Tabitha Henderson
Pathfinder


Note: I used NoodleBib as my citation manager.
Information Literacy of College-Bound Young Adults

Introduction:

The American Library Association’s (ALA) defines information literacy as being “able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (ALA 2017)i. These skills, nevertheless, have been found to be lacking in many young adults entering the collegiate world. According to the National Center for Education Statistics (NCES), “Of the 2.9 million recent high school completers in 2017, some 1.9 million, or 67 percent, enrolled in college by the following October” (NCES 2019)ii. This is an amazingly large demographic, who are between the ages of sixteen and twenty-four (NCES 2019)iii, that have a pressing need to obtain these proper skills. The scope of this pathfinder will be focused primarily on new strategies since 2010, on how to help broaden college-bound young adults’ information literacy skills.

The Pathfinder:

This pathfinder is intended to showcase to the Library of Congress Literacy Awards Advisory Board, the information literacy skills that college-bound young adults may already have and potentially still need to learn before entering college. The pathfinder may also be used to guide public and school librarians, teachers, and parents on best practices to teach teens the necessary skills to thrive in the collegiate world.

A few questions that the pathfinder addresses for the audience are: “what modern e-Learning methods may I use to teach today’s college-bound young adults necessary information literacy skills?”, “Why should libraries spend their resources to teach this demographic?”, and “How can I assist the college-bound in learning how to identify “fake news”?”.
Selection Process:

To begin my search for information and sources on college-bound information literacy, I searched through Google and the database, Library & Information Science Source Database, with subject headings such as “information literacy of college bound”, “college bound information literacy”, “information literacy of college bound young adults”, and “college readiness”. To keep building off of the topic, I would look at sources mentioned within a source such as with The University of Kansas’s LibGuide, I was able to find Successfully Serving the College Bound that then took me to WorldCat and finding an e-book copy at Texas State University.

When selecting my sources that are in the Pathfinder, I tried to make sure that all my sources were free and easily accessible to everyone with internet access (that either being through their own computers or at a local library). If the source is not readily available online, my audience can request the sources through WorldCat’s interlibrary loan. I also ensured that the sources’ scopes were heavily connected to my topic, especially on how to teach information literacy skills.

Endnotes


Annotated Bibliography:

I used NoodleBib as my citation manager.

Style Manual


Articles

   
   http://web.a.ebscohost.com.ezproxy.lib.utexas.edu/ehost/detail/detail?vid=5&sid=419bdfc6-463e-4af4-1af548e2389740sdc-v-
   sessmgr06&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d&AN=73031821&db=lls.

   William Badke uses this article to speak on the need to teach the college-bound young adults the skills to access library resources and do proper searches on the internet before entering college. Professionals should look at this article as an example for why they should collaborate to make sure there isn’t any gap in the education of information literacy skills. To access this article, you can go onto the Library & Information Science Source Database and search for it by title, or to do further researching you can search by “college bound information literacy”.

   
   http://web.a.ebscohost.com.ezproxy.lib.utexas.edu/ehost/detail/detail?vid=3&sid=436a03-acec-40a4-a10d-784f671a032040sdc-v-
   sessmgr03&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d&AN=110493162&db=lls.

   This article focuses on how the Kutztown Area Senior High School created a senior capstone project that requires the student to use their information literacy skills while reading non-fiction works and conducting research. The article would be of use to the Library of Congress Literacy Awards Advisory Board and educators because it
showcases what other methods libraries are doing to teach and broaden soon to be entering college students’ information-fluency skills. To access this article, you can go onto the Library & Information Science Source Database and search under the subject heading “college readiness” or by the title of the article.


Information literacy is a requirement to be successful in college but as this source points at most first-year students lack the basic skills. The article points out the successful (and sometimes not so successful) incorporation of the young adults’ interest in gaming to get them to learn these important skills through the creation of InfoSkills2Go. This source is good insight on different practices to find and teach the modern college-bound adult these skills. The article can be found by going onto the UT Libraries’, Library & Information Science Source Database, and then searching the article title where it will be the first suggestion.


This article is a good example of showcasing where the college-bound information literacy skills currently are, which for most, is at an unfortunate low especially in knowing how to use an academic library’s resources. By viewing the study laid out in the article, educators and librarians will be able to get a feel for the groundwork that is needed to establish the information literacy skills needed in those entering college.
Bibliographies


A bibliography created by the McGill Library that is focused on teaching information literacy skills through e-learning as well as other digital basics. This source is beneficial because it displays different avenues to consider such as using gamification, social media, and LibGuides when teaching in a more modern approach. The bibliography is accessible through internet access on your computer or at your local library. The sources within the bibliography link to free pdfs online for the papers and reports, and worldcat.org iv for the books to be loaned from an outside library to your local library through interlibrary loans.


The Private Academic Library Network of Indiana (PALNI) created a bibliography that provides sources on different venues to conduct information literacy assessments. This can be beneficial to the Advisory Board, librarians, and educators because it provides sources on information for assessing students, peer-librarian, program-level, and course-level information literacy so that you can see where you or the student needs to improve. All of the links on the bibliography, go to free downloadable pdfs. To access different types of assessments, click on the name of the corresponding subject’s tab such as “Program-Level Assessment”. This bibliography can be accessed through internet access on your computer or your local library’s.


The University of Minnesota created an annotated bibliography on their College Readiness Consortium page that lists out twelve sources pertaining to how parents, schools, and other institutions can help students prepare for college. This source can broaden educators’ scope on the necessity of instilling information literacy within the collegebound and strategies on how to do so. All the sources, except for Ready, Willing, Able: A Developmental Approach to College Access and Success are available as free pdfs on google when you search the citation. To access Ready, Willing, Able,
you can request it through WorldCat for it to be loaned from an outside library to your local library through interlibrary loans.

Books


*Successfully Serving the College Bound* is a great source that explains how essential public librarians are and can be to the college-bound patrons through the many possible services that libraries can provide this demographic. The book also helps librarians figure out which services geared towards information competency are the best for their library through assessment of their current services and funding. This book can be requested to be at your local library through WorldCat’s interlibrary loan and through e-book format on Google Scholar when you search by the citation.

LibGuides


ALA’s LibGuide on evaluating information covers the definition of information literacy (referred to as “information competency”), links for librarians and educators on the standards and guidelines on information literacy especially pertaining to those in college or entering it soon, as well as refer to citation guides. This source is an essential asset for librarians, educators, and parents to find the best way to help the college-bound adults become information literate through all of the resources provided on the guide. The LibGuide can be found through internet access and to find the guidelines sources within, click on the tab “Information Literacy” then the links are under the section “Standards and Guidelines”. Also, the citation guides can be found on the guide under the tab with the corresponding name.


This source contains helpful links for everyone: that being students, librarians, teachers, or parents, through the ten tabs on writing skills, plagiarism, research skills, teacher & librarian resources, and others. Educators can use any of these tabs to get a better understanding of the information literacy skills that college-bound adults need to obtain or build on. A tab that would be beneficial is the “Teacher & Librarian Resources” tab which provides a listing of resources that these educators can use to
recognize the best ways to serve the college-bound. This source is available through internet access and the “Teacher & Librarian Resources” tab is located on the top of the LibGuide page.

**Websites**


TRAILS: Tool for Real-Time Assessment is a free online knowledge assessment test that quizzes you based on 3rd, 6th, 9th, and 12th grade information literacy standards. This assessment would be good for librarians and teachers to see where their students’ current information literacy skills are and what they should focus on when teaching or broadening their skills. Unfortunately, the assessment test on the site will end on June 30, 2019, with the data downloadable until June 30, 2020, because of budget and staffing issues. On the site, they have announced that they intend to create their data as an open resource for K-12 librarians and teachers after the site closes. Until June 30, 2019, you can access the test by first creating a free account on their site and accessing the assessment test from there.


Another information literacy issue that college-bound adults need to be proficient in is determining whether something is “fake news” or not. The ALA division, Young Adult Library Services Association (YALSA) created a free downloadable toolkit, that features questions to ask yourself when reading articles if they are reliable or not. The ability to identify what is true information is a skill that everyone needs to harness, and is very valuable for librarians to help young adults learn. To access the toolkit from the YALSA main page, click on “Resources & Tools” tab, “Publications & Products” side tab, then “Toolkits” and “Teen Literacies Toolkit”.


https://www.muskegoncc.edu/library/information-literacy-modules/.

Muskegon Community College created information literacy modules to teach and test their students on their information literacy skills. The college also uses the modern
method of testing the student through gamification. Even though these modules were created for their students, the modules are all open to the public through internet access. This could be a good source for educators to use with their own students and for the Board to see how popular gaming is becoming with teaching college-bound and current college students literacy skills. To access the various modules and review games, click on each link for the module and follow through the lessons.


The College Board website is an excellent resource to students and educators preparing students for college entrance because it provides practice SAT, PSAT, CLEP, AP, and Pre-AP tests. The site is also helpful to the collegebound by listing upcoming entrance exams, a college search database, and scholarship opportunities. College Board is an important source for professionals and parents because it provides downloadable content about entrance exams and the benefits of them such as through practice for the exams the students can gain information literacy skills. Collegeboard.com can be accessed through internet access at home or at your local library. To access the entrance exam download information, click on any entrance exam tab, then “K-12 Educators”, and finally “Resource Library”.


   https://owl.purdue.edu/owl/research_and_citation/resources.html.

A necessary skill to be information literate, especially for college-bound young adults is to learn how to properly cite in Modern Language Association (MLA), American Psychological Association (APA), and Chicago Manual of Style formats, and this site provides all the necessary guidelines and more. The website also provides exercises and links that educators can use to train young adults on grammar skills and how to avoid plagiarism, as well as teach the educators/librarians on how to assist those that have English as a Second Language. Purdue University’s Purdue Owl website can be accessed through internet access at home or at your local library and to find the information on citations click on the tab “Research and Citation Resources” and corresponding citation format. To find the grammar exercises, click on the tab “General Writing”, then “Mechanics”, and finally selecting which exercise you would like to complete.
Information Literacy of College-Bound Young Adults

A Pathfinder by Tabitha Henderson

The purpose of this pathfinder is to help the Library of Congress Literacy Awards Advisory Board; public and school librarians; teachers; and parents understand the current information literacy skills of today’s young adults entering college, between the ages of 16 to 24, who are often referred to as “college-bound” students. The pathfinder also provides information on different methods on how to teach information literacy to this demographic.

What is information literacy?


What are the average information literacy skills that today’s college-bound young adults possess and how can I assess their current skills?

*Please note that the TRAILS assessments tests will end on June 30, 2019.*


What tools are easily accessible to college-bound adults to prepare themselves for the collegiate world?


Why should libraries spend their resources to teach this demographic and how can they do so?

What modern e-Learning methods may I use to teach today’s college-bound young adults necessary information literacy skills?


What is “fake news” and what are ways that you can teach young adults to use their information literacy skills to identify credible articles?


How are other institutions teaching information literacy to college-bound students and current college students?


How can I further my research into information literacy of college-bound adults and how to help them broaden their skills?

1. You can either go onto the Library & Information Science Source Database on University of Texas at Austin’s Database listing or Google.
2. Search by the subject headings “college-readiness” or “college-bound information literacy”.
3. When looking to find credible sources, keep an eye out for reputable sources such as Library Guides from universities.

I hope that this Pathfinder was beneficial to you on this topic. If you have any more questions, please speak with one of your local librarians. Thank you.