Developing Cultural and Environmental Awareness through Active Learning and Collaboration in the Library

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Rising Tides: Marine Biology and Oceanography Placed Based Learning Community

Teaching students about what it means to be a scientist while actively doing science that focuses on Humboldt Bay and Trinidad Bay

“As part of the program you will:

● Have the opportunity to arrive on campus four days early and participate in a Summer immersion field trip to explore marine environments and cultures near Humboldt and Trinidad Bays.
● Get to know the faculty, staff, HSU students, and other marine professionals in the community who will help you grow personally and academically.
● Learn that solving the biggest social and environmental problems require good science, critical thinking, a commitment to social justice, and effective communication” (Rising Tides Program Home; Summer Immersion).
Where are Rising Tides students coming from and why does it matter?

33% are from Los Angeles

18% are local or from other Northern California Areas

16% from San Diego and Out of State

13% from San Francisco Bay Area

For students enrolled Fall 2018 OCN and BIO
Between 10-12 hours drive depending on which route you take and traffic
HSU is on Wiyot Land
Goudi’ni - Arcata

Students learn about both the Wiyot and Yurok whose ancestral territories cover inland areas and the Humboldt Bay and Trinidad Bay areas, respectively, as part of their summer immersion. They also have field trips during summer immersion to learn from tribal representatives on their field trips.

Check out this video about Wiyot Place Names
Where does the Library fit in?

Library Day Activity: [Link to Activity Instructions]

Goals:

● Get students doing collaborative, active, hands-on inquiry based learning to produce poster presentations
● Introduce them to the value of the library early in their college career
● Continued scaffolding the introduction/contextualizing the place and peoples of in Humboldt County
● Introducing connections between the genocide of local indigenous peoples/cultures (Yurok and Wiyot) and landscape change in Humboldt County (particularly Trinidad Bay and Humboldt Bay)

Objective:

Students will create a poster/presentation that includes at least 10 facts that answer the questions posed to their group
The Activity and Goals

Research on the Indian People, seascapes and landscapes of Trinidad & Humboldt Bay
Click on the group for a link to their questions

<table>
<thead>
<tr>
<th>Native American culture (past, present, future)</th>
<th>Trinidad Area</th>
<th>Humboldt Bay Area</th>
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</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>Group 2</td>
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<table>
<thead>
<tr>
<th>Landscape &amp; Seascape (past, present &amp; future)</th>
<th>Trinidad Area</th>
<th>Humboldt Bay Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 3</td>
<td>Group 4</td>
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Inquiry-Based Learning and the Model of Inquiry Process

Inquiry based learning lessons are

- Learner centered
- Engaging in learning across the disciplines and with diverse perspectives
- Students learn by actively engaging with questions, doing research, and presenting what they learn—“learning by doing”
- Collaborating and self-managing, and making decisions with in their group, and taking responsibility for their own learning
- Self-reflection and assessment of their learning

(Center for Teaching, n.d., p. 1).

Model of Inquiry Process

“Engage with a topic and build a knowledge base”

“Develop a question”

“Determine what needs to be known”

“Identify resources and gather data”

“Evaluate data”

“Organize and synthesize data”

“Communicate new understandings”

“Reflect upon the process and success”

(Center for Teaching, n.d., p. 2).
Takeaways and what it has reinforced for my practices

- Letting go of control (but not structure and planning) as a facilitator instead of lecturing
- Experimenting more with student centered lesson plans
- Allowing students to use their abilities interpret information and find their own answers
- Seeking opportunities for collaboration to have more impact than one-shot instruction session
- Build in time for reflection on learning
Sources


