Closing the Circle: Information Literacy Instruction for Your First Years and Mine

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First Time Around - The “Problem” of the High School Student in the Academic Library

- For decades, academic librarians have focused on the “problems” high school students cause. For example, they:
  - make greater demands on the staff because they are “less familiar with the ways of using a large library”;
  - come at inconvenient times (e.g., evenings);
  - are “less respectful of library materials”;
  - use the library for social, rather than academic, purposes;
  - fail to return library materials;
  - are noisy; and,
  - crowd library spaces and resources
Articulation = “the linkage in progress along the learning continuum that involves skills, insights, as well as subject matter”

Efforts at the local level reported in:
- Ohio (Fatzer, Van Pulis, & Birchfield, 1988; O’Hanlon, 1992)
- Michigan (Canelas & Westbrook, 1990)
- Virginia (Kenney & Wilson, 1986)
- Washington (Kemp & Nofsinger, 1988; Nofsinger, 1989)
Articulation in the 1980s - The Ohio Experience

- OLA/ALAO/OELMA Task Force on Library Instruction: High School to College
- Primed for Success (1986) focuses on:
  - communication among librarians
  - articulation
    - state guidelines for K-16 ILI
    - minimum IL competency standards for K-12 and college graduates
    - demonstration of IL competencies in college admissions criteria
  - faculty preparation for information literacy instruction (K-12 and higher education)
Articulation in the 1980s - The Washington Experience

- Survey of faculty expectations of information literacy skills among entering students, and of academic library provision of instruction to K-12 students:
  - College faculty expect students to have information skills, but don’t expect to have to teach them;
  - 34% of responding academic libraries provided instruction to high school students
  - 93% of these only did so after being contacted by local schools
- Communication with WLMA
- Cooperation with local schools
How to Avoid Chasing our Tail; or, What Can We Learn from Previous Points on the Circle?

- Change Drivers
  - educational reform
  - demographic change
  - advances in information technology

- Communicate across the profession

- All education is local

- Teach the teachers

- Plan for sustainability
Third Time Around - The Information Literate Student for the Information Age

- What do college students need to know about information use?
  - The General (Fitzgerald, 2004)
    - How to articulate an information need
    - How to access information effectively
    - How to evaluate information critically
  - The Specific (Levine, 1996)
    - The difference between popular, professional, and scholarly information
    - The basics of a classification system
    - The difference between a catalog and an index
Information Literacy Instruction in the First Year - The Washington State University Example

- **Bridge Programs**
  - Introduction to information landscape for first-generation college students and others identified through participation in programs such as Gear Up or Upward Bound

- **English Composition (ENGL 101)**
  - Intro to online catalog and library services
  - Intro to general article indexes (e.g., ProQuest Direct)
  - Faculty requests
    - popular vs. scholarly information
    - evaluation of Web-based information
Information Literacy Instruction in the First Year - The Washington State University Example

- First-Year Experience programs
  - Defining a research question
  - Evaluation and citation of Web sites
  - Plagiarism and intellectual dishonesty

- World Civilizations
  - Specialized reference materials

- Gateway Courses in the Major
  - Specialized information resources
  - Discipline-specific applications of generic IL concerns, concepts, or skills
A student completing a library project should be able to:

- Apply contextual clues in articulating project goals and information needs
- Distinguish "scholarly" from "popular" monographs
- Recognize the merits and drawbacks of general and specialized encyclopedias
- Apply rudimentary selection criteria in choosing reference sources, books articles
- Defend choices of sources
Information Literacy Instruction in the First Year – World Civilizations

A student completing a library project should be able to:

- use the libraries' online catalog for the retrieval of books, using call numbers
- use dictionaries and encyclopedias, for general information and suggestions for further reading
- Identify the components of a bibliographic citation
- Be familiar with the role of reference librarians and other library personnel; regulations and protocols for the use of WSU Libraries

From World Civilizations – Library Assignment Objectives
<http://www.wsu.edu/~wldciv/library_goals.html>
Building Effective First-Year Instruction Through Outreach

- First-year programs at Washington State University are an example of “horizontal articulation”
- Articulation fostered through a programmatic approach to liaison and outreach
- For more examples, see http://www.wsulibs.wsu.edu/usered/partners.html
Before the First Year: K-12 Outreach at Washington State University

- Coordinates outreach to local schools
- Coordinates ILI component to other campus outreach programs (Cougar Kids, Cougar Quest)
- More information available at http://www.wsulibs.wsu.edu/usered/k12connect.html
Before the First Year: K-12 Outreach at Washington State University

Over 650 K-12 students received instruction at WSU in 2003-04, including students from:

- Jenifer Junior High
- Pullman High
- Garfield-Palouse Elementary
- Heights Elementary
- Washtucna High
- Broadway Elementary
Learning from the Past: Change Drivers

- First-year information literacy instruction tied to broader issues in educational reform
  - Writing instruction and assessment
  - Interdisciplinary studies
  - Instruction for critical thinking
  - Assessment of instruction
- ILI complements co-curricular programs aimed at the “millennial” generation
- ILI prepares students to deal effectively with a technology-enhanced education
Learning from the Past: Communication Across the Profession/All Education is Local

- The “major benefit” of K-16 ILI programs is “the opportunity they provide for academic and high school librarians to work together and learn from each other” (Canelas & Westbrook, 1990)

- At WSU, K-12 outreach is complemented by
  - Collaborative work on local school district library advisory committee
  - Academic librarian participation on assessment teams for senior research project at local high school
Learning from the Past: Teach the Teachers

- 3 dimensions of information literacy for teachers
  - As student
  - As teacher
  - As collaborator (Shinew & Walter, 2003)

- “Among the most fertile areas for collaboration between schools and colleges is anything involving teachers” (Maeroff et al., 2001)
Learning from the Past: Plan for Sustainability

- Train-the-trainer programs for first-year programs
- K-12 outreach coordinator
- Well-defined program of instructional outreach to academic and co-curricular programs
- Build on complementary curricular programs in teacher education and information technology education
Drawing the Circle: Best Practices for K-16 Collaboration

- Educators at both levels must agree they have common problems
- The “academic pecking order” must be overcome
- Cooperative projects must be sharply focused and action-oriented
- Participants must be recognized (Maeroff, 1983)
Why Reach Out? Why Now?

- **Why Reach Out?**
  - Support existing curricular and co-curricular educational programs
  - Build relationships among librarians and others involved in K-12 outreach on campus
  - Promote positive town-gown relations
  - Serve as a recruitment opportunity
  - Support campus efforts to reach diverse students, academically gifted students

- **Why Now?**
The Engaged Campus

- “Outreach” vs. “Engagement”
- Service learning
- ALOUD will provide a forum for communication and networking for those interested in community outreach <http://sun.iwu.edu/~sdaviska/aloud>
- 1st meeting - 2 pm today, Salon 3, Rosen Centre Hotel
Closing the Circle

Your senior is my first-year student, but my senior is your first-year teacher
Questions (about Instruction Programs at Washington State)?

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Questions (about anything else in the presentation)?

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(as of July 19, 2004)
Thank you for coming!
References


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