

MAY 3, 2021

FACULTY SPOTLIGHT

Collaboration is the key to innovation.

Mr. Tim Hooper

**EMBEDDED
LIBRARIAN**

Thank you, Mr. Hooper, for your willingness
to share and collaborate!



LWC

Embedded Librarian vs. Traditional Library Instruction

Embedded librarianship is the process of integrating an academic librarian into a course or classroom throughout the entire semester of a course. In this setting, the librarian collaborates with the teaching faculty to create specific library instruction that aligns with learning outcomes and student research. In essence, the librarian is a member of the class offering sustained guidance and feedback in the areas of performing research. As a result, students gain a much firmer understanding of the methodology of using library resources in relation to the course curriculum.

In traditional bibliographic instruction (BI), the librarian is scheduled by the faculty to meet with the class once during the semester to explain the many types of resources provided by the library, along with how to access and navigate them. The total amount of instruction can last from fifty to ninety minutes. For some students, the amount of information shared during this time frame may be overwhelming. As a result, students can experience anxiety and a reluctance to seek out further assistance from the library staff.

What kinds of instruction and support do you provide as an embedded librarian?

Embedded instruction varies based on the needs of the instructor. A truly embedded librarian would be available to students in the same way their instructor is available (throughout the semester).

This includes: Class Meetings – Email – Discussion Forums – Office Hours...

This can be accomplished face to face, online, asynchronously through DB...

The main aspect that separates the embedded librarian from traditional instruction is that specific areas of research are taught in small increments, rather than introducing all the library resources to students in one session. Embedded librarianship is a proactive approach in which the librarian engages the student regularly and intentionally based on the student's need in the classroom.

Traditional BI is more of a reactive approach where the librarian exposes the student to library resources and then hopes the student will reach out if they need further assistance. Most students are reluctant to do this and, as a result, do not develop the proper skill set for research.

An example of embedded librarianship at Lindsey Wilson College:

The following is an example of embedded librarianship implemented at Lindsey Wilson College during the 2021 spring semester:

English 1023 Writing II (Two Sections - Four individual classes)

Instructor: Mary Baker

Traditional Face-to-Face Setting (although we used Blackboard as well)

I met with each class throughout the semester and was a member on Blackboard.

Library instruction was separated into 5 smaller segments with each segment focused on the following:

1. Meet Your Writing II Librarian and Using Lindsey Wilson College Libguides
2. Finding Scholarly Peer-Reviewed Journal Articles
3. Creating an Advanced Search using Subject Terms
4. Evaluating Internet Web Sites
5. Using Reference Resources

The five topics above were spaced throughout the semester at approximately two-week intervals.

Instruction for each topic took an average of 20 minutes per class. Each session directly supported a specific class assignment. Students implemented and used their own research topics during each session.

As a result, students associated the library instruction with their assignment making the instruction relevant and timely.

Do you participate in synchronous instruction?

Yes, both face-to-face and through Google Meet.

Before COVID we conducted most library instruction in the Library Computer Lab. Since the COVID pandemic, we have moved instruction either to the instructor's classroom or online.

Do you participate in asynchronous instruction?

Yes, when I am embedded into Blackboard classrooms.

I use the Discussion Forums to lead asynchronous instruction. Discussion Forums work well for this as I can upload documents and tutorials for students. Discussion Forums also work well because the entire class can view the conversations between myself and individual students. It encourages collaboration.

I also do a lot of reference work using email. Once students put a face to the library, they will reach out. Most library resource needs can be filled using email.

How has this collaboration benefited faculty and students?

We are currently collecting assessment data on the embedded librarian/faculty collaboration. Data is limited as this is a new endeavor; however, the surveys we have collected to this point are very positive from both faculty and students. Our goal is for instructors to see a marked improvement in student writing and research.

I know students are benefitting based on their participation in the classroom. We notice much more interaction from the students with each session. New sessions build off the previous sessions. Students become more engaged with instruction as the semester progresses. They are more willing to answer questions and contribute to the dialog.



Types of instruction/resources provided by the library:

Perhaps the most complete library reference tool we offer now is the [Lindsey Wilson College Libguides](#). The libguides are discipline-specific reference guides that provide access to most all library resources from one location. The guides are subject-specific and organized by the library resource type. For instance, if you are a business student or faculty, you would use the [Business & Economics Libguide](#). Education Students and Faculty would use the [Education Libguide](#)...

Other types of resources and instruction include:

- Discipline-specific instruction
- Assist students with citation formats
- Avoiding plagiarism
- Provide tutorials and printouts about the online library resources
- Interlibrary Loan
- General Reference

Tim Hooper's work as an embedded librarian in my Writing Studies II classes this semester has really benefited my students. Not only were they more prepared to handle the research requirements of each assignment, they seem to be more confident in their overall ability to do academic research.

Mary Baker

Using an embedded librarian in Writing Studies helped students feel more confident asking for help and guidance in their research. Having class sessions dedicated to using library sources throughout the semester meant that students not only had stronger research skills, but they started projects earlier, which meant less procrastination because of research anxiety, which meant less plagiarism because of panic and procrastination.

Rachel Carr

I found the experience very helpful. He completed a library consultation through the discussion board which allowed for individualized assistance to each student. The consultation was specific to their search need. It was also asynchronous. This worked great so everyone was able to complete the assignment on their own time. This aligned perfectly with my online students. Overall, I really liked this approach.

Angie Johnson



**CLICK BELOW TO REQUEST
[EMBEDDED LIBRARIAN SUPPORT](#)**