Integrated, Embedded, and Case Based: Selling Library Instruction to the Business School

Leticia Camacho and Andy Spackman

LOEX Annual Conference
May 2, 2008
Do students receive as much library instruction/information literacy as they should?

A. Yes

B. No
Do they think they need more library instruction/information literacy?

A. Yes
B. No
How important do you believe the library is to the mission of your institution?

A. The library is the heart of any university
B. The library serves an important support role
C. I’m proud to be part of the educational process
D. Eh, it’s a paycheck
How important do students and professors think the library is?

A. “I could never do my work without the library’s services and resources.”
B. “The library has helped me out several times.”
C. “It’s a great place to find a date.”
D. “Phew, I made it through all four years without ever having to step foot in the library!”

Andy Spackman and Leticia Camacho – “Integrated, Embedded, and Case Based: Selling Library Instruction to the Business School”
LOEX Annual Conference – May 2, 2008
Are there departments at your institution that could care less about the library?

A. Yes
B. No
Andy Spackman and Leticia Camacho – “Integrated, Embedded, and Case Based: Selling Library Instruction to the Business School”
LOEX Annual Conference – May 2, 2008
Marriott School of Management

Library
# Library Instruction Presentations

<table>
<thead>
<tr>
<th>Subject</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2007 Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year Writing</td>
<td>638</td>
<td>603</td>
<td>511</td>
<td>452</td>
<td>535</td>
<td>511</td>
<td>475</td>
<td>-7.05%</td>
</tr>
<tr>
<td>Advanced Writing</td>
<td>567</td>
<td>617</td>
<td>598</td>
<td>504</td>
<td>484</td>
<td>379</td>
<td>344</td>
<td>-9.23%</td>
</tr>
<tr>
<td>Biology &amp; Agriculture</td>
<td>18</td>
<td>47</td>
<td>25</td>
<td>82</td>
<td>173</td>
<td>46</td>
<td>55</td>
<td>19.57%</td>
</tr>
<tr>
<td><strong>Business School</strong></td>
<td><strong>33</strong></td>
<td><strong>47</strong></td>
<td><strong>87</strong></td>
<td><strong>95</strong></td>
<td><strong>117</strong></td>
<td><strong>106</strong></td>
<td><strong>125</strong></td>
<td><strong>17.92%</strong></td>
</tr>
<tr>
<td>Education</td>
<td>27</td>
<td>27</td>
<td>37</td>
<td>55</td>
<td>40</td>
<td>14</td>
<td>48</td>
<td>242.86%</td>
</tr>
<tr>
<td>Family, Home, &amp; Social Science</td>
<td>70</td>
<td>94</td>
<td>107</td>
<td>112</td>
<td>130</td>
<td>122</td>
<td>95</td>
<td>-22.13%</td>
</tr>
<tr>
<td>Fine Arts &amp; Communications</td>
<td>60</td>
<td>55</td>
<td>33</td>
<td>72</td>
<td>66</td>
<td>44</td>
<td>24</td>
<td>-45.45%</td>
</tr>
<tr>
<td>Humanities</td>
<td>99</td>
<td>98</td>
<td>71</td>
<td>170</td>
<td>273</td>
<td>7</td>
<td>31</td>
<td>342.86%</td>
</tr>
<tr>
<td>Law</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>1</td>
<td>-80.00%</td>
</tr>
<tr>
<td>Nursing</td>
<td>2</td>
<td>2</td>
<td>20</td>
<td>0</td>
<td>11</td>
<td>20</td>
<td>81.82%</td>
<td></td>
</tr>
<tr>
<td>Physical &amp; Math Sciences</td>
<td>50</td>
<td>25</td>
<td>35</td>
<td>141</td>
<td>131</td>
<td>20</td>
<td>74</td>
<td>270.00%</td>
</tr>
<tr>
<td>Religious Education</td>
<td>29</td>
<td>14</td>
<td>22</td>
<td>32</td>
<td>9</td>
<td>18</td>
<td>8</td>
<td>-55.56%</td>
</tr>
<tr>
<td>Special Collections</td>
<td>32</td>
<td>42</td>
<td>62</td>
<td>128</td>
<td>48</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
## Library Instruction Participants

<table>
<thead>
<tr>
<th></th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2007 Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year Writing</td>
<td>11,762</td>
<td>11,381</td>
<td>9,506</td>
<td>8,341</td>
<td>8,895</td>
<td>8,306</td>
<td>7,884</td>
<td>-5.08%</td>
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<tr>
<td>Advanced Writing</td>
<td>4,283</td>
<td>3,635</td>
<td>4,268</td>
<td>3,419</td>
<td>4,011</td>
<td>3,024</td>
<td>2,507</td>
<td>-17.10%</td>
</tr>
<tr>
<td>Biology &amp; Agriculture</td>
<td>503</td>
<td>2,561</td>
<td>514</td>
<td>1,207</td>
<td>1,894</td>
<td>306</td>
<td>412</td>
<td>34.64%</td>
</tr>
<tr>
<td><strong>Business School</strong></td>
<td>985</td>
<td>1,674</td>
<td>2,095</td>
<td>1,799</td>
<td>2,028</td>
<td>2,127</td>
<td>3,013</td>
<td>41.65%</td>
</tr>
<tr>
<td>Education</td>
<td>537</td>
<td>530</td>
<td>609</td>
<td>930</td>
<td>632</td>
<td>269</td>
<td>529</td>
<td>96.65%</td>
</tr>
<tr>
<td>Family, Home, &amp; Social Science</td>
<td>1,595</td>
<td>1,795</td>
<td>2,262</td>
<td>1,793</td>
<td>2,053</td>
<td>1,428</td>
<td>1,244</td>
<td>-12.89%</td>
</tr>
<tr>
<td>Fine Arts &amp; Communications</td>
<td>694</td>
<td>1,029</td>
<td>882</td>
<td>740</td>
<td>573</td>
<td>461</td>
<td>319</td>
<td>-30.80%</td>
</tr>
<tr>
<td>Humanities</td>
<td>2,238</td>
<td>2,068</td>
<td>1,219</td>
<td>1,840</td>
<td>2,753</td>
<td>145</td>
<td>354</td>
<td>144.14%</td>
</tr>
<tr>
<td>Law</td>
<td>187</td>
<td>110</td>
<td>110</td>
<td>0</td>
<td>0</td>
<td>50</td>
<td>3</td>
<td>-94.00%</td>
</tr>
<tr>
<td>Nursing</td>
<td>15</td>
<td>28</td>
<td>44</td>
<td>0</td>
<td>249</td>
<td>241</td>
<td>3</td>
<td>-3.21%</td>
</tr>
<tr>
<td>Physical &amp; Math Sciences</td>
<td>1,120</td>
<td>487</td>
<td>740</td>
<td>1,354</td>
<td>1,251</td>
<td>176</td>
<td>41</td>
<td>-76.70%</td>
</tr>
<tr>
<td>Religious Education</td>
<td>261</td>
<td>219</td>
<td>383</td>
<td>155</td>
<td>206</td>
<td>325</td>
<td>164</td>
<td>-49.54%</td>
</tr>
<tr>
<td>Special Collections</td>
<td>1,189</td>
<td>1,211</td>
<td>1,932</td>
<td>2,461</td>
<td>1,542</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
Types of Library Instruction

- Programmatic Library Instruction
- Course-Integrated Instruction
- The Embedded Librarian
- Business Research Clinics
We asked 200 students the following open question:

*What did you learn from the library instruction that you did not already know?*

What do you think was the most popular response?

I learned…

A. Business Databases available at the library
B. How to find articles
C. How to find journals
D. How to use the bibliographic utility RefWorks
We asked 200 students the following open question:

*What did you learn from the library instruction that you did not already know?*

<table>
<thead>
<tr>
<th>Business Databases Available</th>
<th>Find articles</th>
<th>Find a specific Journal</th>
<th>RefWorks</th>
<th>Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>89</td>
<td>55</td>
<td>21</td>
<td>35</td>
<td>200</td>
</tr>
<tr>
<td>44.5%</td>
<td>27.5%</td>
<td>10.5%</td>
<td>17.5%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Andy Spackman and Leticia Camacho – “Integrated, Embedded, and Case Based: Selling Library Instruction to the Business School”
LOEX Annual Conference – May 2, 2008
Other Programmatic Library Instruction

- New MBA students – 1 hour
- Executive MBA Students – \( \frac{1}{2} \) hour
- International Students – 90 minutes
- MPA Students – During required course
Course-Integrated Instruction

Benefits:
• Places Library Instruction in its natural context

Challenges:
• They are not part of a program—provided only at professor’s request
The Embedded Librarian

Andy Spackman and Leticia Camacho

"Integrated, Embedded, and Case Based: Selling Library Instruction to the Business School"

LOEX Annual Conference – May 2, 2008
March 18, 2008 - March 25, 2008

Tue, Mar 25, 2008 -- MCOM 320 LIBRARY OPEN LABS -- TWO MORE!

Do you need help with your MCOM 320 research? Are you struggling to find resources? Come to the open labs and get help from Leticia Camacho, Business Librarian.

Date: Friday March 28 Time: 4:7pm Place: 2233 HBLL
Date: Friday April 4 Time: 4:7 PM Place: 2233 HBLL

Any questions? email leticia_camacho@byu.edu

Tue, Mar 25, 2008 -- MCOM 320 LIBRARY INSTRUCTION SURVEY

Dear MCOM 320 students:

I would like your feedback about the library instruction session. If you attended one of my bibliographic instruction session with your MCOM 320 class, please respond to the survey by following this link:

http://new.qualtrics.com/SE/?SID=SV_sGyUgLkZnBqi0F&SVID=Prod

Your participation is greatly appreciated. All comments will remain confidential.

Sincerely,
**Collaboration Sessions**

<table>
<thead>
<tr>
<th>Session Name</th>
<th>Tool</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leticia Camacho, Business Librarian</td>
<td>Virtual Classroom</td>
<td>Mar 26, 2008 7:00:00 PM MDT</td>
<td>Mar 28, 2008 8:00:00 PM MDT</td>
</tr>
<tr>
<td>Office Hours</td>
<td>Chat</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Access to Blackboard from Facebook

Andy Spackman and Leticia Camacho – “Integrated, Embedded, and Case Based: Selling Library Instruction to the Business School”
LOEX Annual Conference – May 2, 2008

Management Communication 320 Sec 4

3/24/2008 by Letty Camacho

MCOM 320 LIBRARY INSTRUCTION SURVEY

Dear MCOM 320 students:

I would like your feedback about the library instruction session. If you attended one of my bibliographic instruction session with your MCOM 320 class, please respond to the survey by following this link:

http://new.qualtrics.com/SE7SID=SV_eSglUgK2mBuqffC&SID=Prod

Your participation is greatly appreciated. All comments will remain confidential.

Sincerely,

Letty Camacho
Business Librarian
leticia_camacho@byu.edu

This announcement has a course link in it. Please log in to view the link.

3/24/2008 by Letty Camacho

MCOM 320 LIBRARY OPEN LABS -- TWO MORE!

Do you need help with your MCOM 320 research? Are you struggling to find resources? Come to the...
Business Research Clinics

Students expressed a need for additional opportunities for formal, structured library instruction.
Business Research Clinics

• Extracurricular and open-door
• Offered in the business school building
  – Bringing the library to the students
• The Challenge:
  Attendance is voluntary
Would students come to your library instruction sessions if they didn’t have to?

A. Yes
B. No
C. I wouldn’t attend my sessions if I didn’t have to
You can do it. We can help.

Brought to you by: MEGI Management, Economics, and Government Information at the BYU Library

Business Research Clinics
Who? Marriott School students at any level.
What? One-hour workshops orienting students to the library's business resources through demonstrations of real-life research problems, with opportunities for one-on-one assistance.
Where? Tanner Building classrooms—bringing the library to the students.
When? Beginning Fall Semester, once or twice per month, late afternoons or early evenings.
Why? Students are unaware of or bewildered by databases and other library resources. During individual consultations they have asked if there are classes where they can learn these skills.
How? Conducted by BYU's professional librarians with the assistance of their student employees. Advertised through posters, emails, classroom announcements, the library website, etc. Evaluated through attendance and survey data.

Learning Outcomes
Participants will gain information literacy, learning to:
- Articulate their information needs
- Evaluate business information resources
- Identify and search within relevant resources, including many used by real-world businesses
If you build it, will they come?

- Initial success!
  - 53 students and faculty attended the 1st clinic
- Then . . .
  - 2nd clinic: 32
  - The third and fourth clinic: 34
  - The fifth and sixth: 16
  - What went wrong?
Lessons Learned

1. Scheduling
2. Promotions
3. Pedagogy
Lessons Learned

1. Scheduling
   – Frontloading the semester
   – Providing options
   – Synergies instead of conflicts

2. Promotions

3. Pedagogy
# Lessons Learned

Attendee responses to the question: "How did you learn about this clinic?"

<table>
<thead>
<tr>
<th>Method</th>
<th>Total Respondents</th>
<th>E-mail List</th>
<th>Fliers</th>
<th>Posters</th>
<th>Professors</th>
<th>Other students</th>
<th>Website</th>
<th>Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>33</td>
<td>15</td>
<td>69</td>
<td>113</td>
<td>14</td>
<td>1</td>
<td>210</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15.7%</td>
<td>7.1%</td>
<td>32.9%</td>
<td>53.8%</td>
<td>6.7%</td>
<td>0.5%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Lessons Learned

1. Scheduling
2. Promotions
   – Aggressive and creative
   – Use multiple channels
   – Faculty are the key
3. Pedagogy
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Lessons Learned

1. Scheduling
2. Promotions
3. Pedagogy
   – Drinking from a fire hydrant
   – Teaching through stories
   – Instruction through case studies
Teaching with Cases

• A natural fit for the business school
• But Harvard-style cases are a bad fit for us
  – Self-contained
  – Application, not research
• Invert the model to fit library instruction
  – Research sets the stage for application
  – Information literacy is introduced in context
An Example: International Business

MicroSoniDo’s game console is a hit in the U.S. Now you must research foreign markets and decide where to launch the product next.

- What kinds of information will be useful?
- Primary vs. secondary research
- What the library can provide
- Free vs. licensed resources
- Quality
An Example: International Business

• Demonstrate a source for demographic and economic data
  – Five minutes to identify a handful of likely nations
• Demonstrate a source for market analysis
  – Five minutes to narrow the field
• Demonstrate a source for regulatory environments
  – Five minutes to select a nation
The Impact of Cases

• Anecdotal
  – Students:
    “The role-play scenario was helpful!”
  – Professors:
    “I like that you're doing this and have heard good things from students attending when you do a case study.”
The Impact of Cases

• Qualitative
  
  – Attendee satisfaction: Likert scales, 1-to-7

<table>
<thead>
<tr>
<th></th>
<th>1. Please rate your overall experience.</th>
<th>2. Please rate the content of the clinic.</th>
<th>3. Please rate the instructors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Ratings for Sessions Without Case Studies</td>
<td>5.38</td>
<td>5.59</td>
<td>5.85</td>
</tr>
<tr>
<td>Average Ratings for Sessions With Case Studies</td>
<td>5.60</td>
<td>5.88</td>
<td>6.04</td>
</tr>
<tr>
<td>% Increase of Sessions with Case Studies Over Those Without</td>
<td>4.3%</td>
<td>5.2%</td>
<td>3.3%</td>
</tr>
</tbody>
</table>
Conclusion: Reaching Out Through Library Instruction

- Business Research Clinics:
  - The first two semesters
  - 22 Clinics conducted on 13 topics
  - Over 400 attendees
  - 92 people on the email list
Conclusion: Reaching Out Through Library Instruction

• Business Research Clinics: Lessons Learned
  – Scheduling
    • Accommodate needs and capture synergies
  – Promotions
    • Multiple channels and leverage professors
  – Pedagogy
    • Cases engage students and impart information literacy
Conclusion: Reaching Out Through Library Instruction

• Embedded Librarians (Blackboard)
  – Bringing the library to the students
  – Success depends on adapting to student needs and course structures

• Programmatic Instruction

• Course-Integrated Instruction