

# Faculty-Librarian Collaboration: The Blackboard Embedded Librarian

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# Beginnings and Marketing

# Need @ Miami University Middletown

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- ▶ National Trend: Deliver Library Services to Distance Users
- ▶ Miami University Regional Campus System Expands
- ▶ Mandate to Innovate on Regional Campuses
- ▶ Online Nursing Program Launched, Fall 2008
- ▶ Faltering Economy Motivates Us to Work More Efficiently



# Academic Librarians Ask:

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- ▶ What's the best way to provide information literacy instruction to students?



# Course-Related Research

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## ▶ Faculty-Librarian Collaboration

- ▶ Understand research assignments & students' needs
- ▶ Create course-specific library resources & services

## ▶ Students & Blackboard Embedded Librarian

- ▶ Familiar with Blackboard
- ▶ Associate this online space with course assignments
- ▶ Easy access to research help and links to library resources



# Key Questions for Faculty

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- ▶ Are you wondering how to send students to an academic library to complete research assignments when you teach online or in a location without a library?
- ▶ Would you prefer to collaborate with an information specialist who bridges the worlds of technology, academic research and resources, instruction, and students?



# Marketing the Program to Faculty:

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## **Key Points:**

- ▶ What is a Blackboard embedded librarian?
- ▶ Why would I want an embedded librarian turning up in my Blackboard course?
- ▶ How long would this relationship last?

## **Methods:**

- ▶ E-mail
- ▶ Library Blog
- ▶ Flyer and Newsletters
- ▶ Face to Face



# Faculty Agree to Participate in the Pilot

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- ▶ 10 Instructors with 19 Sections
- ▶ 13 Different Courses
  - Online, Off-Campus, Traditional
  - Lower and Upper Division
  - Humanities to Science/Technology





# Faculty Needs Surveyed

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- ▶ When is the embedded librarian needed in the semester?  
start-up, few weeks, or semester?
- ▶ Describe research assignment(s)
- ▶ Identify where students have struggled in the past
- ▶ Checklist of information literacy skills, Blackboard tools, technologies, and strategies available





Implementing

# Implementation

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- ▶ **Collaborating face-to-face with faculty to discuss students' information needs early in the semester.**
  - ▶ Helps build a better relationship with faculty!
- ▶ **Creating embedded content that meets the needs of the course:**
  - ▶ Tutorials, videos, podcasts, lists of recommended resources specific to assignments, forum and discussion board options.

<https://mymiami.muohio.edu/webapps/portal/frameset.jsp>



# Interaction

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- ▶ **Meeting the students during an information literacy session early in the semester:**
  - ▶ 15-minute brief introduction session vs. full session?
  - ▶ Helps librarians build working relationships with students.



# Interaction

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- ▶ Waiting for action...



# Interaction

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- ▶ Still waiting...



# Interaction

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- ▶ Students DO eventually seek library help!
- ▶ Requests trickle in as assignments are due.
  - ▶ Students put off research until the last minute; some things never change!

## Point-Of-Need!



# Faculty Perspective



# What We've Learned and What the Future Holds

# What have we learned so far?

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- ▶ Need to combine the strengths of both face-to-face and asynchronous interaction
- ▶ Increased email, IM, and in-person contacts from students in embedded classes
- ▶ Need to stay aware of the course schedule to find teachable moments
- ▶ More interaction = more time (workload issues)
- ▶ “Embedded” term has caught on elsewhere on campus
- ▶ Faculty comment: “better bibliographies”



# What's Next?

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- ▶ Survey faculty and students in embedded classes (April)
- ▶ Analyze results and fine-tune methods this summer
- ▶ Create new content for courses & new contact methods
  - ▶ More “point of need” F2F instruction sessions
  - ▶ Using Elluminate to conduct sessions with small groups or whole classes
- ▶ Work more closely with faculty to refine best methods and timing for instruction/research assistance
- ▶ Identify faculty and courses for embedding in Fall 2009



Questions?