High School to College Transition -- Academic – School Librarian Collaboration

September 24, 2004

Meeting Notes

Seventeen librarians were in attendance to discuss high school to college transition. This included 14 academic librarians, 1 high school librarian, an INFOhio representative, and the ILILE Project Coordinator.

For the morning session, attendees broke into the two groups that had been working over the summer. Group #1 discussed the development of an instructional module for high school students that would highlight the differences between a high school and academic library, as well as the expectations of college-level research. Group #2 looked at the agencies and organizations that interface with high school and academic librarians and what opportunities those may offer for bringing interested members from these two communities together.

Following lunch, each group reported on their work.

> **Group 1 (Instructional modules):** Developed preliminary learning objectives for the modules, discussed what would be required to develop, and planned their next steps. Click here for more complete summary of the Group 1 discussion.
>
> **Group 2 (Infrastructure):** Discussed work that had been done over the summer identifying agencies and organizations that work with high school librarians that might provide a means for academic and high school librarians to communicate. Planned development of guidelines for individual librarian outreach efforts and to explore working through INFOhio and OELMA. Click here for more complete summary of the Group 2 discussion.

There was also a broader based discussion of the overall goals of this ILILE project:

> **Goal 1:** Achieve greater impact on the future success of high school students and first year college students through collaborative working relationships between high school and academic librarians.
>
> **Goal 2:** Build upon the foundation of shared resources represented by Libraries Connect (INFOhio, OhioLINK, OPLIN) to continue development information literacy competencies across the span of high school to college.

Goal 3: Understand and take advantage of existing organizational structures to establish meaningful communication between high school and academic librarians.

Goal 4: Create and make available materials that support information literacy to make a difference statewide.

What is next….

1. The listserv for this project will be updated.
2. A summary of the day will be posted to the listserv and then to the ILILE Website.
3. Contact will be made with OELMA to see how we might work with them.
4. Any further inquiry into the needs of Post-Secondary Education Option students will be done individually and not as a group project at this time.
5. We recognize that public libraries serve an important role in providing service to both high school and college students. We will hold on any initiatives with them at this time.
6. The next meeting of this group is tentatively set for **Friday, March 4**. Mark your calendars!

A very big thank you to all who participated. It was a rewarding day!

Summary of Working Group 1 (Instructional Modules)

In order to proceed with the development of appropriate modules for use by high school students and first year college students, the group identified preliminary objectives for the modules. These will be tweaked as necessary, but provide a framework for helping students make the transition from high school to college. Modules could be used by high school media specialists, librarians who have visits from high school groups, or orientation sessions for first-year students.

Objective 1: To lower students' anxiety about the transition to college or university in order to increase confidence in their ability to succeed.

Potential module components under this objective:
Explain the difference between public, school, and academic libraries

Provide reassurance that librarians are available to help – take the mystery out of the library

Objective 2: To orient students to the academic environment and culture in order to increase confidence in their ability to succeed.

Potential module components under this objective:
Help students understand the academic vocabulary (syllabus, e-reserves, citation, index, databases, periodicals, etc.)

Explain academic honesty policies and the mechanisms in place in academics for handling plagiarism (possibly have a faculty member speak to this)

Explain that there are academic support units in place on most campuses where students can get help with writing, math, study skills and library research.

Explain expectations of professors.

Objective 3: To prepare students to do college and university level research in order to increase confidence in their ability to succeed.

Potential module components under this objective:

- Help students understand the difference between popular, scholarly, and professional periodicals
- Web evaluation criteria
- Effective web searching

- Boolean logic
- LC/Dewey
- Reserves
- Subject Headings/Keyword searching

Module Development
Discussion took place on how the modules would be developed. It was agreed that they should be short (3 or 4 minutes) and humorous (from a student's viewpoint). Ideally they would be customizable for different institutions.

The modules should incorporate some kind of interactive component so that students learn as they view.

The video clips could be used in conjunction with viewlets or other interactive technology.

The group should aim to involve School Library Media Specialists and high school/first year students in this process

Next Steps:

Colleen will "wordsmith" the objectives and send to the group for feedback.

Group will need to decide on the kinds of technology to be used. Perhaps buy a copy of Robodemo or viewlet builder software.

Identify and prioritize specific modules.

Develop scripts for the modules.

Identify costs involved for production and timeline for creation. Realistically these would not be ready until Fall 2005 at the earliest. Focus will probably be on developing one module from beginning to end as a test case.

Group members will begin collecting materials from their own institutions (tutorials, activities, handouts) that could be compiled on the ILILE web site. Group members should also be identifying learning objects that might be available outside of OhioLINK institutions. **Follow up will be needed on this in terms of how these items will be collected and by whom.**

Develop ideas for assessment of the modules.

Summary of Working Group 2 (Infrastructure)

Members of this working group reviewed a draft *Infrastructure Directory* that had been developed over the summer. This included consortia, state agencies, regional library systems, and professional associations for both the high school and academic librarian communities. The network of entities serving school librarians is complex and largely unknown to academic librarians.

This group's objectives are:

Objective 1: Identify agencies and organizations that work with academic and with high school librarians to support librarians in their delivery of resources and services and maintain communication channels with them.

Objective 2: Develop suggested ways that academic librarians can reach out to high school librarians in their area.

Objective 3: Investigate how this group might work with OELMA and ALAO.

Other notes:

1. The Ohio Department of Education has just released the Technology Content Standards for K-12. These provide the most direct statement of information literacy standards.
2. A great deal of pressure surrounds testing requirements in K-12. The 10th grade proficiency test is given in March.
3. Marcia King-Blandford (University of Toledo) reported on a survey she has done of postsecondary students at the University of Toledo, asking how many papers that had to write in high school and whether citations were required. Non-AP students have little experience. High school librarians have more opportunities to work with AP students.
4. Cherie Pandora (Rocky River High School) reported on a survey she had done of Ohio academic librarians at four-year schools about whether a library orientation class is given and which library skills are most lacking in incoming freshmen. Students are required to take a library orientation class at only 27% of the responding institutions (n=65). The library skill most lacking in incoming freshmen is knowing how to "start the research process."
5. Mention was made of the "Student Learning through Ohio School Libraries : The Ohio Research Study" conducted by Ross Todd. Results of the study are at: http://www.oelma.org/studentlearning/default.asp.

Next Steps:

1. Using the draft *Infrastructure Directory,* create a contact list that could be used by academic librarians to identify contacts in their area.
2. Develop list of possible outreach activities, e.g., visit the school library to meet the high school librarian, attend local professional meetings that include high school librarians, contact the local public library for more information on area high school libraries.
3. Develop possible points to cover if asked to give a program for high school librarians.
4. Develop a resource of terms students will encounter that may be new to them at college (e.g., syllabus, course reserve), of Web site links from academic libraries that provide a good introduction to college-level work (e.g., description of types of periodicals).