Using the image drawing method to examine advanced lectures of a teacher librarian program

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Previously: “Please draw a picture of your image of the school library. (3 minutes)”

- I examined the changes in the pictures of school libraries drawn by university students over time during a school library course.
- I taught “effective teaching with a librarian” to future classroom teachers.
- If my course objective was achieved, the number of students drawing a librarian would increase.

Out of the 32 students, 6 (beginning of the course) and 12 (end of the course) drew a librarian. This result corresponds to that of another research on teacher librarian programs at other universities in Japan. → My original lecture was successful (?)

1. Aim: Teacher librarian program

- Previously, “FC” was a useful theme for a course focused on information media.
- “Static librarian (e.g. 2)” would not suffice.

→ New Useful Themes

Before that, the following questions need to be examined.
- Can the image drawing method (IDM) serve as a barometer of students’ understanding of the importance of a librarian?
- Do drawing skills have an effect?

2. Understanding/Drawing of librarians

Method: New questions are added to the questionnaire
a) “When you become a teacher, if a colleague takes counsel with a school librarian, what will you do?” [choose from four choices] (Question on behavioral intention)
b) “Are you good at drawing?” [Good] [Average] [Bad]

A trial was conducted in the 2015 autumn term with 175 students through 15 lectures.

Results

<table>
<thead>
<tr>
<th>Question a)</th>
<th>Students</th>
<th>Applicable → not</th>
<th>Not applicable → applicable</th>
<th>McNemar’s test</th>
</tr>
</thead>
<tbody>
<tr>
<td>go at once</td>
<td>64</td>
<td>21</td>
<td>6</td>
<td>**</td>
</tr>
<tr>
<td>go once work settles down</td>
<td>102</td>
<td>17</td>
<td>15</td>
<td>n.s.</td>
</tr>
<tr>
<td>not be able to go</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>n.s.</td>
</tr>
<tr>
<td>don’t go</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>n.s.</td>
</tr>
</tbody>
</table>

There was a statistical relationship between “understanding the importance of a librarian” and “drawing a librarian.”

The ratio of students with “good” drawing skills who depicted a librarian was higher, but the number of students drawing a librarian only increased in the group of students with “bad” drawing skills.

3. Exploring new useful themes

Method: Choose from the following four theme
- “Librarian or Student(s)” : Only the facility or not
- “Librarian and Student(s)” : Static librarian or not
- “Communication” : Not quietly reading or studying
- “Reading”

Communication No Communication

A trial was conducted in 2014-2015 with 534 students through 33 advanced lectures.

Results

<table>
<thead>
<tr>
<th></th>
<th>Increasing lectures ($p &lt; 0.05$)</th>
<th>No significance</th>
<th>Decreasing lectures ($p &lt; 0.05$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Librarian or Student(s)</td>
<td>2</td>
<td>30</td>
<td>1</td>
</tr>
<tr>
<td>Librarian and Student(s)</td>
<td>5</td>
<td>28</td>
<td>0</td>
</tr>
<tr>
<td>Communication</td>
<td>3</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td>Reading</td>
<td>0</td>
<td>33</td>
<td>0</td>
</tr>
</tbody>
</table>

There was no apparent change in their drawings.

There was no tendency of change in students from any of the courses.

4. Conclusion: I could not find a new useful theme

The IDM serves as a barometer of students’ understanding of the importance of a librarian. However, no new useful themes were found.

I need collaborators