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Inspired by Real Events: Libraries Transforming Students into Engaged Citizens

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INSPIRED BY *REAL* EVENTS



**Libraries Transforming
Students into *Engaged Citizens***

HELLO!

Jennifer Nutefall, Santa Clara University
Megan Stark, University of Montana
Amanda Peters, University of Michigan
Katherine Kott, Consultant



We need a balance in the daily and the visionary,
the local and the global,
the practices and the theories,
the ideal and the possible.

Heidi Jacobs

What is your *role*?

- ★ Faculty
- ★ Service Learning/Community Engagement Staff
- ★ Librarian
- ★ Community Member
- ★ Other

Why did you *decide to attend* this presentation?

- ★ Want to explore collaborations
- ★ Want to know what the library can do
- ★ Other

Do service learning
students *really* need help
from a librarian?

Why should you partner with the library?

Do students in service learning courses:

- ★ Need to know more about the communities they're serving?
- ★ Need to conduct research with the community?
- ★ Bring in other primary or secondary resources for their reflections?
- ★ Need to write a research paper on an element of their service experience?
- ★ Need to become engaged citizens?

What do librarians and the library bring to the table?



Librarians offer expertise and support for research using a wide range of resources



Community engagement activities are aligned with library values “to fulfill [libraries’] civic mission in the information age”



Libraries are uniquely positioned to contribute and collaborate with others on campus and in the community

Developing Partnerships between Faculty and Service Learning Directors

- ★ Focus on partnership examples and success stories
- ★ Faculty fellows/training for faculty new to service learning
- ★ Membership on committee to review syllabi
- ★ Learn more about service learning opportunities/areas where partnerships are focused
- ★ Investigate need for storing, organizing, and/or providing access to data, reports, and other information

Partnership
University of Northern Iowa

Librarian Anne Marie Gruber

Discuss research
experience and
misconceptions

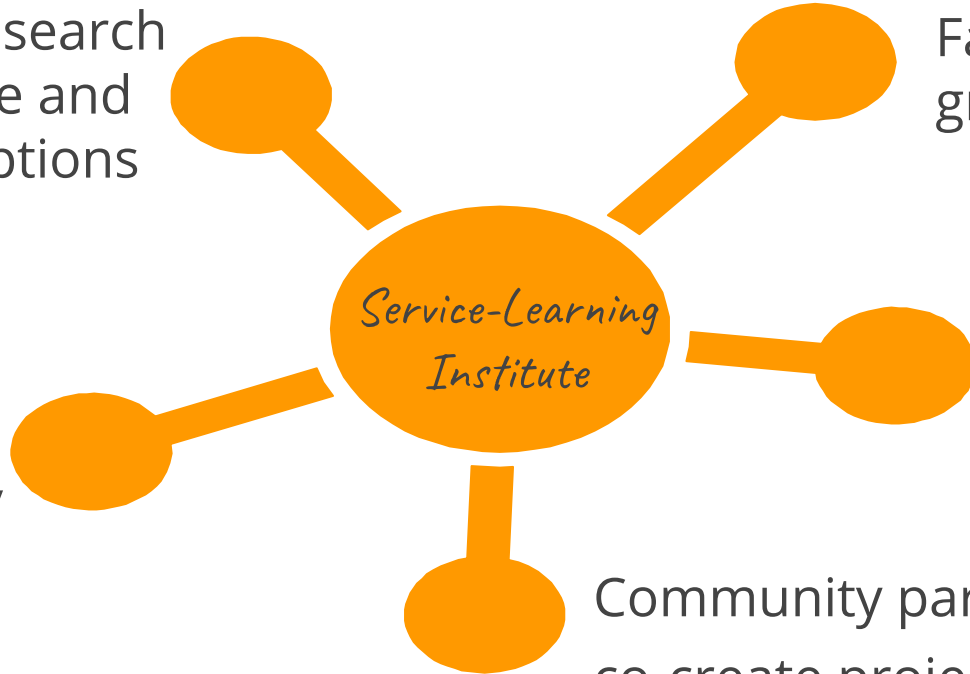
Faculty work in small
groups

*Service-Learning
Institute*

3-day workshop

10 faculty

Community partners
co-create projects



Librarians *Alex Hodges* and *Olivia Ivey*



Faculty Fellows Institute

- ★ Intercultural communication training
- ★ Instructional design support
- ★ Community site visits
- ★ Information literacy integration work
- ★ Cohort engagement

Partnership--SCU
Sociology 30: Self, Community
and Society
Librarian worked with class on
finding & using data

Session 1

- ★ Imagining data sources
- ★ Navigating census and school data

Session 2

- ★ Critiquing data and sources
- ★ Navigating census and school data

Session 3

- ★ Conditions/needs (health, transportation, employment)
- ★ Community needs (people, places, characteristics)

THREE OBSERVATIONS



For many academic librarians, there has been a *focus on teaching students how to engage academic sources* as the central material in their research.



Students, and faculty, engaged in service learning have *different information needs* that require them to integrate community information into their research.




Building a bridge between these different information environments requires *deliberate and thoughtful instruction*.



BRIDGE BUILDING

THE ENTIRE SERVICE INFORMATION ECOSYSTEM



Traditional library materials, accessed via traditional searching methods, prepared students to approach this issue with broad understanding in an theoretical and abstract way.

Utilizing community information, accessed via more novel searching methods, augmented students' broad understanding with nuance and a local focus.

AN EXAMPLE FROM
MISSOULA, MONTANA



The result was an amazing community-based project!

A NEW MODEL FOR LIBRARY RESEARCH



Difference is Strength!

Academic and community information environments have *different characteristics* and neither is “better” than the other.



Integrate

Academic and community information environments are accessed utilizing *different search strategies* and both are critical skill sets.




Do as I say AND as I do

Integrating and *citing community information* alongside academic information requires instructional modeling, sharing examples and rewarding students for work done well.



A NEW PATH

Student Mini Grants as a New Path for Engagement



Grants of up to \$1000 are awarded to students who present proposals for projects that demonstrate innovation, collaboration and that strive to make a real-life impact.

Projects must strengthen community partnerships, enhance global scholarship, and/or advocate for diversity and inclusion.

The Projects



Students as Tutors

A student org offers tutoring services to the Latino community in Ann Arbor. They needed help choosing and purchasing resources for their tutors in order to train more effectively



Art and Design as Healing

An Art and Design Student worked with a Detroit YWCA to offer a collaborative art project with women survivors of domestic abuse




Social Entrepreneurship

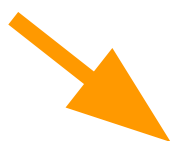
An entrepreneurial student group was working to develop a system for community members who needed transportation to and from the grocery store

A New Path to Working with Students

Students are paired with librarian mentors.



They meet at least three times throughout the semester for check ins.



Librarians work with students on lit reviews, tech support, video creation, statistical analysis, etc. They help students with making connections within the Library and the greater University community.

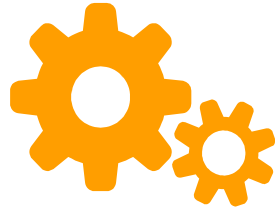
A New Path to Collaboration

The library begins a program with a community engagement focus.

This leads to conversations with the University's Ginsberg Center for Community Service and Learning.

An opportunity is identified to pair a library mini course with a local organization!





ARTICULATION

SELF-ASSESSMENT RUBRICS



Institution-Wide

Self-assessment rubric for the institutionalization of service-learning in higher education.



Academic Departments

Creating community-engaged departments: Self-assessment rubric for the institutionalization of community engagement in academic departments.



Libraries

Self-assessment rubric for development of service learning programs in academic libraries.

USE THE RUBRIC TO FIND
POINTS OF ARTICULATION



Space

Events and Exhibits

Meeting Rooms

Space for Quiet Reflection



Information Access

Access to resources for
community members

Guides to community
engagement resources &
bibliographies for grant
applications

Preservation of community
engagement artifacts



Contacts

Community Engagement
Librarians

Liaison Librarians

Library Leaders

QUESTIONS TO START
CONVERSATIONS AT YOUR
LIBRARY



What
*local and community
knowledge*
should be part of our
library collections?



How can the library
actively *partner with our
communities*
to highlight the value
they bring to our
students?



How can we
*teach students to use local
and community information,*
and to identify its
legitimate research value
in their work?

Colloquium on Libraries &
Service Learning

Date: August 9-10, 2018 at American University in
Washington, DC

Theme: Critically engaged librarianship: Exploring service
learning and community involvement

Website: tinyurl.com/CLSL2018

Twitter: @CLSL2018

The listserv provides an opportunity for participants to engage in the sharing of research, ideas, perspectives, and best practices in library engagement with service learning.

To subscribe to engagedlibrary-l

- ★ Send a **message to list@list.indiana.edu** from the address you want to subscribe to the list
- ★ In the subject line of your message, type in: **subscribe engagedlibrary-l Firstname Lastname**
- ★ **Leave the message body blank**

Readings & Resources

Gruber, A. SLI: Igniting Service-Learning through Faculty-Librarian Collaboration

<http://guides.lib.uni.edu/sli>

Jacobs, H. L. M. (2008). Information literacy and reflective pedagogical praxis. *Journal of Academic Librarianship*, 34(3), 256-262.

Kott, K. (2017). Self-Assessment Rubric for Development of Service Learning Programs in Academic Libraries

<http://bit.ly/2jobTCE>

THANKS!

We welcome your questions!



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This means that you can:

- Resize them without losing quality.
- Change fill color and opacity.
- Change line color, width and style.

Isn't that nice? :)

Examples:

