Expectation vs. Reality in the High School to College Transition

Working Together to Bridge the Gaps

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Raise your hand if you are…

Outline

- Background on study
- OR School Library Standards – Grade 12
- Findings
- Bridging the gap

Information literacy (IL) "is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning."

-Association of College & Research Libraries

Background

- Pierce Library Instruction team:
  - Sally Mielke
  - Sarah Ralston
  - Theresa Gillis
  - Shirley Roberts
  - Katie Townsend
- 2012 – Pre-Assessment for incoming students
- 2013 – Implemented survey in FYE courses

Background

- Pierce Library Instructional Program alignment (2012):

Association of College & Research Libraries (ACRL) Standards for Information Literacy Competency

- Survey Design

Mittermeyer & Quirion, Universités du Québec

- 2015 ACRL Framework for Information Literacy

Influenced decision to analyze results of the survey

Background

- IR Data

Year	Total First-Year Students	Underprepared	Rural	# Surveyed	% Surveyed
2013	371	59.3%	49.3%	110	29.6%
2014	312	59.6%	51.3%	143	45.8%
2015	325	65.2%	53.8%	133	40.9%
2016	352	56.8%	50.0%	171	48.6%
TOTAL	**1360**	**60.1%**	**51.0%**	**557**	**41.0%**

Themes (EOU Study)

- Familiarity with the research process
- Ability to identify an appropriate research question
- Ability to identify keywords
- Knowledge of database search strategies
- Recognition of information creation processes
- Ability to identify a scholarly source
- Ability to identify a primary source
- Knowledge of search tools

Themes (EOU Study)

- Knowledge of database tools
- Knowledge of book parts
- Ability to evaluate a website for quality
- Reading comprehension, ability to identify concepts
- Ability to identify a source type by citation
- Knowledge of copyright
- Recognition of citation practices

Oregon School Library Standards

- Adopted in 2015
- Reading, Technology, Social Responsibility, Information Literacy
- Strands, Standards and Indicators
- Not (previously) mapped to grade levels
- OASL developed Learning Goals mapped to grades K-14
- Presented as a draft 2017- 2018

OR School Library Standards:
Grade 12 Learning Goals

Standard 1: Use skills, resources, and tools to inquire, think critically and gain knowledge.

Indicators

1. Develop, select, clarify, and use questions and strategies to search for information
2. Find, evaluate and select appropriate sources to answer questions
3. Select appropriate digital and other information tools for accessing content
4. Evaluate information for accuracy, validity, importance and bias
5. Read, view and listen to information in a variety of formats

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Oregon Association of School Libraries

OR School Library Standards:
Grade 12 Learning Goals

Standard 1: Use skills, resources, and tools to inquire, think critically and gain knowledge.

Indicator 1. Develop, select, clarify, and use questions and strategies to search for information

- Generate & evaluate research questions
- Generate search terms & modify search strategies
- Use advanced search option techniques, Boolean logic, limiters, or features in a database to structure a search strategy

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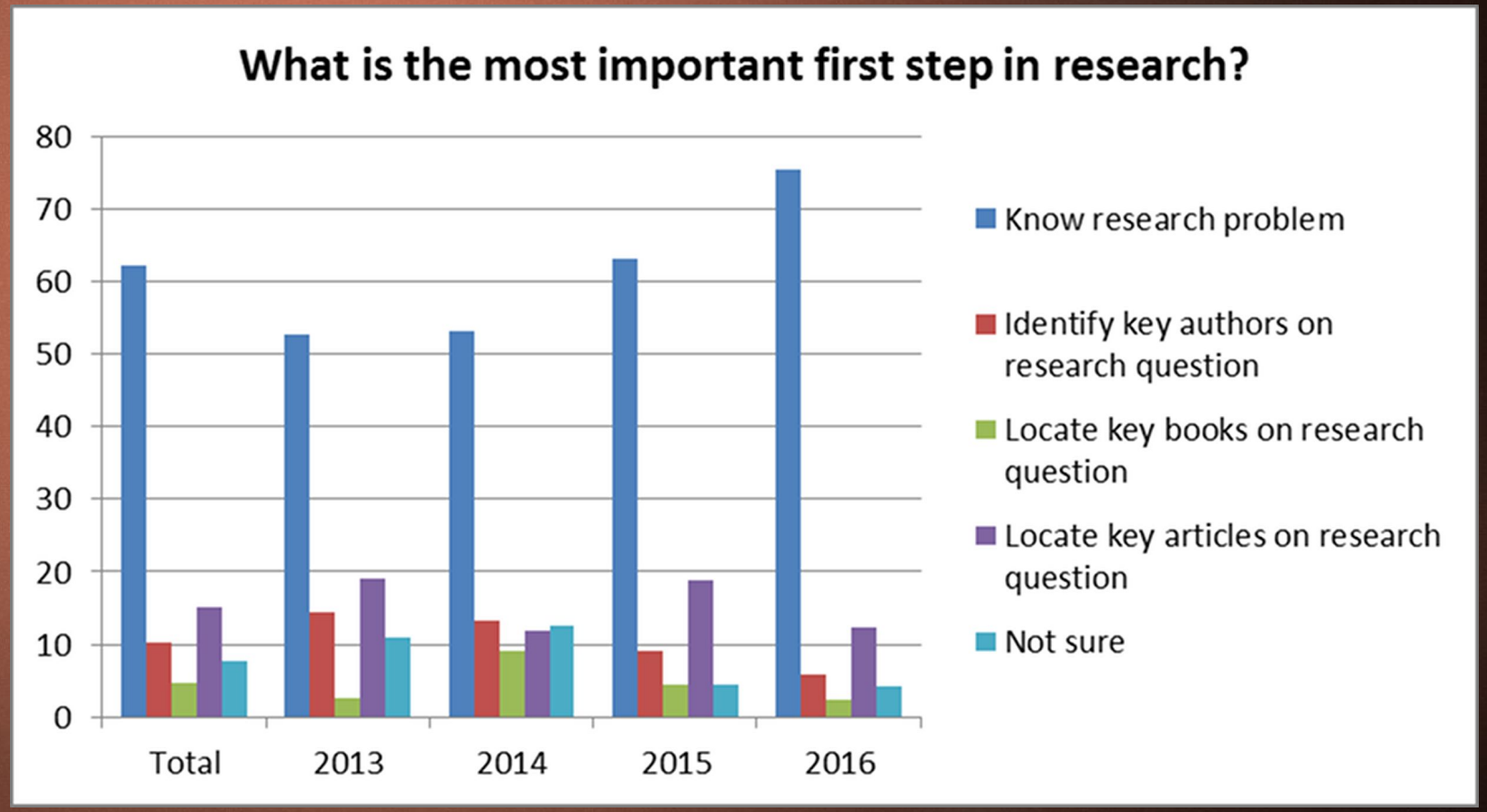
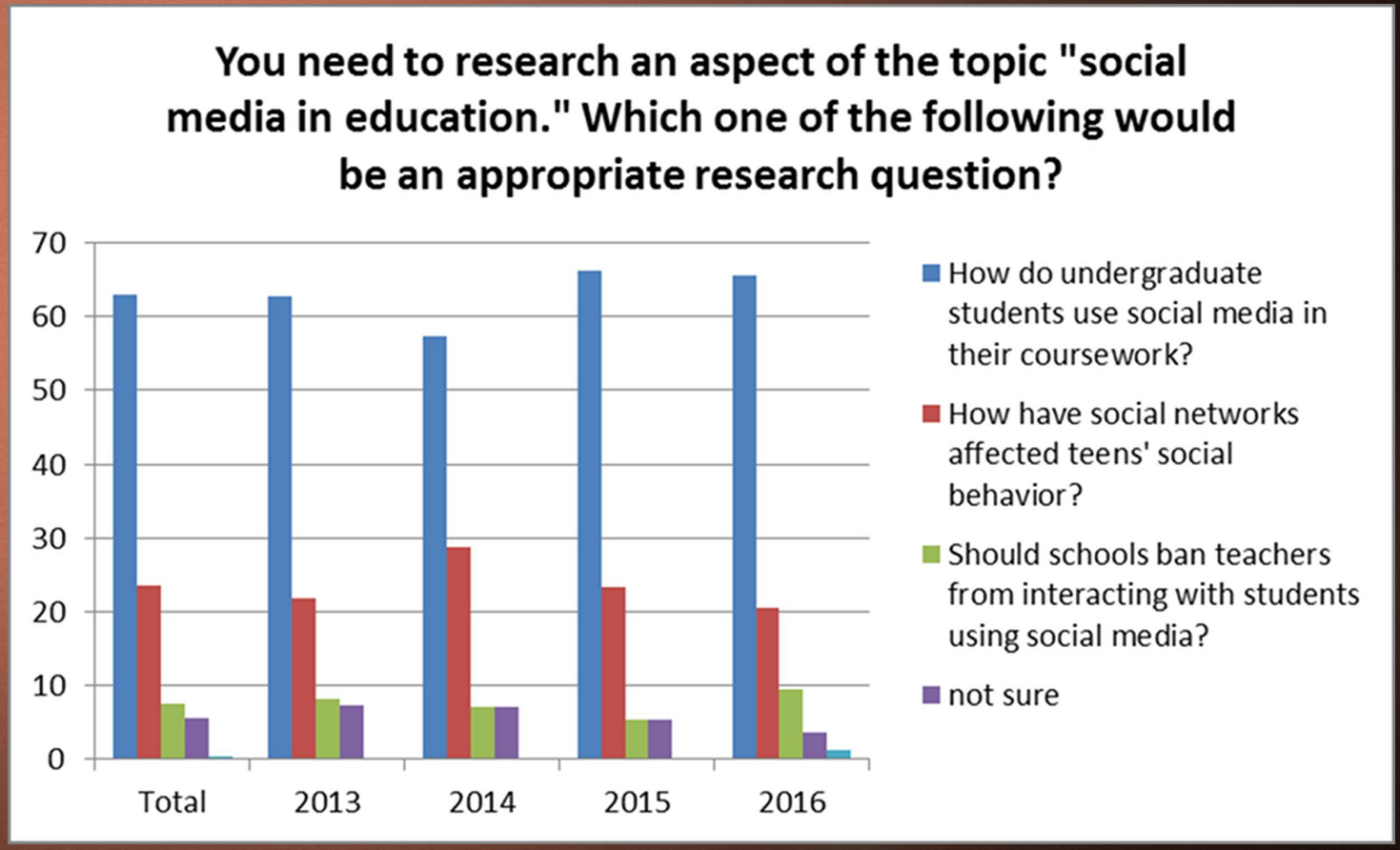
Familiarity with the research process

62.3% Correct



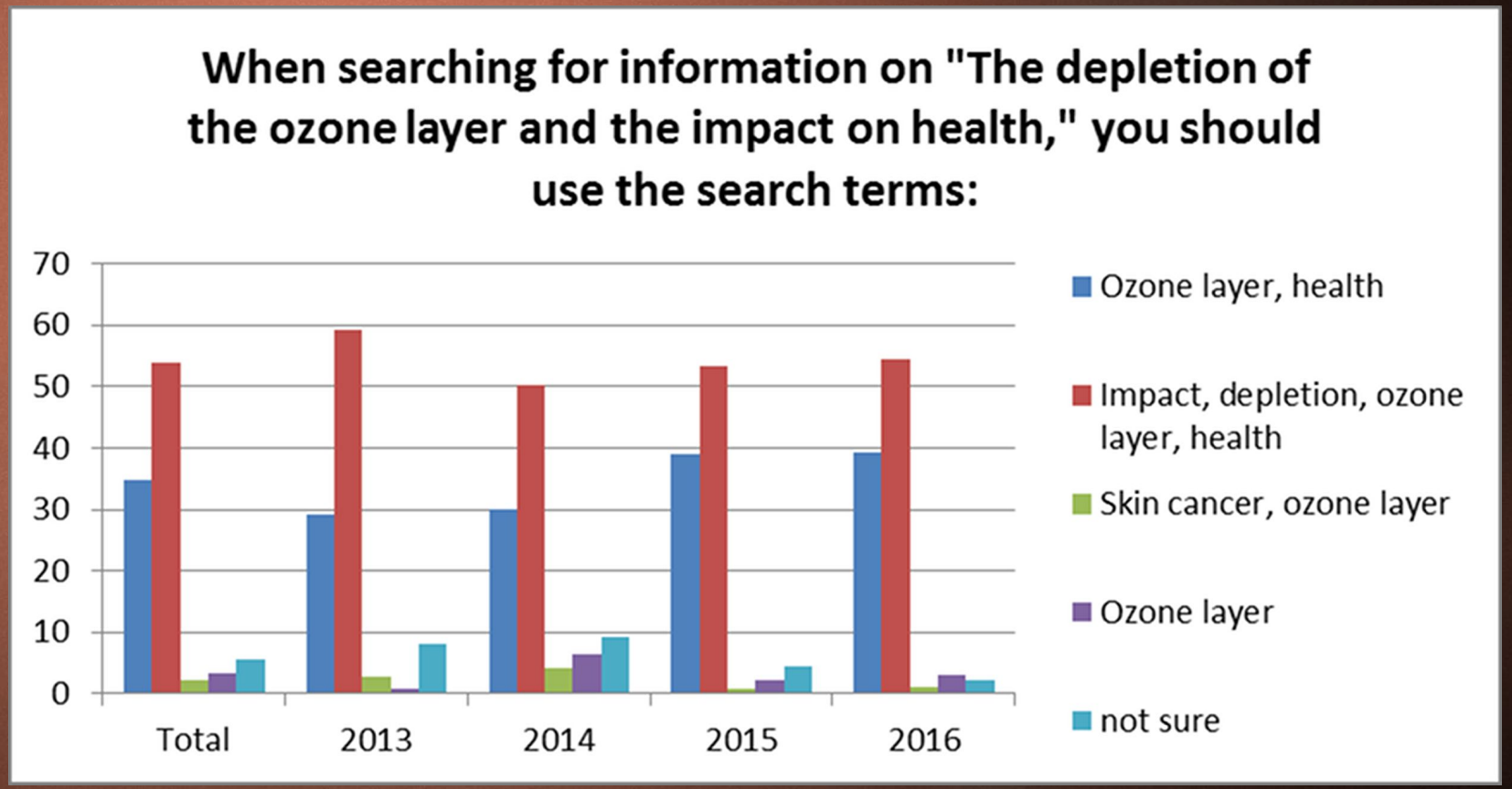
Ability to identify an appropriate research question

63.0% Correct



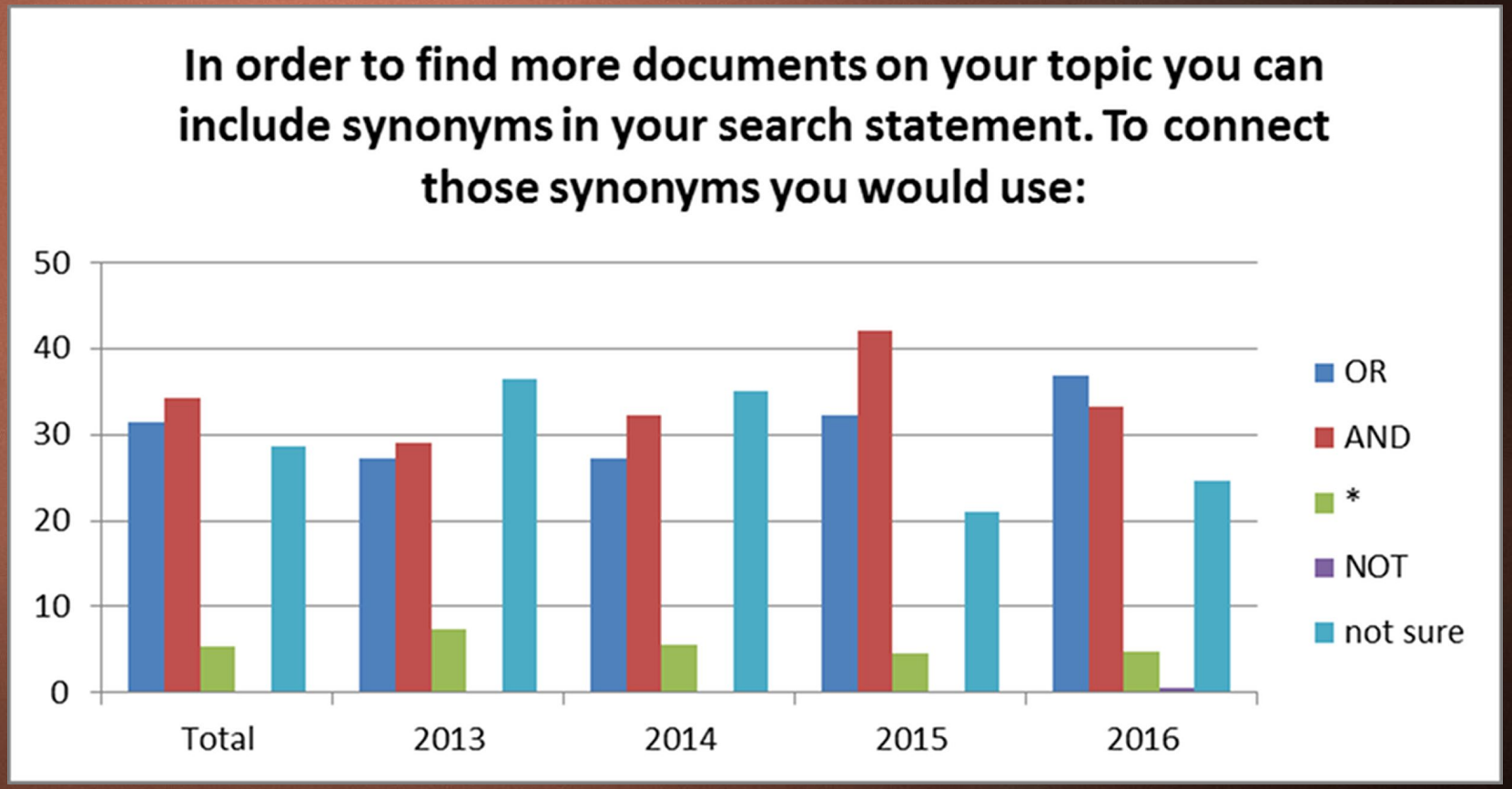
Ability to identify keywords

34.8%



Knowledge of database search strategies

31.4%



OR School Library Standards:
Grade 12 Learning Goals

Standard 1: Use skills, resources, and tools to inquire, think critically and gain knowledge.

Indicator 2. Find, evaluate and select appropriate sources to answer questions

- Recognize and use information sources appropriate to the task (journalistic, peer-reviewed, etc.)
- Evaluate usefulness and quality of sources

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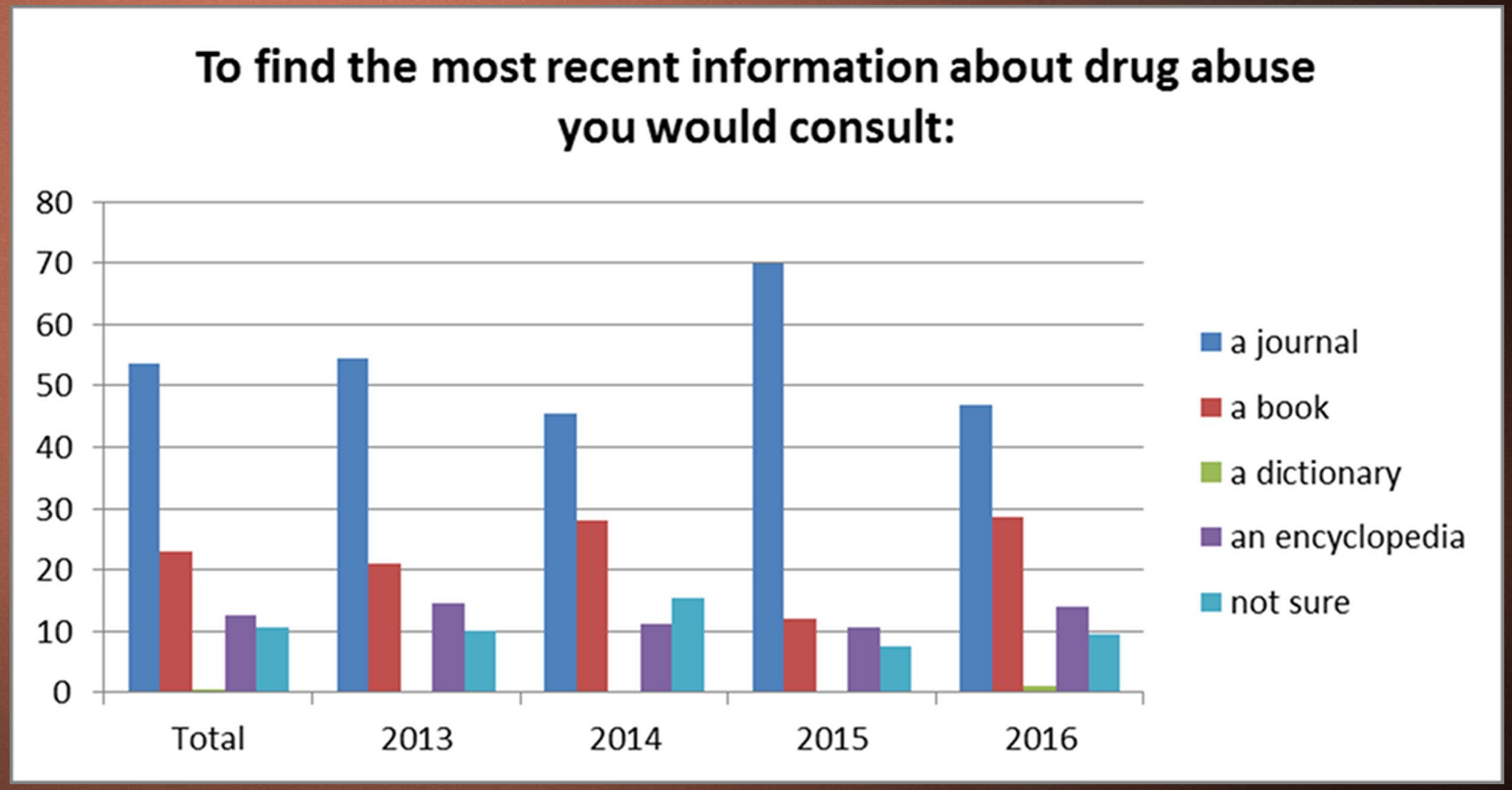
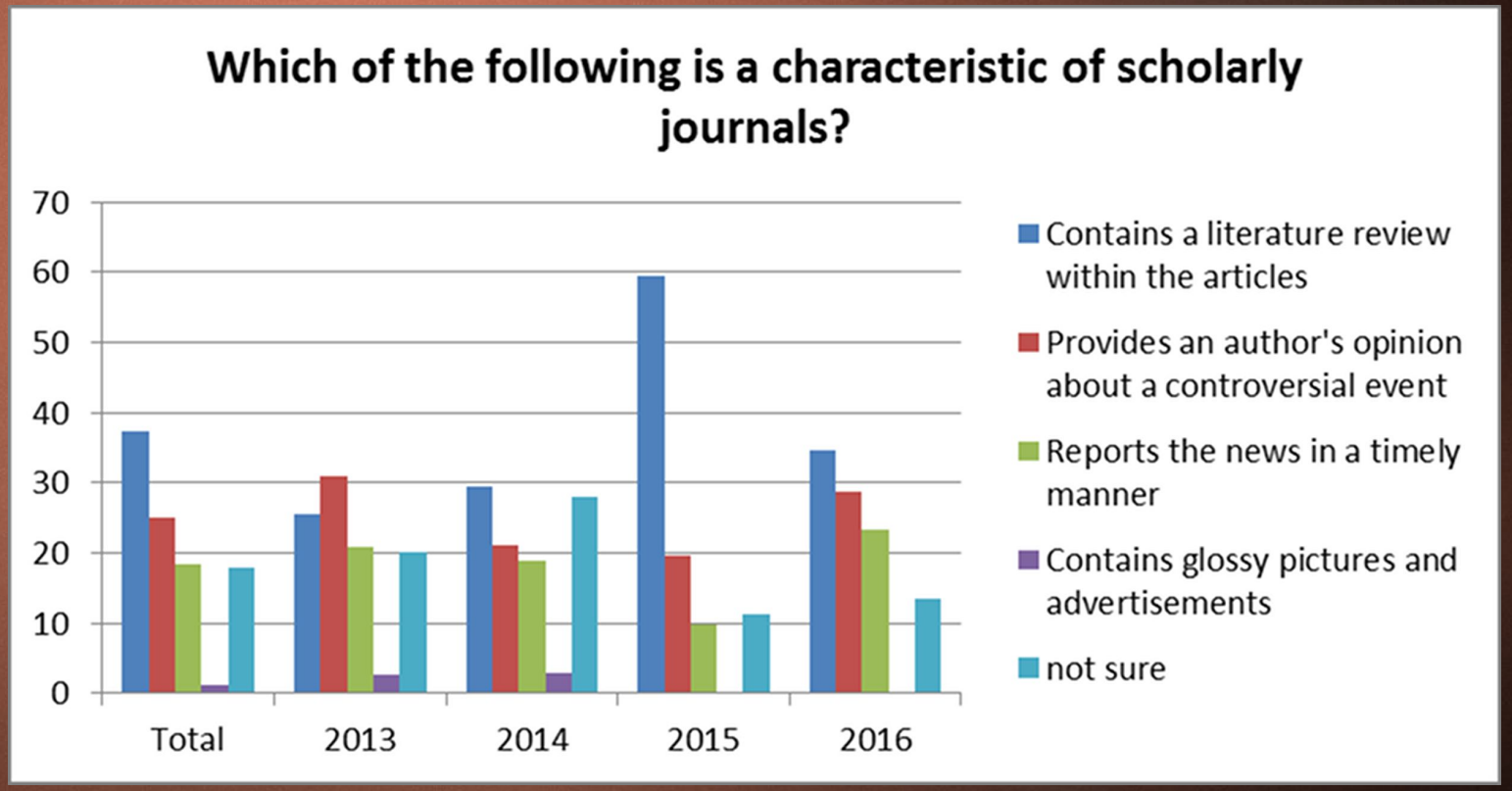
Recognition of information creation processes

53.5%



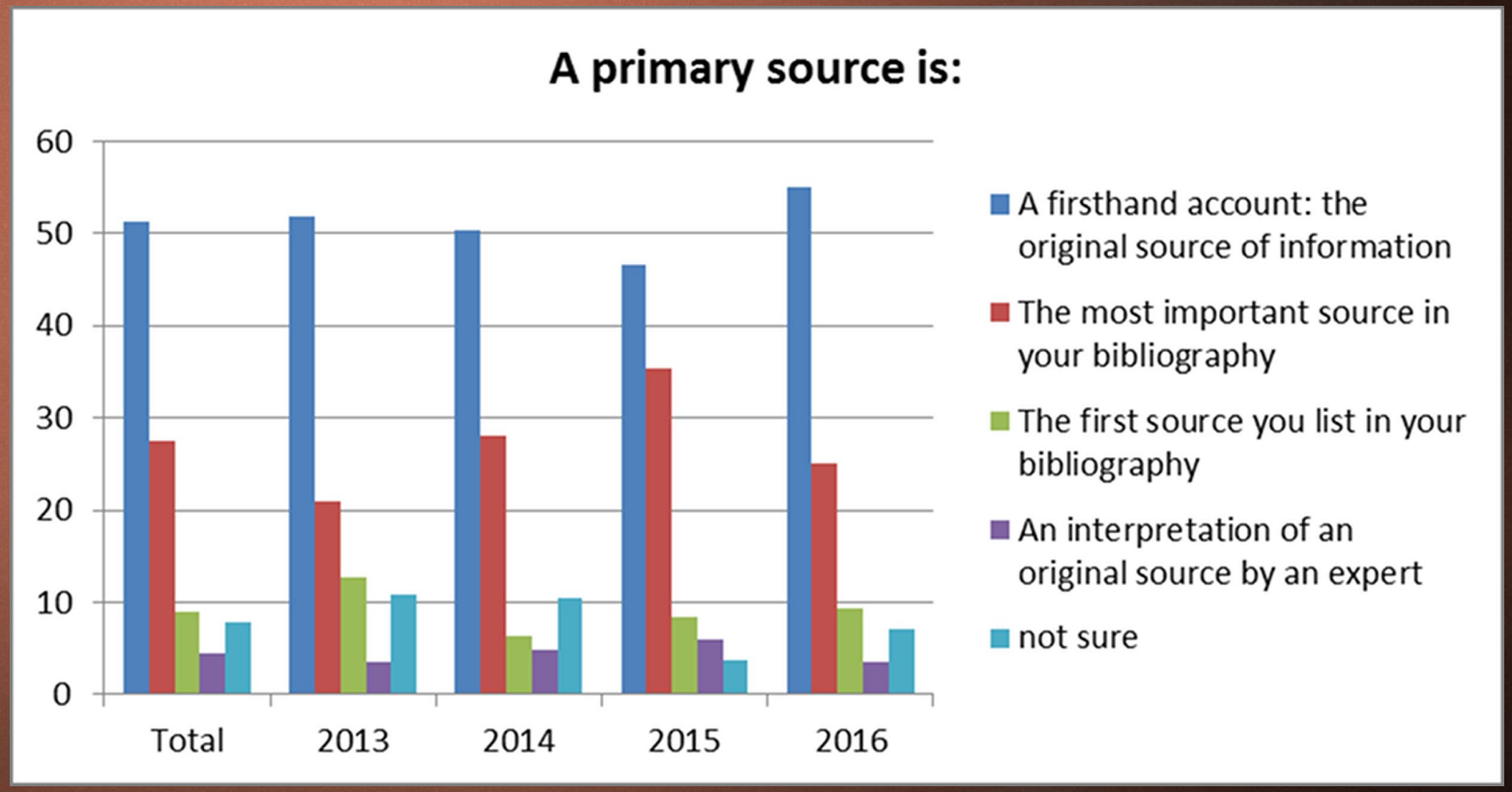
Ability to identify a scholarly source

37.3%



Ability to identify a primary source

51.2%



OR School Library Standards:
Grade 12 Learning Goals

Standard 1: Use skills, resources, and tools to inquire, think critically and gain knowledge.

Indicator 3. Select appropriate digital and other information tools for accessing content

- Recognize that information systems have organized structures, and can require subscriptions to access

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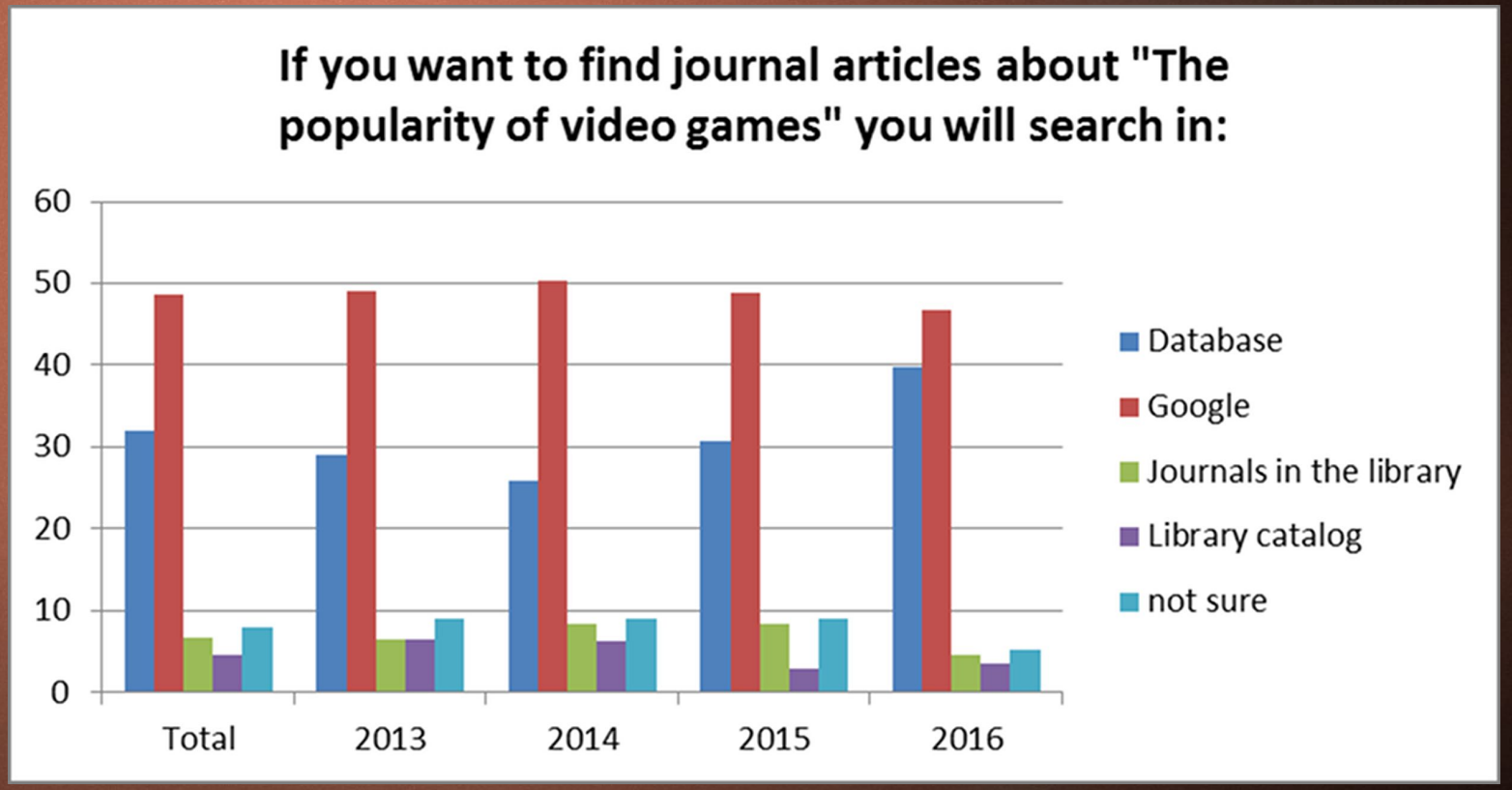
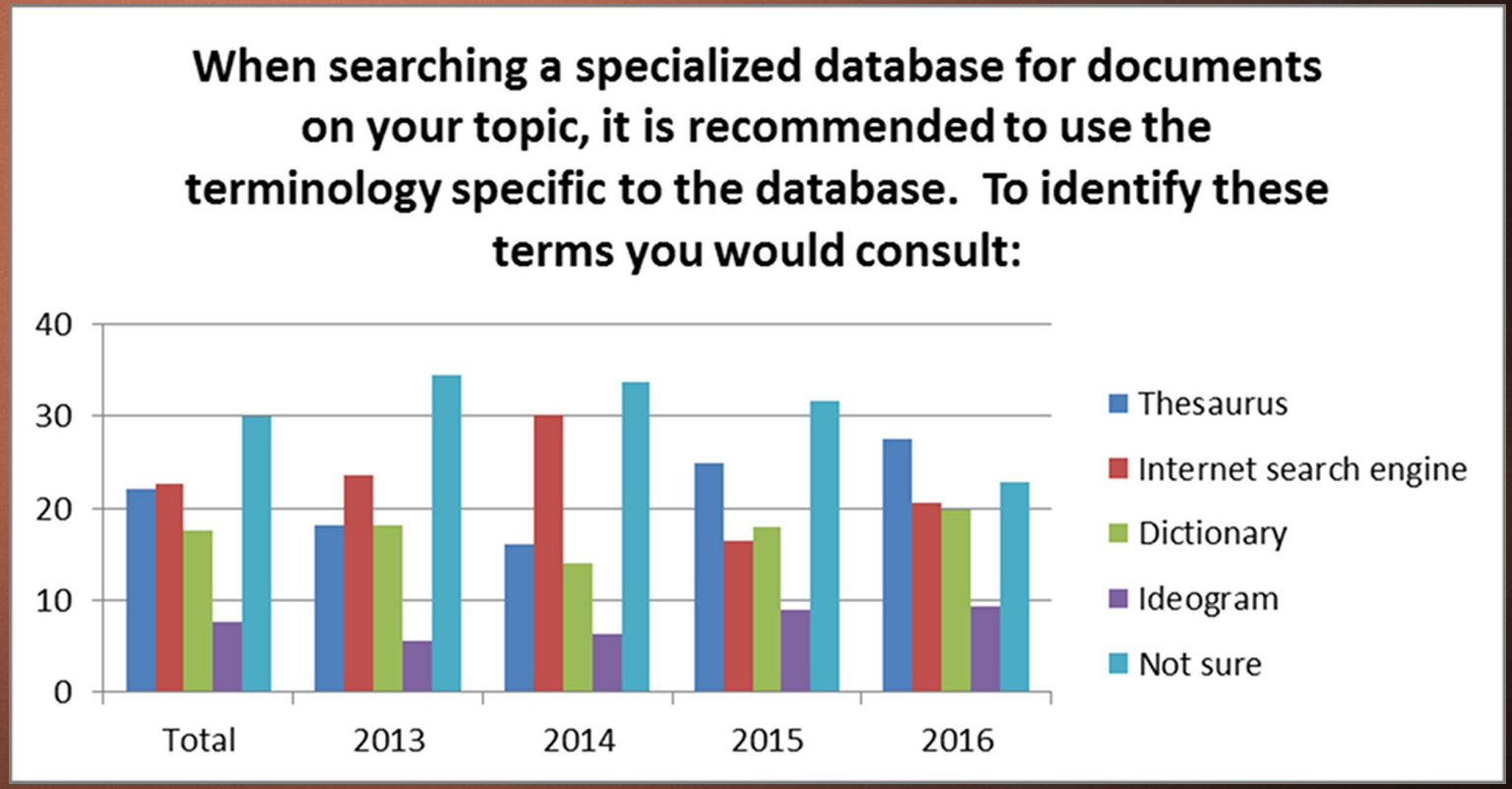
Knowledge of search tools

32.0%



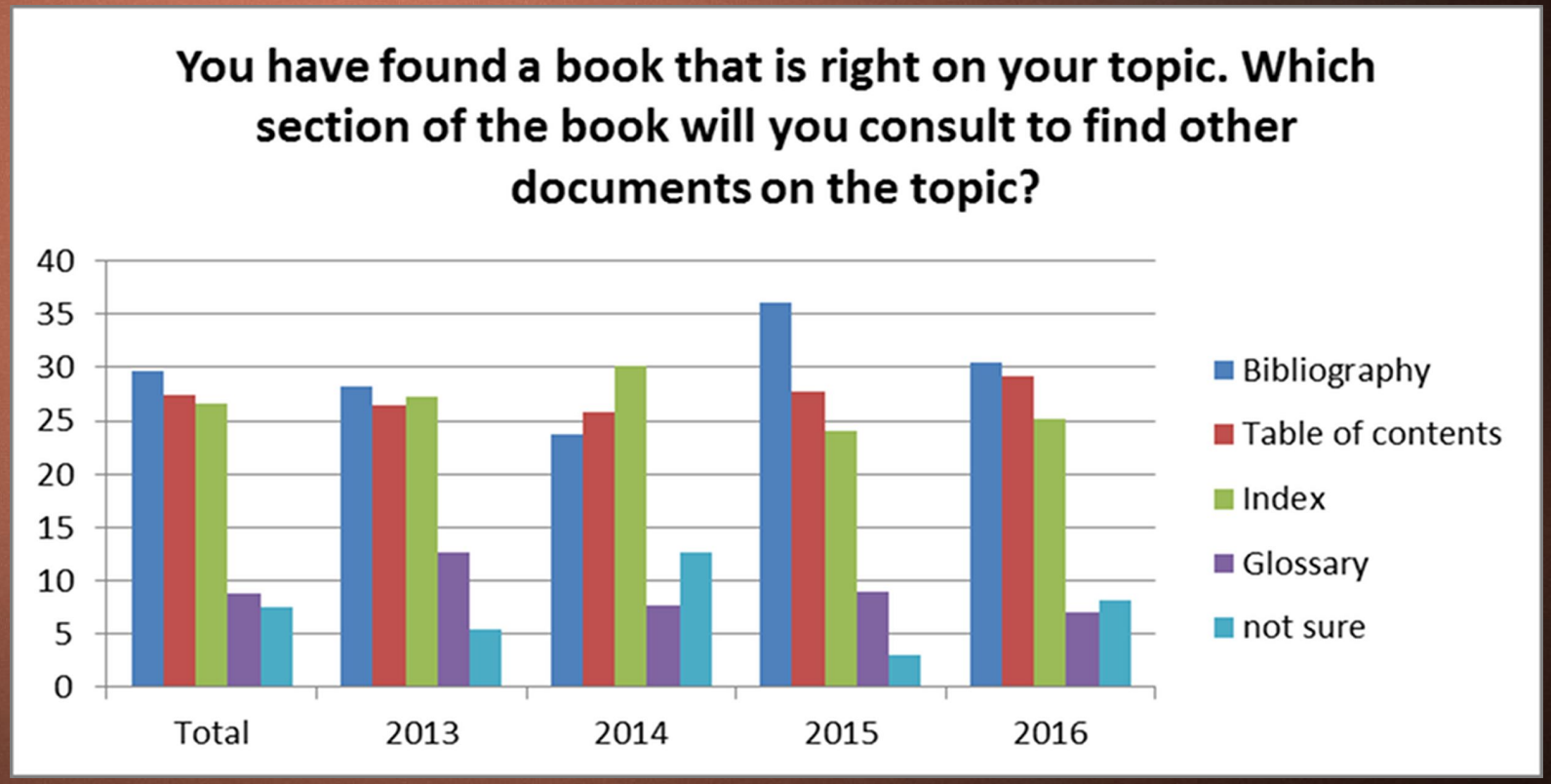
Knowledge of database tools

22.1%



Knowledge of book parts

29.6%



OR School Library Standards:
Grade 12 Learning Goals

Standard 1: Use skills, resources, and tools to inquire, think critically and gain knowledge.

Indicator 4. Evaluate information for accuracy, validity, importance and bias

- Determine the **validity** of information based on:
  - author(s)' expertise
  - purpose of the source
  - audience and applicability
  - currency or timeliness
  - soundness of the argument
  - informal surveys and polls vs. scientifically reliable data sources

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Ability to evaluate a website for quality

- **18.9%**
  - (Partially right: 41.8%)
  - (Partially wrong: 37.3%)
  - (Straight up wrong: 2%)

OR School Library Standards:
Grade 12 Learning Goals

Standard 1: Use skills, resources, and tools to inquire, think critically and gain knowledge.

Indicator 5. Read, view and listen to information in a variety of formats

- Use structures in different formats by:
  - skimming source
  - looking for only the main ideas
  - using cues to scan
  - locating specific facts or pieces of information

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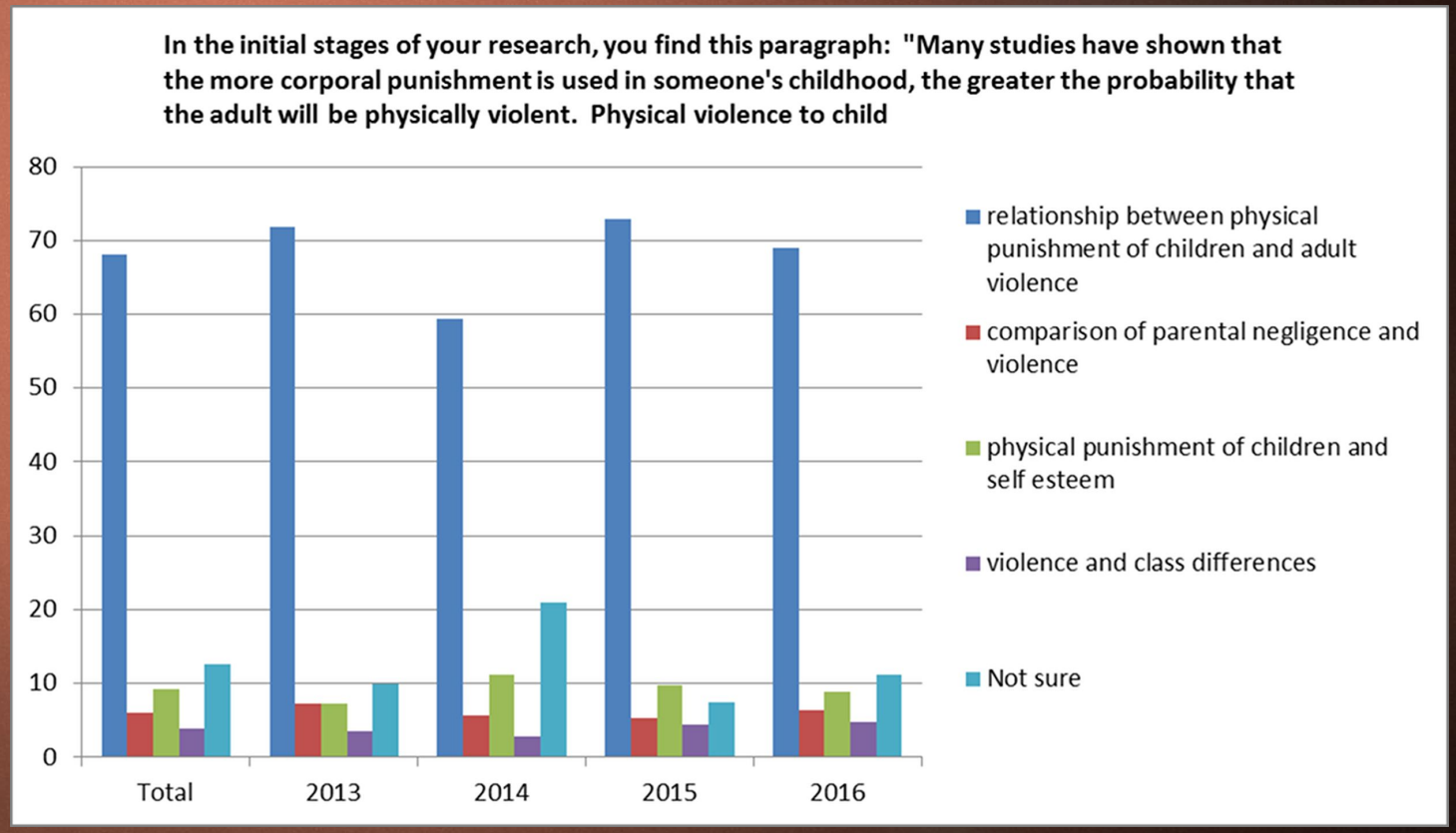
Reading comprehension, ability to identify concepts

68.0%



Themes not aligned with Grade 12 Learning Goals

- Ability to identify a source type by citation - **16.5%**

Which of the following citations refers to a journal article?

A. Anderson, K.H. (1999). "Ethical dilemmas and radioactive waste: A survey of the issues." *Environmental Ethics*, 2(3):37-42.

B. Miller, A.W. (1997). Clinical disorders and stressful life events. Madison, CT, International University Press.

Themes not aligned with Grade 12 Learning Goals

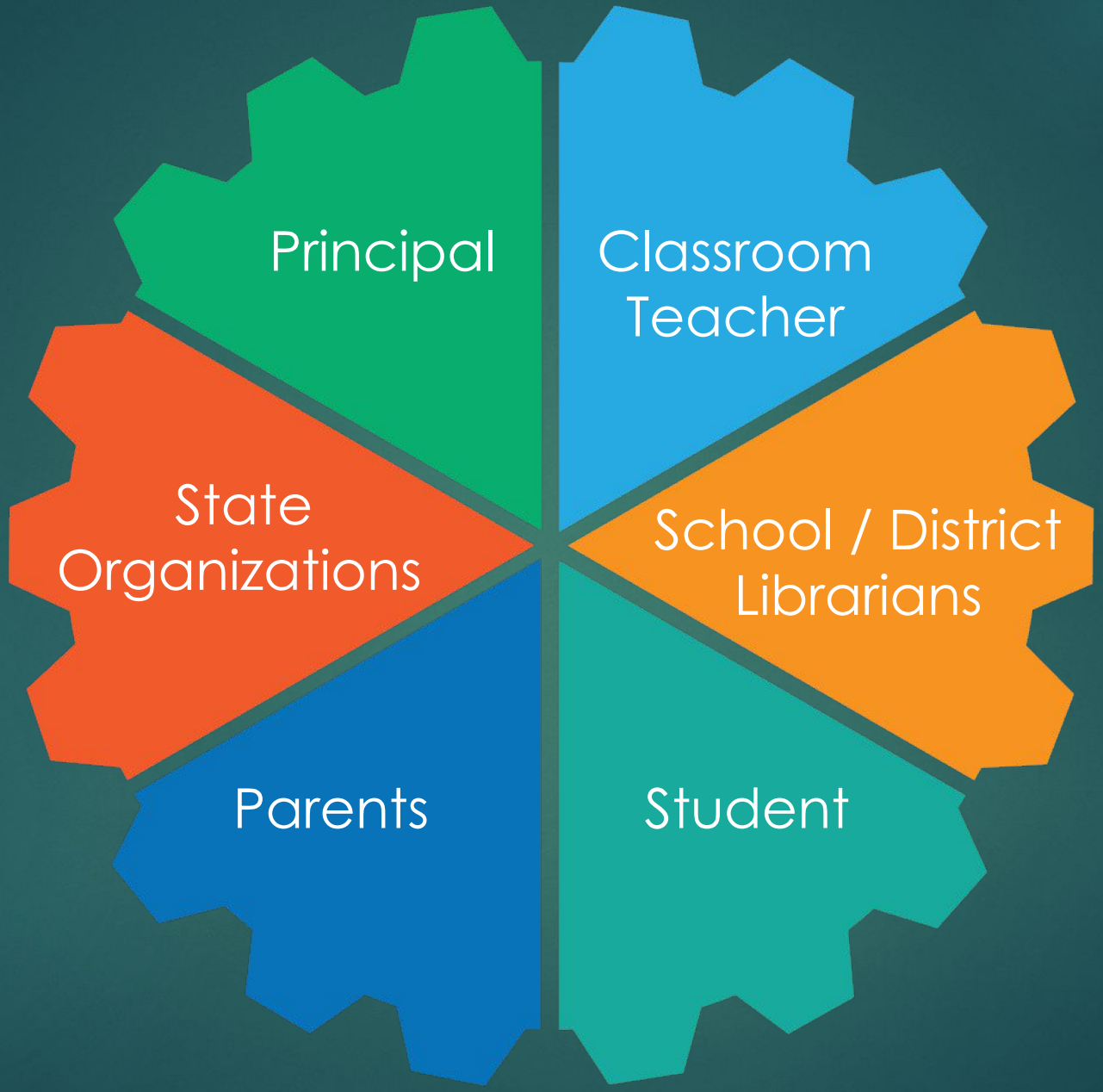
- Knowledge of copyright:
  - Copyright law protects both published and unpublished works --- 60.1%
  - You may reproduce, without permission, works for purposes such as criticism, comment, teaching, or academic work --- 18.3%

Themes not aligned with Grade 12 Learning Goals

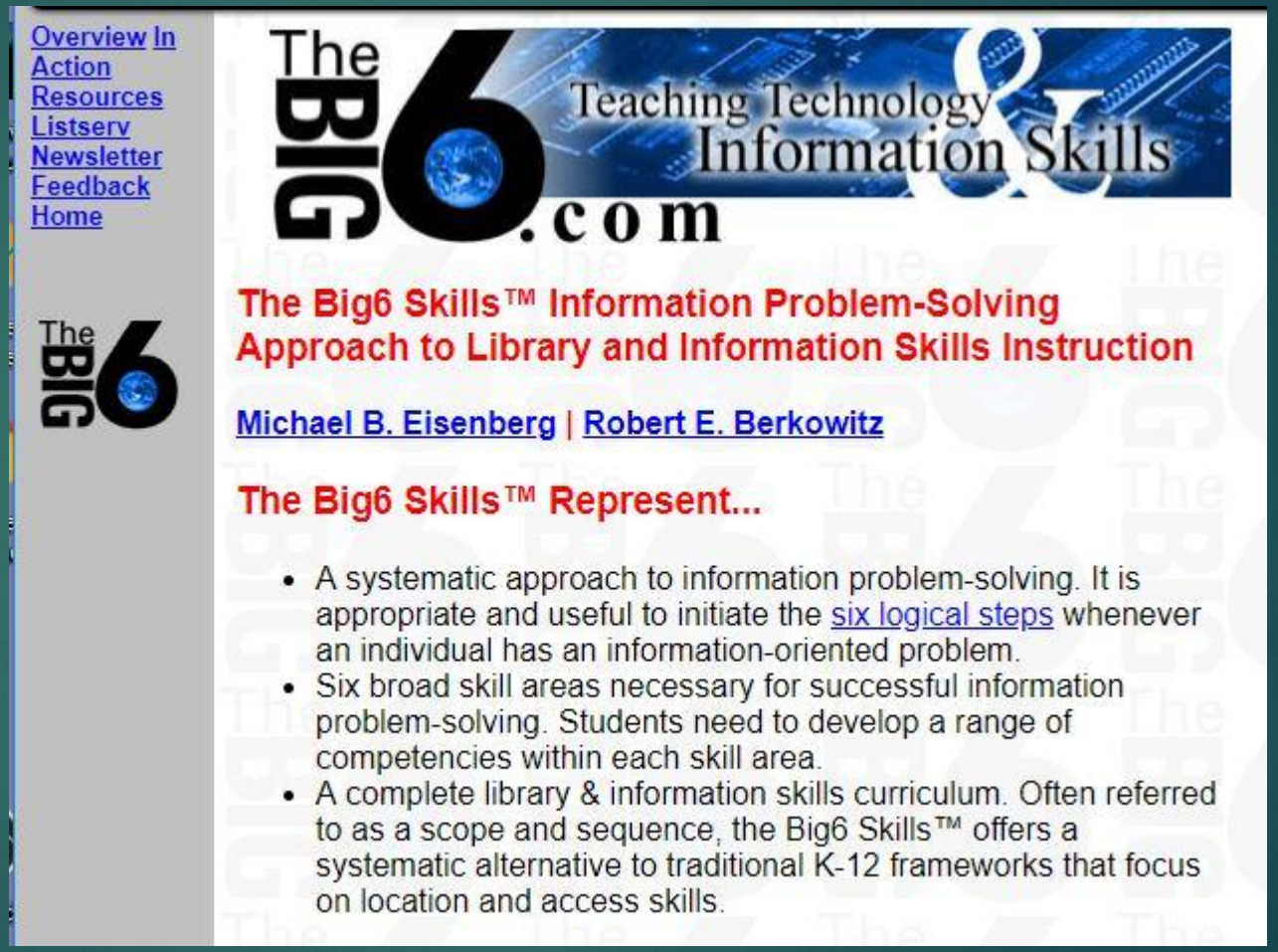
- Recognition of citation practices

19.0%

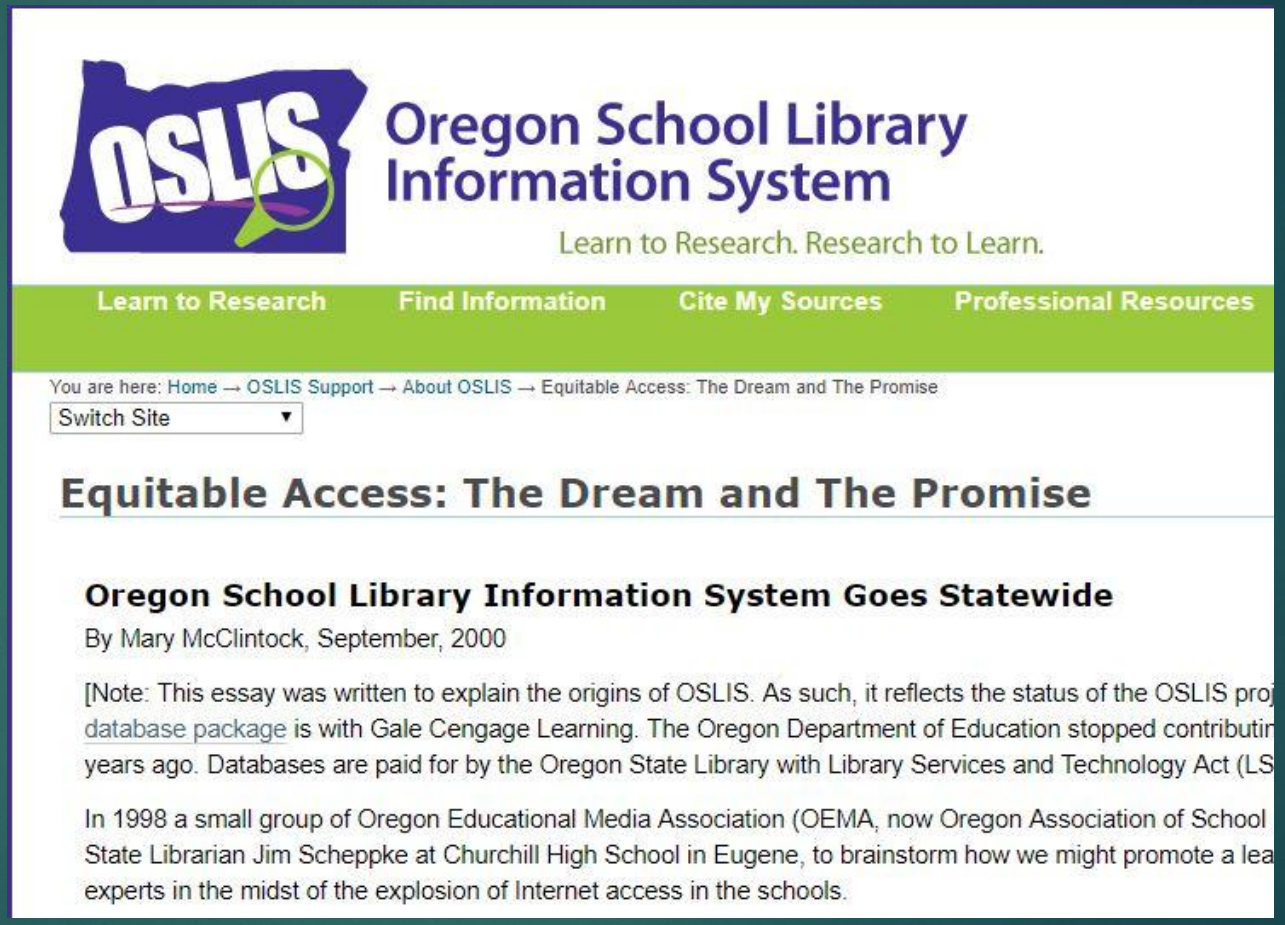
Questions so far?


Principal
Classroom Teacher
State Organizations
School / District Librarians
Parents
Student

IL in authentic learning experiences



Instructional tools and resources



Enlightened teachers

OEMA's Summer Institute 2001

Oceans of Reading Literacy

July 16/17

Newport, Oregon

Keynote Speaker will be STEPHEN KRASHEN, the author of The Power of Reading. Dr. Krashen's keynote will be on July 16 at 7:30 and he will also be working with us during sessions the afternoon of July 17. Don't miss this one!!!

Also presenting will be Susan Zimmerman, co-author of Mosaic of Thought; Teaching Comprehension in a Reader's Workshop. Learn from her how instruction looks in dynamic, literature-rich environments.

The tentative time schedule is:

- **July 16 1:00 - 4:00 Intro and sessions**
- **7:30-9:30 Dr. Krashen and discussions**
- **July 17 9:00 - 4:00 continuation of sessions/sharing**

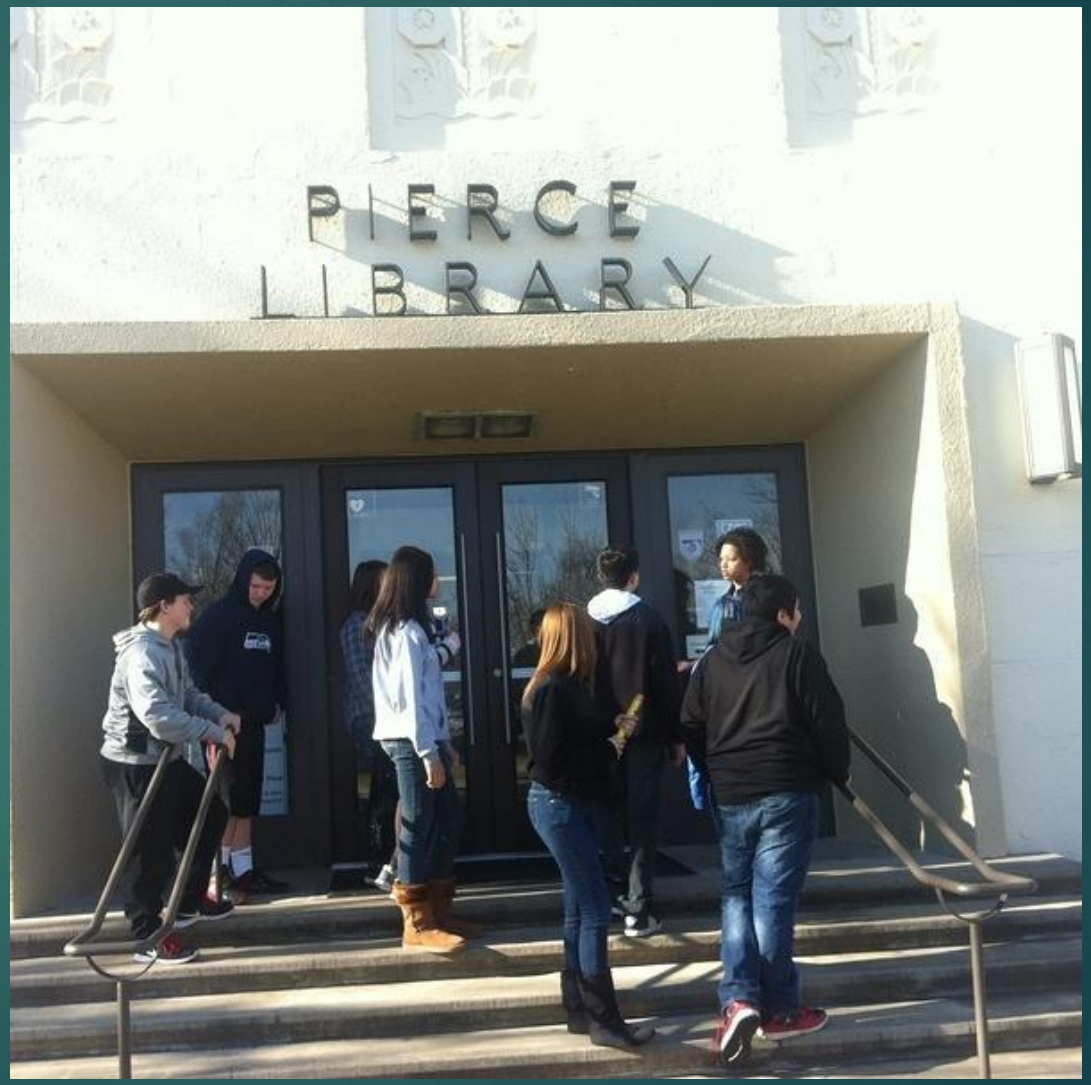
Registration will be limited to 150 due to the size of the facility.

Tentative registration fees are $125. Institute registration will include continental breakfast, snacks and a boxed lunch on the 17th. Dinner on the 16th is on your own.

Registration packets will be mailed by April and available on the OMEA web page to print.

Hotel reservations can be made by calling the Holiday Inn in Newport at (800) 547-3310. Be sure to mention the institute

Students' information needs



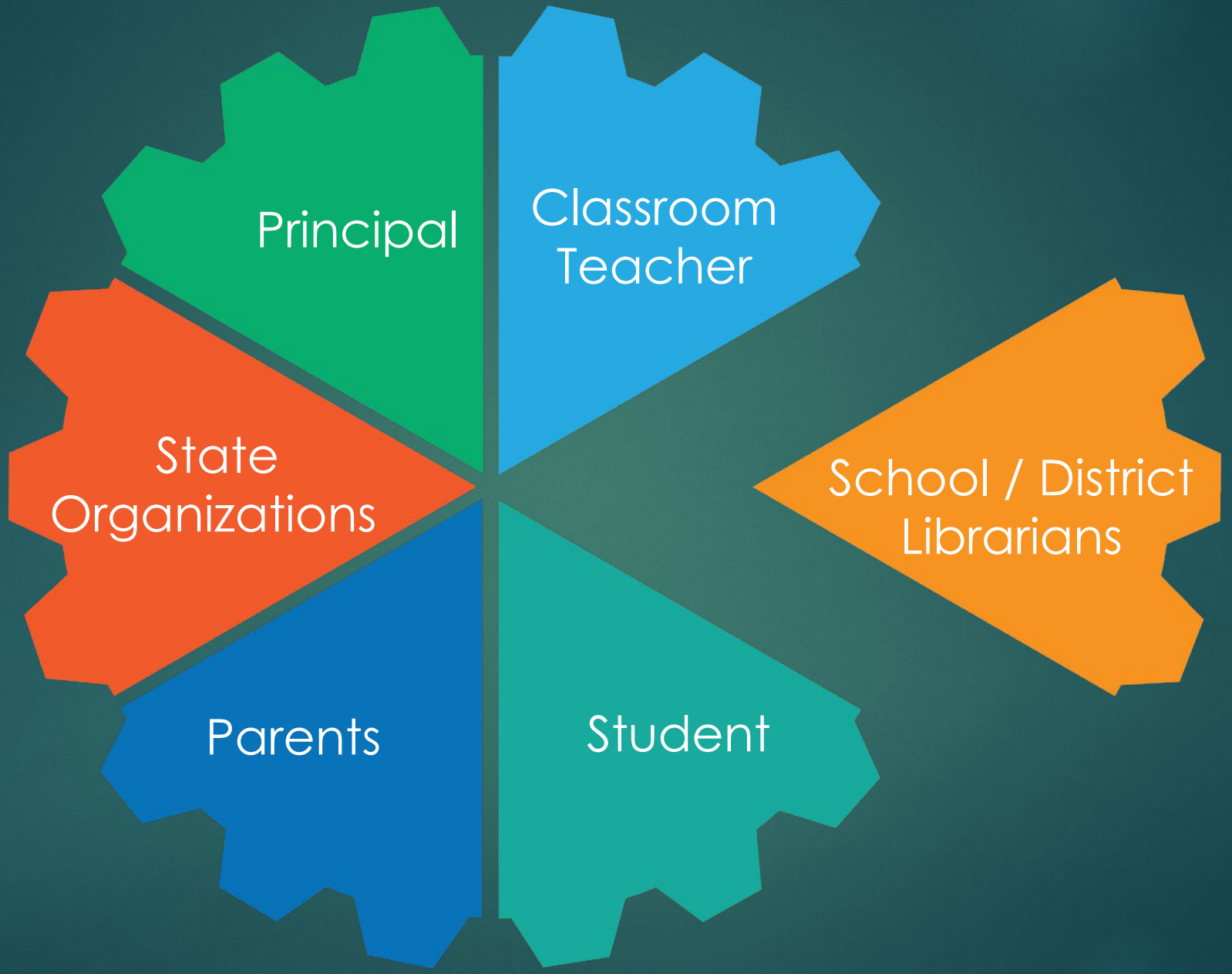
As a teacher, why do you value working with a librarian?

In what way has library instruction helped your students?

How useful is OSLIS as an instructional tool?

What are the IL skills that high school students most need to develop?

How could librarians in Oregon help teachers without librarians in their schools?


Principal
Classroom Teacher
School / District Librarians
Student
Parents
State Organizations

How do we bridge the gap?

THE CHRONICLE OF HIGHER EDUCATION NEWS OPINION DATA

SECTIONS FEATURED: Dear Humanities Profs: We're the Problem Feeling Anxious? You're Not the Only One A.I. on Campus

Want More College Students to Graduate? Fix the High Schools

By Patricia McGuire | APRIL 12, 2018

Christophe Vorlet for The Chronicle

When Antwan Wilson, who resigned as chancellor of the Washington, D.C., public schools in February, skirted the local school-lottery system in an

Questions for the group:

- In what ways could academic librarians communicate better with high school teachers about needed IL proficiencies for first year college students?
- What types/methods/format of continuing education or professional development could be offered to teachers with or without librarians in their schools?
- How could OASL, other professional organizations, or individual librarians foster the collection of local evidence-based data that indicates the impact of library instruction on student achievement? And how do we communicate that information?
- How could OASL, other professional organizations, or individual librarians influence teacher education programs to integrate information literacy outcomes into preservice lesson planning?
- What other questions should we be asking ourselves about how K-12 teachers and librarians and college librarians could work together to better prepare students for success?

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