

Georgia Southern University

Digital Commons@Georgia Southern

Student Success in Writing Conference

Mar 11th, 10:05 AM - 10:55 AM

The Effect of Information Literacy Exposure on the Transition to Early College Writing

Lynne A. Rhodes
USC Aiken

Kari D. Weaver
USC Aiken

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/sswc>

Recommended Citation

Rhodes, Lynne A. and Weaver, Kari D., "The Effect of Information Literacy Exposure on the Transition to Early College Writing" (2016). *Student Success in Writing Conference*. 42.
<https://digitalcommons.georgiasouthern.edu/sswc/2016/2016/42>

This presentation (open access) is brought to you for free and open access by the Conferences & Events at Digital Commons@Georgia Southern. It has been accepted for inclusion in Student Success in Writing Conference by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.

THE EFFECT OF INFORMATION LITERACY EXPOSURE ON THE TRANSITION TO EARLY COLLEGE WRITING

Dr. Lynne A. Rhodes, Professor of English

Prof. Kari D. Weaver, Associate Professor of Library Science and
Library Instruction Coordinator

University of South Carolina Aiken

Information Literacy and College Freshmen

- Freshmen reported issues locating, searching and evaluating information
- Tend to stick to Google or other habits learned in high school
- Librarians and English Composition instructors are key in helping students make the transition

(Head, 2013)

Requirements of Dual Enrollment Programs in South Carolina

Dual enrollment students must be guaranteed convenient **geographic and electronic access to student and academic support comparable to what is accorded on-campus students**, including **access to library resources**.

Students must also have reasonable access to the course instructor outside regular classroom hours either in person, via phone, or electronically.

Dual enrollment courses should use the same assessment methods as traditional course offering. The college faculty in the relevant department must approve formative and summative assessment strategies and tools.

Pilot Study

- Looked at traditional and dual enrollment students in a first-year, first semester English Composition class.
- Distinguished between traditional students with information literacy as a part of the General Education curriculum and those without.
- Participant size of 36 students.
- Participants were asked to respond to reflective questions about
 - *their experiences in high school with writing research papers,*
 - *how their high school teachers introduced the research requirements, and*
 - *whether or not the students considered any additional sources they decided not to use.*
- Participants who had received direct information literacy instruction in the Gen Ed curriculum were also asked how they used the instruction for completing research in the class.

Grade Distribution and Failure Rates

Overall	Traditional with Information Literacy in Gen Ed	Traditional w/o Information Literacy in Gen Ed	Dual enrollment	Repeating students
36 students 9 failed - 25%	13 students 5 failed	5 students 2 failed	18 students 0 failed	2 students 2 failed

Grade Distribution: Themes

- Students with A's or B's generally had
 - *more experience with research-based writing in high school (quantity) and*
 - *direct instruction from a teacher and/or librarian on appropriate source selection (quality) in high school.*

THIS WAS TRUE FOR BOTH TRADITIONAL AND DUAL ENROLLMENT STUDENTS.

- For our dual enrollment participants, where they went to high school mattered.

High School Experience with Writing Research Papers

	Traditional with Information Literacy in Gen Ed	Traditional w/o Information Literacy in Gen Ed	Dual enrollment
Extensive at least 4 papers	4	2	4
Average 2-3 papers	5	1	7
Slim to none Zero or one	3	2	6

High School Experience with Writing: Themes

- Repetition over time was important as a consideration of quantity.
- Students who performed better were already familiar with databases (SC Discus resources) as opposed to simple web-based searching.
- Length of high school writing assignments was also important.
 - *The best performing students from traditional and dual enrollment backgrounds completed several papers of at least 5 pp. in length, with a minimum of 5 sources.*
- They were also more likely to have completed papers for subjects in addition to English (e.g. Government).

High School Teachers' Pedagogical Approaches

	Traditional with Information Literacy in Gen Ed	Traditional w/o Information Literacy in Gen Ed	Dual enrollment
Process: Note topics, library, notecards, outlines, drafts, revisions	4	1	6
Models: Note examples or overviews	1	1	4
Assignment w/o much direction other than an assigned topic or directions about finding sources	7	3	7

Pedagogical Approaches: Themes

- Many students were told “no Wikipedia,” but not given specific recommendations to help them learn source evaluation in a broader sense.
- Modeling, though less prevalent, was the most consistent predictor of quality researched writing.

Recommendations Based on Preliminary Findings

- Students need experiences with researched writing over time, especially in high school.
- It is important to both teach and model the writing and research processes for students.
- Students need introductions to and continued practice with library resources (databases, etc.) for best performance.

Questions

References

Head, A. J. (2013). *Learning the ropes: How freshmen conduct course research once they enter college*. Project Information Literacy Research Report. Retrieved from http://projectinfolit.org/images/pdfs/pil_2013_freshmenstudy_fullreport.pdf