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Abstract

The purpose of this study was to determine how Christian school library collections have been impacted by the information age. The focus was threefold: Do collection development policies include e-resources? Should they? How is a biblical worldview exhibited in the selection of e-resources? How much of the budget should be allocated to e-resources? The twenty-two participants of this study were librarians from Association of Christian Schools International (ACSI) accredited schools who were willing to participate. The instrument used for this study was a survey with primarily open-ended questions. This study shows that many Christian school libraries do not consider e-resources to be part of their library holdings and those that do vary in the way they address e-resources in their collection development policies, ensure the presence of a biblical worldview in the resources, and budget for those e-resources.

Introduction

Libraries have changed over time. Initially, they were storehouses of information and knowledge primarily found in books. As the years passed, the materials housed in libraries evolved to include other media like pamphlets, maps, periodicals, realia, and, eventually, audio and video materials (Newsum, 2016; Wine, 2016)). Now, digital media takes its place among the formats of information found in libraries. The purpose of the library has changed, too. Rather than simply being a place where ideas are stored, libraries have become a place where ideas are shared. Libraries have become a place for discourse rather than simply storage. Many libraries are reducing the amount of storage they provide making room for patrons to work collaboratively. The look of the modern library often has more work space and less shelf space.

With the evolution of the library, the job of the librarian has changed as well. Librarians were originally the keepers of books much like a curator at a museum. They were tasked with caring for the collection. Now school librarians are teachers; they are actively involved in the education of students. Classroom teachers often rely on librarians to instruct their students on methods of retrieving information from non-traditional sources and to teach the students to make sense of the information they gather.

The American Library Association (ALA) describes the school library as the heart of the school providing materials that meet the needs and interests of a diverse school population (Everhart & Mardis, 2014; Sharp, Wood, & Schleicher, 2003). The ALA defines all aspects of the school library. It states that "the mission of the library media program is to ensure that students and staff are effective users of ideas and information" (ALA, 1988). They describe library collections as "providing resources that support the mission of the school… and are consistent with its philosophy, goals, and objectives" while supporting the curriculum (ALA,

2015). The librarian is responsible for both the program and the collection and has been described as "a curriculum, instructional, and technology leader who collaborates with all members of the learning community to create a student-centered library media program" (Shannon, 2001).

The librarian is tasked with providing quality materials on often dwindling budgets (Everhart & Mardis, 2014). Decisions regarding selection of materials for the library are made by first knowing the stakeholders. Often the librarian is involved in curriculum development for the school. The primary tool used by librarians to determine and establish priorities when purchasing materials is the collection development policy which is also used to manage the collection regarding gifts and removal of materials (Everhart & Mardis, 2014; Sharp et al., 2003; White & Crawford, 1997). Due to budgetary restrictions, it is essential to have a plan that determines which materials are to be included in the library collection and which materials need to be removed; for most libraries, that plan is the collection development policy (Everhart & Mardis, 2014; White & Crawford, 1997).

One of the challenges of the school librarian is to provide intellectual and physical access to information and ideas for a diverse population whose needs are changing rapidly (ALA 1988). Since electronic resources (e-resources) such as e-books, e-journals, and aggregate services take up less space and often provide multiple sources in one product, they can provide more resources creating less strain on the budget and fit more materials in the same space (Stewart, 2000). E-resources are also more current, giving the student more up to date information without the lag time required by print resources (Stewart, 2000). Including e-resources allows librarians to provide exponentially more resources without the necessity of increasing the physical space of the library (Wine, 2016).

The American Association of School Librarians (AASL) has created standards for twenty-first century learners. These standards put the librarian in the role of partner with classroom teachers as they plan and develop instruction that includes technology and information-literacy skills into the curriculum (AASL, 2007). The Christian school library is the perfect place to teach standards such as Standard 3.1.6 which states, "Use information and technology ethically and responsibly" (AASL, 2007, p. 6). What better place to define "ethical" than in a Christian school being taught from a biblical worldview?

School Librarians in Christian schools have a unique responsibility to provide resources that not only meet the curricular needs of the school and the interests of the students but to also present a biblical worldview (Eddy, 2007; Prebor & Gordon, 2015). With the prevalence of electronic resources, Christian school librarians have the additional task of weighing the value of electronic resources against the negative impact of a non-biblical worldview. They also need to address the issue of teaching 21st century skills. Another important issue is that of the budget in schools where libraries are often underfunded or are funded through donations alone. There are many issues to consider: Do Christian school librarians use e-resources? How do they fit within the collection development policy? How is a biblical worldview reflected in the use of e-resources? What portion of the library budget should be earmarked for e-resources?

Literature Review

Libraries as centers of information are frequently taken for granted as part of the infrastructure of schools. Just like curricula and computers, however, they need to be evaluated and updated to remain useful. Often, the general public is unaware of difficulties libraries face such as staffing with less qualified employees in order to save money, aging resources, and finances in general (Everhart & Mardis, 2014). School librarians need to find creative ways to meet these challenges and to keep the public informed (Everhart & Mardis, 2014). As e-resources replace print resources the role of the librarian will move toward the evaluation of learning rather than the keeper of books (Smith, 2006). The relevance of libraries is not a given; librarians must work to keep their policies, product, and focus current. As librarians, we must market what our library offers in both materials and services; at the same time, we need to stay current and conform to societal expectations in regard to the use of technology (Smith, 2006). School libraries are central to education; librarians who stay current are better able to keep their collections relevant to the students and staff they serve.

One of the current challenges faced by libraries is the additional format of e-resources resulting in a change in the way libraries function (Newton & Miller, 2014). School libraries are seeing an increase in the use of e-resources over the use of print resources (Lanning & Turner, 2010; Zahid, Khan, & Waheed, 2014). E-resource formats include electronic books and journals, Open Access Sources, and aggregated databases like EBSCO and Proquest (Collins, 2012; Lehman, 2013). There are many reasons for libraries to choose e-resources over print resources. E-resources are often more budget friendly as they do not require shelf space (Collins, 2012; Newsum, 2016). Many libraries are redefining what space is used for in libraries making room for study and learning rather than just a storehouse for books (Gallagher, 2011). Another reason

to include e-resources is their popularity among constituents; many patrons prefer e-resources because they are more accessible and can be used from remote locations (Collins, 2012). Academic libraries have also changed in significant ways due to the availability of e-resources. Some changes directly impact the user such as the shift from books to journals and digital formats (Smith, 2006). Other changes more greatly impact the librarians such as the shift from individual sources to aggregate sources and from library ownership to subscription–based access to materials (Smith, 2006). These changes are shaping library collections and how they are developed.

A vital role of the school librarian is to create a collection development policy (Newsum, 2016). The collection development policy is a tool to direct and evaluate the library collection to connect the classroom to the resources needed for learning (AASL, 2009). The collection development policy must support the vision, mission, goals, priorities, and objectives of the institution (Fought, 2014; Smith, 2006). In a Christian school, one of the most important aspects of the vision, mission, goals, objectives and priorities is to teach from a biblical worldview. Studies have shown the necessity of collection development policies to address electronic holdings as well as print holdings (Fought, 2014). Collection development policies must include a plan for the evaluation of the digital portion of library collections as well as the print collection (Moore, 2015). The use of e-books is predicted to increase exponentially and will require special consideration in the collection development policy (Moore, 2015). As the world of e-books develops there will be a need for continual assessment of the e-book collection and the platforms for their use (Moore, 2015; Smith, 2006). Libraries demonstrate their value in the way they meet the learning needs of their patrons and in the way they reflect the mission of the school (Smith,

2006). With the ever changing face of the library and its collection, the collection development policy will need to be frequently evaluated and possibly updated.

Rather than making librarians and libraries unnecessary or irrelevant, e-resources have changed the job description of librarians (Zahid, et al., 2014; Newsum, 2016). School librarians now have increased responsibilities due to the prevalence of e-resources. First, they need to continually evaluate e-resources for overlaps in aggregated databases where sources are often bundled, to be sure they get the most benefit from dollars spent (Kumar & Dora, 2013; Sutton, 2013). The responsibility of training students and teachers to effectively use e-resources is added to the job description of the contemporary librarian (Eddy, 2007; Newsum, 2016). The need to train others means that librarians must keep current on new resources and their uses. Information is frequently shared informally by librarians through blogs and other online sources (Scale, 2013). Rather than reducing the role of librarians, the onslaught of electronic resources refocuses the role to that of reference librarian and teacher (Zahid, et al., 2014).

Digital collections are important for modern libraries because digital resources are part of the lives of all students (Newsum, 2016). High school and college students participate in a digital lifestyle as part of their non-academic lives (Smith, 2006). As part of the educational team working with faculty members, librarians must align library resources with learning outcome goals (Burke 2016). Often the most current resources are online and can be found in databases such as EBSCO (Burke, 2016). One of the responsibilities of the librarian is to locate databases to meet the needs of the faculty and students and instruct them on its use (Burke, 2016). Since students in higher education are expected to be able to use online resources, secondary school librarians must prepare their students for the future by instructing them on the use of these online resources (Burke, 2016). High school students expect to retrieve and use digital information

without the help of librarians which places the onus of providing user-friendly digital resources

for the students on the librarians (Smith, 2006). Not all e-resources are financially feasible for

small schools. E-books can be expensive and their use is often complicated by publishers,

platforms, and e-reader availability (Burke, 2016). None the less, librarians need to change the

way they look at information so they can make use of emerging technologies and become part of

the digital lifestyle (Smith, 2006). Even though there are sometimes difficulties associated with

the changes required due to the use of e-resources, there are numerous reasons to include them in

school libraries.

School libraries need to include e-resources in their collections to remain relevant to the

students who are already using them (Newsum, 2016). The library must also teach students to

use these resources wisely (Buchanan, 2012). Libraries that provide access to e-resources have

been shown to support student learning (Buchanan, 2012). Digital tools are not optional for

libraries; the web environment has had an impact on research libraries since 1995 and will only

increase in school libraries with time (Buchanan, 2012). Another change in the culture of

libraries is the idea of libraries as a place for knowledge exchange rather than simply knowledge

acquisition (Buchanan, 2012). The job of the school librarian cannot be done without digital

access (Buchanan, 2012). Because of the change in the way people access information, libraries

need to be accessible from outside the physical library (Buchanan, 2012; Newsum, 2016). The

increased use of digital tools has changed the very architecture of libraries (Buchanan, 2012). In

literature regarding library architecture and design, the use of computers and other digital devices

is considered to be basic (Buchanan, 2012).

As students enter the college years, many will take online college courses. By providing

online library services and instructing students on their use, the students are better prepared for

the future (Moore, 2015). Buhler and Cataldo studied university students' ability to identify

different online types of information and found that most students did not know how to

differentiate between journals, articles, and e-books (Buhler & Cataldo, 2014). They also found

that students need to be taught how to use a variety of search tools such as databases and catalogs

rather than to simply rely on the ubiquitous Google search engine (Buhler & Cataldo, 2014).

Digital literacy instruction in high school better prepares students in their academic careers as

well as in their professional careers (Buhler & Cataldo, 2014). Librarians best be prepared to

teach digital literacy with proficient e-resources for their constituents included in their library

collections.

Digital literacy instruction has become an integral part of library instruction. An

important aspect of library instruction is Information Literacy (IL) which is defined as including

the skills of locating, evaluating, and using needed information effectively (ALA, 2000; Wine,

2016). The role of the librarian has increasingly become that of a teacher (Greenwell, 2016). A

study by Greenwell of an Information Literacy Instruction program, I-Learn, found that

participants indicated that IL instruction was beneficial in developing research skills (Greenwell,

2016). The study also found that librarians can instruct students in IL most effectively when

working closely with other faculty members on a class assignment (Greenwell, 2016). Librarians

need access to digital media to give students the tools they need to access current and relevant

information.

Librarians need to stay current on new technologies as information literacy through

emerging technologies has become increasingly valuable for students entering college (Li, 2009).

Information literacy does not simply involve searching for information online; it includes the

skills of planning, processing, and thinking which need to be modeled and taught (Abdullah,

2008; Wine, 2016). Today's library holdings have expanded to include the Internet. We need to teach our students flexible, transferable skills for retrieving, using, and producing information from a variety of applications, databases, networks, and systems (Li, 2009; Wine, 2016). Mobile and wireless academic learning environments are already part of today's students' world (Li, 2009; Abdullah 2008). Students need to be taught how to efficiently and effectively use digital information formats (Li, 2009; Abdullah, 2008). College students are expected to be able to use digital information skills for research; we are not preparing them for the future if we do not teach them skills in the area of information synthesis and conversion (Li, 2009). Students need to be taught what information looks like, which formats it may be found in, how to access it, how to combine information from different formats, how to present it in a variety of formats and how to stay safe in cyberspace (Li, 2009). Librarians, even in the elementary grades, need to shift their focus beyond the print medium to electronic formats.

The role of reference librarian is also changed by the presence of e-resources. The librarian is tasked with making meaningful connections between learning activities and learning resources (Sharifabadi, 2006; Wine, 2016). It is no longer enough to simply offer circulation services; librarians have the responsibility to develop the information literacy of their students (Sharifabadi, 2006). Mobile technology is evolving to the point where it has become an invaluable tool for library instruction in the complex nature of information (Brooks, 2015). A new approach to library Information Literacy instruction is to include less formal online information sources so that students can make connections between ideas from various communities and technologies (Brooks, 2015). Students are already using online sources; librarians need to teach students to evaluate those online information sources (Brooks, 2015). Interactive digital resources allow students to engage with information and use it meaningfully in

their lives (Abdullah, 2008). The use of digital media allows a variety of means for students to present the information they gather (Abdullah, 2008). Another important aspect of library instruction is an emphasis on the student as creator of information (Brooks, 2015). School librarians face the challenge of helping students develop strategies for not only collecting information, but evaluating and analyzing it as well as engaging with the information and using it meaningfully (Abdullah, 2008).

Another task for the librarian is to create a budget that includes both digital and print resources. When budgeting for technology costs in the library, there are many hidden costs beyond the cost of e-books and other digital resources. Each purchase must be made with the future in mind since budget decisions made now will impact financial decisions to be made in the future (Cunningham, 2010). When it comes to library holdings, the only constant is change. One of the obvious budget items for libraries when considering technology is the cost of hardware; however, not as obvious is the cost of updates as new technologies emerge quickly (Cunningham, 2010). Software is another aspect to be considered in the library budget. Software can be more expensive than expected and often needs a fair amount of labor to make it effective for the particular conditions of specific libraries (Cunningham, 2010). One of the benefits of e-resources is the currency of materials found through the use of electronic subscriptions to e-journals through aggregate sources (Cunningham, 2010). While aggregate sources are often expensive, many such as EBSCO, are offered free to public and private schools. Another hidden cost of e-resources is the cost of training for staff. Staff must be trained to use new technology so that they can in turn train the library users; both students and faculty (Cunningham, 2010; Legarde, 2014; Newton Miller, 2014; Wine, 2016). A common misconception about technology is that it makes things easier for librarians. It does not; library technology is generally designed

to make things easier for library patrons rather than librarians which increases the need for professional development for librarians (Cunningham, 2010; Lagarde, 2014). If training expenses are not included in the library budget, libraries are at a disadvantage. In addition, E-resources have changed the way libraries work which creates a new necessary skill set for librarians so libraries can be effective (Cunningham, 2010; Newton Miller 2014). Often, increased technology leads to a need for increased staff which must be included in the library budget. Change tends to have a ripple effect; as technology changes procedures, there is often an increased need for documentation of procedures and instructions for everything from purchasing to installing updates to systems (Cunningham, 2010). School administrators have many aspects to consider as they prepare budgets for libraries that include e-resources.

Christian school librarians have the same responsibilities as their secular counterparts of providing materials that meet the curricular and interest needs of the students and faculty as well as being the information leader in the school (Sharp, et al., 2003). As such, they need to evaluate all resources including e-resources to best honor Christ with their budgets (Eddy, 2007). Many librarians from small schools practice self-censoring choosing to include some materials rather than others because of their content (Coley, 2002). Christian School librarians have a distinct responsibility to stakeholders that is unlike that of librarians in public schools since one of their stakeholders is the Church. Librarians in Christian schools usually have a statement in their collection development policy that concerns providing materials within the "school mission" or biblical worldview (Sharp, et al., 2003). Christian school librarians are uniquely qualified to teach the ethical and responsible use of information technology as outlined in the American Association of School Librarians standards 1.3.5 and 3.1.6 since they are already challenged with teaching their students to assess information from a biblical perspective (AASL, 2007).

Purpose

The purpose of this study was to determine how Christian school libraries have been impacted by the information age and is guided by the following questions:

A) Do collection development policies include e-resources and should they?

B) How is a biblical worldview exhibited in the selection of e-resources?

C) How much of the budget should be allocated to e-resources?

Significance

Christian school librarians do not have a national standard for budgets or collection development policies (Sharp, 2003). Rather, most Christian school librarians are on their own to write policies and carry them out. Many librarians in Christian schools are not educated in the field of library science, nor are there national standards for libraries in Christian schools (Sharp, 2003). This study will help librarians evaluate their role in facilitating digital literacy through their use of e-resources as well as how those resources are reflected in their collection development policies from a distinctly biblical worldview.

Method

As the world of the library and its resources change with the times, it seems prudent to examine the way Christian school libraries address issues of electronic resources. This study is primarily qualitative as my purpose was to gather the opinions of Christian school librarians regarding the use of e-resources in Christian school libraries and to see how their collection development policies reflect a biblical worldview in relation to e-resources. The study also included some quantitative aspects for comparison of budgets, education of librarians, and budgets. It made sense to look for participants among ACSI schools since I am the librarian in an ACSI member school and belong to the Librarian Group. All the librarians in ACSI member

schools would have the same criteria for accreditation and would theoretically, have similar criteria for libraries. I spent a month collecting data from the 22 librarians who chose to participate. After the raw data was collected I sorted through the information and noticed several comments that warranted more research. "Digital citizenship" was mentioned as well as the fact that the librarians educated their students to evaluate electronic resources. This information prompted me to broaden my research to include the teaching aspect of librarians and the concept of digital citizenship. I regret that I made the instrument anonymous and was unable to contact the participants to include questions regarding these two aspects of the librarian's job in the Christian school context.

Participants

The participants of this study were librarians from ACSI accredited schools who were willing to participate. Initially I posted a request for participants through the ACSI Conexus library group which is made up of 228 members from ACSI accredited schools. The group is self-described as a group of librarians and library staff who are interested in libraries, books, literature, and literacy. Only two responses resulted from the request. Next, I searched through the list of members in the Library group and sent individual email requests to each of the twenty members who were listed as librarians. I received another thirteen responses from those requests. One of those librarians sent my request to a group of Christian School librarians in the Atlanta, Georgia area who were not in the ACSI Library group on Conexus. My final count of librarians who participated in the study was 22.

Instruments

After reviewing the literature concerning e-resources in libraries, I found that there is

very little literature concerning Christian schools libraries. When I could not find literature

regarding standards for Christian school libraries, I created a 26-item survey addressing the issue

of how Christian schools are using e-resources. The first five questions of the survey were

guided by my curiosity about how other Christian school librarians balance the use of e-

resources with a biblical worldview; they are about the collection development policy and the

way it reflects a biblical worldview and the use of e-resources. The next block of questions were

guided by the research on the use of e-resources by primarily secular institutions, they refer to

the use of e-resources, the professional development provided for librarians who use and teach

the use of e-resources, and methods of dissemination of information regarding e-resources.

Finally, the last 13 questions gathered information about the school, librarian, library collection,

and library budget; this section was guided by the idea I had that budget and size might be a

determining factor in the use of e-resources. The questions are primarily open-ended with a few

closed-ended questions regarding statistics such as budgets and numbers of both students and

library materials.

Procedure

I field tested my survey with two local Christian school librarians. With their feedback,

primarily regarding wording and typographical errors, I made some changes to the instrument

and posted a letter requesting participants to the survey through the ACSI Conexus librarian

group. The post included the link to the survey through Google forms. Initially, there were very

few responses so I sent another letter to the 22 individuals specifically listed as librarians in the

group list. This was a more effective way to get responses. I had initially planned to send thank

you notes but most of the responders preferred to respond anonymously.

Limitations

The sample was small due to the unreliability of recruiting participants online from a

small pool of possible contributors. The instrument used was anonymous which prevented

follow-up questions which would have been helpful. However, since the purpose of the study is

to understand how a sample of Christian school library librarians are managing e-resources, it is

a starting point for further study.

Findings

Twenty-two Christian school librarians completed the survey. The participants

represented various locations including Maryland, Tennessee, West Virginia, and New Mexico

in the United States as well as one school in Rwanda. The librarians surveyed were all qualified

with at least a Bachelor's degree though not all had a degree in Library Science; 47.6% held a

Bachelor's degree in a field other than Library Science; 28.6% held a Master's degree in Library

Science, 14.3% had a Master's degree in another field, and 9.5% had a Bachelor's degree in

another field. The librarians also had a range of years of experience. One librarian was in her

first year as a librarian and another was in her fortieth year. The majority of the librarians (39%)

fell in the ten to nineteen year bracket followed by 20 or more years (33%), one to nine years

(22%) and the first year librarian (6%). Eighteen respondents chose to answer the question about

the school population. All but one of the schools were combined elementary and secondary

schools. Most of the schools (72%) included students from lower elementary to senior high

school. The next largest group (22%) included students from lower elementary to the middle

school years. Finally, one school (6%) only included students in the elementary grades. The

schools ranged in size from a student body of 75 to 1450. The majority of the schools (73%) had

a student body of 201-500 students.

Table 1
Percentage of Christian School Libraries with Technology Development Policies
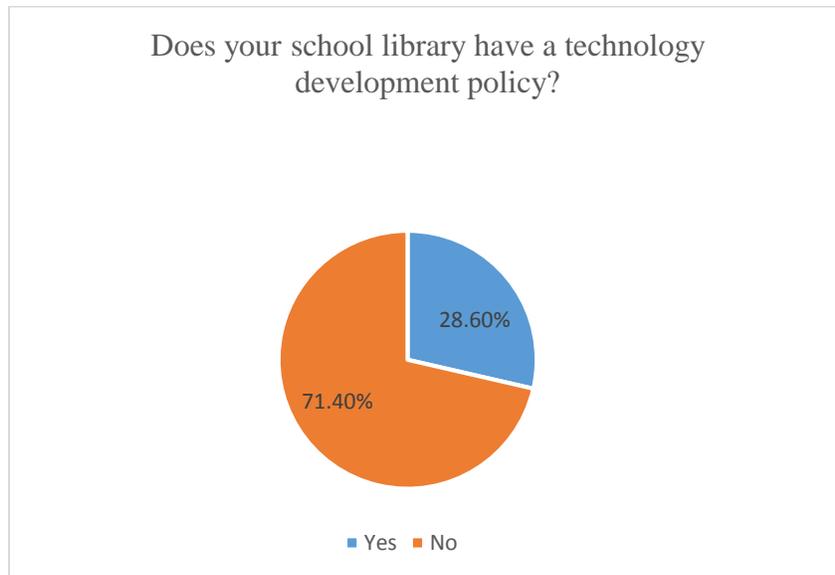
When asked about a technology development policy for their school library, 28.6% of

respondents stated that they did have a technology development policy as part of their library

program while 71.4% said that they did not. However, several of the librarians polled said that

their school had a technology policy that impacted electronic resources in their school but those

e-resources were not considered to be part of the library holdings.

Table 2
Percentage of Library Technology Development Policies that Reflect the use of E-resources in the Library

Does your library technology development policy reflect the use of e-resources in the library?

40%

60%

■ Yes   ■ No
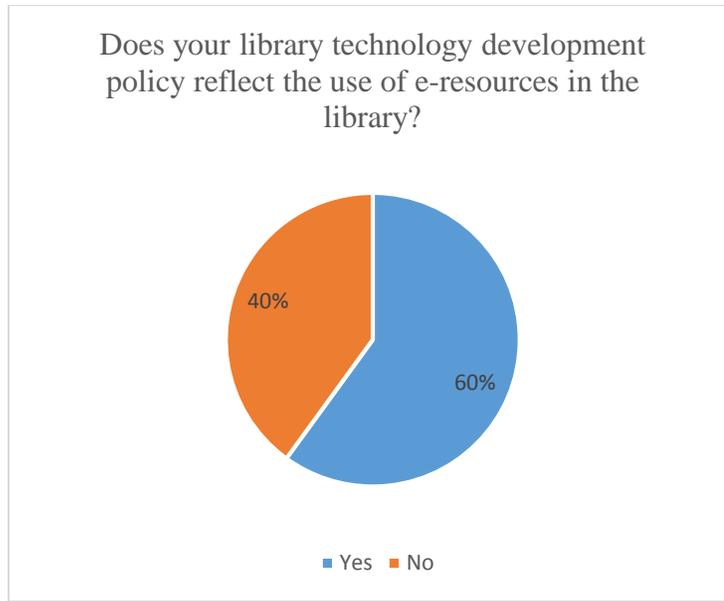
Of those librarians who did have a technology policy as part of the library, half were

written without the librarian's input. Sixty percent of the policies reflected the use of e-resources

in the library.

Table 3:
Reflection of Biblical Worldview in Selection of E-resources in the Technology Development Policy

How is a biblical worldview reflected in your technology development policy? What specifically does your technology development policy say about the selection of e-resources?
The library mission is to support the mission and purpose of our school which includes an emphasis on teaching from a biblical worldview. We also emphasize providing materials to encourage spiritual growth. One of the criteria for selection is that "Christian ideas and values are set forth in the material."
The mission of Santa Fe Christian Schools is to partner with Christian parents to disciple students to embrace biblical truth, strive for academic excellence, and model Christ-like leadership to influence their homes, churches, and communities for the Lord Jesus Christ. SFC provides technology to students in order to support and further this mission, while at the same time protecting the SFC student body from the risks of technology and the internet. The age of the printed book opened new opportunities for people to discover and embrace biblical truth. Similarly, the age of technology opens new doors for the Christian community to embrace biblical truth today. Similar technological opportunities for new paradigms exist in our mission to strive for academic excellence. Technology can inspire students in new ways, streamline administrative and clerical processes, and empower students to reach new levels of effectiveness during and after their time at SFC. Although SFCS employs automated software and hardware methods to protect students from the risks associated with technology and the

internet, parents must acknowledge that no automated method is 100% accurate. Consequently SFC recommends that students never participate in unsupervised computer use, even if such automated methods are used school or home. SFC will always use supervision in conjunction with these automated methods.
We try very hard to screen what our students are looking at and are able to access
In our belief that all are sinners, children need to be protected, adults have a responsibility to disciple those children
Being a good digital citizen is essential to living as a Christian. They are not mutually exclusive.
All students must sign an acceptable use policy each year that is kept on record
To use them to augmentation instruction, appealing to the whole student especially in this digital age
It is not. It is a subscription to a secular information sources (encyclopedia)
It is not. We receive EBSCO subscription databases through our state library cooperative. Our students are cautioned that, although the databases have educational merit, they may contain ideas that are not in agreement with a biblical worldview. They are cautioned to critically evaluate all material from a Christian perspective. This is consistent with our library collection policy, which states that "In God's providence much of the contributions to the arts and sciences have come to us through men who have been endowed with innate ability, though not in proper spiritual relationship to their Creator. It is the policy of the school that such works should be considered for judicious use by Christians in the education of their children."
We try to pick resources that support the mission and vision statement of the school.
When buying e-books or e-audio books the same collection development guidelines apply as regular books and those are based on a biblical worldview.

Regarding the reflection of a biblical worldview in the technology development policy and selection of e-resources, none of the respondents stated a clear policy regarding the selection of e-resources. Two of the 11 respondents said that their collection development policy was to select resources that supported the mission and vision of the school. Most of the respondents acknowledged that a certain amount of vigilance is required when students use online resources. For most of the librarians who answered this question, the policy said as much about how to use e-resources as it did about how to select those resources. The librarians acknowledged that e-resources are secular in nature but valuable for their students. One school policy stated it best, "In God's providence much of the contributions to the arts and sciences have come to us through men who have been endowed with innate ability, though not in proper spiritual relationship to

their Creator. It is the policy of the school that such works should be considered for judicious use

by Christians in the education of their children."

Table 4:
Evidence of Biblical Worldview in Use of E-resources in Christian School Libraries

How is a biblical worldview evident in your use of e-resources?
Strict guidelines as to how we, as a staff use technology and teaching the students guidelines for using technology.
A biblical worldview is included in the design of the assignment itself, asking students to think about the information they find, not necessarily in the actual resource.
A biblical worldview is evident in the stewardship of our financial and space resources. Also in the selection of products. While we haven't had issues with inappropriate e-resources, we have seen a few print resources with misleading information (based on our worldview). We've tried to make sure students could still access this information, but with an awareness that it is not the opinion of the school or their parents. I feel we would develop a solution if faced with the selection of similar e-resources.
Looking at what God's Word says is the final authority. With e-resources being in a constant state of flux it is really hard to know when something does not align. I have to constantly monitor and inform areas that may be inappropriate for school use.
Through teaching the biblical worldview as we use the e-resources.
Our high school students use EBSCO host....teachers closely monitor and discuss worldview.
Each of our computers/Chromebooks have a colorful printed copy of Psalm 101:3 attached at the top of them....
The resources themselves are not biblically based, but, of course, our curriculum is. Our mission and purpose is to develop a biblical worldview in our students, so as part of regular classroom instruction and biblical integration into all of our subjects, our students are taught to complete all assignments and view all resources, etc. from a biblical perspective. The Media Center relies on our IT department which is constantly reviewing websites, information, games, and technologies and through thoughtful and intentional controls limits access to certain content through firewalls, filters, etc. In addition, companies (though not biblically based) that we have electronic subscriptions with have gone through a vetting process to ensure that the information is as scholarly as possible to form a basis from which to evaluate and discuss material from a biblical worldview.
A biblical worldview is included in the design of the assignment itself, asking students to think about the information they find, not necessarily in the actual resource.
Because God is Truth and He is holy, ethical and wise use is taught, enforced and modeled.

Since most e-resources are secular, the Christian school librarians had policies that

described the use of e-resources in a way that reflects a biblical worldview. Most (86.7%) relied

to some extent on filters and supervision by faculty. One respondent referred to "guidelines for

use" without explanation. The majority of the librarians (nine out of eleven) used secular

resources and taught the students to "critically evaluate sources." These librarians also stated that

the biblical worldview is such an integral part of their schools that it is inherent in assignments

and curriculum and is modeled and taught by the teachers. An interesting point was made by one

librarian that their stewardship of their financial and space resources reflected a biblical

worldview. All ten librarians had some plan to integrate a biblical worldview into the use of e-

resources in their schools from posting a Bible verse on all computers to vetting sources and

modeling biblical digital citizenship.

Table 5:
Christian School Libraries' Use of E-Resources
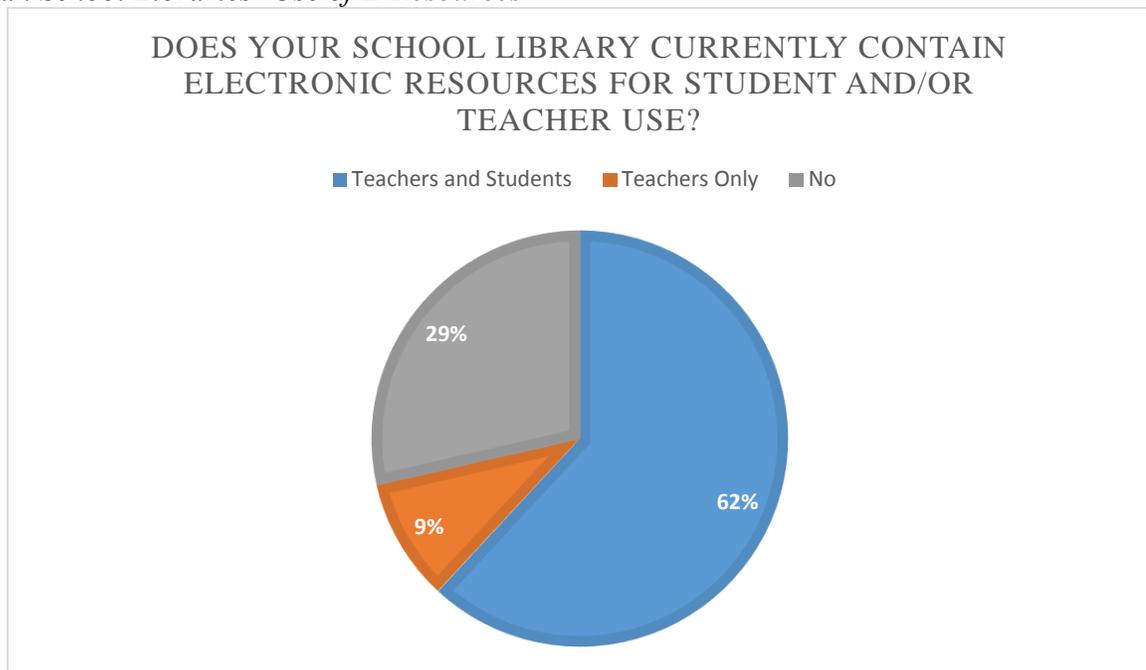
Most of the librarians polled (71%) indicated that they do use e-resources at least with

teachers. Of those libraries that use e-resources, 77% chose to use them because they are more

relevant and up to date. The remainder were split equally between space limitations, faster

delivery, and price.

The e-resources used are evenly distributed including e-books, electronic encyclopedia subscriptions, and aggregator services. Thirteen librarians said they provided the following equipment for student and faculty use:

Table 6:
Equipment Provided by Christian School Libraries for E-resource Use
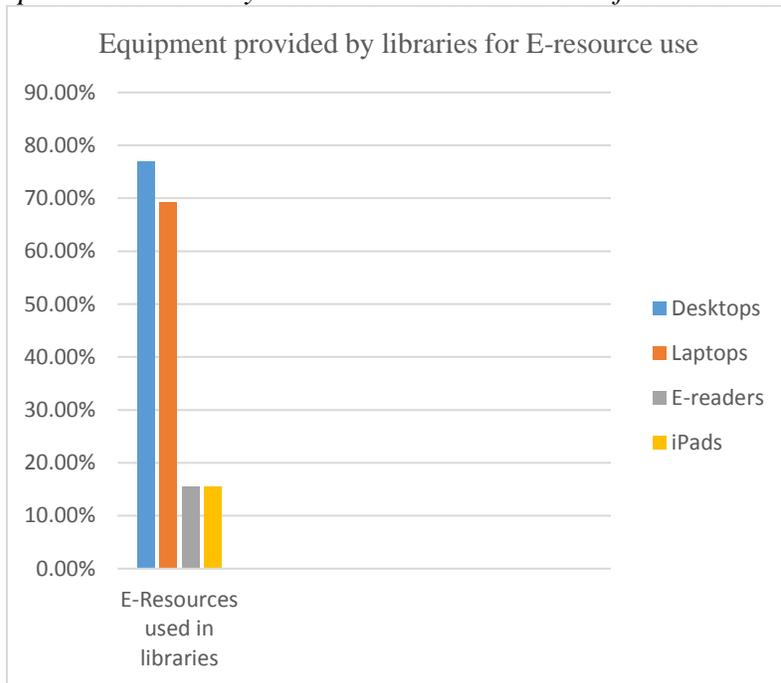
The librarians disseminated information regarding their library's e-resources to students and teachers in a variety of ways including orientations, individual instruction, library instruction, library blogs, newsletters, and professional development for faculty and staff.
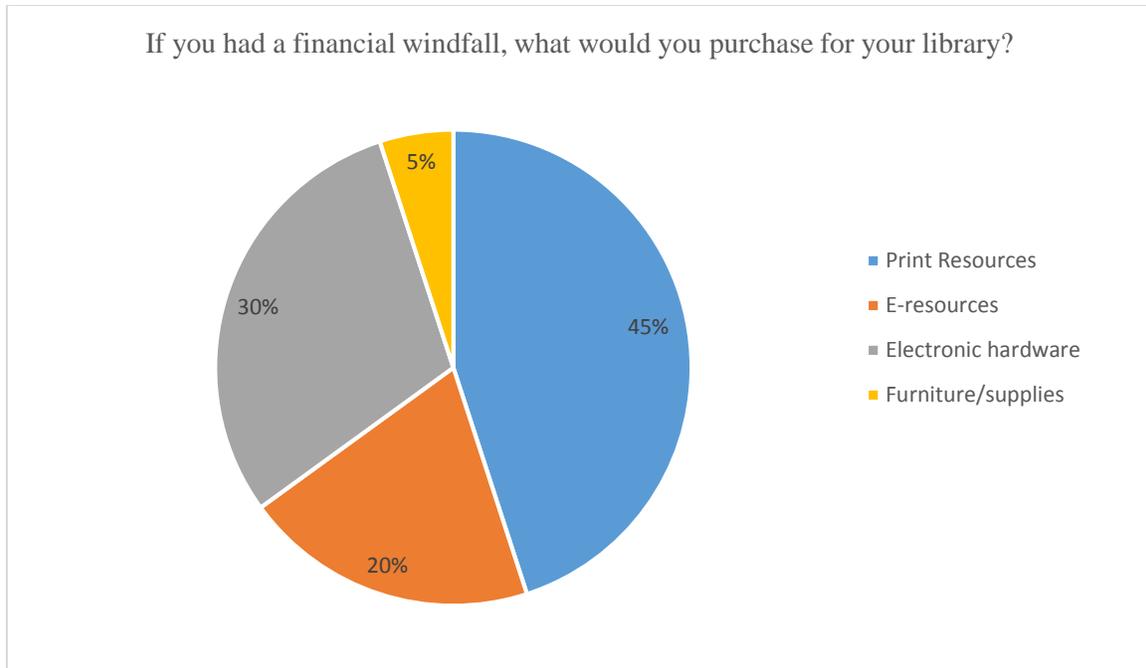
All of the librarians indicated that they stay current with the use of e-resources through a variety of means including informal sources like blogs, discussions with peers, online tutorials, and library journals. Just over half of them (53.3%) participate in more formal training.

Questions about Christian school library budgets revealed that 27% of those who answered have no budget at all, 41% have a budget of $2-$10 per student and the remaining 32% have a

budget of just more than $10 per student. Of the 15 schools that do have a library budget, 20%

do not include e-resources in their library budget, 20% have e-resources but they do not come

out of the library budget, 27% dedicate 10-20% of their library budget to e-resources, 13%

dedicate 30-40% of their library budget to e-resources, and 7% dedicate more than 50% of their

library budget to e-resources. Not only are the library budgets stretched, but the librarians are

stretched as well. Just over a third (35%) of the librarians spend a significant portion of their day

teaching other subjects.

The final question was probably the most telling regarding the general feeling the librarians

polled have about spending on electronic resources. In response to the question regarding where

they would spend their library budget if they had a financial windfall, the largest group of

respondents (45%) indicated that they would choose to purchase print materials. The next largest

group (30%) indicated a preference for purchasing electronic hardware followed by 20%

choosing e-resources and 5% choosing to purchase furniture and supplies.

Table 7:
Christian School Librarians' Choice for Spending

If you had a financial windfall, what would you purchase for your library?

- Print Resources
- E-resources
- Electronic hardware
- Furniture/supplies

5%
30%
45%
20%

Discussion

Libraries have been impacted by the digital age and are changing quickly. The purpose of this study is to determine how Christian school libraries have been impacted by the information age; do collection development policies include e-resources? Should they? How is a biblical worldview exhibited in the selection of e-resources? How much of the budget should be allocated to e-resources?

This study finds that most Christian school libraries include e-resources to some extent. The Christian school is uniquely equipped to teach students to evaluate information sources found online from godly perspective. One respondent put it this way, "The [students] are cautioned to critically evaluate all material from a Christian perspective. This is consistent with our library collection policy, which states that "In God's providence much of the contributions to the arts and sciences have come to us through men who have been endowed with innate ability,

though not in proper spiritual relationship to their Creator. It is the policy of the school that such works should be considered for judicious use by Christians in the education of their children."'

Collection develop policies are integral to materials selection in libraries and must reflect the purpose and mission of the school. For Christian schools, one of the primary missions of the school is to reflect a biblical worldview. Even though available e-resources do not reflect a biblical worldview, we cannot exclude secular e-resources from Christian school libraries. However, the collection development policy can and should provide parameters for what types of e-resources should be part of the library collection and how they will be used.

When students are taught to use e-resources in the context of a Christian school, viewing those resources from a biblical worldview should be modeled by teachers and librarians. As one of the librarians polled indicated, a proper worldview should be "included in the design of the assignment itself, asking students to think about the information they find, not necessarily in the actual resource." Teachers and librarians should also teach students to be good digital citizens using wisdom as they use resources.

There was no consensus regarding spending on e-resources. The school with the largest percentage of its budget allocated to e-resources also had the most complete policy regarding the use of e-resources. It was a large school of nearly 1,000 students with a very generous library budget of $17,500. With the mercurial changes in today's information age, it seems wise not to designate that a specific percentage of the library budget be mandated for e-resources; even the American Library Association does not recommend specific percentages of library budgets be spent on specific aspects of libraries. It does, however, seem to be clear that e-resources and education in digital literacy are essential components of a Christian school education and should be included in the library budget.

Conclusion

Many Christian school libraries include e-resources as part of their collection and teach their students how to be discerning twenty-first century learners (AASL, 2007). Christian school libraries need to include e-resources in their collection development policies to define parameters for the types of e-resources that will be acceptable for their school. The collection development policy needs to include ways for librarians to preserve a biblical worldview in the library collection both in which resources are chosen and in how they will be used. The librarians surveyed used a variety of ways to ensure the preservation of a biblical worldview in the library. Many librarians chose the most obvious way to ensure that all materials present a biblical worldview by only choosing materials that share that worldview. However, since e-resources are generally presented from a worldly perspective, other librarians stated that it was the responsibility of the Christian school staff to instruct the students on how to find value in materials that do not share a biblical worldview. One of the valuable lessons students learn in a Christian school is how to be discerning Christians in an unchristian world.

It is important to understand that librarians are more than keepers of books. They are educators whose role in the school needs to be clearly defined (Shannon, 2001). There need to be standards for Christian school librarians that define their role as "curriculum, instructional, and technology leaders" with professional development available for them to stay current with trends in library science. (Shannon, 2001).

Finally, librarians need to be part of the Christian school's curriculum development process (ALA, 2015). Without being part of the curriculum planning, it can be difficult to ensure that the materials selected for the library support the curriculum. Often the most current way to provide materials that support the curriculum is to include electronic resources.

I have used the information gathered from this study to create update the collection development policy to include the use of e-resources in the Christian school library where I serve. I have also begun developing, in conjunction with the computer teacher, a curriculum for teaching elementary students how to choose, evaluate, and use e-resources.

Recommendation for Further Research

Further studies that would assist Christian school librarians address the issue of e-resources in Christian schools would be:

A broader survey of all constituents including students, faculty, parents, and administration to determine the effectiveness of the Christian school library as a learning environment for the 21st century learner teaching 21st century skills.

In conjunction with the constituent survey, it would be beneficial to outline the qualities of an effective Christian school library.

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APPENDIX A

Survey

What Role does Electronic Resources Play in Your Library?

Please complete the following survey.

1. Does your school have a technology development policy?
   o Yes
   o No (if no, skip to #6)

2. Who wrote the policy?
   o Librarian
   o Administration
   o Board
   o Other _____

3. How is a biblical worldview reflected in your collection development policy?

4. Does your library collection development policy reflect the use of e-resources?
   o Yes
   o No (if no, skip to #7)

5. What specifically does your collection Development Policy say about the use of e-resources?

6. Does your school library currently contain electronic resources for student and teacher use?
   o Yes
   o No (if no, skip to #14)

7. How is a biblical worldview evident in your use of e-resources?

8. Why have you chosen to include e-resources?
   o Price
   o Relevance
   o Space limitations
   o Other (explain) _____

9. Does your library have procedures in place to protect students from inappropriate influences in e-resources?
   - o Yes (explain) _____
   - o No

10. How do you keep yourself current on the use of e-resources? (check all that apply)
    - o Informal (blogs, discussions peers, online tutorials, library journals)
    - o Formal (professional development, in-service)
    - o Other (explain)

11. Which of the following e-resources does your library use? (check all that apply)
    - o e-books (which platform?) _____
    - o electronic encyclopedia subscription (title) _____
    - o aggregator services (online periodicals) _____
    - o other _____

12. What equipment does your library provide for students and teachers to access e-resources? (check all that apply)
    - o e-readers (brand) _____
    - o laptops
    - o desktops
    - o other (explain)

13. How do you disseminate information regarding your library's e-resources to students and or teachers? (check all that apply)
    - o School newsletter
    - o Orientation
    - o Library instruction
    - o Other _____

Librarian information:

14. Name:

15. Education:

16. Years as librarian:

17. What percent of your day is spent on library duties rather than teaching other subjects:

School information

    18. School name:

    19. Grade levels:

    20. Number of students enrolled:

Library information:

    21. Total number of library volumes:

    22. Volumes/student:

    23. Annual budget:

    24. Budget/student:

    25. % of budget dedicated to e-resources:

    26. If you had a financial windfall, what would you purchase for your library?

- Print resources

- Electronic resources (specify) _____

- Electronic Hardware (specify) _____

- Furniture/supplies (specify) _____

Thank you for completing this survey.

APPENDIX B

LETTER TO PARTICIPANTS

Dear ACSI school librarians,

I am the librarian at Faith Christian Academy in Martinsburg, WV. I am doing a research project through Cedarville University to determine how Christian school libraries should incorporate electronic resources in their collections from a distinctly biblical worldview. Your insight would be helpful to me as I reassess how these resources should be reflected in my collection development policy. If you would like to participate please contact me by October 1, 2015 at sheri.cooper@faithchristianacademy.net and I will send you the survey or a link to the survey at Google forms. When the project is complete, I will share the findings.

Thank you for your input in this project,

Sheri Cooper, Librarian

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