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

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



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# 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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