

Envisioning Library Instruction for Incarcerated Community College Students



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REDWOODS



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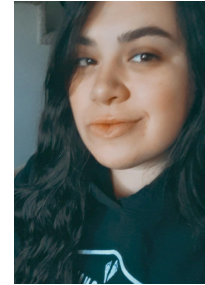
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01

Researching and Designing a Library Instruction Correspondence Tool



Research

- What research services do you already provide to incarcerated students?
- Is a correspondence tool right for you?

Design

- Think about what you want to cover?
 - Where can you look for examples?

Collaboration Methods

- What are our challenges and how will we overcome them?
- Can group projects work even when the group can't meet at the same time?

Team Talents

- What kinds of knowledge are needed for this project?
- Where can you look for examples?

Guidelines for Providing Library Instruction to Incarcerated Students



Higher Education in Prisons (HEP) Correspondence Packets

Remove:

Allusions to computers, technology and the internet
Metaphors or Cliches that do not resonate

Add:

Examples based on the classes we offer
Local and relevant examples
Images of students succeeding with books and information

Subjects Covered:

Fall 2021:

What is Information and why does it matter?

Selecting topics by restricting, narrowing, keywords and practice

Developing research Questions- purpose and example plus practice

Evaluating Sources using the CRAAP method and practice

Spring 2022:

What is Information and why does it matter?

Selecting topics by restricting, narrowing, keywords and practice

Citations- why they are important, how to cite and practice

Evaluating Sources - understanding the different types and using the CRAAP method and practice

03

Tailoring information literacy instruction for students who can't access the databases or internet themselves.



Limits to Information Access for Incarcerated Students

- Can't search the internet, the library's catalog, or databases
- Can't engage in quick reference interactions via email or chat
- Prison library lacking academic materials

Provide Context

- Explain the research process, including the steps a Reference Librarian is conducting for them
- Provide examples of how the research process will be relevant in the future.
- Students are better equipped for future reference inquiries
- Students will be able to take these skills into practice upon release from prison.

04

Choosing Learning Outcomes with Incarcerated Students in Mind, Assessments, and Next Steps



Objective: Analyze a research need and develop appropriate research strategies based on that analysis

Outcomes

Students will be able to **identify** a research topic that is neither too broad or too narrow **by creating** a concept map of their **idea, analyzing** connections and relationships between related concepts, and **selecting** important keywords that describe their topic.

Topic Selection



Activity that can be done via correspondence



Developing strategies



Based on analysis



Assessment: Two types of assessments.

- Each packet included two versions of the practice activity, one to return and one to keep for their own study.
- Final packet has a survey to evaluate the program packets

Next Steps:

- Assess future subjects based on student responses.
- Return to in -person library instruction
- Video-based library instruction available to all Pelican Bay students through internal television system



“ ...we are not our
circumstances, but
rather what we make of it.

That is what defines us.

-Pelican Bay Scholar

Thanks!

Questions?

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