First Year Success

Integrating Information Literacy into an Interdisciplinary Program for At-Risk Students

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http://www.flickr.com/photos/museemccordmuseum/2922148092/
About the First Year Success Program

http://www.flickr.com/photos/nationaalarchief/5679579533/
Teaching and Learning Framework

May 2010-May 2011
Institution wide consultations leading to the final document:

"A Comprehensive Framework to Teaching and Learning at Memorial University of Newfoundland"

Mandate of the first initiative to come out of the framework

Develop a pilot focussed on academically vulnerable first year students
First Year Success Program

- Support for Students with Academic Challenges Advisory Group (est. May 2011)
  - Co-Chairs:
    - Susan Cleyle, AUL, QEII Library
    - David Philpott, Faculty of Education
  - Environmental scan and literature review
  - Institution wide consultations

- Program approved unanimously by Senate in February 2012
- Program to start in September 2012
First Year Success Program

www.mun.ca/success

Academic Director, Dr. Valerie Burton, Faculty of Arts

For students starting at Memorial with high school grades between 70-74.9%

Experience enhanced by:

○ new courses
○ smaller classes
○ supplemental instruction
○ learning communities
○ regular academic and career advising sessions
First Year Success Program
A Full First Year

Semester One

University 1010
ARTS1500
Psychology 1000 (F-Slot)
"Advised" Math or Elective
2nd Elective

Semester Two

University 2020
English 1080 (F-Slot)
Psychology 1001 (F-Slot)
"Advised" Math or Elective
2nd Elective

Class size for UNIV1010, ARTS1500, UNIV2020, "Advised" Math and F-Slot is 30 students
Library Involvement

http://www.flickr.com/photos/statelibraryofnsw/5882587233/
Library Involvement

- Information Literacy
  Embedded librarian throughout the first year
- Math Tutoring in The Commons
- Academic Advising in the Library
- Writing Centre
- Computing Support

*Students in the library multiple times for multiple reasons*
Library Involvement: Embedded IL

First steps:

a) Draft information literacy outcomes
   - ACRL Information Literacy Competency Standards for Higher Education
   - Past experiences teaching first-year and at-risk students

b) Map IL to core FYS courses
IL Content

Fall 2012

UN1010 (Uni life/culture)
- Library orientation
- Reflection/Framework for academic research
- Scholarship on the web 1

ARTS 1500 (Writing)
- Acad. integrity
- Peer review
- Popular vs. Scholarly
- Scholarship on the web 2

Winter 2013

UN 2020 (Metacog. learning)
- Focusing a research topic
- The research process
- Refining a search
- Evaluating sources

English 1080 (F-slot)
- Research support
- Tutorials on special topics
- Reflection/application*
- Citation management*
Activities

Challenge: classroom engagement

Needed to create learner-centered experiences that promote active learning, student participation, and classroom interaction.

- Orientation activities
- Small group discussion
- Learning journals
- Case/Evaluation exercises
- Web-based polling
- Concept mapping
"Everything is Scholarship"

Concept map created using FreeMind
freemind.sourceforge.net
Assignments/Student assessment

UN1010
- Scholarship on the Web, I
- Scholarship on the Web, II
- All worth 5% each
- Games-based "mystery tour"

UN2020
- Annotated bibliography - 10%
- Learning Journal entries (3) - 15 total
- 40% for all
Program Assessment

Course Evaluation Questionnaire (CEQ)
- Administered online, starting Winter semester

Centre for Institutional Analysis and Planning (CIAP)
- Focus groups
- Pre, post-surveys of the students

Library pre- and post-tests
- 4 questions testing search strategy, evaluation, citation identification
- Students showed improvement in all areas
- Complements what we've learned from student assessment
Reflecting on Year One

http://www.flickr.com/photos/uw_digital_images/4557923433/
Benefits

● Opportunity to highlight the role of information literacy and librarian expertise

● Demonstrate the relevance of IL within the institution

● A working partnership with faculty members and various units such as Academic Advising

● More comprehensive, reflective, holistic, "true" IL instruction (IL vs. point-of-need instruction)

● Deeper, more-meaningful sustained relationships with students (vs. one-shot instruction)
Challenges

Program-level challenges

● Embedding IL
  ○ maintaining "buy-in"
  ○ academic freedom

● Short timeline
  ○ content development
  ○ collaboration

Classroom-level challenges

● Attendance
  ○ student performance
  ○ Engl. 1080 F-slot

● Student culture/behaviors
  ○ attendance
  ○ "nest" phenomenon
Year Two and Beyond

http://www.flickr.com/photos/sdasmarchives/4831953831/
Year Two and Beyond

● Review of the information literacy modules, exercises and assignments

● Planning for increase of students in year two
  ○ Number of librarians hours to devote to program

● Future of programme
  ○ Will FYS continue to exist in current form?
  ○ Might it evolve into a model for all first-years?
  ○ How might these things impact IL programming, in FYS and overall?
Questions?

Thank you.

http://www.flickr.com/photos/osucommons/6170252894/
References


