





FACTS:

Students get more time to learn/practice information literacy skills with their embedded librarian there to help. 🎯

The photo on the previous slide was of a ferret not a weasel. 🎯





MYTHS:

The faculty member doesn't want to collaborate with a librarian.

The faculty member can't/doesn't want to fit me into the syllabus.

The faculty member doesn't understand or care about information literacy.



The librarian doesn't have time to/doesn't want to come to my class every week.

There's no way to cover content AND information literacy with much depth.

The librarian doesn't know enough about my discipline.



The Big, Fundamental Misunderstanding

Faculty believe that a librarian's job is to find specific sources of information.





THE BUDDY SYSTEM: WEASEL & WOODPECKER-STYLE

Shared values!

Shared learning objectives!



Shared goals!

Shared frustrations & joys!



SETTING IT UP: Step 1

Ask for a meeting.





SETTING IT UP: Step 2

Prepare for the meeting.





SETTING IT UP: Step 3

Tell your faculty what you can do for their students.





SETTING IT UP: Step 4

Give them options,
and be flexible.





MAKING IT WORK:

Communicate often!

Meet up regularly for planning and evaluating.

Be flexible.

Match up your expected learning outcomes and revisit frequently.





STUDENT FEEDBACK

I want my librarian to know that I have found so much value in having a librarian in the classroom. This is because it can be difficult sometimes knowing what resources and help there is on campus, and because Adriana was part of the class, we as students knew where to go for help in our research, etc.

I have had a librarian assigned to one of my classes last year, but this experience in Gender and Contemporary issues is much different. I love that Adriana comes into the class and helps instruct the lesson. However, I realize that not all librarians have time to do this. With that said, I have found more value this semester because I have had a different access to knowledge through Adriana as a librarian in and out of the classroom.

Before coming to class, I had learned about finding credible sources because a lot of my courses assigned writing tasks that required credible and popular sources. However, I liked that we went over how to find those types of sources in class (especially in this age and administration of the delegitimization of media).

I've also liked how available Adriana has made herself in terms of students accessing the help she can provide. She made it a point to show that she would be willing to meet up with any of us, and that was really amazing. Another bonus point- she seems passionate about the work that she does, and as students that makes a huge difference when seeking help.