# Student Learning at the University Library
## A framework for programs and services

The University Library supports student academic success at the University of Saskatchewan through the provision of programs and services designed to build student skills and conceptual understanding outside of any particular class or academic program. The University Library has developed a Student Learning Framework to help guide how the library establishes, prioritizes, delivers, improves, and diversifies student academic support programs and services.

The framework will contribute to a broader understanding across campus of the library's student-focused programs and services by linking them to the university's Learning Charter and to the student lifecycle.

The Student Learning Framework along with five guiding principles will help the library meet its goal of contributing to student academic success while enhancing the student experience.

**Guiding Principles for the Student Learning Framework**
Student academic support programs, services, and activities developed within the Student Learning Framework are guided by five principles. These principles highlight the purpose and values of the Student Learning Framework, clearly articulating the student-focus of all its associated programs, services, and activities:
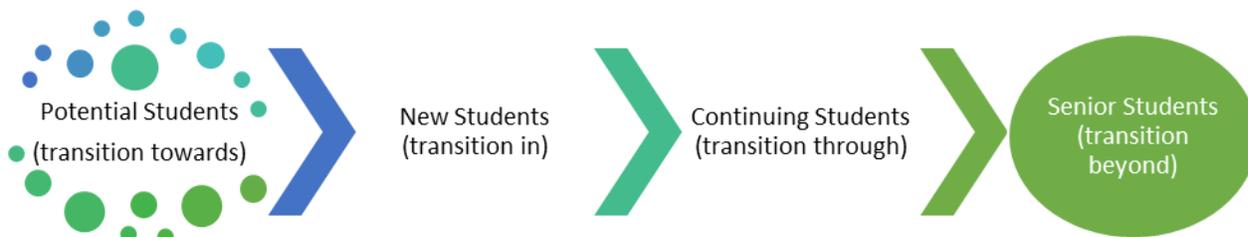
- We value and support our diverse student body in an educational journey that sparks, and is driven by, curiosity and critical thought.
- We apply evidence-based, responsive, and reflective practices in designing, delivering, assessing, and revising programs that support continuous student development.
- We build and maintain an environment characterized by inclusivity, integrity, respect, and trust.
- We foster collaboration and engagement through building community and connectedness.
- We seek to support student learning in a flexible and timely manner that promotes student academic success while recognizing that multiple factors impact success.

**Student Learning Framework**
The Student Learning Framework is based on the concept of the student lifecycle overlaid with the graduate goals outlined in the University of Saskatchewan Learning Charter (http://www.usask.ca/secretariat/documents/LearningCharter.pdf). The framework is designed to encompass a wide variety of student academic supports such as math & stats help, writing help, and study skills, as well as library instruction and information literacy *(*A Program Framework for Information Literacy Instruction is currently in development).* Programs may be delivered face-to-face – in-person or virtually – as well as online, through orientations, workshops, drop-in consultations, and individual or course-integrated instruction.

The student lifecycle has four stages, both for undergraduate and graduate students, each with an associated action. These stages reflect the university's Student Lifecycle Model (University of Saskatchewan, n.d.) and are based on the work of A. Lizzio (2011).

Potential Students (transition towards) ❯ New Students (transition in) ❯ Continuing Students (transition through) ❯ Senior Students (transition beyond)

The library considers the student lifecycle as stages in learning, describing the stages and their relationship with library programs and services as follows:

- *Potential students (transition towards):* In this initial stage, forming a connection to the university is at the forefront. Students start to move into the phases of learning.
- *New students (transition in):* This stage is transition-specific but not typically content- and discipline-specific. Students start to find their place in the academy and where they fit. They begin to develop a sense of a scholarly environment, building skills to adapt to it.
- *Continuing students (transition through):* More content- and discipline-specific, this stage is focused on developing skills, abilities, and a scholarly mindset.
- *Senior students (transition beyond):* Also content- and discipline-specific, this stage sees senior students preparing to transition post-degree.

Initially programs, activities, and services are placed within the student lifecycle, and then filtered through the lens of the following graduate goals outlined in the university's Learning Charter (2010):

- *Discovery Goals:*
    o Apply critical and creative thinking to problems, including analysis, synthesis, and evaluation.
    o Be adept at learning in various ways, including independently, experientially, and in teams.
    o Possess intellectual flexibility, ability to manage change, and a zest for life-long learning.
- *Knowledge Goals:*
    o Understand how their subject area may intersect with related disciplines.
    o Utilize and apply their knowledge with judgement and prudence.
- *Integrity Goals:*
    o Exercise intellectual integrity and ethical behaviour.
- *Skills Goals:*
    o Communicate clearly, substantively, and persuasively.
    o Be able to locate and use information effectively, ethically, and legally.
    o Be technologically literate, and able to apply appropriate skills of research and inquiry.
- *Citizenship Goals:*
    o Share their knowledge and exercise leadership.
    o Contribute to society, locally, nationally, or globally

**Programs and Services**
Library programs and services are viewed within the Student Learning Framework, taking into account students' learning requirements as they move through their time at the U of S as an undergraduate or graduate student. While students may participate in a variety of programs and activities at any point, the student lifecycle element of the framework helps to focus the program, activity, or service by establishing the target audience. Understanding the target audience helps to shape the program, activity, or service so that it meets the learning and support needs of that audience, and helps to determine learning outcomes.

*Potential students (transition towards):* In this initial stage, forming a connection to the university is at the forefront. Students start to move into the phases of learning.
- High School Outreach
- University Prep Support
- Introduction to the Library

*New students (transition in):* This stage is transition-specific but not typically content- and discipline-specific. Students start to find their place in the academy and where they fit. They begin to develop a sense of a scholarly environment, building skills to adapt to it.
- Academic Transition & First Year Experience
- Academic Help & Support
- Introduction to Using the Library, Foundational Information Literacy and Academic Research

*Continuing students (transition through):* More content- and discipline-specific, this stage is focused on developing skills, abilities, and a scholarly mindset.
- Academic Help & Support
- Information Literacy & Academic Research
- Experiential Learning

*Senior students (transition beyond):* Also content- and discipline-specific, this stage sees senior students preparing to transition post-degree.
- Academic Help & Support
- Advanced Information Literacy & Academic Research
- Experiential Learning

# References

Lizzio, A. (2011). *The student lifecycle: An integrative framework for guiding practice.* Retrieved from
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