Communication in descriptions (interviews) perspective

Student Importance of metadata

Student Employment Matters: Mapping Literacies and Learning Outcomes in Special and Digital Collections
2017 SAA Research Forum | Erin Passehl-Stoddart, University of Idaho

What role do information literacies play in the lives of library student workers who work with special and digital collections?

Variety of Literacies in the Library Workplace

Information Literacy

Visual Literacy

Primary Source Literacy

ACRL Information Literacy Standards (Framework)

ACRL Visual Literacy Competency Standards Higher Ed

SAA-ACRL/RBMS Joint Task Force Guidelines (drafted)

6 frames, core concepts

Over 100 learning outcomes

4 learning outcomes

Qualitative Student Interviews
7 undergraduates | 5 female, 2 male | Sophomore to recent graduate | 20-60 minutes long
Time in library ranged from 3 months to 4 years, approximately 10 hours per week

Perspectives on Libraries

"A lot of people think of working with books, libraries are antiquated, but after working in digital... there are actually preserving history in a way that would go throughout time and kept up with current technology, a lot of people don’t necessarily see at the library."

Interviewee #3

Skills Beyond Graduation

"I got to learn a little bit about coding, interesting to see and be less intimidated. I work with developers now, and although I don’t know the full extent it is less intimidating. I am ok with admitting I don’t know. It’s not completely foreign. I have some context and experience. It was my first job ever too so it had a really big impact."

Interviewee #3

"I am definitely better at picking up clues, deduction, finding little details and expanding out. Obviously technical skills (Photoshop, Excel, scanning). I know my way around new software. I learned lots of new things. Even learning keyboard shortcuts, so much easier."

Interviewee #4

Current: Student worker job description, focus on percentages, functions

Future: Map/align responsibilities with specific literacies

Next Steps
- Revisit student job descriptions to align with library and campus learning goals
- Map responsibilities directly related to visual, digital, and primary source literacies and standards.
- Assess whether to include how students “grade” themselves against these standards versus staff evaluations of students throughout their employment.
- Map student experiences to the language of administrators, strategic plans, and learning outcomes; place an importance on experiential and in-depth learning experiences at work (AACU LEAP High-Impact Educational Practices).
- Student worker library experiences play a fundamental role in shaping lifelong information literacy skills. As libraries connect this new information literacy framework to departments that employ student workers, libraries can strategically communicate impacts on student learning, student retention, student success, workplace readiness, and their contribution to the overall information literacy lifecycle.