ACRL STS Information Literacy Discussion

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Developing a personalized information access plan

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 lynhm.org
http://museums.nevadaculture.org/nsmcc

Education:
BS in Biology University of Nevada Reno
MS in Earth Sciences Montana State University Bozeman
PhD in Geoscience University of Nevada Las Vegas

Research interests:
I am a vertebrate paleontologist and clastic sedimentologist and stratigrapher. My research focus is using the ecology of extinct organisms as Earth surface proxies to help interpret paleotectonics and paleogeography of western North America. I currently have projects spanning from the Antler orogeny through the early Holocene. In addition to my
GEOL 372 Advanced Field Geology

Field camp

Introduction

Field camp is a requirement of most undergraduate geology programs. The camps are traditionally taught over the summer term as a six-week course. However, the large time and financial commitment can discourage students from either majoring in geology or completing their degree requirements. The UNLV Geoscience Department offers an alternative to the traditional field program by having students complete the 6 week (6 credit) field camp requirement as two separate, 3 credit courses.

Program Description

The UNLV Geoscience Department field program offers students a unique learning experience by dividing the traditional 6 week field course into two units. The first unit, GEOL 348 – Field Geology I, is taught during fall semester, typically each Friday of the semester. The course focuses on basic geologic mapping, map preparation, and report writing skills. Mapping projects are designed to develop the student’s ability to independently observe, record, and interpret field relationships in different geologic contexts and settings. The second unit, GEOL 372 – Advanced Field Geology, is taught during Spring Break and at the beginning of summer, usually during the first two weeks of June. The course builds on skills developed in GEOL 348; however, the focus shifts to the analysis of geologically complex areas, and the preparation of professional maps, cross-sections, and reports.
What we did:

Encouraged senior/junior year geoscience students to evaluate databases they might use before and after graduation.

- Students developed a rubric to assess databases/search tools
- Formed teams
- Each team rated one tool
- Group discussion about results
- Group discussion about post-graduation access to same information resources.
Post session discussions with Geoscience faculty:

Students will be expected to skillfully navigate the information landscape in their first jobs.

Many will not be able to visit UNLV campus to get access to databases and digital resources.

It would be useful if they had, or knew how to create, a plan to discover and ethically access full-text resources.
Other observations:

Students in many STEM disciplines who contact me after graduation experience different degrees of disappointment/shock/panic when they realize their access to our materials is now different.

Students do not appear to be seamlessly navigating this paywall-filled landscape without some assistance from a librarian.

Even I find it frustrating to navigate the policy/licenses/practices of libraries on their behalf to find access routes for them.

I can better serve our soon-to-be-alumni community.
Personalized Information Access Plan

What is free/public information?

What will your employer provide for you?

Where will you be located? What do nearby libraries offer? – Budget (ILL fees for frequent requests?)

What can you access as an Alumni Association member? - Budget

What can you access through professional organization memberships? – Budget (and student rates).

What should you purchase on your own? – Budget

** Of the things mentioned above, what can you ethically provide to your employer? **
Access Matters  http://sandbox.acrl.org/library-collection/access-matters
CONTRIBUTOR: Joelle Pitts
Posted on February 9, 2017
The Access Matters lesson is mapped to the Information has Value Frame and introduces the concept of information access barriers and their consequences using the themes of Government, Research, and Well-Being.

Information has Value and Why This Matters  http://sandbox.acrl.org/library-collection/information-has-value-and-why-matters
CONTRIBUTOR: Lia Vella
Posted on December 9, 2016
Designed for an upper-division petroleum engineering seminar, this lesson attempts to use the frame "Information has value" to illuminate the process of discovering and retrieving scholarly information. The lesson was more successful when delivered to early-stage graduate students in the petroleum engineering department.
To learn more:

ACRL eLearning option – April 10, 2018  11:00 a.m. – noon Pacific Standard Time
Disciplinary Applications of Information Literacy Threshold Concepts
http://www.ala.org/acrl/onlinelearning/thresholdconcepts

https://www.alastore.ala.org/content/disciplinary-applications-information-literacy-threshold-concepts

https://digitalscholarship.unlv.edu/lib_articles/539/
Discussion Questions for group:

Is your library’s policy on alumni/community member access easy to locate and understand?
Discussion Questions for group:

Have you advocated for more access to your alumni or community members?
Discussion Questions for group:

Have you considered alumni / community member accessibility when selecting collection materials and databases?
Discussion Questions for group:

Have you conducted reference consultations focused on post-graduation access to information resources?
Other questions or comments?

Thank you!!!

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