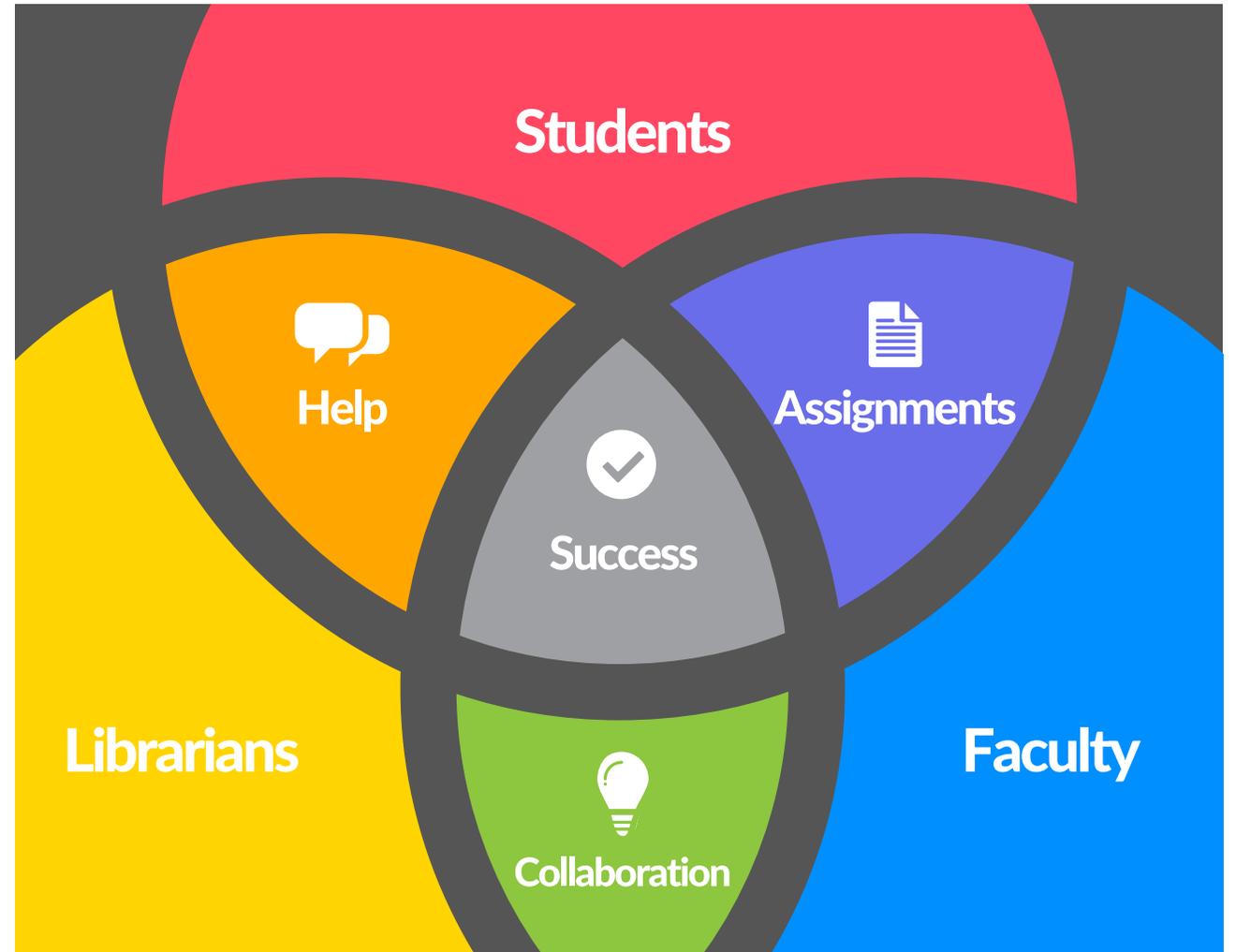




The Venn Diagram of Teaching and Librarianship: Partnerships Between the Library and First-Year Writing Programs

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What do we know about
first-year students?



They are not...

- Faculty
- Upperclass students
- Each other

Each student comes to the university with a unique background, set of struggles, and path that they wish to walk..



Factors that push first-year students to perform well in college are...

A desire to be successful

Wanting to get the most out of an education that is expensive

Wanting to feel in control of their academic paths

Assignments that allow them to see how these skills will benefit them in a future class or career

Being able pursue their non-academic interests with their free time



Some of the things we hear from our students

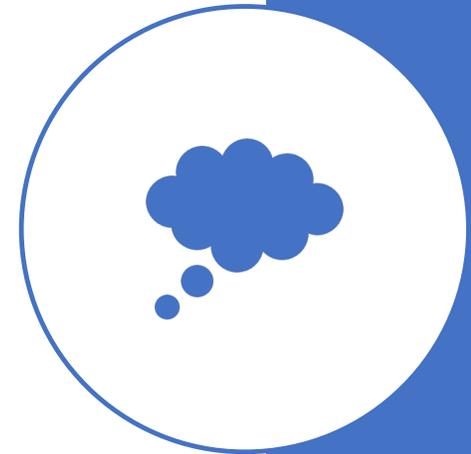
How do I squeeze everything into the day? I can't even get enough sleep.

How do I balance my priorities so that I can get things done?

My grades are important, but I want to have friends too.

My classes are important, but I'm also committed to my club/fraternity/job.

All of these are valid concerns. The first year of college is about more than just going to class.





Why do students leave college or stop attending class?



Health problems



Financial worries and/or working long hours



Not understanding the rules of academia



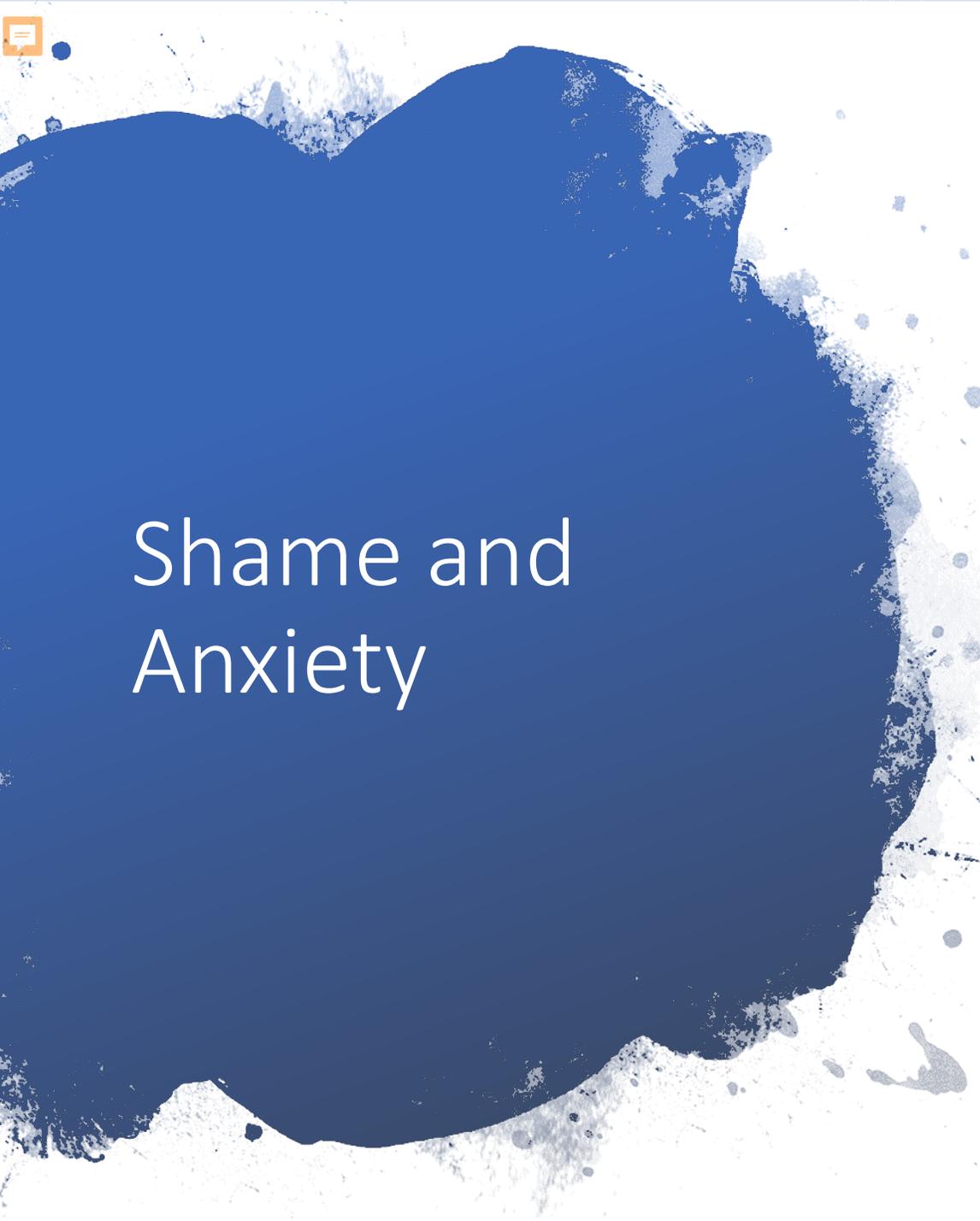
Large classes or a syllabus that feels overwhelming



A feeling that the work is not worth doing



A sense of shame and a feeling that they are not worth being helped



Shame and Anxiety

My research skills are inadequate, and I don't want anyone to know.

I am bothering my teacher or the librarian if I ask for help.

The last time I was in the library, I felt confused or unwelcome, and now I won't go back. I'll do everything by myself.



The two ideas that we keep coming back to as we talk about serving first-year students...

- How does shame hold students back, especially in their first year of college?
- How can we help alleviate this shame by helping our students to develop their identities as scholars and find a community where they feel as though they belong?



I propose to consider learning not as a process of socially shared cognition that results in the end in the internalization of knowledge by individuals, but as a process of becoming a member of a sustained community of practice....

Developing an identity as a member of a community and becoming knowledgably skillful are part of the same process, with the former motivating, shaping, and giving meaning to the latter, which it subsumes.

Jean Lave,
“Situating Learning
in Communities of
Practice”



Students who don't see themselves as scholars
and contributors to our academic communities
are the ones most at risk of not graduating or
not realizing their academic potential

The library—sitting at the intersection of the classroom, academic support, and the campus community—can support students in meeting this challenge, especially in the first year of college.



If every student has a unique path to walk through college, how do we help them find it?

Where do librarianship and first-year writing overlap in this endeavor?



Work Together in Information Literacy Sessions

- Demystify some of the conventions surrounding higher education
- Create a bridge for students to be able to take existing research skills and learn how to apply them to our library databases
- Help them to develop research and learning strategies to carry throughout their college careers
- Allow them to find their paths as scholars so that they can continue to build this identity during their time in college

We don't want to give them the resources – we want to give them a mindset of learning and persistence, and show them why research matters.



Collaborate, Both in and out of the Classroom

- Work together on crafting assignments, when you can
- Talk with the professor ahead of time to ensure that you are on the same page; build relationships and open lines of communication with faculty
- Customize the learning objectives to each library session, each assignment, and where the students are in the project
- Engage the students before class begins to gauge how they are feeling about the task ahead of them and make a connection
- Understand that each student has a unique way of approaching college-level research
- Value diversity in research strategies



One-on-One Consultations

- We cannot effectively reach every student during the classroom sessions
- Consultations provide the opportunity for more more individualized instruction

These consultations are how we can make a direct impact on a student's experience at college and help them to find a sense of belonging, either through personal connection, a welcoming space, or a boost to their academic confidence.



Creating an Environment That Leads to Success

Building a community that allows students to
find who they are



How do we bring it all together?

- Help students find a sense of who they are as scholars
- Privilege exploration not efficiency
- Encourage critical thinking at all stages of learning
- Provide a space for academic risk-taking

There are a lot of tacit and affective lessons that make an impact on student success in the first year of college. By building **self-efficacy**, a **sense of belonging**, an **internal locus of control**, and a **habit of reflective learning and research practice**, students will be poised for success in their first year of college and as they continue to walk down the paths of their lives.

Any Questions?

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