



Transitioning to College/Life

A Heads Up & A “To Do” List

Danielle Loftus
Library Institute, 2016

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

Library Organization	Library Standards
AASL	http://www.ala.org/aasl/standards/
ACRL	http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm
Partnership for 21st Century Skills	http://www.21stcenturyskills.org/
ISTE	http://www.iste.org/NETS/

SD Dept. of Labor



[News](#) - [A-Z Topic Index](#) - [Calendar](#) - [Publications](#) - [About Us](#)

Marcia Hultman, Secretary
700 Governors Drive
Pierre, SD 57501-2291
Tel. 605.773.3101
Fax. 605.773.6184

WORKFORCE TRAINING & EDUCATION

- [Home to NCRC](#)
- [Home to Workforce Training](#)
- [For Employers](#)
 - [Staffing](#)
 - [Job Profiling](#)
 - [Economic Development](#)
- [For Job Seekers](#)
 - [WorkKeys Assessment](#)
 - [KeyTrain Skill Training](#)
 - [Getting Started](#)
 - [Sharing Achievement with Employers](#)
 - [WorkKeys Provider](#)
 - [Locations](#)
- [Support the NCRC](#)
- [Work Ready Communities](#)
- [Publications](#)
- [Other Resources](#)
- [Contact Us](#)

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.

Search Google

Font size: **A A A**

Select Language ▼

Powered by [Google Translate](#)

- [Banking Regulation](#)
- [Boards, Commissions & Councils](#)
- [Divisions](#)
- [Employment Programs & Services](#)
- [Insurance Regulation](#)
- [Labor & Employment Laws](#)
- [Labor Market Statistics](#)
- [Local Offices](#)
- [Securities Regulation](#)
- [Unemployment Insurance](#)
- [Workers' Compensation](#)
- [Workforce Training & Education](#)

dlr.sd.gov/workforce_training/ncrc.aspx

SD Dept. of Education

COLLEGE, CAREER AND LIFE READY

PREPARING SOUTH DAKOTA STUDENTS FOR SUCCESS

HOME

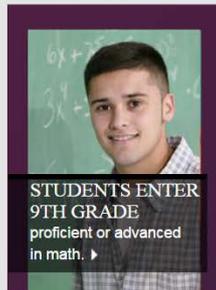
READING

MATH

ACADEMIC SUCCESS

GRADUATES

doe.sd.gov/outcomes



FOUNDATIONAL SUPPORTS

- High quality standards and instruction
- Effective teachers and leaders
- Environment conducive to learning
- Families that are engaged

WHAT'S NEW:





Economic Impact

- [Business Development](#)
- [General Economic Impact](#)
- [Job Creation](#)
- [Return on investment \(ROI\)](#)
- [Workforce Development](#)

Educational/Literacy Impact

- [Add It Up!](#)
- [Literacy Improvements](#)
- [Early Literacy and Education](#)
- [Educational Role of the Library](#)
- [Essential Component of Educational System](#)
- [Impact on Reading and Literacy](#)
- [Provider of Critical Youth Literacy Services](#)
- [Quality of Schools](#)

Social Impact

- [Building Strong and Vibrant Community](#)
- [Connecting People and Ideas](#)
- [Create and Strengthen Communities](#)

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](#)

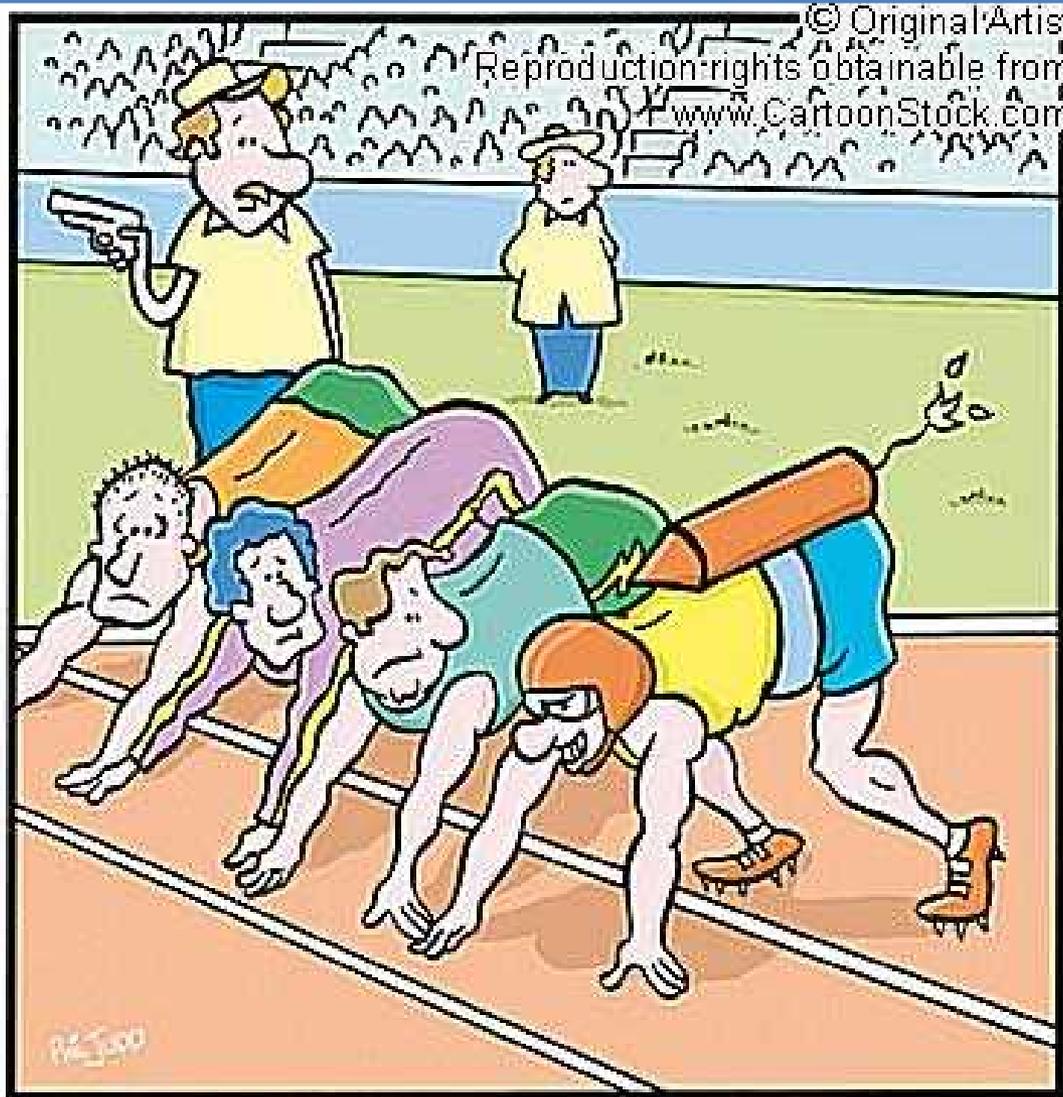
www.ala.org/research/librariesmatter/node/495

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>



TRAILS

Tool for Real-time
Assessment of Information Literacy Skills

A Project of Kent State University Libraries

Third Grade General Assessment 1

[BACK](#)

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

Catalog Library Search

- Library Search
- Destiny Quest
- Universal Search
- Resource Lists

[How do I... ?](#)

[Top 10](#)

Basic Power Visual Copy Categories

Find

[Reset All](#)



Narrow your search to... [Show Less](#) ▲

Location

Material Type

Reading Level From to

Interest Level From to ?

Reading Programs ?

Catalog

Library Search > Search Results

How do I... ?

Library Search

Destiny Quest

Universal Search

Resource Lists

Searched for (gun control). Searched in: EPJ School-Community Library.

Printable

[Not what you're looking for? [Refine your search?](#) [Browse Subjects?](#)]

Selected List: My List [Add Page](#)

Titles: 1 - 5 of 5

Sort By Relevance ▼ Go!



Guns in the United States [Details](#)

1 of 1 available

Call #: YP 363.3 DOL Dolan, Edward F., 1924-
 Series: An impact book
 Published 1994
 Accelerated Reader® Level: 9.4 / 4.0 pts.

[Add to this List](#)

Balance of Power [Details](#)

1 of 1 available

Call #: F Pat Patterson, Richard North
 Location: adult fiction
 Published 2003

[Add to this List](#)

The Man from Stone Creek [Details](#)

1 of 1 available

Call #: F Mil Miller, Linda Lael
 Location: Adult Fiction
 Series: Stone Creek 1
 Published 2006

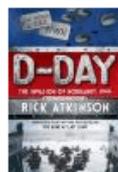
[Add to this List](#)

Mass shootings [Details](#)

1 of 1 available

Call #: YP 364.152 Nak Nakaya, Andrea C., 1976-
 Series: Thinking critically
 Published 2016

[Add to this List](#)



D-Day : the invasion of Normandy, 1944 [Details](#)

1 of 1 available

Call #: J 940.54 Atk Atkinson, Rick.
 Published 2014
 Reading Level: 7.3 Interest Level: 5-8
 Accelerated Reader® Level: 9.0 / 6.0 pts.

[Add to this List](#)

Titles: 1 - 5 of 5



University Libraries

University Libraries Home

About Us >

Research Tools >

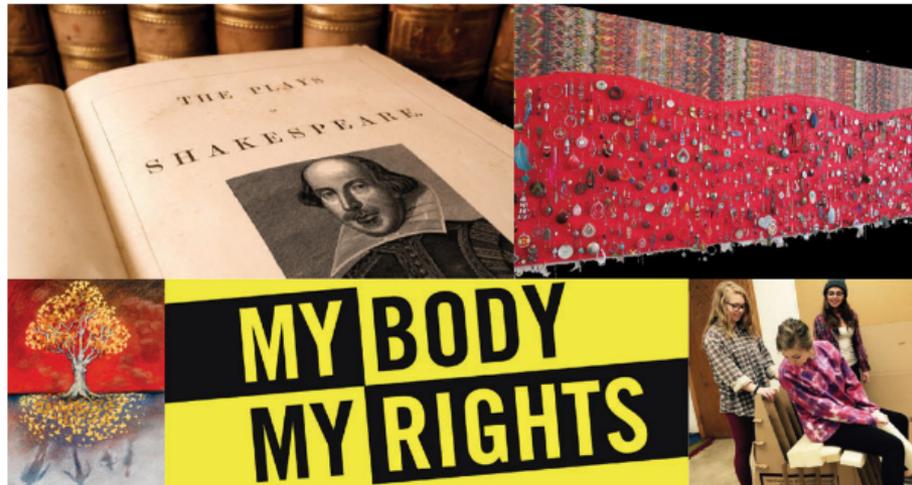
Services >

Primary Sources/Collections >

Other Libraries >

Wegner Health Science Information Center

Contact Us



Spring Exhibits

Shakespeare, chairs, women's rights and more.

[▶ More Information](#)



BOOKS & MORE

DATABASES

JOURNALS/E-BOOKS

RESEARCH GUIDES

INTERLIBRARY LOAN

Search "Discovery" ([what is this?](#)) for books, movies, and more

gun control

GO



ASK A LIBRARIAN

Sort by
Library and Relevance

Library
 Libraries Worldwide
 University of South Dakota

Content
 Full Text
 Peer Reviewed (27693)

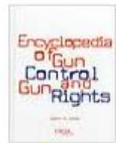
Format
Top 6 Formats
 All Formats
 Article/Chapter (58472)
 Article (37305)
 Chapter (17567)
 Downloadable article (3661)
 Book (11278)
 Print book (6091)

Databases
 All Databases
 WorldCat.org (78289)

Author
 All Authors
 United States (479)
 Great Britain (205)
 Canada (152)
 Post Huffington (125)
 Liberty United (93)

1. Gun control

by [Harry Henderson](#)
 ©2000
Database: WorldCat
Held by: [University of South Dakota](#)

 2. Encyclopedia of gun control and gun rights

by [Glenn H. Utter](#)
 2000
Database: WorldCat
Held by: [University of South Dakota](#)

 3. Gun control : a reference handbook

by [Earl R. Kruschke](#)
 ©1995
Database: WorldCat
Held by: [University of South Dakota](#)

 4. The Issue of gun control

by [Thomas Draper](#)
 1981
Database: WorldCat
Held by: [University of South Dakota](#)

 5. The citizen's guide to gun control

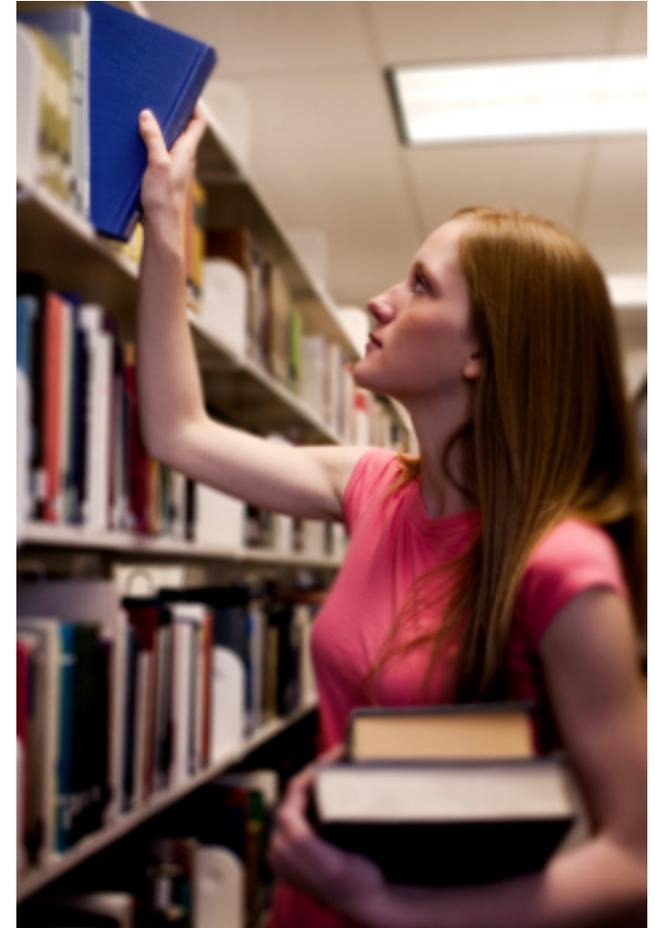
by [Franklin E. Zimring](#), [Gordon Hawkins](#)
 1992
Database: WorldCat
Held by: [University of South Dakota](#)

Dewey vs. Library of Congress

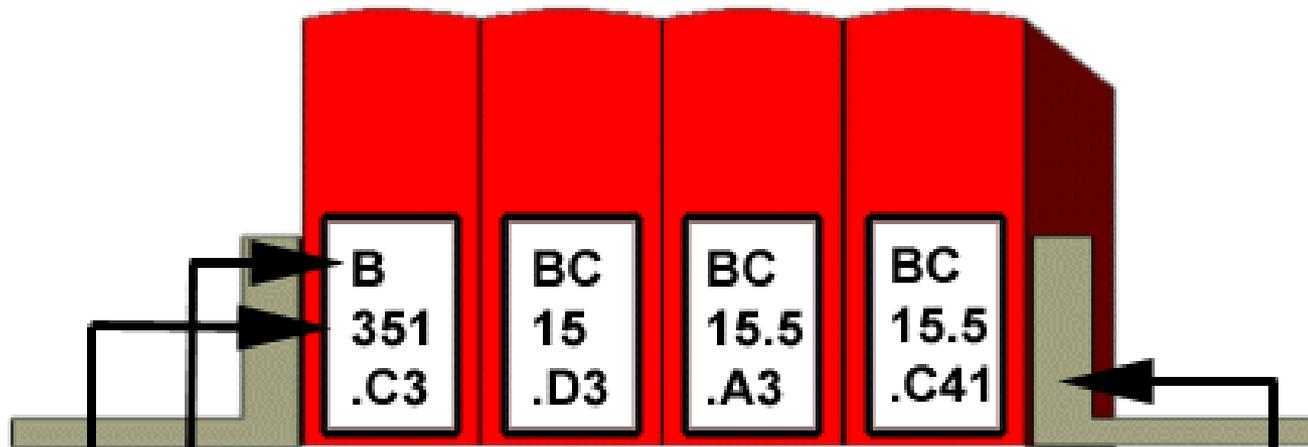
- Dewey = 000-999

- 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 decimally by the following number.

EVALUATING INFORMATION

Database Searching

- SD State Library databases
- College databases



<http://www.umuc.edu/library/database/articles/collage.jpg>



<http://library.sd.gov/LIB/ERD/puzzle/puzzlemap.pdf>

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)

[Citation](#)[HTML Full Text](#)[PDF Full Text \(368KB\)](#)

Title: *When Stupidity Attacks*. By: Nixon, Robin, Psychology Today, 00333107, Jul/Aug2008, Vol. 41, Issue 4

Database: *Academic Search Complete*

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.

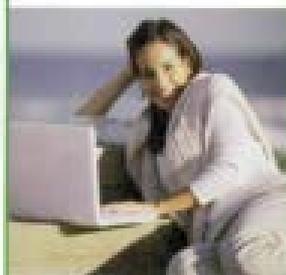
The best real-world decision makers, Stanovich says, are not those with high IQs, but people with good thinking habits, such as the tendency to consider a problem from multiple angles.

Baker Online

Earn your degree at home, on the road, or virtually anywhere in the world.

Introducing a new way to earn a master's, bachelor's, or associate's degree or certificate...

Baker Online



Baker Online offers the convenience of classroom accessibility:

24 hours a day.

Seven days a week.

Anywhere in the world.

You simply access your virtual classroom through the Web.

If you have a busy schedule, **Baker Online** is the ideal way to earn your degree.

Graduate Programs

Phone: (810) 766-4390

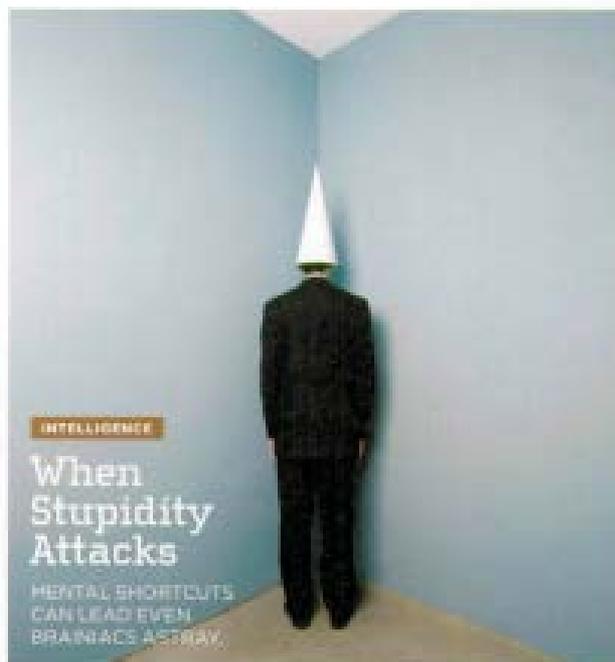
Toll-Free: (800) 469-3165

E-mail: adm-cg@baker.edu

**BAKER
COLLEGE**

▲ For info, turn to page 13 and circle 433.

INSIGHTS



INTELLIGENCE

When Stupidity Attacks

MENTAL SHORTCUTS CAN LEAD EVEN BRAVACS ASTRAY.

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 average SATs; 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.

—Robin Lewis

PHOTO: CHRIS HANCOCK

Popular vs. Scholarly Online



Choose Language ▼ Translate

Title: *When Stupidity Attacks*. By: Nixon, Robin, Psychology Today, 00333107, Jul/Aug2008, Vol. 41, Issue 4
Database: Academic Search Complete

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.

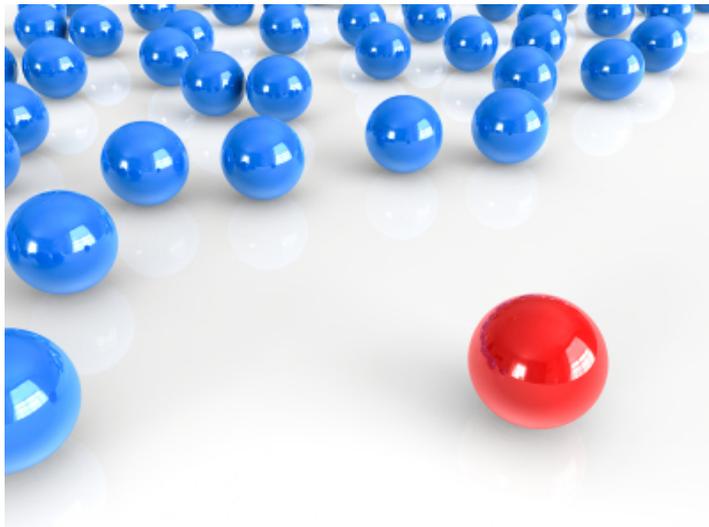
DIFFERENCES

- Authority
- Content
- Purpose
- Audience
- Jargon
- Layout
- Accountability
- Graphics (Few Ads vs. Many)

Baker Online
Earn your degree at home, on the road, or virtually anywhere in the world.
Introducing a new way to earn a master's, bachelor's, or associate's degree or certificate...
Baker Online.
Baker Online offers the convenience of classroom accessibility:
24 hours a day, seven days a week, anywhere in the world.
You simply access your virtual classroom through the Web.
If you have a busy schedule, Baker Online is the ideal way to earn your degree.
Graduate Programs
Phone: (800) 766-4300
Toll-Free: (800) 468-1165
E-mail: adm-cg@baker.edu
BAKER COLLEGE

INSIGHTS
When Stupidity Attacks
INTELLIGENCE
WHEN STUPIDITY CAN LEAD EVEN BRAVADOLISTS
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.
—Robin Nixon

Evaluating Other Information



- Content
- Currency



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



USING INFORMATION

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:

De Jager-Loftus, Danielle, Moore, Abigail H.

"Everything to Gain": K-12 and College

Partnerships=Academic Success. In *Innovative Solutions for Building Community in Academic Libraries.*, edited by

Bonnand, S., & Hanson, M. A., pp 38-54. Hershey, PA: IGI

Global, 2015. (DOI: [10.4018/978-1-4666-8392-1.ch003](https://doi.org/10.4018/978-1-4666-8392-1.ch003))