Embedded and Evolving:
Approaches to Embedded Librarianship

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ACRLNY/METRO Workshop
May 16, 2016

Embedded: Approaches

- **ATTACH to a military Unit** e.g.: 1853 ;William Howard Russell, special Irish Correspondent for the London Times in the Crimean War – Andrew Linder, Contexts, 2008 "controlling the media in Iraq"

- **FIX firmly and deeply** e.g.: shells within limestone " 'an integral part of the whole' based on the geologic definition of an embedded element" Jezmynne Dene Claremont Colleges

- **IMPLANT an idea or feeling** so it becomes an ingrained or essential character (e.g.: the value of hope overcoming despair embedded in the works of poetry or prose)

Embedded: Approaches for Librarians

- **SHORT TERM:**

- **ATTACH: Program, Course, or Class - Faculty & Student**
    - ○ The role of information/ power of shaping perception
    - ○ Work alongside to understand the contextual decisions of actors
    - ○ Overcome obstacles

- **LONG-TERM :**

- **FIX firmly and deeply: within the College/Universities' policy and decision making bodies**   'an integral part of the whole' *Role of Librarian*

- **IMPLANT an idea or feeling – value of information access, creation dissemination** so it becomes an ingrained or essential *OPEN Ecology*

Embedded: Approaches for this Librarian

- **ATTACH: Program -- GDSJ**
  - Compiling resources
  - Took Online Pedagogy course with other faculty
  - CTL grant to work alongside students/faculty to understand the contexts of decisions
  - Help overcome immediate barriers to access
  - Access to information after graduation

- **FIX firmly and deeply:** part of the faculty meetings, suggest PD, technology help for remote campuses

- **IMPLANT an idea or feeling – value of information access, creation dissemination** -- Students share local resources, become makers or local research

Embedded: Approaches for this Librarian

- **ATTACH: Courses   Writing/Speech**
  - Pro/Con resources
  - Autoethnography
  - The give & take of research – where does research come in
  - Overcome research obstacles
  - Papers are not the only way to demonstrate abilities to research/write

- **FIX firmly and deeply:** Librarian as facilitator of creative and researched works

- **IMPLANT an idea or feeling – value of information access, creation dissemination** -- students as creators

Embedded: Approaches for this Librarian

- **ATTACH: Class -- Intro to History of Human Rights**
  - o Literal conflict in control for information/ power of shaping perception
  - o Work alongside to understand the understand contexts of actors - visit to UN
  - o Overcome obstacles – navigating a new system, how to cite

- **FIX firmly and deeply:** *access to information as fundamentally necessary*

- **IMPLANT an idea or feeling – value of information access, creation dissemination** so it becomes an ingrained or essential -- *access to information as fundamentally necessary*

Embedded Librarian & Remaining Barriers

- **ATTACH:**
  - Live, breathe, work, eat together
  - Faculty v. student barrier – or collaborators on a journey

- **FIX firmly and deeply:** *Library researcher and. Lab Researcher*

- **IMPLANT an idea or feeling** – *access to information as fundamental to process*

Barriers to information: a Social Justice Issue

- **Economic Barriers:** Articles, books, media needed to do research and to advance scholarship can be prohibitively expensive – vendors offer access rather than ownership

- **Technological Barriers:** lack of infrastructure, hardware, software, "poor tech choices," interoperability, privacy, ADA

- **Legal Barriers**: lack of an "easy way" to claim or relinquish license to information, digital rights management

- **Information Literacy Barriers**: users don't know where to find the best information available, don't know how to use interface
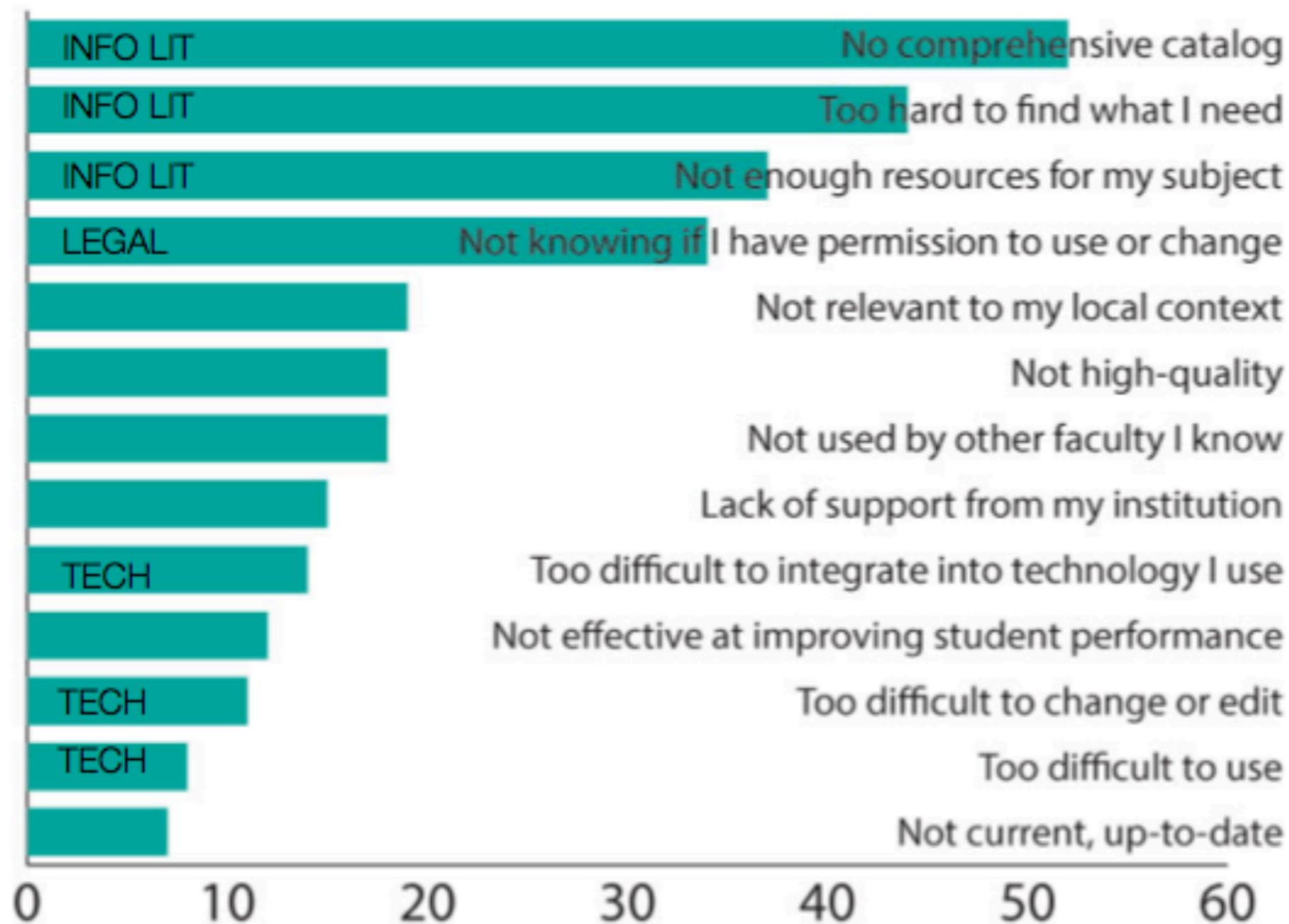
Social Justice demands mindfulness of barriers to information when acquiring, using, promoting e-resources

Overcoming Barriers: Libraries & Open Ecology

- **Economic Barriers**: Articles, books, media needed to do research and to advance scholarship are prohibitively expensive **– OA Journals, Open eBooks, OpenTexts / OERs**

- **Technological Barriers**: lack of infrastructure, hardware, software, "poor tech choices," interoperability, privacy, ADA **FOSS, Platforms, Browsers – Readium EPUB3, Firefox**

- **Legal Barriers:** lack of an "easy way" to claim or relinquish license to information, digital rights management **– Creative Commons, Hathi Trust, Faculty Statements**

- **Information Literacy Barriers:** Don't know where to find the best information available, don't know how to use interface **– Federated Search of Reliable Open Resources – DPLA, DOAJ, CK-12 Foundation, OERCommons**

Overcoming Barriers: Facilitating OPEN adoption

Deterrents to Adopting OER

Category	Deterrent	Value
INFO LIT	No comprehensive catalog	~52
INFO LIT	Too hard to find what I need	~44
INFO LIT	Not enough resources for my subject	~40
LEGAL	Not knowing if I have permission to use or change	~35
	Not relevant to my local context	~18
	Not high-quality	~18
	Not used by other faculty I know	~18
	Lack of support from my institution	~15
TECH	Too difficult to integrate into technology I use	~14
	Not effective at improving student performance	~12
TECH	Too difficult to change or edit	~11
TECH	Too difficult to use	~8
	Not current, up-to-date	~8

0   10   20   30   40   50   60

Source: Babson Survey Research Group, "Opening the Curriculum: Open Educational Resources in Higher Education, 2014"

"The time and effort required to find, evaluate, and adopt these materials is the critical factor for faculty."

(Babson, 2014)

Overcoming Barriers: Facilitating OPEN adoption

"The level of effort in searching for OER reported by faculty is only slightly more difficult than the effort that they perceive in searching for traditional resources, so why is it that issues of finding and evaluating OER tops faculty's list of potential barriers for OER adoption?

The answer appears to be that faculty see barriers for the adoption of any new teaching resource --OER or traditional. The effort to find and evaluate new resources (of any kind) and integrate them into the curriculum is substantial."

BABSON report, 2015 " Opening Public Institutions: State report North Dakota. p. 37

Economic Barriers: Open Textbooks

The Affordable College Textbook Act (S.2176/H.R.3721) seeks to reduce the cost of textbooks at U.S. colleges and universities by expanding the use of open textbooks (and other Open Educational Resources) that everyone can use, adapt and share freely. (originally introduced in 2013, reintroduced 2015.)

Open textbooks are: (1) the most effective way to reduce textbook costs, (2) easy to access in a variety of formats, (3) adaptable to align with course needs (mixing and matching chapters from multiple open texts, incorporating multimedia components) and (4) solid long-term investment, since supporting the creation and adoption of open textbooks produces a significant return on investment.

Technology Barriers In general:

Are the interfaces interoperable with various devices?

Are the resources/tools ADA optimized?

Do students/users have access to sufficient bandwidth?

Do students/users users have devices needed?

Legal Barriers: Librarians & Open awareness

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by

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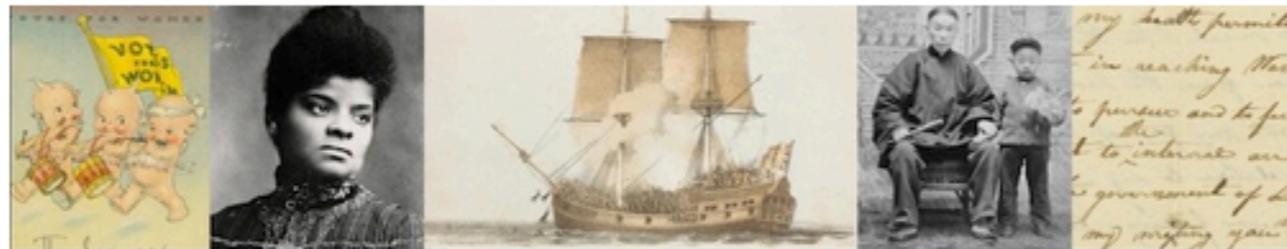
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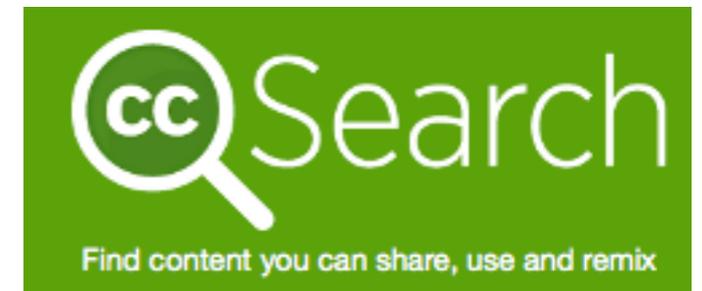
Helps users find images, videos, music that have CreativeCommons licensing agreements

Information Literacy Barriers:

Knowing where to find information

Contribute to content curation and better digital platforms & interfaces
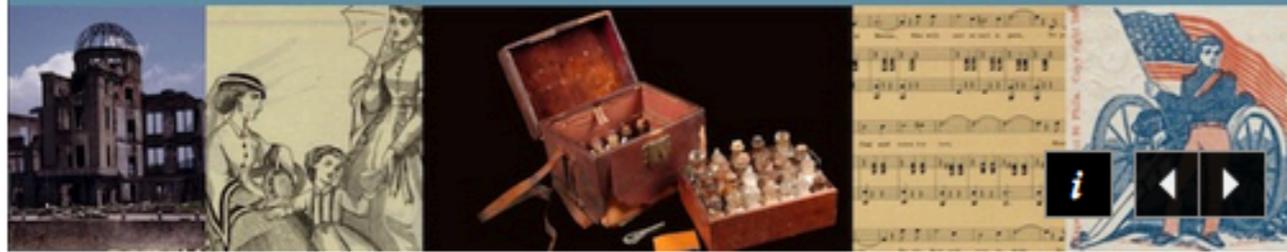
Open Ebooks Initiative

DPLA & Ebooks / Curation Corps / Ebooks Working Group / Open Ebooks Initiative

The Open eBooks initiative was announced by President Obama at a ConnectED event that was held at Anacostia Library in Washington, DC on April 30, 2015.

Open eBooks is a partnership between three existing nonprofits (New York Public Library, Digital Public Library of America, and First Book), with support from the Institute of Museum and Library Services, and was made possible by the generous commitments of publishers.

Advocating Open Scholarship: Use & Creation

- Start small – work with faculty to find/review potential materials
- Work together with librarians, faculty and Instructional Design to find and review existing OPEN texts, OA Journals, OERs
- Investigate best practices for Open Publishing
- When *you* are creating resources, or encouraging Faculty to create resources -- think "OPEN" and Accessible
    - Use Open materials
    - License your materials Open for re-use (with attribution)
    - Publish in ADA-friendly PDF or ePUB formats
    - Make "lite" version available for low-bandwidth users
    - Faculty Resolutions: Mandates and non-binding agreements
    - Publish in OA Journals / OA Repositories
    - Consider SPARC addenda to Non-OA-Publisher Agreements

THANK-YOU

Questions & Comments Welcome

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