Islam, R. L., & Murno, L. (2006). From Perceptions to Connections: Informing Information Literacy Program Planning in Academic Libraries Through Examination of High School Library Media Center Curricula. *College & Research Libraries*, **67(6), 492-514.**

The authors distributed a nationwide survey to school library media specialists to investigate how extensively particular information literacy skills are addressed at the secondary level. Results reveal that media specialists perceive they teach in depth and a common set of skills that are considered neglected by academic librarians. Qualitative data identify hindrances to information literacy instruction in high schools. Collaboration between academic and school librarians is suggested as a means to closing the gap between high school and college.

Orme, W. A. (2008). Information literacy and first-year students. *New Directions for Teaching & Learning*, **2008 (114), 63-70.**

This chapter discusses factors to consider when introducing information literacy concepts to first-year university students, including ways to think about the concept of information literacy, the unique nature of first-year students, and the role faculty can play in introducing students to a new information environment

Preparation

Kent State Transitioning to College Website
http://www.transitioning2college.org/

This site was developed at Kent State University with input from Ohio academic and high school librarians. Students who use site are probably either planning to attend college or are already there. The site addresses that although many things about college classes and coursework are pretty similar to high school, there are still big differences and to learn more about what is involved in transitioning to college.

Latham, D., & Gross, M. (2008). Broken Links: Undergraduates Look Back on Their Experiences with Information Literacy in K-12 Education. *School Library Media Research*, **11.**

In the past decade information literacy has received increasing emphasis in K-12 and post-secondary education. This report compares findings across three independent research studies focusing on how students have learned what they know about information literacy. Competency theory, which posits that some low-skilled individuals are often unable to recognize their deficiencies and therefore tend to overestimate their abilities, is used as the theoretical framework in each study. Data on participants' previous experiences was collected through surveys or interviews. Overall, low-performing students tended to identify peers as sources of knowledge while proficient students tended to identify SLMSs and teachers as sources of knowledge.

Owen, P. (2010). A Transition Checklist for High School Seniors. *School Library Monthly*, **26(8), 20-23. http://www.infowen.info/checklist.pdf.**

Academic librarians and college faculty frequently complain that freshmen students are unable to use university resources well. This article outlines specific skills college students and school librarians can use as the basis of a checklist for high school seniors transitioning to college.

Rosenblatt, S. (2010). They can find it, but they don't know what to do with it: Describing the use of scholarly literature by undergraduate students. *Journal of Information Literacy*, **4(2), 50-61.**

Rosenblatt provides an illuminating, two-part study regarding the quality of resources used in upper-division undergraduate research papers and how effectively those students used the resources. The first part of the study reveals through citation analysis that 85% of the 20 students studied met requirements of finding quality resources, even though a quarter of the class did not receive library instruction. However, students' ability to synthesize and incorporate those quality resources represented the larger challenge. Using a rubric to indicate the level in which students incorporated resources, Rosenblatt found that only 10 of the 20 students could effectively make connections between the cited resources and to their own ideas to support claims within their papers.

You can find the Library Instruction Round Table on Facebook and our website

http://fleetwood.baylor.edu/lirt/.

Or contact ALA LIRT Liaison Officer
Darlena Davis
ALA Office for Human Resource Development and Recruitment
50 E. Huron Chicago, IL 60611
Email: ddavis@ala.org

THE LIBRARY INSTRUCTION ROUND TABLE PRESENTS

The Big (and not so) easy

Missing Voices on the Student Transition to College

Sponsored by

The Transitions to College Committee

Sunday, June 26, 2011 - 10:30am - 12:00pm

Doubletree Hotel: International BR

The Transitions to College Committee would like to welcome our panelists to ALA Annual 2011 and thank them for their participation. We would also like thank you for attending our panel session. A video of the session will be available through the Transitions to College Committee Facebook page.

Our Panelists Include:

Philip Bellan
Phillip Michael Bellan is a junior at Louisiana State University and was born and raised in Baton Rouge, La. Phillip attended Shenandoah Elementary, Southeast Middle, and St. Michael (formerly Bishop Sullivan) High School. At St. Michael he graduated in the top 10 % of his class and was given the St. Michael Award (awarded to the 10 seniors which made a true difference to the school). Phillip is currently majoring in Microbiology and minoring in Chemistry. After college Phillip hopes to attend medical or law school.

Erin Haddad-Null
Erin Haddad-Null is a graduate student completing her PhD in English Literature at the University of Connecticut. She has taught first-year composition courses at Boston College and The University of Connecticut. Erin was the Freshman English Early College Experience Coordinator at UConn. In this position, she served as a liaison between the Freshman English Office and high school instructors teaching college-level courses. These experiences have shaped her interest in bridging the gap between high school and post-secondary education and fostering collaboration between high school and college-level writing instructors.

Faye Haley
Working as a teacher, curriculum writer, and high school administrator, Mrs. Faye Haley has been a school educator for over 35 years. She served as a secondary school administrator for over 20 years prior to Hurricane Katrina, returned to the classroom following the disaster, and for the last five years has been teaching English at a magnet school, Haynes Academy for Advanced Studies, in Jefferson Parish. As a high school administrator in the late l980's, she established Advanced Placement courses at a predominantly African-American magnet school in Orleans Parish. Last year she was named Teacher of the Year for Haynes Academy, and won the honor of Secondary School Teacher of the Year for her parish. Faye was also honored by the Saints Football Team and Chevron Oil as "Teacher of the Week" at a Saints home football game, and given a key to the City of Kenner, her hometown. Certified in many areas, including English, Reading Specialist, Russian, Guidance and Counseling, Faye possesses a wealth of experience and knowledge of high school students and their reading, writing and research needs.

Mary Stein
A librarian since 1981, Mary Stein is currently the Assistant Director of Administration for the East Baton Rouge Parish Library System in Baton Rouge, Louisiana. Her previous experience includes Head of Teen Services and Assistant Head of Adult/Circulation Services for the EBRPL public library system, as well as reference librarian and bibliographic instructor at LSU and special collections librarian at NMSU.

Selected Readings for Missing Voices Panel Session

Collaboration

Burhanna, K. J., & Jensen, M. (2006). **Collaborations for success: high school to college transitions.** *Reference Services Review*, **34(4), 509-519.**

This paper provides an overview of innovative high school to college collaborations and initiatives at Kent State University Library. These may serve as models and resources for future academic and high school library to college programs. Provides overview of the K-12 educational environment in Ohio, the collaborative environment, and opportunities for outreach and collaborative information literacy programming with high schools.

Carr, J., & Rockman, I. F. (2003). **Information-Literacy Collaboration: A Shared Responsibility.** *American Libraries*, **34(8), 52.**

Discusses the collaborations between academic librarians and those in the K-12 community in the U.S. which aimed to enable students to succeed in college. Information literacy goals shared by school and academic librarians, initiatives within the 23 California State University campuses, and standards that focus on information need are provided.

Martorana, J., Curtis, S., DeDecker, S., Edgerton, S., Gibbens, C., & Lueck, L. (2002). **Bridging the Gap: Information Literacy Workshops for High School Teachers.** *Research Strategies*, **18 (2), 113-20.**

Discusses a team of University of California, Santa Barbara instruction librarians who developed information literacy workshops for local high school teachers and librarians. They introduced teachers to information literacy standards, provided technology training, presented strategies and activities for incorporating critical thinking into the research process, and also worked with teachers to create lesson plans to use in their own curriculum.

Oakleaf, M., & Owen, P. L. (2010). **Closing the 12 - 13 Gap Together: School and College Librarians Supporting 21st Century Learners.** *Teacher Librarian*, **37(4), 52.**

The article discusses tactics for improving library instruction and increasing levels of academic achievement among first year college students through collaboration between teacher librarians and academic librarians. The abilities of incoming college freshmen, the expectations of college instructors, and the impact on 21st century skills are discussed. The American Association of School Librarians (AASL) standards for 21st century and the National Educational Technology Standards (NETS-S) for students are also discussed.

Implementation

Burhanna, K. J. (2007). **Instructional Outreach to High Schools.** *Communications in Information Literacy*, **1(2), 74-88.**

This paper seeks to provide practical direction on how librarians can manage collaboration when faced with budgetary challenges, increasing workloads, and other pressures. Using the high school outreach program at Kent State University, Informed Transitions, as a sample case, this paper shares observations, discusses practical considerations, and offers recommendations to guide academic librarians in what role they can play providing instructional outreach to local high schools.

Halverson, K., & Plotas, J. (2006). **Creating and Capitalizing on the Town/Gown Relationship: An Academic Library and a Public Library form a Community Partnership.** *Journal of Academic Librarianship*, **32(6), 624-629.**

This article highlights the birth and current benefits of a partnership between Keene State College and Keene Public Library. It is a smaller partnership that represents a rarer model of consortia and joint-use libraries. The authors offer additional ideas for partnering with the local community in order to strengthen the town/gown relationship.