

2014

How to Create an Embedded Library Instruction Services (ELIS) Assignment.

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Recommended Citation

Tompkins, S., Strahan, M. F., & Puncochar, J. (2014). How to create an embedded library instruction services (ELIS) assignment. In K. Calkins & C. Kvenild (Eds.), *The embedded librarian's cookbook* (pp. 2-5). Chicago, IL: Association of College and Research Libraries.

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How to Create an Embedded Library Instruction Services (ELIS) Assignment

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NUTRITION INFORMATION

Assessment of Student Learning and Functionality of Embedded Project in Online Courses

SERVES

Typically 25, but can be adjusted for larger or smaller crowds

COOKING TIME

- Librarian: 1 hour for preparation of ELIS into course content
- Instructor: 2 hours (includes one hour of assignment preparation and one hour to assess student work)
- Students: 1 hour of homework
- Continuous Quality Improvement—½ hour of instructor time plus ½ hour of librarian time to evaluate student responses and implement any revisions to ELIS, the assignment, and/or instruction based on student responses.

INFORMATION DIETARY STANDARDS ADDRESSED

ACRL Information Literacy Standards for Teacher Education (http://www.ala.org/acrl/sites/ala.org.acrl/files/content/standards/ilstandards_te.pdf)

Standard 2: The information literate teacher education student locates and selects information based on its appropriateness to the specific information need and the developmental needs of the student.

Performance Indicator: *Locates information.*

Outcomes

- The student employs proper terminology by translating concepts into accurate keywords and synonyms by using provided tools, such as controlled vocabularies, thesauruses, or indexes. Example: Student keeps a record of search terms, including keywords and descriptors from the *Thesaurus of ERIC Descriptors*, Library of Congress Authorities, or other subject headings.
- The student revises searches based on results.
- The student employs linkages among documents to identify additional pertinent information. Example: Student follows cited references or hyperlinks.
- The student employs specialized online ELIS services, such as interlibrary loan, library distance education services, virtual reference services and guides, an

embedded librarian, and library search engines.

Standard 6: The information literate teacher education student knows how to ethically use and disseminate information.

Performance Indicator: *Ethically uses and disseminates information.*

Outcome

- The student is able to select and use an appropriate documentation using the *Publication Manual of the American Psychological Association* (APA) style to cite or give credit to original information sources.

INGREDIENTS AND EQUIPMENT

- 1 Instructor
- 1 Librarian
- 1 Online Course Management System (e.g., Moodle)
- 1 to 25 or more students with online access
- 1 Library Block Content known as Embedded Library Instruction Services (ELIS) for student access to the embedded librarian
- 1 ELIS Assignment

PREPARATION

The instructor creates an assignment to assess students' understanding of the usefulness of ELIS to find research articles. The instructor assesses students' proper application of APA style to cite and reference information sources (see Figure 1).

COOKING METHOD

- Library Block Contents
1. Discovery resource (OneSearch) search box
 2. Other course-specific databases
 3. How-to videos
 4. Course-specific library guide

5. Other library guides (e.g., theses & dissertations)
6. Course-specific library resources and services (e.g., *Cabell's*)
7. Citing/referencing style library guide (APA, MLA, Chicago/Turabian, etc.)
8. Contact information / methods of access to embedded liaison person (including chat box)

FIGURE 1. Example of ELIS content embedded into an online course management system



PROVIDE DIRECTIONS

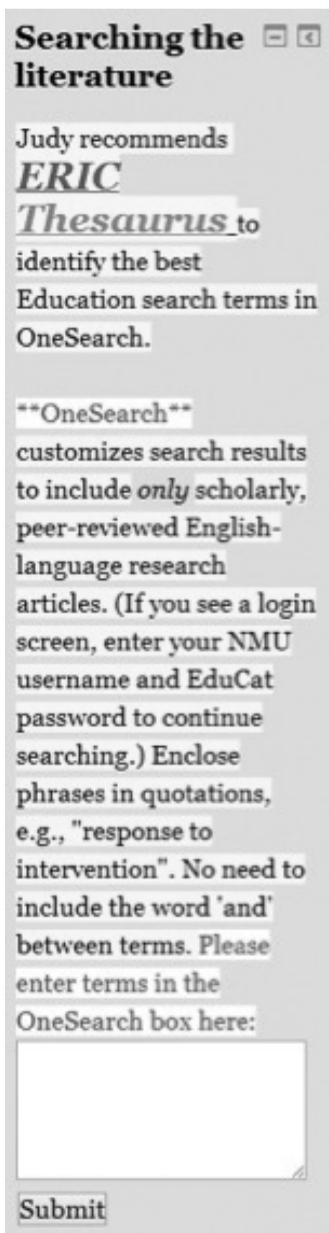
Directions to Students

Read about ELIS resources by accessing the ELIS blocks on the right-hand side of Moodle. Write a statement indicating you have explored ELIS tools, the library's APA guide, and DOI (Digital Object Identifier) information. Using the customized OneSearch search box in ELIS, find a research article with a title of interest to you. Create a document with the following items:

1. The research article's title;
2. A list of the search word(s) and phrase(s) used to find the research article;
3. Include the DOI, or the journal home page web address when no DOI is assigned;
4. Create an APA style reference appropriate for the research article;
5. Write your ELIS reflections, which include your overall impressions, usefulness for locating research articles, and suggestions for improvement; and,
6. Upload your document to the Moodle assignment box.

Thank you!

FIGURE 2. Customized search widget with librarian-recommended resources



Directions to Librarians

1. Obtain instructor's permission for library presence in the Moodle course
2. Build Library Block Content in the course
3. Create a Library Discussion Forum in the course

Directions to Instructors

1. Align ELIS Assignment with syllabus course goals and learning outcomes
2. Prepare ELIS assessment matrix (see Figure 1)
3. Set an ELIS due date, usually within the first two weeks of class
4. Score students' work with the ELIS matrix
5. Compile students' reflections of overall impressions of ELIS
6. Use student reflections to improve ELIS, course content, and instruction.

The purpose of an ELIS Assignment is to introduce students to basic research techniques and skills necessary to make informed judgments about the utility and validity of educational research. Students engage in the process of finding, reading, interpreting, analyzing, evaluating, and summarizing research articles in APA style.

GOAL 1—KNOWLEDGE—Objective: To interpret research results and present findings on an approved topic for a literature review.
OUTCOME—Students complete a search to find quality research article(s). The submitted assignment is assessed using the ELIS Grading Matrix.

GOAL 2—REFLECTION—Objective: Students analyze, evaluate, and reflect on the effectiveness and quality of their work and are open to new ideas.

OUTCOME—Students provide feedback on ELIS impressions, usefulness for locating research articles, and suggestions for improvement.

ALLERGY WARNINGS

The instructor should decide whether to allow references to dissertations, theses, and/or non-peer reviewed publications.

CHEF'S NOTE

Using ELIS resources and services, students should be able to develop a systematic procedure to find online peer-reviewed research articles on an approved topic to write a literature review. The process of writing a literature review is an attempt "to establish that the writer has a thorough command of the literature on the topic being studied" (Galvan, 2013, p. 13).

ADDITIONAL RESOURCES

- "Information Literacy Standards for Teacher Education," EBSS Instruction for Educators Committee, Association of College and Research Libraries, approved May 11, 2011, <http://crln.acrl.org/content/72/7/420.full>.
- "ELIS - Embedded Library Instruction Services Request Form," Northern Michigan University, Lydia M. Olson

Library, last modified August 25, 2013, accessed November 11, 2013, http://library.nmu.edu/forms/mailerforms/elis_request.php.

- American Psychological Association, *Publication Manual of the American Psychological Association*, 6th ed. (Washington, DC: Author, 2009).
- "APA Reference Style Guide," Northern Michigan University, Lydia M. Olson Library, last modified October 21, 2013, accessed November 11, 2013, http://library.nmu.edu/guides/userguides/style_apa.htm.
- "How to use OneSearch" Video, 4:53, Northern Michigan University, Lydia M. Olson Library, last modified June 25, 2011, accessed November 11, 2013, <http://library.nmu.edu/redirects/one-searched500.htm>.
- Jose L. Galvan, *Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences*, 5th ed. (Glendale, CA: Pyrczak, 2013).