Bridging The Gap:
How Librarians And Educators Can Work Together For Student Success

• Tammy Gruer
  School Library Program Coordinator
  Assistant Professor/Associate LIS Chair
  UNC Greensboro

• Jennifer Hanft
  Head of Content and Information Delivery
  State Library of North Carolina

• Kathelene McCarty Smith
  Interim Head, Special Collections and University Archives
  Assistant Professor
  UNC Greensboro

• Jonathan Permar
  Director of Social Studies
  Guilford County Schools

This project is made possible in part by the Institute of Museum and Library Services (IMLS grant number LS-246155-OLS-20).
Welcome

https://padlet.com/tsgruer/ASERL2021

This project is made possible in part by the Institute of Museum and Library Services (IMLS grant number LS-246155-OLS-20).
The Origins of the Project

- Archivists at UNC Greensboro realized that college students were increasingly unclear on how to identify and analyze primary source material.
- They gauged community need and how best to create a meaningful impact.
- They decided that an environmental scan was needed.
A Plan Takes Form

• Created a survey targeting community educators
• Scheduled on-site visits with interested teachers
• Aligned the program with the University’s and Special Collections and University Archives strategic plans regarding outreach and community involvement
• Applied for LSTA Grant and confirmed University Libraries commitment to the project
• Hired a graduate student to help plan on-site visits and assist with teaching
• Reached out to donors interested in supporting K-12 education and community engagement

This project is made possible in part by the Institute of Museum and Library Services (IMLS grant number LS-246155-OLS-20).
Piloting The Program In The Classroom

• Archivist reached out to teachers and media specialists to schedule on-site sessions
• UNC Greensboro’s physical and digital holdings were incorporated to build learning modules

• A learner-centered approach and inquiry-based learning model were introduced
• Effective strategies were developed to analyze primary sources, including hands-on exercises

This project is made possible in part by the Institute of Museum and Library Services (IMLS grant number LS-246155-OLS-20).
Integrated activities were incorporated to teach students how to:

- Use search engines appropriately
- Use search terms effectively
- Understand the difference between primary and secondary sources
- Identify reliable sources
- Understand metadata relating to online material

This project is made possible in part by the Institute of Museum and Library Services (IMLS grant number LS-246155-OLS-20).
Primary Source Analysis Activities

Students learn to use primary sources by a directed hands-on activity

• “Once you catch the fish, what do you do with it?”

• How do you identify credible sources, develop effective search strategies for online resources, and understand the basics of information literacy and digital literacy

• How do you evaluate a primary source: creator, audience, date, context (Authority, Bias, Currency, and Purpose)

• How do you incorporate primary sources into research and writing?
“Can one desire too much of a good thing?”
– William Shakespeare

• The classroom visits were an overwhelming success!

• The project needed to be scaled back to schools in a single county

• Teacher workshops vs. on-site class instruction

• Post-instructional assessment confirmed teacher interest in developing workshops

• Archivists clarified teacher learning objectives and began to plan teacher workshops to be held at UNC Greensboro

• Archivists reached out to Guilford County School administrators (Jonathan and Tammy) -- GCS Directors of Social Studies, School Media Services, and Language Arts-- to determine their professional development offerings/goals and to discuss how to effectively bring the humanities into the community

This project is made possible in part by the Institute of Museum and Library Services (IMLS grant number LS-246155-OLS-20).
Creating An Effective Workshop

- Workshops sought a “holistic” approach and included colleagues across the community, and the state
- The workshops were created for educators and media specialists to help students find and evaluate credible sources, identify online digital collections, work with primary sources, and teach “hard history”
- The recruitment approach focused on enrolling “teams” from the same school, including social studies teachers and a school media librarians
- Workshops adopted a multiple literacy approach (information, primary source, digital)
- Workshops included stipends and professional credit, as well as take-aways (libGuides, document packets, and work sheets, swag)
- Breakfast, lunch, and snacks were also included

*This project is made possible in part by the Institute of Museum and Library Services (IMLS grant number LS-246155-OLS-20).*
Collaboration - A Multi-level Approach To Multi-literacies

• UNC Greensboro archivists brought expertise on primary source literacy

• UNC Greensboro ROI librarians brought expertise on information literacy

• State Librarians, NC Heritage Center, and UNC Greensboro digital projects librarian brought expertise on digital literacy

• UNC Greensboro faculty introduces the concept of teaching “hard history”

• Speakers were invited to enhance the workshop theme

This project is made possible in part by the Institute of Museum and Library Services (IMLS grant number LS-246155-OLS-20).
Guilford County Schools Our New Partners!

• Built a lasting part with Guilford County Schools
• Created a Memorandum of Understanding to provide formal relationship
• Met with Guilford County Schools partners to plan workshop themes and bring in related speakers “Coffee Shop Meetings”
• Relied on Guilford County School partners to recruit educator “teams,” arrange professional development credits, etc.

This project is made possible in part by the Institute of Museum and Library Services (IMLS grant number LS-246155-OLS-20).
What a Partnership Allowed

- Broad knowledge of participants
- Strategic recruitment
- Alignment to departmental and district goals
Benefits from a Teaching & Learning Lens

High-quality professional learning experience

Targeted professional learning for teachers
- Driven by connectivity to NC state standards
- Robust enough to meet needs for different content areas

Strategic implementation of skills and knowledge across schools and departments
- Collaboration between teachers
- Similar language across schools and grade bands

Focus on critical skills for students

This project is made possible in part by the Institute of Museum and Library Services (IMLS grant number LS-246155-OLS-20).
Project expansion

Development of the project:

◦ Broaden collective reach
◦ Funds from SLNC IMLS Grants (Statewide Leadership Projects)
◦ Input from Advisory Board

This project is made possible in part by the Institute of Museum and Library Services (IMLS grant number LS-246155-OLI-20).
Project Goals

• Develop information literacy skills
• Increase Primary Source Literacy
• Foster multidisciplinary collaboration
Project Goals

Fill a community-based need:
- Target school districts in Tier 1 counties
- Connect districts with local cultural resources

And then came COVID...
School Level SLMC’s Establish the Need

GCS/WSFCS SLMC’s Develop the BRIGES program.

Invited:
• Academic Librarians from local Universities and Community Colleges
• HS librarians from WSFCS and GCS

Lateral Planning to better set expectations and prepare children for college or career research.

BRIGES
• Building
• Relationships &
• Insight to
• Grow
• Education
• Success
Training Facilitation

https://padlet.com/tsgruer/GPS21
Engaging the Online Learner

Know the Audience

- Language of the Educator
- Setting expectations
- Curricular alignment
- Master Teacher

Organization

- Landing Page
- Author
- Information Literacy
- Author
- Resources
- Master Teacher
- School Discussion

This project is made possible in part by the Institute of Museum and Library Services (IMLS grant number LS-246155-OLS-20).
Moving Forward

NC GPS

ABOUT NC GPS
NC GUIDE TO PRIMARY SOURCES

The NC Government & Heritage Library and the UNC Greensboro University Libraries have partnered to promote the use of North Carolina’s primary source materials through planning and piloting educator workshops that fill a need for digital literacy and expand educators’ knowledge of resources, tools, and ideas for incorporating NC primary sources in their classrooms. Through educators, these workshops would

This project is made possible in part by the Institute of Museum and Library Services (IMLS grant number LS-246155-OLS-20).