Embedded Librarians: Building Relationships with the Honors College

Jenna Rinalducci
George Mason University, VA
EMBEDDED LIBRARIANS: BUILDING RELATIONSHIPS WITH THE HONORS COLLEGE

Jenna Rinalducci
George Mason University
Liaison Librarian for Visual Arts and Honors College
Overview

- 14 sections with librarians assigned to particular section(s)
- Friday recitations
- Team teaching
- 4 classes (instruction & activities) & 1 class for research help
- Individual research appointments later in semester
- Online presence (Blackboard & Library Website)
- Library writing assignments—grading
- Material connected to coursework as appropriate
Where We Came From

- One 50 minute class during semester
- Teaching the Teaching Assistants/TAs
  - Week before Fall Semester
  - Voluntary
- New teachers
Where We’re Going

Fall 2010:

- Multiple library instruction sessions
  - Course integrated
- Online involvement through Blackboard
- Variety of instructional strategies
  - Presentations/Demonstrations
  - In-class group activities
  - Graded assignments
Collaboration

With the Honors College:

- Library-Faculty Collaboration
- Meetings with Dean of Honors College
- Meetings with dean, faculty & TAs during planning process
- Faculty & TAs from various departments
- Shared wiki
Even More Collaboration

In the Libraries:

- Worked with Head of Education Services to formulate goals & learning outcomes
- Several volunteers from the library
- Team teaching in the classroom
- Experience for library staff/new librarians in safe environment
- Communication: weekly meetings, listserv...
Semester Schedule

Preparation for the Research Project (weeks 1-4)
- Week 1: The Information Cycle & Critical Thinking
- Week 2: Getting Started: Using Google & the Library InfoGuides
- Week 4: Exploring the Library Catalog

Research, Research Proposal, Working with Sources (weeks 5-9)
- Week 5: Navigating the Research Databases
- Week 6: Research Help
- Week 9: Research Help if requested

Drafting and Revising and Presenting the Research Project (weeks 10-15)
- Week 11: Individual Appointments (as requested)
- Week 12: Individual Appointments (as requested)

*Additional support will be provided throughout the semester*
Pre-Test: What They Got Right

Percentage of Correct Answers

Questions

1. Reading an LC call number
2. Definition of Plagiarism

(https://spreadsheets.google.com/viewform?hl=en&formkey=dEh1UFNKdXYxU2Mzdkg2N1BP0NNZEE6MQ#gid=0)
Hands-On Learning

- Interactive learning
- In-class activities
  - Group exercises, etc.
- To reinforce instruction
- Computer classrooms
- Examples

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In-Class Activities

Interactive Learning

Staggering the Learning...

- Selected Search Terms:
  - Human computer interaction
  - Video games and violence
  - Climate change and public health
  - Cancer and diet
  - Elder abuse
  - Sports injury and prevention
  - Impressionism and art

Directed Learning

Step 2:
Search the catalog to find publications written by Frederick Douglass.

What are some of the publication types you found (e.g. books, e-books, videos)?

What are the locations of the books listed on the first page of results (e.g. online, Fenwick stacks, Prince William campus)?

Do you see a title in the search results that has multiple holdings? If yes, click on the title link. Are any of these items available to check out?
Library Assignments

- 5 writing assignments
- 200-250 words in paragraph form
- 10% of grade
- Blackboard: Add contact & Grade

**Purpose**: To reflect on lessons from previous library session
Example of Library Assignment

- **Library Session #2:** *Getting Started OR Now what do I do?—Using Google and the Library InfoGuides*

- **Purpose of this assignment:** Start thinking about information sources and appropriateness for academic research.

- **Writing Assignment:**

  Imagine that you are writing a research paper on a historical figure from your readings (exs: Frederick Douglass, Abraham Lincoln, Rosa Parks). Then answer the following questions.

  Search Google for information on your figure. Look at the first page results/hits. What did you find? Are there academic sites? Commercial, etc.? Would these sources be helpful in writing a scholarly, academic research paper? Why or why not? Please elaborate.
InfoGuide (aka LibGuide)

- One stop shopping for students
  - Class presentations
  - Library writing assignments
  - Additional material: Images, videos, websites, etc.
- Link to InfoGuide from each Blackboard section
- Links to subject-based infoguides
Honors College InfoGuide

http://infoguides.gmu.edu/honors

980 hits as of September 22, 2010
What’s Next...

- Assessment
  - Students
  - Librarians
  - Faculty
  - Teaching Assistants

- Determine what worked & what didn’t

- Adjust involvement to maintain sustainability
Conclusion

- **Issues/Roadblocks**
  - “I think we’re seeing the problems of interdisciplinary communication.” —Dean of College
  - Technology
  - Staffing
  - First-year growing pains

- **Where to go from here?**
  - Maintain involvement based on this progress
  - *BUT* Revamp based on assessment
  - **Option**: Incorporate more online tutorials/videos

- **Benefits**
  - Public Relations/Marketing the Library/Establish relationships
  - Using lessons plans for other instruction when appropriate
Questions/Discussions

Contact Information

- Jenna Rinalducci: jrinaldu@gmu.edu
- Liaison Librarian for Honors College & Visual Arts

Online Information

- Infoguides:
  - Honors College: http://infoguides.gmu.edu/honors
  - Section for Honors 110
  - Honor 110 TAs: http://infoguides.gmu.edu/hnrs110tas

Questions?