

# Peace, Love and Collaboration

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# Peace, Love, Collaboration

**I'm here to talk to you today about what high school and college librarians can do to collaborate to ensure that students are successful in dual enrollment classes while in high school and when students graduate and transition to college.**

# Dual Enrollment

**VDOE definition - “Dual enrollment allows high school students to meet the requirements of high school graduation while simultaneously earning college credit.” (March 2008)**

- 1. High school students may be enrolled in the regularly scheduled college courses with other students taught at the community college.**
- 2. High school students may be enrolled in specially scheduled college credit courses conducted at the high school.**
- 3. High school students may be enrolled in specially scheduled college credit classes exclusively taught for high school students at the community college.**

# How many DE students are there?

**VDOE 2017-2018 data**

**33,865 DE students**

**1,291,239 Total Virginia students**

**2.62%**

**\*This number has probably doubled for the 2019-2020 school year.**

# ACRL Objectives for Information Literacy Instruction for Academic Librarians

**Competency Standard One: The information literate student determines the extent of the information needed.**

**Competency Standard Two: The information literate student accesses needed information effectively and efficiently.**

**Competency Standard Three: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.**

**Competency Standard Four: The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.**

**Competency Standard Five: The information literate student understands many of the economic, legal and social issues surrounding the use of information and accesses and uses information ethically and legally.**

# **AASL Standards**

**I. INQUIRE** Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

**II. INCLUDE** Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

**III. COLLABORATE** Work effectively with others to broaden perspectives and work toward common goals.

**IV. CURATE** Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

**V. EXPLORE** Discover and innovate in a growth mindset developed through experience and reflection.

**VI. ENGAGE** Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.



# AASL Standards Framework for Learners

## SHARED FOUNDATIONS AND KEY COMMITMENTS

DOMAINS AND COMPETENCIES	I. INQUIRE	II. INCLUDE	III. COLLABORATE	IV. CURATE	V. EXPLORE	VI. ENGAGE
	Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.	Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.	Work effectively with others to broaden perspectives and work toward common goals.	Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.	Discover and innovate in a growth mindset developed through experience and reflection.	Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.
<b>A. THINK</b>	<p><b>Learners display curiosity and initiative by:</b></p> <ol style="list-style-type: none"> <li>Formulating questions about a personal interest or a curricular topic.</li> <li>Recalling prior and background knowledge as context for new meaning.</li> </ol>	<p><b>Learners contribute a balanced perspective when participating in a learning community by:</b></p> <ol style="list-style-type: none"> <li>Articulating an awareness of the contributions of a range of learners.</li> <li>Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.</li> <li>Describing their understanding of cultural relevancy and placement within the global learning community.</li> </ol>	<p><b>Learners identify collaborative opportunities by:</b></p> <ol style="list-style-type: none"> <li>Demonstrating their desire to broaden and deepen understandings.</li> <li>Developing new understandings through engagement in a learning group.</li> <li>Deciding to solve problems informed by group interaction.</li> </ol>	<p><b>Learners act on an information need by:</b></p> <ol style="list-style-type: none"> <li>Determining the need to gather information.</li> <li>Identifying possible sources of information.</li> <li>Making critical choices about information sources to use.</li> </ol>	<p><b>Learners develop and satisfy personal curiosity by:</b></p> <ol style="list-style-type: none"> <li>Reading widely and deeply in multiple formats and write and create for a variety of purposes.</li> <li>Reflecting and questioning assumptions and possible misconceptions.</li> <li>Engaging in inquiry-based processes for personal growth.</li> </ol>	<p><b>Learners follow ethical and legal guidelines for gathering and using information by:</b></p> <ol style="list-style-type: none"> <li>Responsibly applying information, technology, and media to learning.</li> <li>Understanding the ethical use of information, technology, and media.</li> <li>Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.</li> </ol>
<b>B. CREATE</b>	<p><b>Learners engage with new knowledge by following a process that includes:</b></p> <ol style="list-style-type: none"> <li>Using evidence to investigate questions.</li> <li>Devising and implementing a plan to fill knowledge gaps.</li> <li>Generating products that illustrate learning.</li> </ol>	<p><b>Learners adjust their awareness of the global learning community by:</b></p> <ol style="list-style-type: none"> <li>Interacting with learners who reflect a range of perspectives.</li> <li>Evaluating a variety of perspectives during learning activities.</li> <li>Representing diverse perspectives during learning activities.</li> </ol>	<p><b>Learners participate in personal, social, and intellectual networks by:</b></p> <ol style="list-style-type: none"> <li>Using a variety of communication tools and resources.</li> <li>Establishing connections with other learners to build on their own prior knowledge and create new knowledge.</li> </ol>	<p><b>Learners gather information appropriate to the task by:</b></p> <ol style="list-style-type: none"> <li>Seeking a variety of sources.</li> <li>Collecting information representing diverse perspectives.</li> <li>Systematically questioning and assessing the validity and accuracy of information.</li> <li>Organizing information by priority, topic, or other systematic scheme.</li> </ol>	<p><b>Learners construct new knowledge by:</b></p> <ol style="list-style-type: none"> <li>Problem solving through cycles of design, implementation, and reflection.</li> <li>Persisting through self-directed pursuits by tinkering and making.</li> </ol>	<p><b>Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:</b></p> <ol style="list-style-type: none"> <li>Ethically using and reproducing others' work.</li> <li>Acknowledging authorship and demonstrating respect for the intellectual property of others.</li> <li>Including elements in personal-knowledge products that allow others to credit content appropriately.</li> </ol>
<b>C. SHARE</b>	<p><b>Learners adapt, communicate, and exchange learning products with others in a cycle that includes:</b></p> <ol style="list-style-type: none"> <li>Interacting with content presented by others.</li> <li>Providing constructive feedback.</li> <li>Acting on feedback to improve.</li> <li>Sharing products with an authentic audience.</li> </ol>	<p><b>Learners exhibit empathy with and tolerance for diverse ideas by:</b></p> <ol style="list-style-type: none"> <li>Engaging in informed conversation and active debate.</li> <li>Contributing to discussions in which multiple viewpoints on a topic are expressed.</li> </ol>	<p><b>Learners work productively with others to solve problems by:</b></p> <ol style="list-style-type: none"> <li>Soliciting and responding to feedback from others.</li> <li>Involving diverse perspectives in their own inquiry processes.</li> </ol>	<p><b>Learners exchange information resources within and beyond their learning community by:</b></p> <ol style="list-style-type: none"> <li>Accessing and evaluating collaboratively constructed information sites.</li> <li>Contributing to collaboratively constructed information sites by ethically using and reproducing others' work.</li> <li>Joining with others to compare and contrast information derived from collaboratively constructed information sites.</li> </ol>	<p><b>Learners engage with the learning community by:</b></p> <ol style="list-style-type: none"> <li>Expressing curiosity about a topic of personal interest or curricular relevance.</li> <li>Co-constructing innovative means of investigation.</li> <li>Collaboratively identifying innovative solutions to a challenge or problem.</li> </ol>	<p><b>Learners responsibly, ethically, and legally share new information with a global community by:</b></p> <ol style="list-style-type: none"> <li>Sharing information resources in accordance with modification, reuse, and remix policies.</li> <li>Disseminating new knowledge through means appropriate for the intended audience.</li> </ol>
<b>D. GROW</b>	<p><b>Learners participate in an ongoing inquiry-based process by:</b></p> <ol style="list-style-type: none"> <li>Continually seeking knowledge.</li> <li>Engaging in sustained inquiry.</li> <li>Enacting new understanding through real-world connections.</li> <li>Using reflection to guide informed decisions.</li> </ol>	<p><b>Learners demonstrate empathy and equity in knowledge building within the global learning community by:</b></p> <ol style="list-style-type: none"> <li>Seeking interactions with a range of learners.</li> <li>Demonstrating interest in other perspectives during learning activities.</li> <li>Reflecting on their own place within the global learning community.</li> </ol>	<p><b>Learners actively participate with others in learning situations by:</b></p> <ol style="list-style-type: none"> <li>Actively contributing to group discussions.</li> <li>Recognizing learning as a social responsibility.</li> </ol>	<p><b>Learners select and organize information for a variety of audiences by:</b></p> <ol style="list-style-type: none"> <li>Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.</li> <li>Integrating and depicting in a conceptual knowledge network their understanding gained from resources.</li> <li>Openly communicating curation processes for others to use, interpret, and validate.</li> </ol>	<p><b>Learners develop through experience and reflection by:</b></p> <ol style="list-style-type: none"> <li>Iteratively responding to challenges.</li> <li>Recognizing capabilities and skills that can be developed, improved, and expanded.</li> <li>Open-mindedly accepting feedback for positive and constructive growth.</li> </ol>	<p><b>Learners engage with information to extend personal learning by:</b></p> <ol style="list-style-type: none"> <li>Personalizing their use of information and information technologies.</li> <li>Reflecting on the process of ethical generation of knowledge.</li> <li>Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.</li> </ol>

# ACRL Collaboration Checklist

## I. Identify counterpart librarian:

- feeder schools/schools with DE students
- library staff contact information

## II. Make initial contact

- schedule meeting
- find common ground
- share informal needs and successes



# ACRL Collaboration Checklist

## III. Librarians gather data about their respective institutions:

- library mission, resources, facilities, staffing, instruction (including documents), library usage
- clientele demographics, information literacy competency, curriculum, typical library related assignments
- analysis of data if possible, such as information literacy gaps
- means to address information literacy gaps

# checklist

## **IV. Set up follow up contact meeting:**

- **share information literacy instruction/learning activities**
- **determine juncture of information literacy competencies**
- **design method of informing respective faculty and administration**

# checklist

## **V. Librarians work with their respective faculty**

- **share information literacy standards and issues with respective faculty through staff development/meetings**
- **identify curriculum**
- **design instruction**
- **implement instruction and assess process and results**

# checklist

## **VI. Set up follow up contact**

- **share efforts and results**
- **bring a faculty member (and student) to the meeting to share experiences and broaden support base**
- **discuss how to involve more faculty and articulate information literacy instruction**
- **develop a database or repository structure to gather information literacy instructional documents**

## **VII. Follow up faculty meeting between sites**

- **share information literacy efforts by subject domain**
- **articulate information literacy standards, instruction, and assignments**

## **VIII. Librarians and teachers work with their respective site personnel**

- **develop a school wide information literacy initiative: standards, learning outcomes, scope and sequence**
- **develop a repository of learning activities and assessments**

# checklist

## **IX. Set up regional librarians meeting:**

- **each librarian identifies and contacts peers**
- **arrange meeting time/place/PR/supplies**
- **agenda: discuss efforts to this point by original librarian pair, set up way to communicate and coordinate efforts regionally**

## **X. Hold regional summit about information literacy**

- **assess student learning**
- **train others in use of repository/database**

# VSCCC

**High School Librarians need access to community college library resources so that they can help DE students and DE teachers in their schools.**

- **Know the students and teachers so that best practices for scope and sequence of lessons can be determined. (lessons can be taught when they are needed rather than when the community college library staff are available)**
- **Are available to help students with projects and research in person**
- **Understand how to reach students at the high school level (tips, tricks, instructional strategies)**
- **Have a relationship with faculty to understand their needs**

# Takeaways

**Utilize ACRL Collaboration checklist**

**Consider joining/creating regional group**

**Tidewater College and Career Readiness Consortium (contact [cwoods@odu.edu](mailto:cwoods@odu.edu), [cwoods@hampton.k12.va.us](mailto:cwoods@hampton.k12.va.us)) New group being organized to analyze data, analyze best practices for K-16 Information Literacy, and more, sponsored by ODU.**

**Central Virginia College and Career Readiness (contact Donna Coghil, VCU, [decoghil@vcu.edu](mailto:decoghil@vcu.edu) )**

# Sources

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