

Ontario School Library Impact Project (OSLIP) one year on

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An Ontario Library Association sponsored research study



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OSLIP

Ontario School Library
Impact Project

Introductions



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Timeline



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Winter 2016	OLA Super Conference 2016
Spring 2018	OLA brainstorming session
Summer 2018	Model developed, calls to members
November 2018	OSLIP formed
Early 2019	OLA school libraries inventory released
Fall 2019	OSLIP questionnaire launched

OLA School Library Inventory



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Purpose:

To collect data on the state of school libraries across the province to complement the benchmarking that People for Education is doing in their Annual Reports on Schools

Response rate:

551 responses from 57 school boards (out of 78 total)



OLA School Library Inventory - challenges

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- No data from closed libraries
- Difficult to reach all library staff
- Library bias in respondents



OLA School Library Inventory - findings



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- Northern Ontario challenges
- Elementary vs. secondary staffing
- Inconsistency between and within boards

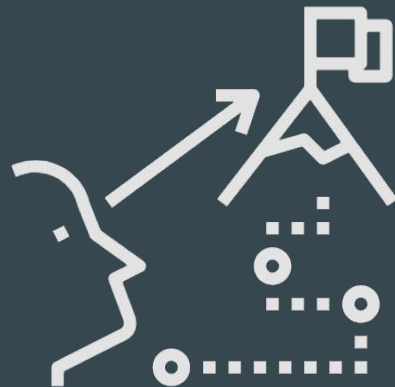


OSLIP goals



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- Investigate impact of school libraries in developing information literacy skills
- Create reproducible research model
- Share findings to support advocacy

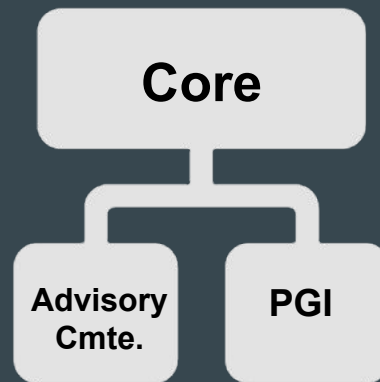


OSLIP structure

- OSLIP Core Project Team
- OSLIP Advisory Committee
- Student research consultants funded through the University of Toronto's Munk School of Global Affairs & Public Policy, Public Good Initiative (PGI)

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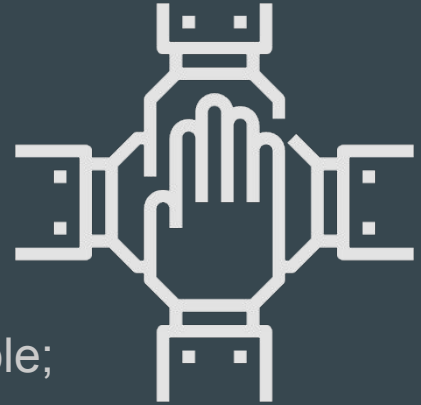
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University partners

Institutional participation criteria:

- Geographical distribution;
- Size of institution;
- Diverse types of student populations as much as possible;
- Participating academic librarians to coordinate on site



Convenience sample:

University of Toronto, University of Windsor, and Nipissing University

Research gaps

- Reductions in funding, fewer teacher-librarians, closures (Fiore, 2017)
- Lack of research on long-term school library impact
- Critical 21st century competencies
(reading/writing, critical thinking, analysis)
- The role of the library/librarian



Information Literacy for high school students



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30 years of school library impact studies:



- “School library research summarized: A graduate class project” Kachel, 2013;
- “Why school librarians matter: What years of research tell us” Lance & Kachel, 2018;
- “Connecting British Columbia (Canada) school libraries and student achievement: A comparison of higher and lower performing schools with similar overall funding” Haycock, 2011

Information Literacy for university students

- “A call to action: Academic skill deficiencies in four Ontario universities” Grayson et al, 2019;
- Information literacy proficiency: Assessing the gap in high school students’ readiness for undergraduate academic work” Smith, Given, Julien, Ouellette, & DeLong, 2013;
- 21st Century Competencies, 2016
- “College success: High school librarians make the difference” Smalley, 2004;
- “Broken links: Undergraduates look back on their experiences with information literacy in K-12 education” Latham and Gross, 2008;
- “Learning the ropes: How freshman conduct course research once they enter college” Head, 2013

Research questions



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1. What information literacies do 1st year Ontario university students have at the start of their academic careers?
2. How do 1st year university students' experiences of IL / inquiry-based learning and instruction via their secondary school libraries (staff, collections, spaces) influence their IL / inquiry-based learning assessment in 1st year university?



Working assumption



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Previous access to secondary school libraries with concurrent information literacy (IL) instruction by teacher-librarians among 1st year Ontario university students positively impacts their initial undergraduate IL skills and competencies.



EXPLORE

INITIATING INQUIRY, CHOOSING THE TOPIC, DEVELOPING QUESTIONS

QUESTIONNAIRE

I am able to make connections between my ideas and the ideas that I have found in information sources

I am able to select a content area suitable for an in-depth investigation

I am able to organize my findings in a logical way

SCHOLARSHIP AS CONVERSATION

- Knowledge and ideas are formulated, debated and compared over time
- Knowledge from multiple perspectives allows information users and creators to participate in an ongoing conversation to seek answers and gain new insight
- Information users contribute to scholarly conversation through guided discussion, research journals, presentations or online
- Learners are able to critically evaluate contributions made by others in participatory environments

RESEARCH AS INQUIRY

- Inquiry is a process that focuses on problems or questions, across disciplines, that are open or unsolved
- Inquiry is a collaborative process that seeks to extend knowledge in a given field
- Information users are able to formulate questions for research based on information gaps to further discourse within a given discipline

ACRL

STUDENT INQUIRY PROCESS

- Access and gather information from a variety of sources and formats
- Select sources
- Assess reliability of sources and cite accurately
- Record relevant information
- Use appropriate inquiry and subject specific vocabulary
- Connect current thinking to previous knowledge
- Clarify and extend questions
- Determine whether information is complete for this inquiry

INVESTIGATING

DESIGNING THE PLAN, SELECTING INFORMATION, FORMULATING THE FOCUS

QUESTIONNAIRE

I am able to formulate a clear focus for my investigation

I am able to locate reliable information

Design a plan and timeline for my investigation

SEARCHING AS STRATEGIC EXPLORATION

- Identifying potentially relevant sources and uses the appropriate tools and search strategies to access those sources
- Recognizing that the value of a source varies with the need/nature of the search
- Knows when sufficient information is acquired for the task
- Exhibits mental flexibility and creativity
- Understands how information systems are organized, and utilizes appropriate language and strategies to conduct the search
- Utilizes divergent and convergent thinking during the search

RESEARCH AS INQUIRY

- Determine an appropriate scope of investigation, by breaking complex questions down into simpler ones.
- Make connections between current and previous questions/answers
- Utilize various research methods and sources to gather information to further their inquiry.

ACRL

CREATING

MAKING AND PRESENTING, ASSESSING, PRODUCT AND PROCESS, COMMUNICATING AND LEARNING

QUESTIONNAIRE

I am able to create an informative final product and use it to present the results of my investigation

I am able to evaluate the effectiveness of my final product

I am able to identify ways in which I could improve my process for conducting future investigations

I am able to reflect on what I have learned about my personal learning process

RESEARCH AS INQUIRY

- Learners consider research an open-ended exploration and engagement with information, in which they are contributing to existing knowledge
- Demonstrate intellectual humility (i.e., recognize their own intellectual or experiential limitations) and how it relates to the effectiveness of their final product
- Value intellectual curiosity in developing questions and learning new investigative methods

ACRL

STUDENT INQUIRY PROCESS

- Set criteria and evaluate/judge information for accuracy, credibility, bias and usefulness using disciplinary thinking and aims to develop a balanced perspective
- Identifies important information or ideas in sources to support conclusion of inquiry using disciplinary thinking concepts and criteria
- Analyzes sources of information to identify the importance of an item (e.g. event, development, issue) for groups/individuals using disciplinary thinking
- Utilize tools such as mind-maps or graphic organizers to create timelines, compare/contrast, sort, analyze, and recognize patterns in information
- Draw conclusions and connections to big ideas and disciplinary thinking concepts using evidence and data
- Use criteria to analyze inferences, information, and judgements made to determine if more thinking or information is needed
- Improves notes, thinking, judgement or evaluation through the use of co-constructed inquiry success criteria

ACRL

PROCESSING

ANALYZING INFORMATION, EVALUATING IDEAS, ORGANIZING AND SYNTHESIZING FINDINGS

QUESTIONNAIRE

I am able to organize my findings in a logical way

I am able to make connections between my ideas and the ideas that I have found in information sources

I am able to select information that is relevant to the focus of my investigation

INFORMATION CREATION AS A PROCESS

- The value of information changes depending on how the product is presented
- Choices made in the creation process have an impact how information is conveyed and used
- Knowledge of past constraints and capabilities used to create new information products

AUTHORITY IS CONSTRUCTED AND CONTEXTUAL

- Information resources reflect creators' expertise and credibility
- Different communities recognize different kinds of authority
- Information need and context information will be used determine level of authority required
- Learner will view authority with informed skepticism and openness to new perspectives as sources of authority

RESEARCH AS INQUIRY

- Monitor, assess, and synthesize information from multiple sources in a meaningful way
- Look for gaps and weaknesses in information gathered
- Draw reasonable conclusions based on analysis and interpretation of information

ACRL

Concept Map:

Inquiry

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Questionnaire

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ACRL Framework

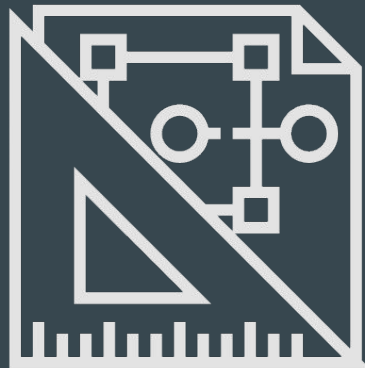
Research ethics

- Submission
- Application process
- Guiding policy statement:
 - *Tri-Council Policy Statement 2* - *Ethical Conduct For Research Involving Human Subjects*



Survey Design

- Frameworks
 - ACRL
 - Ontario Model of Inquiry
- Testing and feedback
 - Advisory group
 - Secondary school students
- Reproducibility



Preliminary impressions



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University	# of respondents	# of open-ended responses (Q #13)
Nipissing	114	66
Toronto	44	23
Windsor	64	32
TOTAL	222	121

Preliminary Impressions



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“Did you receive library instruction from a teacher-librarian
in your last year of high school?”

University	# responding “Yes”	% responding “Yes”
Nipissing	24	35.29%
Toronto	9	39.13%
Windsor	3	9.09%

Preliminary impressions

Positive



- Valued the library as a quiet place for study, a resource for completing assignments, projects, source of materials related to personal interests (10 comments)
- Found librarians to be helpful & friendly (6 comments)
- Teachers assisted with library-related activities (2 comments)
- Reported they learned how to find reliable sources; how to use database & library catalogues (22 comments)

Negative



- Never used the library for help (2 comments)
- Very boring but helpful to learn (1 comment)

Early observations

- School-organized information literacy sessions provided by university librarians and public librarians
- No library facility in some schools



OSLIP challenges



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- Difficulties of getting a large number of responses
- Differences among the universities' ability to engage respondents
- Self-assessment as a data collection method
- Resources not available to conduct an experimental (pre/post-tests) design to formally measure student capabilities



Next steps

Winter 2020

- Repeat survey in late winter at same institutions
- Conduct qualitative interviews at each site

Fall 2020

- Present preliminary findings to Advisory Committee for confirmation, and feedback
- Prepare and submit final report

Questions?



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