COMMUNITY RESOURCE AUDIT – TEEN USERS

ASHLEY HOUSEHOLDER
LIS 601 - 202
DR. O’CONNOR
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Teen Users – Major Themes

According to Todd (2003), teens seek information “to confirm doubts, establish certainty of ideas, and test their beliefs in particular ideas. They want to form opinions and develop conclusions” (p. 42).

Teen users usually seek information on the following topics:

- Health Information (Including Drugs and Sexual Health)
- Career Information (Including Job-Seeking and Interview Prep)
- Homework Help
- Reading (Both for Pleasure and for Class)
- News (Including Celebrity News and Pop Culture)
- General Curiosity
A large ethical issue for teen information seekers is privacy.

Teens also face barriers to access such as Internet limits and monitored Internet use.

Censorship is another major issue facing teens: they are often discouraged from seeking certain types of information.

Self-confidence and self-esteem are other huge factors influencing access: teens are often afraid to ask for help.

Other barriers include a lack of transportation, a lack of wireless Internet access, Internet filters, and peer pressure.
A link to my completed guide can be found [here](#).

Weebly was used to make an easily accessible online site.


This guide was initially presented as a blog, but I edited it to make it easier to navigate.

All posts related to a specific heading can be found under the [Guide](#) section of the site.
Search Strategies

- While I used many of the strategies mentioned in this class in order to create this guide, most of my resources came from the Lexington Public Library’s website.
- Some (such as the Pride Library and Eye Level) came from personal experience.
- I created several “mini guides” within the guide to help teens learn how to use Boolean Logic and Subject Headings, two useful strategies from this class.
- Also included were several useful databases found through LPL, including KYVL and the Student Research Center.
Dissemination Plan

- Users are free to contact me through the site via the Contact feature, where I’ve encouraged them to leave suggestions, questions, and comments.

- I also plan to share the link to my resource guide with local teachers and librarians so that it may be distributed to local students.

- In addition, surveys and interviews could be conducted to assess how well the guide meets the needs of teen patrons.

- I plan to edit and improve the site as I receive suggestions from librarians, teachers, and students who have used it.
References

- Cart, M. (2010). Young Adult Literature: From Romance to Realism. Chicago: ALA.