

Integrating You or the Library into the Curriculum  
Chapter Sharing Roundtable, MLA Conference, May 18, 2008

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The discussion began with a general overview of challenges we face in integrating our services into the institution's activities and curriculum. Librarians in hospitals without a connection to a university have particular challenges. Participants pointed out that there is a long learning curve for many students to gain research skills. Developing relationships with faculty is critical and can begin with just one or two "allies." Sometimes a nursing/health sciences faculty member on the library advisory board provides the entrée for linking students to library services.

An additional way to market our services to staff and faculty is through brown-bag lunches for faculty and/or students. Additionally, faculty and staff can be given information packets and brief introductions at beginning-of-semester events or orientations .

Outreach can be particularly successful when a department is revamping its curriculum and library instruction initiatives can be inserted into the new curriculum. Asking for a meeting with the dean and going to the meeting with the library director/dean is also encouraged.

Once relationships are formed, librarians can ask to sit in on classes so they are "embedded" in the learning.

Working closely with PhD students can also prove beneficial because they are often teaching assistants. They become library advocates.

Librarians can also set up informal meetings with small groups of students from a particular class. Discussion then turned to terminology. There was a suggestion that in medical and health science environments, linking the library to proficiency in "evidence-based practice" carries more weight than "information literacy."

Everyone also noted that online tutorials should supplement face-to-face and individual teaching sessions. One platform on which to post tutorials is Angel, a classroom software package similar to Blackboard. Information on it is here: <http://www.angelllearning.com>

Another online product is the MedEd Portal. It was developed by the Association of American Medical Colleges (AAMC). According to the website, the MedEd Portal "is a free publishing venue and dissemination portal to support educators and learners as they create and use on-line teaching materials, assessment tools and faculty development resources."

The MedEd web address is:

<http://services.aamc.org/jsp/mededportal/goLinkPage.do;jsessionid=16FB EF17A24A19111B09DB9D209C06B4?link=home>

Library tutorials have also been uploaded for sharing through the Animated Tutorial Sharing Project (ANTS). The page for ANTS is: <http://instructionwiki.org/ANTS - Animated Tutorial Sharing Project>

The core of ANTS is the Oregon Library Instruction Wiki at:

[http://instructionwiki.org/Main\\_Page](http://instructionwiki.org/Main_Page)

The motto at the top of the webpage is: “stop reinventing the wheel.”

Another tutorial sharing project is EBM Librarian. It includes links to Evidence-Based Medicine descriptions, teaching tools, and tutorials. The URL is: <http://ebmlibrarian.wetpaint.com/?t=anon>

A comprehensive set of tutorials about OvidSP is available at the Yale University Library at:

<http://www.med.yale.edu/library/education/guides/feature/ovidsp>

MLA also has resources, posted on the MLA Center of Research and Education (CORE) page. The web address is:

<http://www.mlanet.org/core/>

You will need to type in your MLA user name and password for access.

Participants noted that these tutorials can serve as marketing tools in addition to providing instruction. For example, they can be shown to faculty who can then indicate which portions should be emphasized in an instruction session to students.

The tutorials can also be posted on a library website with notice that they can be shown to a group of students who send a message of interest. A week’s notice could be required, in order to book a space to meet with the students.

Tutorials on plagiarism are also useful and presenting one can be an agenda item at a faculty meeting.

Likewise, tutorials on EndNote will be of interest to faculty and many students. Examples can be found at Yale University at: <http://cwml-tutorials.blogspot.com/search/label/EndNote%20Video%20Tutorials> and the University at Buffalo at: <http://ublib.buffalo.edu/hsl/resources/guides/tutorials.html#endnote>

Tutorials can be created with many types of software and librarians can ask faculty to link specific tutorials to class management software, such as Blackboard or Angel.

A good online overview about database searching in general is presented in “Dissecting a Database: Teaching Yourself How to Search,” posted on a web page at UCLA’s Biomed Library. The site is available at: <http://www.library.ucla.edu/biomed/quickguides/dissectingdb.html>

Recorder: Mary Metzger

May 28, 2008