



# Fruitful Collaborations: Preparing Underserved High School Students for College and Beyond

**LOEX, May 2024**

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Stony Brook **University** | Libraries



# **The High School-College Transition**

**Predictable Information Literacy Misconceptions of  
First-Year College Students**

**College Ready—What Can We Learn from  
First-Year College Assignments? An  
Examination of Assignments in Iowa Colleges  
and Universities**

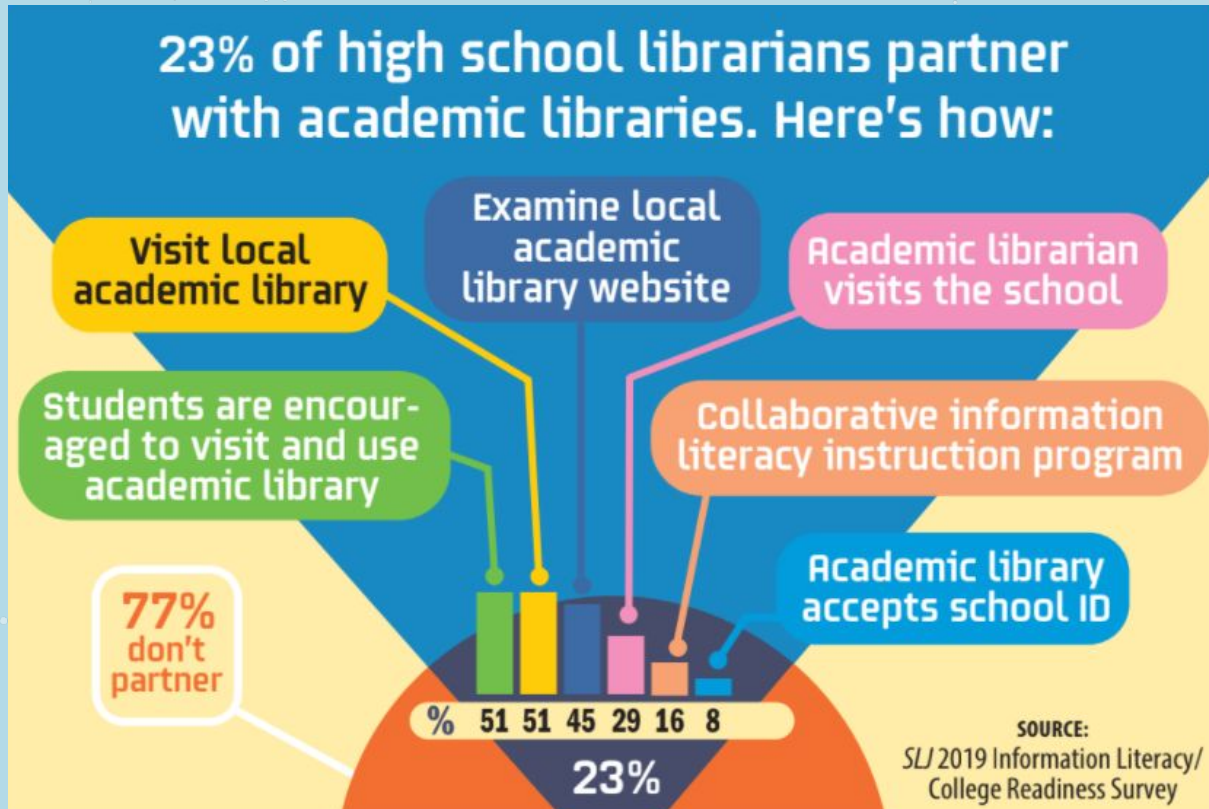
**What Do High School Students Know About  
Information Literacy?**

*A Case Study of One University's Feeder Schools*



# High School-College Collaborations

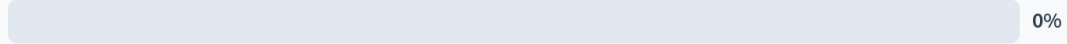
23% of high school librarians partner with academic libraries. Here's how:



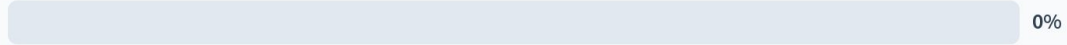


Does your academic library work with high school librarians, teachers, and/or students in any way?

Yes



No



## How does your academic library work with high school librarians, teachers, and/or students?

Nobody has responded yet.

Hang tight! Responses are coming in.



# High School Visits to SBU Libraries

Examples of high school classes that typically visit SBU Libraries: AP Seminar, AP Research, AP Biology, AP History, IB Extended Essay, Independent Science Research

<b>Academic Year</b>	<b># of high school sessions</b>
2018-2019	11 sessions
2019-2020	8 sessions
2020-2021 (COVID)	2 sessions; virtual only
2021-2022 (COVID)	1 session
2022-2023	6 sessions, not including BHS visits
2023-2024	10 sessions

# Project Objectives

- **Improve** research and information literacy skills for high school to college and beyond
- **Raise awareness** of information literacy and college expectations
- Improved institutional **integration** of high school librarians in curriculum design and instruction
- **Professional** development through research opportunities and a regional conference

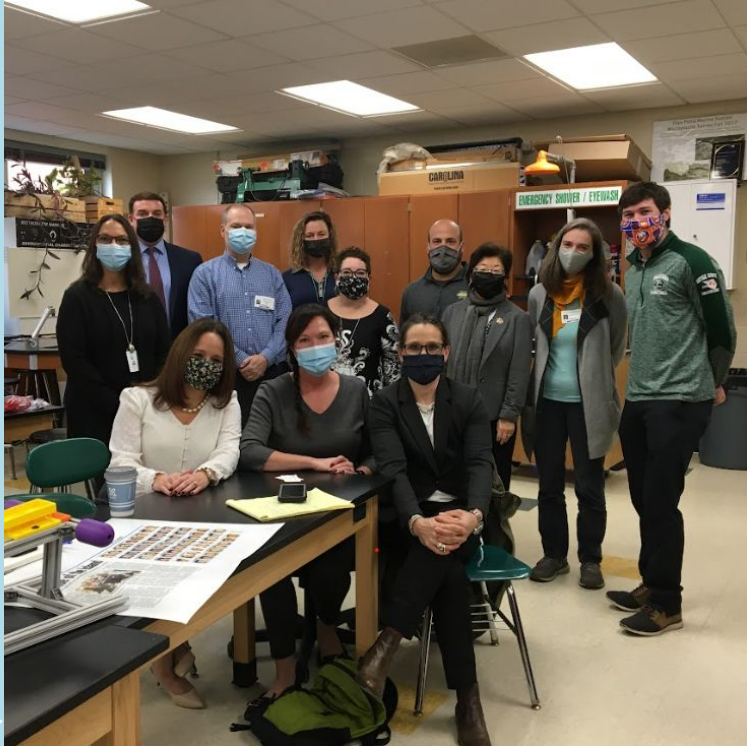


# Long Island Landscape





# High School Recruitment Process



# Grant Timeline (2021-2024)

**2021**  
**Recruitment**  
**15 teachers**  
**5 disciplines**

**2022**  
**Summer**  
**Retreat**

**2022-23**  
**Curriculum**  
**Integration**

**2022-23**  
**Follow Up**  
**Interviews**

**2023-24**  
**Sharing the**  
**Results**



# Pre-Retreat Modules: July 5 - July 11, 2022

- Asynchronous & in “Canvas Free” LMS
- Informed by ACRL Framework and the Empire State Information Fluency Continuum (ESIFC)
- BHS & SBU Librarians as co-instructors together
- 6 modules across 1 week; consistent structure; offered a variety of interactive activities
- Pre-assessment, Final Reflections & Research Skills Plan



# Pre-Retreat Modules: July 5 - July 11, 2022



## Module Topics:

- Welcome Area / Orientation to Canvas
- 1: Research Skills & the High School to College Transition (60 min)
- 2: Understanding Source Types (60 min)
- 3: Evaluating Sources on the Open Web (45 min)
- 4: Developing a Search Strategy (30 min)
- 5: Conducting Searches (60 min)
- 6: Ethical and Inclusive Use of Information (60 min)
- Your Research Skills Plan (30 min)

Success > Pages > Overview of This Week

## Overview of This Week

Welcome!



Hello everyone and welcome to the online week of the Ready for Success retreat!

You will be spending this week (July 5-11) moving through the content within Canvas at your own pace, on your own time. Janet, Christine, Chris, Diane and Maureen will be answering questions through the Q & A Discussion area and monitoring your progress throughout the week. You can also email us directly at any time at [readyforsuccess@stonybrook.edu](mailto:readyforsuccess@stonybrook.edu).

Please keep in mind that we do not expect you to become experts on any of these topics! We are exposing you to a lot of material in hopes that you will be able to connect with some of it, and find ways to implement some new ideas into your teaching. It might be that you only implement something from one or two of the modules, and that is fine! But please do give as much as you can of your attention and creativity to all six modules this week so you can maximize your exposure to many concepts and support your colleagues and students moving forward.

## Why do you have to cite your sources?

Click the "+" symbol in the bottom right hand corner, and then briefly explain what you tell your students about why they need to cite their sources.

We cite so that our audience knows we did our due diligence in researching the topic or argument and it strengthens our argument in that we took the time to find others who support our claim; it's also important to give credit where credit is due!

I explain to students, that copy and pasting is illegal, when you are using someone else's work. I always encourage students to use citations

### Citation

Citing sources helps readers of your work identify where your information came from. It provides them with the opportunity to read more about your topic from the sources listed. They can visit those sources to see the information

**Give credit where credit is due!**  
**We should not appear as if the thoughts, words and phrases we use are 100% ours if they are not.**  
**We live in a society in which people take so freely and do not think about the unethical practices they are engaging in.**

**Citing information makes our research stronger in the way of argue, show or prove when we lend the words of the respected experts of the field into our papers. I tell students it's a good thing to give credit to someone of stature who can help prove your point.**

**I tell students that when they**

**It is important to cite because , it gives the original author their due credit and provides the reader a trail to verify information.**

It is important to cite so that you give the correct person credit for the information. It also makes your research more credible when you cite.

Citation is important because credibility is a necessary component of discourse. One of my goals in incorporating research is to help students engage in the discourse community surrounding their chosen topic. There will always be an overlap of ideas so it is important to give credit where credit is due. In addition, it is impossible to find something new to say unless you've read what others have

# Retreat: July 12, 2022

- SBU Faculty Video
- Recap of Online Week
- Curriculum Planning
- Lunch
- Round Robin Sharing
- Role of the HS Library
- Logistics of Next Steps



# Post-retreat Excitement & Motivation



**"I came out of that retreat so excited ... In the 23 years I'm teaching, I've never been excited about teaching research."**

**"Little mini-experiences can be so effective rather than one major paper every year."**

**"Smaller, less high stakes research opportunities ... will take down the walls that are associated with research..."**

**"Open to expecting more from [students] and thinking it's doable."**

**"We all left saying this was one of the best professional developments we've ever done. [I]t gave us so many ideas of... things that we could accomplish in a high school classroom."**



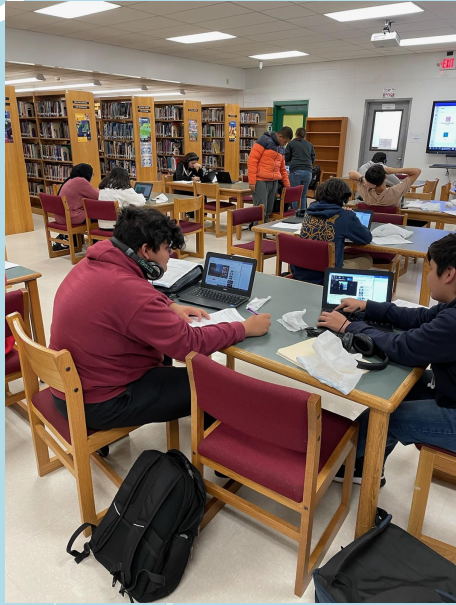
# Topics Embraced by Teachers

- Lateral Reading
- Misinformation/Disinformation
- Using Library Databases
- More exploratory use of the open web
- More open to using Wikipedia
- Understanding different source types





# High School Librarian Feedback



- Prior to the retreat: ELA and history teachers.
- Post retreat: ENL, technology and engineering, business, and the occasional science class.
- Significant increase in collaboration and instruction both inside the library and push-in lessons.
- Many other educators have reached out to utilize library's services.



# Challenges faced by School Librarians

- Lack of awareness, underutilized and overlooked
- Time constraints, curriculum demands and library schedule management
- Conflicting priorities and space utilization
- Budget constraints
- Technology- security, restrictions, and outdated equipment
- Coordinating with SBU librarians



# Field Trips

December - January

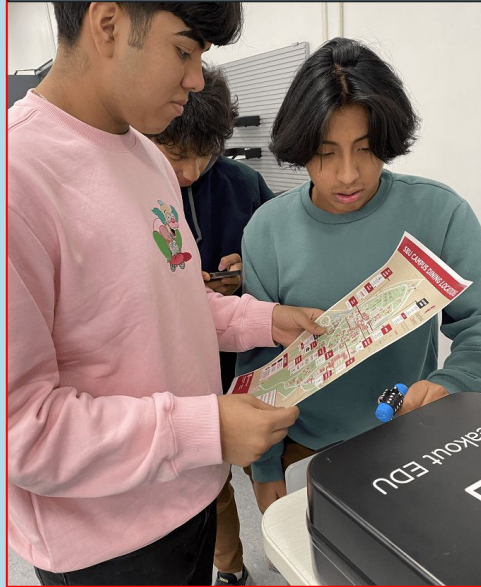
- 7 teachers
- 5 Days
- 10 classes
- 200+ students
- Lunch!



**"I learned that help is  
anywhere you look..."**



**"I felt like I was a  
college student inside  
the body of a high  
schooler."**



**"Now I'm aware of how  
influential an asterisk can  
be!"**



# Interviews: Methodology & Coding

- 1 to 2 semi-structured interviews during the school year following the retreat; via Zoom; recorded & transcribed
- 13 out of 15 cohort teachers and both librarians participated
- Asked about: what they plan to do / changes implemented, how it went/was going, collaborations with librarians, and challenges experienced
- Coding using qualitative content analysis – ongoing
- Part of an IRB-approved research agenda for the project



# Themes: Collaboration with the Library

**“I had that motivation now to reach out and collaborate with my school librarians in a way that I hadn’t before. More than just visiting the library, but really interacting with them and lesson planning with them. And that was instrumental in some of the changes I made this school year with our required independent reading projects.”**



# Themes: Changes in student performance

“I’ve seen better research from them. They’re actually finding documents, they’re exploring the different places.”

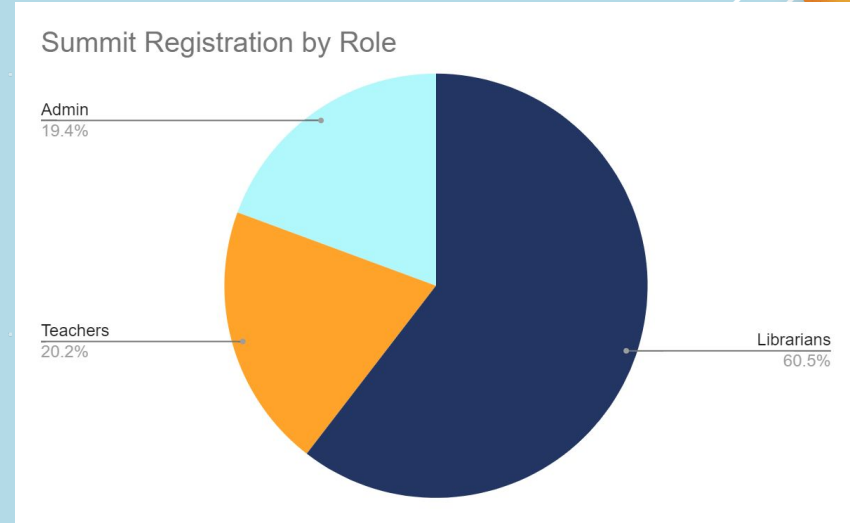
“Instead of just saying, ‘what am I supposed to do?’ ‘I don’t know what we’re doing.’ [They’re] like, ‘can you help me find a source?’ ‘Is this the right database?’ They’re using the language.”

“They really enjoyed the activity and they didn’t struggle as much with the academic terminology as I thought they would.”



# Summit logistics

- Recruitment of stakeholders
  - Librarians
  - Teachers
  - Administrators
- Worked with BOCES, Regional library resource council, created our own database of principals and superintendents
- 1/3 of Long Island's 125 districts were represented
- Assigned seating for greater perspectives





# Summit 2024

- Keynote with Dr. Brenda Boyer
- BHS Teacher Panel
- BHS & SBU Librarian Panel
- Lunch & Recognitions
- Workshop & Discussion



# Lessons Learned from the Project

- **Administrative support** and blessing from the high school is key to success
- Availability of college-readiness **fund**
- The need to **create a space** that brings HS teachers, admins, & librarians together
- High school librarians as liaisons between college and building administrators and teachers
- Research is a dreaded word at the high school level: break it down into manageable, **easily digestible lessons**
- Communication and coordination logistics: different operating schedules of HS and College



# A Final Word from the Teachers



What is one idea you have regarding how you might build partnerships or work with local high schools in the future?

Nobody has responded yet.

Hang tight! Responses are coming in.



# Thank you!

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This project is supported by a generous grant from the William E. & Maude S. Pritchard Charitable Trust.

