


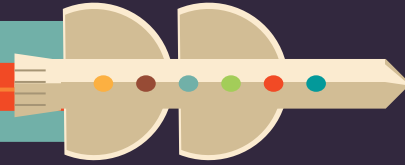


# **Five Space Stations Use the Framework to Launch At-Risk, First-Year Students into Information Literacy Orbit**



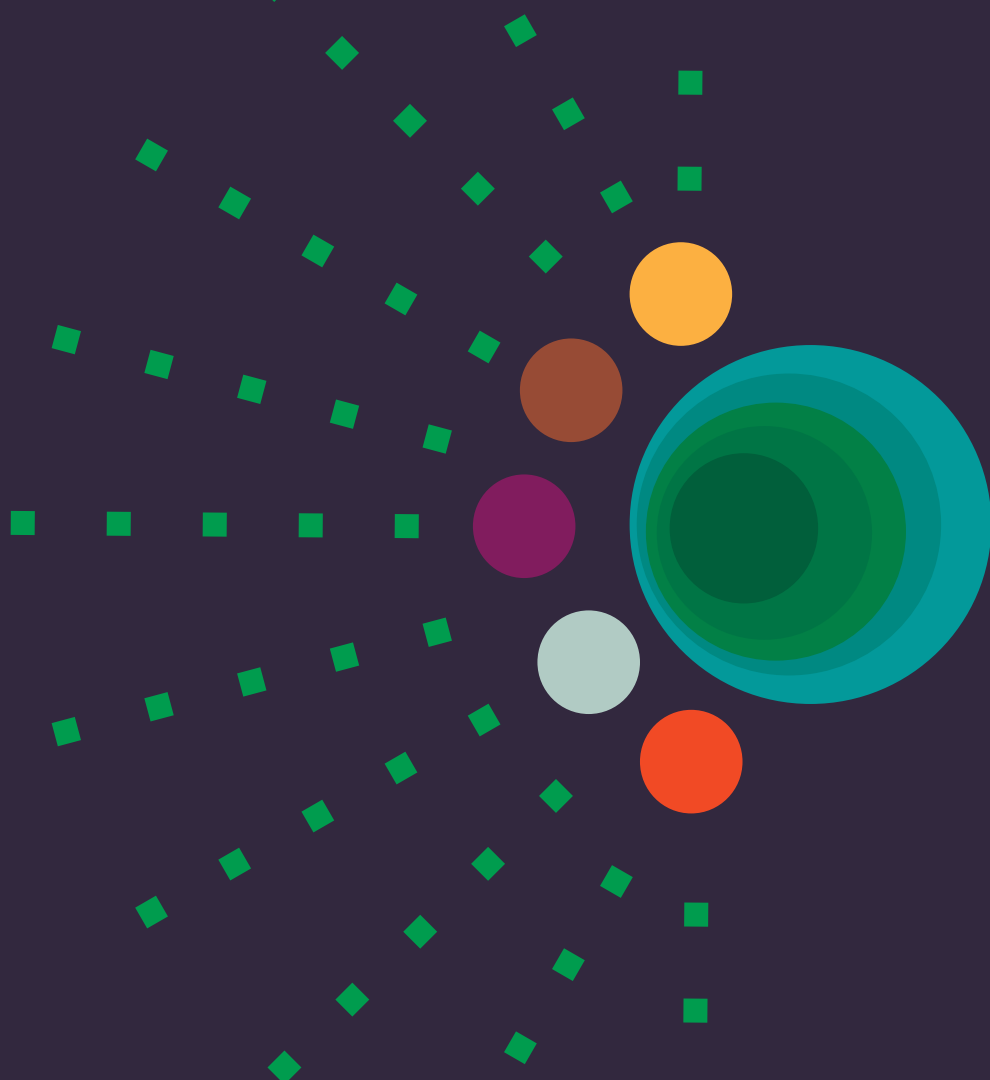
Jessica Barbera, McDaniel College  
Marianne Sade, Washington College  
Samantha Martin, Washington & Jefferson College

# Our Flight Plan



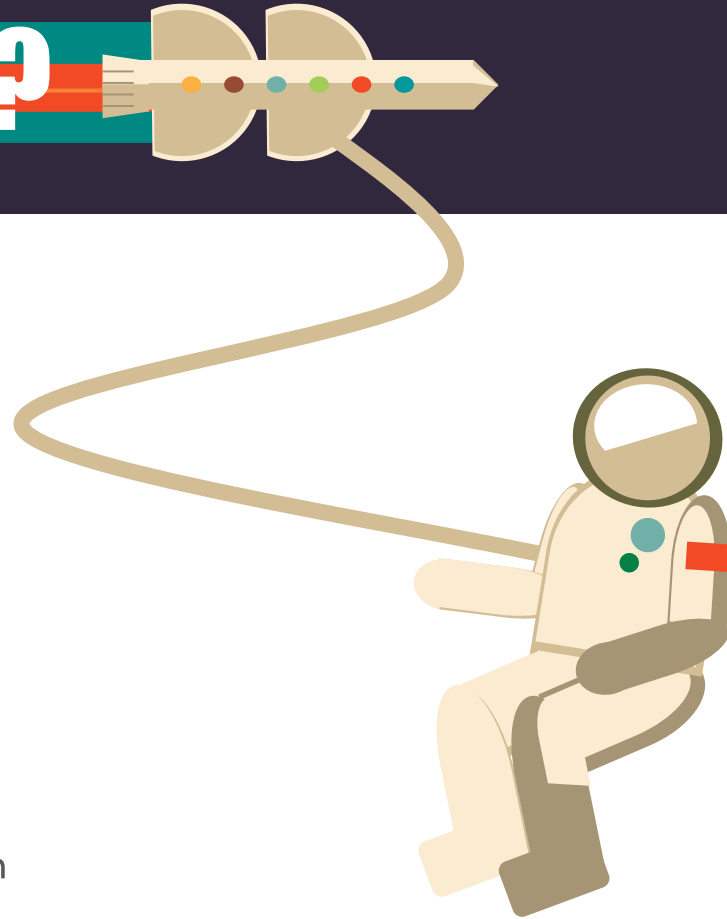
## Attendees will:

- gain insight into our collaborative process for the development of framework based learning outcomes & activities for at-risk student populations.
- explore learning activities to improve outcomes for their at-risk students by building foundational information literacy competencies too often assumed to be pre-existing skills.
- reflect on ways to implement and expand our toolkit at their home institution.

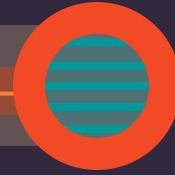


# Who Is At-Risk?

- Multiple Definitions
- Data Points Collected:
  - First-Generation Status
  - Pell Grant Eligibility
  - High School GPA
  - Race
  - Gender
  - Prior access to library/librarian



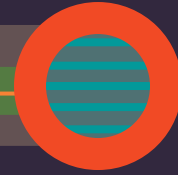
# Frame me up Scotty



Workshop with Lisa J. Hinchliffe

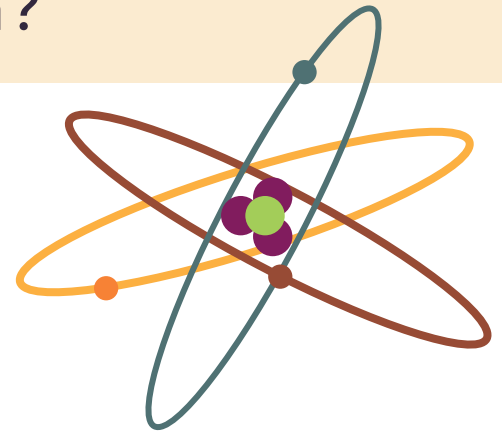
- What are the frames?
- UbD: Backward instructional design
- Frames + UbD = Impactful learning outcomes

# Making An Impact



How can we get students, who may have never seen/used a library, to where they can effectively *start* college-level research?

**Essential  
Building Blocks**



# 4 Learning Outcomes



**1**

Learners will understand that Information Creation is a Process



**2**

Learners will apply the Information Seeking Process



**3**

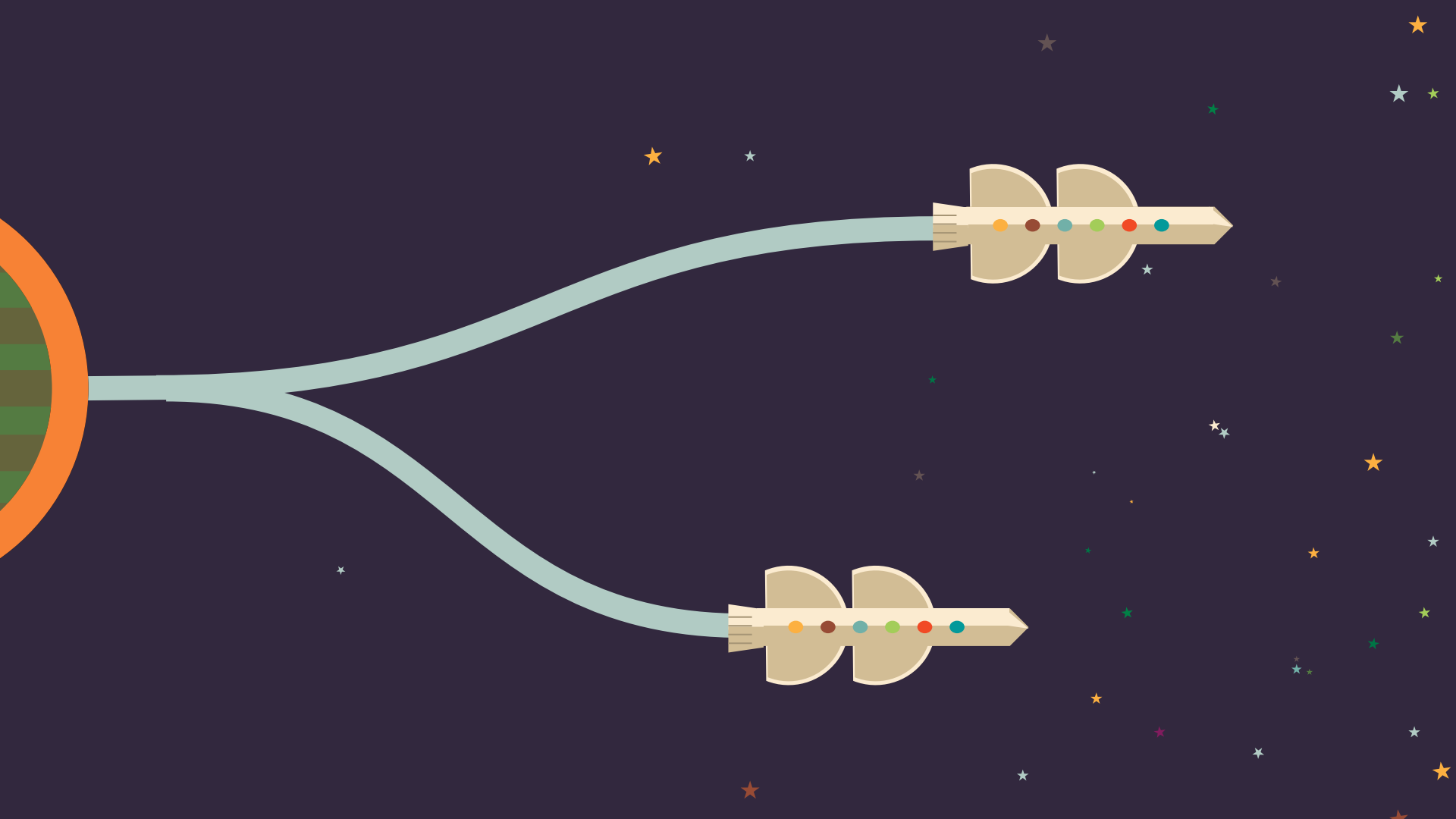
Learners can read & interpret search results in order to discern if the results contain items/sources which may meet an information need



**4**

Learners will recognize the librarian as a go-to person for research help

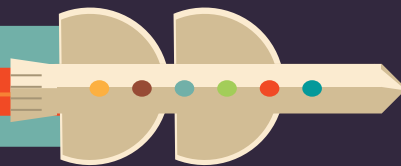








# Mission Control



	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V				
	Priority	Outcome	Indicators																		Mode (face-2-face/online/flip)	Activity				
			1.A	1.B	1.C	1.D	1.E	2.A	2.B	3.A	3.B	3.B.a	3.B.b	3.C	3.D	3.E	3.F	3.G	MISC	MISC						
1		2 & 1	X																		2.3 INTRO	1.1A 1.3A	f2f	Anticipatory set: Research Process = puzzle		
2		2	X	X				X										X						f2f	Image & Discussion: Meta cognitive research strategies (bloom's)	
3	1	2	X	X	/				/		X		/	/	/	/	/							video f2f	Anticipatory set: Depict/outline research process follow w/ video & modify	<a href="https://www.youtube.com/w">https://www.youtube.com/w</a>
4		2		X		X		X			X	X	X					X						f2f, online, flip	Choose Your Own Adventure: Which research path would you take?	
5		2	X	X	X					X														video f2f, online	Video: Picking Your Topic IS Research & quiz with discussion	<a href="https://www.youtube.com/w">https://www.youtube.com/w</a>
6		2			X						X	X	X											f2f, online, flip	Developing topic (brainstorm) worksheet	<a href="http://researchguides.aust">http://researchguides.aust</a>
7		2			X						X	X	X											video f2f, online, flip	Research Mapping/search term generating/exploring concepts	<a href="https://www.youtu">https://www.youtu</a>
8		2	X	X			X	X			X	X	X			X	X	X						f2f, online, flip	I Need a New Car (Info needed and where to look) worksheet	
9		2							X	X	X	X	X								1.12B			f2f	Search strings = math (algebra): why precise words are important + TED Talk	<a href="https://docs.google.com/document/d/1QVVQ3kxtoIedR?usp=sh">https://docs.google.com/document/d/1QVVQ3kxtoIedR?usp=sh</a>
10		2								X	/	/	/	/	/	/								f2f	Discussion: students start class sharing their search tips/tricks	
11		2				X									X									f2f, online	Denzel's Venn Diagram Boolean, synonyms	<a href="http://www.huffingtonpost.com/20">http://www.huffingtonpost.com/20</a>
12		2				X								X	X		X							f2f	Stand Up If... Teaching boolean operators	
13		2								X	/	/	/	/	/	/					3.1A			f2f, online	Amazon search: Filters similar in library databases	
14		2	X	X			X	X									X	X			3.1A			f2f, online	Are Oreos addictive? Evaluating resources scenario	<a href="https://www.washingtonpost.com/local/are-as-addictive-as-cocaine-an-un-0cafd180853">https://www.washingtonpost.com/local/are-as-addictive-as-cocaine-an-un-0cafd180853</a>
15		2 & 3						X													also 3.3A			f2f, online, flip	Credentials/Authority Exercise	
16		2					X	X																		Fake v. Real group activity. Brainstorm criteria & apply.
17		2, 3, & 4	X	X	X			X		X	X	X	X	X	X	X	X	X			3.1A 3.2B 3.3A, & C-E 3.4A & B	4.A-C, E, & G		f2f, online, flip	Screenshot search results, ID helpful sources, send (w/process) to librarian	

# Impact



Today, you are all a part  
of something  
important & new

As you come in / finish the pre-test:

Think back to past research **projects** you've worked on.

**Depict *or* outline**

**your research **process**.**

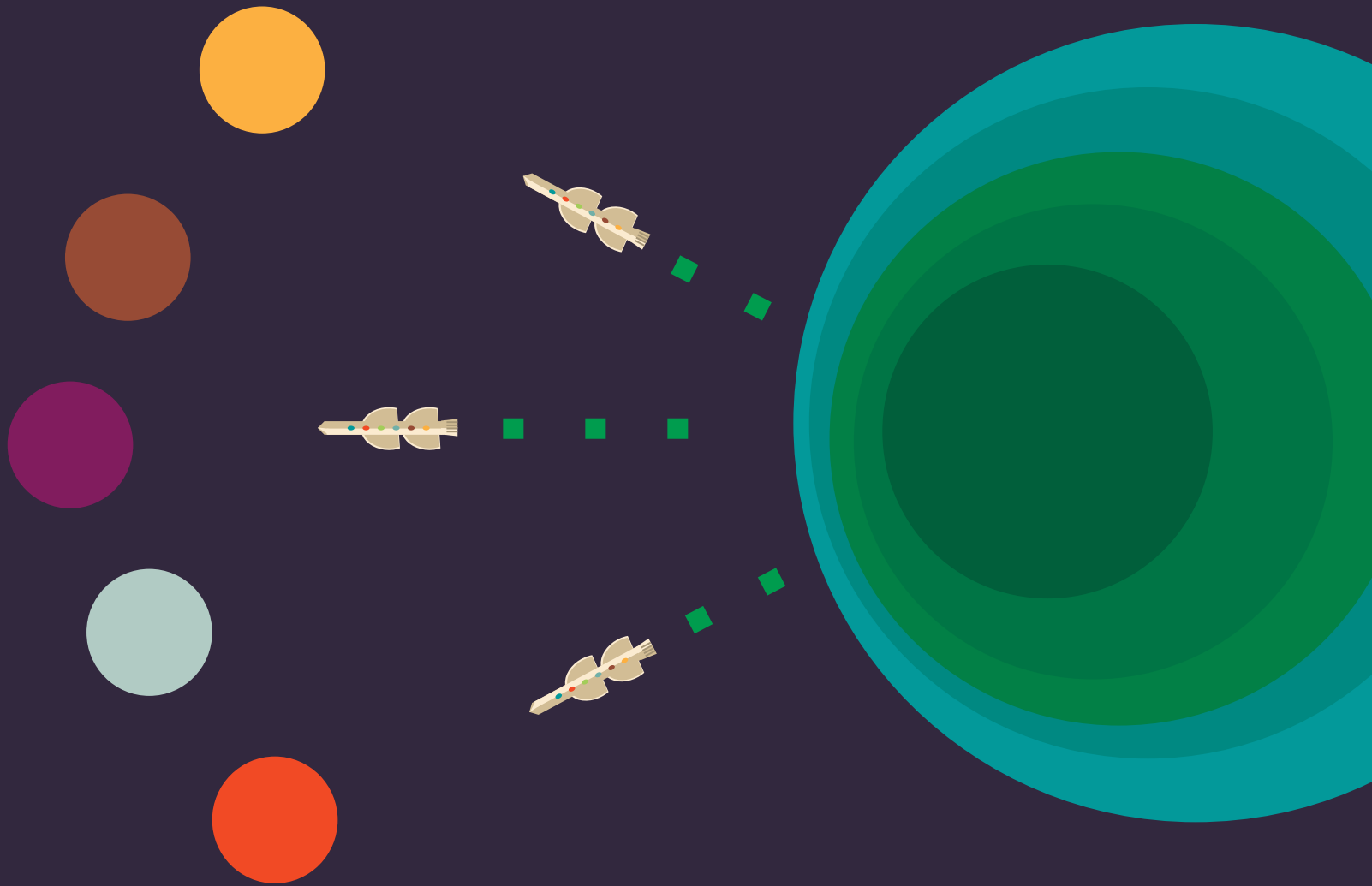
**What **steps** do you take?**

use the paper & markers/pencils laid out for you

# Why Use Different Sources?

Answer the questions about your source(s) by filling in the chart below.

<b>FORMAT</b>	<b>WHY LOOK FOR INFO HERE? (inform, entertain, connect, etc.)</b>	<b>WHO IS THE INFO MADE FOR? (expert, general public, etc.)</b>	<b>MOTIVE FOR MAKING IT? (persuade, advance field, etc.)</b>	<b>TIME NEEDED TO PUBLISH IT? (day, week, month, year(s))</b>
wikipedia				
book (monograph)				
scholarly journal				
magazine				
news article				
opinion / editorial				
blog				
tweet				
youtube				



# Houston, We Have A Problem



Learning Outcome 3:

Learners can read and interpret search results in order to discern if the results contain items/sources which may meet an information need.

# Houston, We Have A Problem

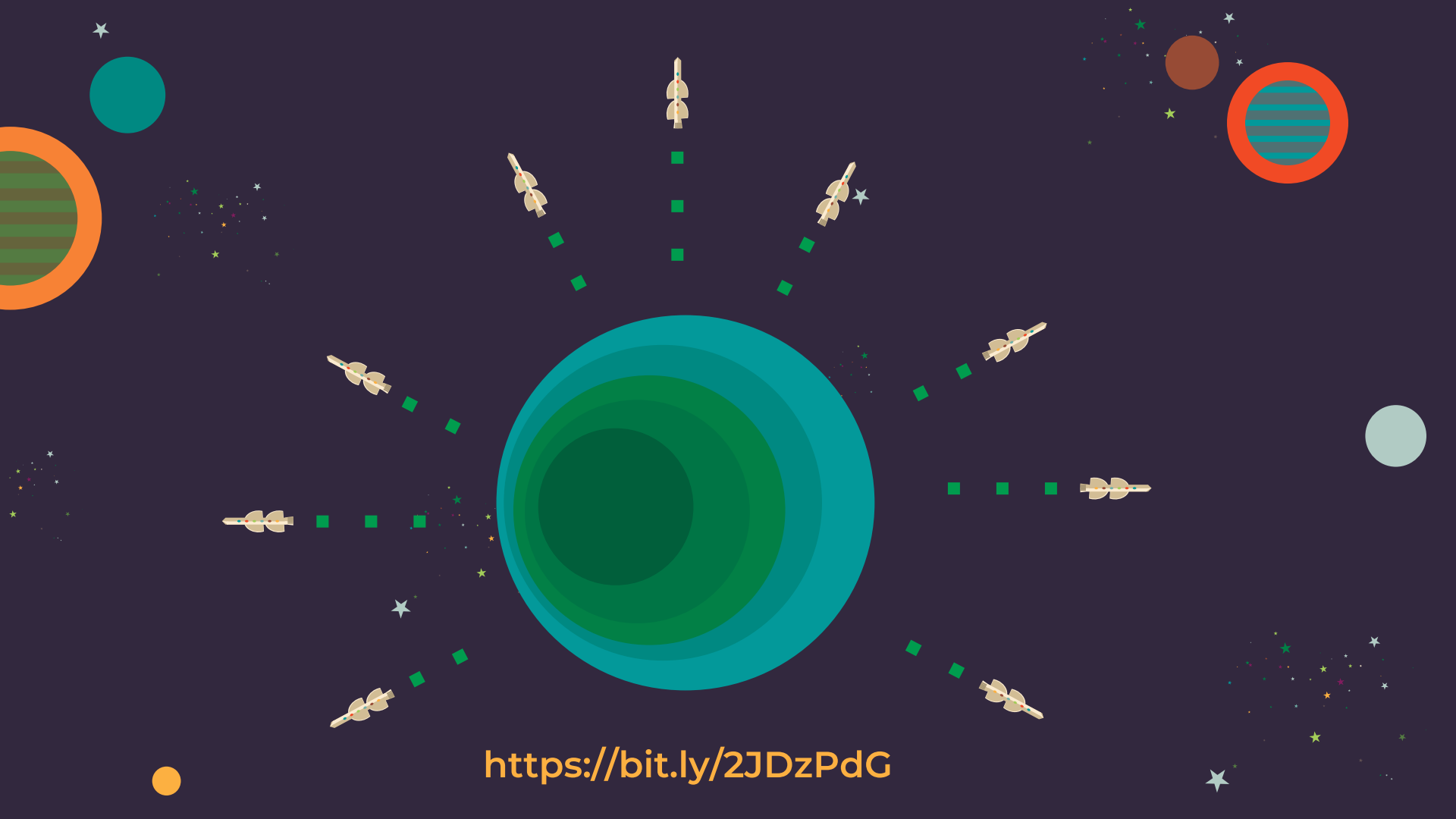


Learning Outcome 3:

Learners can read and interpret search results in order to discern if the results contain items/sources which may meet an information need.

**How would you address this outcome?**





<https://bit.ly/2JDzPdG>

# Thank You

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Jessame Ferguson

Christine Iannicelli & Jim Huff

Lisa Janicke Hinchliffe

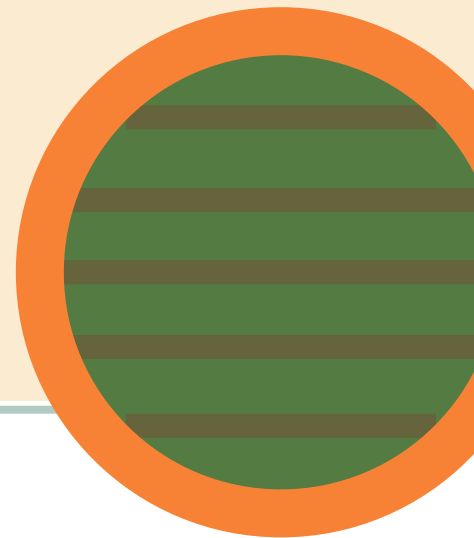
April Cunningham

Diane Skorina

Brian Ault

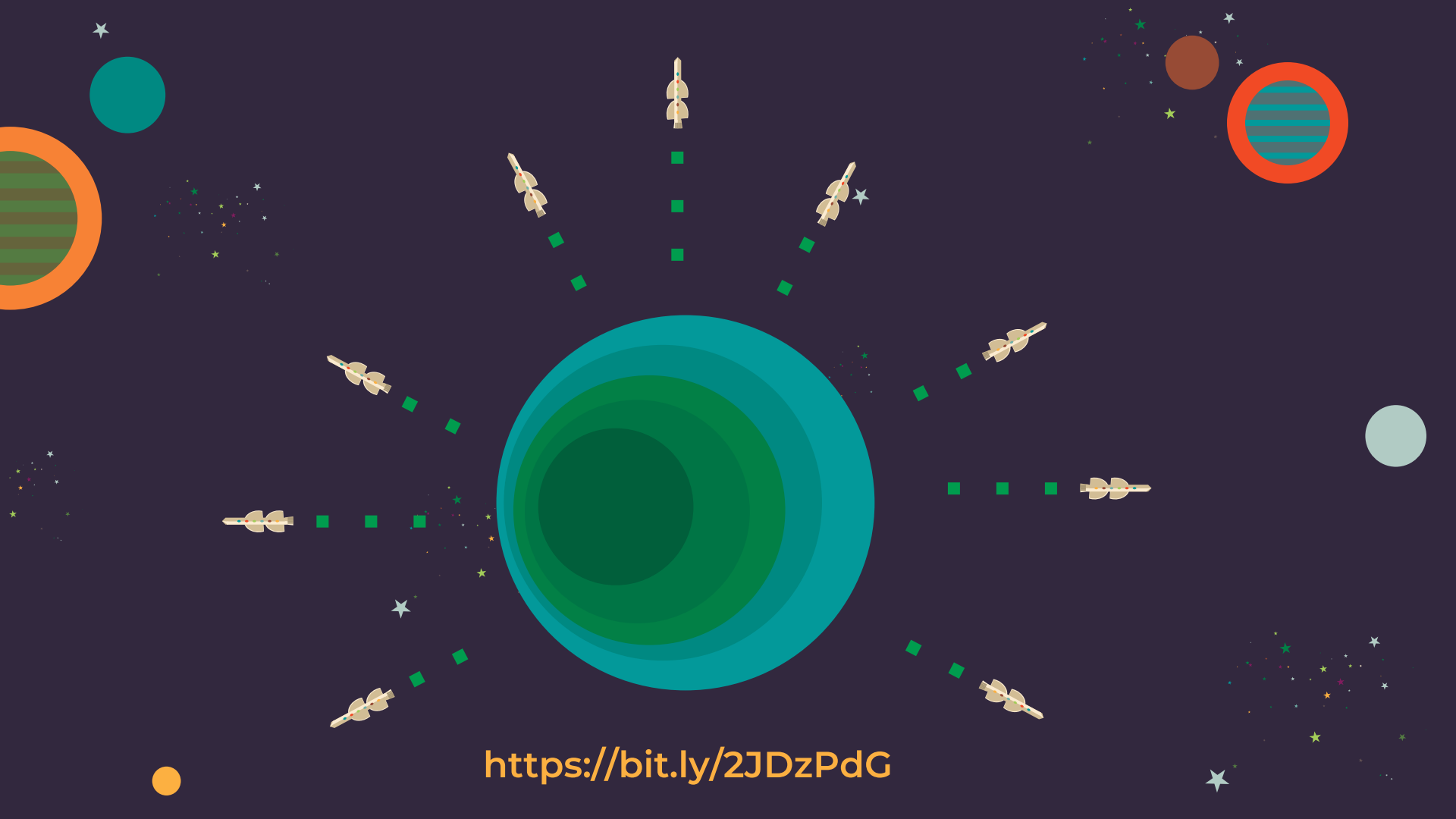
Joel Wright

**AND YOU!!**



INSTITUTE *of*  
**Museum** and **Library**  
SERVICES

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<https://bit.ly/2JDzPdG>