Creating the sandbox …

the juxtaposition of collections and student development
Goals for this session:

An increased understanding of
- what developmental challenges our students face
- how library collections support that development

Inspire an interest in considering your local context and the students that YOU are supporting:
- identify campus partners
- identify ways that we can build and market collections that support student growth and development, and align with our local institutional goals and objectives
Lively Lunch (!!) Agenda:

1. setting the scene (generational differences)
   - all about us at college age 3 minutes
   - all about them at the same age 10 minutes
2. what is a university anyway? 2 minutes
3. overview of student development theory - what changes during the university years? 15 minutes
4. applying the theories (small groups or partners)
   - campus partners
   - the role of library collections
5. group wisdom de-brief (large group discussion) 10 minutes
   - tell us about the most important idea/thought that you came up with... we will collect all of the papers and send them back out to you (sign the email sheet!)
6. show the “Where do library collections fit in” slide 2 minutes
7. Takeaway ideas (bibliography, paper on the Purdue website) 5 minutes

Timing for the session:  ~ 70 minutes
12:45 to 2:25 time slot (90 minutes)
The Traditional University …

- transmission and exchange of existing knowledge – where scholars meet up
- a way to explore and codify new forms of knowledge
- an important social acculturation role:
  - socializing the young to be contributing members of society
  - overseeing the intellectual, emotional and moral growth of young adults
  - preparation for the working world
  - a "safe" place to transition to adulthood

*School of Athens* by Raphael (1509-11)
... and its Library

• a storehouse for books and (later) journals
• preserving the thoughts and writings of scholars (and society in general)
• providing a means for knowledge across many disciplines to be shared, preserved, and re-accessed across the centuries
• preserving and reinforcing the prevailing norms, thoughts, and social beliefs of a specific time and place
• collections that support formal curricular and accreditation practices

St. John’s College, Cambridge
Student Development theory is...

a way to study, understand and conceptualize the ways that students expand and develop their capacities in different domains as a result of their university experiences.

The pathway from adolescence to adulthood involves growing maturity and mastery across a number of psychosocial dimensions, including cognitive/intellectual, emotional, social, sexuality, and applied life skills.
Concept first put forward by Dr. Bill Hettler in 1976

Eight dimensions of “wellness” which need to be balanced, and which summarize the areas of growth and development that mature during the university years:

- **Emotional** = coping effectively with life and forming satisfying relationships; learning to identify, express, and manage the entire range of feelings and to consider seeking assistance to address areas of concern

- **Intellectual** = recognizing creative abilities and finding ways to expand knowledge and skills; learning to value lifelong learning, seeking ways to foster critical thinking, develop moral reasoning, expand worldviews, and engage in education for the pursuit of knowledge

- **Social** = Developing a sense of connection, belonging, and a well-developed support system which is
based on interdependence, mutual trust, respect. The student gradually develops a sensitivity and awareness towards the feelings of others

- **Financial** = a developing awareness of financial state and budgets, of how to save and how to manage finances in order to achieve realistic goals.

- **Physical** = recognizing the need for proper nutrition, diet, sleep, and physical activity; developing safe and healthy sexual relationships

- **Spiritual** = expanding your sense of purpose and meaning in life

- **Environmental** = developing a sense of responsibility to preserve, protect, and improve the environment and appreciates the interconnectedness of nature and the individual.
• As Helen explained, Hettler’s theory of wellness includes a number of dimensions of individual growth and maturity that takes a holistic approach to the study of student development.

• Research on these different dimensions have resulted in developmental theories related to psychological well-being, one’s sense of identity, cognitive growth and social maturity, typical of individuals attending post-secondary education and training after high school.

• These theories have also informed the design of academic institutions’ student life services like health services, career counselling and services in support of mental health issues. Depending upon need, you could also find services to support students with children, services to ensure minority rights or religious beliefs are supported. Special interest groups and student clubs are other ways universities and colleges provide the type of environment that assists students as they work through these stages of change.

• Most of these theories focus on the individual’s development but a more recent avenue of investigation has resulted in what is termed “emerging adulthood” that is unique to the current social, political and economic global world today’s students are facing. This approach looks more closely at the cultural context of student development.

I’ll present a brief overview of these theoretical approaches to describing student development.
Taking that holistic approach to student development, so necessary to the wellness of the individual, Helen will then give you a brief overview of these additional theories related to these other aspects of student growth and maturity.
As you transition from your freshman year and move from your teen years towards graduation and your early twenties, this unique stage of life has provided a goldmine of potential research questions on how students move towards an independent life of their design. Before we discuss the individual theories, I’d like to share some interesting research findings on how these young adults perceive themselves.

Please use your coloured signs to acknowledge whether you think these statements are TRUE or FALSE:

A number of recent studies questioned samples of young adults on their criteria necessary for viewing themselves as adults. Being married, having an established career or parenthood were reported as milestones that would all be defined as "being adult". **TRUE or FALSE? [FALSE]** These traditional social roles were not sufficient to see themselves as adults. Instead, young adults reported feeling confident in their own abilities and taking more responsibility for their own choices and behaviour as criteria to viewing themselves as 'adult'.

Another study also investigated this notion of what is "adulthood "and who or what influences those perceptions. They found cultural differences in international samples of college students. **TRUE or FALSE? [TRUE]** A sample of students from Canada were compared to students from the United States and researchers found the two groups differed when questioned on the importance of taking on adult roles like marriage and parenthood as criteria for adulthood. They also found Canadian students were rated higher for respect for traditions while American students were rated higher on variables like competitiveness and pursuing success as influential factors affecting their sense of identity.
Chickering’s theory of identity development proposes seven different areas of personal growth. They include:

- Developing competence in the areas of intellectual and interpersonal relations as well as physical development.
- Developing an understanding of the importance of regulating the expression of one’s emotional state. This personal growth and self-reflection on one’s emotions also increase the individual’s understanding of themselves as independent agents in control of their own life paths.
- A deeper understanding of self is also coupled with a deeper understanding of ‘the other’ and the role of gender, ethnicity and sexual orientation in the formation of self identity. It is hoped that these differences between people are respected and appreciated.
- These qualitative changes in understanding of self also support the development of one’s personal and professional goals and sense of purpose.
- As career choices and interpersonal relationships shift from experimentation to deeper commitment, this growing sense of autonomy and development of a social identity also influence personal choices of values. These values evolve from the earlier influences of family, culture, religion and peers to better reflect the uniqueness of that individual who is the author of their own lives.
I found this quote by Arthur Chickering inspiring! As a Collection Librarian, I believe there is a potential role to play in supporting students’ developmental needs beyond their role as students. We have opportunities to find new ways for our collections and library spaces to inspire, nurture, and encourage learning opportunities as students try on new roles, experiment with new interests and create new ideas of who they want to be as they start to take on traditional adult roles.
Emerging adulthood

the college (young adult) years represent a transitional stage between adolescence and full adulthood, unique to modern society.

Five key features:
- an age of instability
- an age of identity exploration
- self-focused age
- a feeling of “in-between”
- the age of possibilities and optimism

1. **The age of Instability**
Emerging adults often find that their grand life plan encounters complications along the way, and they are forced to revise it, often changing majors, partners, jobs, and especially residences (Arnett, 2004, p. 10-11).

2. **The age of Identity Exploration**
Emerging adults are continually trying out different options in an attempt to figure out who they are and who they’d like to become, particularly in the areas of romantic relationships and careers, where they are focused on finding a person whose qualities would make for a suitable life partner and finding a job that will provide them with a sense of personal fulfillment (Arnett, 2004, p. 8-9).

3. **The Self-focused age**
Emerging adults tend to delay significant adult responsibilities, such as marriage and parenthood, in an effort to enjoy the opportunity to exercise the freedom they now have without their parents governing their every move. During this stage they tend to focus on themselves and their own personal needs (Arnett, 2004, p. 12-13).

4. **The age of feeling in between**
When asked, “Are you an adult?”, emerging adults often answer “yes and no”. They still feel that they need to meet all three criteria of adulthood (listed above) before they can be considered fully adult, but they do feel a great deal more independent and mature compared to when they were adolescents (Arnett, 2004, p. 14-15).

5. **The age of possibilities**
Emerging adults often hold a very optimistic view of the future and truly believe that they will accomplish their dreams and overcome past circumstances, such as an unhappy home life, in an effort to become the person they’d like to be (Arnett, 2004, p.16-17).
Piaget’s ground breaking studies on the evolving nature of the intellectual abilities of young children has formed the basis of a number of later theories on cognitive development that has been applied to cognitive growth across the lifespan.

Piaget’s fourth and final stage of cognitive development, or the formal operational stage (from age 12 through to adulthood), sees the emergence of abstract thought, hypothetical reasoning abilities, and the ability to engage in systematic planning.

William G. Perry’s Theory outlines a sequence of approaches to learning and thinking which college students move through as they progress from dualism to multiplicity to contextual relativism. His theory proposes that:

- **As they enter university**, students have a black/white, right/wrong view of the world, looking to experts for guidance on those ‘right’ answers i.e. their teachers. At this early stage of cognitive development, students also struggle with building arguments and finding and using evidence to effectively support an argument. Often times, the academic expectations of critical thinking and independent thought are not realistic, given the stage of cognitive development a student finds themselves in.

- **By the end of the university years**, students come to understand that diverse opinions or answers need to be considered and weighed relative to their background context – they are not all equally valid. By this stage, decisions are based on an integration and weighing of various perspectives, and all solutions must be supported by reasons.

- As they mature, it becomes easier to cope with the ambiguity of the real world and students understand the value of conflicting points of view and the importance of having to evaluate one’s views in the context of disagreement.

- These developing critical thinking skills allow them to consider opposing points of view and to reflect on their own perspectives and to be open to changing their opinions and their understanding of the world. Hopefully, the individual comes to understand themselves as active agents with their own personal set of values and goals that lead to the development of a personal sense of meaning and their own worldview.
Lawrence Kohlberg (Kohlberg, 1984) posits a moral ladder of progression in reasoning abilities during the college years through three stages:

- pre-conventional (right or wrong is dependent on authority and by the consequences for disobedience or compliance)

- conventional (morality is defined in conformity with social norms and societal laws)

- post-conventional (morality is defined in accordance with universal ethical principles and an individual’s own principles).
- Gilligan worked at Harvard with Kohlberg in the 1970s, and then did her own research, studying the development of women and girls.

- Gilligan believes that there are two kinds of moral voices: that of the masculine and the feminine. The masculine voice is "logical and individualistic", putting the emphasis in moral decisions on protecting the rights of people and making sure justice is upheld. The feminine voice places more emphasis on protecting interpersonal relationships and taking care of other people. This voice focuses on the "care perspective," which means focusing on the needs of the individual (rather than society in general) in order to make an ethical decision. Her theory of moral development re-frames Kohlberg’s stages from the female perspective.

- Gilligan argues that androgyny, or integrating the masculine and the feminine, is the best way to realize one’s potential as a human.
BASIC FINDING is that positive outcomes for college students are associated with campus environments which encourage student engagement, which challenge and support them on multiple levels, and which provide a rich integration of academic and social systems.

in 2005, G. D. Kuh, J. Kinzie, J. H. Schuh, and E. J. Whitt did a two year DEEP (documenting effective educational practices) study of 20 four-year colleges and universities with strong records of student success (their scores on the “National Survey of Student Engagement” were very high). The policies, practices, and cultural features common to the 20 DEEP institutions are described in *Student Success in College: Creating Conditions that Matter* (Kuh, Kinzie, Schuh, Whitt, & Associates, 2005).

these researchers subsequently developed the *Inventory for Student Engagement and Success (ISES)*, a framework to help all institutions identify and work through local problems in these areas. The *Inventory* supplements information that can be obtained from the original NSSE (National Survey of Student Engagement) survey.
Kolb’s experiential learning theory works on two levels: a four stage cycle of learning and four separate learning styles. Much of Kolb’s theory is concerned with the learner’s internal cognitive processes. Kolb states that learning involves the acquisition of abstract concepts that can be applied flexibly in a range of situations. In Kolb’s theory, the impetus for the development of new concepts is provided by new experiences.

**Learning Cycle:**
- concrete experience (doing or having an experience)
- reflective observation (reviewing and reflecting on the experience)
- abstract conceptualization (reflection gives rise to a new idea, or a modification of an existing abstract concept)
- active experimentation (applying your new idea or concept to the real world, to see what happens)

**Learning Styles:**
Learning Styles:
- Building on his experiential learning cycle, one can see the construction of Kolb’s learning styles in terms of a two-by-two matrix. Each learning style represents a combination of two preferred styles.
- Knowing a person’s (and your own) learning style enables learning to be orientated according to the preferred method. That said, everyone responds to and needs the stimulus of all types of learning styles to one extent or another – it’s a matter of using emphasis that fits best with the given situation and a person’s learning style preferences.

Diverging (feeling and watching - CE/RO)
These people are able to look at things from different perspectives. They are sensitive. They prefer to watch rather than do, tending to gather information and use imagination to solve problems. They are best at viewing concrete situations at several different viewpoints. Kolb called this style ‘diverging’ because these people perform better in situations that require ideas-generation, for example, brainstorming. People with a diverging learning style have broad cultural interests and like to gather information. They are interested in people, tend to be imaginative and emotional, and tend to be strong in the arts. People with the diverging style prefer to work in groups, to listen with an open mind and to receive personal feedback.

Assimilating (watching and thinking - AC/RO)
The Assimilating learning preference is for a concise, logical approach. Ideas and concepts are more important than people. These people require good clear explanation rather than practical opportunity. They excel at understanding wide-ranging information and organizing it in a clear logical format. People with an assimilating learning style are less focused on people and more interested in ideas and abstract concepts. People with this style are more attracted to logically sound theories than approaches based on practical value.

This learning style is important for effectiveness in information and science careers. In formal learning situations, people with this style prefer readings, lectures, exploring analytical models, and having time to think things through.

Converging (doing and thinking - AC/AE)
People with a converging learning style can solve problems and will use their learning to find solutions to practical issues. They prefer technical tasks, and are less concerned with people and interpersonal aspects. People with a converging learning style are best at finding practical uses for ideas and theories. They can solve problems and make decisions by finding solutions to questions and problems. People with a converging learning style are more attracted to technical tasks and problems than social or interpersonal issues. A converging learning style enables specialist and technology abilities. People with a converging style like to experiment with new ideas, to simulate, and to work with practical applications.

Accommodating (doing and feeling - CE/AE)
The Accommodating learning style is ‘hands-on’, and relies on intuition rather than logic. These people use other people’s analysis, and prefer to take a practical, experiential approach. They are attracted to new challenges and experiences, and to carrying out plans. They commonly act on ‘gut’ instinct rather than logical analysis. People with an accommodating learning style
will tend to rely on others for information than carry out their own analysis. This learning style is prevalent within the general population.
Where do library collections fit in?

- an intellectual sandbox
- exposure to scholarly information
- cognitive challenges
- exposure to diversity, ambiguity, evidence-based thinking and debate
- integration into learning spaces
- engagement in collection building
- collections which meet developmental needs
- work experience
- transformation from “warehouse” to active learning tool

- providing the intellectual raw materials for students to interact with, explore, and learn about how scholarship is produced and communicated i.e. collections can serve in a general, non-curricular way as an intellectual sandbox for students to explore and use as they follow their own self-initiated intellectual and developmental pathways.

- create collections which supplement and complement the generic sources of information available on the web with scholarly forms of communication, and with information customized to the developmental needs of emerging adults

- library collections can help to engender and deepen a number of cognitive skills in the students who work with them, by exposing them to multiple viewpoints on the world. The evaluation and integration of information is not a passive process – **collections provide the ability to master information literacy skills in an applied context, and help students to develop more sophisticated and pervasive cognitive skills and frameworks for dealing with the world.**

- library collections can help students to become more comfortable with diversity, ambiguity and uncertainty, and with charting their own paths of inquiry independently from the requirements of their professors. This is an important developmental step for young adults, and its impact is felt across all of the major psychosocial domains. The ability to debate and to integrate varying perspectives, to support an argument with evidence, to understand the cultural and societal constructs which frame their society, and the basic ability to find and use information which meets both academic and personal needs

- insert these collections into student learning spaces (point-of-need access through learning management systems)

- engage students in building collections (PDA, leisure reading collections)

- self-help books for common developmental issues and interests

- working with collections directly (special collections class assignments, digitization projects, paid employment) to gain employment skills and hands-on understanding of information technologies, the organization of knowledge, scholarly publishing and communication practices
• transformation of physical collections footprint into more active learning spaces
Credits:

Student [Photograph]. (2012). Retrieved from https://www.flickr.com/photos/83633410@N07/7658278494


Additional Resources:

- see the references page at the end of our paper (based on this presentation) at the Charleston Conference Proceedings Website: http://docs.lib.purdue.edu/charleston/

- the APA website provides "Psychology Topics" overviews (with links and articles) for many themes relevant to young adult development: http://www.apa.org/index.aspx
  
  

- there are two research journals which are central to the study of student development:
  - Emerging Adulthood (Sage, 2013-)
  - Journal of College Student Development (Johns Hopkins University Press, 1959-)

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