The Impact and Opportunity of Digital Reference in Primary and Secondary Education

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• Revelatory Case
  – Well Researched
  – Well Funded
  – Stable Funded
• However...
  – Research has Been General Digital Reference in Nature
Models of Digital Reference for Education
Models of Digital Reference for Education
Students

- 36% adult
- 29% middle school
- 26% unknown
- 8% elementary
- 1% high school

Students distribution by age and education level.
Students - Topics

- Science: 45%
- Social Studies: 22%
- Math: 6%
- Language Arts: 8%
- Health: 5%
- Biography: 1%
- Other: 4%
- Math: 6%
- Language Arts: 8%
- Health: 5%
- Biography: 1%
- Other: 4%
Students – Science Topics

- Inventions: 13%
- Science fair: 4%
- Health/anatomy: 13%
- Earth science: 1%
- Biomes: 8%
- Astronomy: 4%
- Botany: 6%
- General biology: 10%
- Chemistry: 29%
- Animals/insects: 29%
Education Professionals - Topics

- Subjects: 31%
- Ed Levels: 15%
- Spec Populations: 9%
- Ed Management: 11%
- Teaching: 7%
- Evaluation: 7%
- Ed Tech: 5%
- Gen Ed: 4%
- Family Life: 4%
- Reference: 3%
- ERIC: 2%
- Counseling: 1%
- Librarianship: 1%
Education Professionals – Topics, “Subjects”
• Information Literacy
• Privacy
• Credentials and Expertise
• Rhetorical Levels
  – Sophistication of Language and Terminology
  – Sophistication of Procedures
  – Primary Language Affiliation
<table>
<thead>
<tr>
<th>Area of Issue</th>
<th>User</th>
<th>Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Literacy</td>
<td>Need for Instruction</td>
<td>Need to Instruct</td>
</tr>
<tr>
<td>Privacy</td>
<td>Need for Privacy</td>
<td>Need for Context of User</td>
</tr>
<tr>
<td>Credentials and Expertise</td>
<td>Need for Trust</td>
<td>Need for Reputation</td>
</tr>
<tr>
<td>Rhetorical Levels</td>
<td>Need to Understand (and Apply)</td>
<td>Need to be Understood</td>
</tr>
</tbody>
</table>
• Motivation
• Impact on Assessment
• Classroom Integration
• Resource Type Delivery to Education Professionals