

Mind the Gap!

Sustaining Support from High School to Academic Libraries

Katy Mathuews

Head of Collections Assessment & Access, Ohio University

Zachary Lewis

Access Services Librarian, Shawnee State University

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Objective

This study seeks to understand the **physical environment, information literacy support, and staffing** that students have access to in the K12 years to **identify gaps** in service to better **support their transition to college.**

Methodology

- Qualitative case studies
 - Visited 12 of 14 high school libraries in one Appalachian Ohio county
 - Pictures of physical space and library resources
 - Interviews with the teacher-librarian/media specialist

1st Year Library Orientation

- High schools in the study typically have extensive 1st year library orientations
- Colleges and universities: one-shots!

Electronic Book Usage

- High schools in the study generally aren't using e-books
- Colleges and universities increasingly rely on e-books

Co-Teaching

- Teacher-librarians in the study often collaborate heavily and holistically with subject teachers
- Faculty collaboration sometimes challenging at colleges and universities

Information Literacy

- Teacher librarians in the study often focus on resources
- Academic librarians often focus on the process of critical evaluation and synthesis of resources

Literacy

- Teacher librarians in the study often focused on literacy
- Literacy is often assumed in the academic setting

Readiness Assumptions

- The two private schools in our study did not have a librarian or a library
- As academic library staff, we often assume these were the most prepared students

High School Library

Academic Library

Extensive 1st year orientations

One-shots

Low/No e-book usage

Increasingly reliant on e-books

Collaborate heavily & holistically

Collaboration more challenging

Resource focus for information literacy

Process focus for information literacy

Often focused on literacy

Literacy assumed

Private/charter schools didn't have library

Assumption that students from private/charter schools are most prepared



Contact Information

Katy Mathuews
mathuews@ohio.edu
740-593-2139

Zachary Lewis
zlewis@shawnee.edu
740-351-3492