



# Whose Responsibility Is It? A Statewide Survey of School Librarians on Responsibilities and Resources for Teaching Digital Citizenship

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## Abstract

*In 2015 the Utah State Legislature passed H.B. 213, “Safe Technology Utilization and Digital Citizenship in Public Schools,” mandating that K–12 schools provide digital citizenship instruction. This study presents an exploratory endeavor to understand how school librarians in a state that adopted digital citizenship legislation engage with digital citizenship instruction and their perceptions of a school librarian’s role in providing this instruction. We conducted a statewide survey of Utah school librarians, including questions focusing on digital citizenship resources used, current instruction within the school, and inquiries about improvements to current instruction. School librarians expressed a desire to be more involved in the instruction process, the need for more time, and the desire for consistent collaboration with teachers and administration.*

## Introduction

In 2015 the Utah State Legislature passed H.B. 213, “Safe Technology Utilization and Digital Citizenship in Public Schools.” This bill requires that a school district, charter school, or college of education “provide for education and awareness on safe technology utilization and digital citizenship” (Utah H.B. 213 2015, line 89). In the bill digital citizenship is defined as “the norms of appropriate, responsible, and healthy behavior related to technology use, including digital literacy, ethics, etiquette, and security” (2015, lines 54–55). The bill’s sponsor was motivated to write this legislation in response to reports of students accessing inappropriate Web content

through school technology. Also, amidst increasing concerns about cyberbullying and the potential for hacking, community interest in digital citizenship education was high.

While the bill requires that the school community council—a group of elected parents of current students and teachers in the school—be charged with ensuring that digital citizenship instruction is offered, the bill did not identify who should lead the instruction, how the instruction should be provided, or what curriculum should be used. No formal evaluation mechanisms nor new financial resources were added to this initiative. Our initial conversations with school librarians at multiple school districts in Utah suggested that the implicit expectation among district leaders was for school librarians to deliver digital citizenship instruction, in part because many of the school librarians were responsible for information literacy instruction and because the Web had increasingly become a default information source for research. In many schools the library is where students have Internet access during free time without prior scheduling (as opposed to a school computer lab, which may only be for classroom use). Furthermore, school librarians expressed the impression that administrators had an underlying assumption that the instructional time of librarians had less stringent requirements than those for subject areas such as mathematics and language arts.

Enactment of this bill presented a unique opportunity to explore who school librarians perceived to be involved in and impacted by Utah H.B. Bill 213. We wondered to what extent digital citizenship instruction was taken up by school librarians, and, if so, what resources they were using. Having seen in earlier research (Kuhlthau 2010; Moreillon 2013; Smalley 2003) that librarians, including school librarians, serve as important sources of information literacy, this was an exploratory endeavor to understand how school librarians in a state that had adopted digital citizenship legislation were being affected and what they perceived.

## Literature Review

### Digital Citizenship in Schools

Digital citizenship has increasingly become a topic of conversation among educators, researchers, parents, and librarians as incidents of cyberbullying, online harassment, and sexting have become public concerns (Kwan and Skoric 2013; Wolak, Mitchell, and Finkelhor 2007). In light of these concerns, boyd (2007) has argued, based on her own ethnographic research of teen use of online resources and social networks, that new competencies must be developed as Internet-based communications and social interactions are the backbone of the current youth experience. Based on that ethnographic work, the current state of teen Internet use is not dire. A study by Valerie Hill (2015) presents an inventive approach to using Minecraft as a conduit for introducing information literacy skills, the core of digital citizenship. As demonstrated in Hill's study there is a growing awareness on the part of school librarians that safe and responsible online interactions should be discussed with teens. Teaching about healthy online interactions has fallen under the umbrella of "Internet safety." Discussion about Internet safety has evolved from warnings about the risks that come with meeting online connections face-to-face, and methods of prevention and intervention in cases of cyberbullying and other forms of online harassment (Jones and Mitchell 2016).

The bulk of the literature about digital citizenship as a form of responsible information literacy appears in practitioner-gearred publications with a focus on incorporating the topic into the technology and media curriculum (Greenhow 2010; Hollandsworth, Dowdy, and Donovan

2011). Increasingly, information literacy skills and digital citizenship are seen as converging in their relatedness and importance (Livingston and Van der Graaf 2010). Thus, the expectation that school librarians may be prime candidates for providing such instruction is sensible. The instructional role is also coupled with the role that many school librarians play as technology specialists in their schools (Arnone, Reynolds, and Marshall 2009).

## Curriculum and Instructional Challenges

School librarians are limited in the curriculum available to them regarding digital citizenship. Mike Ribble has provided a commonly used definition of digital citizenship as “the norms of appropriate, responsible behavior with regard to technology use” (2017). He further breaks down digital citizenship into nine themes: digital access, digital commerce, digital communication, digital literacy, digital etiquette, digital law, digital rights and responsibilities, digital health and wellness, and digital security. On Ribble’s website he provides guidance about which themes could be taught and breaks them down by grade level (for example, digital etiquette for students in kindergarten through second grade, and digital health and welfare during sixth through eighth grades). However, like many available digital citizenship resources, Ribble’s website is geared toward classroom teachers who have an extended period of time with students during the day over the entire school year.

Common Sense Education (a branch of Common Sense Media) is a resource well known among K–12 teachers and school librarians. Common Sense offers a regularly revised curriculum for educators of all grades. The curriculum is divided into six main areas of focus: media balance and well-being; privacy and security; digital footprint and identity; relationships and communication; cyberbullying, digital drama, and hate speech; and news and media literacy (Common Sense Education n.d.-a). For each grade level, a series of tailored lesson plans are based on a number of foci and take-home resources. While school librarians can modify these lessons (and frequently do), librarians are restricted by the time available to spend with students, the nature of the relationship between a classroom teacher and school librarian, and administrative support. Depending on teachers’ attitudes and administrators’ expectations, in some schools students’ time in the library may be limited to as little as an introductory presentation and tour at the beginning of the school year.

## School Librarian’s Role

In the professional literature aimed at school librarians, a rich discourse has been centered around the roles school librarians serve for students, classroom teachers, and school administrators (Beck 2015; Haycock 2007; Johnston 2011). School librarians’ roles and responsibilities are diverse and dependent on the schools in which they are working. Responsibilities, such as Student Council advisor or afterschool club sponsor, can be assigned to a school librarian by administrators, particularly principals, who are not fully aware of the multiple roles a school librarian already juggles daily (Shannon 2016). As instructional resources for schools, librarians not only serve as instructional collaborators with teachers but also as resources for providing information technology support within the classroom (Moreillon 2013).

Relationship-building and collaboration between school librarians and teachers has been a point of notable attention in both the scholarly literature and publications aimed at practitioners (Islam and Murno 2006). Sustaining strong relationships and collaborating with teachers are critical for delivery of both in-class or in-library instruction by a school librarian (Montiel-Overall 2005).

Additionally, through training in an MLIS and/or school certification program, school librarians act as a primary source for students' information literacy instruction. Recent research has delved into the role librarians play in bringing maker activities into the school library (Lee et al. 2017) and providing opportunities for exploring computational thinking (Subramaniam et al. 2018). Alongside these evolving roles is a school librarian's responsibility for information literacy instruction. Information literacy itself is a mixture of different literacies or "expanded literacies" under which digital citizenship falls (Braun et al. 2014, 6). These expanded literacies emerge from New Literacy Studies, which focus more on the multiple locations for literacy development, such as schools, public libraries, and community, and with literacy construction as a social practice (Street 2003).

## Purpose

The purpose of this study was to better understand the perceptions and beliefs of school librarians regarding state-mandated digital citizenship instruction in K–12 schools. As the mandate in Utah is unique within the United States, we focused on a survey of school librarians throughout that state. This study provides data and findings useful to school librarians and other decision-makers in other states in the event that comparable policy decisions are made in the future.

## Methods

### Participants

Utah currently has 41 school districts, 100 charter schools, and 120 private schools (Utah State Board of Education 2015). Approximately 880 K–12 schools are in the state. However, not all have their own dedicated library. For rural communities, joint school and public libraries are common. Even those schools that have a library may not have their own designated librarian. Increasingly, Utah residents are seeing school libraries being staffed by multiple part-time employees who handle primarily circulation of materials. According to e-mail communications with the Utah State Board of Education, as of last May approximately 228 librarians were working in Utah school public systems (Thronsdon 2018).

Out of 41 school districts, 32 were represented in our survey responses, including 6 charter schools. In total, 134 librarians completed the survey from schools across the state, including school systems serving metropolitan, suburban, and rural communities. This represents 15 percent of schools, but according to numbers from the Utah State Board of Education, 58 percent of librarians. This difference may be due to the number of recognized certified librarians working in the schools, as more libraries are being staffed by paraprofessionals. Few responses to the survey came from librarians at charter and private schools. Additionally, locating current e-mail addresses to contact was a challenging task because school and district websites frequently did not list necessary contact information or include school librarians if they did. While we do not know exact numbers beyond what we received from the Utah State Board of Education, we are aware that in Utah there are simply fewer librarians than schools. In light of that and extant research (Baruch and Holtom 2008), we believe the response rate is sufficient for reporting results.

The researchers worked to reach as many school librarians within the state of Utah as possible, including those from public, private, charter, and tribal schools. Librarians were sent the digital citizenship survey by e-mail, first, an e-mail from the Utah State Board of Education was sent to all librarians in public schools, and after a two-week period, an e-mail was sent by the researchers to individual librarians at public, private, and charter schools to encourage participation. In total, 145 librarians submitted the survey. The majority of respondents (46.5 percent) have been working as a librarian for five years or less in their school. Respondents largely came from elementary schools (45.11 percent) with the rest of the respondents working in middle schools (18.05 percent), high schools (21.05 percent), and students in more than one school level (15.79 percent). In Utah, the education requirements vary for school librarians (Utah State Library Division 2016). Only middle and high school librarians must possess school librarian certification. Among our librarian participants only 26.67 percent possessed a school librarian certification, 27.56 percent teacher certification, 18.6 percent Master's degree (MLIS, MLS, MEd), 4 percent currently in a MLIS/MLS or school librarian certification program, 12.44 percent without a degree, and 10.67 percent listing other degrees. Since respondents could select as many degrees/certifications they possessed and/or were completing, a number had a combination of a Master's degree, teacher certification, and school librarian certification or similar combinations.

## Data Collection

For this study, the survey was developed using Qualtrics, an online survey platform, and composed of closed and open-ended questions, including demographic questions. The survey took approximately twenty minutes to complete and remained open for one month. The survey is in Appendix A.

The survey contained four parts:

- 1) demographic questions such as number of years as a librarian at their present school, education level, and school district;
- 2) questions about resources used for digital citizenship instruction;
- 3) questions about school-specific digital citizenship instruction and overall critiques and suggestions for improvement of digital citizenship resources (for example, "Who is responsible for planning digital citizenship instruction at your school?"); and
- 4) questions about the impact of the enactment of H.B. 213.

Because this study presents the first statewide survey of school librarians regarding mandated digital citizenship education, we constructed our questions based partially on the uniqueness of Utah's state mandate and partially on Ribble's (2012) thematic formation of digital citizenship. We conducted a pilot test of the survey instrument with three school librarians: two librarians working within the same school district in northern Utah and another serving as a librarian in a charter school. Based on their feedback and responses, the survey was modified for widespread release.

## Data Analysis

The researchers applied both quantitative and qualitative analysis.

Quantitative focused on percentage responses and descriptions. Some responses were broken down by subgroup. For example, responses that highlighted the differences between responses of new and established librarians with five or fewer years in the profession were grouped and compared. Also grouped and compared were responses of librarians serving elementary, middle, and high school students.

Free-text responses were coded using Johnny Saldaña’s approach to open coding (2015). This process involved a process of generating major codes as they emerged from the responses and determining patterns. These codes were reviewed by the two researchers and broken down further into minor codes. The coding process began again incorporating the minor codes and adjusting any major codes as necessary. The codes we derived are in table 5.

## Findings

### Theme: Responsibility for Instruction

In response to the question, “Who is responsible for planning digital citizenship instruction at your school? Please select all that apply,” participants revealed that the responsibility falls heavily on school librarians and technology specialists. Table 1 highlights the breakdown of responsibility with clear overlap. Table 2 compares beliefs regarding who *should* be responsible by level of grade taught by respondent. As indicated by tables 1 and 2, school librarians’ responses suggest that they are indeed playing a key role in delivering digital citizenship instruction in their schools.

One surprising finding came from the responses of “other.” A number of librarians expressed uncertainty: for example, responding that they did not know who provided this instruction, the responsibility has not been assigned, or that they were unaware of the state mandate.

**Table 1. Responsibility for planning digital citizenship by position within the school.**

Position	Frequency	Percent
School Librarian	40	20.0%
Individual Teachers	31	15.5%
Combination of School Librarians and Teachers	53	26.5%
Technology Specialist	51	25.5%
Other [open response box]	25	12.5%
Total	200	100%

**Table 2: Belief regarding responsibility for planning and teaching digital citizenship by grade level taught.**

What grade levels does your school teach?									
Who do you believe should be responsible for planning and teaching digital citizenship in your school?		Pre-K	Primary	Elem	Middle	High	Other	Total	%
	School librarian	0	0	4	0	1	0	5	4.3
	Individual teachers	0	0	2	1	0	0	3	2.6
	School librarian and individual teachers	0	0	21	16	16	11	64	55.6
	Tech specialist	0	1	12	3	3	5	24	20.8
	Other	0	0	12	1	3	3	19	16.5
	<b>Total</b>	0	1	51	21	23	19	<b>115*</b>	

*\*If a participant was unfamiliar with digital citizenship and/or had no knowledge of how digital citizenship instruction was taught in their school, they could skip this question.*

When respondents were asked about resources used for instruction, the following were commonly identified: Common Sense Education’s website, Utah’s Online Library, Utah Education Network, and NetSafe Utah.

Utah Education Network (UEN) “connects all Utah school districts, schools, and higher education institutions to a robust network and quality educational resources” (UEN n.d.). Through UEN, educators are provided with online lesson plans, open-source textbooks, and more.

NetSafe Utah is aimed at children, teens, parents, and K–12 educators. The site offers videos and other resources, “including Internet Safety information that Utah schools need to meet the Children’s Internet Protection Act (CIPA) requirements” (NetSafe Utah n.d.).

Utah’s Online Library, as a service of UEN, provides students, parents, and educators on and off campus with access to databases, reference tools, classroom activities, etc.

The above resources were consistently rated “very good” and “good.” However, the responses about improving digital citizenship instruction clearly reveal weaknesses in the resources that participants had earlier in the survey rated as “very good.” This dissatisfaction with freely available resources was highlighted by one librarian’s response: “Our school district created and pushes the program. It is outdated and uninteresting. I think students need programs that are more applicable to them and seem important.”

However, it is important to note that these resources and others mentioned by the librarians are intended for use by teachers for traditional classroom lessons, not school librarians. An excerpt from a lesson plan from Common Sense Education illustrates the lack of appropriateness for use by school librarians. For a fifth-grade digital citizenship module, one 45-minute lesson, focusing on cyberbullying, includes outlines, slides, handouts, a quiz, and take-home family resources (Common Sense Education 2018).

Without a structured period of instruction or consistent instructional time, school librarians struggled to adequately teach digital citizenship within the time available. To quote one respondent: “Give me more instruction time. Trimester systems means we have to do everything at a super speed. We just don’t have the time to fit [digital citizenship instruction] in most years.”

### Theme: Beliefs towards Digital Citizenship

When asked who the participants believe *should* be responsible for planning and teaching lessons about digital citizenship, a collaborative effort between school librarians and individual teachers dominated the responses (66.2 percent of respondents). As noted in table 3, school librarian respondents believe that a number of different faculty and staff should be leading digital citizenship instruction but are not currently (as shown in table 1).

**Table 3. Summary of respondents’ beliefs regarding who *should* be responsible for planning and teaching digital citizenship. (Respondents could select more than one.)**

Position	Frequency	Percent
Principal/Vice Principal	1	.7
Combination of school librarians and teachers	69	66.2
Everyone	3	2.2
Individual teachers	3	2.2
School librarian	5	3.7
Technology specialist	24	17.6
Other (open response)	10	7.4
<b>Total</b>	<b>136</b>	<b>100.0</b>



**Table 4. Beliefs of school librarians regarding digital citizenship teaching, sorted by respondents' education.**

What type of library specific degree do you possess? Select all that apply.											
Digital citizenship should be taught within the school.		MLIS/MLS	MEEd	School lib certificate	Teacher cert	In MLIS program	In school lib cert prog	None	Other	Total	%
	Strongly agree	5	12	18	20	0	1	6	4	38	33.3
	Somewhat agree	3	7	18	20	1	4	11	10	44	38.5
	Neither agree nor disagree	3	4	7	9	0	2	1	2	13	11.4
	Somewhat disagree	0	3	7	7	0	0	3	3	14	12.2
	Strongly disagree	1	0	3	2	0	0	1	1	5	4.3
<b>Total</b>	<b>8</b>	<b>26</b>	<b>53</b>	<b>58</b>	<b>1</b>	<b>7</b>	<b>22</b>	<b>20</b>	<b>114*</b>		

*\*If a participant had no knowledge about digital citizenship and/or how it was performed in their school (or even if it was) they could skip this question or leave it blank.*

### Theme: Improving Digital Citizenship Instruction

The final question of the survey, “What do you think is needed or can be done to improve digital citizenship instruction in your school?” provided insights into emerging directions for either improving existing digital citizenship instruction or creating entirely new curriculum. Additionally, a number of the responses revealed an uncertainty regarding how instruction is currently being conducted and/or by whom.

Table 5 lists the major and minor codes ascribed to the responses.

**Table 5. Major and minor codes applied to responses to question 15 in the survey.**

Major Codes	Minor Codes
TRAINING/EDUCATION	updated information
	reminders
	formal training/education
	unawareness
COLLABORATION	between teachers and other school personnel
	between admin and teachers
	between teachers and librarians
MORE SUPPORT	school administration

	faculty/teachers
	state
	parents/parent teacher association (PTA)
	prioritization
<b>RESOURCES</b>	curriculum
	instructional time
	technology
	tools (for example, videos, worksheets, online tutorials)
	more current materials/tools

### Improvement One: Training/Education

Participants remarked on the need for more and consistently updated information about digital citizenship curriculum materials and tools. One librarian commented: “access to updated and available curriculum materials—videos, worksheets, activities, etc.” Another remarked: “information? Updated and interesting information.” The school librarians wanted current and frequently updated information not only for themselves but also for their students.

Others shared the lack of awareness about what was being taught in the classroom or if any focus on digital citizenship instruction was included in their school’s curriculum. The number of “don’t know” or “not sure” responses suggests that in some school districts and schools, digital citizenship instruction is a murky area. Many participants did not leave a response to this question. These school librarians have not been informed about the requirement for digital citizenship instruction. Perhaps because librarians are isolated from the larger school community, they are not informed about curriculum changes or developments. Another reflection is that school librarians and teachers may not be aware of or pay attention to state legislative actions.

### Improvement Two: Collaboration

Depending upon the school and the relationships between school librarians and teachers, collaboration can be a common occurrence or a challenge to build. Collaboration for school librarians means “coplanning, coimplementation, and coevaluation” (Callison 1997, 37). In a 2016 report about her research, one of the researchers for this study (Abigail L. Phillips) discussed the desire of school librarians to be more involved in instruction, whether by means of in-class visits by the librarian or classes being brought into the library. For this earlier research, school librarians were interviewed, and they discussed the disconnect they felt between the larger school environment and what they, as experienced information professionals, could offer teachers (2016). Certainly, the Utah school librarians who participated in our study expressed a desire for more collaboration between school librarians and teachers, school personnel, and administrators. As noted by a librarian in this survey, “I *need* (emphasis added) to collaborate with teachers to make sure each student is receiving instruction on this topic.” Another school

librarian responding to our survey stated: “In the library, I’m left pretty unaware of how the teachers are teaching this [digital citizenship].”

Many survey respondents desired collaboration of some sort. Of course, collaboration does not end with school librarians and classroom teachers. It also involves working with technology specialists and computer education teachers (when they exist in the school) and administrators. School librarians actively want to become part of the instructional process; as one librarian noted: “Personally, I think I need to become more involved in the process [of designing lessons and teaching digital citizenship].”

In 2017 Randy Hollandsworth, Judy Donovan, and Mary Welch highlighted how awareness of digital citizenship has improved since they wrote their *Tech Trends* article on the subject in 2011. Yet, within Utah there is still work to be done regarding awareness among librarians, technology specialists, administrators, and others within schools about digital citizenship instruction and how educators and other stakeholders could work together to help students develop good online habits.

### **Improvement Three: More Support**

The literature highlights the need for whole-school support of digital citizenship instruction. While there is not clear agreement on how to help learners develop the skills and dispositions of good digital citizenship or approach the appropriate use of digital technology, it is clear that school librarians alone cannot take on digital citizenship (Ribble, Bailey, and Ross 2004). In response to the question, “What do you think is needed or can be done to improve digital citizenship instruction in your school?” participants’ comments were calls for support in various forms—including more support from administration, teachers, technology specialists/teachers, and parents. There were a few comments regarding parental guidance of young people’s online behavior, such as: “Have parents take responsibility for supporting digital citizenship in the home.” However, school librarians also clearly wanted support from administrators and their school district: “Administration has to be 100% behind this and not leave it to just the teachers”; and “Our school district created and pushes the program [used at our school]. It is outdated and uninteresting.” For many of the school librarians, support from a number of groups plays a key role in successful digital citizenship instruction.

In response to this question, librarians also expressed a need for reinforcement, reminders, and collaboration. One librarian serving in a Pre-K through sixth-grade school saw a need for “Quarterly reminders and refresher lessons.” Another wished for “a coordinated effort led by administrators with the help of certified teacher librarians.” This coordinated effort was envisioned as including support across the school with instruction taking place not only in the library but in other relevant classes such as computer science, health, etc.

### **Improvement Four: Resources**

When respondents were asked about the effectiveness of resources used in their schools to teach digital citizenship and what additional resources would improve their ability to provide instruction in digital citizenship, among the more common responses were wishes for better curriculum materials and more time working directly with learners.

Librarians pointed out the weaknesses, contradictions, and gaps that exist in the resources currently provided to them. Of the 74 comments from questions 11 and 13, 57 percent suggested

that more curricular resources were needed. Multiple comments revealed the issues librarians found in popular digital citizenship materials, and they asked for “more age-appropriate lesson plans,” “updated and interesting information,” and inclusion of “more real-world activities and examples in curriculum.”

Another suggestion for improvement called for more support from the state. Librarians said they wanted more guidance regarding appropriate lessons for each grade level, standardized curriculum across the state, and general guidelines for teaching digital citizenship. A number of the surveyed librarians were not aware of the state mandate, what instruction was taking place within their schools, and/or if any instruction was provided in any way.

Many respondents wished for more time for educators—including school librarians—to help students develop the habits of good citizenship. One surveyed school librarian eloquently articulated the challenge:

I think teachers are too often told, “You need to add this to your curriculum.” without any additional resources, and certainly no addition [sic] time. If a plan is not put in place, with the resources and time, to make it realistic for teachers to teach yet another thing, it’s not going to happen. Teachers are already stretched to the breaking point.

Tying into the wish for more guidance at the state level, librarians wondered about how much time was enough and how to incorporate instruction in digital citizenship into an already packed school day.

Sometimes school librarians did not know how much and what instruction was going on in the classroom and to what depth. As a respondent commented, “I don’t know how it is taught here and how much time is spent on the subject, but I do think it is important to spend a good amount of time on this subject.”

## Implications for Practitioners

Digital citizenship instruction is more than simply providing prepackaged lesson plans, handouts, and worksheets about digital etiquette, Internet safety, and cyberbullying. Instruction in digital citizenship involves education—for educators and their students—about the new literacies that are in action when engaging online. This instruction also requires constant attention to the changing nature of digital environments, including social media and the multitude of platforms available (Simsek and Simsek 2013). Instruction must go beyond the scope of currently available curriculum and resources for classroom teachers (Common Sense Education n.d.-b). Many of the school librarians in our study relied on resources designed for teachers who had an entire school year for targeted instruction. These resources are not optimal for school librarians because they have limited time with students and because librarians already have a wide range of diverse information literacy topics to address with learners.

Collaboration between teachers, school librarians, and administrators dominated the suggestions for improvements to digital citizenship education. However, planning and implementing collaboration among teachers, librarians, school administrators, and even school district personnel is challenging. Ideally, school librarians can serve in a leadership role in the effort to achieve a focused approach to how digital citizenship can be incorporated into the curriculum. The combination of a librarian’s information literacy expertise alongside a partnership with classroom teachers can do much to improve how digital citizenship is presented to K–12 students.

## Conclusion

The purpose of this study was to better understand the emerging role of school librarians as digital citizenship educators and how they view these roles. School librarians, serving as a source of educational support for students, have begun taking up digital citizenship instruction responsibilities within their schools. Whether this instruction is part of assigned tasks or taken on by the librarians voluntarily, school librarians are in search of high-quality, up-to-date, and relevant resources that support their instruction. This new responsibility requires school librarians to develop their own approaches to bringing digital citizenship instruction into the library.

The responses received reveal the potential for further research regarding digital citizenship instruction by school librarians. Through their answers to the open-ended questions in our survey, librarians shared insights gleaned from experiences with digital citizenship curriculum and other resources. Future work should delve deeper into the challenges of digital citizenship instruction and opportunities for school librarians to take a lead (or collaborative) role in developing curriculum and resources that meets these challenges.

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## Appendix A. Survey Instrument

This brief survey is intended to find out how digital citizenship instruction is provided in your school. Your responses will be kept completely confidential; only the researchers will have access to your responses and e-mail addresses. Responding to the following questions should not take up more than ~ 20 minutes of your time. Please answer the following questions to the best of your knowledge. If you feel uncomfortable with a question or are unsure how to answer, please skip the question and move on. Thank you for your time!

1. What school district do you work in? [Drop down menu here listing the following:
  - a) Names of school districts in Utah
  - b) Names of charter schools in Utah
  - c) Other
2. How many years have you worked at your current school in a librarian/media specialist capacity?
  - a) Numbers of years [drop down menu here]
3. What grade level does your school teach?
  - a) Prekindergarten
  - b) Primary School
  - c) Elementary School
  - d) Middle School
  - e) High School
  - f) Other
4. What type of library-specific degree do you possess? Please select all that apply.
  - a) Master of Library and Information Science (MLIS)
  - b) Master of Education
  - c) School librarian certification
  - d) Teacher certification
  - e) Currently in a MLIS program
  - f) Currently in a school librarian certification program
  - g) None
  - h) Other
5. Who is responsible for planning digital citizenship at your school? Please select all that apply.
  - a) School librarian
  - b) Individual teachers
  - c) Combination of school librarian and teachers

- d) Technology specialist
- e) Other
- f) If a school librarian providing instruction:
  - i. Please name the primary resource you use for informing your digital citizenship instruction.
    - 1. Please rate that resource on the follow scale: very good, good, acceptable, poor, very poor
    - 2. Explain your rating: [Open text box]
  - ii. Please name a secondary resource you use for informing your digital citizenship instruction.
    - 1. Please rate that resource on the follow scale: very good, good, acceptable, poor, very poor
    - 2. Explain your rating: [Open text box]
  - iii. Please name any other resources you use for informing your digital citizenship instruction.
    - 1. Please rate those resources on the follow scale: very good, good, acceptable, poor, very poor
    - 2. Explain your rating. [Open text box]
- 6. Who should be responsible for planning and teaching digital citizenship at your school? Select one.
  - a) School librarian, individual teachers, combination of school librarian and teachers, technology specialist, other.
  - b) Please explain your selection.
    - i. [Open text box]
- 7. Digital citizenship should be taught within the school.
  - a) Strongly agree, agree, neutral, disagree, strongly disagree
- 8. I feel comfortable providing digital citizenship instruction in my school.
  - a) Strongly agree, agree, neutral, disagree, strongly disagree
- 9. I feel prepared to provide digital citizenship instruction in my school.
  - a) Strongly agree, agree, neutral, disagree, strongly disagree
- 10. Good digital citizenship is a major concern for the students at your school.
  - a) Strongly agree, agree, neutral, disagree, strongly disagree
  - b) Please explain. [Open text box]
- 11. The resources (websites, state provided materials, in-house school materials, print materials, etc.) used in my school are effective for teaching digital citizenship.
  - a) Strongly agree, agree, neutral, disagree, strongly disagree

12. The students at my school are knowledgeable about digital citizenship after school-based instruction.
  - a) Strongly agree, agree, neutral, disagree, strongly disagree
13. What resources would you like to have available that you believe would improve your ability to teach digital citizenship?
  - a) [Open box]
14. How has the passage of legislation requiring digital citizenship instruction in schools changed, if at all, how digital citizenship instruction is carried out in your school?
  - a) [Open text box]
15. What do you think is needed or can be done to improve digital citizenship instruction in your school?
  - a) [Open text box]

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