

# **Creating a Course for Embedded Librarians**

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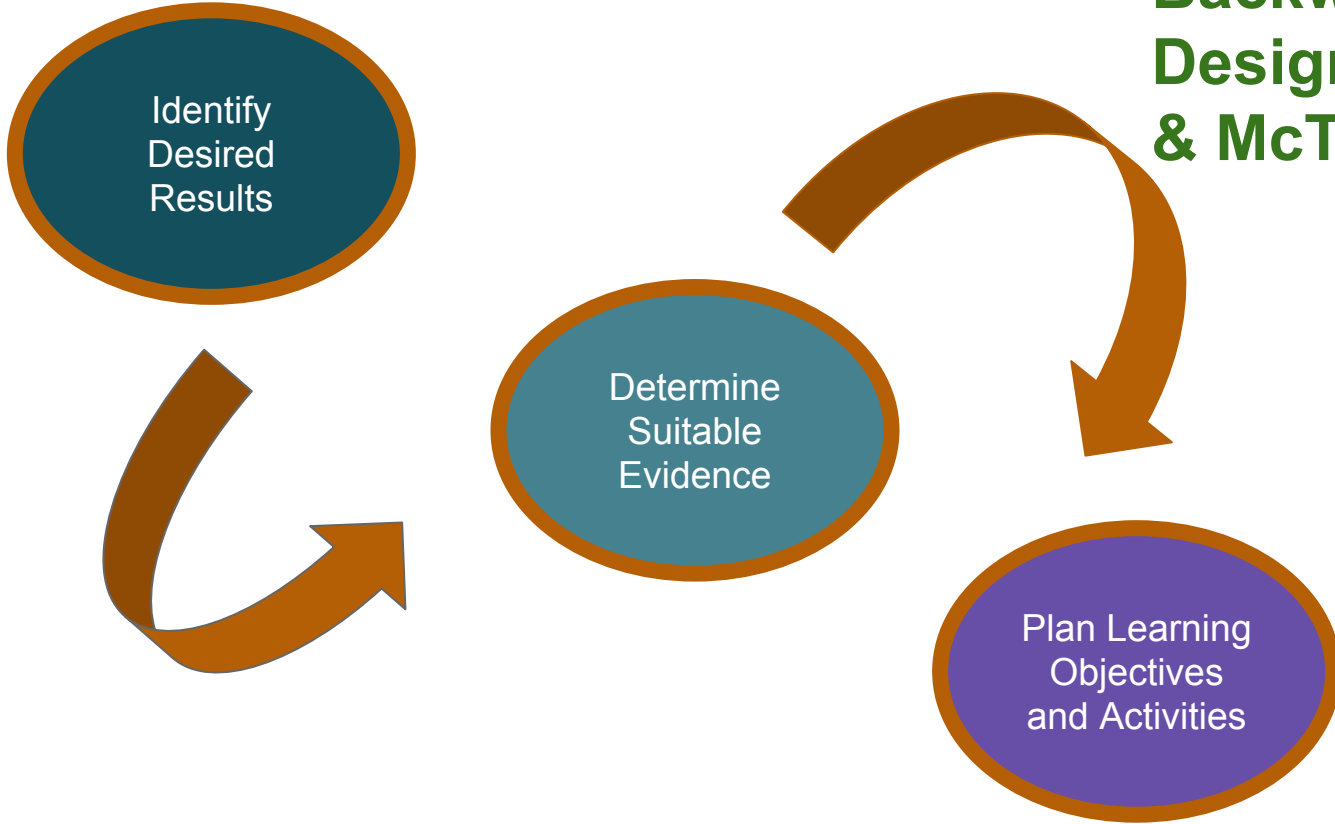
Asynchronous Professional Development

# Agenda

- Course Design
- Collaborative Partnerships
- Providing Motivation for Course Completion
- Critical Course Decisions
- Course Content
- Licensing the Course
- Pilot Testing the Course
- Developing Assessments for the Course
- Balancing Personalization and Scale

# Course Design

Backwards  
Design (Wiggins  
& McTighe)



# Differences in One-Shot versus Sustained Involvement

## One-Shot

- Relationship limited to instructor and librarian
- Focuses on specific library skills
- Limited interaction with students
- Assessment focuses on singular library session, rather than overall course objectives
- Primary engagement with class is face-to-face
- Deep learning not possible
- Library seen as 'support' rather than instructional partner

## Sustained Online Involvement

- Requires a team-based approach to learning
- More aligned with the syllabus and overall course objectives
- Allows for familiarization with course over a period of time
- Easier identification for students
- Programmatic approach to library integration
- Opportunity for library-content graded assignments
- Librarians situated in a just-in-time teaching opportunity

# Reason for Course Development

Initiated an Embedded Librarian program

Served as the walking, talking version of the course for these early embedded librarians

The online learning environment is vastly different than face-to-face courses

The online environment makes it easier to articulate thinking and understand the prior knowledge of students, however activities needs to be intentionally designed to expose this articulation

# Collaborative Partnerships

Just as embedded librarians need embrace and value the team-based approach towards course design, I also needed to embrace collaborative expertise.

An instructional designer helped to design the course and gave suggestions for possible assignments.

A multimedia studio of Filippelli Learning Design was able to produce a series of videos discussing the embedded librarian program.

[Embedded Librarian Series](#)

**If you build it...**



**Will they come?**

# Critical Course Decisions

- Making modules optional or required
- Deciding on the length of the course
- Offering the course as individual or cohort based
- Information dominant or application dominant
- Time given to complete the course
- Text or visual
- Creative commons licensing
- Recommended or required readings?



# Course Content

**Nine Modules - Split between Online Learning and Embedded Librarianship**

- 1. Embedded Librarianship: What does it mean?**
- 2. Orientation**
- 3. Embedded Librarianship: Why be Integrated?**
- 4. Embedded Librarianship: Best Practices**
- 5. Online Teaching: Personalizing Yourself**
- 6. Online Teaching: Who are you Teaching?**
- 7. Online Teaching: Managing your Time**
- 8. Online Teaching: Using Interactive Tools**
- 9. Embedded Librarianship and Online Teaching: Assessing your Readiness**

# Licensing the Course

Making the decision on which Creative Commons license

- To make a course Creative Commons, make sure that you attribute or have the authority to use all borrowed content in the course
- Using Creative Commons requires a responsible OER advocate
- This course was licensed CC-BY-NC 3.0



**Attribution-NonCommercial**

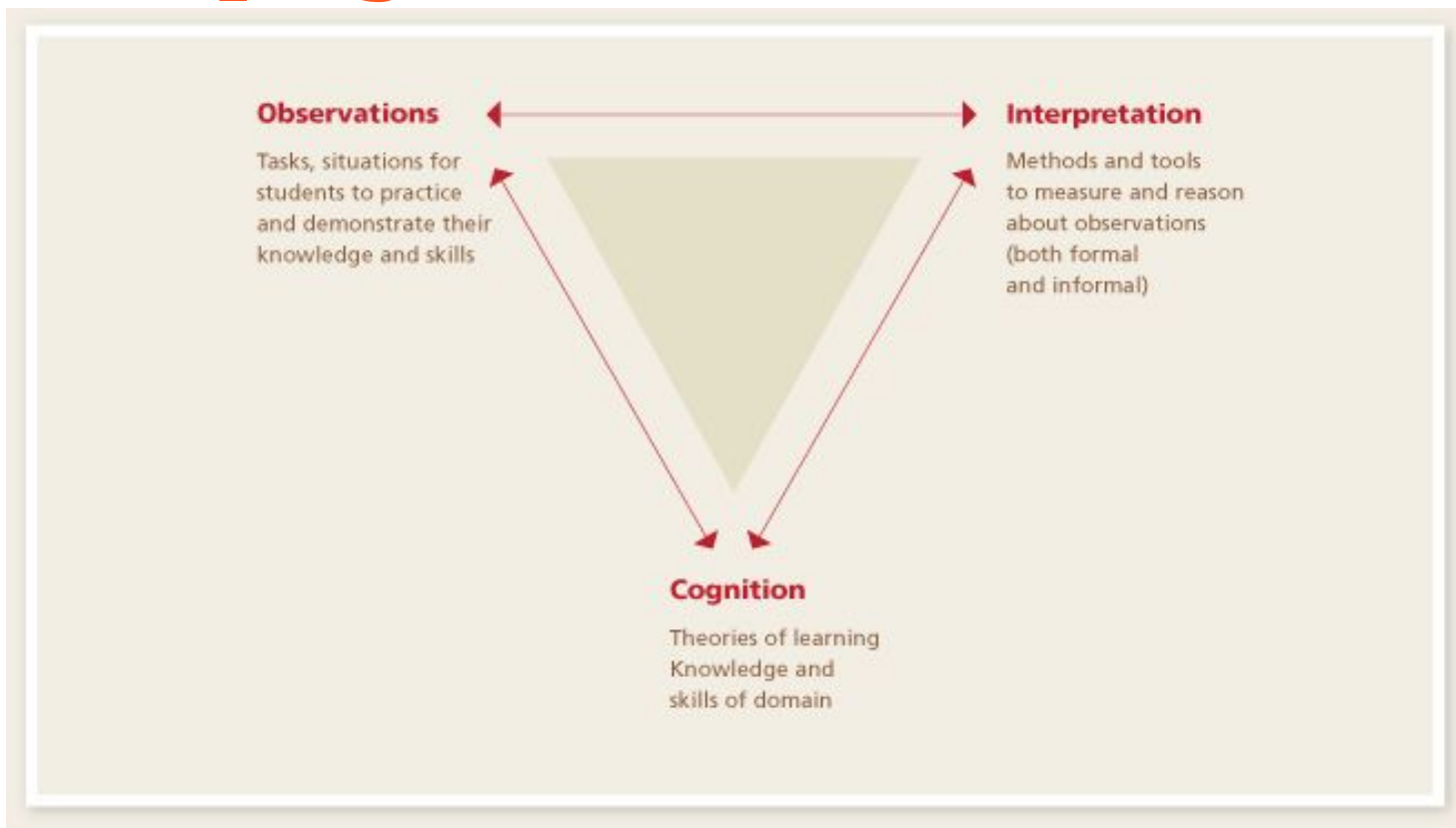
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# Pilot Testing the Course

Designing a course is kind of like writing a dissertation. Even with the best storyboarding, the actual functioning of links and assignment directions will need revision.

- Find multiple users to pilot test the course
- Ask users to focus on different aspects of the course from time, to links working, to assignment directions, and the flow of the course

# Developing Assessments for the Course



# Personalization and Scale



# Discussion and Questions

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# Activity

Think about expertise that you have that could be turned into a course. What is that expertise. Who do you think your audience would be? What kind of learning theory would you use to design the course? What is the big idea of the course? What kind of assessments would provide evidence of the big idea? Would you offer it synchronously or asynchronously? Micro or macro?