Pilot Bridge Program 2015
UW La Crosse and area high schools
WAAL 2016

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Pattern Fusion #3

Recycled auto industry multi-colored Mylar, recycled library 35mm microfilm, netting, multi-colored threads, plaited braid, Pellon, polymer medium; machine stitched and interlaced, fabric backed, 60 x 60 in.
The genesis of Gaining Ground.
Digital Skills

Literacy

what + how

Digital

why + when + who + for whom
Students' Use of the Internet to Obtain Personal Health Information / 425

shows for this population, Internet use tends to be more reactive and diagnostic. This population of students was most concerned about the high cost of medical care and thus used the Internet to avoid costs associated with expensive conventional healthcare. Based on these findings, the authors argue that although the Internet provides increased access to health information, college students should be trained to evaluate Web sites for their credibility and reliability. Digital media offers new opportunities to address health disparities, increase health literacy, and impact health decision making among urban community college students, however, care must be taken to give students ample opportunity to process eHealth information at a deeper level in order to develop skills in effectively evaluating personal health information found online.

References


Google example

Find pages with...

all these words: college students and internet

this exact word or phrase:

any of these words:
Day Breakdown

Gaining Ground breakdown of the day

8:45 a.m. Arrive at Murphy Library
9:00 a.m. Pre-assessment
10:00 a.m. Library scavenger hunt & break
10:30 a.m. Filter Bubbles
11:00 a.m. Campus tour
11:45 a.m. Cold lunch
12:15 p.m. Cycle of Research game
12:30 p.m. Mock research in pairs
1:10 p.m. Panel with UWL McNair students
2:15 p.m. Post-assessment exercise
9:00 a.m. Group conversation with 1st Year Writing Coordinator
9:15 a.m. Departure from Murphy Library
Welcome to the Gaining Ground: Building College Information Literacy Skills program. We're excited that you're here!

This program is designed to help prepare you for the necessary information literacy skills that you'll need to succeed in college. Today you'll learn how to:

- Brainstorm keywords
- Evaluate web sources
- Use information ethically
- Think critically about where information comes from
- Use the library's resources
- Form a research strategy
- Conduct academic research

You'll also go on a tour of the UW - La Crosse campus with our Vanguards, hear from a student panel on what college is really like, and meet Dr. Thounue the director of UW-L’s first year writing program.

So, once again, welcome to UW-L. We’re glad you’re here!
Writing Component

Making Connections between Town and Gown
How can we build bridges between high school and college-level writing instruction? What can we learn from high school librarians and English teachers? What aspects of the college writing experience can I share with high school librarians and English teachers? How can we engage in conversations about college readiness without blaming each other?

Questions for High School Students (sample responses)
What do you imagine the differences will be between a high school writing class and a college writing class? You will be taking several writing classes during college. Why do you think universities place such an emphasis on writing?
Learning Objectives

- Write a research question
- Create a research strategy
- Critically evaluate information found online
- Locate relevant research articles through use of the library’s tools
- Find a book in the library using the Library of Congress classification system
Assessment

2015 Gaining Ground Pre/Post Assessment

Gave us a baseline of information

Assessed understanding of some IL concepts

Did not assess students’ ability to apply IL concepts

The average pre-test score did not meet 80% baseline
Assessment

Average Score and 80% Baseline

- Pretest: 77.9%
- Post test: 92.5%

80% Baseline
Average Score
Assessment

Pre-test % correct vs. Post-test % correct

<table>
<thead>
<tr>
<th>Questions</th>
<th>Pre-test % correct</th>
<th>Post-test % correct</th>
</tr>
</thead>
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<td>94</td>
</tr>
</tbody>
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Lessons Learned/Revised Assessment

General Logistics

- Get administrative buy-in at the K-12 level
- Choose your players well
- Collaborate with other units on campus
- Involve campus students
- Allow for off and on times during the day
- Inform your colleagues
- Set minimum/maximum group sizes
- Consider the semester: fall? spring?

Teaching Strategies & Learning Outcomes

- Continue with active learning
- Use pre/post assessment to test theory to application
- Follow-up with students after the program to measure knowledge retention
G.G. across the months: a timeline
Questions?