Ontario School Library Impact Project (OSLIP) one year on

An Ontario Library Association sponsored research study

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:: ontario library association
Introductions

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Libraries

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Timeline

Spring 2018  OLA brainstorming session
Summer 2018  Model developed, calls to members
November 2018  OSLIP formed
Early 2019  OLA school libraries inventory released
Fall 2019  OSLIP questionnaire launched
OLA School Library Inventory

Purpose:
To collect data on the state of school libraries across the province to complement the benchmarking that People for Education is doing in their Annual Reports on Schools

Response rate:
551 responses from 57 school boards (out of 78 total)
OLA School Library Inventory - challenges

- No data from closed libraries
- Difficult to reach all library staff
- Library bias in respondents
OLASchool Library Inventory - findings

- Northern Ontario challenges
- Elementary vs. secondary staffing
- Inconsistency between and within boards
OSLIP goals

- Investigate impact of school libraries in developing information literacy skills
- Create reproducible research model
- Share findings to support advocacy
OSLIP structure

- OSLIP Core Project Team
- OSLIP Advisory Committee
- Student research consultants funded through the University of Toronto’s Munk School of Global Affairs & Public Policy, Public Good Initiative (PGI)
University partners

Institutional participation criteria:

- Geographical distribution;
- Size of institution;
- Diverse types of student populations as much as possible;
- Participating academic librarians to coordinate on site

Convenience sample:
University of Toronto, University of Windsor, and Nipissing University
Research gaps

- Reductions in funding, fewer teacher-librarians, closures (Fiore, 2017)
- Lack of research on long-term school library impact
- Critical 21st century competencies (reading/writing, critical thinking, analysis)
- The role of the library/librarian
Information Literacy for high school students

30 years of school library impact studies:

- “School library research summarized: A graduate class project” Kachel, 2013;
- “Why school librarians matter: What years of research tell us” Lance & Kachel, 2018;
- “Connecting British Columbia (Canada) school libraries and student achievement: A comparison of higher and lower performing schools with similar overall funding” Haycock, 2011
Information Literacy for university students

- “A call to action: Academic skill deficiencies in four Ontario universities” Grayson et al, 2019;
- Information literacy proficiency: Assessing the gap in high school students’ readiness for undergraduate academic work” Smith, Given, Julien, Ouellette, & DeLong, 2013;
- 21st Century Competencies, 2016
- “College success: High school librarians make the difference” Smalley, 2004;
- “Broken links: Undergraduates look back on their experiences with information literacy in K-12 education” Latham and Gross, 2008;
- “Learning the ropes: How freshman conduct course research once they enter college” Head, 2013
Research questions

1. What information literacies do 1st year Ontario university students have at the start of their academic careers?

2. How do 1st year university students’ experiences of IL / inquiry-based learning and instruction via their secondary school libraries (staff, collections, spaces) influence their IL / inquiry-based learning assessment in 1st year university?
Working assumption

Previous access to secondary school libraries with concurrent information literacy (IL) instruction by teacher-librarians among 1st year Ontario university students positively impacts their initial undergraduate IL skills and competencies.
Research ethics

● Submission

● Application process

● Guiding policy statement:
  ○ Tri-Council Policy Statement 2 - Ethical Conduct For Research Involving Human Subjects
Survey Design

● Frameworks
  ○ ACRL
  ○ Ontario Model of Inquiry

● Testing and feedback
  ○ Advisory group
  ○ Secondary school students

● Reproducibility
## Preliminary impressions

<table>
<thead>
<tr>
<th>University</th>
<th># of respondents</th>
<th># of open-ended responses (Q #13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nipissing</td>
<td>114</td>
<td>66</td>
</tr>
<tr>
<td>Toronto</td>
<td>44</td>
<td>23</td>
</tr>
<tr>
<td>Windsor</td>
<td>64</td>
<td>32</td>
</tr>
<tr>
<td>TOTAL</td>
<td>222</td>
<td>121</td>
</tr>
</tbody>
</table>
Preliminary Impressions

“Did you receive library instruction from a teacher-librarian in your last year of high school?”

<table>
<thead>
<tr>
<th>University</th>
<th># responding “Yes”</th>
<th>% responding “Yes”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nipissing</td>
<td>24</td>
<td>35.29%</td>
</tr>
<tr>
<td>Toronto</td>
<td>9</td>
<td>39.13%</td>
</tr>
<tr>
<td>Windsor</td>
<td>3</td>
<td>9.09%</td>
</tr>
<tr>
<td>Preliminary impressions</td>
<td><img src="https://via.placeholder.com/150" alt="OALA" /> :: ontario library association</td>
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<tr>
<td>-------------------------</td>
<td>---------------------------------------------------------------</td>
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<tr>
<td><strong>Positive</strong></td>
<td><img src="https://via.placeholder.com/150" alt="like" /></td>
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<tr>
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<td>- Valued the library as a quiet place for study, a resource for completing assignments, projects, source of materials related to personal interests (10 comments)</td>
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<td></td>
<td>- Found librarians to be helpful &amp; friendly (6 comments)</td>
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<td></td>
<td>- Teachers assisted with library-related activities (2 comments)</td>
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<td></td>
<td>- Reported they learned how to find reliable sources; how to use database &amp; library catalogues (22 comments)</td>
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</tr>
<tr>
<td><strong>Negative</strong></td>
<td><img src="https://via.placeholder.com/150" alt="dislike" /></td>
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<tr>
<td></td>
<td>- Never used the library for help (2 comments)</td>
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</tr>
<tr>
<td></td>
<td>- Very boring but helpful to learn (1 comment)</td>
<td></td>
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</tbody>
</table>
Early observations

- School-organized information literacy sessions provided by university librarians and public librarians
- No library facility in some schools
OSLIP challenges

- Difficulties of getting a large number of responses
- Differences among the universities’ ability to engage respondents
- Self-assessment as a data collection method
- Resources not available to conduct an experimental (pre/post-tests) design to formally measure student capabilities
Next steps

- Repeat survey in late winter at same institutions
- Conduct qualitative interviews at each site
- Present preliminary findings to Advisory Committee for confirmation, and feedback
- Prepare and submit final report

Winter 2020

Fall 2020
Questions?