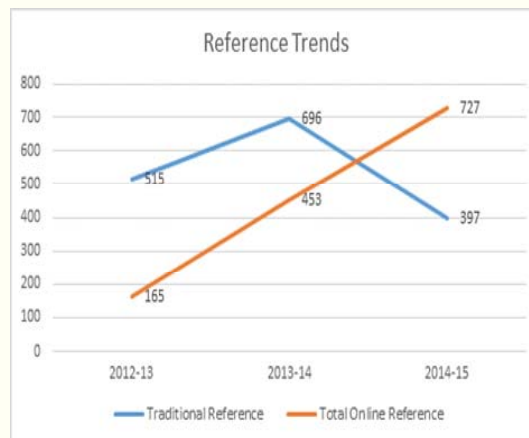
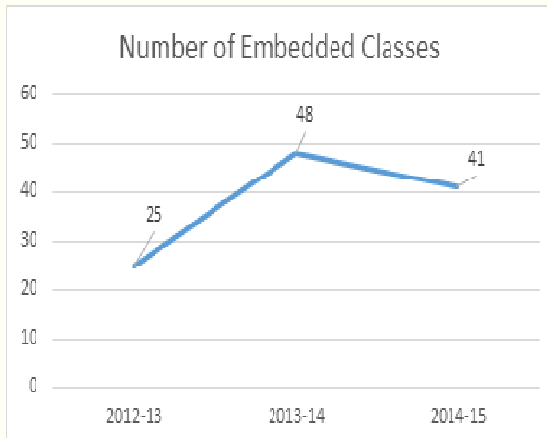


- Embed Program Started in 2012
- Librarian-Student Online Interactions has increased from 164 to 727 from 2012 - 2015

Embedded Librarian Program Data



Integrated Academic Supports

- Librarian's Role in Supporting Online Classes
 - *Curation*
 - *Engagement & Interaction*
 - Embedded Librarian Program
 - *Collaboration*
 - Critical Information Literacy assignments & activities
 - Research Paper Assignment Prompts & Rubrics

Embedded Librarian Program: What it Looks Like

- Embedded Resources
 - Reading Lists (collected from library databases)
 - Films and multimedia
 - Tutorials
 - Quizzes/Surveys
- Embedded Librarian!
 - Enhanced Engagement
 - New Frontiers of Library Reference

Paper Resources:

- Cerro Coso Online Library
- Library Research Module

These materials help guide you through the process of research.

- How to Write a Social Science Paper
- APA Format: Setting up Your Paper & Title Page
- Cerro Coso Library Sample APA Annotated Bibliography
- Purdue Owl Guide to Citing Sources in APA
- Ask the Librarian Forum: Questions about research and locating sources

Week 6: Language (Part 2)

Forum Example Showing Intensive Librarian-Student Interaction

570 | 28 September - 4 October | Developing your research topic with the librarian | ...an we teach about "isms" without creating schisms?

Developing your research topic with the librarian

Display replies flat, with oldest first

Move this discussion to:

How can we teach about "isms" without creating schisms?
by [User] - Tuesday, 29 September 2015, 9:09 PM

1. State your Topic as a research question and identify the 2 or 3 main keywords.
"How can we teach about "isms" without creating schisms?"
Key words:
1. Dominant society
2. Bias
3. Standpoint Theory
4. Anti-bias Key terms

2. What is the overall broad topic of your research question?
Evaluating the "terminology" that shows an underlying "bias" of the dominant culture in the text and extra readings in my preschool classroom. How can we make the "White" dominant society, child feel good about the contributions his/her culture. How can we make the "White" dominant society child feel as comfortable and welcome as the children in the classroom that are not white?

3. What types of information will you need to locate to explore your topic? Books? Newspapers? Journal Articles? Multimedia?
I looked into the Academic Search Complete Database, and will also use Google, the textbook, "Anti-Bias Education for Young Children and Teachers," and my local library as well. I hope to explore the current anti-bias view and see if that the American white, adult or child, can feel comfortable and a part of the multicultural setting. I hope to support my text we can hear and learn from each other, while proactively practicing anti-bias.

4. Try a preliminary search using the Academic Search Complete database (see the mini lecture for directions).
I was able to log on and learn how to use the Academic Search and Complete Database. I found it very interesting, but not for writing this paper.

By Julie Cornett - Wednesday, 30 September 2015, 11:39 AM

Dear [User],

This is a unique topic. I'm not sure how easy it will be to research specifically. Most of the literature on inclusive classrooms is going to be from the standpoint of making non-dominant cultures feel welcomed and nurtured. This is a natural response to the fact that the "white dominant" culture has been the dominant and non-inclusive, so and large norm for most of Western history.

I think that if we look carefully at the "white dominant" culture, there is a lot of diversity in there. Sexual and gender diversity, family diversity (parents in prison, single parents, foster families). So in that regard, all this talk about "inclusion" doesn't automatically exclude the "dominant white" culture.

It sounds like you're wanting to explore a potential "backlash" from all this talk about diversity and inclusion may make "dominant white" people feel excluded. I think there is a little nugget worth exploring there, but it seems like it might be too narrow of a topic.

The book "White: If All Kids Are White" sounds really interesting. What does that book cover?

Sum of ratings: -

Show parent | Edit | Delete | Reply

Just a thought:
Anna
Sum of ratings: 2 (v) | Show parent | Edit | Delete | Reply

Embedded Librarian: Library Services for Online Classes



Julie Cornett

jcornett@cerrocoso.edu



Meet your Moodle Librarians!



Sharlene Paxton

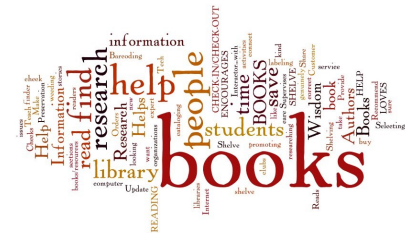
Sharlene.paxton@cerrocoso.edu



Have one of us join your Moodle class for a week or two to reinforce research concepts and Information Competency skills!

What we do:

- ◇ **Collaborate** on activities that build and improve research skills (all courses, all levels)
- ◇ **Moderate** “Research Forums” to answer student’s questions and guide them through the research and citation process.
- ◇ **Create** tutorials on how to locate eResources, integrate quotes, and cite APA/MLA.
- ◇ **Embed** eResources (articles, film clips) from the library into your Moodle shell.



What your fellow instructors are saying about it...

“I required students to participate in the ‘Research’ discussion forum and Julie worked with each student and provided direction in how to fine tune research topics as well as found resources to get students started.”
-Lisa Fuller, CHDV

“The embedded librarian provided a unique service to my online students: specific, targeted research support. She added a series of links to my class, including an extraordinarily clear and user-friendly lecture on how to use library databases. She also promptly answered my students’ questions, encouraging and motivating them to get a head-start on their research paper and nurturing them through the process. Having an embedded librarian in the class not only increases students’ confidence and develops their research skills, but it also helps me do my job more effectively.”
-Cliff Davis, English

Available for any class, any semester (even summer!)



We're All in this Together: A Holistic Approach to Building Highly Supportive and Engaging Online Developmental Education Courses

Strand: Enhancing Learning through Technology

Room: OCC 202

When librarians and classroom faculty collaborate to build online courses, great things happen. This session will explore how embedding library supports directly into online classes benefits student learning and engagement. Specifically, this presentation will showcase how one Basic Skills English faculty built a highly supportive online classroom by integrating library resources as part of curriculum design. The intertwining of effective pedagogy and integrated supports will be explored. This interactive presentation will challenge participants to identify several ways classroom faculty can collaborate with librarians to create resource-rich

and engaging online classrooms. Participants will also be encouraged to discuss any concerns they have about teaching basic skills courses online and brainstorm innovative solutions.

Julie Cornett, Melanie Jeffrey, and Rebecca Pang, Cerro Coso Community College
