Moving our patrons through the information literacy ladder

YOURS, MINE, AND OURS
Agenda

• What College Faculty Say Freshman Students Don’t Do:
  – OPACs/Online Catalogs
  – LC Classification vs. Dewey
  – Popular vs. Scholarly
  – Database Searching

• What to Do Now

• What to Do in 1 Year from Now
# Information Literacy Standards

<table>
<thead>
<tr>
<th>Library Organization</th>
<th>Library Standards</th>
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<tr>
<td>AASL</td>
<td><a href="http://www.ala.org/aasl/standards/">http://www.ala.org/aasl/standards/</a></td>
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<td>Partnership for 21st Century Skills</td>
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National Career Readiness Certificate

The National Career Readiness Certificate (NCRC™) is an industry-recognized, portable, evidence-based credential that certifies essential skills necessary for workplace success. This credential is used across all sectors of the economy and verifies the following cognitive skills:

- Problem solving
- Critical thinking
- Reading and using work-related text
- Applying information from workplace documents to solve problems
- Applying mathematical reasoning to work-related problems
- Setting up and performing work-related mathematical calculations
- Locating, synthesizing and applying information presented graphically
- Comparing, summarizing and analyzing information presented in multiple related graphics

Individuals can earn the NCRC by taking three WorkKeys® assessments:

- Applied Mathematics
- Locating Information
- Reading for Information

WorkKeys assessments measure real world skills employers believe are critical to job success. Test questions are based on situations in the everyday work world. Learn more about each of the assessments and view sample questions on the ACT website.

Read a column by Gov. Dennis Daugaard about the value of the NCRC.

View a video about the National Career Readiness Certificate on the DLR YouTube channel.
Public libraries can help high schools prepare students for college or 21st century careers

Public libraries can help high schools prepare students for college or 21st century careers. High schools are struggling to provide the skills that students need if they are to achieve success in college and in today’s workplace. In a 2006 poll of over 400 companies, researchers found that new entrants to the U.S. workforce generally disappoint those who would like to give them their first job. High school-educated workers lack the level of ability employers seek in everything from writing and work ethic to oral communication. The most important skills cited by employers fall into the area of applied or “soft” skills: professionalism and work ethic, oral and written communications, teamwork and collaboration, and critical thinking and problem solving. These skills are also essential to college success.

Reference:
- Are they really ready to work? Employers’ perspectives on the basic knowledge and applied skills of new entrants to the 21st century U.S. workforce
- Skill levels of U.S. grads leave employers cold

Geographic Region:
United States

Age Group:
13-18 (high school)

Talking Point:
- High School (Teen) Talking Point #5
- High School (Teen) Talking Point #6
- High School (Teen) Talking Point #7
- High School (Teen) Talking Point #12

Category:
- General Economic Impact
- Job Creation
- Workforce Development
- Educational/Literacy Impact
- Social Impact

www.ala.org/research/librariesmatter/node/495
Questions

• What do I need to know about library research to succeed in college?
• When will I be taught this stuff?
• When do I really need to know it?
• What will my professors expect from me?
Competition
Assessment

• The Checklist
• TRAILS
  – http://libguides.library.kent.edu/T2C
Third Grade General Assessment 1

1. You need to answer the following questions:
   1. What is a tornado?
   2. How are clouds formed?
   3. What is lightning?

   What topic should you choose for your report that will include all of these questions?

   **CHOOSE ONE ANSWER.**
   
   - Temperature
   - Weather
   - Rain
   - Floods

2. When writing a research paper, what is the best order of the steps you should take?

   **CHOOSE ONE ANSWER.**
   
   - Find sources of information, list questions you want to answer, take notes, write your paper, choose a subject
   - List questions you want to answer, find sources of information, take notes, choose a subject, write your paper
   - Choose a subject, list questions you want to answer, find sources of information, take notes, write your paper

3. You are to write a report about Japanese cultures and traditions. Which question will help you find information for your report?

   **CHOOSE ONE ANSWER.**
   
   - What is the typical climate of Japan?
   - What is the population of Japan?
   - Which plants and animals are native to Japan?
   - What national holidays are celebrated in Japan?
4. What book would you use if you did not know how to spell the plural of box?

**Choose One Answer.**

- A dictionary
- An encyclopedia
- An atlas
- A thesaurus

5. You have been told a famous football player was also known for his knitting. Which of the following would be a primary source for this information?

**Choose One Answer.**

- His autobiography
- Football encyclopedia
- Article in a sports magazine
- Knitting website

6. You are working on a project and need information about President Abraham Lincoln. Which collection of sources has the most reliable, accurate information?

**Choose One Answer.**

- A biography of Abraham Lincoln, an online encyclopedia entry, an official government website
- A biography of Abraham Lincoln, a fiction story about him, a list of websites found in a Google search
- A biography of Abraham Lincoln, a fiction story about him, an official government website
- A biography of Abraham Lincoln, an online encyclopedia entry, a school’s website on American history
Learning Targets
From the Checklist

• Know what you don’t know
• Find different formats of information
• Distinguish between OPACs and online databases
• Conduct effective searches
• Interpret search results
• Find books using LC classification
• Use reference books in the library
• Distinguish between popular and scholarly sources
• Evaluate information using standard evaluation criteria
SEARCHING FOR INFORMATION
Find: gun control

Narrow your search to:

Location: EPJ School-Community Library

Material Type: Any Type

Reading Level: From [ ] to [ ]

Interest Level: From [ ] to [ ]

Reading Programs: Unlimited
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<tr>
<th>Title</th>
<th>Available</th>
<th>Call #:</th>
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<th>Series</th>
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<td>2003</td>
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<td>2014</td>
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Dewey vs. Library of Congress

• Dewey = 000-999
• LC = A-Z

A  General works
B  Philosophy; psychology; religion
C  Auxiliary sciences of history
D  History: General and Old World
E-F History: America
G  Geography; anthropology; recreation
H  Social sciences
J  Political science
K  Law
L  Education
M  Music and books on music
N  Fine arts
P  Languages and Literature
Q  Science
R  Medicine
S  Agriculture
T  Technology
U  Military science
V  Naval science
Z  Library science
Finding Books/Journals on the Shelf

1. Books are shelved alphabetically by the first letter or letters.

2. Books are then arranged numerically by the number following the letter(s).

3. Finally, books are shelved alphabetically by the next letter and decentrally by the following number.
EVALUATING INFORMATION
Database Searching

- SD State Library databases
- College databases


http://www.umuc.edu/library/database/articles/collage.jpg
Popular vs. Scholarly in Print

DIFFERENCES

• Authority (Citations, Scholarly Credentials vs. Journalist)

• Content (Primary Research vs. General Info or Opinion)

• Purpose (Inform vs. Entertain)

• Audience (Scholars vs. Public)

• Jargon (Specialized vs. General)

• Layout (“IMRAD” vs. Informal)

• Accountability (Refereed vs. Edited)

• Graphics (Few Ads vs. Many)
When Stupidity Attacks

Section: INSIGHTS
INTELLIGENCE
EVOLUTION HAS ARMED us with a bounty of mental tricks useful for efficient problem-solving, but none of them works in all cases. Cognitive shortcuts often take us to the wrong answer, quickly. And new research shows that several of them are just as likely to trip up smart people as they are everyone else, at least when the Einsteins aren't on the lookout.

Keith Stanovich at the University of Toronto and Richard West at James Madison University gave college students a host of problems to solve, such as weighing the risks of a particular vaccine, to assess tendencies for faulty thinking. The students with the highest SAT scores often chose as irrationally as those with dimmer wits; both groups, for example, judged harmful actions as worse than equally harmful inactions.

For some tasks, such as choosing the bigger fraction, intellectuals do come up with more correct answers. Other problems require suppression of gut responses, such as the sunk-cost bias, where you continue to fund an inefficient project so as not to "waste" the money you've already put into it. For many such problems, the clever tend to decide as stupidly as their thickheaded colleagues. Unless, that is, people are aware of the bias and know to look out for it; then intelligence provides a good defense.

The best real-world decision makers, Stanovich says, are not those with high IQs, but people with good thinking habits, such as the tendency to consider a problem from multiple angles.
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INSIGHTS

When Stupidity Attacks
MENTAL SHORTCUTS CAN LEAD EVEN BRAINIACS ASTRAY.

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—Robin Nixon
Popular vs. Scholarly Online

DIFFERENCES

• Authority
• Content
• Purpose
• Audience
• Jargon
• Layout
• Accountability
• Graphics (Few Ads vs. Many)
Evaluating Other Information

- Content
- Currency

- Authority
- Accuracy/Reliability
- Coverage
- Purpose/Audience
- Bias/Point of View
Writing the paper

- Plagiarism
- Citing and citation styles
  - OWL at Purdue
    https://owl.english.purdue.edu/owl
Learning Targets
From the Checklist

• Understand library jargon, ex. “full text”
• Find different formats of information
• Distinguish between OPACs and online databases
• Conduct effective searches
• Interpret search results
• Find full text of articles
• Know who to ask for help
What To Do Now

• Use the checklist.
• Check off what you know.
• Work with your teacher/librarian to learn the rest!
What To Do After You Are Out Of High School

- Find the library where you will be living-going to school early (public, or academic)
- Find the reference desk (physical & virtual)
- Get to know the librarians
- Use the librarians who are most helpful.
Thanks!

Contact:

danielle.loftus@usd.edu

More reading: