Embedded Librarian Program, Fall 2012 at the UNH Marvin K. Peterson Library

Diane Spinato

January 23, 2013

An embedded librarian program refers to a method of information literacy instruction in which information literacy concepts are delivered in conjunction with a specific class or class research assignment. According to Buffy Hamilton, “There is no “one size fits all” model of embedded librarianship. It comes in many varieties and forms. It happens when a librarian and a learning community come together to collaborate. It involves the delivery of information services or knowledge to a customer with well-defined needs.”

In many cases, information literacy materials are embedded directly in a class Blackboard site. The information literacy materials directly relate to a paper, project or class requirement. Librarians meet with course instructors to understand the class and the research component. Then, Tegrity videos, LibGuides, or other tutorials and Ask A Librarian discussion boards are embedded right in the class Blackboard site. In cases where there is no course Blackboard shell, or an instructor prefers not to have a librarian have access to their actual Blackboard shell. we may develop a LibGuide to be posted on the main UNH LibGuides site and introduce the guide to the students during a class presentation. In the absence of a computer lab, with the instructor’s permission, we ask students to bring their laptops to the class presentation so they have immediate hands on.

There are various methods of embedding. Common methods include:

- **LibGuides** - Creation of a class specific LibGuide embedded in a Blackboard course or creation of a course related LibGuide accessed from the main LibGuides website or embedding other already existing appropriate LibGuides or content such as PowerPoint presentations in a class Blackboard shell. If the librarian is not given access to the Blackboard course, the LibGuide is developed and posted on the main UNH LibGuides site.

- **Discussion Board** - Monitoring a Blackboard discussion board where students can ask questions of the librarian to help the students with their research

- **Interactive Class** - Conduct an interactive class (students using laptops to do immediate searching with feedback from an onsite librarian). The searching usually follows a brief presentation by the librarian. The searching done by the students should optimally be related to a class assignment that they need to complete so they can use the information they find in the searching session.

- **Assignment** - Create an information literacy assignment or collaborate with a class instructor by providing information about information literacy in order for the instructor to create their own material/assignment related to information literacy.
Tutorials – Tegrity presentations can be recorded using Tegrity and then embedded in a class Blackboard course. Other tutorials can be recorded using Jing or Camtasia and then embedded in LibGuides or in Blackboard.

Marketing the program to faculty consisted mainly of email contacts to course instructor. The tone of the letter indicates that the purpose of the program is to help the students do better quality research and improve their chances for academic success. In-person meetings were held with interested faculty to further explain the program and plan the details of involvement. Or, the conversation may be held over the phone or through email. In addition, the details of the program are outlined on the Faculty Services section of the UNH Library website. A tri-fold handout called “Information Literacy & Embedded Librarian Program) has been developed to provide details of the program. It is distributed when meeting with faculty either during a one on one meeting or a departmental meeting.

Each full time librarian has liaison duties to various the various colleges and departments. However, there are times when due to scheduling issues, a different librarian may need to make the in-person class presentation or be embedded in the class. We need to be flexible to be sure we can meet as many requests as possible.

Information Literacy Librarian Andrea Sicari has embedded librarian duties for the College of Arts & Sciences (with the exception of Psychology, Dental Hygiene and Nutrition & Dietetics). She is also liaison to the Tagliatela College of Engineering.

Senior Information Literacy Librarian Diane Spinato has embedded librarian duties for the College of Business, The Henry C. Lee College of Criminal Justice and Forensic Science and the Department of Psychology. Although Psychology falls under the College of Arts & Sciences, many Psychology faculty also have teaching duties in the Henry C. Lee College and we want to avoid duplicate emails to faculty.. Diane is also the contact for the Dental Hygiene and Nutrition & Dietetics departments and E105. Participation will be tracked to ensure even distribution of the duties and future changes will be considered if appropriate. In addition, part-time librarians often assist with the development of the LibGuides and may be embedded in a specific course or courses. Diane was also the contact for the Freshman Experience (FE 001) instructors wishing to incorporate an information literacy module or lesson into their course. Diane presented a workshop on this topic to FE 001 instructors in June 2012 outlining the various lessons that could incorporate information literacy. Options included lessons that could facilitated by a librarian, lessons that the FE 001 instructors could teach and self-directed modules that students could complete on their own.

Librarian Joe Scollo also serves as an embedded librarian, usually (but not limited to) History classes as that was his academic area of study.
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</tr>
</thead>
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<td>Pgs 18 - 20</td>
</tr>
</tbody>
</table>

**Appendix 1** – Sample E 105 English Activity

**Appendix 2** – Screenshots of Blackboard embedded activity
1. **Table of faculty contacted by department & participation details**

In the tables below, if a faculty member teaches both graduate and undergraduate level courses, it is counted as both one undergraduate contact and one graduate contact.

In the tables below, participation refers to the number of faculty participating as a percentage of the number of faculty contacted. The details of participation are listed the statistics for each department.

### UNDERGRADUATE (Fall 2012)

<table>
<thead>
<tr>
<th>College of Arts &amp; Sciences</th>
<th># of contacts</th>
<th># of meetings (phone, in person, or via email)</th>
<th># of Faculty participating</th>
<th>% of those contacted who participated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art &amp; Design – Andrea made contacts</td>
<td>14</td>
<td>1</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td><strong>Art &amp; Design - Participation Details</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prof. Mandrille - AT 103 (2 sections)</strong></td>
<td>One non-interactive presentation given for each section on the topic of Researching an Artist and Professor instructed students to contact with any additional questions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology – Andrea made contacts</td>
<td>23</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Communication/Film/Theater</td>
<td>11</td>
<td>3</td>
<td>3</td>
<td>27%</td>
</tr>
<tr>
<td><strong>Communications Participation Details</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prof. Issac - CO 100 (4 sections)</strong></td>
<td>Four non-interactive presentations given by Andrea. Course specific LibGuide was created by Andrea and viewed 239 times according to the LibGuide Statistics. Librarian had no Blackboard access.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CO 101 – Prof. Park (Librarians J. Scolo, D. Spinato &amp; A. Sicari)</td>
<td>A brief demo of databases was given by librarians after which they participated in a live searching lab helping students find articles needed for their research project for that class.</td>
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</tbody>
</table>
**CO 301 – Prof Rybczyk (Librarians A. Sicari & J. Scollo)** Two interactive presentations given and Ask a Librarian Discussion Boards created for each section, one by Andrea and one by Joe. LibGuide was created by Joe. Introduction post which hosted the LibGuide link was viewed 34 times in Joe’s section and 32 times in Andrea’s, while there was a total of 198 views according to the LibGuide Statistics. In Andrea’s discussion board there was also a student post thanking her for the presentation and one student scheduled a Research Consultation for additional assistance.

<table>
<thead>
<tr>
<th>Dental Hygiene</th>
<th>21</th>
<th>0</th>
<th>0</th>
<th>0 (Andrea Sicari did a presentation to the group of full time faculty in the department which may lead to participation in the future)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English – E105 contacts made by Diane</td>
<td>30 (14 by Andrea others by Diane)</td>
<td>13</td>
<td>13</td>
<td>43%</td>
</tr>
</tbody>
</table>

**English participation details (An example of an English class assignment is at the end of this report)**

**Prof. Asmus – E105.** Diane. Students were given a brief demonstration on searching databases and then completed an in class exercise using the information learned in the presentation.

**Prof. Cassotto- E105 & E230.** Andrea & Diane had interactive sessions with exercise for the topics of Accessing Databases for Persuasive Research and Fair Use/Review of Documenting for E105 and one interactive session with exercise for the topic of Accessing Databases for Persuasive Research and one non interactive session for Fair Use/Review of Documenting for E230. No Blackboard Access.

**Prof. Geisweidt- E 105/HS 102 (Learning Community)-** Andrea had two interactive classes with exercises related to the finding resources to write an essay to answer “How did the Nazis convince ordinary Germans to participate in the Holocaust?”. She also had a Research Consultation with the Professor and a student that needed more assistance.

**Prof. Kingston- E 103 & E 105-** Andrea had an interactive class with exercises that focused on finding articles to write an essay describing what the characteristics of a hero are (E103) and an exercise that focused on learning more about something from your past or your family’s past that has meaning to you (E105).

**Prof. Lubrano – E105 & E110.** Diane demonstrated to students how to search for peer-reviewed journals relating to horror films (E105) and demonstrated appropriate databases for finding character studies about memoirs for E110. Students then used class time to complete the class assignment finding these materials for their assignment.

**Prof. McFadden- E 105 (3 sections)-** Andrea had two sections with an interactive class with an exercise focusing on finding resources for an argumentative essay on a debatable topic that was being discussed in Connecticut and Diane had the third one.
Prof. Savilonis- E105 (2 sections)- Andrea had one section’s interactive class with an exercise related to finding and evaluating if an article is peer reviewed and Diane had the second section’s.

Prof. Sherman- E110 & E220. Didn’t want course specific guides created or presentations, but wanted Andrea to be personal librarian for the classes. Librarian didn’t have Blackboard Access.

Prof. Sloane- E230 & E395 Andrea had TA access to both classes and an Ask a Librarian Discussion board. For E395, the Literature & Literary Criticism LibGuide was embedded in the introduction post. The post was viewed 21 times and the guide 36 times according to the LibGuide Statistics. She was also contacted via email several times by one of the students in 395.

Prof. Spignesi- E105 (2 sections) – Andrea had one section’s interactive class with an exercise related to finding articles/biographies about a musical artist and Diane had the second section’s.

Prof. Thompson- E105 (2 sections) & E106- Andrea & Diane had three interactive classes with exercises or live searching for one section and two for the second. Also, two interactive classes with exercises or live searching for E 106.

Prof. Trim- E 105 Interactive classes with exercises given by Andrea & Diane. One on Intro to Library & Intro to Newspapers and Databases.

E105 Prof. Karin Thomas (Librarians D Spinato & A. Sicari). After a brief topic overview, students did hands on searching with librarians available to help students find appropriate information. Multiple sessions were held. Librarians developed an assignment sheet that students filled out as they searched which librarians used to see how the students did and students were able to keep a because they found information that could be used for projects they were currently working on.

Division of Global Studies/History/Political Science

<table>
<thead>
<tr>
<th></th>
<th>16</th>
<th>3</th>
<th>3</th>
<th>19%</th>
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</thead>
</table>

Division of Global Studies/History/Political Science participation details

Prof. Woodworth- HS 200- Andrea had an interactive class session and created a course LibGuide, which was viewed 79 times according to the LibGuide Statistics.

HS 355 – Prof. Todd (Librarian – J. Scollo). Blackboard discussion board introductory post received 16 class views. Class LibGuide was not embedded in Blackboard. It received 31 views on the library LibGuides site.

HU 300 – Prof Todd (Librarian – J. Scollo). Blackboard discussion board introductory post received 18 class views. Class LibGuide was not embedded in Blackboard. It received 13 views on the library LibGuides site.

Mathematics/Physics – Contacts made by Andrea

|        | 2 | 1 | 1 | 50% |
## Mathematics/Physics participation details

**Prof. Bigos-M127 Finite Mathematics**: LibGuide created and non interactive class presentation given by Joan. Ask a librarian discussion board created and monitored by Joan. Guide viewed 85 times according to LibGuide Statistics. Blackboard statistics are not possible due to Joan resigning.

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</thead>
<tbody>
<tr>
<td><strong>Music</strong></td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Nutrition &amp; Dietetics</strong></td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>14%</td>
</tr>
</tbody>
</table>

## Nutrition & Dietetics participation details

**DI 222 (2 sections) Prof. Georgia Chavent (Librarian D. Spinato)** – Students had a hands on searching library assignment created by Janet Yarrow (nutrition & dietetics adjunct faculty) and Diane Spinato covering the topics of critical evaluation of information, peer reviewed sources and finding articles from an article list of references and when a journal article is referenced in a newspaper article.

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</thead>
<tbody>
<tr>
<td>Psychology-Diane made contacts</td>
<td>22</td>
<td>2</td>
<td>2</td>
<td>9%</td>
</tr>
</tbody>
</table>

## Psychology participation details

**P111 – Prof. Michelle Delucia (Librarian D. Spinato)** There was a presentation on how to find an empirical research article in the psychology databases and then the students searched to find their own article with assistance from Diane. LibGuide was not embedded in Blackboard but was shown in class. It got 247 hits.

**P305 Prof. Melissa Whitson (Librarian D. Spinato)** There was an in-class demonstration. Diane was embedded in Blackboard with a discussion board. The LibGuide embedded in blackboard got 735 hits. The Discussion Board got no views however.

| **Sociology** - Andrea made contacts | 5 | 0 | 1 | 20% |

## Sociology participation details

**Prof. J. Wilson SO 220(1): Physical Anthropology & Archaeology (Librarian D. Spinato)**. Students came to the library to search for articles for a class assignment with Diane facilitating the hands on searching after a brief database demo presentation.

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</thead>
<tbody>
<tr>
<td>Visual &amp; Perf Arts - Andrea made contacts</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Arts &amp; Sci Totals</strong></td>
<td>154</td>
<td>23</td>
<td>24</td>
<td>16%</td>
</tr>
<tr>
<td>College of Business – Diane made contacts</td>
<td># of contacts</td>
<td># of meetings (phone, in person, or via email)</td>
<td># of Faculty participating</td>
<td>% of those contacted who participated</td>
</tr>
<tr>
<td>-----------------------------------------</td>
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<td>---------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Accounting</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Economics</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Finance</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>33%</td>
</tr>
</tbody>
</table>

**Finance department participation**

**FI 429 Corporate Finance (Prof. Blosick) D. Spinato** – Diane demonstrated business databases suitable for company and industry research to students needing to complete a research project. Students did hand-on searching in the session which was held in the Samuel Bergami Center.

<table>
<thead>
<tr>
<th>Hospitality/Tourism</th>
<th>12</th>
<th>0</th>
<th>0</th>
<th>0% (No embedding but Diane did do a non interactive presentation to a class of International Tourism students for Prof. Rodney Irizarry)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sports Mgmt</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>COB Total</td>
<td>38</td>
<td>0</td>
<td>1</td>
<td>3%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Henry C. Lee College of Criminal Justice &amp; Forensic Science</th>
<th># of contacts</th>
<th># of meetings (phone, in person, or via email)</th>
<th># of Faculty participating</th>
<th>% of those contacted who participated</th>
</tr>
</thead>
</table>
Criminal Justice Participation Details

**CJ 201 Prof. Gray (Librarian D. Spinato) 4 sections.** An in-class presentation was giving and a LibGuide developed and embedded in each of the 4 class sections as well as a discussion boards.

**CJ 456 Prof. Wormser (D. Spinato)** A brief presentation was followed by a session with students searching for information in the media about issues such as the Columbine shooting and other major media events.

**CJ 520 Computer Crime Legal Issues – Prof. Hersey.** This was a totally online course. Diane was embedded with a discussion board and a LibGuide. Discussion Board made available. There were 2 posts and 2 student participants. There were a total 30 views (6 by librarian, 14 by students &/or instructor). Embedded LibGuide got 27 views

<table>
<thead>
<tr>
<th>Course</th>
<th>Section</th>
<th>LibGuide</th>
<th>Discussion Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Justice</td>
<td>60</td>
<td>4</td>
<td>3</td>
</tr>
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</tbody>
</table>

Forensic Science 14 0 0 0% (A presentation of FOR 416 is given each semester but there is not as of yet any embedding but I keep working on that).

Fire Science 16 2 2 12%

Fire Science Participation Details

Diane met with Prof. Wayne Sanford. Prof. Sanford wanted the Fire Science LibGuide updated. The guide was updated but not embedded in any classes for this semester but probably will be embedded in future classes. The guide on the main UNH LibGuides site got 40 hits.

**FS 497 Research Project. Prof. Sorin Iliescu (Librarian D. Spinato).** Students are required to contact & work with a librarian to identify appropriate sources for their research project. Failure to do so results in a one letter grade deduction from their paper. There was one student taking the class this semester and Diane met with the student as required to teach the student about information resources suitable to Fire Science.
<table>
<thead>
<tr>
<th>Tagliatela College of Engineering – Andrea contacted all</th>
<th># of contacts</th>
<th># of meetings (phone, in person, or via email)</th>
<th># of Faculty participating</th>
<th>% of those contacted who participated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemical Engineering/Chemistry</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Electrical/ Computer Engineering and Computer Science</td>
<td>17</td>
<td>1</td>
<td>1</td>
<td>6%</td>
</tr>
</tbody>
</table>

**Electrical/ Computer Engineering and Computer Science participation details**

**Prof. Markowitz - CS 446 cross listed as 646**: Andrea created a LibGuide, gave a non interactive presentation of the guide and had a Ask a Librarian Discussion Board. The introduction post which also had the link to the course guide was viewed 27 times and the guide was viewed 77 times according to the LibGuide Statistics. Also several students scheduled a Research Consultation for additional assistance.

**Mechanical/ Civil and Environmental Engineering**

<table>
<thead>
<tr>
<th># of contacts</th>
<th># of meetings (phone, in person, or via email)</th>
<th># of Faculty participating</th>
<th>% of those contacted who participated</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>3</td>
<td>3</td>
<td>11%</td>
</tr>
</tbody>
</table>

**Mechanical/ Civil and Environmental Engineering Participation Details**

**Prof. Broderick – EN 206**: Andrea gave a non interactive presentation of the Engineering Geology subject guide created by Diane. The guide was viewed ___ times according to the LibGuide Statistics.

**Prof. Davis-EN 521 cross listed as 621**: Andrea created and gave an interactive presentation using the LibGuide and the guide was viewed 179 times according to the LibGuide Statistics. Although there was no Blackboard Access, at least 3 students scheduled a Research Consultation.

**Prof. Gorthala- ME 404**: Professor wanted Andrea to work with students conducting a literature review. Andrea had a Research Consultation with one student and several additional emails.
2. Table of faculty contacted by department & participation details – Graduate

<table>
<thead>
<tr>
<th>Department</th>
<th># of contacts</th>
<th># of meetings (phone, in person, or via email)</th>
<th># Participating</th>
<th>% of those contacted who participated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>34</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Biology (contacts made by Andrea)</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>28</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CJ 601 – Mental Health, Law &amp; Criminal Justice (Profs. Narchet, Younts, etc)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Education</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Electrical/Computer Engineering &amp; Computer Science (Contacts made by Andrea)</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>15%</td>
</tr>
</tbody>
</table>

There was no embedding however, some non-interactive presentations were given to some sections of MG 645 so these will be good candidates to follow up with in the future to expand our participation by becoming embedded.

Prof. Markowitz- CS 446 cross listed as 646- Andrea created a LibGuide, gave a non interactive presentation of the guide and had a Ask a Librarian Discussion Board. The introduction post which also had the link to the
The course guide was viewed 27 times and the guide was viewed 77 times according to the LibGuide Statistics. Also several students scheduled a Research Consultation for additional assistance.

<table>
<thead>
<tr>
<th>Department</th>
<th># of courses</th>
<th># of instructors</th>
<th># of guides</th>
<th># of students scheduled</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forensic Science</td>
<td>12</td>
<td>1</td>
<td>1</td>
<td></td>
<td>8%</td>
</tr>
<tr>
<td><strong>Prof. Virginia Maxwell - FOR 697 (Diane)</strong></td>
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<tr>
<td>Industrial, System &amp; Multidisciplinary Engineering</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Mechanical/Civil &amp; Environmental Engineering</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td><strong>Prof. Davis-EN 521 cross listed as 621.</strong></td>
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</tr>
<tr>
<td>Grad Totals</td>
<td>110</td>
<td>4</td>
<td>4</td>
<td></td>
<td>4%</td>
</tr>
</tbody>
</table>

3. Table of faculty contacted by department & participation details –Freshman Experience (FE 001)

<table>
<thead>
<tr>
<th># of instructors</th>
<th># of instructors known to incorporate information literacy (it is very probable that some instructors developed their own or used the modules that were posted but the library was not made aware).</th>
<th>% of instructors (known) incorporating information literacy</th>
<th># of students receiving information literacy instruction in FE 001 (known)</th>
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<td>48</td>
<td>12</td>
<td>25%</td>
<td>208</td>
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4. Comments and Observations

We are beginning to see some professors using the embedded librarians now on a regular basis, particularly in History, some E105 sections and a P111 class where the students need to find an empirical research study. This indicates that faculty see it as a service that is valuable to the students needing to learn how to locate, evaluate & effectively use information. Librarians need to continue to explain the service to faculty. The comments below, which is many cases indicate that the librarian’s involvement was positive, also indicate in some cases that we should have done some things differently. Continued communication with faculty is the best way to accomplish this.

5. Feedback/Assessment

In December 2012, at the end of the Fall semester, a survey consisting of 8 questions was sent to some participating instructors using Survey Monkey. Questions were designed to get feedback and recommendations for the program going forward. Based on the responses, instructors seem to be on board with what the library is trying to do, which is to base the instruction on assignments that students need to complete for class and provide “hands-on” instruction. Librarians will continue to push this model of instruction. We also plan to start assessment of most classes, when we can, based on time and instructor permission beginning in Spring 2013.

Surveys Sent -- 19

Responses Received -- 15

Response Rate -- 79%

Responses by Question:

1. What is the name and course number of the course(s) the librarian participated in?

   CE 206 Engineering Geology
   DI 222 Issues and Careers in Nutrition and Dietetics - section 01 and section 50
   E105
   SO 220 Anthropology and Archaeology
   English 105 - composition
   Finite Mathematics, M127-50
CO 101 Sec.01, 51
CJ520
English Composition 105 - 4 sections
CO301 Communication Theory and Research
CS646 Introduction to Computer Security
E103, E105
CO 100
CO 101 Understanding media and technology
Principles of Investigation CJ-201

2. In what way(s) did an Information Literacy Librarian participate?

Created a LibGuide embedded in a Blackboard course 46.7%
Monitored a Blackboard discussion board where students could ask questions of the librarian to help the students with their research 26.7%
Created a LibGuide accessed from the main LibGuides website (and not embedded in Blackboard course) 20.0%
Developed a student assignment related to information literacy 20.0%
Gave a non-interactive class presentation (i.e. PowerPoint) 46.7%
Had an interactive class (students using laptops, etc) where librarians could help students as they conducted research 53.3%
Required students to work 1-on-1 with a librarian outside of class 6.7%
Provided information literacy information to the class instructor who then created their own material/assignment 13.3%
Not sure 0.0%
Other (please specify)
Used LibGuides/modules created for first-year writing
The LibGuide was created specifically for students to research for writing a math history paper on almost any math subject.

3. Do you think the librarians' involvement had a positive effect on your student's information literacy skills (i.e. the ability to locate, evaluate and effectively use information)?

- Yes 92.9%
- No 0%
- Don’t Know 7/1%
- Comments? (7 comments below):

But the two storms really affected my course schedule so students were very confused about what they were supposed to be doing. This was not the librarian's fault.. just the situation

Many of my students noted that it was helpful to have to use the stacks and go through the process of checking out a book. (One of our sessions was on finding books; another was on using databases.)

Diane was very helpful on short notice

Some of the tasks were too elementary - disconnected from what students might research and/or find interesting

freshmen students are now aware of more of the resources & capabilities of the UNH Library

The majority of my students found the presentations extremely helpful. Some told me it was the first time they had been in the Library.

Great job!

4. Were the materials prepared appropriate to the class or assignment for which they were prepared?

- Yes 85.7%
- No 0%
- Not Sure 14.3%
- Other (please specify) 3 comments below:

But students needed a more specific assignment to actually look up a topic using the search tools discussed.

Sometimes. See answer to previous question.
5. Did the service(s) the UNH Information Literacy Librarian provided help students in your class to do better research than if the service(s) were not provided?
   - Yes 64.3%
   - No 0%
   - Not Sure 35.7%

6. Going forward, what service(s) should the UNH Information Literacy Librarians provide to best help students locate and evaluate information needed for their academic research? 7 Responses:

How to research online technical information that we have in the library and government sites as well. She did do this somewhat in her presentation.

We need to develop a specific worksheet for looking up a specific topic using a variety of search engines... especially Pub Med which we didn’t include this time. But I appreciate all the help provided.. There is just too much content in this course and I have to fix that for fall 2013!!

Get more instructors involved. My impression is that too many instructors do not enforce basic citation protocols, and even upper division students may lack basic skills.

I like the new shorter information literacy approaches, but they need to be even more interactive and would benefit from teacher input as to the topics and kinds of activities that are appropriate.

I think that on the LibGuide site should be an area for students to make their comments & questions anonymously or by name however they feel comfortable enough to do so. This might encourage more use of this library tool.

Teaching a writing style

The current briefing was outstanding assistance.

7. If you did not have an Ask A Librarian discussion forum in Blackboard for students to ask the librarian questions about class research, would you consider that option in the future?
   - Yes 90.9%
   - No 9.1%
They need to take more initiative. I'd rather see something like this on the library website rather than buried in blackboard.

Our site had such a discussion forum

8. In your opinion, what are the best methods for teaching UNH students information literacy skills? (12 responses):

Hands on exercises that can be incorporated into a generic course easily.

"make" them do it!!... rather than just Googling everything!

Hands-on activities and repetition for reinforcement. Guided sessions with specific objectives established by instructors and librarians in conjunction with one another.

Provide plenty of examples and opportunity for practice (by rote).

They must be contextual, interactive, and relevant. I think we also should rethink how the library has organized its information.

A class in each UNH dept requiring students to do a research paper of some kind. thank you for the help in my M127-50 class

Mandating the course of retrieving reliable good information

A hands on presentation would have helped my class.

2 things come immediately to mind: 1. Be sure to include the library on all New & Accepted student tours. Some students told me they did not visit the library on their tour. 2. Create a Library Handbook that is given to any and all who wants one. A streamlined guide to all the services available put together in a very user-friendly format. For example, have sections headed "If I need a book..."; "If I need to find out something quickly"; "If I need to develop a research plan for a paper"; "If I don't know how to use the library's databases"; "If I need a computer for work..."; etc. Small, compact, "get in, get out"-type of information for maximum benefit from the library and all it offers.

Small seminars and/or one-on-one tutoring.

Repetition

Give an orientation presentation during each freshman class.
6. **Assessment of Freshman Experience Library Embedded Assignments**

Several options were made available to Freshman Experience (FE 001) instructors based on the learning objectives that the instructor wished to accomplish. This semester, the decision to include library activities in FE 001 classes was at the sole discretion of each instructor who could chose to include or not include any content that they saw fit. Some of the options that were offered by the library to FE 001 instructors included the following:

**Objective** – Students will become familiar with some basic library polices and services

- Lesson – Library “Jeopardy” Game

**Objective** – Students will become familiar with the types of information available in several databases and think critically about the information found on a chosen topic

- Lesson – Students break into teams to research & then present 2 different sides of an issue

**Objective** – Students will become familiar with databases containing information specific to their major

- Lesson – Presentation to class

**Objective** – Students will become familiar with finding information physically in the library as well as in online databases using fun, interesting topics

- Lesson – Modules on various topics that students complete individually or in groups. Each topic requires students to search the catalog & find a book, become familiar with interlibrary loan, and search several types of databases.

A post semester survey was sent to all FE 001 instructors to determine what worked. 48 instructors were surveyed. 13 responded for a response rate of 27%. Over 80% of respondents indicated that they thought information literacy instruction in FE 001 was “quite important” or “extremely important”. The survey questions and results were:

1. Did you include a library or information literacy module in your FE 001 course?
   
   Yes 69.2% 9  
   No 30.8% 4  
   Don’t know 0.0% 0

2. If "YES" for question #1, what type of lesson did you use?
   
   - Library Jeopardy Game 11.1% 1
   - Critical Thinking Exercise-finding information on 2 sides of an issue 11.1% 1
   - Viewed the Library Tour Video 33.3% 3
- Non-interactive presentation from librarian demonstrating library resources 33.3% 3
- Library research modules (tattoos, cupcakes, fingerprints, etc.) 22.2% 2
- Subject specific librarian created exercise tailored to your specific class 11.1% 1
- Exercise or activity you created yourself without a librarian 0.0% 0
- Other 22.2% 2
- Not Sure 11.1% 1
- Other (please specify)
- It was a scavenger hunt type exercise to look up a Henry Lee book in the library, go find it (and take a photo of it), and answer some questions about Henry based on what the library search returned.
- Tour of the library

3. On a scale of 1 to 4, how important do you feel it is to student success to provide instruction to freshman regarding how to "locate, evaluate, & effectively use information"?

- not important 0.0%
- a little important 15.4% (2)
- quite important 30.8%
- extremely important 53.8%

4. In FE001, or any class you teach, what challenges have you seen students face when it comes to locating, evaluating and effectively using information for their academic work here at UNH?

- They seem to be able to find sources, but maybe not the right type of sources for the project. Also, learning how to appropriately use and site sources.

- Students need to know how to use the data bases

- Introducing the library in FE doesn't help the students that much because they aren't invested in needing the information for a particular assignment yet

- The students don't know where to start, especially older students who have been out of school awhile.

- Lack of assistance from some faculty.
• I haven't observed any particular difficulty from the students, though I do believe it is important for them to be aware of.

5. Please use the space below to provide any feedback regarding the activity you used, the student response, your thoughts on the best way(s) to teach students information literacy skills or anything else you want to tell me.

• I'd love to do an introduction to the library in class with a discussion on using databases, etc, then bring them into the library following. Also, I found it helpful to tie the library assignment into a project that I was doing a few classes later to apply relevance to the assignment.

• Teaching information literacy and critical thinking in general was well received and I think helpful to the students. These are skills they will need for any class at any time.

• Introducing Diane to my classes (FE and MG210) was wonderful! She really knows how to connect with students and explain how to find things. The students liked her and were grateful that she came to class.

• I had several cases where students either did not realize, or did not care, that they were plagiarizing information straight from the Internet, almost verbatim. One of the first things that we should ensure they know is how to properly cite materials that they find online or otherwise, how to cite that internally within the essay, as well as how to provide a works cited page. I tried to use it as a learning opportunity for those students, but it's difficult to tell if it was ineptitude (i.e. not knowing), downright laziness (i.e. not caring), or them trying to pull the wool over my eyes. I think it would be easier to hold a hard line and hold people accountable if we had this as a unit straight up front.

• The students really enjoy/appreciated this particular class.

• The students were very excited and used the 24 hour library. GREAT idea!!
Appendix 1 Sample E105 English Activity

Database Lesson

E105

What is a database?

- A database is a collection of information organized to be searchable so that you can find information.
- Different databases contain different types of information. Some have one type of information (just news or just e-books for example). Some contain many types of information.
- Some have information on one subject. Some have information on many different subjects.
- To access databases at UNH, go to Http://www.newhaven.edu/library
- Then select databases from the left hand side
- Then select subject listing

Some common databases to start:

For coverage on many different topics from different types of sources (news, magazines, journals)

- Academic OneFile

For newspaper coverage of a topic or person

- Access World News – Many local newspapers from US and around the world

For Peer-reviewed journal articles

- Look for a checkbox with peer-reviewed, or try the database JSTOR or see if the article has these characteristics:
- Scholarly journals are lllloonnggg. It is not uncommon for a scholarly journal to have articles of 20, 30 or more pages. Take a deep breath and dive in.
- Newspapers and magazines usually have short, attention grabbing titles to get you to buy their magazine or newspaper. Scholarly articles will not have short, witty titles. See our example:
  - Projected changes in drought occurrence under future global warming from multi-model, multi-scenario, IPCC AR4 simulations
  - vs.
  - Public Cooling Somewhat on Global Warming
- Since scholarly articles are usually original research, you will see lots of them set up like experiments. You’ll see sections with headings like methodology, results and conclusions. And
don’t forget my favorites; charts, graphs and statistics. All of these are clues you may be working with a scholarly article.

Name________________________________________________________

Activity:

For your topic

Find 2 articles on that topic or person from 2 different databases. You might want to start with the databases listed on page 1.

Write the complete citation for each article. The citation includes the author, title of article, source, page numbers, date.

In what databases did you find the information?

How is the information found in one database different from the information in the other database you used? Did you find a peer reviewed article?
Appendix 2
Blackboard Screen Shots showing embedded activity

Diane Spinato

**CJ 201 Principles of Criminal Investigation 4 sections**

**Section 03**

Discussion board made available but no activity

Embedded LibGuide got 337 hits

**Section 04**

Discussion board made available but got no activity

Embedded LibGuide got 370 hits
Section 05

Discussion board made available but received no activity
Embedded LibGuide got 313 hits.

Section 06

Discussion board made available but received no activity
Embedded LibGuide got 441 hits
P305 Professor Whitson
Discussion Board made available but got no activity
Embedded LibGuide got 68 views

CJ 520 Computer Crime Legal Issues – Prof. Hersey. This was a totally online course.
Discussion Board made available. There were 2 posts and 2 student participants. There were a total 30 views (6 by librarian, 14 by students &/or instructor)

Embedded LibGuide got 27 views
CJ 601. Profs. Wesley Younts & Fadia Narchet. This is a totally online course.

There was online discussion board. Prof. Narchet did not want a LibGuide. The discussion board did not get any questions however 3 students did send me emails to ask questions.

Tegrity Tutorials were also developed and embedded on the topics of:
Finding a legal case
Databases for CJ Research
Joe Scollo

Modern Germany – HS355 – Prof. Todd
My name is Joe Scollo and I am a reference librarian here at UNH. I will be your “personal librarian” for this course. I have a BA in History from UConn – Storrs (’05), an MS in Library Science from Simmons College (’10), and I’m currently writing my Master’s thesis to finish an MA in History from CCSU. Throughout this course, I will be working with Professor Todd to ensure you fully understand your assignments, the research process, and how to find relevant scholarly information for work.

My job is to help you and to answer any of your questions. Throughout the semester, I will be monitoring Blackboard and providing additional links, research tutorials, and other information that will assist you with your assignments. I will be checking the “Ask a Librarian” discussion board three times a week (Tuesday, Thursday, once on the weekend) for research questions and will respond to you within 24-48 hours. If I find there are common questions, I will be posting the answers through the “Ask a Librarian” discussion board. You can also contact me via email: jscollo@newhaven.edu. If you would like to schedule a one on one appointment for help, send me an email with the dates and times you’re available, and let me know if you want an in person or phone appointment. I typically work at the reference desk on Tuesday and Thursday afternoons and evenings, and once on the weekend. If you stop by the library and I’m not there, other librarians will be more than willing to help.

For those of you who haven’t used the library here at UNH or who are still unaware of the resources available, you might want to check out the Introduction to the Library for Undergraduates, Primary Sources for History, or the ChicagoTurabian Style Citation Guide that I created. Also, check out the guide I created specifically for this class, HS 355 - Modern Germany. Trust me; it will save you a lot of time doing research for not only this class, but others as well. Also, don’t forget to check out our other guides using the Guides link on the library website. Don’t be afraid to ask questions, remember I’m here to help you. I look forward to working with everyone this semester.

Cheers,
Joe Scollo

Meteyer, Margo Marie

Actions
To:
Scollo, Joseph
Inbox
Thursday, October 11, 2012 11:57 PM

I am in Professor Ed Todd's Modern Germany class. The class is doing a research paper soon and we need to write an essay on some of the sources we find on our topic, my topic is how Nazi Germany came to power.
We are supposed to be finding sources through Expanded Academic ASAP, World History in Context, and the library catalog. I am having a hard time finding information through these 3 sites and was wondering if you are able to help out tomorrow before 12?

Thanks,
Margo Meteyer

*I also received 3 walk-in questions from students in this class. They did not write an email or on the discussion board; they used the information from the discussion board to find out when I was working.

HU300 – Nature of Science – Prof. Todd
My name is Joe Scollo and I am a reference librarian here at UNH. I will be your “personal librarian” for this course. I have a BA in History from UConn – Storrs (’05), an MS in Library Science from Simmons College (’10), and I’m currently writing my Master’s thesis to finish an MA in History from CCSU. Throughout this course, I will be working with Professor Todd to ensure you fully understand your assignments, the research process, and how to find relevant scholarly information for work.

My job is to help you and to answer any of your questions. Throughout the semester, I will be monitoring Blackboard and providing additional links, research tutorials, and other information that will assist you with your assignments. I will be checking the “Ask a Librarian” discussion board three times a week (Tuesday, Thursday, once on the weekend) for research questions and will respond to you within 24-48 hours. If I find there are common questions, I will be posting the answers through the “Ask a Librarian” discussion board. You can also contact me via email jscolo@newhaven.edu. If you would like to schedule a one-on-one appointment for help, send me an email with the dates and times you’re available, and let me know if you want an in-person or phone appointment. I typically work at the reference desk on Tuesday and Thursday afternoons and evenings, and once on the weekend. If you stop by the library and I’m not there, other librarians will be more than willing to help.

For those of you who haven’t used the library here at UNH, or who are still unaware of the resources available, you might want to check out the Introduction to the Library for Undergraduates or the Chicago/Turabian Style Citation Guide that I created. Also, check out the guide I created specifically for this class, HU 300 - Nature of Science. Trust me, it will save you a lot of time doing research for not only this class, but others as well. Also, don’t forget to check out our other guides using the Guides link on the library website. Don’t be afraid to ask questions, remember I’m here to help you. I look forward to working with everyone this semester.

Cheers,
Joe Scollo

Arminio, Christopher R

Wednesday, October 03, 2012 7:48 PM
Hello, Mr. Scollo. I would like to arrange a one-on-one meeting with you regarding support for Professor Todd's Nature of Science course. As you suggested, I am emailing you with my schedule. I look forward to meeting with you soon. Thank you for your time.
Chris (Arminio)
203-430-4339 Cell #
Open Times
Tuesdays before 12noon
Thursdays before 12noon
Fridays before 2pm
If weekends are an option, I could meet on Sundays.

CO301 – Communication Theory & Research – Prof. Rybczyk

Hello All,

This is Joe Scollo. I am the reference librarian that just met with your class this afternoon to demonstrate how to use some of the resources available through the library. First, here’s a little about myself. I have a BA in History from UConn – Storrs ('05), an MS in Library Science from Simmons College ('10), and I'm currently writing my Master’s thesis to finish an MA in History from CCSU. Throughout this course, I will be working with Professor Rybczyk to ensure you fully understand your assignments, the research process, and how to find relevant scholarly information for work.

My job is to help you and to answer any of your questions. Throughout the semester, I will be monitoring Blackboard and providing additional links, research, tutorials, and other information that will assist you with your assignments. I will be checking the “Ask a Librarian” discussion board three times a week (Tuesday, Thursday, once on the weekend) for research questions and will respond to you within 24-48 hours. If I find there are common questions, I will be posting the answers through the “Ask a Librarian” discussion board. You can also contact me via email: jscollo@newhaven.edu. If you would like to schedule a one on one appointment for help, send me an email with the dates and times you’re available, and let me know if you want an in person or phone appointment. I typically work at the reference desk on Tuesday and Thursday afternoons and evenings, and once on the weekend. If you stop by the library and I’m not there, other librarians will be more than willing to help.

For this class, I specifically created this LibGuide, CO301 - Communication Theory and Research, that we went over during the class. Trust me, it will save you a lot of time doing research for not only this class, but others as well. Also, don’t forget to check out our other guides using the Guides link on the library website. Don’t be afraid to ask questions, remember I’m here to help you. I look forward to working with everyone this semester.

Cheers,

Joe Scollo

Andrea Sicari

CO 301 Communication Theory & Research – Prof. Rybczyk
Use this discussion board to ask your course librarian any questions that you have as you complete your research for this class. I will be checking for questions frequently, and will answer most questions that are posted during the week within 24 hours, and within 48 hours if posted after 4:30pm on Friday's.

Andrea Sicari

Hi, Andrea:

I just wanted to thank you for taking the time to come into our class last week and demonstrate for us how to search through some of the library's resources.

Andrea Sicari
**E230 Public Speaking Prof. Sloane**

Hello Everyone,

I wanted to remind you that if you have any questions about researching you can ask me, Andrea Sicari. You can post to this discussion board, send me an email at asi@newhaven.edu or come and visit me in the library.

Regards,
Andrea Sicari

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**E395 American Realism Prof. Sloane**

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