Fruitful Collaborations: Preparing Underserved High School Students for College and Beyond

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Stony Brook University | Libraries
The High School-College Transition

Predictable Information Literacy Misconceptions of First-Year College Students

College Ready—What Can We Learn from First-Year College Assignments? An Examination of Assignments in Iowa Colleges and Universities

What Do High School Students Know About Information Literacy?
A Case Study of One University’s Feeder Schools
High School-College Collaborations

23% of high school librarians partner with academic libraries. Here's how:

- Visit local academic library
- Examine local academic library website
- Academic librarian visits the school
- Collaborative information literacy instruction program
- Academic library accepts school ID

77% don't partner

% 51 51 45 29 16 8

23%

Source: SLJ 2019 Information Literacy/College Readiness Survey
Does your academic library work with high school librarians, teachers, and/or students in any way?

<table>
<thead>
<tr>
<th>Yes</th>
<th>0%</th>
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<tbody>
<tr>
<td>No</td>
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How does your academic library work with high school librarians, teachers, and/or students?

Nobody has responded yet.

Hang tight! Responses are coming in.
## High School Visits to SBU Libraries

Examples of high school classes that typically visit SBU Libraries: AP Seminar, AP Research, AP Biology, AP History, IB Extended Essay, Independent Science Research

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># of high school sessions</th>
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<tbody>
<tr>
<td>2018-2019</td>
<td>11 sessions</td>
</tr>
<tr>
<td>2019-2020</td>
<td>8 sessions</td>
</tr>
<tr>
<td>2020-2021 (COVID)</td>
<td>2 sessions; virtual only</td>
</tr>
<tr>
<td>2021-2022 (COVID)</td>
<td>1 session</td>
</tr>
<tr>
<td>2022-2023</td>
<td>6 sessions, not including BHS visits</td>
</tr>
<tr>
<td>2023-2024</td>
<td>10 sessions</td>
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Project Objectives

- Improve research and information literacy skills for high school to college and beyond
- Raise awareness of information literacy and college expectations
- Improved institutional integration of high school librarians in curriculum design and instruction
- Professional development through research opportunities and a regional conference
High School Recruitment Process
Grant Timeline (2021-2024)

2021
Recruitment
15 teachers
5 disciplines

2022
Summer Retreat

2022-23
Curriculum Integration

2022-23
Follow Up Interviews

2023-24
Sharing the Results
Pre-Retreat Modules: July 5 - July 11, 2022

- Asynchronous & in “Canvas Free” LMS
- Informed by ACRL Framework and the Empire State Information Fluency Continuum (ESIFC)
- BHS & SBU Librarians as co-instructors together
- 6 modules across 1 week; consistent structure; offered a variety of interactive activities
- Pre-assessment, Final Reflections & Research Skills Plan
Pre-Retreat Modules: July 5 - July 11, 2022

Module Topics:

- Welcome Area / Orientation to Canvas
- 1: Research Skills & the High School to College Transition (60 min)
- 2: Understanding Source Types (60 min)
- 3: Evaluating Sources on the Open Web (45 min)
- 4: Developing a Search Strategy (30 min)
- 5: Conducting Searches (60 min)
- 6: Ethical and Inclusive Use of Information (60 min)

- Your Research Skills Plan (30 min)
Why do you have to cite your sources?
Click the ‘+’ symbol in the bottom right hand corner, and then briefly explain what you tell your students about why they need to cite their sources.

We cite so that our audience knows we did our due diligence in researching the topic or argument and it strengthens our argument in that we took the time to find others who support our claim; it's also important to give credit where credit is due!

I explain to students that copy and pasting is illegal, when you are using someone else's work. I always encourage students to use citations.

Citation
Citing sources helps readers of your work identify where your information came from. It provides them with the opportunity to read more about your topic from the sources listed. They can visit those sources to see the information.

Give credit where credit is due! We should not appear as if the thoughts, words and phrases we use are 100% ours if they are not. We live in a society in which people take so freely and do not think about the unethical practices they are engaging in.

Citing information makes our research stronger in the way of argue, show or prove when we lend the words of the respected experts of the field into our papers. I tell students it's a good thing to give credit to someone of stature who can help prove your point.

I tell students that when they do it, it’s a win-win for everyone involved.

It is important to cite because, it gives the original author their due credit and provides the reader a trail to verify information.

It is important to cite so that you give the correct person credit for the information. It also makes your research more credible when you cite.

Citation is important because credibility is a necessary component of discourse. One of my goals in incorporating research is to help students engage in the discourse community surrounding their chosen topic. There will always be an overlap of ideas so it is important to give credit where credit is due. In addition, it is impossible to find something new to say unless you've read what others have to say.
Retreat: July 12, 2022

- SBU Faculty Video
- Recap of Online Week
- Curriculum Planning
- Lunch
- Round Robin Sharing
- Role of the HS Library
- Logistics of Next Steps
Post-retreat Excitement & Motivation

“I came out of that retreat so excited ... In the 23 years I’m teaching, I’ve never been excited about teaching research.”

“Little mini-experiences can be so effective rather than one major paper every year.”

“Smaller, less high stakes research opportunities ... will take down the walls that are associated with research...”

“Open to expecting more from [students] and thinking it’s doable.”

“We all left saying this was one of the best professional developments we’ve ever done. [I]t gave us so many ideas of... things that we could accomplish in a high school classroom.”
Topics Embraced by Teachers

- Lateral Reading
- Misinformation/Disinformation
- Using Library Databases
- More exploratory use of the open web
- More open to using Wikipedia
- Understanding different source types
High School Librarian Feedback

- Prior to the retreat: ELA and history teachers.
- Post retreat: ENL, technology and engineering, business, and the occasional science class.
- Significant increase in collaboration and instruction both inside the library and push-in lessons.
- Many other educators have reached out to utilize library’s services.
Challenges faced by School Librarians

- Lack of awareness, underutilized and overlooked
- Time constraints, curriculum demands and library schedule management
- Conflicting priorities and space utilization
- Budget constraints
- Technology - security, restrictions, and outdated equipment
- Coordinating with SBU librarians
Field Trips

December - January

- 7 teachers
- 5 Days
- 10 classes
- 200+ students
- Lunch!
"I learned that help is anywhere you look..."

"I felt like I was a college student inside the body of a high schooler."

"Now I'm aware of how influential an asterisk can be!"
Interviews: Methodology & Coding

- 1 to 2 semi-structured interviews during the school year following the retreat; via Zoom; recorded & transcribed
- 13 out of 15 cohort teachers and both librarians participated
- Asked about: what they plan to do / changes implemented, how it went/was going, collaborations with librarians, and challenges experienced
- Coding using qualitative content analysis – ongoing
- Part of an IRB-approved research agenda for the project
Themes: Collaboration with the Library

“I had that motivation now to reach out and collaborate with my school librarians in a way that I hadn’t before. More than just visiting the library, but really interacting with them and lesson planning with them. And that was instrumental in some of the changes I made this school year with our required independent reading projects.”
Themes: Changes in student performance

“I’ve seen better research from them. They’re actually finding documents, they’re exploring the different places.”

“Instead of just saying, ‘what am I supposed to do?’ ‘I don’t know what we’re doing.’ [They’re] like, ‘can you help me find a source?’ ‘Is this the right database?’ They’re using the language.”

“They really enjoyed the activity and they didn’t struggle as much with the academic terminology as I thought they would.”
Summit logistics

- Recruitment of stakeholders
  - Librarians
  - Teachers
  - Administrators
- Worked with BOCES, Regional library resource council, created our own database of principals and superintendents
- ⅓ of Long Island’s 125 districts were represented
- Assigned seating for greater perspectives
Summit 2024

- Keynote with Dr. Brenda Boyer
- BHS Teacher Panel
- BHS & SBU Librarian Panel
- Lunch & Recognitions
- Workshop & Discussion
Lessons Learned from the Project

- **Administrative support** and blessing from the high school is key to success
- Availability of college-readiness **fund**
- The need to **create a space** that brings HS teachers, admins, & librarians together
- High school librarians as liaisons between college and building administrators and teachers
- Research is a dreaded word at the high school level: break it down into manageable, **easily digestible lessons**
- Communication and coordination logistics: different operating schedules of HS and College
A Final Word from the Teachers
What is one idea you have regarding how you might build partnerships or work with local high schools in the future?

Nobody has responded yet.

Hang tight! Responses are coming in.
Thank you!

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