5-2016

The Effects of Genrefication of Fiction on the Book Selection Process in Elementary Schools

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The Effects of Genrefication of Fiction on the Book Selection Process in Elementary Schools

by

Jana Potter

A Starred Paper

Submitted to the Graduate Faculty of St. Cloud State University in Partial Fulfillment of the Requirements for the Degree of Master of Science in Information Media: Library Media

April, 2016

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Chapter 1: Statement of Problem

Introduction

School media programs strive to be seen as the heart of each school, and typically serve several roles within the educational setting in order to support classroom learning. While the role of media programs has certainly evolved in the last 20 years as technology has taken off and transformed the way information is shared, books remain a prominent feature in media centers, and their daily business.

One of the ways in which media programs support classroom learning is to reinforce literacy skills. Literacy remains a crucial skill for the future success of any student in his/her educational endeavors. While there are many ways to promote literacy, one effective way is to garner a love of reading in students. Day and Bamford (2002) pointed out, students will read more the more they enjoy the text, and in turn improve their reading skills. Students are encouraged from a young age to view reading as both educational and recreational. According to the American Association of School Librarians, (2009), an important role of the library media specialist (LMS), is to encourage students to read for enjoyment. Therefore, it is critical for media centers to have a wide range of books that appeal to the diverse population of each school.

However, when it comes to individuals selecting a good book, students are often lost as to where to begin. A good book would be a book that fits the needs of the reader. This includes criteria such as being at an appropriate reading level, and something the student is interested in reading. The research done by Ooi and Lew, 2011, indicated that most people rely on personal recommendations from friends and family to aid in the selection of books. When a recommendation is absent, this leaves the student with the option of browsing the shelves.
With so many technology changes in the last 20 years, there seems to be a wave of reform happening in school library media centers to keep up with the evolving roles and needs of the students and staff of the building. For instance, many schools have gone from having one or two computer labs that are shared among many classrooms, to passing 1:1 initiatives, in which the majority of students in the school are given a personal device to use for the school year. The wealth of information that is available online opens doors and takes research to an entirely new level. According to Moffet (2013), databases and online encyclopedias offer multi-media interactions such as video and audio files, interactive games, maps, photos, and primary resource links. These databases typically offer several reading level options as well, to make the site customizable for the reader. With these new, user friendly resources available online, school library media centers are left trying to define their roles, and remain relevant to the school’s population. In order to remain relevant, LMSs are now taking on the challenge of reflecting what is being taught in the classrooms, and translating that into the media center.

According to Gordon, 2013, many library media centers are now moving toward a user-centered approach in accessibility and encouraging self-directed learning. Many elementary schools in my district have started evaluating this approach, and have taken steps in order to create a user-friendly layout. In terms of fiction shelf arrangement, the logical step might prove to be rearranging the section into a genre-based classification system, where genres are prominently displayed, and students can go directly to the sections they are interested in without having to do intensive research to determine what each book is about.

My first year working as an elementary Library Media Specialist (LMS) held many challenges. I worked on a personnel variance while I took classes in order to complete the LMS licensure. I felt inadequate in a lot of areas that I had little or no experience in, but one of the
most memorable areas was on the topic of readers advisory. Several times a week, classes would come into the media center to select and check out books. I worked hard to establish relationships with the students from each class, and as I gained their trust, I would often engage them in discussions about what books they enjoyed. This often led me to recommend some of my own favorite books that I enjoyed when I was young. However, I quickly realized I had a gap in my knowledge when it came to current authors and novels. This left me feeling frustrated and incompetent, as I viewed my role as an LMS to be able to help students find books they would enjoy.

At first, my solution was to simply spend as much time as I could reading through the books in my collection in order to gain knowledge and the ability to recommend books. Yet, there are only so many hours in a day, and ultimately I was left feeling that there must be a better way. As I pondered different options, I reflected on a typical conversation with a student who was looking for a book recommendation. I would ask what types of books the student enjoyed reading. The student would answer with either some specific examples, or give me the general genre they enjoyed. I would then rack my brain trying to think of books and authors that seemed to match the information the student had given me. This led me to the reflective thought that perhaps there was a better way to classify fiction, in order to meet students’ needs. What if the Dewey Decimal System needed an overhaul?

The topic of book selection is an important aspect in any media program. Several research studies (Cooper, 1997; Losee, 1993; May et. al., 2000, Mikkonen & Vakkari, 2012; Ooi & Liew, 2011; Ross, 2000) have been done to try to analyze all the influences on book selection, including what people look for in a good book, the different types of readers and how this impacts their browsing preferences, and the environmental influences on book selection,
including recommendations, and shelf location. All of these facets have been researched, and in conjunction with these topics, I will endeavor to identify what impact genrefication, (classification and physical arrangement according to genres), of the fiction collection has on book selection.

**Background**

The Dewey Decimal Classification system was developed in the late 1800s, in order to meet the growing need of organizing books in libraries (Franklin and Stevens, 2005). Since then, Dewey has become one of the most prominent library classification systems used in school libraries. While Dewey arranges non-fiction in a logical, classified order according to subject and content, fiction arrangement is a bit less structured. Dewey simply arranges all fiction books by the letters of the author’s last name. This system simply places books on the shelves, with no regard to the content of the book.

Since its development, Dewey has remained the most popular form of classification in libraries across America. A few different approaches to classification systems have been attempted, one being the Library of Congress. However, the LOC system is still complex and makes little changes to the fiction section regarding organization. There have been no new systems developed that have been widely embraced by the librarian community. Harris, 2013, pointed out that during the American Library Association’s annual meeting, the hottest topic was “Dewey vs. Genre”, and many school librarians agree that Dewey is a flawed system. However, without a new system ready to take its place, the DDC remains in school libraries for better, or for worse.

The importance of having an effective, suitable classification system is crucial to the usability of the resources in a media center. One of the main goals of school library media
specialists is creating and maintaining a media center that promotes equitable access to all students, meeting the needs of the population they serve in a timely and efficient way (American Library Association, 2009). As Fiore (1998) pointed out, it is useful for library media specialists to keep a close eye on circulation statistics, as it is a way to measure how often resources are being used. One possible way to increase circulation numbers could be to make sure that the classification system used to organize books reflects the needs of students, and how they select books.

When a student comes in to select a fiction book, several factors come into play. First of all, an attempt needs to be made in order to define what criteria the student is looking for in a “good book”. Saarinen and Vakkari, 2013, used Lukin’s three different reader categories in order to conduct research on what makes a book “good”. Their research pointed out that while there are different types of readers, a generalization can be made that across the three reader types, a determining factor if a book was good or not is based on the subject matter, or more widely, the genre.

Another key to understanding the selection of books is determining the different type of readers that come into the library. Some patrons will come in knowing exactly what they are looking for, either by title, or by author. Others will come in simply to browse, and hopefully find something that catches their eye. Yu and O’Brien (1999) developed 2 different categories based on the findings of their research-the avid readers, who come in to browse, and the occasional readers, who come in when they are looking for something specific. During elementary school, classes typically schedule a book-check out time once per week. For the purpose of this research topic, I am assuming that given the frequency in which students come to
the school library, most of the students will be browsing for books, and therefore, will fall into the avid reader category, as defined by Yu and O’Brien’s research.

The last element of the selection process to be explored in this paper will be the environmental influences on the selection process itself. Baker (1988) conducted a large study in which she tried to evaluate whether physical genre delineation had an influence on the circulation of books. Her study concluded that given a large collection of books, patrons of libraries do find that genrefication helps with the selection process. Also, Spiller, (1980) pointed out that patrons typically do not use Readers Advisory services. So even though the LMS is typically more than willing to lend help in the selection of books, students are not always willing to ask for that help. Finally, Spiller’s study also indicated that when readers do come into the library looking for a specific book, the book has typically been recommended to them by trusted friends or family members.

While the DDC seems to meet the original need for organization of a collection of books, the question remains: is it the best way to organize books based on students needs? If LMSs are trying to reflect educational changes and steer the media program toward self-directed learning and inquiry, perhaps it is time to re-classify books so students can take a more hands-on, self-directed approach to book selection.

**Problem Statement**

The majority of school library media centers are organized by the Dewey Decimal Classification system, in both fiction and nonfiction areas. This system meets the needs of organizing books, but in regards to the fiction section, it does not give any clue as to the contents, or subject, of the book. In order to try to meet the needs of students, some media centers are now moving to different classification systems, one of which is labeled the Bookstore
Model, or Genrefication. This system is based on organizing books into categories according to the main theme of the book, such as sports fiction, or science fiction. The theory behind moving to this model is that this will help students locate books more easily according to their interests.

**Research Question**

What impact does genre classification have on book selection in elementary library media centers? Based on this question, I will endeavor to identify if the use of the Bookstore Model indeed helps students locate and select books in a timely, independent manner.

**Significance of the Starred Paper**

There seems to be a great debate going on currently about the values of maintaining the use of the DDC in school library media centers, or moving towards a genre-based system. The vast majority of articles read during the development of this paper have clearly pointed out the fact that not a lot of research has been done on this topic. Many LMSs in my school district have strong opinions on the use of genre classification systems, but these opinions are based on personally held beliefs and value systems, and not necessarily on research. I hope to be able to provide some analysis on how genrefication works, who it helps, and if it is indeed useful to transition to this system in order to increase patron satisfaction. If enough evidence is gathered, perhaps LMSs can base their classification system decisions on research, and not personal beliefs. I hope to provide insight into the use of genrefication, and how it affects the selection of books, the circulation of books, and the overall use of the media center.

**Assumptions**

Many public libraries have moved to a genre-based classification system, or genrefication for short. The majority of research cited in this paper has been conducted in public libraries, and specifically dealing with adult fiction readers. I have attempted to draw connections from these
studies, and made the assumption that the conclusions drawn from these studies pertain, to a certain degree, to elementary students as well.

The school district that I work in, ISD 279, has at least 3 elementary libraries that have also moved to genrefication. Several assumptions are made to support the theory behind this classification approach. The assumptions are: When students come to the library-

1) they are typically browsing for a book,
2) they have a specific genre or two that they usually enjoy, and
3) given the appropriate guidelines, they would be able to select and read a book that they would deem “good” if they were able to browse books according to their genres.

Definition of Terms

**Circulation rates**: the number of times a book is checked out in a given time period

**DDC**: Dewey Decimal Classification system

**Genre**: a literary category, characterized by similarities in content of the novel (i.e. sports fiction, historical fiction)

**Genrefication**: a classification system in which each book is evaluated based on the contents of the novel, and placed into a genre category. Also known as the Bookstore Model

**Library Media Center**: the physical space in a school dedicated to housing books and typically computers, available for use to students and staff

**Library Media Program**: a program whose main goal is to teach students and staff information and technology literacy

**Library Media Specialist (LMS)**: a teacher with as license as a Library Media Specialist, who teaches information and technology literacy skills

**LOC**: Library of Congress classification system
Readers Advisory (RA): a person, typically media center staff, who make book recommendations based on a patron’s interests and needs.

YA: Young Adult, referring to literature written to appeal to high school/college students.

Conclusion

The purpose of this chapter is to introduce the topic of book selection, and more specifically, the classification of books in the fiction section. I have provided a brief history of classification systems, and have detailed some of the problems that have occurred using one system, the DDC. The problem statement indicates the concern with continued use of the DDC. I have provided some background research into the selection process of books, and have determined what assumptions have been made during the research process. The following chapter will provide a more in-depth literature review, pertaining to the research on book selection, what makes a good book, and how classification systems can affect book selection. Chapter 3 will provide the methodology used in the original research study. Chapter 4 will provide the results of the study, and Chapter 5 will end with analysis of said results, conclusions drawn, and recommendations for the future.
Chapter 2: Literature Review

Introduction

The term genrefication refers to the process of organizing books according to the perceived genre of the book. As Harris (2013) pointed out, it is crucial for school libraries to be student-oriented. It appears that some school library media centers are now moving their fiction books out of the popular Dewey Decimal Classification system, and toward a more genrefied approach. Goldblat (2015) promoted the idea that by moving to a genre-based classification system, the hope is that by providing this type of access to the materials, the students will be able to find what they are looking for in a more efficient, independent manner.

However, there is not a consensus that moving toward a genrefied fiction section is indeed helpful to students and staff. There has been much debate about this topic, and there is not a clear answer right now regarding this issue. Indeed, many articles have been written recently regarding this debate, (see Butcher 2013, Pendergrass 2013, Weisburg 2013) with plenty of LMSs falling on each side of the debate. My attempt at conducting this literature review was to dig deeper into the process of book selection, and what influences people in their selection process. Once this selection process can be better understood, the research may provide some direction into the effectiveness, or ineffectiveness, of using a genrefication classification system.

A large amount of research has been done in order to understand the complex process of how and why people select certain fiction books to read for pleasure. I will attempt to examine several of these selection topics in this chapter. These topics include: the different types of readers, what factors influence book selection, the criteria of a “good book”, and finally, case studies of the effects of genrefication in the fiction section in libraries.
Methodology

The literature search was conducted using several databases provided by the St. Cloud State University library, including, but not limited to ERIC, Academic Search Premier, Emerald Full Text, and Library Literature and Information Science Full Text. Google Scholar also provided access to a couple of sources. The search terms used were honed from the broad topic of genrefication, into more precise terms such as: reader-interest classification, customer-driven libraries, classification of books, information seeking behaviors, and book selection.

As the reading of articles progressed, certain patterns started to emerge. I was able to identify five main topics that seemed to reflect back to the overall topic of genrefication. These main topics became my focus, and are used to organize the research articles presented in this chapter. The inclusion of the articles in this chapter was based on thorough reading of each article and analysis of the research procedures. The articles used were free of bias, and the methodology was listed and considered valid and reliable. The authors of the research articles were all experienced in the literature world and held credibility. The findings and conclusion of the articles were sound, and evidence-based. One limitation discovered during this search was that almost half of the research articles have been produced outside of the United States, which can limit the generalizability of the results to a certain extent. Overall, I chose quality articles that I found the most useful in providing a background on the topic of this paper.

Types of Readers

When examining the readers’ selection process for fiction books, and therefore looking for recommended classification systems, I will begin with identifying the different types of readers that come to libraries. The majority of the research presented in this paper deals with adult readers in public libraries. By studying how adult readers select fiction, the hope is that
patterns will emerge in the selection process that might also be seen in child and young adult book selection processes.

Several research studies have been carried out in order to identify the different characteristics of fiction readers. The two most popular typologies seem to classify readers in two different ways. Lukin (as cited in Saarinen & Vakkari, 2013) attempted to categorize readers according to what they are looking to get from reading a fiction novel. The categories developed through his research are as follows:

1. Escapists. Readers who fall into this category often look for books according to genre. They want to identify with the characters and plot of the story, and their main motivation for reading books is to relax, and escape into a different life.

2. Esthetes. Readers who fall into this category are people who have high literary standards, and value language and narrative use in books. Their main motivation to read is for self-development, and to gain knowledge on new perspectives.

3. Realists. Readers who fall into this category enjoy reading realistic novels. They look for a truthful depiction of everyday life, and the main motivation for reading is to acquire knowledge and learn new things (Saarinen and Vakkari, 2013).

Saarinen and Vakkari (2013) identified a second type of categorization of readers which classifies readers according to their reading activity. The first type of reader is the Avid reader. To these people, reading is vital, and they are constantly reading books. They read broadly, and across various types of literature. They have knowledge of the different fields of literature, and their interests vary from new to classical novels. They often keep a reading diary, and they reserve books because they want to read certain novels. The other type of reader is the Occasional reader. For these people, reading is mainly used for relaxation. They are familiar with
authors and genres, but only read periodically, when the need arises. They trust their own favorites, and typically do not venture outside their scope of literature knowledge. They usually read books that are current or only a couple years old, and generally do not use library reservation systems.

Search strategies and book selection are both influenced by the type of reader each person is. When a person is categorized as an avid reader, they make numerous trips to the library. While they may be using the reservation system for exact books that they are looking for, according to Spiller (1980), they also feel confident in their own selection capabilities, and therefore typically employ impressive browsing techniques to select books. Mikkonen and Vakkari (2012) also supported Spiller’s research, reporting that avid readers made both specific item searches and browsed. However, occasional readers typically searched only for known items.

The other remaining difference between avid readers and occasional readers is self-confidence. Ross, (1998) stated, “In order to achieve the bulk of reading practice that creates confident readers, beginners must be motivated to choose the activity of reading over any number of other activities that compete for their time” (p. 110). Basically, she claimed that the more people choose to read, the better they become at it. Furthermore, the more book selections a person makes, the better honed his/her browsing skills become. She goes on to say that building this self-confidence in selecting materials is learned, beginning in childhood.

Each successful book choice makes it more likely that the beginning reader will want to repeat the pleasurable experience by reading something further. Each book read contributes to the bulk of reading experience that enhances the reader’s ability to choose another satisfying book. (p 111)
Logic follows that avid readers who are confident in their browsing capabilities have developed this confidence through a series of positive, satisfying book selections, and reinforced many times over to build this selection self-esteem.

An assumption can be made then, that in order for children to develop confidence in browsing and book selection techniques, it is important for them to have many positive experiences where they are able to find what they are looking for, and enjoy the feeling of reading a book that exactly meets their desires and needs. Creating these opportunities in school media centers is an important job for an LMS, as endorsed by the American Library Association (2009), Guideline 2.2 which states that “The school library program promotes reading as a foundational skill for learning, personal growth, and enjoyment” (pg. 21).

**Good Book Criteria**

An understanding of what a reader is looking for is necessary in order to examine how best to provide access to books. In order to fulfill a reader’s expectations of a good book, there has been an attempt to examine what attributes books contain that allows a reader to deem it a good book. Limited research has been done in this area, in order to determine what readers typically look for in a “good book”. Depending on the type of reader the person happens to be will determine what this individual deems a good book.

Ross and Chelton (2001) created a model that summarized what readers typically look for in a novel for pleasure reading. First of all, the book needs to reflect the reader’s mood. Second, the book is recommended in a way, either from social media, book displays, or literary lists. Third, the book fits the reader typology. For example, an escapist reader who is looking for a specific genre, or the esthetes reader who wants to read a book that introduces them to a new perspective on a topic. Fourth, the book should contain clues that state the reading experience to
be expected. And lastly, the book is chosen based on the cost in time and money in order to gain access to the book. Categories two, three, and four all point toward the idea that genre plays a large role in the selection of books, and is an important criterion in what readers are looking for in a good book (Saarinen and Vakkari, 2013).

The research done by Pejtersen and Austin (1983) viewed good book criteria in a different, albeit similar light. They stated that readers who are looking for good books typically have a need they want fulfilled—either through an emotional experience, or as a way to gain information. Their research attempted to analyze how readers search for books. They created a framework in order to categorize what the reader was looking for. Four dimensions were created, according to the search criteria. The first dimension is subject matter, or what the story is about. The second dimension is frame, or the setting in which the novel takes place. The third dimension is the author’s intention, meaning the emotional or cognitive experience intended. The fourth dimension is accessibility, or the physical readability of the book. These dimensions parallel, in many ways, Ross’s work, and allow a view into what readers are looking for in order to deem a book “good.”

**Book Selection**

Through reviewing the research done on book selection, I discovered that there are several factors that influence book selection. Several articles investigated the role of Reader’s Advisory, and how a librarian’s recommendations influence, or not, the selection process. In similar ways, a couple of articles addressed outside recommendations, such as friends and family, and how these recommendations are taken into consideration. Physical location of the books on shelves was also researched, as well as the influence of media on book selection.
When dealing with the topic of book selection, a few well-known and researched ideas must be pointed out. First of all, a large amount of research, such as that done by Ross (1998), Yu & O’Brien, (1997), and Mikkonen & Vakkari (2012) suggests that fiction readers are inclined to read books by familiar authors. They also tend to browse for new material. Also, fiction readers normally feel that reading is an important part of their everyday life, and they gain an emotional experience from the process of reading fiction novels. Add these ideas together, and we have a broad view of the motivation for reading and book selection. The next step is to examine the book selection process, to see where improvements can be made to meet reader’s needs.

Sharon Baker (1996) has done a large amount of research on the topic of reader’s advisory (RA), and wrote a chapter in the influential book Guiding the Reader to the Next Book. She ascertained that research has shown that library patrons typically do not ask library staff for recommendations in the fiction section. She goes on to suggest that staff need to make an effort to connect with patrons, and develop passive reader’s advisory tools. Within the same line of thought, Yu and O’Brien’s (1997) research on browsing limitations pointed to the idea that readers depend less on their own knowledge for selection when they are provided more cues as to the contents of the books. Furthermore, their research proposed that the more cues available, the more readers tended to choose books outside of their normal realm of selection, and choose books by less popular authors, therefore expanding their selection base. These cues could certainly take the form of a genre label or indicator of some sort.

Also on the topic of reader’s advisory, May’s et. al. (2000) research proposed that at times, a librarian may become uncomfortable with certain requests for recommendations of books, if they are unfamiliar with the topic, or do not have personal experience in reading the
topic or genre. Shearer (1996) also alludes to this idea, and expands to say that when asked for RA services, library staff members often rely on their own personal knowledge of reading, and therefore the transaction is limited to the preferences of the staff member rendering the service. This is not ideal, and Shearer suggested that this could be the reason that many RA dealings do not successfully meet the reader’s needs. As Brodie (2013) pointed out, it is crucial to know the collection in order to offer good RA services. While this is certainly the goal, this is not always possible, in the case of new library staff members, and large collections.

Reader’s advisory services are also offered in everyday life in a more casual manner, and seem to have more of an impact on the selection of fiction books. Ross and Chelton (2001) suggested that avid readers scan their environments daily for clues about what to read next. This can take the form of creating book lists or author lists. These recommendations typically come from people they trust, such as close friends and family members. They also use award lists, social media, and online resources such as Amazon and Barnes and Noble to compile recommended reading lists. Ooi and Liew (2011) confirm the importance of trust in using recommendations from friends and family members, and their research suggested that trust was viewed as a more important factor in accepting recommendations, even above more readily available recommendations from various sources. Miesen (2003) supported this idea as well through his research on book selection.

A few authors have also researched the topic of the physical location of fiction books. Sapiie(1995) suggested that it is beneficial for books to be shelved with the covers facing out, as opposed to spine out, whenever possible to increase circulation. Also, books should be displayed to make them most accessible, from thirty-six to sixty inches from the floor. These ideas are
supposed to help browsers find more clues about the books by just glancing at the cover and display art, as Ross and Chelton (2001) suggest that these are ways readers select books.

Loysee (1993) conducted research on the shelf location of books, and what effect this physical location had on circulation numbers. His research proposed that circulation numbers increased as the distance between book selections decreased. Also, the fewer stops, or search areas, the patron needs to make, the more books patrons typically select. This implies that shelving books together that are similar in topic allows patrons to make more selections, and increase circulation numbers. In conclusion, the research implies that shelving fiction books together by genre can be helpful to patrons when they are selecting books.

Shelf location of books was also explored by Moore and George (1991). They conducted a study on children as information seekers. They gave a group of sixth graders a research topic and observed how each student investigated said topic. Their findings indicate several things. First, a majority of the students had a hard time coming up with alternative search terms when the first key word did not bring up good results in the catalog system. Secondly, when the students moved to the shelves to locate the books, at least one-third of the twenty-three students did not have a clear understanding of how the shelves were arranged. This lead the researchers to believe that, “…many children did not have enough knowledge of the relationship between catalog cards, books, and shelving systems to put their theoretical knowledge of the Dewey system into practice” (p. 165).

Classification Schemes

There are numerous phrases used when discussing the topic of genrefication. For this next section, I will look at the various classification schemes that attempt to classify fiction books by topic, or genre. Several case studies have been done in order to examine the
effectiveness of classifying fiction in a topical manner. Most of these studies were conducted in adult public libraries, and therefore, the results have implications that need to be generalized in order to apply to the school library setting.

Rohde et. al. (1998) conducted a study of the use of genre displays in the young adult fiction collections in a public library. Their study used 9 genre themes and evaluated the circulation numbers once the YA collection had been classified accordingly. Their hypotheses were supported in that they reported increased circulation numbers once the materials were genrefied, and a survey of the patrons reported that 80% preferred the collection to be shelved in a genrefied way.

Andrew Shenton (2007) piloted a reactive-classification system in his high school library in England. This project was implemented in response to the library staff being “increasingly dissatisfied with the arrangement of the fiction collection” (p. 129). Upon further examination, the staff discovered that very few students asked for books by author or title, but much more often, by genre or topic. The next step taken was to log student inquiries for the following six months. A new classification system was developed in order to address the specific inquiries that were made during that time period. The rationale for this system was based on the desire to meet students’ needs based on their way of information seeking. Thirteen categories were created, based on the nature of the patterns of inquiry that were found in the log. Shelton hesitated to generalize these categories for use in other schools, but did recommend the method used by his staff in order to categorize the fiction sections.

Linda Cooper’s work in 1997 dealt with how children access information in elementary school media centers. She based her classification system on guidelines laid out by the book *Teachers’ Guide To The Common School Library* by Jan Hoffman (1977). Some of the main
principles included the idea that book categories should be based on children’s inquiries, the classification system should support browsing, and that the call number should offer clues about the topic of the book. The conclusions of the study supported the idea that classifying books according to topic was indeed helpful to children’s book selection, as the students were observed to be able to find books unassisted. Furthermore, this study pointed to the effectiveness of using colors and symbols in the classification scheme as an aid in physically classifying books.

Avila et. al (2014) proposed a different approach to classification, by using the BISAC system. This system is a centrally controlled classification system that groups books together according to the content of the book. This is similar to genrefication, but is done by a central company, the BISG (Book Industry Standard Group). By having a central classifier, this is seen to reduce the stress of the classification process that librarians typically undertake when switching to a genre-based classification scheme. The findings of their research suggest that BISAC is a worthy alternative to the DDC, but needs more research.

All of these case studies have taken a slightly different approach to classifying the fiction section of libraries. However, the one thing they all have in common is that the authors and researchers were all driven to this change based on recognizing that the Dewey Decimal System was simply not meeting the needs of the patrons in their libraries. As Avila et al. (2014) wrote,

Both reader-interest classifications and BISAC, a common reason given for their adoption was the rejection of the established classification scheme, Dewey, as an obsolete and inadequate system to organize the collections that does not meet the users’ needs--it is not user-centric (p. 141).
Gaps in the Research

As pointed out earlier, there are some gaps in the research. First of all, not very many of these articles dealt specifically with children. Most of the articles were written on the topic of adults in public libraries. While parallels can be drawn from these studies, it would be greatly beneficial for some of these studies to be repeated in a school library media center, with children.

Also noted was the fact that a lot of the research has been conducted in foreign countries. This difference in culture must have a certain amount of influence on search strategies and selection influences. Therefore, once again it would be beneficial for some of these studies to be repeated in the United States, to examine generalizability and the validity of the research.

Summary

In conclusion, it seems clear that changes might be beneficial in regards to the classification of fiction in school media centers in order to meet students’ needs. The current reforms in education stress the importance of self-guided, authentic learning. In order to help foster this attitude in students, the school media center needs to reflect this independent approach to selecting books. As the research has suggested, the first step to creating a classification scheme that reflects the student population’s needs is to assess what type of readers the students are. Typically, at this early age, students tend to be browsers, who have not had the time to acquire a set of browsing skills that allow them to be independent, self-sufficient book selectors. In order to promote this acquisition of skills, it is our job as LMSs to create opportunities where students can have success in choosing books that satisfy their “good book” reading requirements. As we help students have sequential successful selections, they are then able to build their reading selection self-esteem. As studies such as the ones done by Hoey & Chamberlain (1998),
Shenton (2007), Cooper (2008), and Martinez-Avila et. al. (2014) seem to suggest, this can happen best when students are given a large number of clues as to what each book is about.

Several research studies (Baker, 1996; Shearer, 1996; Yu & O’Brien, 1997) have been done that suggest that people are not comfortable talking to library staff regarding book selections, or Readers’ Advisory. While children may be a bit more open to asking the school librarian for recommendations, it is certainly not a fool-proof way to ensure that each student finds what he/she is looking for. As many of the previously mentioned researchers have found, the use of Readers’ Advisory Services is not perfect, as it is so often limited to the individual staff member’s personal tastes and knowledge.

Genrefication is a natural alternative to meet some of the needs that have arisen that the Dewey Decimal Classification system simply does not address. It allows books to be organized based on the topic or genre of the book. This provides an important clue to patrons who are browsing for books. It also has some leniency in the vocabulary used, which gives it a more personalized approach to classification, based on the patron population and the general expected vocabulary. It also alleviates some of the ambivalence of the DDC, and makes browsing the shelves a more organized, easy to understand task. As a way to create a user-centered media center, changes need to be made to the fiction section, in order to develop, nurture, and accommodate self-sufficient readers.
Chapter 3: Methodology

Introduction

The research question of this paper is as follows:

What impact does genre classification have on book selection in elementary library media centers?

The literature review in Chapter Two attempted to address this question as fully as possible, but several gaps in research remain. Specifically, very few studies have looked at genre classification in elementary school media centers. The following original research was conducted in an attempt to gain knowledge in this area.

Research Design

Based on the research question stated, a qualitative study was carried out in the form of a case study. This case study was the best way to analyze the impact of genre classification, as it took into account several factors that may influence the data. This study focused exclusively on school media centers that previously used the DDC to classify their fiction section, but have genrefied their fiction section in recent years. Data was gathered by the use of two different surveys. One survey was used to gain input from LMSs, and the second survey was given to students. This technique of using triangulation is important, as it gathers data from two different perspectives, and as Best and Kahn (2006) wrote, “…permits the verification and validation of qualitative data” (p. 269). The focus of the surveys was on the process of book selection and use of the fiction section, in order to determine the effects of genrefication, as perceived by both LMSs and students.
IRB Approval

I formed a graduate committee in the fall of 2015, when I first submitted my proposal. After the graduate committee approved my proposal, I then submitted my data collection instruments and my proposal to the SCSU Institutional Review Board committee. The IRB committee gave me final approval to use the data collection instruments (see Appendix A). Once the IRB committee signed off, data collection began.

Subjects of Study

There were two studies that took place, in order to provide an opportunity for triangulation and analysis. The first set of participants in this study were five LMSs from the Osseo Area School District, where I am employed, who have re-organized their fiction sections into a genre classification scheme. These LMSs all work in elementary schools, typically K-5 settings.

A purposeful sampling method was used in this study, as only the LMSs who have changed their fiction sections into genre-classified sections were asked to participate in this survey. There are currently seven LMSs in District 279 who have made this change. Therefore, the survey group was quite small, and generalizability was limited because of the sample size. This type of sampling method was used in order to gain information from a specific group of people who are known to have useful knowledge in the area of study.

The second group of participants was one class each of 4th and 5th graders from the elementary school where I work. I needed to gain parental/guardian permission in order to survey students in the classes, so I limited the survey to only one class of 4th graders, and one class of 5th graders. I selected these upper grade levels as they have experience as fiction users,
and their input was very valuable. This approach gave me a large enough sample size, as classes tend to be 18-22 students each, and I received 25 responses total.

Variables

Due to the fact that only LMSs and students whose school library media centers have genrefied their fiction collection were surveyed, no variables were manipulated during this research. The design of the research was naturalistic, and purposeful sampling was used in order to gain knowledge on the impact of genrefication.

Assumptions

Some assumptions must be made in order to accept the data that was collected. First of all, the assumption was made that the LMSs who are currently working in the media centers were the ones who initiated the change to collection genrefication. This assumption was used in order to ask reflective questions based on their perceptions of book selection before the change, and book selection after the change. Another assumption made was that the students surveyed were able to self-assess their selection skills, and report accurately their book selection techniques from the past and present.

Limitations/Delimitations

As noted earlier, one of the limitations of this study was that only five LMSs were surveyed. Such a small sample is not adequate enough to ensure that the study will be widely generalizable. Also, the study only took place in one school district. While the five schools are different in culture and population, they are all part of a suburban environment in Minnesota. This limitation is noted, as this study does not take into account rural or urban school settings.
Pilot Study

Before administering the survey to the LMSs, the survey link was emailed to 2 LMSs who did not participate in the study, but are colleagues of mine. I explained why I sent them the survey, and asked them to take the survey as part of a Pilot Study, in order to gauge the validity of the survey questions. The feedback gathered helped me analyze the validity of the questions, and clarify any ambiguities within the questions. No changes needed to be made to the questions according to the feedback, and the final survey was completed.

Description of Research Procedures

First, my graduate committee, composed of two faculty members in the Information Media Department and one faculty member from outside of the Information Media Department, gave approval of my proposal. Once this approval was received, St. Cloud State University’s Institutional Review Board needed to approve data collection methods and instruments in the proposed research study. Once these approvals were obtained, the pilot study was conducted. Then, permission was gained from the school district’s administration, before the surveys were sent out to the LMSs. A letter of consent was required of the administration (see Appendix B), and they will be notified of the results of the survey once the research is complete. Once the consent forms were approved, an email was sent to the LMSs (see Appendix C), in order to establish who had genrefied his/her fiction sections. Once these responses were received, the survey was sent out via email (see Appendix E), along with an implied consent form that explained the purpose and importance of the study (see Appendix D). The LMSs were given one week to complete and submit the survey via Google Forms.

For the student survey, parental/guardian permission had to be gained. A letter of consent (see Appendix G) was sent home with students, along with contact information if parents had
any questions. Parents had three days to respond with a consent form signed. The survey (see Appendix H) was administered to the students who had gained permission and consent forms from their parents. Survey administration took place during school hours in the media center computer lab, and took each class approximately 10-12 minutes to complete.

**Statistics and Data Collection Devices**

After three days from the date the survey was sent to the LMSs, a check was conducted in order to look at the survey response rate, and reminders were given at that time to those who had not responded yet, in order to gain at least a 75% response rate. Once the one week survey period had expired for the LMS survey, the survey was closed. It was crucial to have a 75% response rate from the LMSs as it was such a small sample size.

The student surveys were closed upon the completion of the respective class periods designated for survey use. Since students only took the survey with parental consent, it was hard to predict the response rate, or have any control over it. As indicated previously, I was hoping for at least 30 responses.

Both surveys were created in Google Forms. I created the surveys and selected the option to allow responses from anyone who had the link. This allowed the LMSs and students to take the survey in a confidential manner, and hopefully served to encourage honest responses to the questions.

The data was analyzed upon the completion of the surveys. Since there were 2 sets of data, triangulation was used to compare the results of the LMS survey to the student survey. I was interested to see how the LMSs viewed the impact of genrefication on book selection, compared to what the students thought of the change.
Validity and Reliability

The validity and reliability of the survey was addressed by first conducting a pilot study, in order to gain critical feedback as to the value of the questions. Also, the triangulation method was used to measure the validity of the surveys.

Timeline

<table>
<thead>
<tr>
<th>Month</th>
<th>Task</th>
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<tbody>
<tr>
<td>May 2015</td>
<td>Complete and submit Chapters 1-3 to Dr. Anderson for final analysis and critique in IM 608</td>
</tr>
<tr>
<td>September 2015</td>
<td>Submit proposal to Academic Advisor for analysis and critique.</td>
</tr>
<tr>
<td>October 2015</td>
<td>Form Graduate Committee. Contact district administration/LMSs to gain approval for research.</td>
</tr>
<tr>
<td>November 2015</td>
<td>Propose original research idea to Graduate Committee and gain approval/disproval and make changes as necessary. Submit approved proposal and appropriate instruments and materials to the Internal Review Board.</td>
</tr>
<tr>
<td>January 2016</td>
<td>Conduct original research</td>
</tr>
<tr>
<td>February 2016</td>
<td>Analyze data collected</td>
</tr>
<tr>
<td>March 2016</td>
<td>Write Chapters 4 and 5, Submit Paper</td>
</tr>
<tr>
<td>April 2016</td>
<td>Defend Starred Paper</td>
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</tbody>
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Summary

The purpose of this research was to answer the question:

What impact does genre classification have on book selection in elementary library media centers?

I completed the proposed surveys, and analyzed the data collected from both the LMS group and the student group. Upon analysis, I hoped to gain a better understanding of the impact of genrefication on the selection process. Chapter Four contains the results of the surveys, and Chapter Five contains analysis of the results, as well as suggestions for the future.
Chapter 4: Results/Data

Introduction

Chapter 3 explained the methods and processes of the LMS and student surveys conducted in January 2016. A total of five elementary LMSs from Osseo Area Schools district responded to the survey regarding the use of the Bookstore Model in their media centers. Osseo Area Schools was chosen because I work in that school district, and I knew a number of the LMSs who I had asked to respond to the survey. Therefore, I believe I had a better response rate because of those relationships. An initial email was sent out on January 25, 2016, in order to gather information about who had implemented the Bookstore Model into their media centers. Based on those responses, the LMS Implied Consent Form and survey link was sent out via email on January 26, 2016, with a deadline given of January 29, 2016.

The LMS Survey was a series of 14 questions in a Google Form. Thirteen of the questions had multiple-choice answers. One question had multiple-choice answers, and also had an option to add additional input. The Student Survey contained 3 multiple-choice questions, and then a series of 8 statements that were rated on a Likert scale.

Both the 4th grade and 5th grade classrooms that were surveyed were from Zanewood Community School in Brooklyn Park, MN. This school was chosen because I work there, and I had a relationship with the principal, making the implementation of the research study easier. The 4th and 5th grade classes were chosen upon the recommendation of the LMS at Zanewood, based on her knowledge of the types of readers in each classroom. The Parent/Guardian/Child Consent Form was sent home with the 4th and 5th grade students on January 25, with a deadline of returning it by January 28th. The four (out of 16) 4th graders who gained permission to take the survey completed it on January 28th in the media center computer lab. The 21 (out of 24) 5th
Results of the LMS Survey (see Appendix F)

**Question #1 - How many years have you been teaching as a Library Media Specialist?** All five respondents reported they had been teaching as an LMS for 5 or more years.

**Question #2 - When did you move the fiction section of your media center to the Bookstore Model (genrefication)?** Eighty percent (4) responded they had moved the fiction section to the Bookstore Model 1-2 years ago. One person responded that they had done the move less than 1 year ago.

**Question #3 - What was the reasoning behind the move to the Bookstore Model?** This was the multiple choice and open-ended question. One person responded that they made the move to help students make independent book selections, which was a multiple-choice answer. The rest of the respondents answered the question in their own way, as follows:

- To help students make independent book selections, To help students find new authors, To help direct students to specific genres they enjoy reading
- I inherited it this way but would have changed it for the reasons of helping students find books they enjoy based on genre
- To help students make independent book selections, To help direct students to specific genres they enjoy reading
- To help students make independent book selections, To help students find new authors, To help direct students to specific genres they enjoy reading, Classroom Genre studies
Question #4- On average, how many students per day asked you for book recommendations before the use of the Bookstore Model? Two respondents reported 1-2 students asked for a book recommendation, on average, per day, before the change to the Bookstore Model. Two respondents reported 5 or more students asked for book recommendations per day. One respondent reported 3-4 students asked for book recommendations per day.

Question #5- On average, how many students per day ask you for book recommendations since the transition to the Bookstore Model? Since the transition to the Bookstore Model, one person reported 0 students ask for book recommendations per day, on average. Eighty percent (4) respondents reported that 1-2 students ask for a book recommendation on average, per day, since the transition.

Question #6- Before the implementation of the Bookstore Model, what was the average length of time students took to select a book in the fiction section? One person responded that the average length of time students took to select a book before the implementation of the Bookstore Model was 2-3 minutes. Four respondents (80%) reported it typically took more than 3 minutes to select a book.

Question #7- After the implementation of the Bookstore Model, what is the average length of time students take to select a book in the fiction section? Four respondents (80%) reported that since the transition, on average, it takes students 2-3 minutes to select a book. One person reported it takes students more than 3 minutes to select a book.

Question #8- Since the change to the Bookstore Model, what is the percentage of students that go directly to a genre section to browse? One person responded that 26-50% of the students go directly to a genre section to browse since the transition to the Bookstore Model. Two people responded that 51-75% of students go directly to a genre section to browse since the transition to
the Bookstore Model. Two people responded 76-100% of the students go directly to a genre section to browse since the transition to the Bookstore Model.

Question #9-Do you feel the students understand the genre categories and physical layout of the fiction section? Four respondents (80%) reported that yes, they feel the students understand the genre categories and physical layout of the fiction section. One person responded no, they do not feel the students understand the genre categories and physical layout of the fiction section.

Question #10-Do you have students ask where to find a specific book by title? All 5 respondents said yes, they have students ask where to find a specific book by title.

Question #11-What percentage of students ask for a specific book by title? One person said that less than 10% of students ask for a specific book by title. One person reported that 10-30% of students ask for a specific book by title. Two people responded that 31-50% of students ask for a specific book by title. One person said that 51-75% of students ask for a specific book by title.

Question #12-Do you have students ask where to find a specific author? One person said yes, they have students ask where to find a specific author. Four people (80%) said that no, they do not have students ask where to find a specific author.

Question #13-What percentage of students ask for a specific author? One person reported that less than 10% of students ask for a specific author. Since the other four respondents said no, they do not have students ask for a specific author, they were instructed on the survey to skip this question, since it is not applicable.
Question #14—Would you recommend to other LMSs to transition their fiction sections to the Bookstore Model? All five of the respondents said yes, they would recommend to other LMSs to transition their fiction section to the Bookstore Model.

Results of the Student Survey (see Appendix I)

Question #1—What grade are you in? Four students reported they were in 4th grade. Twenty-one students reported they were in 5th grade.

Question #2—How often do you come to the school library? 14 students (56%) reported they come to the library once a week. Six (24%) students reported they come to the library 2-3 times a week. Five students (20%) reported they come to the library more than 3 times a week.

Question #3—Do you come to the library on your own, without your class? Twenty-one students (84%) said yes, they come to the library without their class. Four students (16%) said no, they do not come to the library on their own, without their class.
Figure 4.1 Student Survey Demographics. This figure displays the responses to the three survey questions regarding demographic information.

The following statements are all based on the Likert-Rating Scale with the possible answers of: strongly agree, agree, undecided, disagree, strongly disagree.

Statement #1-When I come into the library, I usually know exactly what book(s) I am looking for. Twenty percent (5) students strongly agreed, 52% (13) agreed, 24% (6) were undecided, and 1 person disagreed.
Statement #2-I have a favorite author, and I know where to find books written by him/her. Ten students (40%) strongly agreed, four students (16%) agreed, 6 students (24%) were undecided, 4 students disagreed, and one student strongly disagreed.

Statement #3-I have a favorite genre, such as Fantasy or Sports Fiction, that I enjoy reading. Eight students (32%) strongly agreed, 14 students (56%) agreed, 2 students were undecided, and one student disagreed.

Statement #4-When I come to the library, I look for books according to their genre (Fantasy, Sports Fiction, etc.). Nine students (36%) strongly agreed, 11 students (44%) agreed, 4 students were undecided, and one student strongly disagreed.

Statement #5-I think that having the Fiction books shelved by their genre (Fantasy, Sports Fiction) makes it easier to find the books I like. Thirteen students (52%) strongly agreed, 8 students (32%) agreed, and 4 students were undecided.

Statement #6-When I come to the library, I like to browse the shelves, and find new books. Thirteen students (52%) strongly agreed, 8 students (32%) agreed, 3 students were undecided, and one student disagreed.

Statement #7-When I come to the library and I’m looking for a Fiction book, I can always find the book that I’m looking for. Seven students (28%) strongly agreed, 11 students (44%) agreed, 5 students (20%) were undecided, and 2 students (8%) disagreed.

Statement #8-When I check out books, I usually read them. Eleven students (44%) strongly agreed, and 14 students (56%) agreed.
Figure 4.2 Likert Scale Statements. This figure displays the student responses to the statements using a Likert Scale response system.

Conclusion

This chapter presented the results of the two surveys given, one to LMSs, and one to students, regarding the use of the Bookstore Model in the Fiction section of school media centers. Five LMSs participated in the LMS survey, and 25 students responded to the Student survey. The following chapter will analyze the results of the respective surveys, make conclusions based on this analysis of the research results, and make suggestions for further study.
Chapter 5: Analysis/Conclusions

Introduction

This final chapter will analyze the results of the two surveys, which were presented in Chapter 4. From this analysis, conclusions will be drawn based on the results of the surveys, and how that fits with the literature review presented in Chapter 2. Suggestions for further research will be proposed, and I will conclude with a reflection of the study.

Response Rate

Originally, an email was sent to all elementary school LMSs in District 279 in order to figure out who had implemented the Bookstore Model into their media centers. Seven LMSs responded in the affirmative. Five LMSs participated in the survey, with the other two opting not to participate for various reasons. This is roughly a 71% response rate. While this is a bit disappointing, the reasons behind the 2 LMSs not participating were valid; therefore, there was nothing more to be done to gain a 100% response rate from the LMS group. The student survey response rate was interesting. Out of 16 4th graders asked to participate, only 4 gained permission from their parents/guardians to do so. Out of 24 5th graders, 21 were able to participate. I believe this huge difference in response rates may correlate with how involved the teacher was in prompting their students to get permission slips back. For example, the 5th grade teacher offered some incentives of her own to those students who brought back permissions slips, and gave daily reminders to get them turned in. The 4th grade teacher did not do as much reminding, and did not offer incentives to students who brought back permission slips. With a total of 40 students asked
to participate, the response rate equaled about 62% with 25 students participating. One thing worth mentioning regarding the response rate is that Zanewood Community School has a very high English Language Learner population—about 170 students in ELL, out of 410 enrolled. The permission slips sent home with the students were only given in English, and due to the requirements of what needed to be included in these slips, the whole form was a bit daunting, and could have contributed to the poor response rate.

**Reflection and Conclusions**

**Results of the LMS Survey**

LMS Survey Demographic Information Questions 1 and 2 dealt with the background of the LMSs participating in the survey, and serves to frame the responses to the rest of the questions.

**Question #1-How many years have you been teaching as a Library Media Specialist?** All 5 of the respondents reported that they have been teaching as an LMS for 5 or more years, and are speaking from experience within the position. The level of experience is important to note, as this gives some credibility to each LMS, as they have had several years to watch and analyze how students select books in their media centers.

**Question #2-When did you move the fiction section of your media center to the Bookstore Model (genrefication)?** One LMS responded that they had moved to the Bookstore Model less than 1 year ago. The other 4 LMSs responded that they had moved to the Bookstore Model 1-2 years ago. These responses indicate that although the classification system is relatively new within each media center, most of the respondents have seen how it works for at least 1-2 years. It is important to note that no one has had the Bookstore Model in their media center for more than 2 years. Therefore, any conclusions drawn from this case study have limits regarding the longevity of the system in use.
Question #3-What was the reasoning behind the move to the Bookstore Model? This question gave the participant 4 possible responses allowing the participant to choose as many or as little of the responses as they would like. There was also a blank 5th response, in which the participant could write his/her own answer. Four of the respondents selected the statement: *To help students make independent book selections.* This statement reflects back to the research on Reader’s Advisory services in the library, and Baker’s (1996) work on this topic. She suggested that librarians need to develop passive reader’s advisory tools, and genrefication is one of those tools. Also, looking back at Yu and O’Brien’s research on patron browsing, they suggested that more cues about books help people make better book selections.

Two respondents selected the statement *To help students find new authors.* This also can be linked to the use/disuse of Reader’s Advisory, and the use of passive advisory tools. Three respondents selected the statement *To help direct students to specific genres they enjoy reading,* and one respondent chose to simply answer the question with her own thoughts: *I inherited it (the library) this way but would have changed it for the reasons of helping students find books they enjoy based on genre.* Both of these statement reflects the respondents belief that students know the type of books they enjoy reading, and that genrefication helps the students find those books in a more efficient, independent manner. Rohde et. el. (1998) supported this idea through the research they did on genre themes in a public library. They found through a survey that 80% of the patrons reported they preferred that the collection to be genrefied.

Finally, one respondent wrote *Classroom Genre studies.* This statement indicates that part of the curriculum the LMS generates throughout the year includes genre studies, and that the genrefication of the Fiction section helps the teaching of these genres.
Question #4-On average, how many students per day asked you for book recommendations before the use of the Bookstore Model? All the respondents indicated that at least 1-2 students asked for a recommendation on any given day, with 2 respondents reporting that the number could be as high as 5 or more. This book recommendation is part of Reader’s Advisory, and the question was asked in order to build a basis for comparison in numbers between before Bookstore Model implementation, and after implementation. This is an important question, as Shearer (1996) suggested through his research that library staff members usually rely on their own personal knowledge of reading, and therefore can limit these recommendations to topics the staff member enjoys. Brodie (2013) also pointed out that knowing the collection is essential to good RA services, and in the case of new library staff members, this is not always possible.

Question #5-On average, how many students per day ask you for book recommendations since the transition to the Bookstore Model? Four respondents indicated that 1-2 students ask for a recommendation since implementation, and one respondent said 0 students. This indicates a decrease in the use of RA services since the implementation of the Bookstore Model. This could indicate that by providing books classified according to genre, students are able to more independently select books on their own, using the cues provided by the genre classification categories.

Question #6-Before the implementation of the Bookstore Model, what was the average length of time students took to select a book in the fiction section? All the respondents reported that students took at least 2-3 minutes to select a book, and four of the five respondents indicated that it was typically more than 3 minutes. This question was also asked in order to build a basis
for comparison between the book selection process before implementation, and after implementation.

Question #7-After the implementation of the Bookstore Model, what is the average length of time students take to select a book in the fiction section? Four respondents said that students took 2-3 minutes to select a book, and one respondent reported that it still took 3 or more minutes to select a book. Comparing numbers with the previous question, most of the respondents indicated that there was a slight decrease in time it took students to find a book. This could support the idea of Yu and O’Brien’s (1997) that the more cues provided about the contents of a book, the easier the book selection process can be.

Question #8-Since the change to the Bookstore Model, what is the percentage of students that go directly to a genre section to browse? One respondent said 26-50% of students go directly to the shelves, while 2 respondents said 51-75%, and two more respondents selected 76-100% of students go directly to a genre section to browse. Linda Cooper (1997) advocated through her research that by providing genre classification schemes in the library, children are enabled to independently select books. These numbers indicated by the respondents help support that theory, and provide insight into how much the students select books based on genre.

Question #9-Do you feel the students understand the genre categories and physical layout of the fiction section? Four respondents indicated that yes, the students understand the genre categories, and one respondent said no. This question was asked specifically because if the students are not understanding the genre categories and physical location of the books, then the use of the genrefication system could be skewed based on this misunderstanding. It is a positive indicator that 80% said yes, the students do understand. The question does come up though, regarding the one respondent that said no, why he/she feels the students do not understand? I did
not have the foresight to ask this follow-up question in the survey, but it would be interesting to see the response.

Question #10-Do you have students ask where to find a specific book by title? All five respondents said yes, they have students ask where to find a specific book by title. This indicates that while the students may understand the genre categories, they still need help finding specific books at times, when a category may be unclear.

Question #11-What percentage of students ask for a specific book by title? One respondent said less than 10% of students ask for a specific book, 1 respondent said 10-30%, 2 respondents said 31-50%, and 1 respondent said 51-75%. This question was asked to gauge how many students need help finding a specific book, when genrefication classification is in place. The numbers indicate that most students still need help at times to find specific books. A good follow-up question would be to ask how often students ask for help to find a specific book. This would further uncover the number of times this assistance is required, and again could help specify whether the genre classification system is helpful or a hindrance in finding books. The research done on the different types of readers, specifically by Mikkonen and Vakkari (2012), suggests that avid readers are comfortable browsing the shelves, and are confident in their book selection process. Ross’s (1998) research suggested that having a series of successful, independent book selections helps build confidence in people’s selection capabilities. She proposed that this confidence building starts in childhood.

Question #12-Do you have students ask where to find a specific author? Surprisingly, only one respondent reported that yes, they have students ask where to find a specific author. This is interesting, as I originally thought this number would be higher. Upon further thought, one conclusion to why this number is so low could be that elementary students are just
discovering the world of novels, and do not have years of experience reading a variety of books, and therefore may not have a favorite author(s) yet. Further reflection on this could indicate that most students are still developing their reading tastes, and generally rely on browsing the shelves to select good books. Students could be in the process of learning what types of books they enjoy best, and by having the fiction section genrefied, it could make book selection easier in the sense that they have an overall idea of what books in each section are about.

Question #13-What percentage of students ask for a specific author? The one respondent indicated that less than 10% of his/her students ask for a specific author. This could suggest that most of the time, students do not have a favorite author yet, or do not have many author’s names memorized, and therefore rely more on browsing the shelves.

Question #14-Would you recommend to other LMSs to transition their fiction sections to the Bookstore Model? All 5 respondents said yes, they would recommend to other LMSs to use the Bookstore Model in their own media centers. This number indicates that the LMSs are generally satisfied with the way the classification system is working for their students. However, it must be pointed out that since using the Bookstore Model was a self-motivated decision made by all but 1 LMS, there could be some bias regarding this answer. Transitioning to the Bookstore Model takes quite a bit of time and work, and since the LMSs decided to go through with it, it could be proposed that they already viewed the endeavor as being worth it. Therefore, unbiased reflection on how the system is working now that it is already in place is hard to gain.

Results of the Student Survey

Student Survey Demographic Information Questions 1-3 dealt with the background of the student, including grade level, and overall use of the media center. These responses help build a framework of how the participants use the media center.
Question #1-What grade are you in? As mentioned earlier, only four 4th grade students participated in the survey, while 21 5th grade students participated. The upper elementary grades were chosen for the survey because the Bookstore Model has only been implemented into the Fiction section of the library, and 4th and 5th grades are the heaviest users of Fiction. However, not much difference is attributed to the responses based on the participant being a 4th or 5th grader; therefore, the responses to the rest of the questions will not be broken into 4th or 5th grade categories.

Question #2-How often do you come to the school library? Fourteen students (56%) responded that they come to the media center once a week. Since media center time is booked once a week per class, it makes sense that some students only come to the media center during whole class time. 6 students (24%) reported they came to the media center 2-3 times a week, and 5 students (20%) said they came more than 3 times per week. A conclusion could be drawn that 11 participants are heavy users of the media center, and come often on their own.

Question #3-Do you come to the library on your own, without your class? Twenty-one students said yes, they come to the library on their own, while 4 students said no, they do not come on their own. This is a bit contradictory to the last question. However, one possible explanation could be that students viewed Question 2 in terms of every week, and perhaps viewed Question 3 in terms of do you ever?

Likert-Rating Scale. The following statements are all based on the Likert-Rating Scale with the possible answers of: strongly agree, agree, undecided, disagree, strongly disagree.

Statement #1-When I come into the library, I usually know exactly what book(s) I am looking for. 72% of students responded on the positive side of the Likert Scale, while 24% were undecided, and 1 student (4%) disagreed. The fact that so many students indicated that they
knew what book they were looking for could indicate that the participants of the survey were avid readers, and had developed a good sense of what kind of books they enjoy. I was a bit surprised by the high number of responses that indicated they knew exactly what book they were looking for. I had assumed that more students would have a general idea, but want to browse the shelves. However, since the question used the term usually, this allows some leeway into the interpretation of the responses based on the wording of the question. Since only 5 students strongly agreed with the statement, it seems that most students (13) agreed with the statement, sometimes.

Statement #2-I have a favorite author, and I know where to find books written by him/her. The responses to this statement were wide-spread. Ten students strongly agreed, 4 agreed, 6 were undecided, 4 disagreed, and 1 strongly disagreed. These responses concluded that slightly more than half the students agreed with the statement. This is not a surprise to me, as the participants in the survey are relatively young students, 4th and 5th graders. I would not expect the vast majority of them to have developed and refined their reading tastes so much as to have a favorite author already. These responses correlate with the LMS Survey questions 12 and 13, which indicated that the LMSs do not see a large portion of students who ask for specific authors.

Statement #3-I have a favorite genre, such as Fantasy or Sports Fiction, that I enjoy reading. Twenty-two (88%) of the students agreed to this statement, while only 12% (3) students were either undecided, or disagreed. These results suggest that the participants are starting to figure out what genres they enjoy, and know, to a certain extent, what they will enjoy reading. This supports the theory that having Fiction broken into genre categories can help students find books they enjoy reading. To extend that, these results suggest that by having fiction sorted into
genre categories, students are able to browse the shelves and be successful in their own independent book selection processes.

Statement #4-When I come to the library, I look for books according to their genre (Fantasy, Sports Fiction, etc.). Eighty percent of the students responded positively to this statement, while 20% were either undecided or disagreed. These results, once again, imply that students use the genre categories to help them in their book selection process. However, it must be noted that since these categories are already in place, the question may be a bit leading, as the students might not see another choice as to how they would select books if they did not use the genre categories.

Statement #5-I think that having the Fiction books shelved by their genre (Fantasy, Sports Fiction) makes it easier to find the books I like. Eighty-four percent of the students responded positively to this statement, and the remaining 16% were undecided. This question was asked with strong intent, as during my research for the literature review in Chapter 2, I never found any studies that directly asked elementary students if they found genre categories made it easier to find books. The responses to this question leave little doubt that the students who participated in this survey found the genrefication system helps, and not hinders, their book selection process. The significance of the responses to this statement are clear: a majority of students surveyed find the genrefication system helpful.

Statement #6-When I come to the library, I like to browse the shelves, and find new books. Again, 84% of respondents indicated they agreed with this statement, while 12% were undecided, and 4% disagreed. This question was asked specifically in order to try to identify the types of readers that come to the media center. Spiller (1980) suggested that avid readers use browsing techniques to find and select books. With 84% of respondents saying they enjoy
browsing for books, this would imply that most of the students who responded in the positive to this statement fall into the avid reader category. This is important because as Ross (1998) suggested, avid readers also tend to have a high level of confidence in their book selection process, and indicates that the genre categories help contribute to this high self-esteem.

**Statement #7-When I come to the library and I’m looking for a Fiction book, I can always find the book that I’m looking for.** The majority (72%) of students responded that they either strongly agreed or agreed to this statement, while 20% were undecided, and 8% disagreed. The intent of this question was to discover if students found the books they were looking for based on the genrefication system. However, it has since occurred to me that the students who responded in the negative may not have been able to find the book they were looking for because it was simply checked out. I did not have the forethought to clarify this question at the time of this survey, but it would be interesting to see the responses if I had been able to exclude that scenario from the question. Regardless, the majority of students responded in the positive, which once again supports the theory that the genrefication system is helpful to students looking for fiction books.

**Statement #8-When I check out books, I usually read them.** All of the students responded positively to this statement, with 44% strongly agreeing, and 56% agreeing. This question was asked to try to determine student satisfaction with their book selections. I wanted to verify that the books the students selected did meet the criteria of what they were looking for in a book. It has occurred to me that students may be motivated to respond in the positive to this question, as they may think it’s the answer I (or their teachers) am looking for. However, taken at face value, the strong indication is that students are generally satisfied with the books they have chosen to checkout, and this leads to the implication that their book selection process is successful.
Suggestions for Further Research

Upon reflection on the results of both the LMS and Student surveys, it is clear that generally, both library staff and students have found that the use of the Bookstore Model in the Fiction section of the media center is helpful to students in their book selection process. I feel that after reviewing the responses, the results of the student survey are largely positive, with the students indicating that the genrefication system helps them find books in an independent, successful manner. Going further, students indicated that they like the genre categories and find them useful in their book selection process.

The results of the LMS survey also indicate that the staff have found that the students are able to make book selections in a more efficient way. The fact that all of the LMSs would recommend the system to others is an indication that they find the system to be successful and helpful to their students. Overall, satisfaction among the students and LMSs suggest that the system works well in terms of helping students find books independently, and have successful book selections.

As noted previously, there is very little research on the topic of genrefication specifically in an elementary setting. Even more noteworthy, I was never able to find any research that came out and asked students if they liked the use of genre categories in the Fiction section of their school libraries. To my knowledge, this is the first study that attempted to answer that specific question. I would suggest that while the results in this survey have strong implications, it would be worth repeating the research at different schools, in different settings. The elementary school used for the student survey resides in an urban area, and has a high number of students are English Language Learners. It would be interesting to see if the high ELL population impacted the results of the student survey.
There were also a couple of questions that needed either clarification or some follow-up questions, and it would be valuable to refine the survey questions even further, to get more accurate responses. If more research was conducted at the elementary level, it could help LMSs make decisions about their shelving systems based on data, and not on opinions. Best practice is usually determined by the review of research and data, and therefore, more data needs to be gathered around the use of genrefication in order to help library staff make informed decisions.

Sharing Research

The two surveys were conducted in order to gain insight into the use of the genrefication system in the fiction section of elementary school media centers. The results of the surveys point to the theory that the genrefication system is helpful to students in their book selection processes. This remains an important topic to many LMSs in my school district, and in districts across the country. As Harris (2013) pointed out, there is much recent debate on the use of the DDC versus genrefication. This implies that the topic is important to many LMSs, but there are no clear answers yet as to what best practice is.

The participants in both the LMS and student surveys were directed to contact me if they wanted to review the results of the surveys. As of the writing of this paper, one LMS has expressed interest in the results. In addition, the Instructional Media Coordinator of District 279 has expressed interest in the results of the surveys. It is to be determined how exactly the results will be shared; either in paper format, or presentation format. Either way, I feel the results of the literature review and original research in this paper are both important to share, and can lead to a discussion about best practice in regards to shelving in media centers. Hopefully this paper can help shed some light onto how the genrefication system works in elementary schools, and how students have responded to the system.
Conclusion

The topic of genrefication is of great importance to me as an LMS. I am just starting my career in this field, and I want to be as thoughtful as possible when making decisions regarding my own media center, and aware of best practice whenever possible. It has been interesting to read about what research has been done on this topic, but also a bit discouraging, as there is very limited research specifically in elementary school settings.

I am satisfied that I conducted original research that seems to support the theory that genrefication helps students select books in an independent, successful manner. I hope to see more research on this topic in the future, and I am sure this topic will remain debated for years to come. Hopefully someday there will be a large body of research, and conclusions can be surmised based on many research studies, and not just small case-studies. I will continue to read and seek research data on the genrefication topic, and will continue to engage in conversations about best practice. I know that this will only serve to help me become a better, more informed, LMS.
References


Pejtersen, A. M., & Austin, J. (1983). *Fiction retrieval: Experimental design and evaluation of a search system based on users' value criteria (part 1).*


Appendix A:

IRB Approval
**Appendix B:**

**District Approval Form**
Independent School District 279

Research/Survey Request Form

Name of Researcher: Jana Potter

Date: 11/3/15

Background Information

| Title of Study: The Effects of Generalization of Fiction on the Book Selection Process in Elementary Schools | Duration of Study: 1 day survey |
---|---|

Purpose of Study: To determine the effect of generalization of fiction on the book selection process in elementary schools

Affiliated Institution: St. Cloud State University

- If you are a graduate student, this institution would be your college or university.
- If you are affiliated with a private organization, non-profit institution, or corporation, state the name. If the institution is not commonly known, indicate any sponsorship or funding source for the organization.

Your credentials as a researcher: Graduate Student

- If you are a graduate student, professor, or researcher affiliated with an educational institution, indicate that.
- If you are none of the above, indicate your credentials as a researcher.

Attach a formal research proposal, if available, that would be prepared for graduate level research or for a grant.

Human Subjects Review:

- Indicate whether or not your institution requires you to submit a Human Subjects Review. If you have already completed a Human Subjects Review form, attach a copy of it. If you have already obtained Human Subjects approval from your institution, attach a copy of it.

Conduct of Study

Who will be involved in the study (i.e. administrators, teachers, students, parents)? How many? From which buildings? From which areas of the District? How will the sample be drawn?

The study will be 2 parts.

Part 1. A survey will be given to all LMS’s in the district who have generalize the Fiction collection in their Library Media Center.

Part 2. A survey will be given to a group of 4th grade and 5th grade students. I plan to send out Parental Consent forms to a classroom of each, and whoever gives consent will take the survey. Hopefully around 15-20 students per class, so a total of 30-40 students. Both classes will be from Zanewood Elementary.

Attach copies of letters of introduction, parental permission slips for student participation, and consent forms.

What will be the nature of the student involvement (i.e., survey, interview, focus group, observation)? IMPORTANT: Attach copies of any instruments such as surveys or interview protocols you will be using. The students and LMS’s will take an online survey, that should take approximately ten minutes to complete.

STUDENT SURVEY:
https://docs.google.com/forms/d/1T6sI8MSjOwXk3QClipxX6D3j2JkLp7Byc3LWQ/edit?disposition=1&response=GEN

LMS SURVEY:
https://docs.google.com/forms/d/1LQW/ExX4n9g_4Gv6xQmzct2Im04x5P2YvOuZsLXh/edit?response=GEN

Will any instructional time on the part of students and/or teachers be required? If so, indicate how much instructional time will be needed. Add any other relevant details.

I will briefly explain the survey to the students by reading the instructions on the survey.

Will you need to use any District resources other than time and access to participants? A computer lab at Zanewood.
Have you already made informal contact with principals or teachers who will be involved in the study? What has been their response? Yes, Zanewood Principal Kim Hiel is willing to allow the survey to take place with the 4th and 5th grade students.

How would this research study benefit the school district? There seems to be a great debate going on currently about the values of maintaining the use of the DDC in school library media centers, or moving towards a genre-based system. The vast majority of articles read during the development of this paper have clearly pointed out the fact that not a lot of research has been done on this topic. Many LMSs in my school district have strong opinions on the use of genre classification systems, but these opinions are based on personally held beliefs and value systems, and not necessarily on research. I hope to be able to provide some analysis on how genreification works, who it helps, and if it's indeed useful to transition to this system in order to increase patron satisfaction and increase circulation statistics. If enough evidence is gathered, perhaps LMSs can base their classification system decisions on research, and not personal beliefs. I hope to provide insight into the use of genreification, and how it affects the selection of books, the circulation of books, and the overall use of the media center.

Assurances

Assurance that participation in the study is voluntary. SEE Survey. Please take a few minutes and complete this survey regarding the use of the Bookstop Model in your media center. Please reflect back on your personal experiences regarding the use of this classification system, and how it has affected your overall book selection process. Please know that all responses to these questions will remain strictly confidential. If at any point you are uncomfortable, know you may exit the survey at any time. This survey will take approximately ten minutes to complete. Please answer each question in order.

Indication of how the data and research report will be used (i.e., as a master's thesis, doctoral dissertation, professional publication, program evaluation). Master's Starred Paper

Assurance of the confidentiality/anonymity of all data and reports. SEE student consent form: If you decide to allow your child to participate in this survey, I can assure you that all responses will be held in strictest confidentiality, and that minimal personal information will be collected. These responses will be locked at by myself and my research team, with the final product of a starred paper being published and publicly held at SCSU. The survey itself was created in Google Forms. Please use this link to view the privacy policy:


Approved:

Coordinator Curriculum & Instruction Elementary

Date 11/3/15
Appendix C:

LMS Email

January 25, 2016

Good Morning!

As I am completing my Master’s Degree (May!!), I am working on my Starred Paper. My research is on the Bookstore Model in the fiction section of elementary school libraries.

If you could please respond to this email if you have the Bookstore Model in your school, I would greatly appreciate it! I have a very short survey that I would like you to take.

Thank you for your time, and happy Monday!

Jana Potter
Information Technology ESP
Zanewood Elementary
Fellow LMSs,

I am composing this letter as an invitation to participate in a research study that explores the different aspects involved in the book selection process, and specifically, how the genrefication of your media center’s fiction section has affected this process.

Background
As you know, ISD 279 strives to promote the media programs throughout the district by encouraging best practice in all possible areas of media instruction, in order to provide equitable services to all students. In recent years, several media centers have transitioned the fiction section away from the Dewey Decimal Classification system, and moved to a Bookstore Model system, or genrefication. There remains a debate about whether this new model is best practice, and what the effect of this model has on the book selection process.

The Research
In order to determine what best practice is on this topic, I am attempting to conduct research on the effectiveness of the Bookstore Model in your elementary media center. I hope that by gaining insight into how this classification system works for your population of students, I will be able to acquire an appropriate perspective on how this might translate into the other media centers in our school district. Since there are only a few media centers in our school district that have implemented the Bookstore Model into their fiction sections, it is crucial that I receive feedback on how the new system is working. I would greatly appreciate you taking your time to fill out the short survey attached.

Confidentiality
If you decide to participate in this survey, I can assure you that all responses will be held in strictest confidentiality, and that minimal personal information will be collected. These responses will be looked at by myself and my research team, with the final product of a starred paper being published and publicly held at St. Cloud State University. The survey itself was created in Google Forms. Please use this link to view the privacy policy:
Risks and Benefits
The predicted benefit of participating in this research will be to gain better understanding of how the Bookstore Model impacts book selection, and therefore the opportunity to share these results with other Library Media Specialists, in order to provide a more cohesive media program throughout the district. There are no foreseeable risks involved in participation of this study.

Results and Contact Information
If you wish to access your responses at any time, please contact me. You may contact me via email at poja1303@stcloudstate.edu or via cell phone at (701) 269-0033. The faculty advisor who is working with me is Marcia Thompson. She may be reached at mthompson@stcloudstate.edu or by calling 320-308-2120.

Participation and Withdrawal
Please know that your participation is voluntary, and you may withdraw at any point. This survey should take approximately ten minutes, and needs to be completed no later than January 22, 2016. By clicking the link below, you are agreeing to the terms and conditions set out in this letter, are over the age of 18, and are voluntarily consenting to participate in this research study.

Survey Link
https://docs.google.com/forms/d/1LQWJEpX4Mp-9G_4OB-EMmxzte5Im0426PZVdkZsLXc/edit

For a copy of the results of this survey, please email a request directly to me.

Thank you for your time.
Jana Potter
Graduate Student at St. Cloud State University
Appendix E:

LMS Bookstore Model Survey

Please take a few minutes and complete this survey regarding the use of the Bookstore Model in your media center. Please reflect back on your personal experiences regarding the use of this classification system, and how it has affected the overall book selection process for students. Please know that all responses to these questions will remain strictly confidential. If at any point you are uncomfortable, know you may exit the survey at any time. This survey will take approximately ten minutes to complete.

1. How many years have you been teaching as a Licensed Media Specialist?

*Mark only one oval.*

- □ Less than 1 year
- □ 1-3 years
- □ Over 3 years, less than 5 years
- □ 5 years or more

2. When did you move the fiction section of your media center to the Bookstore Model (genrefication)?

*Mark only one oval.*

- □ Less than 1 year ago
- □ 1-2 years ago
More than 2 years ago

3. What was the reasoning behind the move to the Bookstore Model?

(Please check all that apply)

- To increase circulation statistics in the Fiction section
- To help students make independent book selections
- To help students find new authors
- To help direct students to specific genres they enjoy reading
- Other: ________________________________________________________________

4. On average, how many students per day asked you for book recommendations before the use of the Bookstore Model?

Mark only one oval.

- 0 students
- 1-2 students
- 3-4 students
- 5 or more students

5. On average, how many students per day ask you for book recommendations since the transition to the Bookstore Model?

Mark only one oval.

- 0 students
6. Before the implementation of the Bookstore Model, what was the average length of time students took to select a book in the fiction section?

Mark only one oval.

- 1-2 minutes
- 1-2 minutes
- 2-3 minutes
- More than 3 minutes

7. After the implementation of the Bookstore Model, what is the average length of time students take to select a book in the fiction section?

Mark only one oval.

- 1 minute or less
- 1-2 minutes
- 2-3 minutes
- More than 3 minutes

8. Since the change to the Bookstore Model, what is the percentage of students that go directly to a genre section to browse?

Mark only one oval.
9. Do you feel the students understand the genre categories and physical layout of the Fiction section?

*Mark only one oval.*

- [ ] Yes
- [ ] No

10. Do you have students ask where to find a specific book by title?

*Mark only one oval. (If yes, please answer question 11. If no, please continue to question 12.)*

- [ ] Yes
- [ ] No

11. What percentage of students ask for a specific book by title?

*Mark only one oval.*

- [ ] Less than 10%
- [ ] 10-30%
- [ ] 31-50%
- [ ] 51-75%
- [ ] Over 75%
12. Do you have students ask where to find a specific author?

*Mark only one oval. (If yes, please answer question 13. If no, please continue to question 14.)*

- Yes
- No

13. What percentage of students ask for a specific author?

*Mark only one oval.*

- Less than 10%
- 10-30%
- 31-50%
- 51-75%
- Over 75%

14. Would you recommend to other LMSs to transition their fiction sections to the Bookstore Model?

*Mark only one oval.*

- Yes
- No
Appendix F:

Results of LMS Bookstore Model Survey

1. How many years have you been teaching as a Licensed Media Specialist?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>1-3 years</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>over 3 years, less than 5 years</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>5 years or more</td>
<td>5</td>
<td>100.00%</td>
</tr>
<tr>
<td>Total responses</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

2. When did you move the fiction section of your media center to the Bookstore Model (genrefication)?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year ago</td>
<td>1</td>
<td>20.00%</td>
</tr>
<tr>
<td>1-2 years ago</td>
<td>4</td>
<td>80.00%</td>
</tr>
<tr>
<td>More than 2 years ago</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Total responses</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

3. What was the reasoning behind the move to the Bookstore Model? (Check as many as apply)

<table>
<thead>
<tr>
<th>Reason</th>
<th>Count</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To increase circulation statistics in the Fiction section</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>To help students make independent book selections</td>
<td>4</td>
<td>80.00%</td>
</tr>
<tr>
<td>To help students find new authors</td>
<td>2</td>
<td>40.00%</td>
</tr>
<tr>
<td>To help direct students to specific genres they enjoy</td>
<td>3</td>
<td>60.00%</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>40.00%</td>
</tr>
</tbody>
</table>
Total responses

11

Other Responses:

- *I inherited it this way but would have changed it for the reasons of helping students find books they enjoy based on genre.*

- *Classroom Genre Studies*

4. On average, how many students per day asked you for book recommendations before the use of the Bookstore Model?

<table>
<thead>
<tr>
<th>Response Count</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 students</td>
<td>0.00%</td>
</tr>
<tr>
<td>1-2 students</td>
<td>40.00%</td>
</tr>
<tr>
<td>3-4 students</td>
<td>20.00%</td>
</tr>
<tr>
<td>5 or more students</td>
<td>40.00%</td>
</tr>
<tr>
<td>Total responses</td>
<td>5</td>
</tr>
</tbody>
</table>

5. On average, how many students per day ask you for book recommendations since the transition to the Bookstore Model?

<table>
<thead>
<tr>
<th>Response Count</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 students</td>
<td>20.00%</td>
</tr>
<tr>
<td>1-2 students</td>
<td>80.00%</td>
</tr>
<tr>
<td>3-4 students</td>
<td>0.00%</td>
</tr>
<tr>
<td>5 or more students</td>
<td>0.00%</td>
</tr>
<tr>
<td>Total responses</td>
<td>5</td>
</tr>
</tbody>
</table>
6. Before the implementation of the Bookstore Model, what was the average length of time students took to select a book in the fiction section?

<table>
<thead>
<tr>
<th>Response Count</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 minute or less</td>
<td>0 0.00%</td>
</tr>
<tr>
<td>1-2 minutes</td>
<td>0 0.00%</td>
</tr>
<tr>
<td>2-3 minutes</td>
<td>1 20.00%</td>
</tr>
<tr>
<td>More than 3 minutes</td>
<td>4 80.00%</td>
</tr>
<tr>
<td>Total responses</td>
<td>5</td>
</tr>
</tbody>
</table>

7. After the implementation of the Bookstore Model, what is the average length of time students take to select a book in the fiction section?

<table>
<thead>
<tr>
<th>Response Count</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 minute or less</td>
<td>0 0.00%</td>
</tr>
<tr>
<td>1-2 minutes</td>
<td>0 0.00%</td>
</tr>
<tr>
<td>2-3 minutes</td>
<td>4 80.00%</td>
</tr>
<tr>
<td>More than 3 minutes</td>
<td>1 20.00%</td>
</tr>
<tr>
<td>Total responses</td>
<td>5</td>
</tr>
</tbody>
</table>

8. Since the change to the Bookstore Model, what is the percentage of students that go directly to a genre section to browse?

<table>
<thead>
<tr>
<th>Response Count</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-25%</td>
<td>0 0.00%</td>
</tr>
<tr>
<td>26-50%</td>
<td>1 20.00%</td>
</tr>
<tr>
<td>51-75%</td>
<td>2 40.00%</td>
</tr>
<tr>
<td>76-100%</td>
<td>2 40.00%</td>
</tr>
<tr>
<td>Total responses</td>
<td>5</td>
</tr>
</tbody>
</table>
9. Do you feel the students understand the genre categories and physical layout of the fiction section?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4</td>
<td>80.00%</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>20.00%</td>
</tr>
<tr>
<td>Total responses</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

10. Do you have students ask where to find a specific book by title?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5</td>
<td>100.00%</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Total responses</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

11. What percentage of students ask for a specific book by title?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10%</td>
<td>1</td>
<td>20.00%</td>
</tr>
<tr>
<td>10-30%</td>
<td>1</td>
<td>20.00%</td>
</tr>
<tr>
<td>31-50%</td>
<td>2</td>
<td>40.00%</td>
</tr>
<tr>
<td>51-75%</td>
<td>1</td>
<td>20.00%</td>
</tr>
<tr>
<td>Over 75%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Total responses</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
12. Do you have students ask where to find a specific author?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>20.00%</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>80.00%</td>
</tr>
<tr>
<td>Total responses</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

13. What percentage of students ask for a specific author?

<table>
<thead>
<tr>
<th>Response Count</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10%</td>
<td>1  100.00%</td>
</tr>
<tr>
<td>10-30%</td>
<td>0  0.00%</td>
</tr>
<tr>
<td>31-50%</td>
<td>0  0.00%</td>
</tr>
<tr>
<td>51-75%</td>
<td>0  0.00%</td>
</tr>
<tr>
<td>Over 75%</td>
<td>0  0.00%</td>
</tr>
<tr>
<td>Total responses</td>
<td>1</td>
</tr>
</tbody>
</table>

14. Would you recommend to other LMSs to transition their fiction sections to the Bookstore Model?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5</td>
<td>100.00%</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Total responses</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
Appendix G:

Student Bookstore Model Survey Consent Form

Osseo Area Schools
ISD 279
Parent/Guardian/Child Consent Form

Title of the Study:
The effects of genrefication of fiction on the book selection process in elementary schools.

The Research
I am attempting to conduct research on the effects of the Bookstore Model (classification according to genre) in your child’s library media center. I hope that by gaining insight into how this classification system works for this school’s population of students, I will be able to understand if the Bookstore Model is being effectively used, and if it helps students locate books. Since there are only a few media centers in our school district that have implemented the Bookstore Model into their fiction sections, it is important that I receive feedback on how the new system is working. I would greatly appreciate you giving permission for your child to take a brief survey in school, regarding how he/she selects books in the media center.

Confidentiality
If you decide to allow your child to participate in this survey, I can assure you that all responses will be held in strictest confidentiality, and that minimal personal information will be collected. These responses will be looked at by myself and my research team, with the final product of a starred paper being published and publicly held at St. Cloud State University. The survey itself was created in Google Forms. Please use this link to view the privacy policy: http://www.google.com/intl/en/policies/privacy/

Risks and Benefits
The predicted benefit of participating in this research will be to gain better understanding of how the Bookstore Model impacts book selection. Once the results are reviews, I will have the opportunity to share these results with other Library Media Specialists, in order to provide a more cohesive media program throughout the district. There are no foreseeable risks involved in participation of this study.

Results and Contact Information
If you wish to access your responses at any time, please contact me. You may contact me via email at poja1303@stcloudstate.edu or via cell phone at (701) 269-0033. The faculty advisor who is working with me is Marcia Thompson. She may be reached at mthompson@stcloudstate.edu or by calling 320-308-2120
Participation and Withdrawal
Please know that your child’s participation is voluntary, and he/she may withdraw at any point. This survey should take about ten minutes, and will be completed during school hours. Please check the box below, indicating your agreement/disagreement about your child participating in this survey:

☐ Yes, my child can participate in the survey

☐ No, my child cannot participate in the survey

If you decide to give your child permission to participate in this study, please explain this form to your child, and let them know what the survey will be about. If your child agrees to participate, please have your child AND yourself sign this form below.

Child Consent: __________________________________________________

Parent/Guardian Consent: ____________________________________________

Please return this form to the school by January 28, 2016.

For a copy of the results of this survey, please email a request directly to me.

Thank you for your time.
Jana Potter
Graduate Student at St. Cloud State University
Appendix H:

Student Bookstore Model Survey

Student Bookstore Model Survey

Please take a few minutes and complete this survey about the Fiction section in your school media center. Please think back about your experience of selecting books in the Fiction section since it has been broken into categories (Humor, Sci-Fi, Sports) and how these categories have affected your overall book selection process. Please know that all responses to these questions will remain strictly confidential. If at any point you are uncomfortable, know you may exit the survey at any time. This survey will take approximately ten minutes to complete. Please answer each question in order.

Personal Information

1. What grade are you in?

*Mark only one oval.*

- □ 4th
- □ 5th

2. How often do you come to the school library?

*Mark only one oval.*

- □ Once a week
- □ 2-3 times a week
- □ More than 3 times a week
3. Do you come to the library on your own, without your class?

*Mark only one oval.*

- [ ] Yes
- [ ] No

**Book Selection**

The following answers to the questions will be based on how you find and select books in the Zanewood Media Center.

4. When I come into the library, I usually know exactly what book(s) I am looking for.

*Mark only one oval.*

- [ ] Strongly agree
- [ ] Agree
- [ ] Undecided
- [ ] Disagree
- [ ] Strongly disagree

5. I have a favorite author, and I know where to find books written by him/her.

*Mark only one oval.*

- [ ] Strongly agree
- [ ] Agree
- [ ] Undecided
- [ ] Disagree
- [ ] Strongly disagree
6. I have a favorite genre, such as Fantasy or Sports Fiction, that I enjoy reading.

*Mark only one oval.*

- [ ] Strongly agree
- [ ] Agree
- [ ] Undecided
- [ ] Disagree
- [ ] Strongly disagree

7. When I come to the library, I look for books according to their genre (Fantasy, Sports Fiction, etc.).

*Mark only one oval.*

- [ ] Strongly agree
- [ ] Agree
- [ ] Undecided
- [ ] Disagree
- [ ] Strongly disagree

8. I think that having the Fiction books shelved by their genre (Fantasy, Sports Fiction) makes it easier to find the books I like.

*Mark only one oval.*

- [ ] Strongly agree
- [ ] Agree
- [ ] Undecided
9. When I come to the library, I like to browse the shelves, and find new books.

Mark only one oval.

○ Strongly agree
○ Agree
○ Undecided
○ Disagree
○ Strongly disagree

10. When I come to the library and I’m looking for a Fiction book, I can always find the book that I’m looking for.

Mark only one oval.

○ Strongly agree
○ Agree
○ Undecided
○ Disagree
○ Strongly disagree

11. When I check out books, I usually read them.

Mark only one oval.

○ Strongly agree
Agree
Undecided
Disagree
Strongly disagree
Appendix I:

Results of Student Bookstore Model Survey

1. What grade are you in?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th</td>
<td>4</td>
<td>16.00%</td>
</tr>
<tr>
<td>5th</td>
<td>21</td>
<td>84.00%</td>
</tr>
</tbody>
</table>

Total responses: 25

2. How often do you come to the library?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once a week</td>
<td>14</td>
<td>56.00%</td>
</tr>
<tr>
<td>2-3 times a week</td>
<td>6</td>
<td>24.00%</td>
</tr>
<tr>
<td>More than 3 times a week</td>
<td>5</td>
<td>20.00%</td>
</tr>
</tbody>
</table>

Total responses: 25

3. Do you come to the library on your own, without your class?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>21</td>
<td>84.00%</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>16.00%</td>
</tr>
</tbody>
</table>

Total responses: 25
<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. When I come into the library, I usually know exactly what book(s) I am looking for.</td>
<td>5</td>
<td>13</td>
<td>6</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>20%</td>
<td>52%</td>
<td>24%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>5. I have a favorite author, and I know where to find books written by him/her.</td>
<td>10</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>40%</td>
<td>16%</td>
<td>24%</td>
<td>16%</td>
<td>4%</td>
</tr>
<tr>
<td>6. I have a favorite genre, such as Fantasy or Sports Fiction, that I enjoy reading.</td>
<td>8</td>
<td>14</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>32%</td>
<td>56%</td>
<td>8%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>7. When I come to the library, I look for books according to their genre (Fantasy, Sports Fiction, etc.).</td>
<td>9</td>
<td>11</td>
<td>4</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>36%</td>
<td>44%</td>
<td>16%</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td>8. I think that having the Fiction books shelved by their genre (Fantasy, Fiction) makes it easier to find the books I like.</td>
<td>13</td>
<td>8</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>52%</td>
<td>32%</td>
<td>16%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>9. When I come to the library, I like to browse the shelves, and find new books.</td>
<td>13</td>
<td>8</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>52%</td>
<td>32%</td>
<td>12%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>10. When I come to the library and I'm looking for a Fiction book, I can always find the book that I'm looking for.</td>
<td>7</td>
<td>11</td>
<td>5</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>28%</td>
<td>44%</td>
<td>20%</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>11. When I check out books, I usually read them.</td>
<td>11</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>44%</td>
<td>56%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>