

# Teaching Students Transitioning from High School to Post-Secondary School

## Key Takeaways Summary

IL Concepts Challenging to Students / Frame	Characteristics of students transitioning from high school to post-secondary
Research as iterative / Research as Inquiry	<ul style="list-style-type: none"> <li>- Difficulties with digging deep and mastering critical inquiry process</li> <li>- Overconfident at first</li> </ul>
Searching as complex / Searching as Strategic Exploration	<ul style="list-style-type: none"> <li>- Struggle with library databases</li> <li>- Over reliance of Google</li> </ul>
Understanding sources and using sources / Scholarship as Conversation	<ul style="list-style-type: none"> <li>- “How do I read, assess and make use of this resource in my own paper?”</li> <li>- writing support needed</li> <li>- Lack of knowledge of librarians’ and libraries roles</li> </ul>
Academic Integrity expectations / Information Has Value	<ul style="list-style-type: none"> <li>- Expectations of citing are intimidating</li> <li>- Need help with proper citation</li> </ul>
Evaluating credibility and relevance / Authority Is Constructed and Contextual	<ul style="list-style-type: none"> <li>- Uncertainty about evaluating the credibility of a resource</li> </ul>
Using more than just websites / Information Creation as a Process	<ul style="list-style-type: none"> <li>- Over reliance on Google</li> <li>- Overwhelmed by the size and variety of information sources</li> </ul>

Easing the High School to University/College Transition, OLA Super Conference, January 2020

Sophie Bury, Samhita Gupta, Sarah Shujah, and Christopher Tomasini



## Key Takeaways - More Details and Notes

IL Concepts Challenging to Students	Frame	Knowledge Practices	Characteristics of students transitioning from high school to post-secondary
Research as iterative	Research as Inquiry	<ul style="list-style-type: none"> <li>determine an appropriate scope of investigation;</li> <li>use various research methods, based on need, circumstance, and type of inquiry;</li> </ul>	<ul style="list-style-type: none"> <li>Struggle with expectations for course assignments including knowing how to “dig deep”, evaluate sources, and master the critical inquiry process</li> <li>Incoming students often overconfident at first about their research abilities</li> <li>Shelagh found that there is a need to discuss information as a means of negotiating and understanding the world, research depends upon asking increasingly complex or new questions, and the need for exercising mental flexibility and persistence - the affect/emotional side of searching</li> </ul>
Searching as complex	Searching as Strategic Exploration	<ul style="list-style-type: none"> <li>determine the initial scope of the task required to meet their information needs;</li> <li>identify interested parties, such as scholars, organizations, governments, and industries, who might produce information about a topic and then determine how to access that information;</li> </ul>	<ul style="list-style-type: none"> <li>Uncertainty about using &amp; searching library databases</li> <li>Over reliance on Google coming in to university/college</li> <li>Experience challenges in developing search strategies and understanding scholarly sources</li> <li>Heather talks about this challenge in first year students with using databases and incorporating keyword searching.</li> </ul>
Understanding sources and using sources	Scholarship as Conversation	<ul style="list-style-type: none"> <li>contribute to scholarly conversation at an appropriate level, such as local online community, guided discussion, undergraduate research journal, conference presentation/poster session;</li> </ul>	<ul style="list-style-type: none"> <li>In the video students were uncertain what to do with a resource after finding it - “How do I read, assess and make use of this resource in my own paper?”</li> <li>Heather also in her workshops found a need to bring in writing support to assist with how to use sources in their writing.</li> <li>Lack of knowledge of librarians’ roles at universities and colleges</li> <li>Shelagh’s workshop she does helps to bring this knowledge to students and not just the role of the librarian but the library too.</li> </ul>

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Academic Integrity expectations	Information Has Value	<ul style="list-style-type: none"> <li>• give credit to the original ideas of others through proper attribution and citation;</li> </ul>	<ul style="list-style-type: none"> <li>• In video students described the academic integrity expectations and citation experience as intimidating and largely new</li> <li>• Literature <ul style="list-style-type: none"> <li>◦ Citation and academic integrity taught at high school but not generally translating to university expectations</li> </ul> </li> <li>• Heather found that students in first year need help with citation.</li> </ul>
Evaluating credibility and relevance	Authority Is Constructed and Contextual	<ul style="list-style-type: none"> <li>• use research tools and indicators of authority to determine the credibility of sources, understanding the elements that might temper this credibility;</li> </ul>	<ul style="list-style-type: none"> <li>• In the video students have indicated uncertainty about evaluating the credibility of a resource</li> </ul>
Using more than just websites	Information Creation as a Process	<ul style="list-style-type: none"> <li>• assess the fit between an information product's creation process and a particular information need;</li> </ul>	<ul style="list-style-type: none"> <li>• Over reliance on Google coming in to university/college</li> <li>• Overwhelmed by the size and variety of information sources</li> </ul>