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Libraries across the Curriculum: a Collaborative Model for the Strategic Delivery of Information



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University of Nebraska-Lincoln



Introduction

- Instruction in library research, writing, communication and presentation skills are integrated into the context of business courses.
- Workshop-like setting
- Customized, “Just-in-Time” instruction

The Collaboration Players

College of
**Business
Administration**



Library
Faculty



EJ Faulkner
Writing Lab



Behind the Collaboration

- Relationship: subject matter, communication skills, library research.
- Complimentary skills.
- Reinforces development of skills.
- Integration with subject matter gives context, provides relevance.
- Visibility, bargaining power, leverage.



In the Beginning...

- Traditional
 - Level of Librarian involvement
 - class presentations
 - detailed, annotated handouts
 - vague learning outcomes
- Results



In the Beginning...

■ Results

- Resources students used
- Varied topics of research
- Student concept of research
- Facility with searching mechanics
- Creative Writing vs. Research
- Information content not evaluated
- Sources not cited



How the Model has Evolved

- Student Learning Outcomes
 - Research is recursive
 - Free Internet resources vs. library resources
 - Paper and electronic resources
 - Evaluate information found
 - Citing Resources



How the Model has Evolved

- **Planning Process**
 - Involvement
 - Designing Assignments
- **Class Presentations/Visits**
 - Brief
 - Use resources in class while librarians present
 - In class exercise



How the Model has Evolved

- Handouts
 - List of resources minimal
- Teamwork Modeled
 - Respect Expertise
 - Writing lab faculty frequently recommend students talk to librarians



How well does it work?

- Time Commitment
 - Meetings bloody meetings
 - So many classes, so little time...
 - Amazingly responsive to the touch



How well does it work?

- Working with a Group (or Playing Nicely with Others)
 - Come on now, group hug!
 - Organized chaos
 - Leadership - or lack thereof
 - Stop thinking like a librarian!
 - A pinch of persuasion, a dash of Boolean Logic, a dollop of economic analysis...
 - Building a better mousetrap



How well does it work?

- Customized, Just-in-Time Instruction
 - Help: when you need it, where you need it
 - Good, better, best, never let it rest
 - Librarians are resources too
 - Rinse and repeat
 - Working blind (or left out in the cold)



How well does it work?

- Teamwork in Action
 - We talk the talk and walk the walk
 - Go, team, go!
 - Be careful what you wish for...



Marketing 341 Case Study

- Formalized evaluation - impact of instruction model on student research conceptualization and products.
- Document students' conceptualization of research, role of research, use and assessment of information sources
- Operational definition of research
- 15-20 recitation sections, 200-300 students
- Variety of qualitative methods of assessment



Conclusion - Keys to Success

- Involve all parties from the start
- Start early
- Assignment Design
- An assessment system:
 - Continuous learning for faculty involved
 - Tweaking assignments
 - Student learning outcomes



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