



BUILDING ON FIRST-YEAR STUDENTS' INFORMATION SEEKING STRENGTHS: HOW THEIR LIFE-RESEARCH EXPERIENCES CAN INFORM FYE INSTRUCTION

Emily Cox, University of Texas at San Antonio | Mark Lenker, University of Nevada, Las Vegas | Tatiana Pashkova-Balkenhol, Millersville University

BIG QUESTION: WITH INCOMING STUDENTS, IS THE INFORMATION LITERACY GLASS HALF FULL OR HALF EMPTY?

- Are students empty vessels waiting to be filling with knowledge and already "behind" on the first day of college?
- Do they bring their own personal research knowledge to the library classroom?
- Are students not prepared to meet librarians expectations?

OR

- Do librarians not fully appreciate the knowledge that students bring -- are we missing an opportunity to help them build a knowledge bridge?





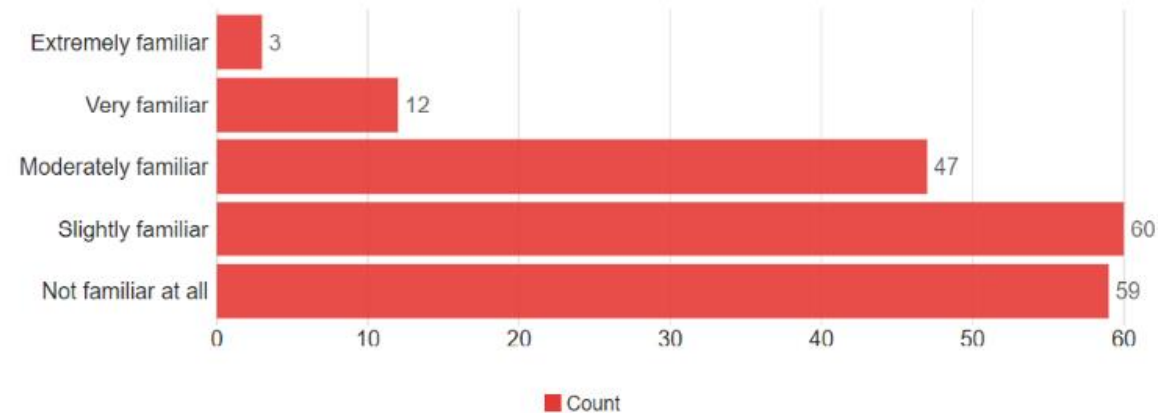
POLL THE ROOM!

TO WHAT DEGREE ARE YOU FAMILIAR WITH A STRENGTHS-BASED EDUCATIONAL APPROACH THAT EMPHASIZES THE POSITIVE ASPECTS OF STUDENT EFFORT AND ACHIEVEMENT?

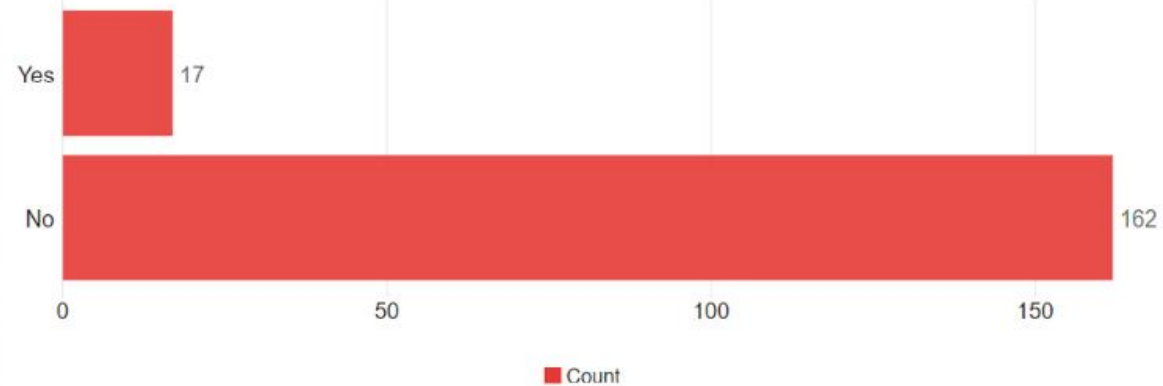
DOES YOUR INSTITUTION INVENTORY FIRST-YEAR STUDENTS' PRIOR KNOWLEDGE RELATED TO NON-ACADEMIC SEARCH SKILLS?

IN YOUR INFORMATION LITERACY SESSIONS, DO YOU ASSESS FIRST-YEAR STUDENTS' PRIOR KNOWLEDGE BEYOND ACADEMIC INFORMATION LITERACY? (LOOKING FOR SOLUTIONS FOR EVERYDAY LIFE CHALLENGES, OR FULFILL A CURIOSITY)

Q3 - To what degree are you familiar with a strengths-based educational approach that emphasizes the positive aspects of student effort and achievement?



Q7 - Does your institution inventory first year students' prior knowledge related to non-academic search skills?





Broadly speaking, The research literature on the information literacy of first-year undergraduates almost universally characterizes students' competency as "lacking," "deficient," or "unsophisticated"

FACULTY AT THE UNIVERSITY OF YORK FIND THAT STUDENTS ARE GENERALLY LACKING IN INFORMATION SKILL, PARTICULARLY IN THEIR FIRST AND SECOND YEARS (BURY, 2011)

DUBICKI'S (2013) SURVEY STUDY IS SIMILARLY DISCOURAGING: ONLY 52% OF FACULTY FEEL THAT UNDERGRADUATES GENERALLY ARE INFORMATION LITERATE BY THE TIME THEY GRADUATE.

THE MOST TROUBLING ACCOUNT

THE TEST:

1. First-year students are asked to predict how well they will do on an objective test of their research skills
2. Students take the James Madison University Information Literacy Test
3. Before they learn their scores, the researchers ask students to estimate the score that they achieved.

FINDINGS:

- Below-proficient students overestimate their scores both before and after the test (overconfidence).
- Interviews show that students tend not to view research as a skill that one can improve.

(Gross & Latham, 2011)



The background of the slide features several rulers in various colors (yellow, white, red) and orientations, creating a technical or academic aesthetic. A large, faint watermark of the word 'LIBRARY' is oriented diagonally across the center of the slide. The main text is contained within a white rectangular area with a thin grey border.

ASSESSMENT METHODS FUEL NEGATIVE CONCEPTIONS ABOUT STUDENTS


INCONSISTENT ASSESSMENT FINDINGS WITH FIRST YEAR AND UNDERGRADUATE STUDENTS

A 2016 study found a 37% jump in students scores on the Research Readiness Self Assessment from the first to second year. The author attributes this to library instruction. (Chan, 2016)

BUT, a multi-year study from 2013 found that upperclassman were not superior in skills to their fellow underclassman after library instruction. (Lei-Hsieh, Dawson, Carlin, 2013).

OAKLEAF (2008) ADDRESSES THE CHALLENGES OF FIXED CHOICE ASSESSMENT

BASED ON LIBRARIAN SURVEY RESULTS, WE KNOW A MAJORITY OF LIBRARIANS DO NOT ASSESS STUDENTS' NON-ACADEMIC SEARCH SKILLS. WE ALSO KNOW THAT FIXED CHOICE TESTING IS THE MOST POPULAR MEASURE. IS THIS A DANGEROUS COMBINATION?



HIGH SCHOOL TO COLLEGE TRANSITIONS

A MISMATCH OF EXPECTATIONS FROM HIGH SCHOOL LIBRARIANS AND ACADEMIC LIBRARIANS

2/3 high school librarians say they teach students to cite sources...

...but, 1/3 of college librarians believed students were trained to cite sources

STUDIES SUGGESTS STRONG COLLABORATION AND EVIDENCE-BASED RESEARCH TO CLOSE THE "GAP"



**OUR RESEARCH PROJECT: SETTING UP
THE INTERVIEWS**

**40 OPEN-ENDED INTERVIEWS ACROSS A RANGE OF
INSTITUTIONS**

**LOOKING FOR LIFE-RESEARCH EXPERIENCES THAT ARE
NATURAL FOR STUDENTS TO REFLECT ON AND THAT
CAN SERVE AS THE FOUNDATION FOR LEARNING
MORE ABOUT INFORMATION LITERACY**



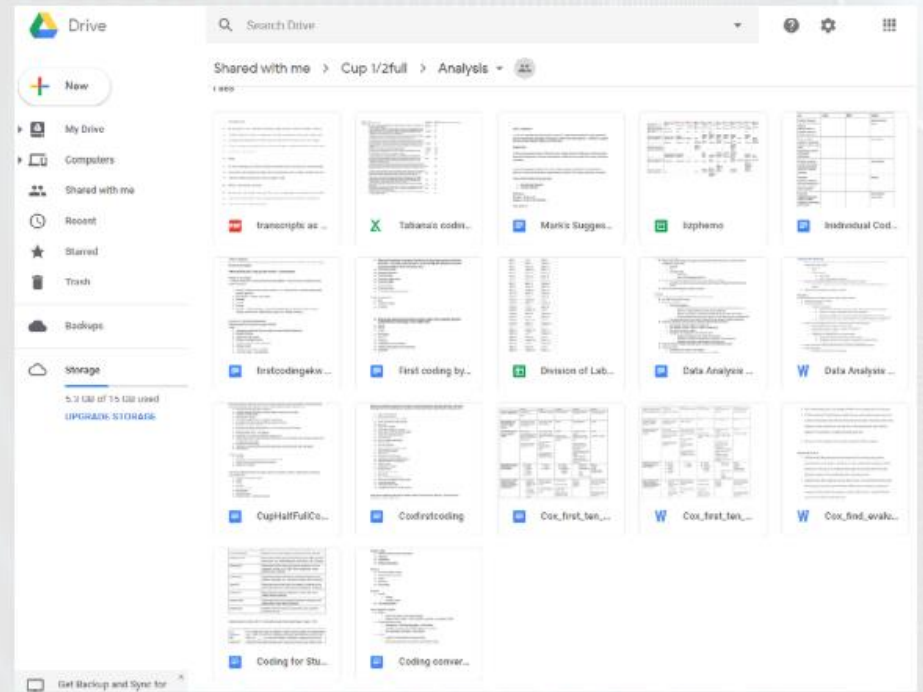
TRY OUR INTERVIEW BRAINSTORMING TECHNIQUE!

1. List 5 things /events/situations in the past year for which you sought an explanation for or were curious about
2. Of the 5 items, CIRCLE those which had some urgency. Put a CHECK MARK beside those which you were passionate about.
3. Pick ONE item that you would like to talk about further
4. Turn to a neighbor. What information challenge did they choose? Was it urgent or driven by a curiosity?



OUR RESEARCH PROJECT: ANALYZING THE RESULTS

- A phenomenographic approach...
- The idea is to let the transcripts speak for themselves and bracket out any sense of how the categories should work
- But, this is very difficult because our topic is so broad!



Multiple attempts to analyze!!!



INTERVIEW HIGHLIGHTS: WHAT WE'VE LEARNED (SO FAR)

**INFORMATION NEED: WANTED TO LEARN ABOUT
PRESIDENT CLINTON AND MONICA LEWINSKY.**

**STUDENT PROCESS: GOOGLE, OPINION ARTICLES,
YOUTUBE**

**WHAT WE LEARNED: STUDENT SHOWED INITIATIVE,
CLEVERNESS, AND PERSISTENCE WHEN IT CAME TO
SEARCHING. FOUND VIDEO AND AUDIO EVIDENCE TO
CORROBORATE THE NEWS STORIES AND OPINIONS
THAT WAS FOUND IN ONLINE ARTICLES.**

✕

INTERVIEW HIGHLIGHTS: WHAT WE'VE LEARNED (SO FAR)

**INFORMATION NEED: WANTED TO BUILD SKATE PARK
IN NEIGHBORHOOD**

**STUDENT PROCESS: TALKED WITH MULTIPLE PEOPLE IN
LOCAL GOVERNMENT**

**WHAT WE LEARNED: PERSISTENCE TO FIND THE RIGHT
PERSON TO TALK TO EVEN AFTER MULTIPLE FAILED
ATTEMPTS, RECOGNITION THAT PERSISTENCE WAS
RESPECTED, NAVIGATE COMPLEX GOVERNMENTAL
PROCEDURES**



INTERVIEW HIGHLIGHTS: WHAT WE'VE LEARNED (SO FAR)

**INFORMATION NEED: WANTED TO BECOME MORE
ADVENTUROUS**

STUDENT PROCESS: PODCASTS

**WHAT WE LEARNED: STUDENT LEARNED NOT TO BE
AFRAID OF MAKING MISTAKES, TO KEEP AN OPEN
MIND, AND APPLIED WHAT HE LEARNED TO PERSONAL
GROWTH**



THANK YOU!
QUESTIONS?

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