Collaboration in Learning: Partnering Academic Support Services for ESL Student Information Literacy

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In 2010, South Dakota State University introduced a comprehensive model for undergraduate student success that focused on intentional interventions for traditional first year students.

International students may need additional resources to be successful students, such as strengthening English language and information literacy skills. AIA researchers studied ESL students in a remedial writing course designed to prepare students for the required First Year Writing Course.

The researchers from the library, ESL Program, Writing Center and Global Studies sought to address the following goals:

- To examine cross cultural meanings of knowledge among English Language Learners and acclimate these students to what knowledge means in a U.S. academic context.
- To promote, develop and assess academic information literacy skills among English Language Learners.

Purpose

The following goals were sought to address these challenges in the context of American libraries and educational systems. (Baron & Strout-Dupraz, 2001).

Central Question

- Do South Dakota State University undergraduate students enrolled in an academic reading and writing course for English as a Second Language demonstrate improved academic level information literacy skills necessary for a successful transition to required Composition I after participation in a library information literacy action learning project?

Literature

Three major challenges for international students include cultural, educational and language differences. Research emphasizes the need for library skills to address these challenges in the context of American libraries and educational systems. (Baron & Strout-Dupraz, 2001).

Methods

- Pre and Post Library instruction surveys on information literacy concepts
- Qualitative information skills analysis of ESL student research essays
- Tools: Qualitative analysis software ATLAS.ti V. 07 and RailsOnTrack (American Association of Colleges & Universities) Information Literacy Rubric.

RESULTS

- Some students appeared to lose ground on some information literacy concepts
  - 30% improvement
  - 30% same
  - 40% negative
- Focused information literacy outcome analysis of student writing demonstrated better understanding of source selection

CONCLUSIONS

- Additional study is needed to isolate factors responsible for knowledge slip
- Different instructional strategies may be necessary to meet the needs of ESL students
- Additional study on academic support services collaboration may contribute additional success strategies for ESL students

REFERENCES


