Embedded Librarians: Partnering with Faculty in the Virtual Classroom

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Embedded Librarians: Partnering with Faculty in the Virtual Classroom
Embedded Librarians: Partnering with Faculty in the Virtual Classroom

Introduction

Dee Bozeman
University of Central Florida
Daytona State/UCF Joint-Use Library
Academic libraries must...meet the information and research needs of all...constituents, wherever they may be. This principle applies equally to individuals on a main campus, off campus, in distance learning or regional campus programs, or in the absence of any physical campus. The library must provide information literacy instruction programs to the distance learning community.
Embedded Librarian

- One of many ways we reach out to online students
- Faculty interest
- Faculty involvement
- Collaborate with faculty
- Become an integral part of class
## Faculty and Student Needs

<table>
<thead>
<tr>
<th>Students</th>
<th>Faculty</th>
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</thead>
<tbody>
<tr>
<td>- Scholarly papers</td>
<td>- Scholarly papers from students using scholarly sources for their references</td>
</tr>
<tr>
<td>- Scholarly sources</td>
<td>- Less frustration for students and professor</td>
</tr>
<tr>
<td>- Learn resources</td>
<td></td>
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<tr>
<td>- Learning critical thinking skills</td>
<td></td>
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<tr>
<td>- Learn search skills and techniques</td>
<td></td>
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<tr>
<td>- Less frustration</td>
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Embedded Librarians: Partnering with Faculty in the Virtual Classroom

University of Central Florida

Barbara Alderman
University of Central Florida
BCC/UCF Joint-Use Library
History & Initial Goals

• Informal conversation: faculty member and regional campus librarians (2001)
• Goal 1 - teach library research skills to distance learner students.
• Goal 2 – incorporate new technologies into library instruction
• Goal 3 – step out of the physical library
Develop experimental module (2001-2)
Challenges of early module

- Template or Open ended?
- Practice exercises
- Grading assignments
- Share classes?
- Compromise in philosophies – yours, mine, ours
- How to expand
- How to store/save/share data
- How to evaluate
Embedded Librarians: Partnering with Faculty in the Virtual Classroom

UCF Classes

Andy Todd
University of Central Florida
BCC/UCF Joint-Use Library
2nd Generation – Web Module

University of Central Florida Libraries

Obtaining a UCF Library Card Number

To check out books or other materials from the UCF Library in Orlando, to request articles or books using Interlibrary Loan, or to register for most of the library's electronic databases, you must have a current, active UCF library card number. If you have a UCF student ID card, your library card number is the 14-digit number listed at the bottom front of the card. UCF student ID cards are provided at most University campuses.

You can go to the UCF Card Office on the Orlando campus, which is located in room #104 of the John T. Washington Center across from the UCF Bookstore.

You can get a card from the following main and regional campus locations: http://library.ucf.edu/BranchCampuses/Services.asp

If you prefer, you can also obtain a UCF student ID card by mail. You will need to send a passport quality photo, a copy of your driver's license, a copy of your social security card, and a check for $15.00 to:

UCF Card Services
P.O. Box 160056
Orlando, FL 32816-0056

Complete information for obtaining a card by mail can be found online at UCF Card for Distance Learners (http://www.ucfcard.ucf.edu/distancelearning.html) or you can contact the UCF Card Office at (407) 823-2100.

If you are unable to visit a campus to get a UCF ID and you are a UCF distance learner, or if you are unable to get a UCF ID, you may use a library ID number. The ID number can be used to access UCF Electronic Resources and other library services. To request a library ID number from the UCF Library, fill out the online Library ID Number Request Form (http://library.ucf.edu/Circulation/ID/IDRequestForm) and note that you will need to provide the registration number (the "key" number) for the distributed learning course you are taking, or an estimated registration number if you were not able to get a UCF ID.
2nd Gen. – Advantages & Limitations

Pros:
- Centralized
- No longer dependent on Web Developers
- > 1 class could use the same page

Cons:
- Only a few librarians had access to update
- All exercises had to be the same for a specific course
- Graphics/media had to be approved
- Not librarian specific
LibGuides – The Repository

University of Central Florida Libraries

**The Repository**
Repository of shared content for course-specific web pages

- Home
- Introduction
- Obtaining a Library ID Number
- Activating a Library ID Number
- EZProxy/Remote Access
- Search Process
- Library Catalog
- NetLibrary
- ILL
- Full Text
- Peer-reviewed
- Databases

- Science Direct
- Social Work Abstracts
- Springer Link
- Tests and Measures
- Web of Science
- Westlaw

Add New Box
WebCT Link to the Library Module

This module contains information vital to student success as related to their ability to access resources through the UCF Library system and commercial databases.
Relevant Class Assignments

**Article Critique Assignment (Project II)**

- Chosen article MUST be:
  - a research study (NOT content analyses, content syntheses, literature reviews)
  - written by at least one nurse as an author
  - reported in a nursing journal
  - be a quantitative study (not qualitative)
LibGuides – Practice Exercises

Practice Exercise 2 - Part C (Medline - PubMed)

MEDLINE - Ebscohost
From the UCF Library homepage http://library.ucf.edu, click on “Articles & Databases”. Type in your 14-digit activated library ID number in the click on LOGIN. Answer “yes” to the Security Alert question. Click on ‘M’ in the alphabetical line under the “Successfully logged in” text.

Select ‘Medline-Ebscohost’.

Put the phrase breast cancer and pain or discomfort in the top row of search boxes.

Click ‘Search’.

Click on the ‘Search Options’ link on the right hand side of the results page.

Scroll down under ‘Limit your results’ and check the ‘English Language’ box.

Under ‘Journal & Citation Subset’, select ‘Nursing’. Under ‘Publication Type’, select ‘Clinical Trial’.

Click ‘Search’.

4. How many articles did you find?
   a. More than 500
   b. 100 - 500
   c. 50 - 100

http://libguides.lib.ucf.edu/nur3165a
Type **handwashing** in the second box. Leave the Boolean operator as **AND**. (Hint: Put any keywords related to your topic in the second box. Try one or two terms at first or leave the box blank if you just want to browse.)

Type **nurs* or RN** in the third row and change the field on the right hand side to **AF Author Affiliation**. (Rationale: this will limit results to articles written by a nurse).

Type **systematic review** in the fourth box. Change the field on the right hand side to **PT Publication Type**. On the left hand side, change the Boolean operator to **NOT**. (Rationale: A systematic Review is an example of an article type you don't want. This way, you can filter out systematic reviews and other unwanted types of studies from your results).

Add a fifth row and do the same for pictorial publication types.

Add a sixth row to filter out **Qualitative** from your results using **NOT**. (Important: use the 'MW Word in Subject Heading' field instead of PT Publication Type)

**New Search | Publications | CINAHL Headings | Evidence-Based Care Sheets | More**

**Searching: CINAHL Plus with Full Text | Choose Databases >>**

- **Suggest Subject Terms**
  - descriptive statistics or clinical trial or experimental or quasi-experimental or surveys or questionnaires or quantitat* in Select a Field (optional)
  - handwashing in Select a Field (optional)
  - m or nurs* in AF Author Affiliation
  - not pictorial in PT Publication Type
  - not systematic review in PT Publication Type
  - not qualitative in MW Word in Subject Heading

**Basic Search | Advanced Search | Visual Search | Search History/Alerts | Preferences >>**
Link to the Final Assignment Quiz

Library Quiz

Description
Do not start this Quiz until you have completed the Library Module and the Library Assignment document Module Folder under “Course Content” and “Student Orientation Tutorials”. You can take the quiz up to 3 will be recorded in your gradebook.

Available starting: August 24, 2009 8:00 AM
Available until: October 9, 2009 11:59 PM
Duration: 1 Hour(s)

Note: your completion time is measured from when you click Begin Assessment to

Question delivery: All at once
Note: questions can be answered in any order. You can revisit questions after you

Attempts allowed: 3
Attempts completed: 1
Grade: 105.0/105
Library Module Final Assignment

Todd Andrew

Started: September 18, 2009 12:39 PM
Questions: 15

Instructions
The library discussion will remain open until the due date so students may view library related announcements and other information. For specific questions related to the final assignment, please e-mail the Course Librarian (Andrew Todd). Please check the course calendar for the date and time that this assignment must be completed. A total of 10 points are possible for this assignment. There are 5 main questions with several components (1a, 1b, 1c...2a, 2b etc).

1. Question 1a (Points: 0.66)

Using the NetLibrary database, find an eBook that would be relevant to this course that addresses both of the following topics: Nursing Research and Quantitative Studies.

(Hint: See Practice Exercise 1 in the Library Module for more information about NetLibrary)

What eBook title did you chose?
3. Finding the full-text article from a citation. (Points: 7)
Choose one of the databases and find the full-text article for the following citation.


Who is the author of the article?

- 1. Niccie L. McKay
- 2. Steven Bernet
- 3. Jason McCall

4. Using Business Source Premier (Points: 7)
Use *Business Source Premier* to find the peer reviewed article that was written by Henry J. Aaron in 2003 about the control of health care spending. This article will be used to answer this question and the next question.

The article was published in which journal listed below?

- 1. Health Care Management Science
- 2. Health Affairs
- 3. Health Policy
Library Discussion Board
Embedded Librarians: Partnering with Faculty in the Virtual Classroom

Daytona State College

Rachel Owens
Daytona State College
Daytona State/UCF Joint-Use Library
The Students

- BAS
- Average age = 40
- Shaky writing skills
- Never used electronic sources
- Unintentional plagiarism
- Complaints from business faculty

I had an idea!
The Instructor

- English department
- Teaching Business Writing
- Strongly pro-library
- Enthusiastic about concept
- Helped convince other stakeholders
  - Dean of Baccalaureate Studies
  - Dean of Florida Online
  - Chair of English department
The Technology

- Desire2Learn
- Knew it well: LIS 2004
- Assistant instructor in first class
- Full instructor privileges in second class and beyond
- Virtual Office
  - In discussion area
  - Purpose, contact information, links
  - Library assignments
The Response

- Overall student response very positive
- Used mostly for help with citations (APA style)
- Library assignments
  - Mistakes were made!
  - More successful with hybrids than 100% online
- Did grades improve??
The Aftermath

- Three sections of business writing
  - Organizational Behavior
    - 11/17 incompletes
  - Management
    - Scholarly vs. non-scholarly
      - “I used EBSCO, what else do you want!”
    - Business news
  - Seven classes currently
    - Four Intro to Business, two Principles of Global Marketing, one Intro to E-Commerce
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Faculty Collaboration

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University of Central Florida
LSCC/UCF Joint-Use Library
Good relations between librarians and classroom faculty are a necessity, not a luxury. (Kotter, 1999)
Promote to Teaching Faculty

- Presentations at faculty orientations, council meetings, etc.
- Library Newsletters, blogs, brochures, etc.
- Social interaction
- Testimonies from faculty
Working with Teaching Faculty

- Maintain regular communications
- Beware of being “too helpful”
- Be flexible & accommodating (but set limits)
- Get to know their needs and research
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Challenges and Successes

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University of Central Florida
LSCC/UCF Joint-Use Library
Challenges Encountered

- Not enough librarians
- Time constraints
- New faculty buy-in
- Meet various needs from teaching faculty
- Effective evaluation
Lessons Learned

- Ask faculty to stress the value of the modules
- Work better in a course with assignments requiring research skills
- Constantly revise library assignments
- Stay current on technological advances in the college’s course management system
Success Achieved

- Increased numbers of embedded classes

- Increased Visibility

- Plain text module to multi-formats

- New collaborative projects
Success Achieved ...Contd.
(Student Evaluation Comments)

- “Wow.....I had no idea the number of resources available...intimidating really. But you guys have put together an excellent tutorial and I thank you.”

- “I enjoyed working through the instructions and found them to be very useful, especially the feedback the librarians provided.”

- “This module has taught me so much and has put my worries at ease.”