3-22-2016

Connecting Pedagogies: Service Learning and Information Literacy Accelerate Impact

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Recommended Citation

This is a presentation from Campus Compact conference in Boston, MA on March 22, 2016.

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Connecting Pedagogies: Service Learning and Information Literacy

Accelerate Impact

Jennifer Nutefall, Santa Clara University
Alex Hodges, American University
Agenda

• Who we are
• Audience analysis
• Timeline: Service Learning and Information Literacy
• Connecting Pedagogies
• Information Literacy Framework
• In Practice: Connecting Pedagogies
• Activity
Audience Analysis

• Are you:
  – Faculty
  – Librarian
  – Service learning administrator/Director
  – Administrator
  – Other
## Timeline of Service Learning and Information Literacy

<table>
<thead>
<tr>
<th>Decade</th>
<th>Service Learning</th>
<th>Information Literacy</th>
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<tbody>
<tr>
<td>1960s</td>
<td>Service learning first used as a distinct term</td>
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<tr>
<td>1980s</td>
<td>Campus Compact founded</td>
<td>ALA commission on Information Literacy</td>
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<tr>
<td>1990s</td>
<td>AAHE conference linking service with learning</td>
<td>National Forum on Information Literacy established</td>
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<tr>
<td>2000s</td>
<td>New Carnegie Classification on Community Engagement</td>
<td>President Obama names October as National Information Literacy Awareness month</td>
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<tr>
<td>2010s</td>
<td>30th anniversary of Campus Compact</td>
<td>ACRL files new Framework for Information Literacy</td>
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Service Learning Core Components
• Reciprocity
• Civic Education
• Reflection

Information Literacy Frames
• Authority is constructed
• Information as a process
• Information has value
• Research as inquiry
• Scholarship as conversation
• Searching as strategic exploration

Connecting Pedagogies
Threshold Concepts


- Knowledge Practices
- Dispositions

https://www.ntnu.edu/transark/wp5
Information Literacy Framework

Threshold Concepts
• Hofer, Townsend, & Brunetti, 2012
• Townsend, Brunetti, & Hofer, 2011

Metaliteracy

Critical Pedagogy
• Beilin, 2015
Information Literacy Framework

Framework (2015)

Standards (2000)
• Information use
• Search strategies
• Evaluation
• Integration/Synthesis
• Ethical use of information
Information Literacy Frames

• Authority is Constructed and Contextual
• Information Creation as a Process
• Information Has Value
• Research as Inquiry
• Scholarship as Conversation
• Searching as Strategic Exploration
In Practice: Connecting Pedagogies

“Research as Inquiry”
Dr. Seuss Day, March 2, 2015
Washington, DC
In Practice: Connecting Pedagogies

• First-year writing course
• Theme based
• Assignments
  – Analysis of a community organization
  – Research analysis
• Effect of service on research process
  – Increased motivation
  – Use of numerical data and primary sources
  – Increased knowledge in approaching and limiting topics
  – Potential for bias
In Practice: Connecting Pedagogies

- Environmentalism and Food Justice
- Upper division course
- Discussions with faculty member
  - Planning process
  - Input into assignment and reflections
  - Multi-stage research paper
- Meetings with students
University Programs

Santa Clara University
- Experiential Learning for Social Justice (ELSJ)
- Arrupe Weekly Engagement
- Immersion Programs

American University
- Community Based Learning (CBL) designated courses
- Community Service-Learning Program add-on credit
- Alternative Breaks
- Undergraduate certificate
Impacting Community

- Supporting community-based research and community organizations
- Finding/using data such as census/community data
- Connecting to the institutional repository
Mini-Grants: Eagle Endowment

• Grants for one-time funding of service initiatives
• Librarians have served on the council as well as supported research for grant proposals
• DC Reads - Kids on Campus Day involves time spent at the university’s main library

Kid to Campus Day, American University, 2012
http://www.american.edu/communityrelations/May-2012-Newsletter.cfm
Activity

Scenario:
You are a writing professor. You are going to redesign a freshman writing class for community-based learning. Over the course of a term, you assign three major assignments/essays, and you want these essays to help the students achieve learning outcomes for writing and service learning.

Directions:
Use the assignment prompt handout to contribute your changes. Discussion will follow.
Learn More

Service Learning, Information Literacy, and Libraries
Next Steps

• Assess ongoing information literacy-service learning initiatives
• Integrate information literacy practices within service learning professional development for faculty
• Appoint service learning liaisons within libraries
• Design community-based curriculum that requires the use of library-based research

Campus Compact 2016