


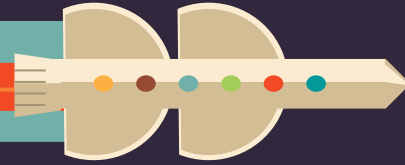


Five Space Stations Use the Framework to Launch At-Risk, First-Year Students into Information Literacy Orbit



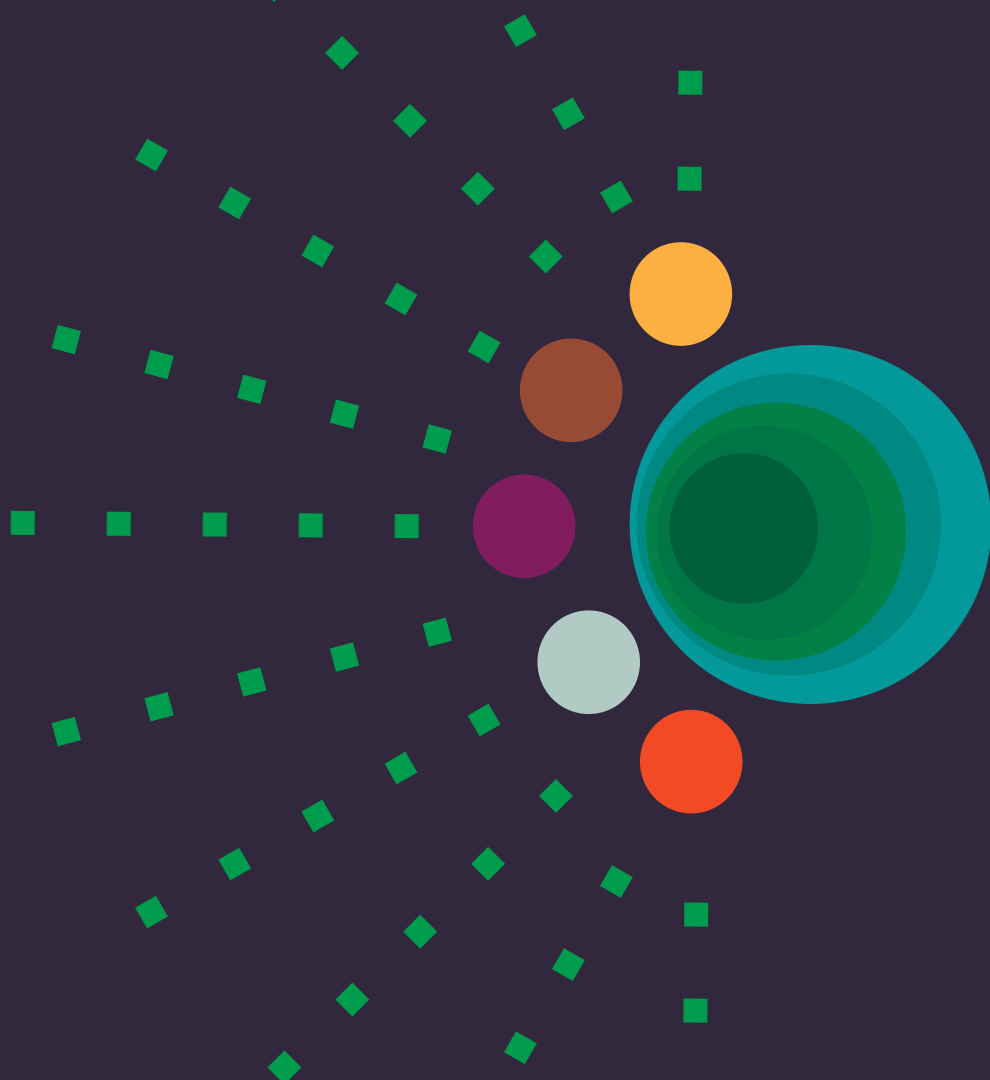
Jessica Barbera, McDaniel College
Marianne Sade, Washington College
Samantha Martin, Washington & Jefferson College

Our Flight Plan



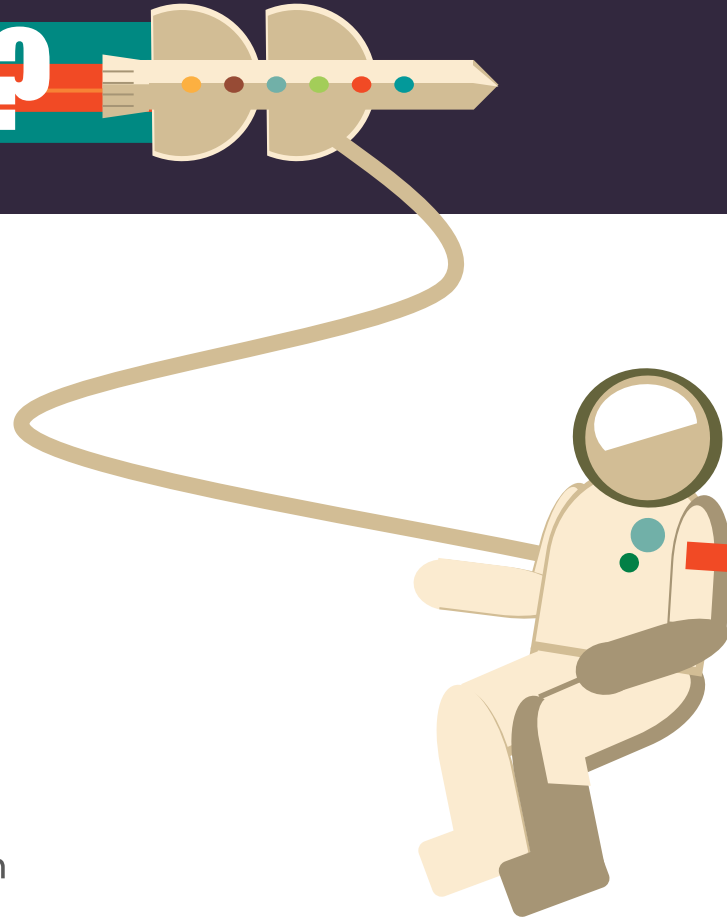
Attendees will:

- 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.

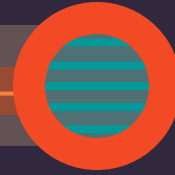


Who Is At-Risk?

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



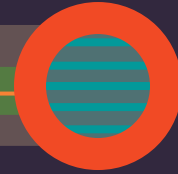
Frame me up Scotty



Workshop with Lisa J. Hinchliffe

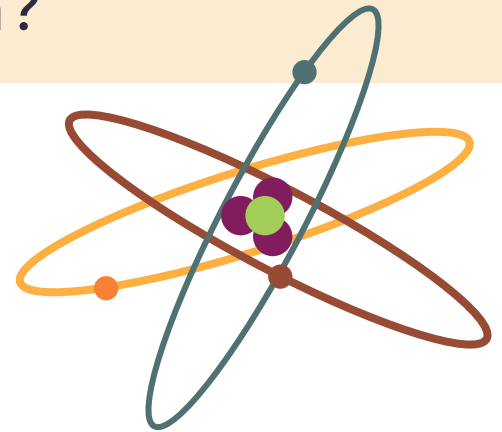
- What are the frames?
- UbD: Backward instructional design
- Frames + UbD = Impactful learning outcomes

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

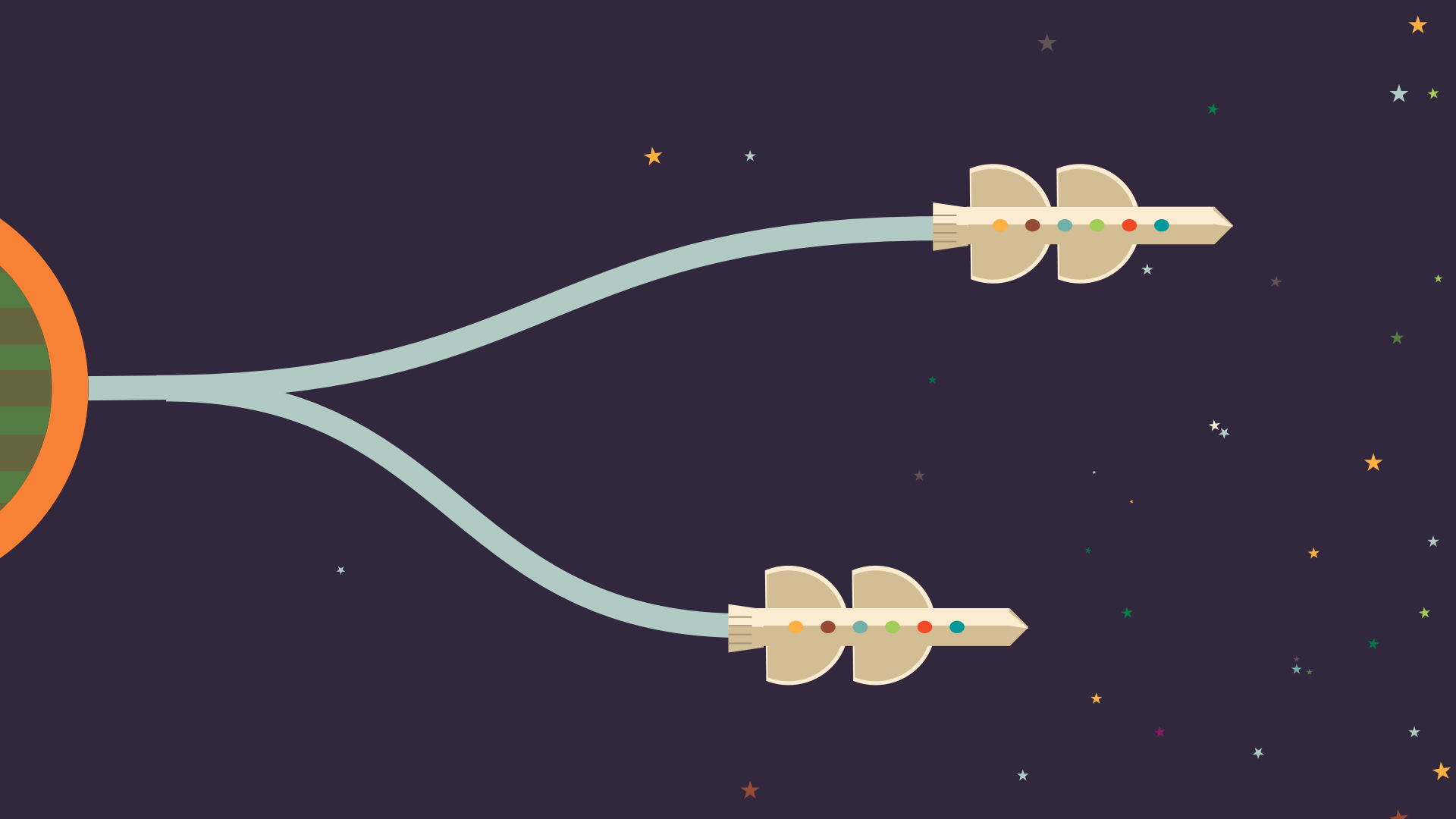
Learners can read & interpret search results in order to discern if the results contain items/sources which may meet an information need



4

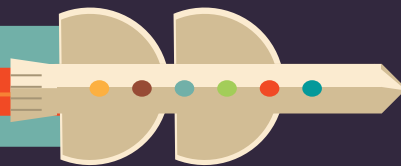
Learners will recognize the librarian as a go-to person for research help







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	https://www.youtube.com/w
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	https://www.youtube.com/w
6					X						X	X	X										f2f, online, flip	Developing topic (brainstorm) worksheet	http://researchguides.aust
7		2			X						X	X	X										video f2f, online, flip	Research Mapping/search term generating/exploring concepts	https://www.youtu
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	https://docs.google.com/document/d/1QVVQ3kxtoIedR?usp=sh
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	http://www.huffingtonpost.com/20
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	https://www.washingtonpost.com/local/are-as-addictive-as-cocaine-an-un-0cafd180853
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	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.**

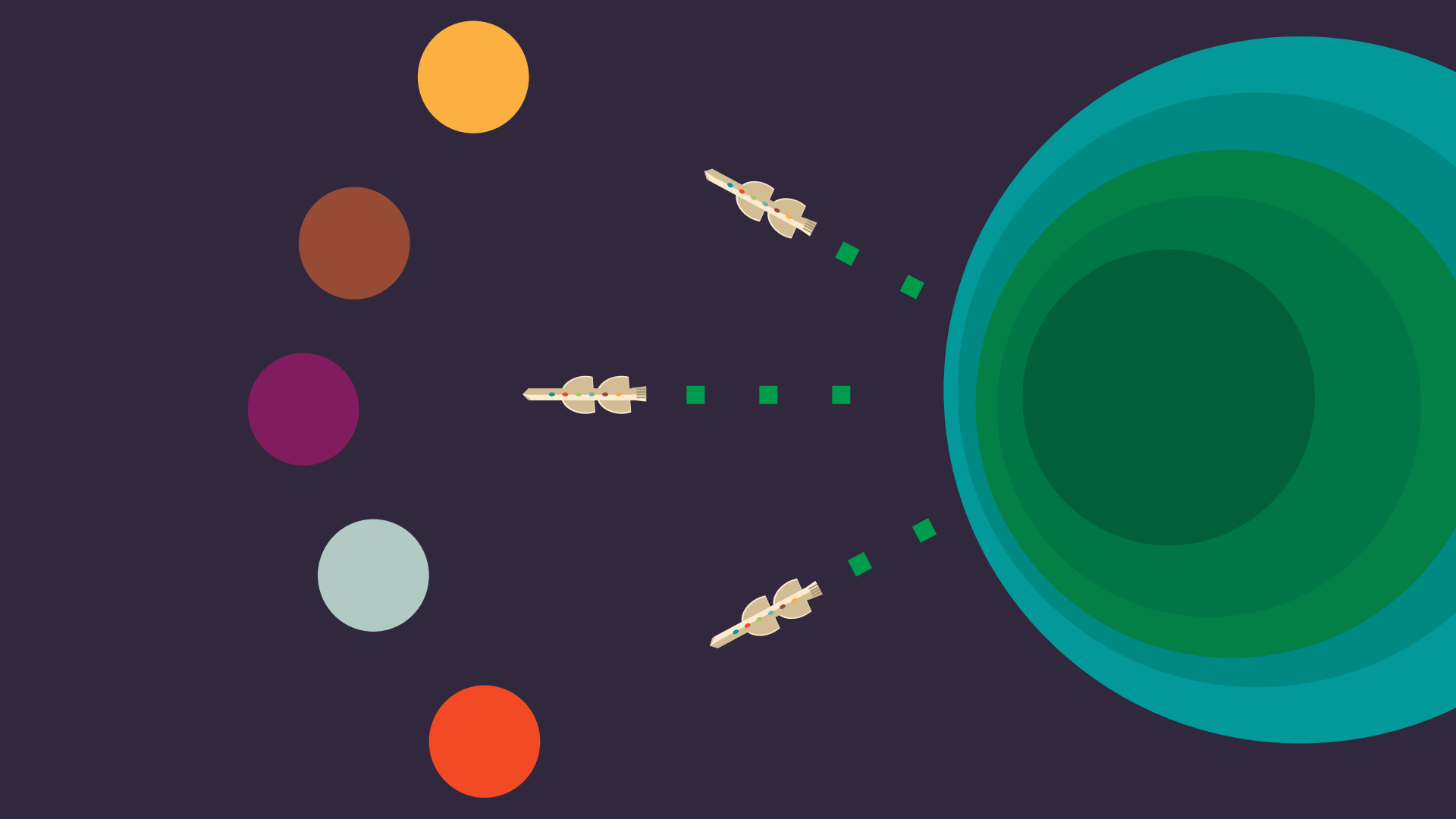
What **steps do you take?**

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.

FORMAT	WHY LOOK FOR INFO HERE? (inform, entertain, connect, etc.)	WHO IS THE INFO MADE FOR? (expert, general public, etc.)	MOTIVE FOR MAKING IT? (persuade, advance field, etc.)	TIME NEEDED TO PUBLISH IT? (day, week, month, year(s))
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.

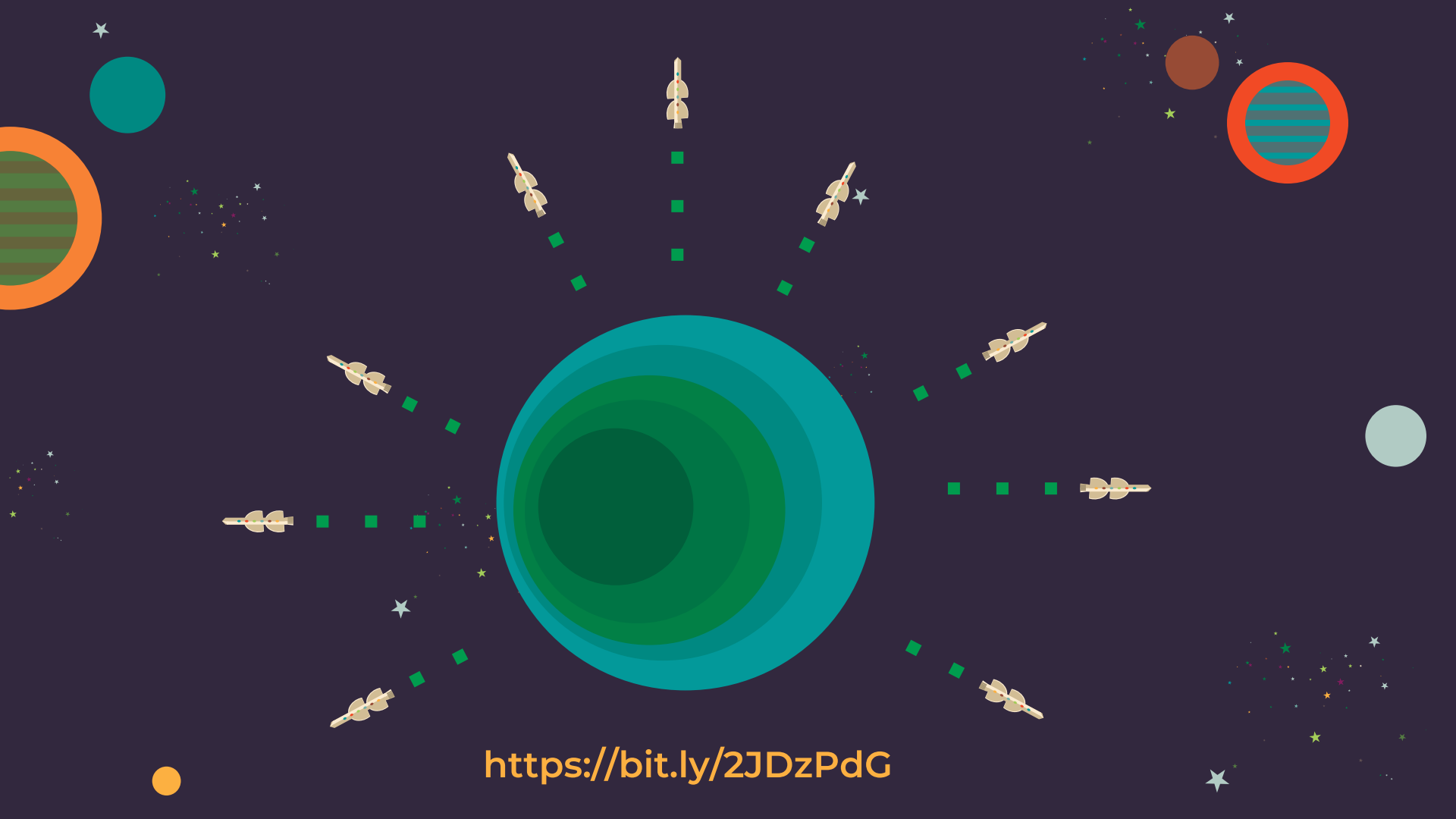
Houston, We Have A Problem



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

Jessame Ferguson

Christine Iannicelli & Jim Huff

Lisa Janicke Hinchliffe

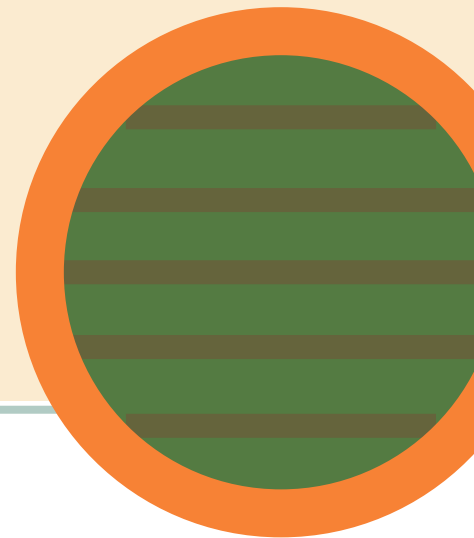
April Cunningham

Diane Skorina

Brian Ault

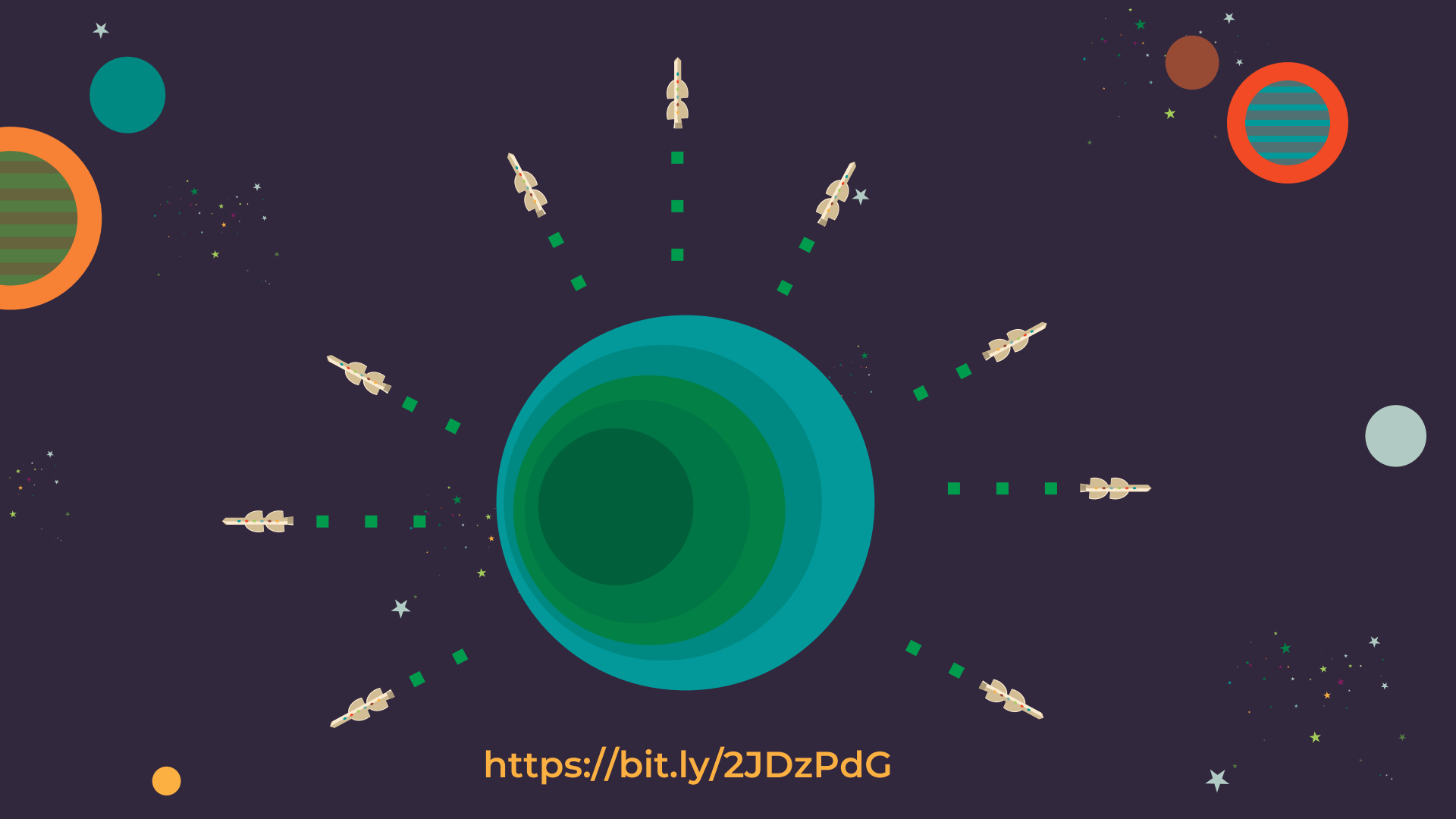
Joel Wright

AND YOU!!



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

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