CHOOSE YOUR OWN INFO. ADVENTURE:

LIBRARY RESOURCES AS AN ALTERNATIVE TO TEXTBOOKS

SUMMER KRSTEVSKA, MLIS

BRASS ONLINE SYMPOSIUM 2019
YOUR PRESENTER

Summer Krstevska, MLIS
Librarian for
Business, Economics & Data Access
Wake Forest University

Formerly:
Library Liaison to the School of Business & Management
National University
OBJECTIVES

Discuss a strategy to teach business information literacy online in collaboration with a faculty member

Share a way to use business information resources as an alternative to expensive textbooks

Explain an active way to engage with students throughout a course as an embedded online business librarian
INSPIRATION

- Issues with textbooks
- Issues with students' research strategies
- Library & its resources unknown to students

Discussion: Has a faculty member approached you for help finding an alternative for their textbook? How did you help them? Did you refer them to library resources? If yes, which ones?
ABOUT THE COURSE

- Online entrepreneurship track
- 4 courses total
- Accelerated courses, each course = one month long
- Undergraduates, part of Bachelor's Business Admin.
- Adult learners
"Resource Review"

- 4 weekly discussions
- Overarching topics pre-selected
- Search parameters chosen by professor (Ex: source type, publication date)
- Post summary + analysis of 2 selected sources Respond to at least 4 classmates' posts

**Discussion:** Describe an assignment you created in collaboration with a faculty member. How did you embed library resources into their course?
ASSIGNMENT DESIGN

Academic Considerations

Student Engagement

Library Considerations
LIBRARY CONCERNS

1. ACRL Information Literacy Framework
2. Scaffolding, skills & tools
3. Embedded librarian role
Searching as strategic exploration

**LEARNING OUTCOMES**

- Students will learn to differentiate various types of business information, while following their interests and the guidelines of the course.
- Students will be able to find, and critically analyze sources that meet their needs for this course.
LIBRARY RESOURCES

26 discipline specific databases
eBooks, eEncyclopedias & audiovisual content
Course resource guide
Embedded librarian

In one month, students saved:

$4,200.00+
Variety of resources available that allow for implementing universal design.

**SCAFFOLDING**

**Week 1**
Smart Search results; e-books, reference, and audiovisual selections.

**Week 2**
Discipline-specific databases & different variety of sources; trade publications, news, industry + market reports, etc.

**Week 3**
Databases & websites of their choice from course guide

**Week 4**

**Suggested Improvements**

**Week 1**
Smart Search focusing on reference results for background + overview on the topic and aspects of entrepreneurship, doing so will help them develop their research topic.

**Week 2**
Don't limit to specific source types, have students find 5-10 articles, rather than 2.

**Week 3**
Have students identify differences between source types & their value + impact.

**Week 4**
Have students identify any gaps in their research and find additional sources to fill them.

Students must complete their project w. literature review that supports their topic & includes trends, problems, solutions & suggestions for future study based on their research.
Variety of resources available that allow for implementing universal design.

SCAFFOLDING

Week 1

Smart Search results;
e-books, reference, and audiovisual selections.

Suggested Improvements

Week 1 Revised

Smart Search focusing on reference results for background + overview on the topic and aspects of entrepreneurship, doing so will help them develop their research topic.
Variety of resources available that allow for implementing universal design

**Week 2 + 3**

Discipline-specific databases & different variety of sources; trade publications, news, industry + market reports, etc.

**Suggested Improvements**

Don't limit to specific source types, have students find 5-10 articles, rather than 2.

**Week 2 Revised**

Have students identify differences between source types & their value + impact

**Week 3 Revised**

Have students identify any gaps in their research and find additional sources to fill them.
Variety of resources available that allow for implementing universal design

SCAFFOLDING

Week 4

Databases & websites of their choice from course guide

Suggested Improvements

Week 4 Revised

Students must complete their project with literature review that supports their topic & includes trends, problems, solutions & suggestions for future study based on their research
EMBEDDED ROLE

- Monitor discussion
- Manage library thread
- Weekly library emails
- Virtual consultations

**Discussion:** Have you had an experience as an embedded librarian? What did that look like for you? What challenges did you face in that role?
STUDENT FEEDBACK

Common themes:

Real world application

Information Literacy

Library awareness
IMPROVEMENTS

Implementation of formal summative assessment
Evaluate embedded librarian role and the time required
Alter scaffolding from course to course
Add library instruction videos content

Brainstorm: Ideas for improving the assignment or other ideas for using library resources as an alternative to a textbook
THANK YOU FOR LISTENING!

For more information, contact me at:
Summer Krstevska - krstevs@wfu.edu

https://guides.zsr.wfu.edu/infoadventure