Beyond Recreational Literacy: A Presentation for LUC 2013

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Eunice, Louisiana
Outline

• Need—theoretical/technological context
• Background—standards, goals, courses
• Problem-solution
• Description and timeline
• Assessment
• Discussion
Beyond Recreational Literacy:
Linking Information Education from Community to College by Introducing the LOUIS Library Network to Eunice High School

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October 3, 2013
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Funding:

The BellSouth, Atmos Energy, CenturyTel, CLECO, Entergy Louisiana Endowed Professorship for Public Policy at Louisiana State University Eunice 2013-2014
Why this project?

Rapidity of technological change; replacement of print by electrons; digital divide; pedagogical culture of assessment; lifelong learning; collaboration across disciplines and types of libraries...
The Ideal Librarian?

Academic librarians’ “primary role is to participate in the teaching missions of their institutions” (Elmborg, 2002, p. 455).
Students & Research

Image via http://librasmom.wordpress.com/2012/11/05/beyond-googling-on-information-seeking-behavior-from-ovenside-on-flickr

With additions by pbrown
Models of research behavior based in information sciences—access, evaluate, use:

Eisenberg and Berkowitz (1990): Big 6
Kuhlthau (1991): ISP
Neuman (2011): I-LEARN
Six Stages of reSearching

• Task definition/assignment
• Exploration(initial survey of available resources
• Focusing of the subject or question
• Data collection: access, evaluation, use
• Presentation
• Evaluation of task
ENGL 1002 catalog description

Introductory course in writing, accompanied by selected readings in literature and literary criticism. Emphasis on critical thinking through the development of extended essays in a variety of genres such as the academic essay, the review, and the research paper. The course requires an oral presentation and/or technological component, a collaborative project, as well as a 1200-1500-word documented essay.

Prerequisite: A grade of "C" or better in English 1001 or ACT English score of 26 or higher and a minimum total of 53 on the English score plus the composite score.”
IL Standards

• ACRL (2000) Information Literacy Competency Standards 2 (access), 3 (evaluation), and 4 (use for purpose)
• LSUE general-education SLO (also for SACS):
  – “4. Informational Literacy: Locate, evaluate, and effectively use information from diverse sources.”
  – “5. Critical Thinking: Effectively analyze, evaluate, synthesize, and apply information and ideas from diverse sources and disciplines.”
• “Provide students with a framework for gaining control over how they interact with information in their environment” (ACRL, p. 6).
LeDoux Vision Statement

“Traditional information delivery systems and the integration of continually advancing technology are the foundations for the dissemination of information. The library is expanding and facilitating information literacy programs for a diverse learning population through unique and innovative collaboration. . . .”
• Decreased public funding led to drastic cutbacks in resources and instruction.
• Early-admission (EA) students expected to do college-level work, including research assignments.
• LeDoux Library, on a rural commuter campus, cut back its hours.
A Solution

- EHS and LSUE to pilot in Eunice High School Bobcat Library
- 2 specifically designated computers
- Information-literacy and research instruction for teachers and students
Teacher training at EHS

Demonstrated interlinked webpages:
• myLSUE for registration and financial aid
• myCourses for course resources
• LeDoux Library start page
MyLSUE (registration, fees)
myCourses (moodle)
The electronic door to the library
Timeline

• Order computers, install, and connect to www.lsue.edu.
• Develop assignments and assessment instruments.
• Train EHS teachers and librarian.
• Initial survey of students.
• Conduct instruction for students: one or two sessions during class, then set times in the EHS library for individual consultation.
• Post-test survey of students.
• Review research assignments.
• Final report; prepare article for publication.
The Benefits of Assessment

- Student learning outcomes tied to standards
- Recruitment from HS to college
- Retention
- LA GRAD Act
- Reaccreditation
- Instruments:
  - Library logs
  - Graded research project
  - Pre- and post-tests from TRAILS
TRAILS of Assessment

Tool for Real-Time Assessment of Information Literacy Skills.


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Implications


LeDoux Library and LSUE materials from www.lsue.edu