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being disseminated fell into the weakness category. Their overall conclusion was to “build purposeful assessment into every project that is both structured and informal” in the future.

“Assessment as user engagement: Using user testing and assessment to build investment in the library’s intranet.” Presenter: Elizabeth Edwards, University of Chicago

The University of Chicago library used assessment methods to restart their internal website. They applied user experience methods such as interviews with library staff. Collaboration in activities such as brainstorming created user engagement, which focused staff attention on what they wanted to create for their own use. Members of a User Experience Group compared the existing product, which was from 2013, with industry standards. The developers included nonusers as well, giving nonusers a chance to express what qualities they would like to see that would turn them into users of the site.

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The online embedded personal librarian approach to providing reference services via a course management system

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With the extensive usage of technology in higher education, librarians are continuously seeking advantages in providing library services to students and faculty via technology, especially as patron usage of the library has drastically changed over the past few decades. Information-seeking students and faculty are utilizing various forms of electronic databases to retrieve information, which has forced academic libraries to evaluate physical library space. The Association of Research Libraries noted a 69% decrease in reference transactions from 1991 to 2012 (Kyrillidou, Morris, & Roebuck, 2012). Because of the changes in patron demands, reference librarians are altering the traditional model of library services to better meet the needs of the patrons through technology.

Libraries have created numerous forms of library services using technology to provide services to a community of technological users. For instance, most academic libraries have websites with links to various online services, such as the institution’s online catalog or an interlibrary loan service. Other online resources created by librarians include research guides, video tutorials, and an online reference service. The technological services are important in maintaining the demand of the patrons and addressing the continued changes in higher education.

Despite the various forms of technology that libraries have implemented in providing services in higher education, students and faculty are still in need of library assistance. Although library websites, chat services, research guides, and other online resources are important, librarians can meet the patron at the point of need, which for faculty and students is an online Course Management System (CMS).

Although most universities provide distance learning services via a CMS, professors and instructors are also using CMSs in face-to-face and hybrid courses. Because of the increase in CMS usage, librarians have the opportunity to provide a unique outreach program for more students via the web-based program. It is within this environment that the online embedded personal librarian can meet patrons at the point of need within CMSs.

The academic librarian online

Since the inception of online educational technologies, academic librarians have sought to aid students and faculty with library services utilizing technology. In 2006, Corinne Laverty and Denise Stockley noted the importance of librarians in online education:

Librarians encourage a resource-rich environment that may not develop without their direct involvement in the planning and development of online courses. This collaboration is crucial with this generation of learners because it ensures that information literacy skills are embedded in course design, so students learn to filter out the garbage found through Web searches, and they learn to discriminate between academic indexes purchased for research and Web resources available at large. (p. 53)

Other university libraries such as Northwestern University and the University of Kansas began offering course material reserves through CMSs in the early 2000s. The online resources were not an embedded program, rather a separate library site (McManus, Brown, Hulbert, Maximiek, & Rushton, 2006). For the most part, libraries placed a link on the CMS standard main webpage so students could access the library's information through the online CMS. The concept of providing library services via CMS, however, created more opportunities for library services.

The CMSs do limit library services due to the type of options available to the user. Librarians continue to work, however, with the software providers and the institution information technology department to determine the best options for providing online library services. With technology, librarians have the ability to teach an instructional course as well as interact with students through interactive video systems or electronic communication.

Because of the innovations in library models and technology, libraries have moved more toward the embedded online course approach to reach the users' point of need, which is becoming the CMS utilized by faculty and students.

The embedded librarian

According to Bernd W. Becker (2010), "the concept of 'embedded' was popularized as war correspondents began reporting from within the events of a crisis, calling themselves embedded journalist" (p. 237). David Shumaker (2012, p. 4) defines the embedded librarian as "a distinctive innovation that moves librarians out of libraries and creates a new model of library and information work." In other words, the patrons' demands have changed and a new model has been created to provide library services at the point which information is needed within an organization or group of individuals.

By encouraging librarians to move library service out of the library and into different settings, librarians will be able to build strong relationships with students and faculty, as well as become more knowledgeable about specific subjects and course curriculum. Basically, the librarians will be able to understand the faculty demands and the students' needs by entering and observing a course. Universities and colleges have begun to utilize embedded librarians in the physical classroom. A recent trend in online embedded librarians, however, has increased at colleges and universities.

The concept is for librarians to provide library services at the point of need, instead of waiting for students and patrons to contact a librarian for assistance. By working in collaboration to accomplish similar goals, such as completing research assignments in research-based curriculum, librarians, faculty, and students will benefit. Furthermore, an embedded librarian can customize library services based on the needs of the course, which can be a continuous effort as the faculty and students change research strategies.

The embedded librarian concept has been utilized through the use of face-to-face and online CMSs. Although some embedded librarians actually enter the physical classroom, most utilize the online courses because the usage of CMSs is increasing in both distance learning and face to face (hybrid). Amy C. York and Jason M. Vance (2009) note, "as students become accustomed to this level of accommodation, they are less likely to venture out to disconnected information sources, especially library Web sites, which require much more user effort than Web search engines" (p. 198). Because of the increased usage of the CMS, the point of need is the CMS, which has given librarians the opportunity to offer outreach to faculty and students while providing students with an easier path to library resources and research assistance.

Through an embedded process into a course, the librarian can provide more detailed research assistance with access to the course information. Mary Francis (2012) noted, "an embedded librarian could encourage student-faculty or student-librarian contact, providing another venue of interaction for the

students; encourage active learning by offering suggestions for resources and providing assistance for authentic information needs; and communicate high expectations through discussions of evaluation and the quality of resources used for research” (p. 24).

Even though the embedded librarian approach has opportunities to create strong relationships among the librarians, faculty, and students, establishing a uniform system has proven difficult. An online embedded librarian will provide more services other than a few links to resources. The approach to an embedded librarian is through synchronous instruction, where the librarians are providing instruction along with the course curriculum instead of the standard asynchronous instructional session.

As mentioned by Shumaker (2012), “As the relationship develops, the librarian’s knowledge and understanding to the group’s work and objectives grow, which leads in turn to greater alertness to the information and knowledge needs of the group” (p. 4). The knowledge of the course assignments is significant in time efficiency. In other words, the reference librarian and the student had to communicate the description of the assignment, requirements, and other information electronically, which increased the time for the reference librarian to complete a transaction. The embedded librarian, however, would be aware of course requirements and assignments, which would reduce the communication between the librarian and the student. Morasch (2013) reiterated, “the librarian is already familiar with the content and requirements of class assignments; the student does not need to spend time explaining the information need in terms of both the overall assignment and the student’s individual topic” (p. 301).

The personal librarian

The embedded librarian concept provides different opportunities to provide various types of library services to faculty and students, such as an instructional session or research assistance. A more complete service for an embedded librarian is the personal librarian concept. The concept was introduced at Yale University’s Medical School in the Cushing/Whitney Medical Library in 1996 (Nann, 2010). The program was implemented to increase reference usage, which the library had assessed was in a continuous decline. To increase reference usage, the librarians of the Cushing/Whitney Medical Library decided to be more direct in reaching the students by introducing and assigning personal librarians to all incoming medical students. Eventually, the personal librarian concept has expanded to encompass all enrolled students at Yale, as well as at other universities.

The personal library program is an outreach program that encourages students to utilize library services. Throughout the semester, the students receive periodical email that provides information about services or encourages students to use the library for research assistance. The program aids students in various library services, such as information literacy, the research process, and assistance accessing resources.

The personal librarian model was developed to meet patron need created by the decline in reference usage. The traditional model assumed students would approach the reference librarian for assistance; however, the model did not reflect the factors of students’ anxiety regarding asking for help or students relying on electronic databases for resources. The new personal librarian model allows librarians to be more proactive while students can be introduced to library services.

Course management system

Course management systems (CMSs) are software programs used in higher education for online, distance learning, and face to face. The systems “are used primarily for online or blended learning, supporting the placement of course materials online, associating students with courses, tracking student performance, storing student submissions and mediating communication between the students as well as their instructor” (Watson & Watson, 2007, p. 29). Instructors can utilize the software in several ways that include providing students with course information as well as other options of correspondence.

The benefits of a CMS for instructors are to reduce administrative responsibilities, offer more availability for discussion, and introduce students to the combination of technology and communication skills. As technology improves, instructors will be more disposed for student assistances and implement

innovative teaching concepts. Students will also benefit from the CMS through online instructor support; fellow student support via discussion forums and course emails; and numerous helpful tools used in the CMS. The course system is an effective source for communicating information directly to the students and the teachers.

The online embedded and personal librarian approaches merge

The personal librarian is similar to the embedded librarian by providing outreach library services. The personal librarian approach, however, adds a strong and significant relationship between the librarian and the student (Kadavy & Chuppa-Cornell, 2011). Although the online embedded personal librarian approach in accordance to the original idea would require all instructors to utilize a CMS, some instructors are not required to create a course utilizing a CMS. Even if institutions did not have funding for a software system, some educators are encouraging the use of social media networks as a teaching tool because all higher educational institutions have some form of social media (Tess, 2013).

The main purpose for combining the embedded librarian and the personal librarian models is to reach patrons at the point of need and to provide more library services. The embedded librarian approach concentrates more on the instructor and librarian relationship, whereas the personal librarian approach is dedicated to the librarian and student relationship. The combination of the two models will provide a strong collaboration with the patrons and fulfill goals of all parties involved while completing the course requirements.

To combine the two models, the librarian is required to understand the needs of the faculty and the students. The librarian will have to have knowledge of the course, the curriculum, and a good relationship with the faculty. Furthermore, the librarian will need to provide course information and materials for the students. Through the combination of the two models, the librarian is meeting the needs of the faculty and the students.

The online embedded librarian characteristics, addressing faculty need

The relationship between the librarian and instructor can be established prior to the course creation or before the course is opened to students. A premeeting allows the librarian the opportunity to learn more about the subject and the course content. In addition, the librarian will learn the requirements for the students through the syllabus and the discussions from the instructors. Librarians will also have the ability to build strong collection development collaborations. During and following the course, the librarian and the instructor can evaluate the progress of the model (Edwards & Black, 2012).

The input from the instructor regarding the assignments and requirements of the course allows the librarian the opportunity to create an information literacy session specifically designed for the course. The embedded librarian model also allows the opportunity for assessing the concept with better results, because of the advantage of administering a pre and post-test at the beginning of the course and at the end of the course, instead of the swift assessments conducted during the one-time information library sessions provided by numerous institutions (Henrich & Attebury, 2012).

The limitations with the embedded librarian model include courses that are primarily research-based, general education, and instructor approved. Most academic librarians are needed in research-based courses, which do not include several courses offered by institutions, such as lower level math and science courses. In regards to instructor-approved courses, the embedded librarian cannot join the course without the instructor's approval. Even if approved, the librarian's role in the course can be dependent upon the instructor's perimeters, where the instructor can limit the interaction and the information provided to the students by the embedded librarian (Coltrain, 2014).

Despite the limitations, the embedded librarian approach does create strong relationships between the librarian and the faculty members. The embedded librarian also supports students through information literacy skills, assistance in research, and course reference materials. The model is an outreach program, but it does not engage the student to interact and utilize library services.

The online personal librarian characteristics, addressing student need

The personal librarian approach implies personal services, which implies complete services. In the case of the personal librarian concept, the personal service is directed more toward the student rather than the instructor. Because the primary library service is for the student, the interaction between the librarian and student is increased, whereas the goal of the personal librarian concept is to increase library usage. The online interaction is significant in helping students find library services that they otherwise do not realize are available.

According to Anna Ya Ni (2013), the online interaction between instructors and students is essential in the learning process. Often communication is through online tools such as emails, discussion forums, and chat services. She notes, “Some scholars suggest that interaction in an online environment promotes student-centered learning, encourages wider student participation, and produces more in-depth and reasoned discussions than a traditional classroom setting does” (p. 201). Since online interaction is important in student success, the personal librarian approach encourages student interaction by communicating available library services.

The personal librarian concept is based on interaction, as evident with the personal introduction of the program at Yale University, which each librarian has personally written. The personal statement is significant in relieving student anxiety, encouraging a friendly library experience, and promoting library services. Following these personal statements, the library has a standard program description outlining the services the personal librarian provides for each student to review. The personal librarian sends a similar introduction statement to the student at the beginning of the student’s enrollment at the university and remains in communication throughout the tenure of the student.

Providing students with a personal librarian approach online is significant in interacting and helping reduce the anxiety of using online resources. Students, such as adult learners, struggle with understanding the course management systems, as well as online library services. Lizah Ismail (2011) described the importance of assisting returning adult learners through the use of a personal librarian program as being based on meeting need at the point of service to reduce anxiety and increase ease of access to the large number of online resources.

The online embedded and personal librarian approaches merge combined characteristics, addressing the needs of faculty and students

The personal librarian concept is created to assign students to a personal librarian, whereas the embedded librarian approach is course based with approval from an instructor. While the two independent concepts provide students with exceptional services, the two combined provide quality library services needed for an online environment or a CMS. The main focus is on implementing both concepts.

In accordance with the personal librarian approach, a librarian is assigned to a student during the student’s tenure, a semester, academic year, or throughout the student’s enrollment. To provide the embedded approach, the librarian would have numerous and various courses to embed, which causes logistic issues. The assigned librarian, however avoids asking the instructor permission to embed. A solution to assigning the embedded librarian is to structure according to the subject specialist librarian, which can embed in the subject course and students will be assigned the librarian once enrolled in the course for the semester.

By introducing multiple subject librarians, students will have specialists helping despite the different subjects students are required to complete. The concept also aids in Shumaker’s perceptions of personal librarians supporting one student in multiple disciplines. He implies, “It’s impossible for any individual librarian to serve each of these areas equally well – our reputation for being outstanding generalist notwithstanding” (Shumaker, 2012, p. 16). Through an embedded subject specialist librarian, the student and faculty will have a librarian with knowledge of the subject despite the course in which the student is enrolled.

The embedded personal librarians are directly embedded in the student’s courses based on subject. By being directly embedded into the CMS, the librarian obtains the instructor’s approval and can begin

working with the instructors and students. Prior to each course, the librarians have the ability to meet with instructors to gather subject and course assignment information. The prior meeting is the opportunity to create a relationship with the instructor because most academic librarians understand the difficulty in building and maintaining these relationships (Held, 2010). Through this approach, the embedded personal librarian initiates the relationship. The concept also reiterates Shumaker's (2012) idea of the "team of collaborators," where the librarian works together with the instructors and students to complete a group goal.

Of course, the collaboration between the librarian and instructor offers the opportunity to create unique CMSs to optimize student learning. Because the traditional educational platform is changing to a more student experience-based education, the collaboration with the library and the faculty can provide students with a specialized experience through an innovative instructional design and supplementary library services. Courses with an embedded librarian have greatly enhanced the students' ability to complete the course assignments as well as increased their library skills (Meredith & Mussell, 2014).

Librarians are noted as specialists for retrieving valuable information for patrons. Furthermore, the knowledge the librarian gains from working in the team environment with the instructor enhances the student's learning experience. Because the librarian is familiar with the subject, the time spent with reference and research assistance is greatly reduced. The librarian understands the syllabus and course requirements, which greatly reduces the time for gathering and providing information to students.

The personal librarian and the embedded librarian approaches together provide a more in-depth collection of services to create strong relationships among the librarians, the faculty, and students. The embedded librarian concept solidifies the collaboration with the librarian and the teaching faculty, whereas the personal librarian approach enhances the student's learning experience while completing the required course curriculum.

Conclusion

Both the embedded and personal librarian concepts are becoming an essential aspect in librarianship. The information-seeking behavior needs of students have changed based on accessible Internet sources. In addition, technology design has altered the educational learning landscape allowing a new pathway for library outreach. Furthermore, higher education is striving for high retention rates, where the online embedded personal librarian approach is an effective model for helping students accomplish the required curriculum and maintain high retention rates.

In terms of acceptance by faculty and students, the literature indicates that students and faculty deem the concept extremely important in providing library services online. Students were very receptive and accepting of the online embedded personal librarian model. The literature also noted that faculty perceived the embedded librarian as an essential aspect of the course. With the faculty and students embracing the innovative reference and library services, librarians will have the opportunity to meet the needs of the patrons and build strong relationships.

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Electronic resources management toolkit program

By Junior Tidal, New York City College of Technology, City University of New York

The ACRL New England Chapter (NEC) Electronic Resources Management Interest Group (ERM IG) organized a program entitled “Electronic Resources Management Toolkit.” Held at the Lesley University Library on November 17, 2015, the event highlighted how various academic libraries within the northeast manage their eResources. Many topics were touched upon during the day conference including workflows, interacting with vendors, and technology. Kim Maxwell, cochair of the interest group, gave opening remarks. She highlighted how this has been a long-running program and welcomed attendees and presenters. The program can be found at <http://serig.acrlnec.org/content/programs>. She introduced the first presenters, Jane Natches of Tufts University and Emily Singley of Boston College.

Natches and Singley’s presentation was the culmination of survey results on next-generation library systems. They surveyed 435 electronic resource librarians across the country to better understand if these systems helped optimize workflows. The survey instrument was delivered over electronic resource e-mail listservs. Participants used Ex Libris’s Alma, Innovative’s Sierra system, and OCLC’s WorldShare Management System (WMS). Their findings indicated that when reviewing, acquiring, and assessing journal packages, most libraries still required external tools and not just the system. Some common tasks outside of these systems include viewing usage statistics, comparing usage stats with other packages and titles, and the cost of use per journal.