Reframing the College First Year Experience

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http://bit.ly/ReframingCollegeFY

Higher Education Definitions

Association of Academic and Research Libraries (ACRL)

The ACRL Framework for Information Literacy for Higher Education (The Framework)

"Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning (ACRL, 3)."

Threshold Concepts:

      Authority is Constructed & Contextual
      Information Creation as Process
      Information has Value
      Research as Inquiry
      Scholarship as Conversation
      Searching as Strategic Exploration

SUNY and Local Definitions

General Education Requirements and Assessment

SUNY Student Learning Outcomes

Information Management Competency

perform the basic operations of personal computer use;

understand and use basic research techniques; and

locate, evaluate and synthesize information from a variety of sources

GEP100 & ENG112

"Academic Planning Seminar" or FYE Course

Introductory Composition Course

Library Anxiety and the Need for Collaboration

Constance Melon (1986) coined phrase "library anxiety" and has been cited in related research over 600 times

- Get them in the library & on the website
- Help them feel more comfortable
- Help them know it is good to ask questions

https://www.slideshare.net/ShahiraKhair/library-anxiety-66609131

GEP100 New Model

Three major benefits:

1) Peer mentors needed something on which to base their grades.

2) Allowed new first year students to ease into the library experience.

3) Peer mentors developed a better understanding of the library.

ENG112 Information Literacy - Take 1

Three session format:

- 10 minutes in their classroom to outline search strategies and to introduce the concept of the TRAP Method (assign worksheet "Using Non-Scholarly Sources to Generate Search Terms")
- 10 minutes in their classroom to discuss the application of the TRAP Method (review first worksheet one and assign worksheet "Searching and Researching")
- 50 minutes in the library to search the databases and review the importance of citation

Assessment materials for us, per student, per section:

  1 brainstorm activity
+3 source evaluations
+1 works cited page
÷ 2 librarians
Too much!

ENG112 Information Literacy - Take 2

Still a three session format

- 15 minutes in their classroom focusing on friendly introductions and the importance of search terms (assign worksheet "Using Non-Scholarly Sources to Generate Search Terms")
- 50 minutes in the library to search the databases and review the TRAP method
- 10 to 15 minutes in their classroom to discuss the importance of citation and answer any lingering questions (creating an online alternative)

Assessment materials for us, per student, per section:

  1 brainstorm activity
+1 source evaluation
+1 works cited (or preferably annotated bibliography)
÷ 2 librarians
Success!

General Education Assessment Committee

- Laura joined in January, 2017; Jennifer joined January, 2018

Criteria	Exceeding	Meeting	Approaching	Not Meeting
Determine appropriate search terms to represent a topic	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources selected partially relate to concepts or answer research question.	Has difficulty defining the scope of research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.

7 criteria

4 categories

TRAP module

TIMELINESS	RELEVANCE	AUTHORITY	PURPOSE
When was this published?	Does this discuss at least part my topic?	Who is the author?	Is the source peer-reviewed?
Has it ever been updated?	Does this allow me to build on the topic?	Does the source tell me about the author?	What is the purpose?
Do I need up-to-date information?	Does this provide a point I can disprove?	Is the author qualified?	Is the purpose stated clearly?
Would an older source be better?	Is my topic still important in the field?	Where did the author get their information?	Who is the intended audience?

Future iterations/hopes

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Q & A

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