Faculty-Librarian Collaboration: The Blackboard Embedded Librarian

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Beginnings and Marketing
Need @ Miami University Middletown

- 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:

- What’s the best way to provide information literacy instruction to students?
Course-Related Research

- 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

- 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:

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

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

- 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

- 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

- 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

- Waiting for action...
Interaction

- Still waiting…
Interaction

- 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?

- 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?

- 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?