Josianne Fitzgerald

INFO520 Social Context of Information Professions

Assignment 9: Grant Proposal
I certify that:

- This paper/project/exam is entirely my own work.
- I have not quote the words of any other person from a printed source or a website without indicating what has been quoted and providing an appropriate citation.
- I have not submitted this paper/project to satisfy the requirements of any other course.

Signature: Josianne Fitzgerald

Date: June 5, 2011
Online Databases for the Library and Information Center
of TEDA International School, Tanggu

EXECUTIVE STATEMENT

The Library and Information Center at the TEDA International School, Tanggu (TIS), proposes to provide access to online databases to its community. TIS is an international, day, co-ed, board-governed international school serving the international community of the port city of Tanggu, China. The collection of online databases considered in this proposal will enhance teaching and learning at TIS and help prepare students for a digitally-oriented world.

SETTING

Community

Tanggu is a coastal city located in northeast China, 2 hours from Beijing. Its port, the Port of Tianjin, has an annual throughput of 250 million tons and is the main marine outlet for northern and northwestern China. In addition to the port facilities, Tanggu has several light industrial areas. Many Korean companies, foremost among them Samsung and LG, have large manufacturing plants in Tanggu and provide TIS with a large percentage of its student population.

The TIS Library serves the international community of Tanggu. Current enrollment is 282 students, representing 28 different countries. The language of instruction is English. Students ages range from 1 year to 18 years. The Early Childhood Program accepts children from preK1 (1 year old) to preK4 (4 years old). Their elementary school runs from kindergarten to grade 6. Their high school is divided into a lower secondary, from grade 7 to 9, and an upper secondary, from grade 10 to 12.

The school offers an American-style curriculum, including AP courses for its upper secondary. There are 40 foreign teachers on staff plus 5 Chinese language teachers. There are three computer labs.
These are scheduled for classes with the IT teacher but also can be booked for use by teachers for their classes as needed.

TIS is a member of the Association of China and Mongolia International Schools. ACAMIS holds an annual regional conference. ACAMIS librarians do extensive networking within the organization, assisting in the location of library resources and helping librarians new to the region to understand the issues involved in teaching information literacy at international schools in China. A new initiative for the ACAMIS librarians is a library consortium to negotiate for group discounts from publishers. In its first year, the consortium has already substantially reduced subscription costs to the participating schools. As an ACAMIS member, TIS can participate in the library consortium, reducing the costs of the proposed project by around 20%.

Collection

The library is housed in a large, well-lit classroom. It serves the entire school from pre-school to grade 12. Its catalog holds 16,000 titles. The current librarian has created two separate spaces in the library to divide the collection into elementary and secondary, making them more accessible and attractive to each division. Many of the materials are directly linked to the school's curriculum. There is also a focus on Asian and Chinese materials in English.

The library has four laptops used primarily for accessing the online catalog. Students can also choose to check their email and browse the Internet for educational websites. Samsung, a Korean translational that provides many of the students at TIS, has offered to update the library computers over the next two years so that students will have a mini-lab of 6 up-to-date laptops.

Patrons
The library is open during the school day and for an additional hour after-school for students and faculty. Elementary classes visit the library for checkout and read-alouds once a week on a fixed schedule. The secondary school has flexible scheduling.

The librarian meets with teachers informally to integrate her sessions to their curricular needs. She supports literacy by selecting print materials to enhance their units of study and she structures her read-alouds and library skills sessions around their topics. She also leads reading promotion initiatives for the entire school. One of the side benefits of this proposal will be a closer collaboration between teachers and the librarian, as she will be instrumental in guiding teachers and students in the use of the online databases desired.

Staff

The library staff consists of the librarian and a Chinese library assistant. The librarian is a fully qualified librarian from the United States. The library assistant is currently enrolled in a LIS program in Beijing. She has been at her position for the last 3 years and is well experienced.

The school is small and so both the librarian and the library assistant have teaching responsibilities outside the library. The librarian also teaches lower secondary drama. The library assistant teaches one class per day of English as a Second Language (ESL) in the primary school. She also leads the library sessions for the Early Childhood Center classes.

STATEMENT OF NEED

The TIS Library offers a range of print materials to the students, teachers and parents of its community. The collection is medium-sized, and the collection development policy of the library has always been to support the curriculum at TIS. The librarian is the main information literacy teacher at the school, but at present her expertise is mostly used to teach old-fashioned library skills because the library has no educational digital resources other than those found for free on the Internet.
The librarian and the teachers at TIS use free Internet resources in their lessons and students have learned to rely on community-edited sites such as Wikipedia and Naver, a Korean social network site.

Online databases offer authoritative and current information. They offer access to full-text magazines and newspapers, reference materials, images, historical documents, maps, graphs and much more. (Schrader, 2003.) They can be accessed from any classroom in the school and also from home.

In this era of electronic information, TIS students are missing out on important, authoritative and relevant sources. They are not learning a full range of online research skills because they do not have access to online databases.

PROPOSED INITIATIVE

By providing access to online databases, the TEDA International School, Tanggu library will enhance teaching and learning at TIS and will provide students with 21st-century research strategies opportunities. Access to online databases will better prepare TIS students for the workplace and their continued education.

The Elsevier Foundation provides support to “scholars in the early stages of their careers.” (Elsevier, 2011.) The students at TIS are indeed in the very infancy of their learning careers. Most of them will return to their home countries to continue their secondary and tertiary education, and the competencies gained by utilizing technology in their learning will position them as leaders in their schools and universities.

Project Goal

The TIS library is seeking a total of US$36,965.92 to obtain annual subscriptions to a set of educational online databases for two consecutive years. The project will provide access for TIS students, teachers and parents from school and from home. Access to these databases will provide
students with opportunities to learn and apply online research strategies which are so important in this
digital age. The databases will also enhance teaching and learning at TIS, and will promote
collaboration of teachers with the TIS librarian.

The school board has pledged to continue funding the database subscriptions after the initial
two years if the library can demonstrate the positive impact database access will have on teaching and
learning at TIS.

Required Resources

The TIS library has identified a set of educational online databases (see Table A for full listing)
that range from grade 2 to 12, and that cover science, social studies/humanities, music and language
arts. The subscriptions will allow for school and home access. At school, students will access the
databases from the three computer labs, from their classroom computers and from the library laptops.

Program Implementation

Month 1  - Purchase and set up of databases
Months 2 to 6  - Training with teachers (including identifying which databases to be best for specific
                 units of study)
From month 4  - Teachers and librarian to meet regularly in grade level/subject teams to plan for
                 information literacy integration.
Year 2  - Teacher training during orientation (August) as a refresher and to identify database
           resources for new units
           - Timetabled and regular meetings between librarian and classroom/subject teachers
            for collaboration and integration

Program Evaluation
The following are expected outcomes of the project at the end of two years:

- Survey of teachers shows that 70% or more are using databases to supplement their class materials.
- Survey of students show that 70% or more of students in grades 5 to 12 are using the online databases at home to complete assignments.
- Database statistics demonstrate healthy usage patterns from the TIS community, both in school and from home.
- Where relevant, teacher lesson and unit plans include reference to database sources as unit materials.
- Survey of parents show high levels of satisfaction (80% and above) with database quality and accessibility.
- Board of directors judges impact of databases on student learning as proven and includes continuing subscriptions in library’s operating budget.

**Budget**

1. Database subscriptions ……………………………. US$35,865.92   ($17,932.96 per annum)
2. Wire transfer fees (US$40 x 14 databases) ……. US$1,120.00       ($560 per annum)

   Total  US$36,965.92

Table A: Listing of Educational Online Databases to be Purchased

In US$ (includes ACAMIS Librarians Consortium discounts)

<table>
<thead>
<tr>
<th>Database</th>
<th>Subject</th>
<th>Grade levels</th>
<th>Cost</th>
</tr>
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<tbody>
<tr>
<td>Granger's Poetry</td>
<td>Literature</td>
<td>9-12</td>
<td>475</td>
</tr>
<tr>
<td>Teen Health</td>
<td>Health</td>
<td>6-12</td>
<td>295</td>
</tr>
<tr>
<td>Facts on File</td>
<td>Humanities and Science</td>
<td>6-12</td>
<td>956.36</td>
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<tr>
<td><strong>Conclusion</strong></td>
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<tr>
<td>We live in a time of plentiful digital information. School librarians guide students in learning how to access online information, how to evaluate it and apply it in meaningful ways for their learning. Digital literacy is imperative for all students. “Students need to be &quot;computer literate&quot; or even better, &quot;computer fluent.&quot;” (Eisenberg, 2003.) Having access to authoritative, relevant online databases and learning how to access these is an important step in becoming digitally literate and digitally fluent for TIS students.</td>
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Eisenberg, Mike B. Technology for a purpose: Technology for information problem-solving with the Big6®. *TechTrends, 47*(1). doi: 10.1007/BF02763327


