

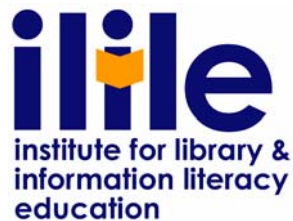
FINAL NARRATIVE REPORT

National Research Grant

**Promoting Information Literacy & Teacher-Librarian Collaboration through Social
Marketing Strategies**

Developed by Barbara Immroth, Ph.D.
And W. (Bill) Bernard Lukenbill, Ph.D.

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**Institute for Library and Information Literacy
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**PROFESSIONAL DEVELOPMENT GRANT – FINAL NARRATIVE
 REPORT**

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**Promoting Information Literacy & Teacher-Librarian Collaboration through
 Social Marketing Strategies**

Project Director	Name of Project Directors Developed by Barbara Immroth, Ph.D. And W. (Bill) Bernard Lukenbill, Ph.D.	Title	Telephone Number Phone 512/ 471-3876 (Lukenbill) or 512/471-3875 (Immroth)
	Address School of Information, University of Texas at Austin, SZB 564, D7000	City Austin, TX	Zip Code 78745
	Email Address luke@ischool.utexas.edu Immroth@ischool.utexas.edu	Fax Number 512-471-3971	

Abstract

Collaboration is an important aspect of school media library management that has never been fully accepted by either teachers or librarians as one of the fundamental services expected of school library media services. This project addresses this problem by proposing that a social marketing model be developed and tested in actual school library environments. Social marketing is based on commercial marketing strategies, but it aims to better society by changing and/or reinforcing positive behaviors, attitudes, and practices that will improve society. This project will use the basics of the social marketing model (AIDA) to test the model as an effective strategy to implement collaboration in school library media centers [A--attention to the product/service offered; I (interest in the product/service) D (desire for the product/service) A (action to obtain the product/service)]. The research methodologies consist of two major aspects. A questionnaire will be developed to test for behaviors among teachers that predict favorable attitudes about teacher-librarian collaboration. This questionnaire will be distributed to teachers in selected schools in two urban school districts. Field tests of the model will be carried out in 7 schools (elementary, middle, and high schools) by student-librarians in a formal practicum situation and working with the supervising librarian whereby they will follow a structured collaboration plan in developing a small teaching unit with a teacher based on the AIDA model. After the 4 to 6 weeks experiment, both quantitative and qualitative measurement will be used to evaluate the success of the model in promoting collaboration.

Promoting Information Literacy & Teacher-Librarian Collaboration through Social Marketing Strategies

Narrative

Introduction

Reasons for Undertaking this Project

Collaboration with teachers in improving student achievement through information literacy and the use of information and instructional resources in classroom teaching is fundamental in today's society. Nevertheless librarian-teacher collaboration in the promotion of information literacy and better use of resources has not advanced in practice to the extent promised by theory and informed instructional concepts. In recognizing this general failure, this project will test Social Marketing strategies in terms of their effectiveness to promote better interaction between librarian and teacher in collaboration projects designed to improve student achievement through information literacy and the better use of information and instructional resources.

Participants in this Project

Several groups and individuals are involved in this project. Seven students enrolled in the spring, 2004 formal course INF 388R_ "Practicum in School Libraries" will be primary participants in a collaboration project carried out as a part of assignment requirements for this course. If circumstances warrant, a student can be excused from participating in this project. Teachers and library supervisors in both the Round Rock Independent School District and the Austin Independent School District as well as selected librarians and teachers in these district will be involved in this project.

Meeting ILILE Goals

This project will meet the following three ILILE goals:

1. It will create a model for promoting collaboration between teachers and librarian in creating instructional units that will promote student achievement through the use of information literacy skills. The project will test a social marketing strategies that will not only engage teachers in an overall collaboration process with librarians, but will also help teachers integrate information literacy skills as a fundamental aspect of classroom instruction. 2. In meeting this goal (goal no. 1) the project will also address the ILILE goal of helping future librarians learn methods for promoting information literacy through outreach activities embedded within the social marketing strategy. 3. The project will also meet the ILILE goal of evaluation in that it will be designed to access the effectiveness of using the social marketing strategy to ensure that information literacy skill are integrated into the curriculum through instructional units.

The How and Why of Social Marketing as a Viable Model for Librarian-Teacher Collaboration in this Project

Defining Social Marketing

Social marketing is a concept promoted by Philip Kotler and Gerald Zaltman in the 1970s in which they reasoned that the same marketing principles that were used to sell products to consumers could be used to promote socially beneficial ideas, attitudes and behaviors to target audiences. They believed that social marketing was different from commercial marketing in that it sought to influence social behaviors not to benefit the marketer, but to benefit the target audience and general society. Since the 1970s it has been widely used to promote a variety of pro-social behavior including, reducing smoking, drug abuse, heart disease prevention, and promoting contraceptive use, and organ donation. Social marketing seeks to influence behaviors by changing behaviors, beliefs, attitudes, and actions or to reinforce existing positive behaviors. To bring these behavior changes about social marketing promotes communication with the target audience through well-conceived educational activities, and public information management. Social marketing, like commercial marketing follows the AIDA model. The AIDA model is explained below:

A Attention
I Interest
D Desire
A Action

The social marketing message must be noticed and it must attract attention. It must generate interest in the organization and in the product and/or services being promoted. The message must show that the product or services will be of benefit to the customer now or in the future; thereby it creates a desire for the product or service. The last element is action. The potential client must be motivated to take positive action regarding the service or product. Social marketing does not indoctrinate, but it does educate and inform possible customers about choices and potentialities for betterment of both the individual and the group.

How Social Marketing Relates to Information Literacy Collaboration in This Project

Because of the wide and successful use of social marketing strategies in a variety of areas and social problems, it appears to be very useful in meeting some of the pressing problems faced by school library media specialists. It is not complicated and can fit into most school library media environments. To test this assumption this proposal will develop two approaches using social marketing techniques. First of all it will test for behavior attributes held by teachers that can serve as predictors of willingness to collaborate with librarians and also to test for behavior attributes that can serve as predictors of teacher willingness to incorporate information literacy skills into their instructional methods. The second aspect of this proposal will be to actually field test teacher-librarian collaboration through action. These approaches will be further explained in the methodology section of this narrative.

Specific Goals and Achievement Strategies for this Project

Based on the above rationale, the goals and achievement strategies of this project are as follows:

1. To test the basic concepts of social marketing in terms of its applicability to use in school library media center environments in the promoting of teacher-librarian collaboration and in ensuring that information literacy skills are incorporated in curriculum and instruction.
2. To identify behaviors held by teachers that will serve as predictors of willingness to engage both in collaboration with librarians in instructional planning as well as to incorporate information literacy skills in curriculum and instruction.
3. After field assessment, to move towards development of a measurement instrument that will be a reliable predictive instrument of teacher attitudes about teacher-library collaboration and information literacy instruction. The time frame of this project will not allow for a final construction of such as instrument, but it will produce a prototype for further testing.
4. Based on basic social marketing strategies the project will guide a group of 7 student librarians through the process of developing a small social marketing-based collaboration project in which they will collaborate with a teacher or small group of teachers in the planning of an instruction unit.
5. At the end of this teacher-library instructional collaboration project, the project will be evaluated on several dimensions. It will test the effectiveness of the teacher librarian to:
 - A. Gain the attention of the target audience
 - B. Create interest in the project within the target audience
 - C. Create a desire on the part of the target audience to be involved in a collaboration project
 - D. Involve the target audience to take part in the collaboration project

Also to test:

- A. Interpersonal interactions between the teacher-librarian and the teacher
- B. Knowledge and experiences of the teacher-librarian to successfully engage with an experienced classroom teacher in a collaboration experience
- C. The finalized instructional unit in terms of its design and potential for affecting improved student achievement
- D. To propose guidelines and assess through expert opinion the potential of these guidelines for the transferability and application in general school library school media environments

Scope of the Project

The time frame of this project is one four month semester. During this period, a questionnaire will be developed to test predictability of teacher willingness to engage in collaboration and to include information literacy in instruction. During this time frame, the project will also ensure that a group

of teacher-librarians will have experience in developing a collaboration project using basic social marketing strategies. After the four month period, the project will also analyze quantitative and qualitative data to assess how it did or did not meet stated objectives. This project is aided by the fact that this type of assignment has been given routinely to student-librarians in their practicum experiences and field library supervisors are acquainted with this project. The only difference is that it now follows a more social marketing strategy. This project has the support of the Library Supervisors of both the Austin Independent School District and the Round Rock Independent School District (See attached agreement)

Time Frame of Project

This project starts with the beginning of the spring 2004 semester (the assignment and instructions have already been given to students as a part of their regular practicum assignment) and will end April 30, 2004. Evaluation of data and reporting of data will continue throughout the summer, and the final research report will be submitted by Nov 15.

Research Design and Methodology

The Research Question

As stated previously, collaboration between librarians and teachers is an unmet goal of the school media center librarians. This applied research proposal asks the question: can social marketing strategies used to address a variety of social issues be employed in a constructive way to promote the better cooperation and collaboration between librarians and teachers in the planning of an instructional unit that integrates subject matter and information literacy to promote student achievement? Additionally, the proposal seeks to determine both the advantages and disadvantage inherent in using social marketing techniques in school library center management

Types of Research Designs Employed

Both qualitative and quantitative research methodologies will be used to test the outcome goals and objectives of this project.

How the Research Components will be Administered

Part I. Questionnaire to Determine Predictive Behaviors

A questionnaire will be developed and distributed to randomly selected teachers in elementary, middle, and secondary schools to test for predictive behaviors of teachers who may or may not be interested in collaboration with librarians in designing instructional strategies involving both course content and information literacy instruction. An assessment of teacher predictive behaviors is necessary to understand both positive predictive behaviors as well as negative predictive behaviors that would challenge the concept of collaboration with librarians.

Knowledge of predictive behaviors is also necessary to better understand how to develop successful social marketing strategies within school environments. Specifically this questionnaire will test for:

- ▶ perceived risk for teachers who might become involved in collaboration with teachers (e.g, time involved, lack of expertise, lack of experience in collaboration, territoriality, ability to share and compromise, etc.).
- ▶ perceived values of collaboration (e.g., benefits for increased student achievement in both subject content and information literary skills, personal growth and improvement).
- ▶ perceived self-efficacy (e.g., ability to negotiate, skill at collaboration)
- ▶ perceived social support (acceptance by other teachers, administrators, parents).
- ▶ perceived values from past experiences with collaboration (if applicable).

This questionnaire will be controlled for confounding factors such as age, school enrollment, type of school, level of education and certification, and gender. Appropriate statistical methods will be used to analyze predictive behaviors in relations to control variables as well as to provide descriptive information concerning predictive behaviors.

Part 2. The Field Test and Case Study

Part 2 will consist of a systematic case study in which student-librarians currently enrolled in a formal practicum course required for Texas school librarian certification will develop a collaboration project based on social marketing strategies. Reflective of state requirements all of these students have bachelor degrees and either have a master's degree or are in the process of acquiring the master's degree. All of them have the necessary prerequisites for enrollment in this course. In addition, all of these student have classroom teaching experiences as required for certification.

Students will follow specific guidelines in terms of how they will develop their social marketing strategies. The AIDA model steps are —gaining attention, creating interest, engendering desire, and ensuring that a teacher commits to the project (action). These instructions are spelled out in more detail in the attachment that explains the assignment for the students.

Because student-librarians are involved in this project and will not be expected to be experts in either collaboration and/or social marketing strategies the two investigators of this project will develop guidelines for the collaboration project, this will include directions for design of marketing strategies (e.g., announcements, leaflets, conferences, and unit design procedures that will involve both subject content and information literacy skills. Included in these instructions will be suggestions for services to offer, limitations to set, and time frames to follow.

Once the collaboration project begins qualitative outcome measurement and observations will be gathered by each students. Students will be instructed on how to engage in collaborative process and how to take observational notes. These will consist of field notes, unobtrusive observations, and informal evidence. Both formative and summative evaluation will be give by both the student-librarian and the teacher. The summative evaluation asks both the student-librarian and the teacher to provide a reflection on the experience. If time allows, an assessment of subject achievement will be acquired.

In addition to an evaluation of the collaboration process, the finalized product (the unit of study) will be evaluated by outside experts in both subject content and information literacy curriculum and instruction design.

Major data collection and review instruments include observation protocols, questionnaires, diaries and field notes kept by student-librarians, and impact measurement such as use of library media center by teachers involved in the project, requests for resources that cannot be provided locally, self-assessment instruments for both student-librarian and teachers, and if time permits achievement of students (test scores, project completed, observations by teacher, etc.)

Information collected for these 7 collaborations will be analyzed in the form of one case study.

Evaluation of the Outcomes

As stated above, the questionnaire results will be subjected to statistical analysis. The collaboration process notes will be transcribed and analyzed by an appropriate content analysis computer program configured to test for such variables indicating successes, failures, and interpersonal relationships. In addition, a manual coding of the quantitative materials will be made and results of both these procedures will be integrated.

As stated above, outside expert opinion will be used to assess the teaching unit product based on standard instructional design methods.

Anticipated Outcomes

These various methods will produce a report that will provide information concerning:

- ▶ Predictive information concerning teachers who are or are who are not likely to be willing to participate in collaboration projects.
- ▶ Process information which will provide information on best methods for implementing social marketing strategies using the AIDA model by librarians
- ▶ Qualitative data that will outline problems and successes regarding the integration of subject content, unit objectives, unit design, and information literacy instructional strategies.
- ▶ If time permits student achievement outcomes after instruction with the unit will also be obtained.

The final report will include these findings and if the findings are positive in the promotion of social marketing as a viable strategy will make recommendations for its implementation in school library media center management. Examples of successful projects from this project will be included in this explanation.

Budget

Submitted to ILILE

1. Questionnaire development and analysis
Development of the perception question, consultation fee for review by quantitative measurement expert
2. Printing
Printing expense required to duplicate the approved perception question
3. Supplies
Office supplies (e.g, paper, postage, phone, fax, etc.)
4. Instructional Resources
Resources needed to augment individual collaboration projects
5. Research assistants
Research staff support for statistical analysis and ongoing management of project

Total \$5000