The Evolving Landscape of Literacy

WARNING FORMER SCHOOL TEACHER. I WILL CALL ON YOU EVEN IF YOUR HAND ISN’T RAISED
What is Literacy?

What is Love? Baby Don’t Hurt Me. Don’t Hurt me. No More.

Take aways?

Phonics alone are not the be all to end all of literacy.

Literacy after a certain point is about words, language, and thought more than it’s about written words or mechanics.
Let’s keep with this analog of a foreign language.

- Conversational Fluency Vs. Academic Fluency
- Roughly 20% of the information we convey is the actual word choice
- So now we’re in the land of Esperanto speakers.
- Let’s discuss that?
- How are you going to get by?
What the heck does this have to do with Digital Literacy?

- How many of those coping strategies work with a computer?
- They were all based in human interaction.
- Has technology increased or decreased how much human interaction there is?
- The more services move online and customer service positions are eliminated because it can be automated, the more not only Digital Literacy becomes critical, but a higher degree of actual literacy is required because of the elimination of access to the tools used for mitigation.
- And... you know handing someone a VHS “How to set-up your VCR”
What has become more difficult to access for people with lower reading skills?
A changing definition of functional literacy
The Intersection Of Digital Literacy and Literacy and Its Consequences

- What do libraries do and why are they relevant?
- Services directly related to literacy creep and digital literacy.
  - Lab, Ref, etc.
FIGURE 1. Number of U.S. adults age 16 to 65 at each level of proficiency on the PIAAC literacy scale and those who could not participate: 2012 and 2014

Millions of U.S. adults

<table>
<thead>
<tr>
<th></th>
<th>Low English literacy</th>
<th>Mid or High English literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Could not participate</td>
<td>8.2 (4.0%)</td>
<td>8.4 (4.1%)</td>
</tr>
<tr>
<td>Below Level 1</td>
<td>26.5 (12.9%)</td>
<td>65.1 (31.6%)</td>
</tr>
<tr>
<td>Level 2</td>
<td>71.4 (34.6%)</td>
<td></td>
</tr>
<tr>
<td>Level 3</td>
<td>26.6 (12.9%)</td>
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NOTE: Standard error tables are available at https://nces.ed.gov/pubssearch/pubsinfo.asp?pubid=2019179. Percentages of U.S. adults age 16 to 65 at each level of proficiency on PIAAC literacy scale appear in parentheses. Low English literacy is defined as those performing at PIAAC literacy proficiency level 1 or below or who could not participate due to a language barrier or a cognitive or physical inability to be interviewed. The “Mid or High English literacy” label refers to those performing at PIAAC literacy proficiency level 2 or above.

PIAAC Level Definitions

- [https://nces.ed.gov/surveys/piaac/measure.asp](https://nces.ed.gov/surveys/piaac/measure.asp)

- "Literacy is understanding, evaluating, using and engaging with written text to participate in society, to achieve one's goals, and to develop one's knowledge and potential."

- The next slide is highly edited.
<table>
<thead>
<tr>
<th>Proficiency level and score range</th>
<th>Task descriptions</th>
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<tbody>
<tr>
<td>Could not Participate 4.0%</td>
<td></td>
</tr>
<tr>
<td><strong>Below Level 1 4.1%</strong></td>
<td>The tasks at this level require the respondent to read brief texts on familiar topics to locate a single piece of specific information. There is seldom any competing information in the text, and the requested information is identical in form to information in the question or directive. The respondent may be required to locate information in short continuous texts; however, in this case, the information can be located as if the text were noncontinuous in format. Only basic vocabulary knowledge is required, and the reader is not required to understand the structure of sentences or paragraphs or make use of other text features. Tasks below Level 1 do not make use of any features specific to digital texts.</td>
</tr>
<tr>
<td><strong>Lv 1 12.9</strong></td>
<td>Most of the tasks at this level require the respondent to read relatively short continuous, noncontinuous, or mixed texts in digital or print format to locate a single piece of information that is identical to or synonymous with the information given in the question or directive. Some tasks, such as those involving noncontinuous texts, may require the respondent to enter personal information into a document. Little, if any, competing information is present. Some tasks may require simply cycling through more than one piece of information. The respondent is expected to have knowledge and skill in recognizing basic vocabulary, determining the meaning of sentences, and reading paragraphs of text.</td>
</tr>
<tr>
<td>Level</td>
<td>Description</td>
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<tr>
<td>Lv.2</td>
<td>At this level, texts may be presented in a digital or print medium and may comprise continuous, noncontinuous, or mixed types. Tasks at this level require respondents to make matches between the text and information and may require paraphrasing or low-level inferences. Some competing pieces of information may be present. Some tasks require the respondent to cycle through or integrate two or more pieces of information based on criteria; compare and contrast or reason about information requested in the question; or navigate within digital texts to access and identify information from various parts of a document.</td>
</tr>
<tr>
<td>Lv.3</td>
<td>Texts at this level are often dense or lengthy and include continuous, noncontinuous, mixed, or multiple pages of text. Understanding text and rhetorical structures becomes more central to successfully completing tasks, especially navigating complex digital texts. Tasks require the respondent to identify, interpret, or evaluate one or more pieces of information and often require varying levels of inference. Many tasks require the respondent to construct meaning across larger chunks of text or perform multi-step operations in order to identify and formulate responses. Often, tasks also demand that the respondent disregard irrelevant or inappropriate content to answer accurately. Competing information is often present, but it is not more prominent than the correct information.</td>
</tr>
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<td>Level</td>
<td>Description</td>
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<tr>
<td>Lv 4/Lv 5</td>
<td>Multi-step operations to integrate, interpret, or synthesize information from complex or lengthy continuous, noncontinuous, mixed, or multiple-type texts. Complex inferences and application of background knowledge may be needed to perform the task successfully. Many tasks require identifying and understanding one or more specific, noncentral idea(s) in the text in order to interpret or evaluate subtle evidence, claims, or persuasive discourse or relationships. Conditional information is frequently present in tasks at this level and must be taken into consideration by the respondent. Competing information is present and sometimes seemingly as prominent as correct information. At this level, tasks may require the respondent to search for and integrate information across multiple, dense texts; construct syntheses of similar and contrasting ideas or points of view; or evaluate evidence-based arguments. Application and evaluation of logical and conceptual models of ideas may be required to accomplish tasks. Evaluating the reliability of evidentiary sources and selecting key information is frequently a requirement. Tasks often require respondents to be aware of subtle, rhetorical cues and to make high-level inferences or use specialized background knowledge.</td>
</tr>
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</table>

| Lv 3 | Texts at this level are often dense or lengthy and include continuous, noncontinuous, mixed, or multiple pages of text. Understanding text and rhetorical structures becomes more central to successfully completing tasks, especially navigating complex digital texts. Tasks require the respondent to identify, interpret, or evaluate one or more pieces of information and often require varying levels of inference. Many tasks require the respondent to construct meaning across larger chunks of text or perform multi-step operations in order to identify and formulate responses. Often, tasks also demand that the respondent disregard irrelevant or inappropriate content to answer accurately. Competing information is often present, but it is not more prominent than the correct information. |

| 12.9 | |


Factors include language issues, lack of access to schooling in primary years, learning disabilities (estimates range widely on this)

Special Education

What did we see as literacy skills by breaking down those definitions?
Additional Literacy Skills

- Decoding unfamiliar vocabulary
- Sifting for relevancy
- Recognizing varied sentence formats
- Compare and Contrast
- Conditional/Nuanced statements
- Evaluate evidence

- These are the things that makes literacy functional.
Teaching Thinking?

- The intersection of words and thoughts (see Orwell’s Politics and the English Language for more on this)
- Engagement, Engagement, Engagement
The most important thing I ever learned about reading

- We Never Outgrow Storytime…. Speaking of…
- The Cause Becomes the Effect Becomes the Cause
So how do we build this?

Libraries can both continue to provide service that more immediately bridges the literacy gap by providing the missing human interaction and continue to provide opportunities to develop these more advanced literacy skills that are now requisite.
Thank you!

- Scott Kuchinsky, Director of Literacy Services, Plainfield Public Library
- scott.kuchinsky@plfdpl.info
Digital Literacy in the School Library
Hello!

I am Gabrielle “Gab” Casieri

+ School Library Media Specialist, Lawrence Intermediate School
+ Chair, NJASL Standards Subcommittee & Ad Hoc Curriculum Committee

You can find me on twitter at @mrscasieri
What do School Librarians do?
NJASL
Model Information
Literacy Curriculum
Start with Standards

+ NJSLS 9.4 Career Readiness, Life Literacies & Key Skills
+ AASL Standards Framework for Learners
There are arsenals packed with weapons of mass education {WME} in all our towns and cities. They are called LIBRARIES.

~ Mal Peet
Why do we need a model curriculum?

+ NJSLS 9.4 Information and Media Literacy
+ Information Literacy Bill (S588/A4169)*
+ Starting point
+ You asked for it

*Beth Thomas created this great infographic with Information Literacy Bill (S588/A4169) History.
Three Models

Created by the NJASL Ad Hoc Curriculum Committee
### Ad Hoc Curriculum Committee

(people who raised their hands to help)

| + Gabrielle Casieri (Chair) | + LaDawna Harrington  |
| + Carolyn Bailey            | + Beth Raff           |
| + Tricina Beebe            | + Lisa Straubinger    |
| + Arielle Denrich          | + Steve Tetreault     |
| + Ewa Dziedzic-Elliott     | + Beth Thomas         |
| + Kelly Fusco              | + Geralyn Westervelt  |
| + Amy Gazaleh              | + Hilda Weisburg      |
| + Caroline Geck            | + Kim Zito            |
NJASL [draft] Model Curriculum Guides

K-5  6-8  9-12

Links to other curriculum exemplars
Start
Use this model to begin

Personalize
Make it your (district’s) own

Revise
Revise as needed
What's Next?

Working with NJDOE as new standard is approved
Revising model curriculum accordingly
Keep coming back!
THANKS!

Any questions?

You can find me at:

+ @mrscasieri (twitter)
+ standards@njasl.org
Credits

Special thanks to all the people who made and released these awesome resources for free:
+ Presentation template by SlidesCarnival
+ Photographs by Unsplash
NJ K-12 and Academic Librarians Collaborations on Closing the College Research Readiness Gap

Ewa Dziedzic-Elliott
Education Librarian
Gitenstein Library
Joyce Valenza, Cara Berg, Brenda Boyer, Rebecca Bushby, Leslin H. Charles, Heather A. Dalal, Joan Dalrymple, Megan Dempsey, Ewa Dziedzic-Elliott, and Gihan Mohamed. First Years Meet the Frames. School of Communication and Information, Rutgers, the State University of New Jersey. 2022.
Novice vs non-novice researchers

**Novice** - no instruction in research strategies or access to research resources

**Non - novice**: had instruction in research strategies or access to resources
Q18 - List the specific names of your two favorite/go-to (subscription or library) databases from high school.

Non-novice vs novice researchers

- Idk
- None
- I don’t remember any names
- Wikipedia
- Google.com
- Encyclopedia
- N/A
- IDK
- N/A
Reading a database record & understanding its components (subject headings, fields, DOI, etc.)

- Not confident
- Somewhat confident
- Confident
- Very confident

Non-Novices:
- Not confident: 11.83%
- Somewhat confident: 27.22%
- Confident: 40.24%
- Very confident: 20.71%

Novices:
- Not confident: 26.92%
- Somewhat confident: 23.08%
- Confident: 34.62%
- Very confident: 15.38%
Boyer-Elliott preliminary findings

Boyer-Elliott research skills taxonomy
<table>
<thead>
<tr>
<th>Level 1. Information Management</th>
<th>Level 2. Critical Thinking</th>
<th>Level 3. Metacognitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logging in</td>
<td>Brainstorming keywords</td>
<td>Understanding expectations of the assignment</td>
</tr>
<tr>
<td>Filtering results</td>
<td>Identifying best sources</td>
<td>Asking for help from librarians, faculty, other students</td>
</tr>
<tr>
<td>Accessing full text</td>
<td>Reading/Comprehending material</td>
<td>Self-assessing research processes &amp; outcomes</td>
</tr>
<tr>
<td>Managing/Organizing references</td>
<td>Evaluating sources / Reconciling views</td>
<td>Understanding the balance between the constraints and freedom of academic research</td>
</tr>
<tr>
<td>Citing sources</td>
<td>Integrating / Summarizing ideas</td>
<td>Understanding the ethical side of plagiarism</td>
</tr>
<tr>
<td>Formatting a paper</td>
<td>Forming a thesis / research question</td>
<td>Principles of objectivism</td>
</tr>
<tr>
<td></td>
<td>Trustworthiness of the sources; recognizing bias</td>
<td>Understanding the depth, length and spectrum of academic research</td>
</tr>
</tbody>
</table>

Examples of the taxonomy levels
Panel discussions

Neil Grimes
Email: grimesn@wpunj.edu
LinkedIn: https://www.linkedin.com/in/neil-grimes/

Gary Marks, Jr.
Email: marksg@wpunj.edu
LinkedIn: www.linkedin.com/in/garymarksjr

- 30 Academic Libraries expressed interest in participating
- 25 Academic Libraries confirmed availability and participated
- Panels were organized geographically
- Panels mixed 2-yr, 4-yr, public & private institutions
Partnership Overview - Two Organizations (or Maybe 3)

NJLA-CUS/ACRL-NJ
❖ College & University Section of NJLA
❖ NJ Chapter of the Association of College & Research Libraries
  ➢ Consists of Academic Librarians and those interested in academic library topics in and around the NJ area.

NJASL
❖ NJ Association of School Librarians,
❖ NJ chapter of AASL
  ➢ Consists of practicing and retired School Librarians and those interested in school librarianship in NJ.

Partnership Overview
❖ Seeking joint opportunities to forge relationships between academic & school librarians
❖ Offer programs which support College Readiness for high school students
❖ Bolster support for and awareness on the need of School Librarians/Media Specialists
Early Planning

- May 2021
  - Idea introduced to NJLA-CUS/ACRL-NJ Marketing & Outreach Committee (Hereinafter referred to as M & O)
- July 2021
  - M & O Outlines a plan for fall Librarian Panels
- July 2021
  - M&O surveys academic libraries to gauge interest (30 reply)
- August 2021
  - M & O sets meeting with NJASL leadership to finalize plans

Panel Initiative

- September 2021
  - M & O confirms participation with academic libraries (25 confirm)
- October 2021
  - 3 Panels held 10/22
  - 3 Panels held 10/29
- November 2021
  - M&O surveys participants for feedback

Continuation /Expansion

- October/November 2022
  - Subject Specialist Panels
  - 7 Panels held featuring Subject Specialist Librarians
- December 2022/January 2023
  - NJLA-CUS/ACRL-NJ & NJASL partner to provide professional development opportunities & develop community of practice for expanding information literacy skill development in NJ
Information Literacy Student Learning Standard

History of the Information Literacy Bill

Information Literacy Bill:
https://legiscan.com/NJ/text/S588/id/2610908

New Jersey Association of School Librarians
Digital Health Literacy

Kyle Downey
Seton Hall University
IHS Library
Talking Points

- Why is Digital Literacy So Important to Health?
- Network of the National Library of Medicine All of Us Program Center Grant
- Resources for librarians on digital health literacy
Why is Digital Literacy So Important to Health?

- The World Health Organization defines digital health literacy as the ability to seek, find, understand, and appraise health information from electronic sources and apply the knowledge gained to addressing or solving a health problem.

- The Pew Research Center reported that 35% of U.S. adults have gone online to figure out a medical condition and that the internet is a de facto second opinion – and even first opinion – for many people. The World Health Organization also reports that 575 million results are returned by Google when searching for “cancer” and 250 million when searching for “diabetes.” That is an overwhelming amount of information!
The IHS library, in collaboration with the Hackensack Meridian School of Medicine and their Human Dimension program, was awarded a grant by the NAPC grant in the amount of $30,000 for the “Human Dimension Health and Digital Literacy Initiative.”

This purpose of this project is to improve the health and digital literacy of individuals in historically underserved communities NJ, and to raise awareness of the National Institutes of Health All of Us initiative.

It involves a train-the-trainer health and digital information literacy curriculum for first-year medical students.

Students are using the iPads to teach their community members best practices for searching and understanding high quality health information on the internet. The IHS Library built an online toolkit with curated resources that is loaded on the iPads and used by students to teach their families.
(NAPC) Grant

• The online toolkit is preloaded to the iPad
• Quick access to health-related resources like Medline Plus and other community resources
• Medical students are taught how to use these resources, but also taught how to teach it to their assigned community members
• Students are then assigned a community family and will visit those households and give them the tablet
• Hot Spots are also provided for families that don’t have internet access

Digital Health Literacy Resources for Libraries

• Access online digital literacy skills at digitallearn.org

• Learn more about digital inclusion from WebJunction

• The National Digital Inclusion Alliance provides resources on access to technology at digitalinclusion.org

• LibrariesTransform offers free toolkits on digital literacy and health literacy at ilovelibraries.org/librariestransform

• MedlinePlus offers guides to health web surfing and evaluating health information

• The Public Library Association offers resources on digital literacy and tools for healthy communities