

Developing College-Ready Students:

A Story of Collaboration and Active Learning



Presented by:

Jocelyn Ireland, Instructional Design Librarian, Mohawk Valley Community College

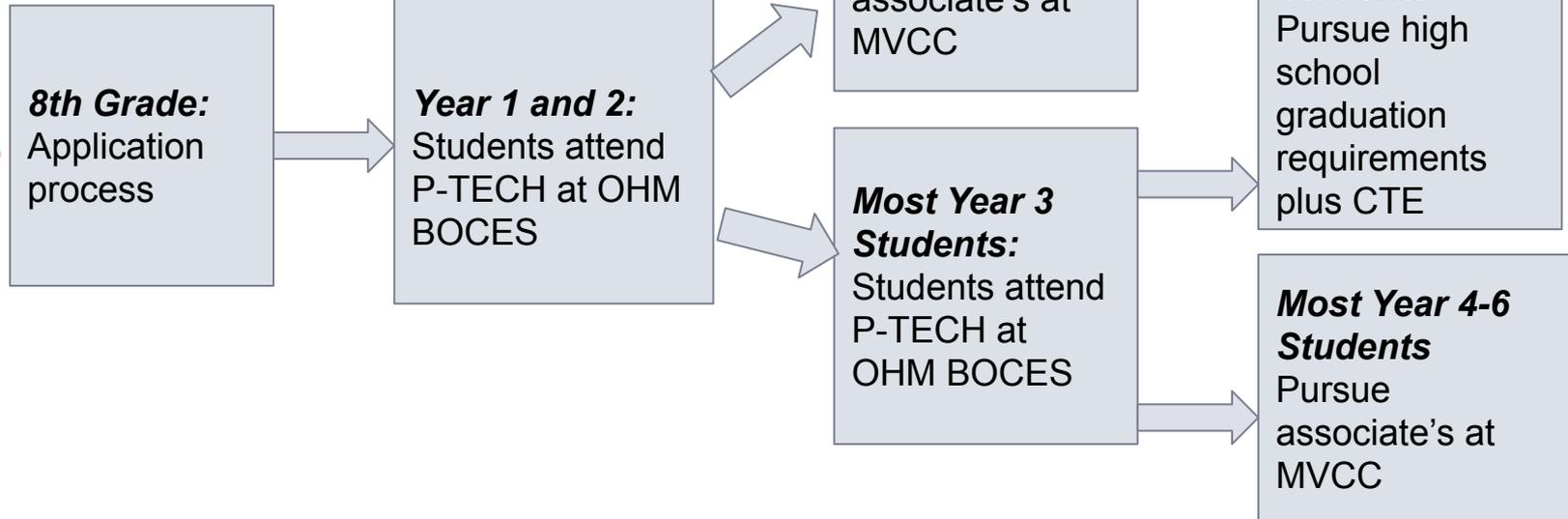
Michael Hoover, P-Tech Social Studies teacher, OHM BOCES

AGENDA

- Overview of P-Tech
- International Night assignment
- Active learning at the library
- Ideas of how secondary educators can collaborate with college librarians
- Discussion

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PROFILE: P-TECH OHM BOCES (2020-21)



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- Total students: 104
- Six year program that partners with MVCC for students to receive associate's degree
- Year 5 and 6 Students: 100% high school graduation rate



Fab Lab
pictured to
the right



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INTERNATIONAL NIGHT: LEARNING OBJECTIVES

- Students will be able to engage in a research project using the tools at MVCC.
- Using any topic in world history, students will be able to construct a claim based on a self-generated research question.



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INTERNATIONAL NIGHT: LEARNING OBJECTIVES

- Students will write a four body paragraph essay that proves a claim.
- Students will be able to prove their claim using a visual representation.



- ❖ The British Rose and Fell as a result of Machiavellian Principles.
 - The British Empire rose to power and success as it utilized Machiavellian principles.
 - The British Empire fell as it was no longer able to hold onto, or no longer followed, Machiavelli's principles

PRE-COVID-19

- Students went to MVCC to conduct research.
- Students had to put together a physical representation of their project.
- Students had an hour in a crowded room to present their findings.



COVID-19

- Coordinated with Jocelyn for Zoom sessions for research.
- Students were still able to use books from the library.
- Students had 10 minutes to present their findings on International Day.
- Visual representation was a presentation where students defended their paper.



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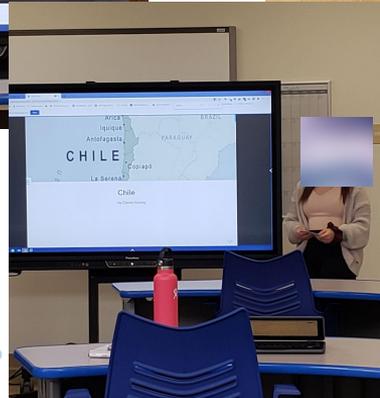
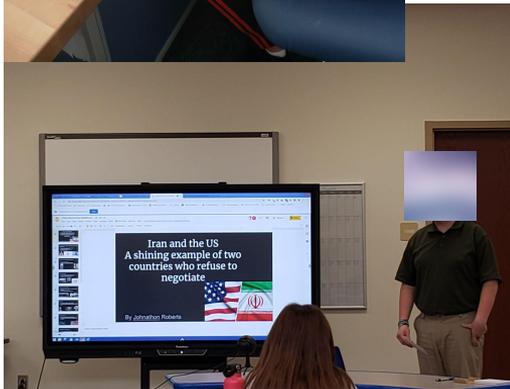
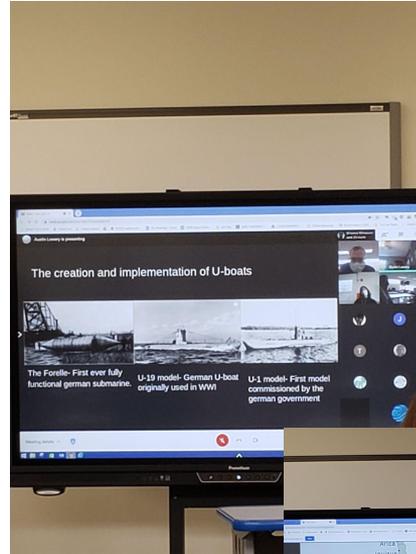
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COVID-19 INTERNATIONAL DAY

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SOCIAL STUDIES

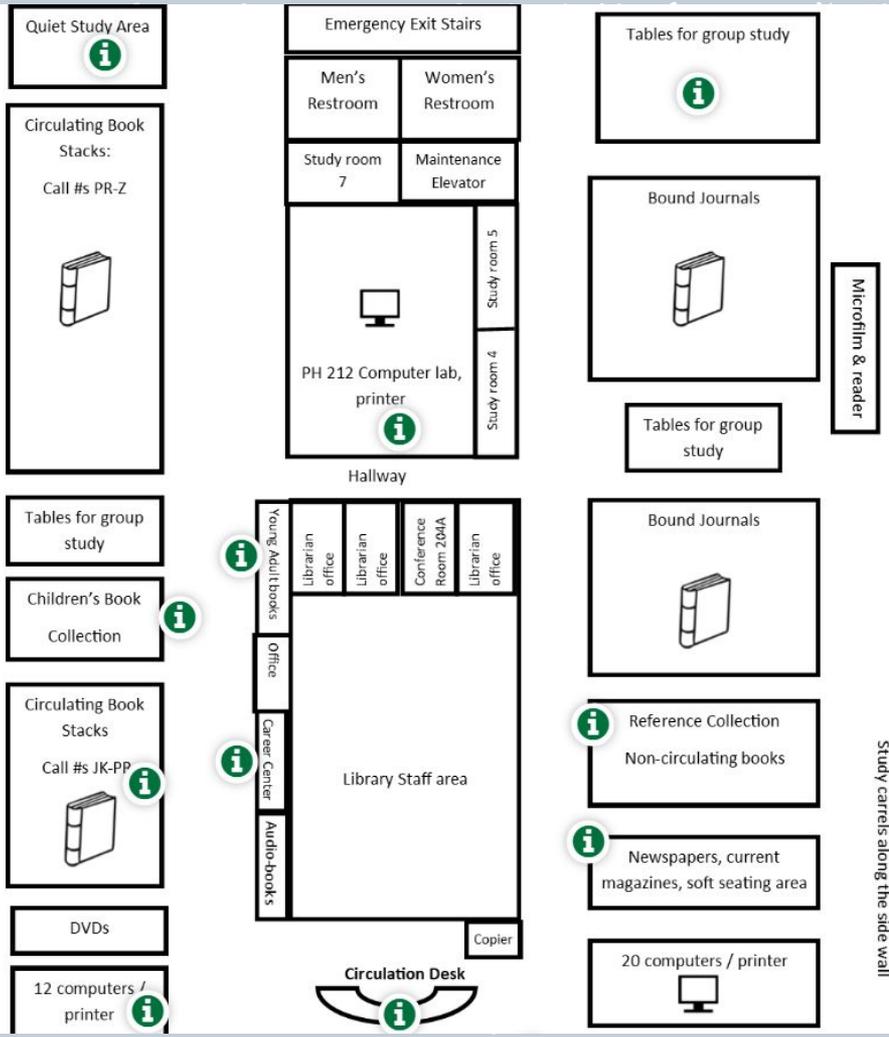


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PARTNERSHIP WITH MVCC LIBRARIES

- Deeper learning experience besides just a library tour
- Lesson evolved over time, but active learning was always at the core
- Goal to promote information literacy but also decrease library/college anxiety



What are the purposes of this area? _____

Have any of you used the services of a reference librarian before? Explain.

Talk with the librarian on duty. Ask how he/she helps students.

Did you find anything strange or unexpected about this area or about what a librarian does?

PRE-COVID: ACTIVE LEARNING IN THE LIBRARY

Goosechase scavenger hunt

- Borrowed iPads from IT, loaded app
- Team building activity
- Practice searching for print books and electronic articles
- Introduced to the physical library space and services



Bookworm

400 Points

Take a group photo of your team reading a bestselling novel.



Checking out the reserves

400 Points

Go to the Circulation Desk and ask the staff member about textbooks on reserve. Take a photo with a textbook on reserve.



Cite this!

400 Points

Take a photo of a team member holding an APA 7th edition citation guide.



Help! I need someone!

400 Points

Librarians are available to help you find information, research for an assignment, format a paper, or citing sources. Take a photo with a librarian at the reference desk.



Shhh!

400 Points

Take a photo of a group member studying in the silent study area. Shh... no talking.

 PHOTOS ONLY



Find it

1000 Points

Go to the PsycARTICLES database through the A-Z Databases link on the library homepage. Find an article on bipolar disorder. Take a screenshot of the article.



Researchin' like a pro

1000 Points

Take a video of a team member demonstrating how to find a peer-reviewed journal article about gun violence through the library website.

 VIDEOS ONLY



Terrifying!

1200 Points

Find a book by Stephen King through the library website. Write down the call number and find it

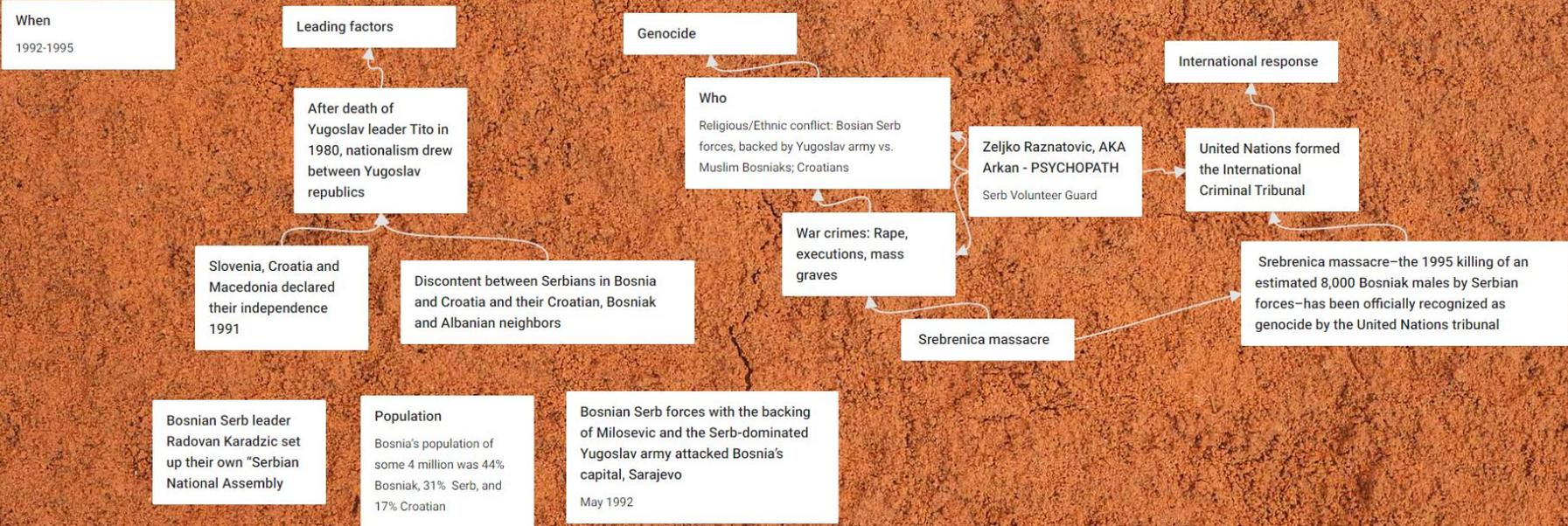
POST-SHUTDOWN: LEARNING WITH THE LIBRARIAN ONLINE

Day one: Formal instruction

- Active learning: [Padlet](#) - quick switch to [Jamboard](#)
- Demonstrated mind mapping and keyword brainstorming
- Search strategies on the library website
- Highlighted recommended databases and tutorials
- Students liked examples of searches that didn't "work"

Bosnian Genocide Mind Map

U.S. International Relations



POST-SHUTDOWN: LEARNING WITH THE LIBRARIAN ONLINE

Day two: less formal, independent researching

- Reminded students of search strategies from day one
- While students were searching, sent suggested sources and available for troubleshooting
- Helpful for students to have more in-class research time w/ the librarian present

Bib Card 6

Citation: Richie, Jason. Weapons: Designing the Tools of War. Oliver, 2000. Print.

Evidence: "By World War I, German models weighed almost 2,500 pounds and cruised at speeds close to 40 miles per hour. Their range was in excess of 3.5 miles"(Richie page 72).

The torpedoes used in the german U-boats were over 2 tons and were speedy with a range of around 3.5 miles.

Tie to the claim-This technology was ahead of its time and is part of what made the u-boats have such a large impact on the war. The sheer size of the torpedoes used alone could be used as justification for the amount of damage they were capable of. This could help explain how the germans were able to sink the Lusitania which drew the United States into the war.

Source- A book written by a historian and a secondary scholarly source.

Bib Card 8

Citation: "U-boat Attack, 1916," *EyeWitness to History*, www.eyewitnesstohistory.com (1997).

Evidence: *'Then a frightful explosion followed, and we were all thrown against one another by the concussion, and then, like Vulcan, huge and majestic, a column of water two hundred metres high and fifty metres broad, terrible in its beauty and power, shot up to the heavens.'*

Tie to the claim-On this first hand account of a german officer He describes the moment the torpedo that he helped fire struck the Lusitania and how large and powerful the column of water looked after the explosion. This description could help give insight to the power of the german U-boat during world war I and how it overall impacted the war. This event overall led to the tides shifting against germany with the introduction of the United States into the war.

Source- Primary source first hand account of a german officer.

Ballet was introduced to Russia by Jean-Baptiste Lande who was a dance master in 1734 after Russia was forced out of the renaissance era.

“In 1734 a FrenchMan, Jean-Baptiste Lande arrived in the new Russian capital , St Petersburg. After Dancing in Paris and London and working as ballet master in Stockholm, he was hired to teach dancing to the cadets at the military academy” (73)

Steeh, Judith. *History of Ballet and Modern Dance*. New York, Bison Books Limited, 1982

REFLECTION ON STUDENTS

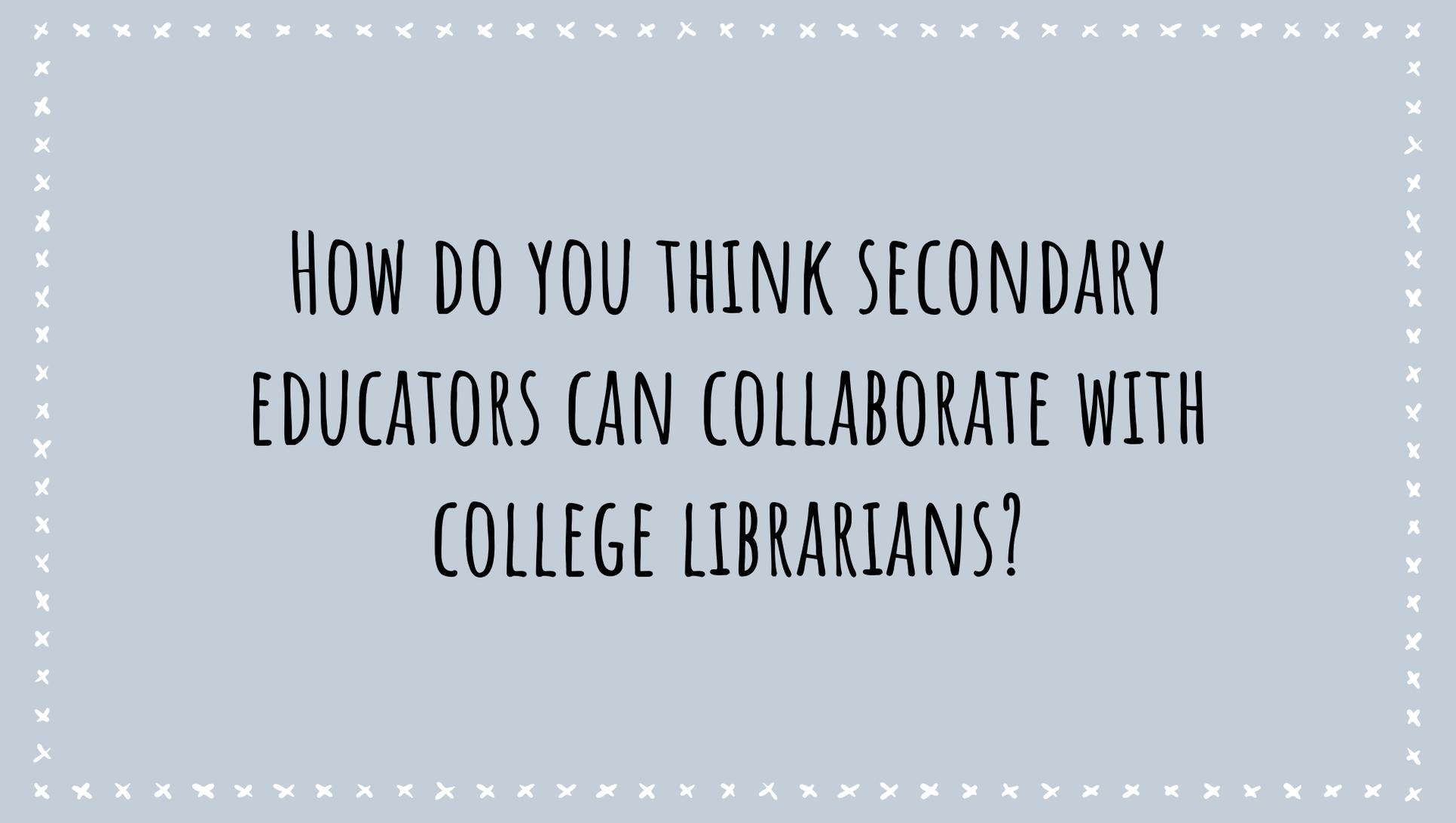
- Didn't treat them differently from college students
- Unfamiliar with a librarian as a consultant/collaborator
- Trouble identifying what types of sources are most appropriate
- Heavily reliant on Google sources
- Little patience for real research
- Developing a claim/thesis is difficult

FUTURE IDEAS

- 3 days with the librarian instead of 2
- Mind mapping activity based on an encyclopedia article
 - Extract keywords from the mind map
 - Create search strings
 - Develop research questions
- Provide examples of shaping a claim

COLLABORATION BETWEEN HIGH SCHOOL TEACHERS AND COLLEGE LIBRARIES

- Invite college librarians to guest lecture
- Activity for seniors to explore their preferred college library's website
- Debate club partnership w/ academic library
- Regional partnerships between BOCES and community colleges to organize prof. dev. opportunities and encourage communication



HOW DO YOU THINK SECONDARY
EDUCATORS CAN COLLABORATE WITH
COLLEGE LIBRARIANS?

RECAP

- **Be Proactive:** People are willing to collaborate to benefit student learning
- **Engage** students in the learning process
- **Information literacy** needs to be reinforced across disciplines

Contact us:

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QUESTIONS?



Scan for a copy of this presentation (does not include student photos)

FURTHER READING

College/HS Collaboration:

AASL/ACRL Task Force on the Educational Role of Libraries. (2000). *Blueprint for collaboration*. American Library Association.
<https://www.ala.org/acrl/publications/whitepapers/acrlaasblueprint>

Burhanna, K. J. (2008). Instructional outreach to high schools: Should you be doing it?. *Communications in Information Literacy*, 1(2), 74-88. <https://doi.org/10.15760/comminfolit.2008.1.2.11>

Cosgrove, J. A. (2001). Promoting Higher Education: (Yet) another goal of bibliographic instruction of high school students by college librarians. *College & Undergraduate Libraries*, 8(2), 17-24. https://doi.org/10.1300/J106v08n02_02

Farmer, L. S. ., & Phamle, S. (2021). Transitioning to college: Impact of high school librarians. *The Journal of Academic Librarianship*, 47(1). <https://doi.org/10.1016/j.acalib.2020.102262>

Moorefield-Lang, H., & Meier, C. (2013). What we learned along the way: Librarian experiences from K-12 and how they aid in university library instruction. *College & Undergraduate Libraries*, 20(2), 197-203.
<https://doi.org/10.1080/10691316.2013.789685>

Active Learning:

Active learning: Teaching guide. Boston University Center for Teaching & Learning. <https://www.bu.edu/ctl/guides/active-learning/>

Ireland, J. (2020). *Active learning in the college classroom*. Mohawk Valley Community College.
<https://www.mvcc.edu/teaching/outreach/active-learning.php> (includes links to books and articles)

CREDITS

The presentation template was provided by [SlidesCarnival](#) for free.

Special thank you to Jimena Catalina for designing the “Pastel Scribbles” template.