

Transition Mission: Academic & School Librarian Collaboration for Student Success

John Burke, Cherie Pandora, & Beth Tumbleson

ALAO Annual Conference, November 4, 2011, Toledo

Introductions

- Beth Tumbleson, Former HS Librarian 11 Years & Current Academic Librarian @ MUM, Member INFOhio/OhioLINK Go Further 12-13 Task Force, tumbleb@muohio.edu
- John Burke, Library Director, Miami University Middletown, burkejj@muohio.edu
- Cherie Pandora, Library Consultant, HS Librarian, Member INFOhio/OhioLINK Go Further 12-13 Task Force cherylpp@frontier.com

School Librarians Downsized, Ohio 2011

- How many certified library media specialist positions have been lost?
 - ODE, OELMA do not have “the number”.
 - Rural schools lost positions years ago; 1 @ HS until retirement
 - Urban schools lost positions 10-15 years ago; multiple buildings
 - Suburban schools are seeing biggest cuts now
 - Numbers incorrect in EMIS report filed by district administrator
 - School librarians do not email or post lost jobs for OELMA

- By Krista Taracuk, OELMA President, 9/2011

Negative Impact in Ohio

- Academic libraries & public libraries report
 - Patrons never had school librarian
 - Do not understand research basics
 - Don't understand "research database" idea
 - Overwhelmed by "research process"
 - Confused: Where do I begin research on a topic?
- What does this mean in terms of an educated workforce?

The background is a solid orange color with a subtle pattern of various leaf shapes in a slightly darker shade of orange, scattered across the surface. The leaves are of different sizes and orientations, creating a textured, organic feel.

National Trends

Tough Times; Warring Factions

Department of Education

WASHINGTON, D.C.– The Improving Literacy Through School Libraries program was zeroed out under the Department of Education's allocation for FY2011 funding ...

Improving Literacy Through School Libraries is the only federal program solely for our nation's school libraries. This program supports local education agencies in improving reading achievement by providing students with increased access to up-to-date school library materials; well-equipped, technologically advanced school libraries; and professionally certified school librarians.

"This decision shows that school libraries have been abandoned by President Obama and the Department of Education," Emily Sheketoff, executive director of the American Library Association (ALA) Washington Office, said.

Department of Education withdraws federal support for school libraries, 5/17/2011

Los Angeles Unified School District

To Dr. John Deasy, Superintendent; Dr. Judy Elliott, Chief Academic Officer; Ms. Monica Garcia, Board President; and all members of the Board of the Los Angeles Unified School District:

The American Library Association (ALA) and the American Association of School Librarians (AASL) are deeply concerned that the Los Angeles Unified School District (LAUSD) is considering defunding its school librarian positions (or “teacher librarian” positions, as they are known in California) from its schools. If the elimination moves forward, only 32 of approximately 700 schools will have full-time school librarians and only 10 will have part-time school librarians. This means that approximately 600,000 students will be deprived of one of the most valuable educational resources needed for students to compete in today’s 21st century workforce – a school librarian.

...

Regards,

Roberta Stevens
President
American Library Association

Nancy Everhart
President
American Association of School Librarians

“An open letter to the Los Angeles Unified School District on the defunding of school librarians” Marci Merola, 5/18/2011

Project Information Literacy

- Alison J. Head & Michael B. Eisenberg
- National study, 2008-
- Information literacy skills of undergraduates
- 31 U.S. colleges & universities
- Community colleges to ivy league universities

Undergraduates Today Struggle

- “Abundance of information technology”
- Digital information overload
- Course-related research
 - Big Picture
 - Language
 - Situational context
 - Information gathering

Project Information Literary Findings

- Students rely on a few familiar resources & research habits
- Faculty assignments stress mechanics not research process
- Students are anxious and confused
- Students consult faculty with research questions
- Students' limited use of librarians
- Collaboration needed

College Readiness

- “Students vary in the degree to which high school and family life prepare them for college, and that preparation has a dramatic impact on their transition to college and subsequent success there.”
- Require: analysis, interpretation, precision, problem solving, reasoning
- Writing
- Self-management: time, study groups, study skills, persistence
- Culture unlike HS: faster pace, deeper understanding, greater independence
- Conley, D. (2008). Rethinking college readiness. *New Directions for Higher Education*, no. 144, Winter. doi:10.1002/he.321

12-13 Transition in Ohio

Students

- First year undergraduates
- Post Secondary Education Opportunity Program
- Dual Enrollment Students

Partners

- INFOhio
- OhioLINK
- Ohio Educational Library Media Association
- Academic Library Association of Ohio

Faculty Expect Undergraduates

- Conduct Scholarly Research
- Search Research Databases
- Search Online Catalog & Request Items
- Review the Literature
- Format Source Citations in APA, MLA

Gardner-Harvey Library, Miami University Middletown

- Information Literacy Menu, 2011
- Reference & Research Consultations
- 1 Shot Information Literacy Sessions
- Information Literacy Credit Courses
- Embedded Librarians
- Library Website
 - LibGuides, interactive subject guides
 - Tutorials

Numbers @ Miami Middletown

- 2700 Undergraduates, 2011-2012
- 198 PSEOP Students, 2011-2012
- 177 PSEOP Students, 2010-2011

- 52 Dual Enrollment Admitted Students, Fall 2011
- 57 Dual Enrollment Registered Students, Fall 2010

Reaching Out to High School Students

- PSEOP students
- STEP information literacy course
- Credit information literacy course
- Outreach to high schools

PSEOP Students

- Post-Secondary Enrollment Options Program
- Some in grouped sections, some intermingled
- One-shot and embedded librarian instruction methods
- COMPASS testing connection

STEP Information Literacy Course

- Summer Time Enrichment Program
- One-credit EDL 110 course (two years running)
- Three weeks in August
- Basic information literacy skills
- TRAILS assessment

Credit Information Literacy Course

- EDT 251 – Effective Use of Libraries
- Two credits, ten weeks, Fall & Spring
- Mix of ages, class levels, and abilities
- Basic information literacy skills connected to project
- TRAILS assessment

Outreach to High Schools

- Past experience with regular instruction visits
- 20 high schools, public & private, 17 mile radius
- Principals and library media specialists
- 2010-11: two high schools, 172 students
- Rinse, repeat
- Community borrower card (students and teachers)

Lessons Learned

- Persistence pays off
- Diverse experiences
- Information literacy courses make a difference
- Early promotion of services is key
- Data gathering
- Additional outreach ideas

Partners in Learning

- 12 – 13 Transition Task Force
- INFOhio K-12 Librarians
- OhioLINK Academic Librarians
- “Helping today’s students and tomorrow’s teachers”

Weaknesses:

Erosion of Researching Skills

- Loss of Certified Librarians, especially K-8 schools
 - Little, if any, instruction in database usage
 - Impact on skills of incoming high school students
 - Difficult to secure time for staff workshops
- Erosion of searching skills on part of new teachers
- Teachers' acceptance of Google and Wikipedia as valid information sources

Weaknesses: Students

- Use of natural language
- Reluctance to use book sources
- Lack skill in using indexes
- Prefer open web to sites requiring passwords
- Do not get to create their own topics

Threats

- Loss of school librarians
- One librarian to cover ALL schools
- Both private and public schools lose librarians
- Administrative belief that “In five years there will be no books in the library”
- Administrative belief that students know how to use the internet to find resources

Strengths: 12-13 Transition Task Force

- INFOhio and OhioLINK members
- White paper

- Preparing 21st Century Ohio Learners for Success
- <http://www.infohio.org/PreparingOhioLearners/student.html>

- Research Project Calculator—independent learners
- <http://www2.infohio.org/rpc/>

Opportunities: Assessment HS Librarians need to

- Determine what students know
- Understand what students NEED to know
- Create listing of resources available
 - Insert academic websites into teaching
 - Locate resources to aid in instruction
 - Transitioning to college website
 - <http://transitioning2college.org/>



TRAILS

Tool for Real-time
ASSESSMENT of INFORMATION LITERACY Skills

- Grades 3, 6, 9, and 12

<http://www.trails-9.org>

- FREE Assessment Tool
- Pre- and Post-testing

High School Transition Checklist

- "A Transition Checklist for High School Seniors"
- Patricia Owens, Eastwood Local School's Librarian
- <http://www.infowen.info/checklist.pdf>
- AASL/ACRL Information Literacy Comparison Chart

Opportunities: PSEOP Students

- Help them to maneuver your website
- Special privileges and access in high school
- Help them overcome “library anxiety”
- NEW version of dual enrollment students
 - In-house college classes

High School Preparation

- Library web page as portal
- Links to INFOhio databases
 - Teaching the use of Academic Search Premier
 - Advanced Searches, Boolean operators
 - Full text, Save to folders, Email articles home
- Links to purchased/ gated databases
- Use academic library website as guides
 - Scholarly articles versus popular magazines
 - Citation sites for MLA and APA

Plan for Collaboration

- High school Librarians should:
- Contact the closest academic librarian
- Success story models of collaboration

<http://www.infohio.org/PreparingOhioLearners/TransitionStudies.html>

- Determine what works at YOUR university?
 - Field Trips
 - Barriers—money, transportation, and time
 - Interactive Webinars, e.g., Blackboard Collaborate
 - Visit to the school by the academic librarian

HS Librarian Visits to College Library

- Familiar with Library of Congress classification system
- Intellectual Freedom issues & citation styles
- Practice with subject specific databases, e.g., Science Online, Newsbank
- Evaluate sources to locate useful information

Librarians Teach to Standards

- AASL
 - <http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm>
- ACRL
 - <http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm>
- Partnership for 21st Century Skills
 - <http://www.p21.org/>
- Increased use of Assessment tools
 - TRAILS
 - Transition Checklists

Expectations of Students

- Familiarity with databases
- Use of library website for answers
- Reliance on home computer, less face-to-face interaction
- Online use of accounts to order, renew materials
- Use of Boolean operators in searching
- Less reluctance to ask questions of librarians

Looking Forward

- Created a database of Ohio's Academic Libraries and Librarians
- Work with P16 Councils
- Creating Exit Standard Checklists for Grades 2, 5, and 8

Questions?

<http://www.mid.muohio.edu/library/ALAO2011/transitionmission.pdf>