

## eLibrary Science for Students and Teachers vs. Google or Competitor

Science Education Priority	eLibrary Science	Google & Web Surfing	Other Alternative
1. Provide <i>full-text</i> science journal and magazine articles NOT available through Internet surfing	Yes	No	
2. Provide a variety of digital resources suitable for <i>ALL</i> mainstream, AP, and IB science courses	Yes	No	
3. Provide teacher tools to create <i>custom</i> inquiry-based activities with integrated digital resources	Yes	No	
Provide ProQuest <i>BookCart models</i> to jump-start research on major science topics and <i>issues</i>	Yes	No	
Provide QuizCart tool to <i>assess student knowledge</i> of content--auto-scored and emailed to teacher	Yes	No	
Share <i>inquiry-based lesson plans</i> and <i>teacher-selected</i> resources throughout a school system to ensure <i>consistency and quality</i> of instruction	Yes	No	
Provide <i>one search access</i> to science magazines, journals, multimedia, websites, and reference—also special access to science manipulatives	Yes	No	
Provide CEU-eligible <i>professional development</i> and <i>free</i> online and in-person training	Yes	No	
Provide tools to search for resources <i>dynamically</i> correlated to <i>state standards</i>	Yes	No	
Provide <i>Lexile</i> reading level scores to support ELL and other students reading below grade level	Yes	No	
Provide students a formal citation maker tool—Coming soon!	Yes	No	
Provide <i>My List</i> tool for students and teachers to select, collect, and email resources to home	Yes	No	
Eliminate wasted teacher <i>time and problems</i> supervising student Internet surfing—AUP & CIPA	Yes	No	
Teachers can browse any publication to print articles for personal use and <i>student notebooks</i>	Yes	No	
<b>TOTALS (Yes = 2 - No = 0)</b>	<b>28</b>	<b>0</b>	<b>?</b>

**Google and Internet surfing are NOT FREE—consider this in the context of a school day of 5.5 hours/180 days of instruction (least Time on Task of any major country):**

1. Time lost to *supervising* of surfing instead of *coaching* students to use the information
2. Time lost *navigating* a variety of inconsistent website page interfaces and *saving information and citations* for use in creating reports and projects
3. Time lost for students and teachers because of the *necessity of evaluating* the relevancy, authority, and decency of the information accessed
4. Limiting students *to website information only* that may not provide the best resources on this topic or issue
5. Teacher training NOT provided for strategies on how to *use information with critical thinking* to meet *science standards* for content and skills
6. No teacher training to support *state and local professional development* plans and CEUs