Creating Transformative Connections with Graduate Students Using a Social Capital Framework

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Graduate Student Experiences & Service Needs
Context - Hannah
Graduate Student Experiences & Service Needs

Context - Hannah
Graduate Student Experiences & Service Needs - Mary
Background Context - Mary
Assumptions Inventory - Hannah Brookfield (2012)
Hunt Assumptions

Check those Assumptions

Different Viewpoint

Take Informed Action

Brookfield (2012)
Graduate students’ experiences are shaped more by their departments than the larger university.

Services are available but are unequally distributed and accessed (for many reasons).

Peer learning is the most realistic learning route.

Graduate students are pragmatic learners (time is highly valued).

Exploring the literature is the least (or one of the least) of their worries.

I am not the most important person in their universe. (And neither is the library.)
Assumptions Inventory - Mary

Graduate students are not necessarily the primary focus of faculty and feel ignored sometimes.

Graduate students learn from their peers.

Graduate students have to drive to campus for healthcare services, departmental events, seminars, graduate school services, data consults...UNEQUAL ACCESS

Webex ≠ In-person

The librarian can make an impact and is a known persona but the HMSC library is simply a space.

The future is very uncertain.
What are your assumptions about your graduate student community and your relationship to that community?
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Information Poverty
True or False Assumption?

Networks exist to facilitate resource exchange.
Information Poverty

- Secrecy
- Deception
- Risk-Taking
- Situational Relevance
Social Capital
Social Capital

Social Networks

Shared Norms and Values

Trust and Reciprocity

Common Goal

Social Capital

Information Flow

Social Networks

Shared Norms and Values

Trust and Reciprocity

Temple, P. (2009)
Figure 2.1 Conceptualisation of the wider benefits of learning.
Social Capital

Social Networks

Shared Norms and Values

Common Goal

Trust and Reciprocity

Social Capital

- Social Networks
  - Sense of Belonging
  - Participation

- Shared Norms and Values

- Trust and Reciprocity

Temple, P. (2009)
Make your own map
Write down the names of people with whom you are in regular contact.
- Family, close friends, people you know from any membership in social interest groups or clubs, people you know from work and/or education, and any other significant people in your life.

What actions or behaviors help build or diminish these relationships?
- Add in lines (optional: with arrows to indicate directionality) that demonstrate levels of trust.

What do you notice about your social capital?
- Is it more bonding (people like you) or bridging (people unlike you)?
- Is it situated more in particular areas of your life and less in others?
Make a map based on an assigned grad student scenario

Jonah
Abbie
Preeda
Ellen
Choose at least one of the grad student scenarios.

What kinds of information or resources do they need?

Think about a network map
- How are they related to people?
- Who do you think they trust?

What could they do to improve their situations?

What could their departments, advisors, graduate school, or university do?

Is there a role for the library?
Social Capital Barriers

- Race
- Class
- SES
- Language
- Culture
- Geography
- Advisor
- Gender
- Family
- Discipline
Historically Underrepresented Minorities

The Socialization Process at Work  Gardner 2010
Environmental Barriers

Disciplinary area
Local culture
Geographic constraints
Language

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Critical Incident Questionnaire
Critical Incident Questionnaire
Return to Assumptions - How Can You Use A Social Capital Lens to Transform Libraries for Graduate Students?
Return to Assumptions - How Can You Use a Social Capital Lens to Transform Libraries for Graduate Students?
Thank you!
References


Image Credits

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Entrance to Guin Library - Mary Markland personal photo

CIMRS - http://hmsc.oregonstate.edu/cimrs/staff-directory


Marine Studies Initiative - http://marinestudies.oregonstate.edu/
Images (cont.)

NOAA - http://www.noaa.gov/

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OSU College of Science - http://sites.oregonstate.edu/science/

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Images (cont.)

Map making - [http://histruthmyvoice.org/](http://histruthmyvoice.org/)

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