolated districts

## Delivery methods

- Live
- Videoconference
- Via the web



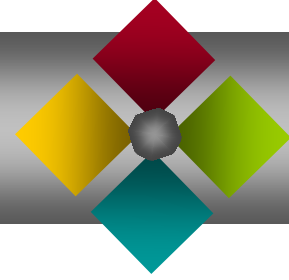
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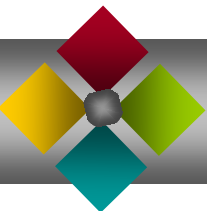
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# Why Training?



*“We can hook every school up to EBSCO, but you just can’t underestimate the impact of face-to-face training, especially the rapport building when dealing with this generation of librarians and teachers. They’re uncomfortable with new resources, electronic immigrants.”*



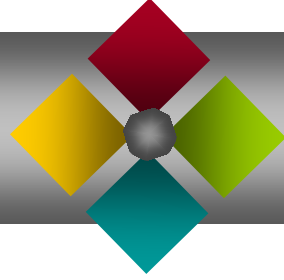
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# Understanding Context

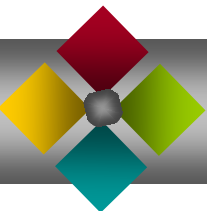


## “Observing” training session

- Watched training videos available on OSLIS website.

## Document analysis

- Previous evaluations
- Oregon State LSTA 5-year Plan
- OSLIS history and documentation
- State Library Annual Performance Progress Report, 2005-06



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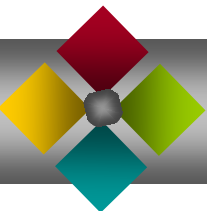
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# Interviews



## 10 interviews with 9 individuals including:

- 2 media specialists
- 4 paraprofessional library staff members
- 1 teacher
- 2 OSL staff members



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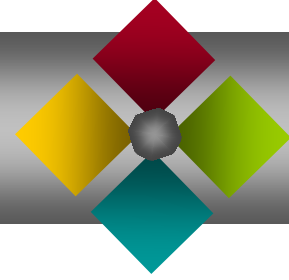
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# A profile

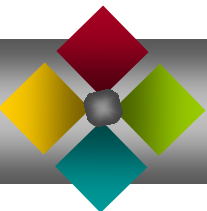


## Community data

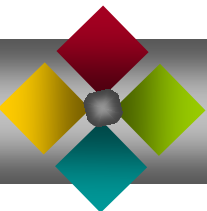
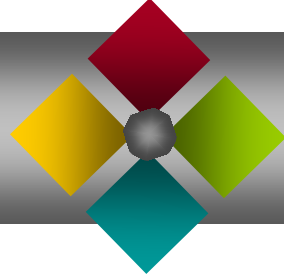
- **Locations in Oregon:**  
Northeast: 1  
Northwest: 2  
Southeast: 2  
Southwest: 2
- **Average community size:** 8,561
- **Communities with <1,000 people:** 2

## School data

- **School types:**  
Elementary: 2  
Middle/Junior: 1  
High: 2  
Districts: 1  
ESDs: 1
- **Average school size:** 286
- **Schools with <100 students:** 2



# Outcomes



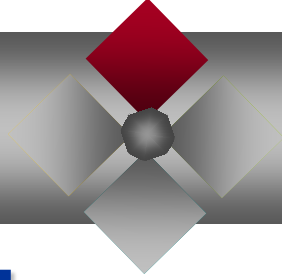
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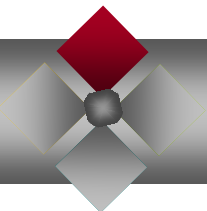
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# Students



## OSLIS broadens students' search horizons.

*“Last month, they had to have controversial topics for biology on water conservation, they needed to find information on water use in the Klamath River Basin. Evolution v.s. creationism, those are examples in the last couple of weeks.”*



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# Students



## OSLIS improves students' information literacy.

*“It helps them understand what’s okay to copy and what’s not, most of it’s not. I think that’s a huge one. Teaching them to cite their sources at an early age.”*



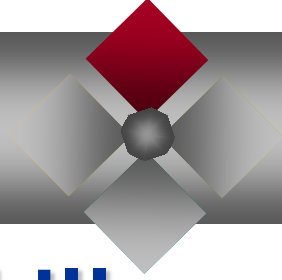
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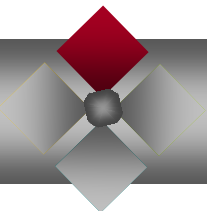
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# Students



## OSLIS improves students' research skills.

*“The kids get a little frustrated in searches because they don't know how to narrow them down, but they learn that in the process. This works really well. We can find tons of stuff and it works really well.”*



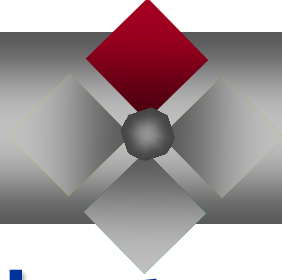
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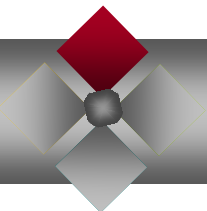
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# Students



**OSLIS helps students become self-reliant.**

*“I run them through how to use it, the citation maker. All they have to do is fill in the blanks, which is ideal for the kids. As you get your source you just go over here, copy and paste, and you’ve got it done. They see how easy it is.”*



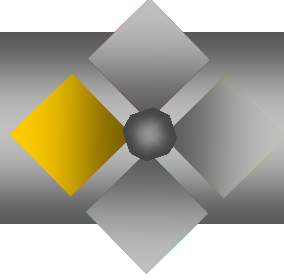
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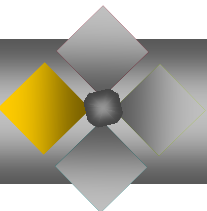
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# Educators



**OSLIS encourages collaboration.**

*“Librarians are using it for a resource of lessons to help the teachers teach.”*



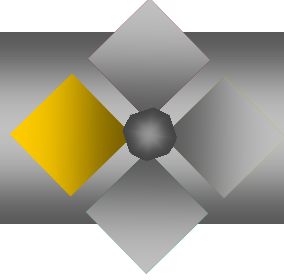
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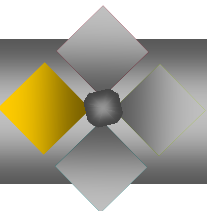
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# Educators



**OSLIS helps educators improve lessons and curriculum.**

*“Plug in what I can do on the site to what I’m doing in my teaching. Making the connection between what’s in the site and my teaching goals with individual classes or teachers.”*



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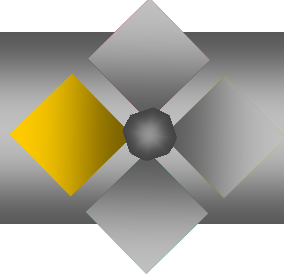
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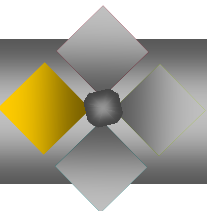


# Educators



## OSLIS saves educators time.

*“I can look really quickly at the abstract to see if I need that article, can refine it and go faster and help the student be a little more productive with their time.”*



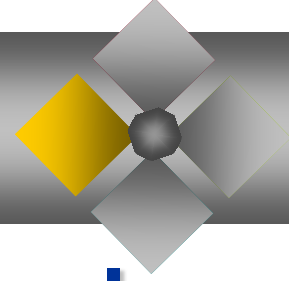
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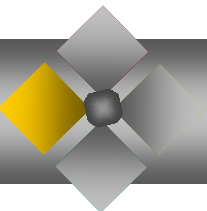
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# Educators



**OSLIS helps educators achieve personal and professional goals.**

*“I’m an online student myself, I go to school full time myself as well as work. I am getting a BA for schools and teaching. Child development. Some articles and different articles that I’m not able to purchase all of them myself. I research for different projects for English.”*



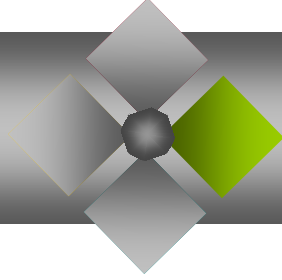
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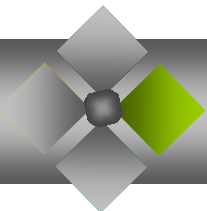
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# Schools



**OSLIS becomes a key source of authoritative information for schools.**

*“I ask them, ‘Have you checked on OSLIS?’”*



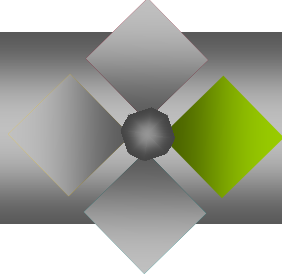
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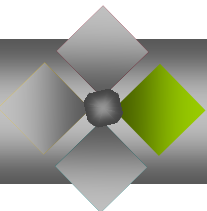
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# Schools



## OSLIS saves schools money.

*“For our library and our budget I was able to cut down on the amount of periodicals that I have to order because there are so many on OSLIS. I was able to buy more books for the library.”*



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# Communities



## OSLIS closes the information gap among communities.

*“A big plus for us is because we are so removed from everything, we have a public library, but there is so much more we can view from OSLIS to look at it ahead of time, if we didn’t have it. It would be so much harder to do the research for reports and speeches and projects. We appreciate that they have it!”*



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# Communities



**OSLIS increases communities' access to information, anywhere, anytime.**

*“The public library can use it, parents can use it, students can use it as well. Now this is something that outreaches beyond just the schoolroom. It can be used at home because of the internet. That is something that has been very helpful.”*



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# Communities



**OSLIS users spread the word to other users and communities.**

*“I have a daughter that teaches in Idaho, and I showed her OSLIS and she said it would really help, but of course she can’t get into it to use it in Idaho.”*



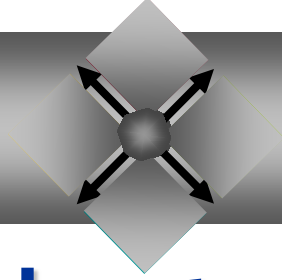
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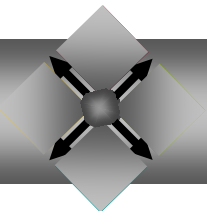
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# Training



**OSLIS training increases awareness about the site.**

*“I knew there was something out there but I didn’t know what it was. Was this something we were going to be able to use? But after the training, realizing it’s not just for high school students.”*



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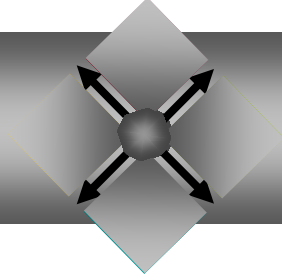
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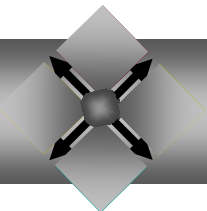


# Training



**OSLIS training increases ability to navigate the website.**

*“It’s easier to locate appropriate books for students, based on their levels, easier to target, limiting your searches to appropriate reading levels.”*



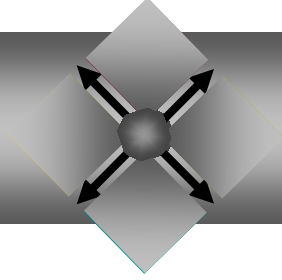
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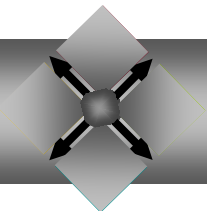
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# Training



**OSLIS training creates a personal connection between trainer and trainees.**

*“Kudos to [trainer]. It wouldn’t have happened without her. She disseminates information in a way people can understand.”*



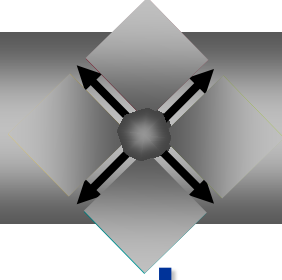
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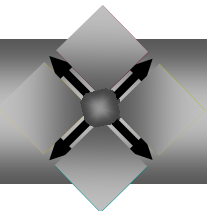
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# Training



**OSLIS training improves learning through dynamic, hands-on activities.**

*“The best part of the training was the part where they gave us the time to look around and play with it. I don’t have time during the day to do that.”*



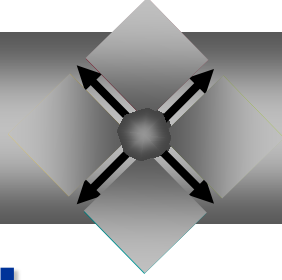
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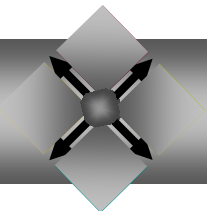
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# Training



**OSLIS training increases participants' confidence.**

*“I’m more confident in showing them what to do. Before I was just blundering around, now that I know it’s there and there’s a way to bring it up that’s much better.”*



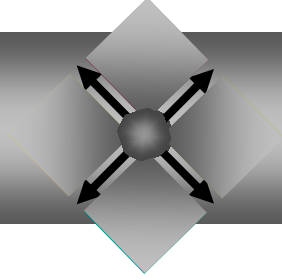
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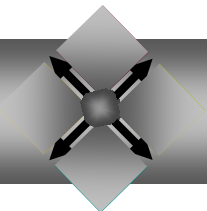
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# Training



**OSLIS trainers provide resources for trainee needs.**

*“I really want to give credit to [trainer]. Before [trainer] started it was hit and miss and now there is a concerted effort with her listserv and training.”*



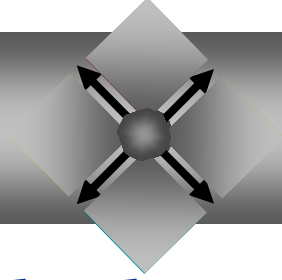
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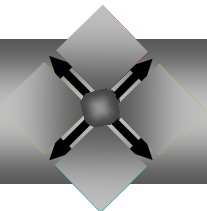
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# Training



**OSLIS training encourages participants to train others.**

*“Oh my gosh, I use it a lot for training.”*



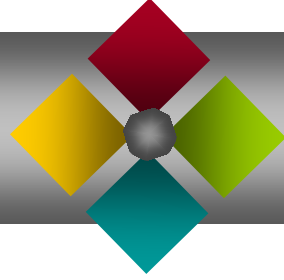
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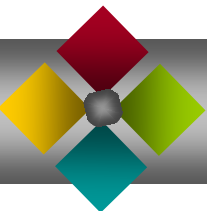


## Expand training of teachers

- One interviewee found over 4,000 science fair materials while we interviewed him.

## Reach out to administrators

- Interviewees expressed doubt that administrators used or were even aware of OSLIS.

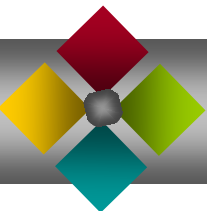


# Recommendations



## Separate database training from OSLIS training

*“OSLIS training is held in conjunction with EBSCO training. It’s hard to get it all covered. I would like to see it done in two parts, OSLIS first then how to use the databases. Some people are mixing it up and don’t understand there are two separate entities; they think OSLIS is EBSCO and may not realize how much more OSLIS has to offer.”*



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# Recommendations

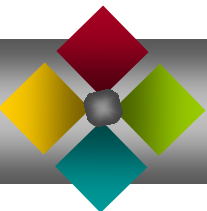


## Allow for exchanges of ideas during OSLIS training

*“Talking about some of the stuff on the site, how we’ve used it, when we’ve used it.”*

## Create separate classes for those with varying technical skills

*“We had some people that didn’t have anything and didn’t know what to do, so that was frustrating. People that had never used it should be trained separate from others that had.”*



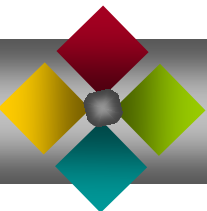
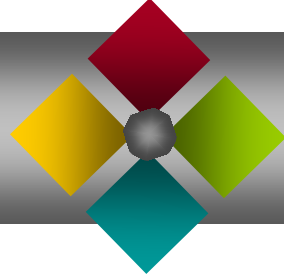
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# Questions?



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