Leveraging Library Resources to add Value to your Teaching

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UC Libraries
Session Outcomes

• Learn an easy, practical technique to visualize students’ perceptions about a class topic
• Make effective use of library resources in teaching
• Understand how faculty can collaborate with librarians
• Use technology to “embed” librarians in courses
Research: 3 Words Exercise

- Library instruction sessions
- English composition 1001
- 10 classes
- 200+ first year students
Research: 3 Words

1. lots of reading
2. writing a paper
3. multiple steps
Research: 3 Words

- Heavy Sobs
- Stress
- Procrastination
Research: 3 Words

Informative
Statistics
Experiment
Research: 3 Words

- difficult to find many sources
- I don't like annotated bibliographies
- long paper
Research: 3 Words

- Internet
- Books
- NOT Wikipedia
Research: 3 Words

Forcing

Explanation

Enlightenment
Research: 3 Words

Tedious, boring, but important
Research: 3 Words

Research: 3 Words
Research: 3 Words
Research: 3 Words

- Books
- Boring
- Information

Keywords:
- Tedious
- Essay
- Time consuming
- Necessary
- Essay
- Analysis
- Boring
- Learning
- Difficult
- Reading
- Writing
- Articles
- Resources
- Citation
- Library
- Encyclopaedia
- Data
- Knowledge
- Conclusion
- Web
- Google
- Study
- Searching
- Scholarly
- Sources
- Citations
- New
- Finding
- Necessary
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Session Outcomes

✓ Learn an easy, practical technique to visualize students’ perceptions about a class topic
• Make effective use of library resources in teaching
• Understand how faculty can collaborate with librarians
• Use technology to “embed” librarians in courses
The University of Cincinnati Libraries subscribe to a wealth of academic electronic resources for the use of the UC community. This guide will help you to integrate the use of these resources into your Blackboard course shells.

Incorporating links and references to library resources into your course will benefit you and your students in two ways. First of all, students and those new to electronic research often don’t realize that the contents of these specialized academic resources can’t simply be found with a web search via Google or other popular search tools. Secondly, by promoting and encouraging the use of library materials you provide access to better resources than students may find on their own, which will lead to higher quality papers and assignments.
Information Literacy Skills

The General Education Core at the University of Cincinnati recognizes information literacy as "an essential skill that supports each of the baccalaureate competencies and must permeate every component of the General Education Core."

The Association of College and Research Libraries (ACRL) defines information literacy as a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" and emphasizes that "information literacy forms the basis for lifelong learning."

Effective information literacy education requires collaboration of faculty and librarians and should be integrated into courses at all levels to provide reinforcement of skills.

The purpose of this guide is to assist faculty with integration of information literacy skills. The guide is organized by groups of essential information competencies: identifying the information need, finding, evaluating, and using information. For each competency we provide sample learning outcomes, suggestions for assignments and activities, links to tutorials and guides, and tools for assessing how students understand the concepts and apply them to their course work. Additional tips on assignments, instructional approaches and assessment are provided under separate tabs.

Please use the comment boxes to let us know what you think about the resources and tips we provide and share the ones that worked for you.

Comments (0)
Preventing Plagiarism

Academic Integrity at the University of Cincinnati

In pursuit of its teaching, learning and research goals, the University of Cincinnati holds its students, faculty and administrators to the highest ethical standards defined by The Center for Academic Integrity as “a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility”. Although not all students are subject to a college honor code or pledge, every student is bound by the academic misconduct provisions of this code enforced to assure academic integrity.

The purpose of this Guide is to provide tips on prevention and detection of student plagiarism with a strong emphasis on prevention.

Plagiarism Definition from the UC Code of Conduct

The UC Student Code of Conduct defines plagiarism as:

- Submitting another’s published or unpublished work in whole, in part or in paraphrase, as one’s own without fully and properly crediting the author with footnotes, quotation marks, citations, or bibliographic references.
- Submitting as one’s own original work, material obtained from an individual, agency, or the Internet without reference to the person, agency or webpage as the source of the material.
- Submitting as one’s own original work material that has been produced through unacknowledged collaboration with others without release in writing from collaborators.
- Submitting one’s own previously written or oral work without modification and instructor permission.

Comments (0)
Why Involve Librarians?

• We are information experts

• We can provide value to you and your students, especially in fulfilling information literacy objectives

• We can instruct on how to…
  – Identify evidence-based resources
  – Construct a valid question
  – Develop a search strategy
  – Manage information (RefWorks, etc.)

• We can teach in person or “virtual” sessions
Example

- College of Pharmacy
- Set up in Blackboard as instructor
- Recitation (hands on) session
- Librarian grades assignment (10% of course grade)
- Librarian provides exam questions
- **Value** = course director says that students *know* this content at the conclusion of the module
Welcome to the UC Health Sciences Library’s Pharmacy resource guide.

If you have any questions or suggestions, please do not hesitate to contact The James L. Winkle College of Pharmacy Liaison Edith Starbuck at 513-558-1433 or edith.starbuck@uc.edu

http://libraries.uc.edu/hsl/

Core Resources

- **AccessPharmacy**
  eBook collection that includes ebooks, multimedia, and calculators, among other resources.

- **APhA PharmacyLibrary**
  eBook collection of authoritative textbooks, the NAPLEX® review, case studies, and abstracts from JAPhA and other news sources from the American Pharmacists Association (APhA).

- **Cochrane Library**
  The “gold standard” for systematic reviews.

- **eportfolio**
  Access Clinical Pharmacology, LexiComp, and Micromedex via eportfolio.

- **FCC (Food Chemicals Codex) Online**
  Compendium of internationally recognized monograph standards and tests for the purity and quality of food ingredients, such as preservatives, flavorings, colorants, and nutrients.

- **Goodman & Gilman’s The Pharmacological Basis of Therapeutics**

- **Handbook of Basic Pharmacokinetics**

- **Handbook of Nonprescription Drugs**

- **Handbook on Injectable Drugs**

- **Harrison’s Principles of Internal Medicine**

- **International Pharmaceutical Abstracts (IPA)**
  A comprehensive collection of information on drug use and development.
Example

- College of Nursing
- Teaches in all levels of the curriculum (undergraduate, masters, doctoral)
- Sometimes embedded in classes in Blackboard (as GA)
- Participates in discussion boards
- Teaches many class sessions at the request of the faculty
- Students often come to librarian’s office for additional assistance
Value

“The students expressed their appreciation for your time and expertise and commented that the information you shared was so important to them as they develop their research questions and plan the conduction of their studies.”
Session Outcomes

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Your Virtual Library Overview

• Context
• UC Libraries’ innovation – CampusGuides
• Collaboration between instructional designers, librarians, and instructors
• Your Virtual Library features
• Best practices for instructor/librarian collaboration
Context for Your Virtual Library

• High number of Distance Learner students at CECH
• Recently created online research guides
• Collaboration with CECH instructional designers
• Recognized value of providing library research help at point of need
• Power of Blackboard to integrate instruction and library research support
Power of CampusGuides

- Links to relevant key article databases
- Links to specialized tools
- Links to specialized books and journals
- Contact information for your virtual librarian
- Link to Substance Abuse Counseling CampusGuide
Welcome to the CECH Library's Substance Abuse Counseling e-guide. The purpose of this guide is to provide UC students and faculty with a selection of helpful and useful resources for researching substance abuse counseling. The guide includes:

- article and video databases
- search word help (under Find Articles and Videos tab)
- SAMHSA
- links to e-books and print books
- useful websites
- key journals
- off campus access assistance
- help for distance learners

Click this link to view a short video overview of this guide

To start, click on a category tab above to access resources.
Your Virtual Library Features

- Your Virtual Library Navigation “Button”
- Welcome video with Librarian Contact Info
- Ask a Librarian discussion board
- Off Campus Access tutorial
- Link to one or more relevant CampusGuides; include tutorials if available
- Link to one or more key databases
- Citing/Storing Resources Assistance
- Links to CECH Library home page and Facebook page
- Link to Blackboard
Your Virtual Library Navigation “Button”
Your Virtual Library: Welcome Video, Ask a Librarian Discussion Board and Off Campus Access Video
Your Virtual Library: Relevant CampusGuides, Tutorials and Databases

**Substance Abuse Counseling: Selected Research Resources: Your Online Research Guide**

Enabled: Statistics Tracking

**Great place to start!** This online guide provides links to article databases, SAMHSA, a database of videos on help.

To learn how this guide can help you, [view this video](#).

To learn more about how to search for articles, [view this video](#).

**Other Online Library Research Guides**

Here are four additional subject guides that you might find helpful.

- Counseling Research Guide
- Psychology Research Guide
- Social Work Research Guide
- Health Promotion and Education Research Guide

**Counseling and Therapy in Video Database**

Enabled: Statistics Tracking

Online collection of videos for the study of counseling, social work, psychotherapy, psychology, and psychiatric counseling.

For quick access to substance abuse counseling videos, click on the link above, find the “Themes” section on the low database by subject, therapy type, therapist or clip. Contact Lori Choudhury with questions. [lori.choudhury@uc.edu](mailto:lori.choudhury@uc.edu)

**Citing/Storing Library Resources**
Your Virtual Library: Citing/Storing Library Resources

Citing/Storing Library Resources

Build Content | Create Assessment | Add Interactive Tool | Assign Textbook

Refworks

RefWorks is an online research management, writing and collaboration tool -- is designed to help researchers easily gather, manage, format and cite their research. If you need to manage information for any reason -- whether it be for writing, research or collaboration -- RefWorks is the perfect tool for you.

- [Using Refworks (click here for tutorials)]
- [RefWork Online Guide]

Purdue Owl

Purdue Owl Online Writing Lab

The Online Writing Lab (OWL) at Purdue University houses writing resources and instructional material, and we provide these projects. Teachers and trainers may use this material for in-class and out-of-class instruction.

(source: http://owl.english.purdue.edu/owl/)

- [Purdue Owl (click here)]
Your Virtual Library: Links to CECH Library Homepage and Facebook Page

**CECH Library Website**
Enabled: Statistics Tracking
Click on the link above to access the CECH Library website.

**CECH Library Facebook Page**
Enabled: Statistics Tracking
"Like" us on Facebook to learn more about our resources and services.
Best Practices for Instructor/Librarian Collaboration

• Implement Your Virtual Library/Embedded Librarian in courses where there is a required paper or literature review
• Plan for embedding library module before term begins
• Try to incorporate or relate course assignments to Your Virtual Library module
• CRITICAL!!! Introduce your embedded librarian to your students!
• Librarian will communicate with instructor when an announcement is warranted
• Keep Your Virtual Library succinct
Your Three Words
Questions?