Adopting the Embedded Librarianship Model to Improve Students' Research and Informational Literacy Competences in Online Courses and Other Digital Spaces

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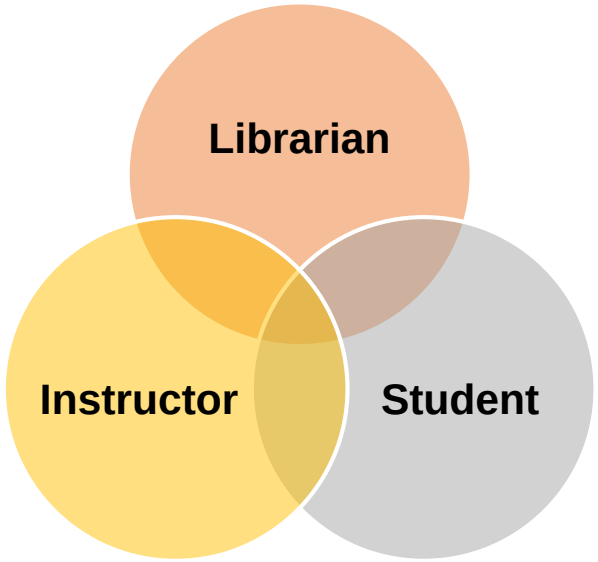
About this Session

This session includes strategies for planning, implementing, and evaluating the embedded librarianship model in online learning environments, based on a department led initiative to adopt the model at undergraduate, graduate, and doctoral levels. Several approaches to embedding and collaborating will be discussed.

Embedded Librarianship Theory

The embedded librarianship model is based on the collaborative, integrative, and active work of librarians in diverse educational and organizational spaces.

Under this model, librarians create partnerships with academic departments, professors, instructional designers, administrative staff, and students to collaborate in the integration and facilitation of experiences that help them develop and improve their informational literacy competences.



Embedded Librarianship Practice

Purpose

Developing informational literacy

The acquisition and mastery of these skills can contribute to students' academic performance and success, as they learn how to locate reliable information needed to solve the problems they face and inform their decisions.

Requisites

1. Developing, building, and maintaining partnerships
2. Becoming acquainted with the disciplinary context
3. Delivering timely and personalized services
4. Anticipating needs
5. Maintaining presence

Reale (2015)

Benefits of Embedding

Facilitates the development of literacy competences in faculty and students.

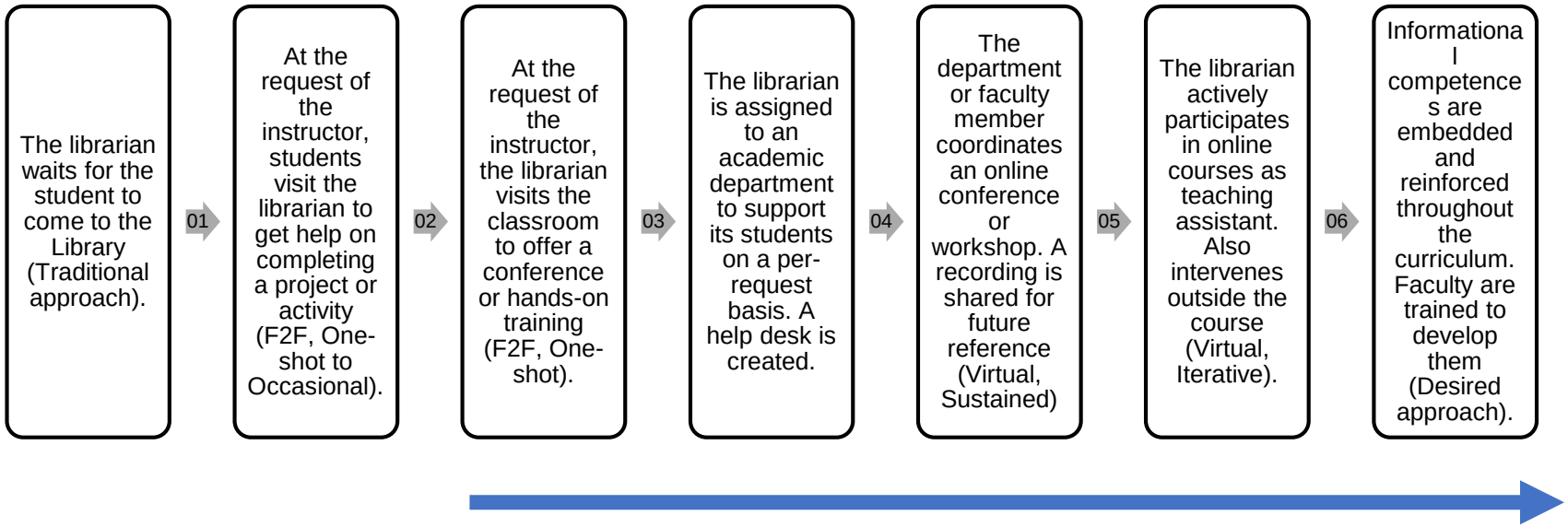
Promotes collaboration between students, instructors, and librarians.

Integrates librarians in teaching, learning, and research processes.

Enriches learning and research processes through transdisciplinary collaboration

Makes Instructors also accountable for the development of students' informational competences.

Embedded Librarianship at IUPR



How We Implemented the Model

What We Wanted
Implement the Embedded Librarianship Model in online courses

The Challenge
Embedding librarians in over 100 online courses.

Our Solution
A department led pilot project (3 phases)

What We Did at Department Level

- Coordinate the project's planning, implementation, and evaluation.
- Coordinate course access for librarians.
- Coordinate librarian's intervention in courses
- Certify librarians as online instructors/designers (Phase Two).
- Manage communications with the parties involved.

Model Implementation

Librarians

- Helped them create templates, surveys, and rubrics.
- Helped them setup webinars on Research in databases/Citations and References in APA Style (Phase One).
- Helped them create learning materials (Phase Two).

Faculty

- Invited them to participate. Requisite: Be teaching a course that included research-based activities (Phases One and Three).
- Selected courses that were research-focused and impacted several majors at undergraduate and graduate levels (Phase Two).
- Oriented them on project expectations and deliverables.
- Trained them in the use of their disciplines' databases.

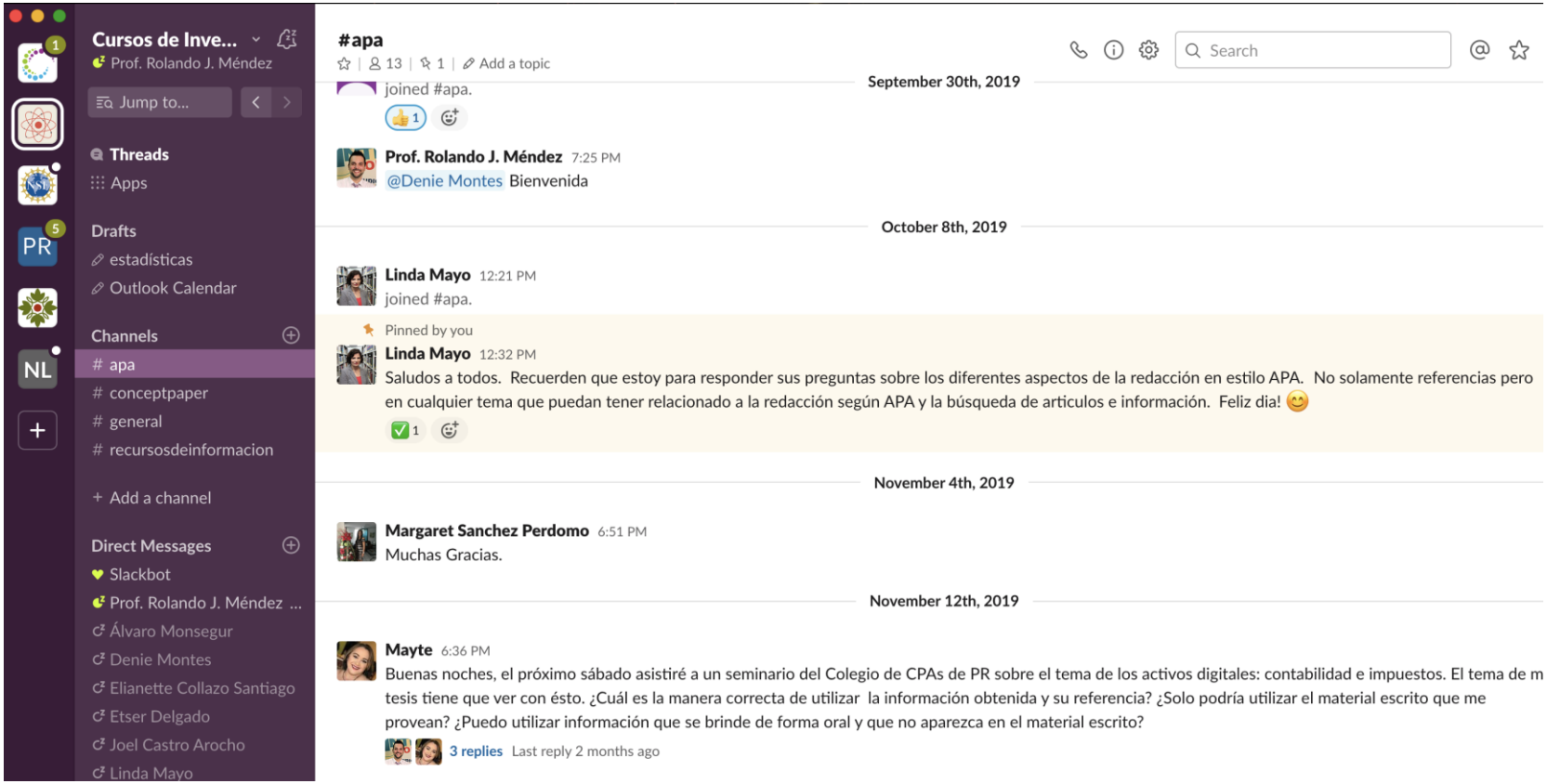
Courses

- Created "Ask the Librarian" discussion forum
- Created announcements informing students about the project
- Created pre/post tests

Technologies Used

Blackboard Learn	The institution's Learning Management System for online courses.
Bb Collaborate Ultra	The videoconferencing app used for the workshops
Wikipedia	The page students used to familiarize themselves with the selected topic.
Google Scholar / Institutional Databases	Used for locating information.
Slack	Productivity app used for creating the course's workspace outside the LMS. (Phase Three)
Doodle	Web-based app used to probe student availability for synchronous meetings.
Calendly	Web-based app used to sign up for the workshops

Embedding with a Twist!



Project Results

Embedded Librarianship

Student Feedback

The librarians' integration was helpful for completing course activities and for improving literacy competences.

The project could improve by providing

- A better explanation of the project
- Faster responses to inquiries
- More flexible service hours
- More time with librarians in the course

Trial and error

In the initial phase we realized that the scope of implementing this model in online courses was too broad. Therefore, we should adopt and implement administrative and instructional strategies that encourage and reinforce the development of informational literacy competences throughout the curriculum.

Lessons Learned

1. Leadership's support and buy-in facilitates the implementation of the model in online courses, especially with faculty integration/engagement.

2. Faculty, librarians, and students should be clear on the purpose and approach to the implementation of the model, as well as on their respective roles in the process.

3. Embedding the librarian entails changing the culture.

4. Librarians must be skilled at facilitating learning and communication processes in virtual environments. Equally, faculty should be adept in facilitating the acquisition of information competences. Being certified helps!

5. Learning activities should be phased. Becoming an informational literate is an iterative process.

6. There should be alignment between the course, the instructor, and the librarian.

Next Steps

- Reconceptualizing the project under ACRL's new *Framework for Information Literacy for Higher Education*
- Developing a certification course for the facilitation of information literacy activities in online courses.
- Strengthening library support resources for online students.
- Creating a rubric instructional designers can use to evaluate informational literacy activities in online courses.
- Embedding informational literacy activities in online courses.

Questions?

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Reach out!

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