

2011

SCHOOL LIBRARIES COUNT! SUPPLEMENTAL REPORT ON DIGITAL CITIZENSHIP



SURVEY BACKGROUND

In 2007, the American Association of School Librarians (AASL) initiated an annual survey of school library programs. The development of this longitudinal survey project was mandated by the AASL Board as part of the association's strategic plan with the goal to provide research and statistics to be used at the national, state and local levels when advocating for School Library Programs. The survey was developed through the AASL Research & Statistics committee with AASL Board review and final approval.

In addition to annual survey questions, starting in 2008 AASL began adding a series of questions that change annually and address a current issue within the school library field. In 2011 AASL Focused these questions on Digital Citizenship.

2011 marked the fifth year of AASL's "School Libraries Count!" survey, with 4,887 respondents. The results represent a + 1.4 percentage points at the 95% confidence level.

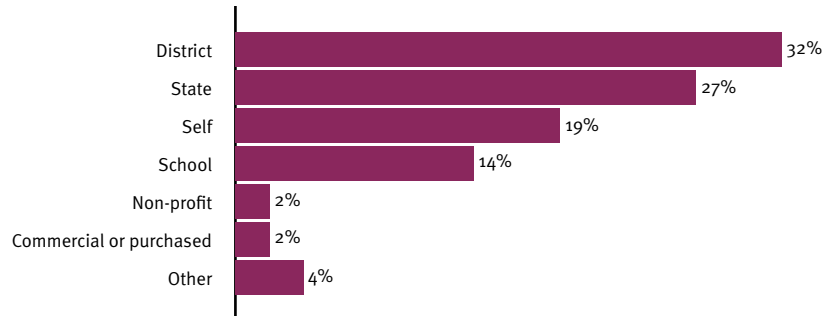
KEY HIGHLIGHTS: TRADITIONAL SCHOOL LIBRARY CURRICULUM CARRIED OVER INTO DIGITAL CITIZENSHIP

- The majority of those surveyed (71%) report digital citizenship is incorporated through their school or district curriculum. When digital citizenship is not part of the school or district curriculum a third (35%) report digital citizenship is part of their school library curriculum.
- Intellectual property is the top area incorporated into school curricula for teaching digital citizenship with most identifying plagiarism, copyright and creative rights as top content areas (95%).
- School librarians, either solo or in collaboration with classroom teachers and/or technology instructors, are teaching digital citizenship in their schools.

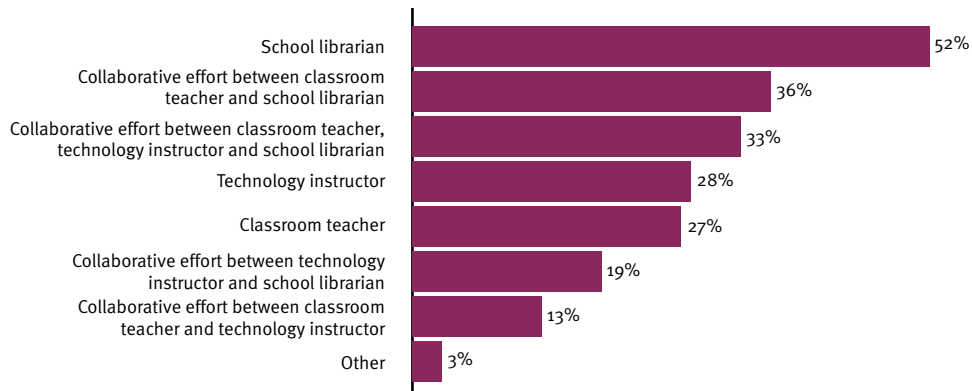
DIGITAL CITIZENSHIP CURRICULUM

- Top sources cited for digital citizenship curriculum are districts and states.
- More than half (52%) of respondents noted themselves as the teacher of digital citizenship within their school, with various collaborative efforts also present.
- An integrated approach to teaching digital citizenship is the preferred educational setting by respondents (80%).

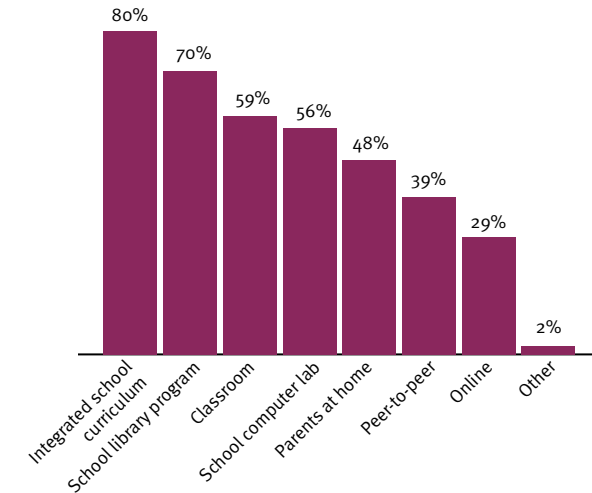
DIGITAL CITIZENSHIP CURRICULUM SOURCES



WHO TEACHES DIGITAL CITIZENSHIP IN YOUR SCHOOL OR DISTRICT?



SETTINGS FOR TEACHING DIGITAL CITIZENSHIP

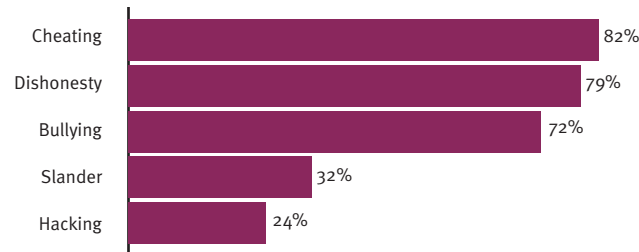


DIGITAL CITIZENSHIP CONTENT

- Traditional ‘citizenship’ areas are incorporated in digital citizenship curriculum, including plagiarism, copyright and creative commons (95%), as well as traditional school library content such as evaluating electronic information (88%).
- Areas that have been created by increased technology use do not appear to have found their way into the curriculum. These topics include e-commerce, physical safety, social networking, and hardware and data protection.
- Similarly, while traditional behaviors are addressed in the curriculum, i.e. cheating, dishonesty and bullying, the issues of slander and hacking are less often included.

Which of the following areas of digital citizenship are incorporated into your curriculum? (select all that apply)	2011
Plagiarism, copyright and creative rights	95%
Evaluating electronic information to determine validity of material (websites)	88%
Responsibility (electronic responsibility for actions and deeds)	79%
Cyber-bullying, harassment and stalking	70%
Security - Self-protection (electronic precautions to guarantee safety including personal information sharing)	68%
Etiquette of use (texting in class, IMing, cell phones in schools, disruptive behavior, and appropriate settings)	66%
Access and rights (freedom of information and intellectual freedom)	56%
Students seek divergent perspectives during information gathering and assessment	53%
Security – Hardware/Data Protection (including viruses, hoaxes, power surges, and data back-up)	47%
Social networking (appropriate postings/pages)	47%
Safety (physical well-being/ergonomics)	40%
Commerce (electronic buying and selling of goods)	14%

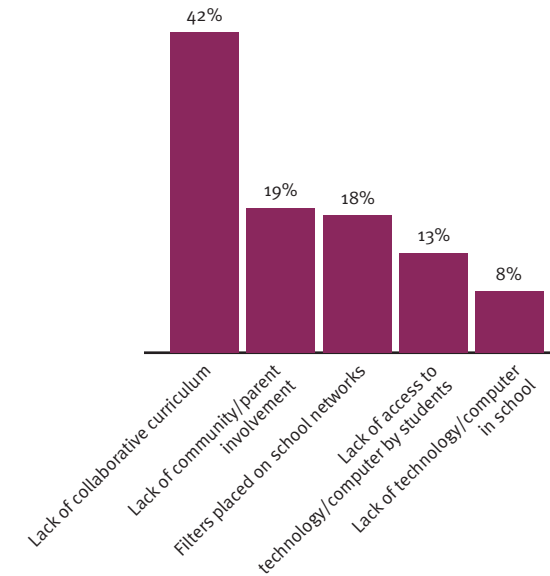
DIGITAL CITIZENSHIP BEHAVIORS ADDRESSED IN CURRICULUM



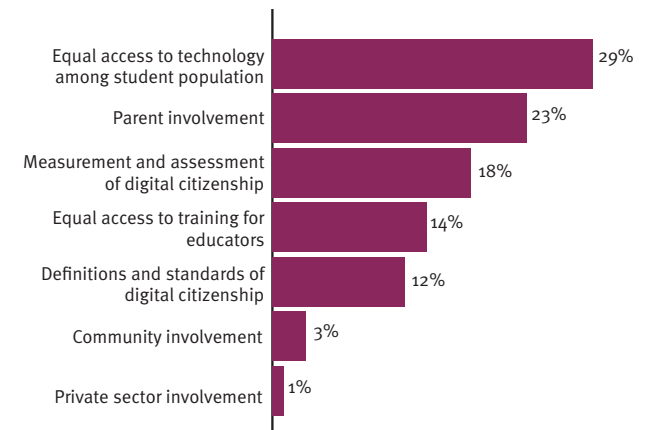
ACCESS AS BARRIER TO TEACHING DIGITAL CITIZENSHIP

- While 42% cite a lack of collaborative curriculum as the biggest barrier to teaching digital citizenship, a combined 39% cite an access issue as the biggest barrier (18% filters placed on school networks, 13% lack of access to technology/computers by students, 8% lack of technology/computers in school).
- Equal access to technology among students (29%) was the highest response when asked what is the biggest hurdle in educating about digital citizenship.

BARRIERS TO TEACHING DIGITAL CITIZENSHIP



BIGGEST HURDLE IN EDUCATING ABOUT DIGITAL CITIZENSHIP





THE MISSION OF THE AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS IS TO ADVOCATE EXCELLENCE, FACILITATE CHANGE, AND DEVELOP LEADERS IN THE SCHOOL LIBRARY FIELD.

AMERICAN ASSOCIATION
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