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High Impact Librarianship: A Showcase of Collaborative and Experiential Learning Initiatives

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High Impact Librarianship: A Showcase of Collaborative and Experiential Learning Initiatives



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High-Impact Educational Practices

- ▶ First-years Seminars and Experiences
- ▶ Common Intellectual Experiences
- ▶ Learning Communities
- ▶ Writing-Intensive Courses
- ▶ Collaborative Assignments and Projects
- ▶ Undergraduate Research
- ▶ Diversity/Global Learning
- ▶ Service Learning, Community-Based Learning
- ▶ Internships
- ▶ Capstone Courses and Projects

.....

Kuh, G. D., Schneider, C. G., & Association of American Colleges and Universities. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, DC: Association of American Colleges and Universities.



1

High-Impact Community Service: What can Academic Librarians Do?

Lindy Scripps-Hoekstra
Gayle Schaub

Community-Based Learning: A High-Impact Practice

Give students direct experience with issues they are studying in the curriculum with the opportunity to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences.

.....
Kuh, G. D., Schneider, C. G., & Association of American Colleges and Universities. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, DC: Association of American Colleges and Universities.

Community-Based Learning: A University Strategic Initiative

As a part of the strategic plan, Grand Valley State University is emphasizing the **integration** of community **engagement** and high-impact learning experiences into its **curriculum**.

.....

(Objective 1.A.1; 2016–2021 GVSU Strategic Plan)





**So what's a
librarian to do?**



01. Seek Opportunities



02. Find Collaborators



03. Involve Students



04. Facilitate Learning



01

Seek Opportunities

Challenge Scholars Initiative

Challenge Scholars Scholarship Program

- ▶ Develop a college-going culture by building baseline information literacy skills



**CHALLENGE
SCHOLARS**
Your dream. Our promise.

TRiO Support Initiative

TRiO Student Support Services

- ▶ Equip high school students with skills and knowledge needed for success in college-level research



02

Find Collaborators

Challenge Scholars Initiative



Education Professor

- ▶ Looking to get her students into a diverse classroom setting

TRiO Support Initiative



Upward Bound Staff

- ▶ Interested in providing after-school learning opportunities for high school students

03

Involve Students

Challenge Scholars Initiative



- ▶ University students in the “Diverse Perspectives in Education” course

TRiO Support Initiative



- ▶ University students from area high schools and research consultant program
- ▶ University students in the TRiO Teacher Prep program

04

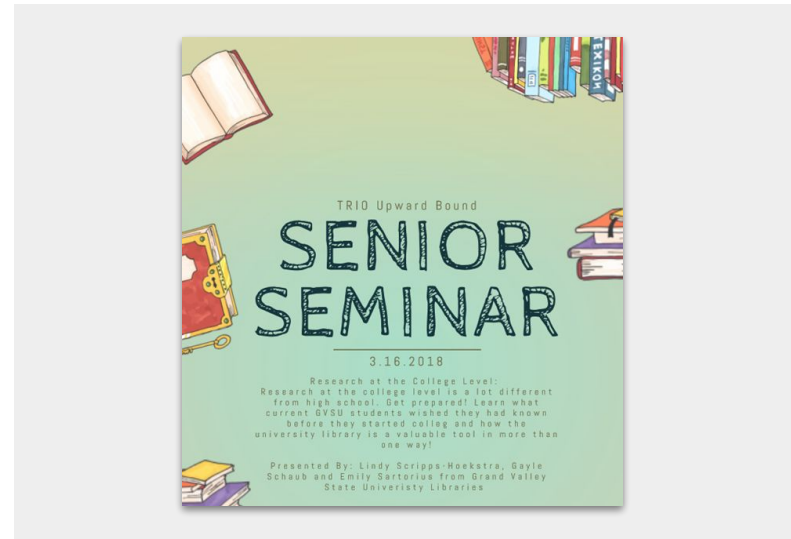
Facilitate Learning

Challenge Scholars Initiative



- ▶ Weekly Workshops

TRiO Support Initiative



- ▶ Senior Workshop



2

GVSU Library Summer Scholars Program

Hazel McClure
Lindy Scripps-Hoekstra
Gayle Schaub

Overview

- ▶ The GVSU Library Scholars Summer Program provides students with the opportunity to have an intensive research experience using the library's resources and collections. Mentored by a librarian faculty mentor, the scholar will develop and enhance skills as a means to engage in a disciplinary, scholarly conversation.
- ▶ The program is available to undergraduate students at GVSU who have not yet completed the requirements for graduation.

7
Students

9
Mentors

12
wks/year

2
editions



Cayla Dwyer, a writing major with a French minor, worked with Lindy Scripps-Hoekstra to develop a workshop that would teach information literacy to her French classmates. Dwyer said the project sprung from a role-playing game she played in her French class that had her researching newspapers from the French Revolution.

Program Structure

- ▶ learn about and explore the library's resources, services, and staff;
- ▶ engage deeply with library collections and/or resources to support a scholarly or creative exploration, using information literacy skills that are honed during the project, and;
- ▶ create a finding aid, exhibit, learning object or other product that supports other students' use of the library and contributes to the library's mission.

Learning Experiences

- ▶ Introduction to the Library Collections, Services, and Spaces;
- ▶ Participation in a Cohort Community;
- ▶ Mentorship and Research Experience;
- ▶ Scholarly or creative product;
- ▶ Self-Reflection;
- ▶ Summer Showcase;



Products

- ▶ Products can take many forms;
- ▶ Products are shared with the GVSU community in order to help connect users to the library or specific library collections.



Morgan Hayden, visual studies major, worked with Hazel McClure. Morgan embedded herself into the spaces and practices of the library much in the mode of Mierle Laderman Ukeles, producing poems, texts, performances, and videos. She distributed copies of a zine she made that documents her residency in the Library. Her presentation included images from performances and a short talk that involved text from the zine.

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or/upgrade/re-publish chapter
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- describes the genre, and the appropriate
- theorizes the genre in rhetorical terms
- provides illustrative examples of elements
- commentary on why particular elements
- offers appropriate examples of in
- commentary on why particular elements
- be improved
- provides at least two exercises to
- sources, as appropriate (using
- st organization

3

Creating an Open Education Resource (OER) in a writing class

Hazel McClure
Mark Schaub

The 19-Month Leadership Cohort

Earn a Bachelors of Science or Arts in Liberal Studies with an emphasis in Leadership. This degree allows you to develop the skills employers are looking for in a convenient, accelerated format designed for adults!

- Taking one 5-week class at a time allows you to focus your energy and delve deep into the content and skills associated with leaders.
- A hybrid class format allows you the convenience of coming to campus only one day a week — the same day each week throughout the 19-month program.
- The leadership cohort allows you to strengthen professional and support networks.
- Coursework includes Leadership for Social Change, Leadership Dynamics, Team Building, Concepts of Management, Social Change and Ethics, Organizational Theory, and more.
- Cohorts starting close to where you live and work -- Downtown Grand Rapids!

[Schedule an appointment with an advisor in Grand Rapids](#)

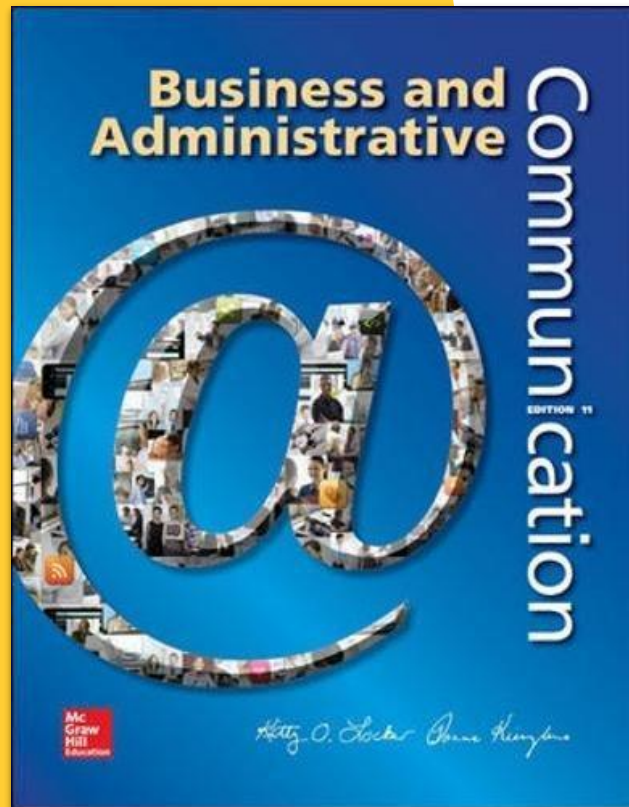
FALL 2018 COHORT



ACCELERATED LIBERAL STUDIES LEADERSHIP STUDENTS



▶ Accelerated Degrees for Adults



► Original Title

Publisher Information

Business Communication for Success is adapted from a work produced and distributed under a Creative Commons license (CC BY-NC-SA) in 2010 by a publisher who has requested that they and the original author not receive attribution. This adapted edition is produced by the [University of Minnesota Libraries Publishing](#) through the [eLearning Support Initiative](#).

This adaptation has reformatted the original text, and replaced some images and figures to make the resulting whole more shareable. This adaptation has not significantly altered or updated the original 2010 text. This work is made available under the terms of a [Creative Commons Attribution-NonCommercial-ShareAlike license](#).



WRT 350: BCS Chapter Project (team research/writing assignment)

**Author/upgrade/re-publish chapter from online, open-access textbook,
Business Communication for Success.**

In a team with other students, you will research, write, edit, and publish a chapter on a genre for business communication.

Deliverable: One completed chapter on an assigned topic, that:

- describes the genre, and the appropriate instances for its use
- theorizes the genre in rhetorical terms (audiences, purpose, context, etc.)
- provides illustrative examples of effective documents of this genre, with commentary on why particular elements are effective
- offers appropriate examples of ineffective documents of the genre, with commentary on why particular elements are not effective, and how they might be improved
- provides at least two exercises that will help future students practice in this genre
- cites sources, as appropriate (using APA format)
- parallels the current organization and format for the text, including:
 - Learning objectives (in a box inset)
 - Figures and tables that illuminate the points of the section
 - Subheadings, as appropriate
 - “Key Takeaways” in summary
 - Bibliography or “References” section at the end

Process and details:

Three new chapters will be published for the Winter 2017 term; these will be those on:

- Writing effective routine and positive messages
- Intercultural/international business communication
- Employment documents (résumés and application letters)

► Project Brief


business Communication for : x

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▶ Dissemination

Learn the Terms

Catalog

An online database listing with descriptions of the books, journals, films, and other materials held by a library

Scholarly

Information created by scholars who are experts in their field. It involves formal study or research.

Database

A collection of information stored in an electronic format that can be searched by a computer.

Journal

A publication, issued on a regular basis, which contains scholarly research published as articles, papers, research reports, or technical reports. Also known as a periodical.

Peer Review

A process by which editors have experts in a field review books or articles submitted for publication by the experts' peers. Peer review helps to ensure the quality of an information source.

Subject Heading

A word that describes the subject of an article or book, used in many computer databases.

Abstract

A summary or brief description of the content of an article.

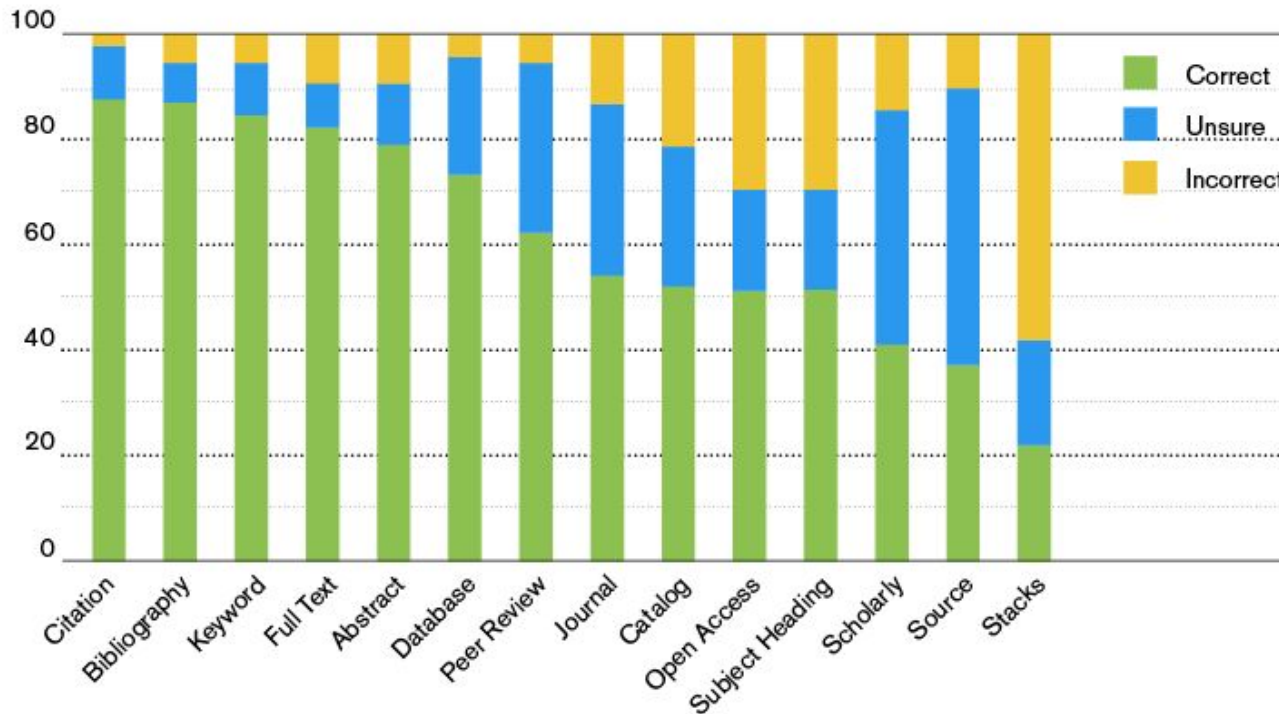


4

Learn The Terms Visual Glossary

Gayle Schaub
Vinicius Lima

2015 Terminology Survey



Schaub, Gayle, Cadena, Cara, Bravender, Patricia, and Kierkus, Christopher. *The Language of Information Literacy: Do Students Understand?* College & Research Libraries, 78, no.2 (2017).

21,235
Students

50%
1st gen.

14
Terms

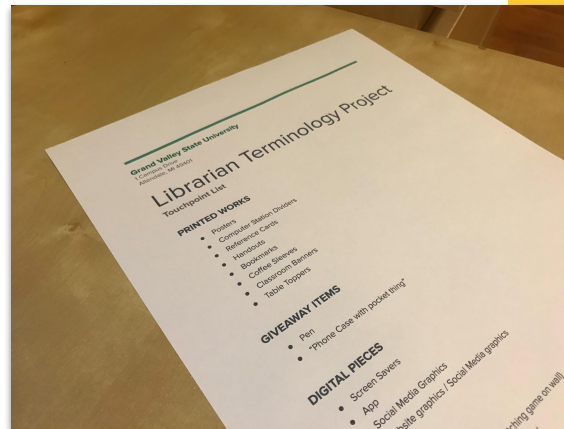
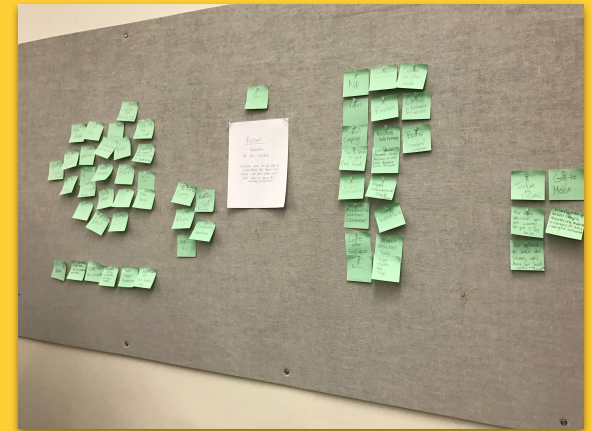
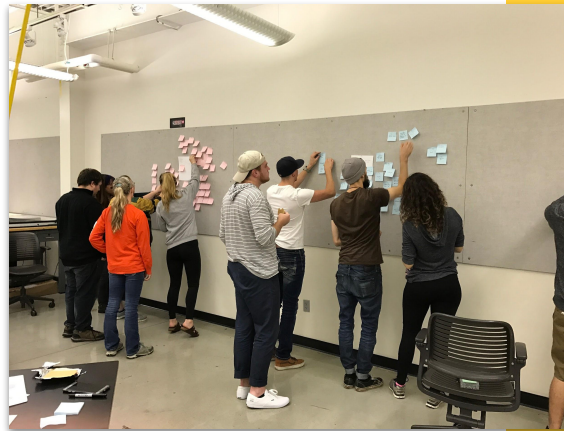
773
responses

“They [GVSU Librarians] would like to address this issue and, for that, they reached out to the Graphic Design Program at GVSU. They are looking for someone to collaborate with (you!) to create meaningful pieces ‘they can use in the Library that are visual and not the same old handouts or videos they are used to creating and seeing.”

(Excerpt from Project Brief)

Project Framework

1. Empathize
2. Define Problem
3. Brainstorm
4. Prototype
5. Design
6. Implement
7. Assess



2016 Campaign I

Archives

Catalog

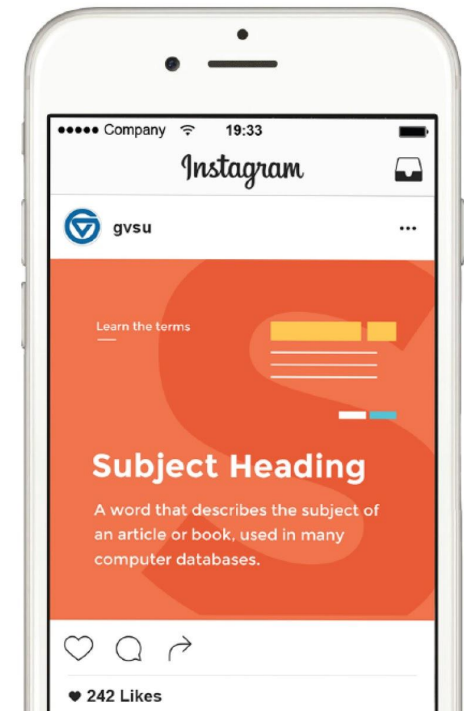
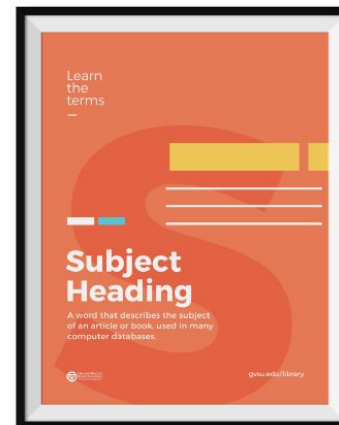
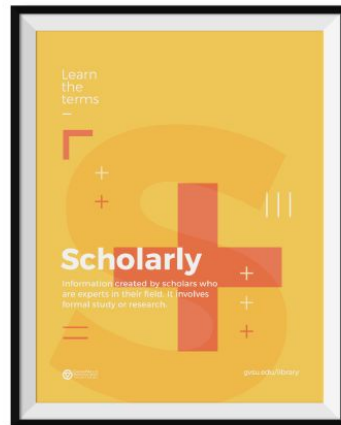
Database

Journal

Peer
Review

Scholarly

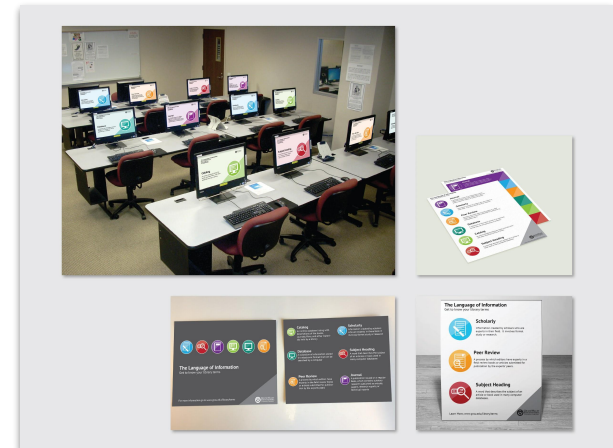
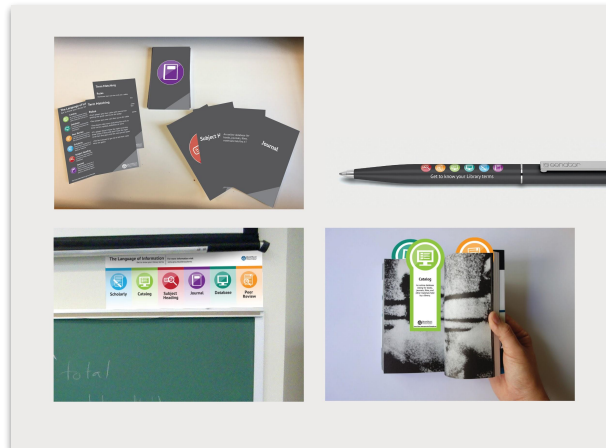
Subject
Heading



2016 Campaign I

*"Working with
Gayle and
hearing what
she wanted
was a good
opportunity to
learn how to
communicate
with clients."*

(student)



2017

Campaign II

Abstract

ASRS

Call
Number

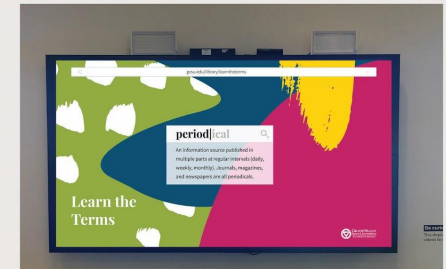
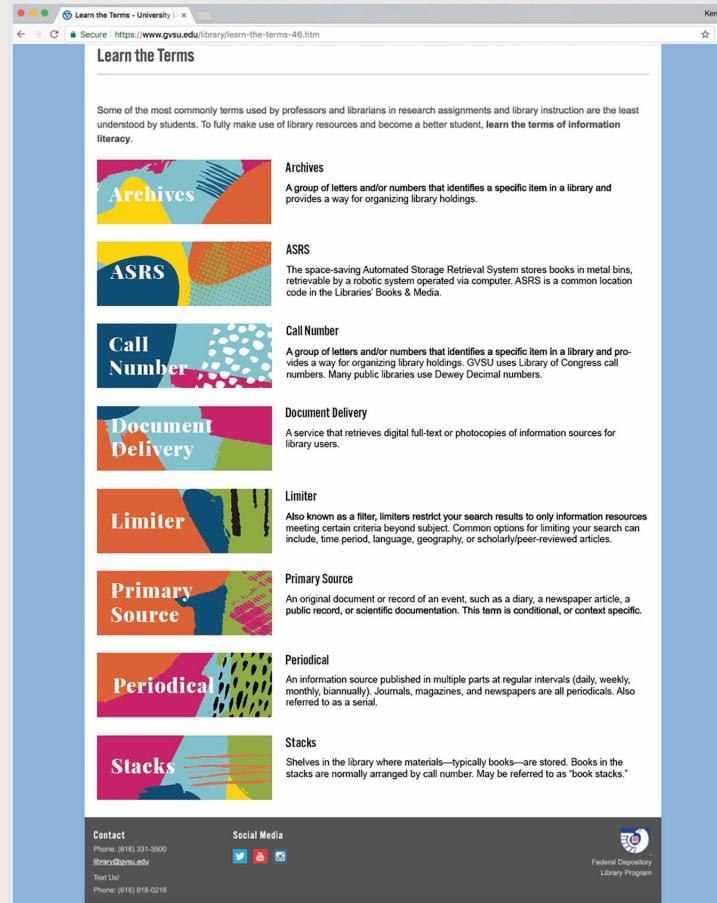
Document
Delivery

Limiter

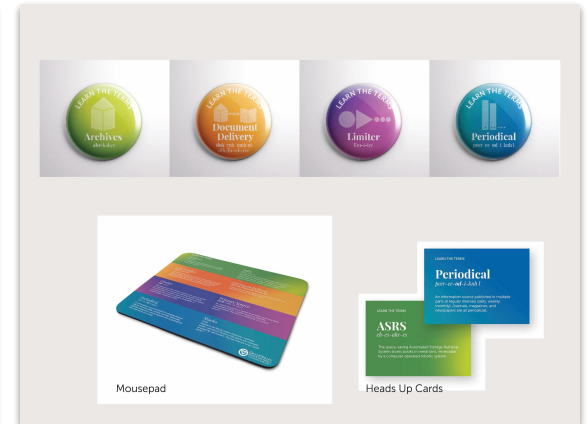
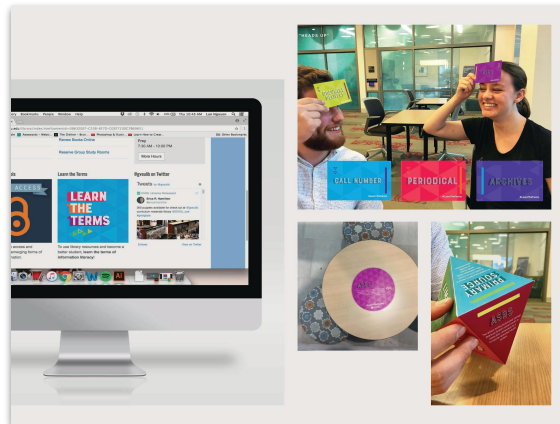
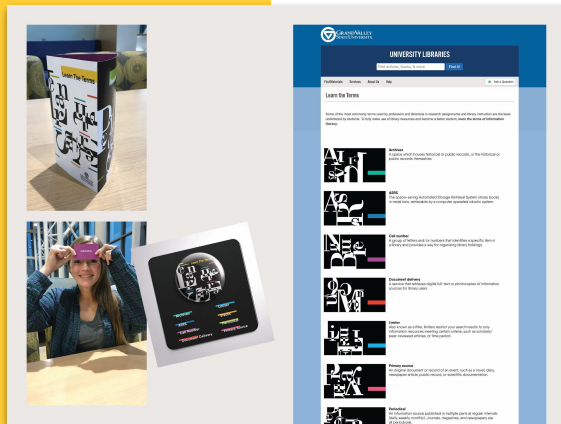
Periodical

Primary
Source

Stacks



2017 Campaign II



Graphic Language in the Library: A Visual Glossary of Information Literacy Terms

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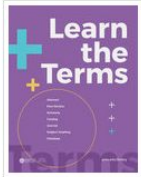
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Graphic Language in the Library: A Visual Glossary of Information Literacy Terms

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Description

Understanding a discipline requires a fundamental understanding of the terminology of information literacy, used by librarians and professors, comprises a language integrated within all disciplines. Critical to academic success, it's often assumed to be widely understood by students.

The students of Graphic Arts V, fall 2016, created a visual glossary to help students learn

► Dissemination



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Questions?

Thank You!

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