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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”

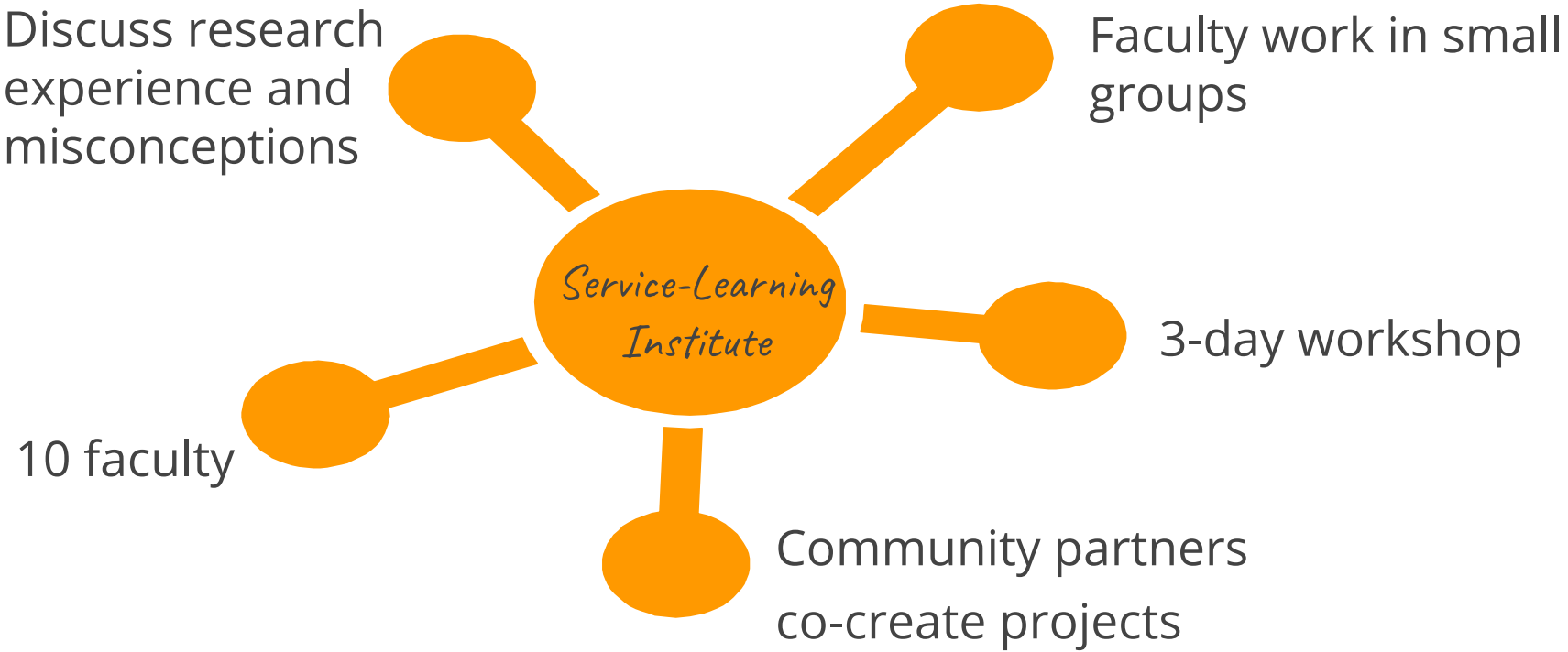
Libraries are uniquely positioned to contribute and collaborate with others on campus and in the community

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



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

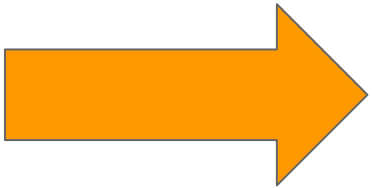
Students are paired with librarian mentors.

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

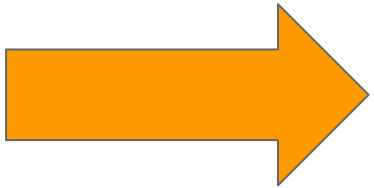
Librarians work with students on lit reviews, tech support, video creation, statistical analysis, etc. They help students with making connections within the Library and the greater University community.

A New Path to Collaboration

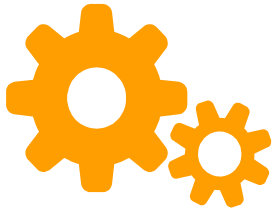
The library begins a program with a community engagement focus.



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?

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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- Resize them without losing quality.
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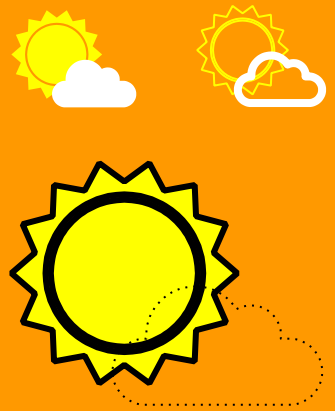
Examples: