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Transitions: Scaffolding Research Skills, Building Bridges, Creating New Knowledge

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**TRANSITIONS:
SCAFFOLDING RESEARCH
SKILLS, BUILDING BRIDGES,
CREATING NEW
KNOWLEDGE**

Kellian Clink

Outline

- Introduction. Who I am, what I studied. What is scaffolding, anyway????
- Where I looked
- What I learned
- What I can scaffold
- What I can't scaffold
- Musings & conversation

The Project

- Literature Review
- Feeder Schools 12 asked, 6 school visits.
- Before I visited, I studied the school, the library's website
- Conversations about space, equipment, the job, the students, the connect to the teachers, how they solicited ideas. Recorded the conversations, transcribed them.

ASSUMPTION that underlies this...student writing needs, as dictated by their writing assignments from their teachers, determine their needs and use of the library.

Scaffolding

Lev Vygotsky-- ascertain the skill for a task, and then teach to the upper limit of the skill making reference to what they already know. As the skill level increases, the level of support can be reduced and the student can act more independently (a process called “scaffolding”).

What I mean by that:

I was searching to see what they have been taught in the hopes that they **LEARNED** it so that it could act as a bridge in my library instruction sessions. Their experiences, when noted, acting as a bridge to similar library structures in a college library. On the other hand, I want to **INTRODUCE** elements that I feel are probably **NEW** to them.

DATA studied before I visited

Number of Students

Number of Students with free and reduced lunches (6-18 %)

Percentage of students who have English as a second language.

Adequate Yearly Progress results

Graduation Indicators/Special Populations

PNLA comparisons: Alaska (report cards), Alberta (Jurisdiction Accountability Pillar Survey), British Columbia (School and District Data Summary Reports), Idaho (DWA AND DMA data), Montana (NCLB data), Oregon (Report Cards).

Relevant because the variety of schools freshman come from can make a difference in the kinds of library skills they may have acquired.

Literature

- American Association of School Librarians, ALA, Association for Educational Communications and Technology presented informational literacy goals, echoed by the National Educational Technology Standards all state that students **must be able to locate, evaluate and use information effectively in collaborative efforts to solve real world problems.**
- *–Janet Murray Library Media Connection, April/May 2008*

Literature

- Characteristics of school libraries which have high levels of student achievement:
 - Fulltime librarian
 - Staffing that allows for “collaborative planning and delivery of information literacy instruction”
 - Budget, networking, professional development
- 63% of MN schools with higher reading scores have fulltime library media specialists!

<http://www.metrolibraries.net/res/pdfs/2004ExecSumm.pdf>

Literature

MINNESOTA STUDY

* Above average reading scores correlated with librarians who worked 36 hours a week or more.

*School libraries are open between 1 and 43 hours a week!

***Minnesota school libraries have old collections and funds for an average of \$9.35 per pupil, half the cost of one book per year.**

* Higher media center budgets correlate with higher reading scores.

*The effectiveness of a school library program is determined by the skill of the SLMS, the collection size, budget, support from the principal, and the size of the school.

RATZER <http://www.crbsls.org/slsa/student-achievement.html>

Literature

Much has changed since the last SLJ spending survey was conducted in 2002-and much of it for the better. For starters, most local budgets have remained steady over the last three years. However, funds for library resources and services dipped as a result of federal and state policies and mandates.

School Library Journal January 2007

In Minnesota, **one third** of book budgets come from fundraising!

(And, in some schools it's 100%)

<http://www.metrolibraries.net/res/pdfs/2004ExecSumm.pdf>

Literature

- Both professional and support staffing levels are lower in schools where 50% or more students receive free or reduced-price lunch than in schools where 15% or less of the students receive free or reduced-price lunch.
- Of schools with 15% or less students receiving free or reduced price lunch, 79% have at least 1 FTE licensed media specialist and 54% have at least one FTE support staff.
- In schools with a 50% or greater percent of students receiving free or reduced-priced lunch, only 56% had 1 FTE licensed media specialist; 30% of these schools had at least 1 FTE support staff person. 16% of these schools had no licensed media specialist.

<http://www.metrolibraries.net/res/pdfs/2004ExecSumm.pdf>

Literature

School Library Media Centers in Minnesota

- Program spending for books has decreased significantly since 2002.
- Schools lost an average 29% of the per pupil amount spent on books since the 2002 Census.
- High schools lost 37%, dropping from an average of \$11.29 in 2002 to an average of \$7.12 per pupil in 2004.
- In all school library media programs that reported budget figures, per pupil spending is much less than the cost of one book.

<http://www.metrolibraries.net/res/pdfs/2004ExecSumm.pdf>

High School Assignments vs. College

- Cindy Olson & Anne O'Meara "Wait Until You Get to College...Transitions from High School to College Writing. Minnesota English Journal
http://www.mcte.org/journal/mej07/2Olson_OMeara.pdf
- Survey of 56 HS & 95 College writing teachers:
- "A greater percentage of college than high school instructors assign analysis papers, reaction or response papers, and research papers...these findings point to a leap that students must make when they move from high school to college." p. 18





Library research in HS & College

- “According to both high school and college instructors, research problems were closely related to reading problems. Additionally, students had problems **finding, evaluating and using their sources well**” Olson & O’Meara, p. 32.
- “My colleagues and I see huge issues with students being able to **critically evaluate sources.**” Olson, p. 34.

Literature

- “With the advent of No Child Left Behind and the high stakes test, I fear that the very values that make libraries so essential in schools are at risk because their measurement is messier...a poison pill for school libraries is an assessment system that prioritizes multiple-choice answers that identify a single correct response rather than contemplation, research, thoughtfulness, multiple perspectives—all vital elements that a library can bring to a school.
- Chris Lehmann School Library Journal July 2007

Summary (& scaffolding possibilities)

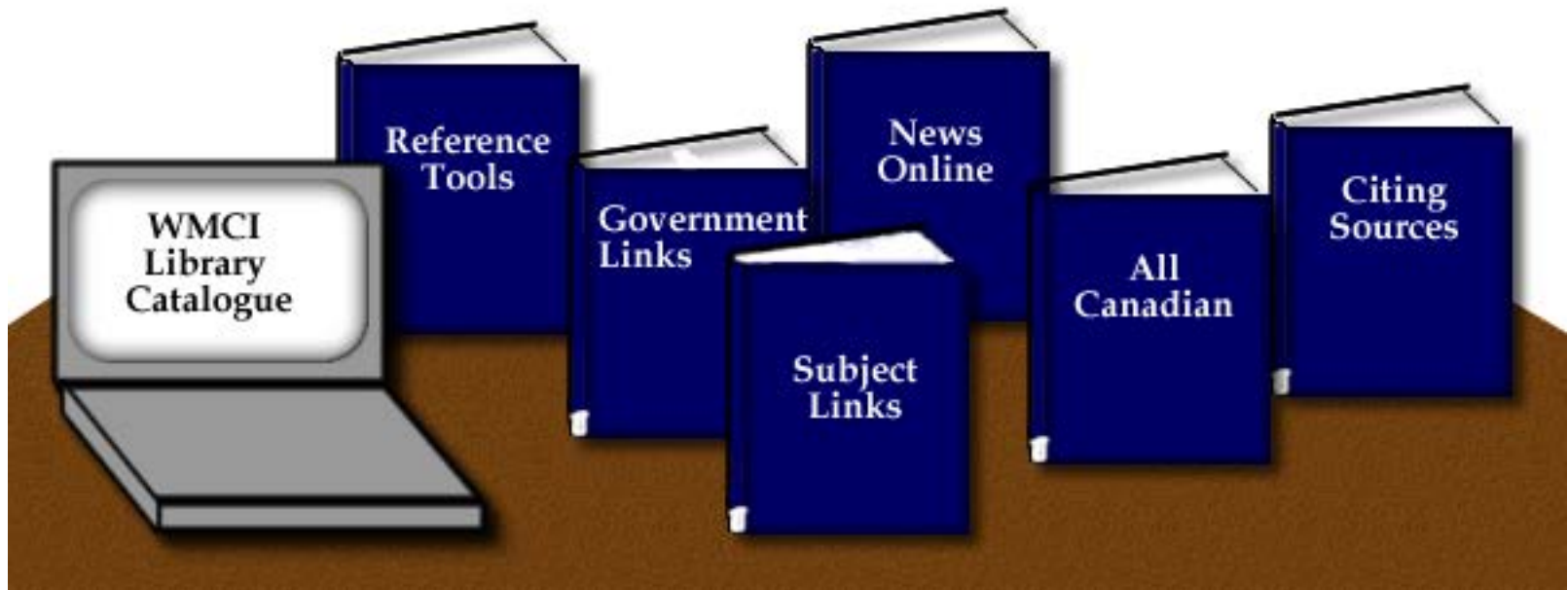
- **Goals** of HS libraries similar to ACRL standards—students need to be able to find information, evaluate, analyze, synthesize, use collaboratively. Scaffolding 
- National and state research reveals a positive relationship between professionally staffed school libraries and student success but **funding for school libraries is down**, both nationally and in MN. Scaffolding 
- Literature reveals an unease with the possible impact of kinds of high school writing as well as NCLB on use and support of school libraries. Scaffolding 
- Socioeconomic differences mean a difference in school libraries. Scaffolding 

High School Libraries: Common website features

- ❑ Online Catalogs
- ❑ Databases (available in school or from home)
- ❑ Electronic Encyclopedias
- ❑ Net Trekker
- ❑ Research Path (Big6 as one example)
- ❑ List of Search Engines
- ❑ Career Planning Resources
- ❑ Request a book
- ❑ Government Documents such as Background Notes
- ❑ Citing Information
- ❑ Rules

Some PNLA library websites

[



More PNLA HS library websites

- **Corvallis High School LIBRARY**
- **Library Online Catalogs:** [Corvallis School District Libraries](#) [Corvallis Public Library](#) [OSU Valley Library \(Corvallis\)](#) **Databases:** **Ask Library Staff for passwords from home** [EBSCO](#) **Main page with all links** [Grolier Online](#) **Online Encyclopedias** [Career Information System \(CIS\)](#) **Other Resources:** [Gazette-Times E-Edition](#) **Login:** Member ID: Teacher's Last Name (for example, Westlake) Password: Teacher's Last Name (for example, Westlake) [Digital Librarian](#) **A librarian's choice of the best of the Web** [Newspapers](#) **For international newspapers click on** dropdown arrow in top box [Background Notes](#) **Country information, U.S. State Department.** [Internet Public Library](#) **Ready reference and information by subject** [Government Search Engines](#) [Bibliography Format](#) [Other Sources of Images](#)

More PNL A HS library websites

Catalog
District Databases
Online Resources
Staff
Booklists
Citing Your Sources
Featured Books
Library Info
District Libraries Info
Boise High Home



~Welcome to the Boise High School Library Media Center~

- 2008 - 2009 School Year
- Come in to read and relax, browse our New Fiction, research the latest topics on our databases,
- search the collection of 20,000+ items, or just pick up a magazine.
CLOSED during the summer months, but check out :

[FUN Summer Reading List!](#)



□ **Library Hours:**
Monday-Friday
6:30 am - 3:30 pm

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*"As a general rule, the most successful man in life is the man who has the best information."
~Benjamin Disraeli*

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High School Libraries: uncommon elements

- Report on the connection between media centers and student success (SMART!!!)
- A pathfinder approach to miscellaneous resources by broad subject (paid databases, websites, books)
- List of new books
- Links to local libraries
- Statement of purpose

High School Libraries: databases

Common Databases:

EBSCO –paid for by MN

Infotrac –paid for by MN

Proquest Newspapers—paid for by MN

Net Trekker—paid for by MN

Paid for by some school districts:

SIRS/CQ Researcher/Issues and Controversies/Drugs and Society/Gale Virtual Reference Library/Oxford Reference Online/Lit Finder, more.

Can be accessed in school or at home.

Common websites

- LII
- Refdesk
- M-W dictionary
- CIA World Factbook
- Citation Maker

HS-College Library websites--similarities

- Similar library websites high school – college
- Online catalogs (same, maybe smaller, but same)
- Special Collections (such as career materials)
- Databases (we have more, but same concept)

New elements to introduce

- **Subject Pages** where discipline-specific databases are gathered together (concept of disciplinary-specific databases in general)
- **Email/Chat/Contact the librarian link(s)**
- **RefWorks**
- **Electronic Reference Works** besides a big-picture encyclopedia
- **WorldCAT** –I personally teach this one every time because I so dislike our online catalog and the discovery tool on top of it.
- **Reserves**
- **Journals List**

Impressions of HS libraries as a whole

- Security treated seriously
- Busy Places!!!!
- Good (if dated) Reference Collections
- Fiction actively sought and frequently circulates
- Similar concerns/issues as college librarians (access to the students dependent on faculty, teaching about information competing with teaching about technology)
- Classrooms and technology good: hands-on environment teaching about libraries in all cases

More impressions

- Service Oriented (spoke of going to the local library themselves & getting books for students)
- Budgetary cuts were spoken of by almost everyone—technology taking over \$\$ that used to spent on library collections
- Multitasking MAX—cataloging, reference, instruction, IT, EVERYTHING!!!!!!!
- Responsive—almost all of them have active ways of soliciting book requests from the students.
- Lot of worry about what NCLB is doing to student writing. Also about presentations/not papers

HS librarian comments

- “What benefits will a person get by creating and completing a research paper?” HS librarian starting point.
- “Biggest hurdles are learning research skills. They prefer digital over print.”
- “The book budget is the same as it was in 1982”
- “Teaching powerpoint, 7th and 8th graders even know how to use powerpoint...Imovie.”
- “Making pamphlets, not writing papers.”

More HS comments

- “A lot of students don’t have computers at home
We are open before school, after school, check out
flashdrives, cameras. “
- “All the papers require citations.”
- “English Department came up with a stylebook...It
has section on prewriting, outlining, language usage,
transitions, incorporating source materials, grammar,
revising the paper, editing your paper...citation
styles, plagiarism...”

Scaffolding

- The scaffolds facilitate a student's ability to build on prior knowledge and internalize new information. The activities provided in scaffolding instruction are just beyond the level of what the learner can do alone (Olson & Pratt, 2000)
- Conceptually, how doing this project has changed my thinking is trying to be aware and intentional about when I note similarities and when I articulate that this is an INTRODUCTION to unfamiliar territory.

The possible scaffolds in general

- While there are huge SES differences in libraries:
 - * library websites are similar HS < > College.
 - * State-provided databases should mean a certain level of familiarity conceptually with databases.
 - * they *MAY* have used the reference collection other than the big-picture encyclopedias.
 - * the *CONCEPT* of DEWEY and LC are the same.
 - * they may have familiarity with websites like LII, government publications, citing websites

Lack of scaffolding for our students

- Controlled vocabulary
- Disciplinary Databases Disciplinary Encyclopedias
- Assessing & Evaluating sources (authority/bias/timeliness)
- Pathfinders
- Email/Chat reference/ Refworks/
- According to both high school and college instructors, research problems were closely related to reading problems. Additionally, students had problems **finding, evaluating and using their sources well**” Olson & O’Meara, p. 32.

Musings....

- Disparity between goals and what happens.
- Does anyone really care about the value of information?
- Teacher/Faculty Role vs. librarian role in helping students find, assess and effectively evaluate utilize information?
- Teacher/Faculty Role in citing?

Discussion

- I learn better when someone reminds me that it's LIKE something I already know.
- Best example of scaffolding...recent biology class.
- When you're EXPLAINING something, don't you articulate differently (shortcuts) something that you think is already familiar to the listener, than when you're INTRODUCING new information (think of conversations with old friends vs. new friends)
- I am aiming at RECOGNIZING when I'm explaining something I think may have a familiar antecedent and INTRODUCING something I suspect is new.

CONCLUSIONS DRAWN

ARTICULATE FAMILIAR CONCEPTS

DATABASES, CITING, CLASSIFICATION

INTRODUCE NEW CONCEPTS

EVALUATION OF ALL RESOURCES, CONTROLLED VOCABULARY

SUPPORT HIGH SCHOOL LIBRARIANS