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The George Fox University Embedded Librarian Program

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The George Fox University Embedded Librarian Program

Robin Ashford, Charles Kamilos and Merrill Johnson,
George Fox University
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Title Slide:

Speaker, Robin Ashford: I'll be starting with an overview of how and why the program came about, then I'll move on to what was involved in developing and promoting the program, as well as the challenges and benefits experienced thus far.

Next, my colleague, Charles Kamilos, Senior Librarian, Portland Center Library will share about his experiences as an embedded librarian. Lastly, Merrill Johnson, GFU University Librarian, will address the issues of cost, assessment and sustainability of the program.

How the program came about

A librarian and hybrid learning director began discussing how online student information resource and service needs were being met

It became apparent that a link to the library website from within our Moodle (FoxTALE) Learning Management System (LMS) was not enough



Slide 2

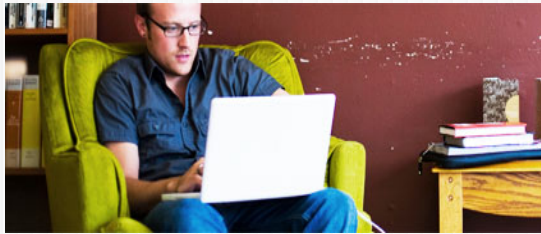
During an informal discussion with the university's Hybrid Learning Director (HLD), it became apparent that her department was struggling to direct online and hybrid students inside the Moodle LMS to satisfactory library and information resources and services.

After discussions with the University Librarian and further discussion with the HLD, it was agreed that GFU librarians would work toward meeting the research needs of our online and hybrid students beyond simply providing a link to our library website.

Though there was not adequate time for sufficient preparation and analysis, the problems were serious enough to require some immediate attention. Much discussion and planning ensued but first...

Why?

- Online librarian services were needed in order to provide equitable service to all GFU students



Slide 3

As the number of hybrid and online courses increased, we needed to provide comparable quality service opportunities to all GFU students.

Though a link to the library website was provided in all moodle courses, our traditional students taking on-campus courses have librarians available to teach library research classes, and are also available to meet one-on-one for research consultations by simply walking into the library and approaching the reference desk.

Online/hybrid students typically would not receive a library orientation or instruction sessions by a librarian.

If not by this means, we would have to come up with some way to service a large percentage of students who would not otherwise have their information literacy needs (how to find, access, and evaluate information) met.

How it evolved

- Further discussions revealed scope of need
- Embedding librarians inside our existing Moodle Learning Management System (LMS), to be available at the point of need, made the most sense.

Section	Forum	Description	Discussions	Subscribed
5	Ask Your Librarian	Ask your GFU librarian research questions in this forum	8	<input type="button" value="Yes"/>

Slide 4

How many online courses and hybrid programs did our university have? - How much growth was expected? – Though we were able to learn what was taking place at the moment, there were no definitive answers at this point as to the overall university plan.

We began discussing how librarians could best utilize the moodle system to meet student needs where their teaching and learning was taking place.

The screenshot shows a Moodle interface for a site named 'Library Development'. At the top, a banner image of a campus with trees is displayed. In the top right corner, a notification states 'You are logged in as Robin Ashford (Logout)'. Below the banner, the site name 'Library Development' is prominently displayed. A navigation bar includes 'FoxTALE' and 'Library', along with a 'Switch role to...' dropdown and a 'Turn editing on' button. The main content area is divided into two columns. The left column contains three expandable sections: 'People' (with a 'Participants' link), 'Activities' (with 'Forums' and 'Resources' links), and 'Search Forums'. The right column features a 'Topic outline' section with a 'Forums' subsection listing 'Ask This Librarian', 'News forum', and 'Ask Your Librarian'. Below this is a section titled '1 New Admit Module:'. A grey callout box on the right side of the 'Forums' list contains the text: 'Learning and Development - This space, created for librarians by the hybrid learning dept., would also house the content to be inserted in LMS courses'.

Slide 5

First, it was necessary to learn the moodle system - The HLD set up a Library Development Moodle site for experimentation. I also attended a teaching in moodle class that is regularly offered to online instructors.

The instruction and hands-on learning process helped spur ideas about how best to utilize the librarian's expertise within the moodle system. Time was also spent researching what other institutions were doing to serve their online students.

The main question needing to be addressed was, what would be the most efficient way to go about developing an effective high-quality program with limited human resources.

An Introduction To The GFU Library Website

Welcome to the GFU Library Website

Please be sure to watch the short introductory video and feel free to click the "Ask a librarian" link below if you have any questions - GFU librarians are glad to help with your information needs

Questions? Ask a Librarian!

GFU Library Instructional Videos
Short videos provide step-by-step instructions on how to perform a task on the Website - The full set and more is also available on the [GFU Library Website](#)

Library Subject Guides
These guides contain links to discipline specific databases, websites, designed and selected by GFU librarians

GFU Research 101
An interactive online tutorial to help with the information literacy skills you need

Our basic LMS module - created from library website content and designed to provide general information applicable to all courses

Slide 6

We decided to begin by utilizing content librarians had already created for our library website.

Important components of the library website were given to the HLD, who created this module for the Moodle "new admit" sites (a type of home site for each program serving all the courses within the program).

The components include a short introduction to the library, a link to our more general short library videos as well as links to our subject guides, Research 101 tutorial and our "Ask a Librarian" link.

Creating custom content – Learning screen recording and video editing software



Slide 7

Next, for online courses with a research component we needed to create course specific modules with further instructions and video tutorials demonstrating subject specific databases.

Other librarians needed to become involved in the program and the process of creating custom content as well. A librarian from the Newberg campus, who would serve our new online General Ed. undergrad courses, and who had already worked with me on our website tutorials, was recruited, along with our theological librarian from the Portland Center, who you will hear from soon.

Choosing and learning screen recording and video editing software was next. Camtasia was already being used by myself and another librarian to create the tutorials on our library website. Also, the theological librarian and I had begun using Jing to send individual screencasts to our distance students looking for help. Our library director also learned Jing to understand what we were doing and helped out by creating a couple of videos as well.

iMovie was learned and utilized along with PPT to create the video we would end up using to promote our program to online teaching faculty.

People ▾

Participants

Activities ▾

Assignments
Forums
Resources

Search Forums ▾

Go
Advanced search ?

Administration ▾

Turn editing on
Settings
Assign roles
Grades
Child courses
Groups

Library Research Resources

You always have access to GFU Library resources

- Be sure to watch the **Introduction to the Library Website** and other short videos on how to perform functions of the GFU Library Website
- A GFU librarian can assist you in the **Ask Your Librarian** forum
- You'll find short video demonstrations of specific databases for this course via the links below:

- 1) Education Research Complete Part 1 - Time 3:24
<http://www.screencast.com/t/DwZlAqRnpVW6>
- 2) Education Research Complete Part 2- Time 3:08
<http://www.screencast.com/t/0HWK0XuAhaWq>

Latest News ▾

Add a new topic...
(No news has been posted yet)

Upcoming Events ▾

There are no upcoming events

Go to calendar...
New Event...

Recent Activity ▾

Final custom results
- Though they may vary, customized modules contain course specific content and built-in librarian assistance

Slide 8

The final customized module for those courses with a research component varies but all look something like this (shaded areas auto-link to places within the moodle site and colored text links to outside sites).

Included is a link to our general library videos as well as a link to the "Ask Your Librarian" forum (a place where students can post questions in the course site and the librarian and others in that forum are auto-notified via email. When the librarian is notified they login to the Moodle course site to answer the question for all in the class to see and benefit).

Short customized video demonstrations of subject specific databases are included and additional videos can be created if requested by the instructor.

This is meant to closely replicate the face-to-face library research instruction classes provided to the majority of our face-to-face students taking courses involving research papers.

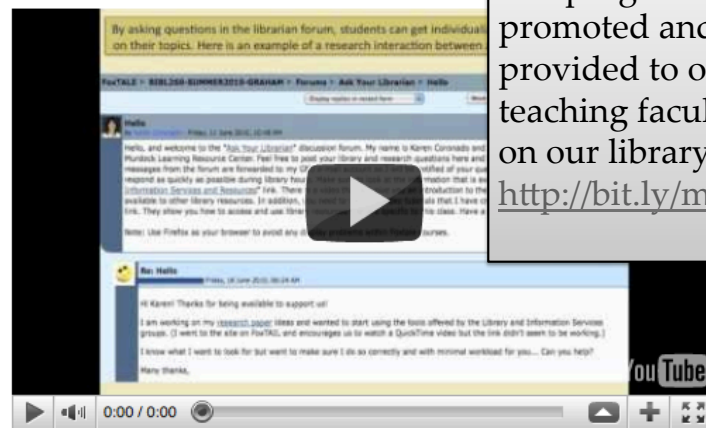
Embedded Librarian Program

Faculty may request that a librarian be embedded in their Foxtale course site(s) to facilitate the student's research process.

To request an embedded librarian for your Foxtale course, fill out and submit the "[Embedded Librarian Application Form](#)". (To access the form, one must be logged in to a GFU e-mail account.) Please allow a minimum of four weeks to plan for your course.

An "Embedded Librarian" maintains a discussion board forum called "Ask Your Librarian". Librarians will post course-relevant information about library resources, search tips, and instructions or videos to show students how to conduct library research. This instruction will provide valuable information literacy skills such as learning to narrow topics, identifying search terms, finding books, searching for articles, using databases and selecting appropriate web resources. Students will be able use the librarian discussion forum to post their research questions and get individualized help throughout the semester.

So what does this look like?



The program was promoted and instructions provided to online teaching faculty via a page on our library website:

<http://bit.ly/mNbleb>

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The HLD and librarian began to plan how we would get the word out to faculty teaching in the LMS. The end product, the embedded librarian program page of our website, is shown here. In addition, our HLD, when designing new courses for faculty, informs those with a research paper that including an embedded librarian is an option for their courses.

The next slide will show the simple google form we created that's linked here and after that I'll play the embedded 2min youtube video shown here.

Application for an Embedded Librarian

If your course has a research component and you are using a FoxTALE course site, the library can provide your course with an embedded librarian. Please fill out this application to start the process. We require four weeks to plan for your course. A librarian will contact you.

Your username (rashford@georgefox.edu) will be recorded when you submit this form. Not [rashford](#)? [Sign out](#)

Your Name

The course name and number

The date when the course will start (NOTE: Librarians to have prior.)

☒ Send me a copy of my responses.

Powered by [Google Docs](#)

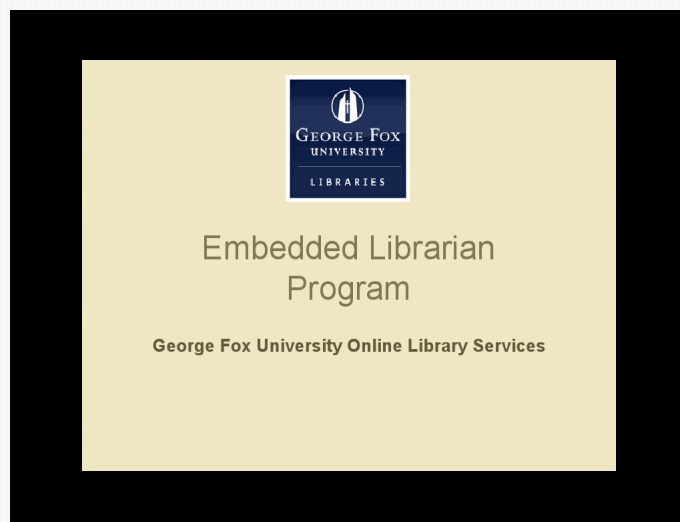
[Report Abuse](#) - [Terms of Service](#) - [Additional Terms](#)

The application form auto-populates a google spreadsheet and sends email notification to designated people from the library and hybrid learning department

Slide 10

This form then automatically populates a google spreadsheet and sends out an email notification to designated people that the form has been edited signaling a need to check for changes/additions, etc.

Explaining/Promoting the Program – Video



<http://youtu.be/oEwaBXNV55o>

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Challenges

Most challenges relate directly or indirectly to the need for time

- Ever-changing technologies = need to relearn and redo
- Training of librarians
- Need for ongoing evaluation/development - what is working, what is not, make changes – iterative cycle
- Communication between faculty/librarians/hybrid learning department/IT

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Benefits

- Online students have access to comparable librarian service and resources
- Librarians better understand needs of online students
- Faculty are assured students know where to find needed resources to complete assignments
- Increased efficiency – course content created for online students is accessible to all librarians to be reused when needed and applicable for other students
- Librarians become conversant with useful technologies

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Another Librarian's Experience – Cohort Model

- Embedded Librarian - Point of need
- Cohort professional doctoral courses
 - Need is more frequently needed across the extent of the program
- Student anxiety significantly higher
 - Professional degree
 - Most never thought they'd be engaged in a doctoral degree program
- Embedded librarian placement is different
 - Point of need shifts
- Typically see students
 - At beginning of program - first f2f
 - Each f2f thereafter

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Speaker, Charles Kamilos: The strength of this approach to service is to provide librarian presence at the student's point of need, i.e., when they are beginning a research project or paper.

In a cohort model, especially professional doctoral students, the point of need is usually perceived to be throughout the whole process of obtaining the degree.

These are pastors, chaplains, and other ministry professionals. The Master of Divinity is considered the terminal degree for ministers. After 90 semester hours, most ministers are tired and feel that they are done - thank God!

Students are encourage right out of the gate to begin research not just for their current course work but for their dissertation as well. Overwhelming! Most students feel the need for help from day one until the day they defend their work.

Unlike many remote programs where we may NEVER see the students, most DMin students are on campus twice a year, not all but most.

Another Librarian's Experience

Doctor of Ministry

- Easy to Explain
- Creates enthusiasm
- Generates a “Really?” response
- Communicates eagerness to serve
- Librarians do this techy stuff?
- Academic Program Managers like it

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Charles Kamilos: - Delighted to discover that

- 1. Easy to explain, that is, students and faculty get the concept right away, even if they do not fully understand the full value of it and**
- 2. Both students and faculty are very enthusiastic about this. It helps them to feel like the distance (their remoteness from campus) is somewhat bridged by this. They aren't thrown-out-there alone**
- 3. Really? You can do this? You'd do this for me?**
- 4. One of the best outcomes is to observe the lights come on that we librarians are seriously eager to help them through their program. Most professional doctoral students are at least afraid of research, if not terrified by it.**
- 5. There is significant incredulity that librarians can engage in this sort of technical collaboration. There is a palpable sigh of relief that we can help them within the context of their course work.**
- 6. Program managers absolutely love that librarians are willing to assist in the marketing of the program. When I was at the last orientation f2f, one student was tweeting each aspect of this that he found "awesome", from my hair style to the willingness to serve. These tweets go far and wide and interest others to look into GFES DMin programs.**

Cost Considerations

- Training time: learning Moodle, learning how to use Jing, Camtasia, etc.
- Producing the content; scripting/recording, etc.
- Time spent as embedded librarian (Ask a Librarian Forum)
- Re-makes as vendor software or library web site changes.

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Speaker, Merrill Johnson: Cost Considerations

Analyze before beginning program

- How far is the university likely to go with online courses? Stated objectives? What's the potential universe that will need supporting?
- How good is the existing infrastructure? I.e., support from IT (academic), knowledge base and human resource capacity in the library.
- How will this be administered/implemented within the library, i.e. work assignments?
- Is the program of sufficient value that it should shift priorities in the library?
- Determine priorities and say "no" in some cases if necessary.
- Are there time saving alternatives?
- Can the product be used in other ways that save time and/or add benefit? E.g., use of the video tutorials.

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Merrill Johnson: Analyze before beginning program

Assessment & Sustainability

- Use--video use stats, reference question stats (including within Ask a Librarian Forum)
- Student survey
- Librarian assessment
- Faculty feedback/survey
- Impact on workloads, whether sustainable

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Merrill Johnson: Assessment & Sustainability

Thank You

Questions / Comments

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