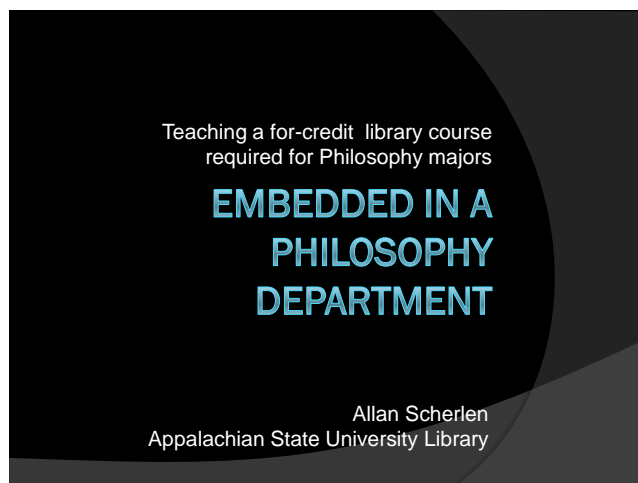


NCLA Biannual Conference Panel -- Embedded Librarians
Oct 6, 2011 Hickory, NC

Embedded Librarian Teaching A Credit Course in a University Department – Librarians teaching for-credit library research courses focused on student needs within a single discipline.



INTRODUCTION - The embedded librarian has been a hot trend in librarianship and much has been written about these modes of library instruction over the past decade. A library literature search of the phrase in LISTA (Library, Information Science & Technology Abstracts) produced two hundred results many of which were published in the last few years. Moreover ACRL just published a collection of essays this year on the subject entitled *Embedded Librarians: moving beyond one-shot instruction* edited by Cassandra Kvenild and Kaijsa Calkins. The literature shows that the idea of “embedding” or integrating librarians into the university curriculum really goes back over twenty years and in recent years has taken on many manifestations “beyond the one-shot instruction” session. Librarians may have a presence on a Course Management System (CMS - such as Blackboard or Moodle) webpage of a course, be interactive online with members of that course throughout the duration of the course, teach a unit of the course, partner on the entire course, have a physical presence in an academic department, or teach a full for-credit course within a department. At my institution, Appalachian State University, librarians are involved at all these levels of the embedded librarian continuum and with students at all levels, from freshmen to graduate seminars. We are especially involved in embedding librarians in the freshman seminar program linking specific librarians with instructors before the fall semester begins.

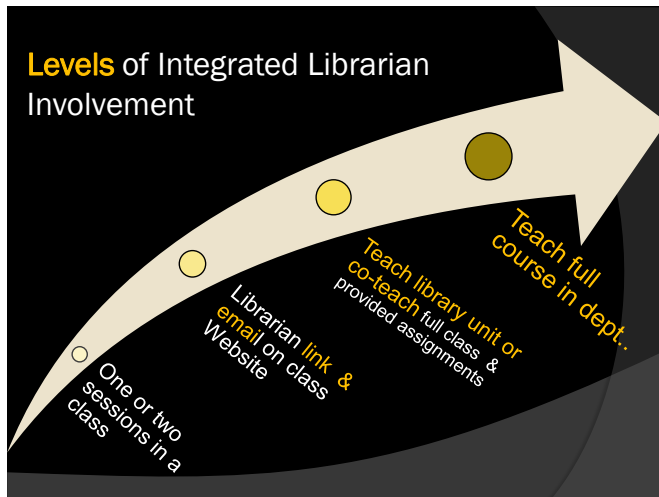
My perspective today is that of a librarian embedded within an academic department to teach a for-credit course that specifically addresses the library research needs of students within that discipline. I have taught a for-credit library research course for the past three years at Appalachian State University, a public comprehensive university that is part of the University of North Carolina system. The one-credit, semester long course, Philosophy 2800, “Library Research for Philosophy Majors,” is required of all Philosophy majors and is a prerequisite to their final capstone research course. Drawing on my experience in developing and teaching this departmentally embedded course, I see the benefits and challenges related to this kind of embedded librarianship as well as understand the challenges librarians at other universities who teach similar kinds of courses have encountered.



Why embed librarians in courses

1. Continual research support from an expert throughout a course. The research aspects of the course will develop more effectively within the context of the course
2. Info lit instruction at points of need throughout a course is more effective and meaningful for the student

3. Improves librarian effectiveness by being involved in the teaching/learning process - They are part of the learning process and better understand what the student needs



[GIVE SOME EXAMPLES FROM OTHER UNIVERSITIES IN THE LIT]. Overview of departmentally embedded for-credit library courses. What are examples of institutions that have for-credit library courses within departments and how successful are they?

A Library Course within a Department's Curriculum
Example: PHL 2800
Library Research for Philosophy

- ◉ Credit course
- ◉ Required
- ◉ Subject-specific
- ◉ Address all ACRL competencies

A Library Course within a Department's Curriculum
Example: PHL 2800 Library Research for Philosophy

Credit course (1 hr per week - 15 wks)

Required for all majors before taking capstone

Subject-specific resources & examples used

Covers full range of research & info lit skills

(ACRL student Info Lit Competencies)

ACRL Competency Standards: The information literate student...

1. determines the extent of the information needed.
2. **accesses** needed information **effectively** and efficiently.
3. **evaluates** information and its sources critically and incorporates selected information into his or her knowledge base and value system.
4. individually or as a member of a group, **uses information effectively** to accomplish a specific purpose.
5. **understands** many of the **economic, legal and social issues** surrounding the use of information and accesses and uses information ethically and legally.

Outline of the Philosophy Course

Kinds of scholarly resources
Evaluating web resources
Specialized encyclopedias & dictionaries
Primary vs. secondary
Popular vs. scholarly
Research Strategies
Books– Overview, local & global sources
Articles – Overview, sources
Citation

...all in the context of philosophy

as⁺learn You are logged in as Allan Scherlen (Logout)

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Administration

- Turn editing off
- Settings
- Grades
- GenEd Outcomes
- Groups
- Backup
- Restore
- Import
- Reports
- Questions
- Files
- Profile

Activities

- Assignments
- Forums
- Quizzes
- Resources

People

- Participants
- Export Participants (Not Configured)

Philosophy 2800 Library and Information Research in Philosophy

WED 10:00 Belk Library Rm 024
Associate Professor: Allan Scherlen
scherlnag@appstate.edu
office phone: 262-2285

Tentative Office Hours: Wed 2-3; Thurs 11-12
and other times by appointment
[Best to e-mail or call before coming
to be sure I have not already scheduled someone else]

- News forum
- PHL 2800 Syllabus Fall 2010
- Library Guide to Philosophy
- Course Outline Fall 2010 - Due dates & holidays [See ASU LEARN for additional readings & assignments not listed on Outline]

Week 1 - Wed. - August 25
Introduction

What is this course about?
How is it different from other philosophy courses or other research methods

Latest news

Add a new

06:53 PM, Nov 30
Allan Scherlen
Correction: PHL exam will be 30% more.

02:28 PM, Nov 30
Allan Scherlen
PHL 2800 will meet exam on Dec 10 a

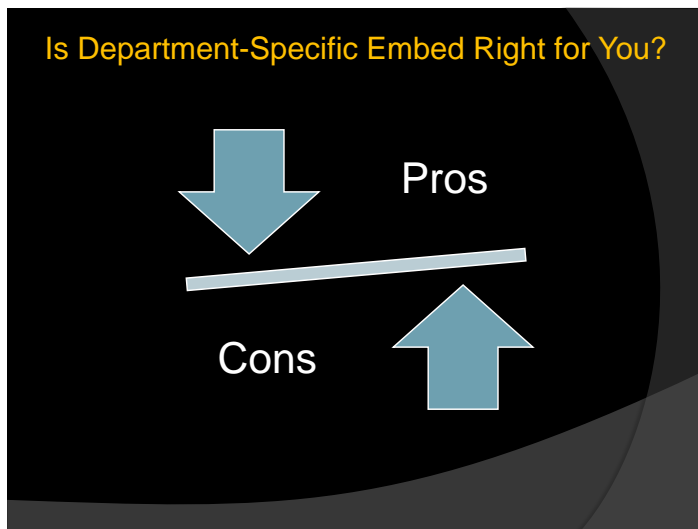
10:39 AM, Nov 18
Allan Scherlen
Assignment 11:1 extra credit h extended to Sat N Older topics ...

Calendar

May 20

Mon	Tue	Wed	Thu
2	3	4	5
9	10	11	12
16	17	18	19
23	24	25	26
30	31		

Events Key



(How does this kind of course differ from other library instruction courses (one-shot bibliographic instruction, credit courses originating from the library, etc)? What are the potential **benefits**

and inherent **challenges** associated with providing for-credit library research courses embedded within a specific discipline?

What kinds of departments/programs may be better suited for a departmentally embedded course?

2. --The steps in the collaborative process between a librarian and faculty of a department in deciding if an embedded course is right for a particular discipline or program followed by the process of getting the concept developed into a course of study.
3. -- Instruction, assessment and refinement of a for-credit departmentally embedded library course.
4. -- What is the future (challenges, pros & cons, and promises) of for-credit departmentally-embedded library courses?