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# Instructor and Librarian Collaboration on a Course Without a Textbook

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# Instructor and Librarian Collaboration on a Course Without a Textbook

## Setting up the Course

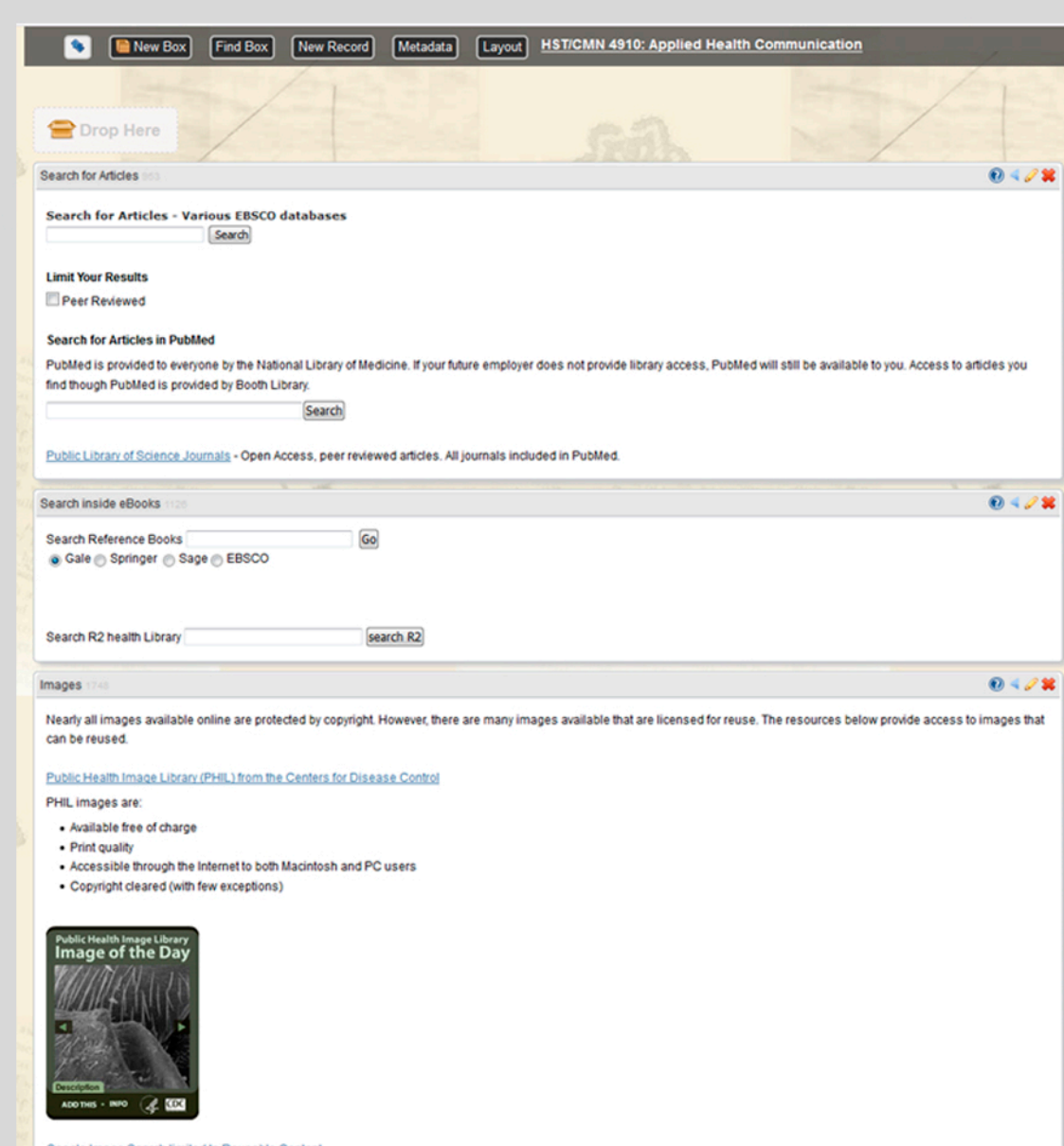
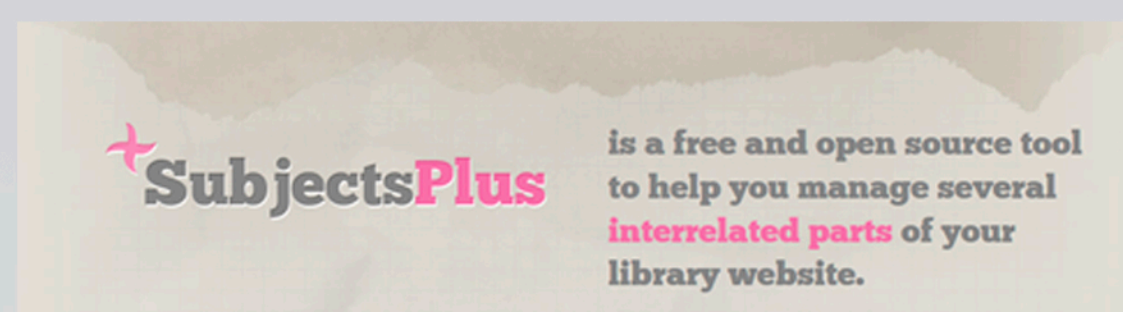
### Planning

Gathering Information From  
Professional Associations  
Government Organizations  
Library Resources

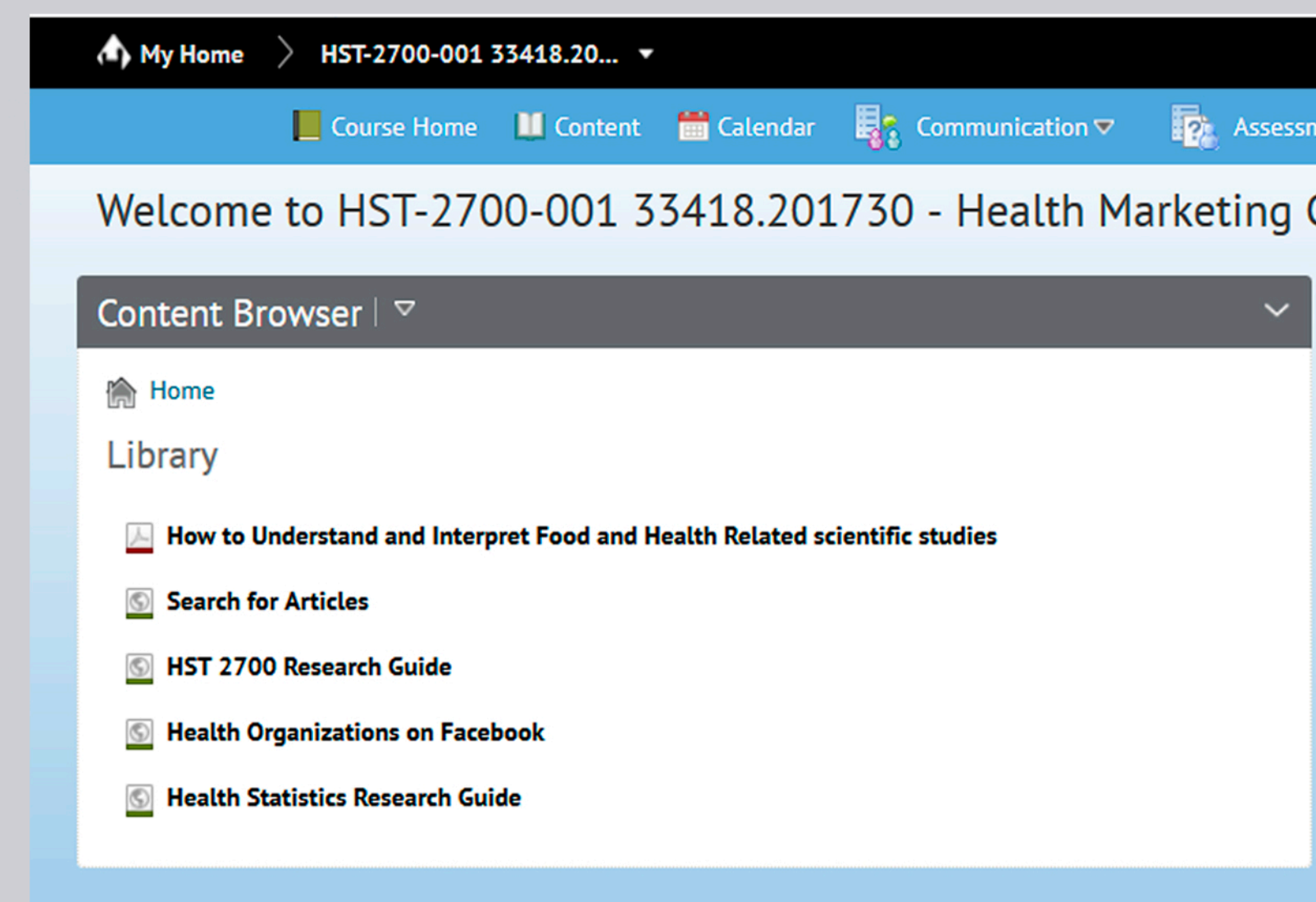
Sharing information with Students  
Embedded in Course  
Links  
Open Access

### Library Setup

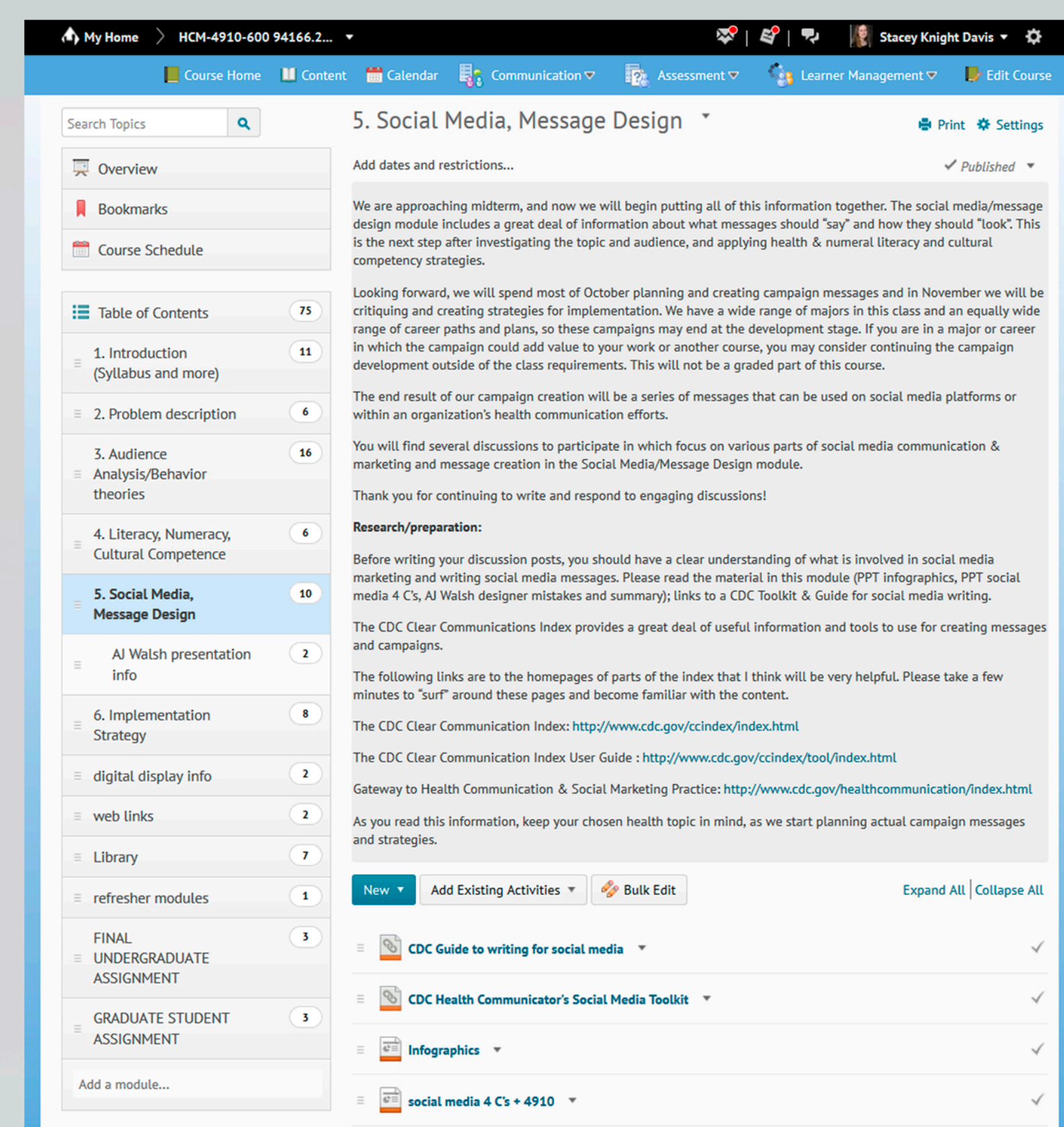
Configure proxy for pass-through  
authentication for D2L  
Create Research Guides  
Select databases for search boxes



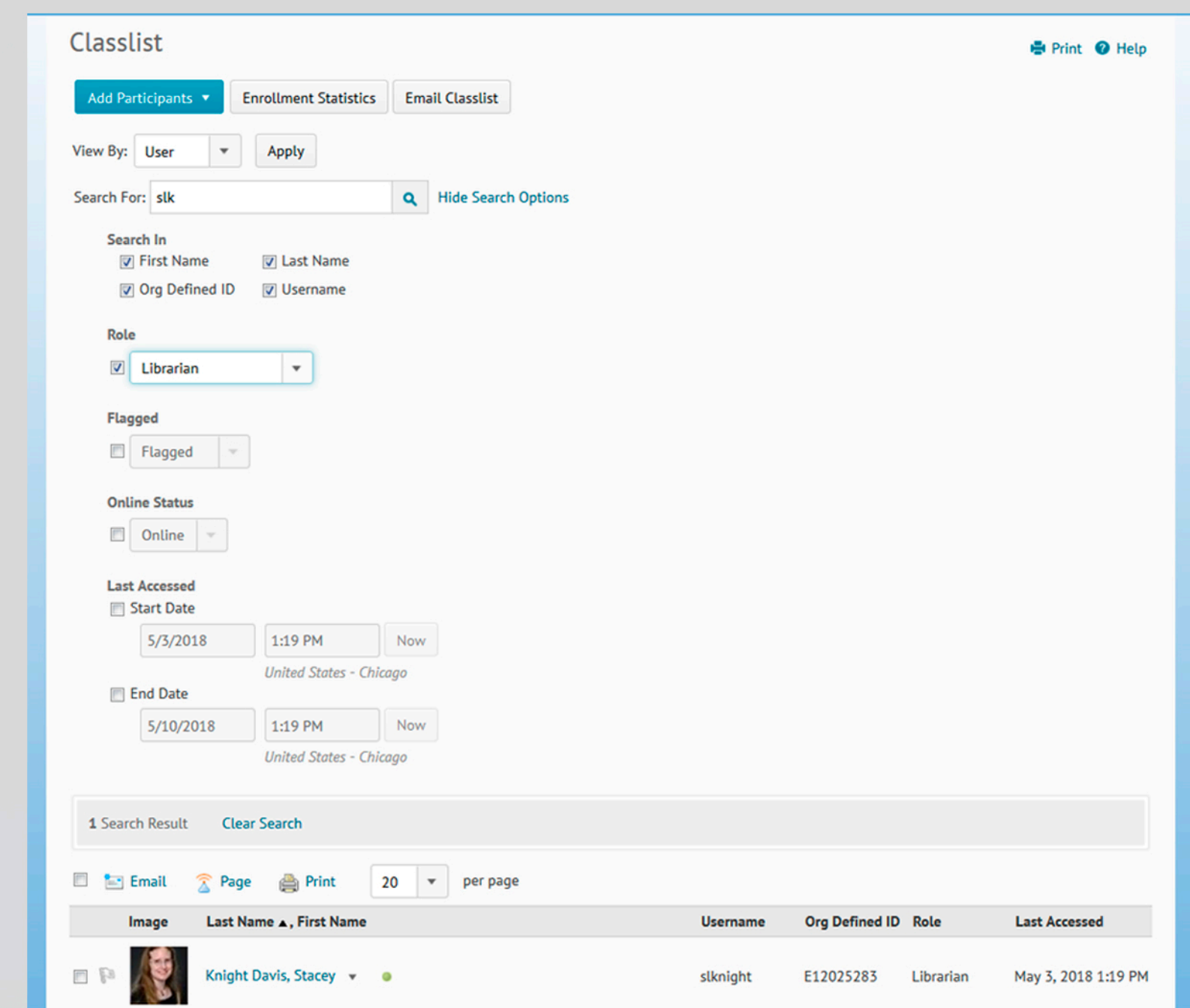
Subjects Plus is an open access utility used to build research guides  
Content can be re-used between guides  
The design interface is shown above



Library module in course  
Includes customized research guides and search boxes

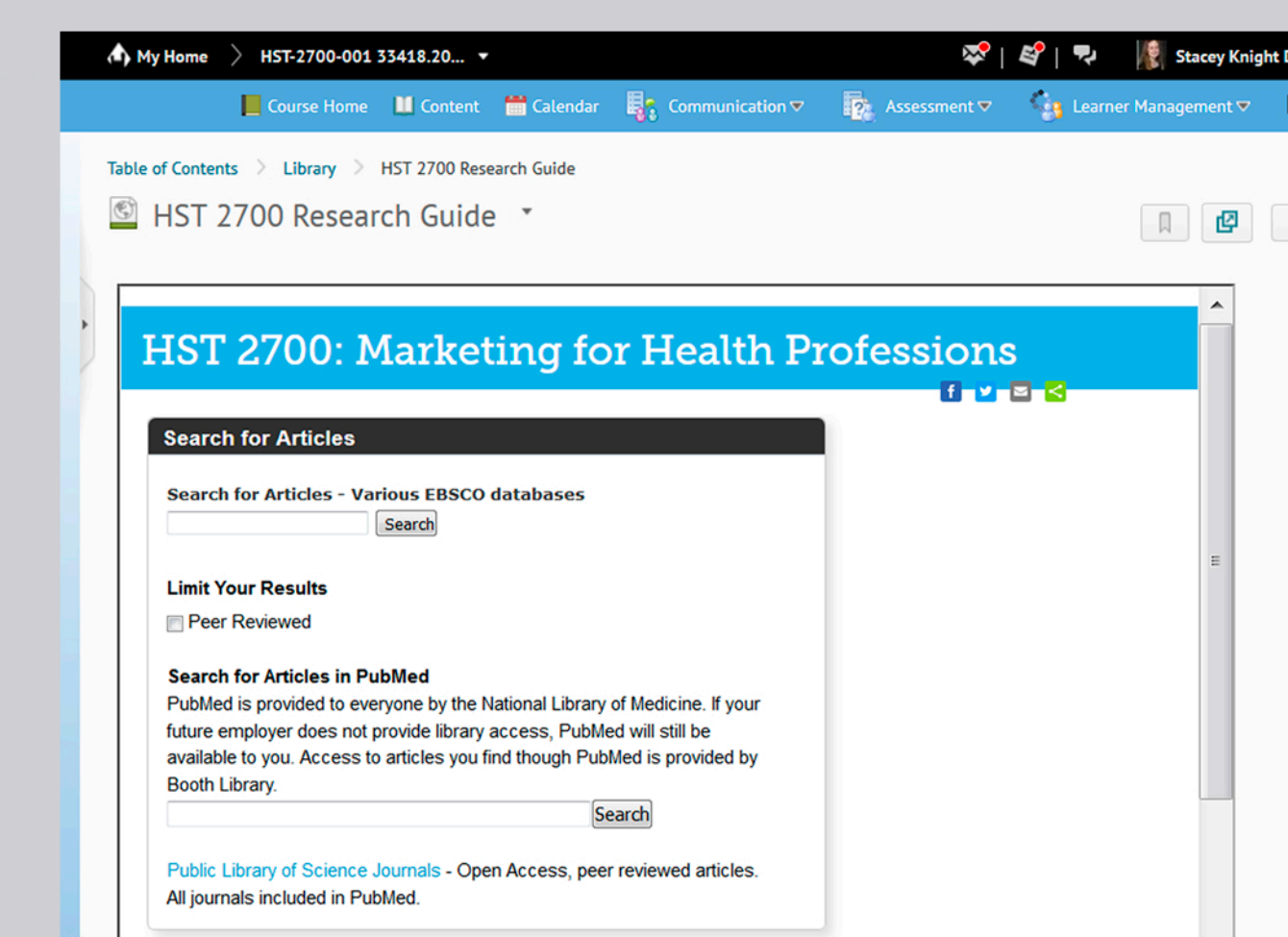


Assignment with materials from the Centers for Disease Control as readings  
Note the use of discussion, peer critique, and hands-on creation of visual materials,  
and a product that simulates a typical professional job duty



Adding librarian to D2L course  
Librarian role is based on GA role and has no gradebook access

## Teaching the Course



Research guide EBSCO search box pre-selects relevant databases  
Resources available after graduation are highlighted

### Ill-Structured Problems

Foshay, Silber and Stelnicki (2003) explain that an “ill-structured problem has no clear or spelled out initial state, goal, set of operations or constraints” (p. 130). These problems reflect what is typical for adults in work and life situations and results in meaningful and useful learning.

Foshay, W.R., Silber, K. H. & Stelnicki, M. R. (2003). Writing training materials that work. John Wiley & Sons, Inc. San Francisco, CA.

### Example Assignment

Instructions: Now that you are familiar with the topic and audience, and the guidelines for creating messages and social media writing, create at least 1 infographic, 1 Facebook post, and 1 Twitter message and 2 messages created in a format of your choice.

Remember: These messages need to be created in a way to connect to your audience, not what you think I (your instructor) wants to see.

- These messages will be evaluated based on the following criteria:
- Relevant, useful, and interesting information
- Based on scientific sources that are credible, accurate, reliable and supported
- Easy to understand and share
- Friendly, conversational, and engaging style
- Format – clear, easy to read, eye appealing
- Action-oriented

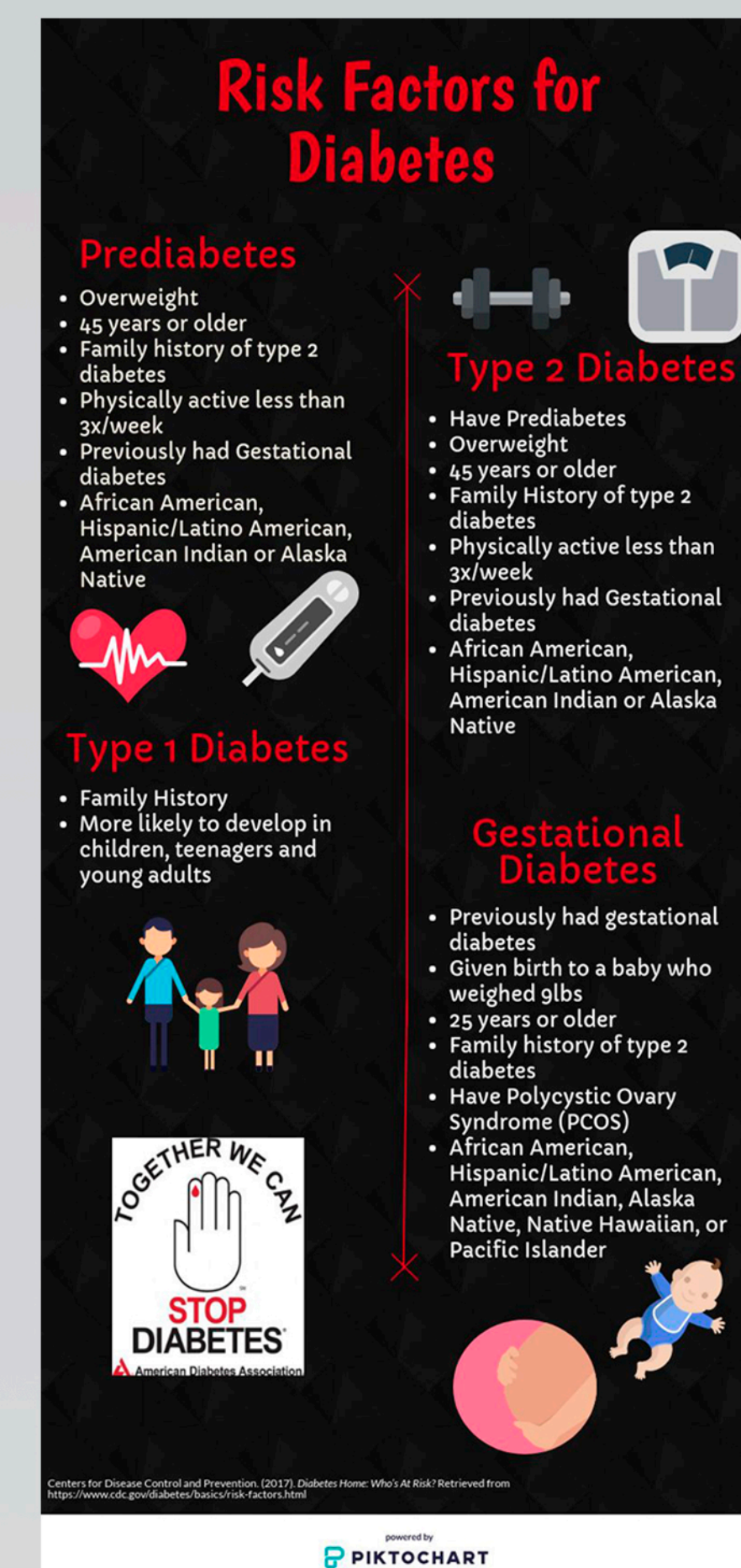
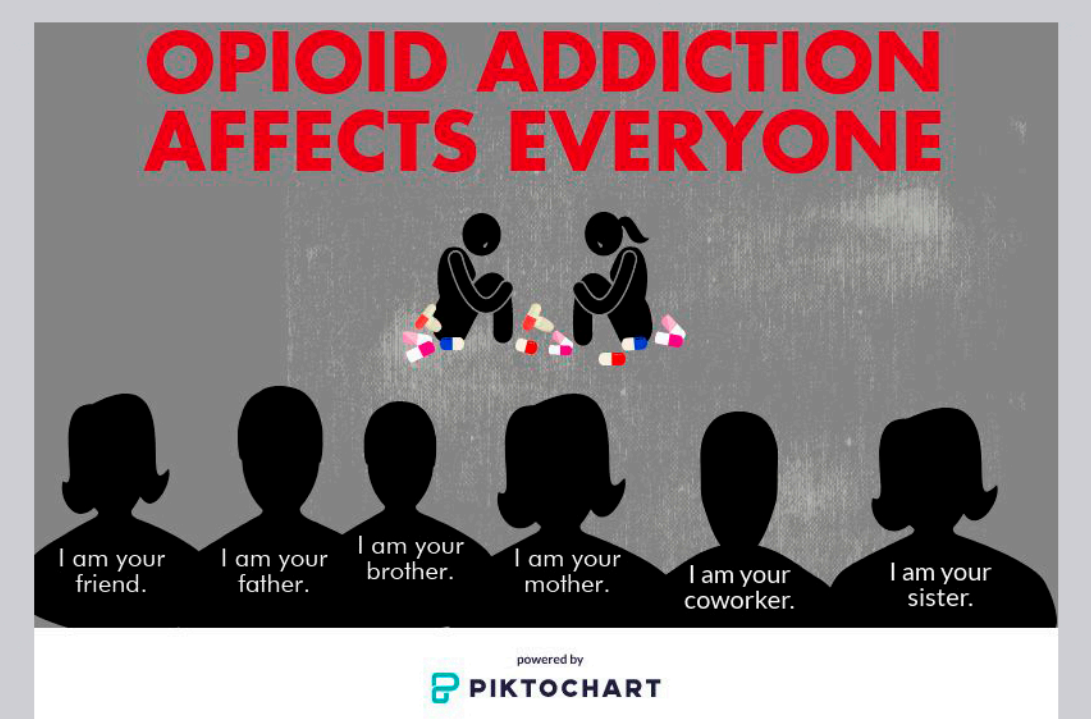
## Challenges

Link checking  
Authentication - 3 Click Rule  
Plugin issues

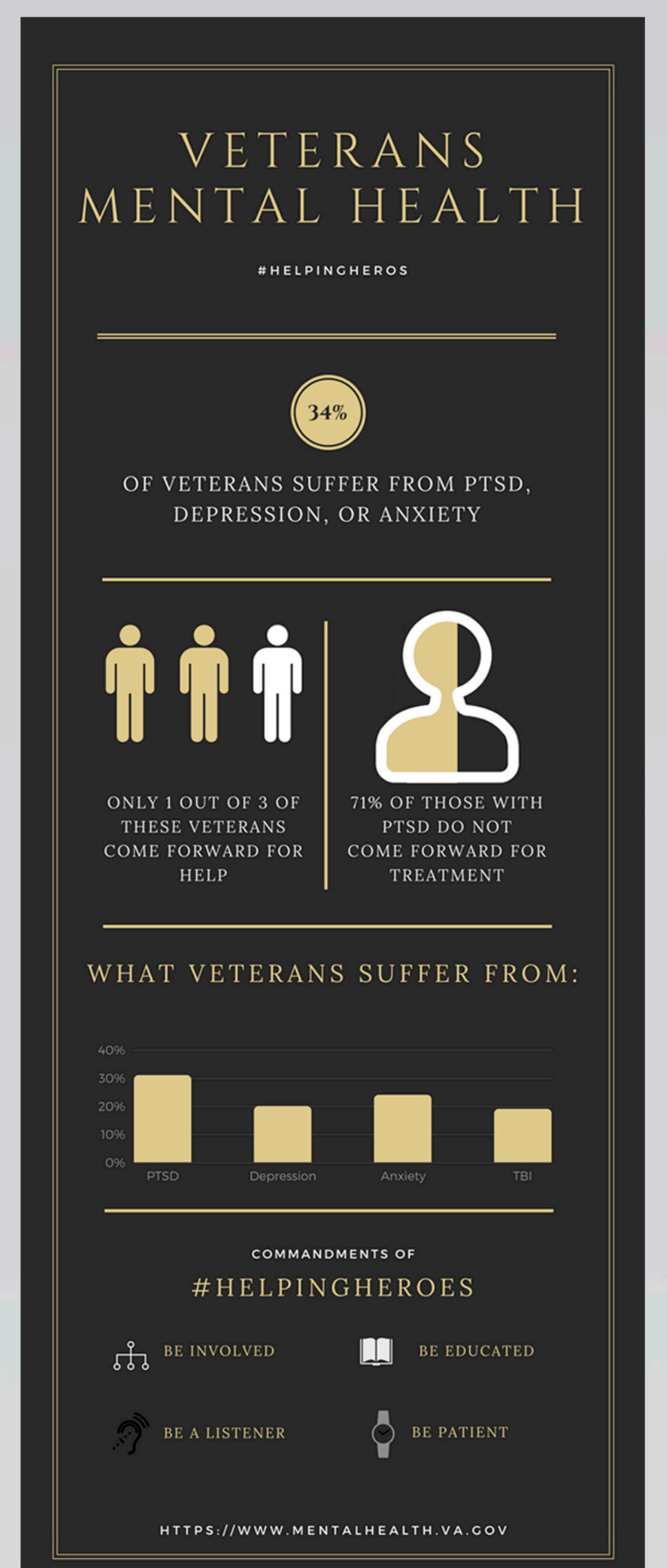
## Benefits

Real-world Application  
Information evaluation skills  
Current information  
Access after course  
Equitable Access

## Student Work



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## Authors



Dr. Lauri DeRuiter-Willems combines her educational and professional work experiences in the fields of health and wellness promotion, and teaching and learning in her teaching of health marketing and health communication. Key content focuses on intervention strategies which are based on social marketing models, social media communications and audience analysis including health literacy.



Stacey Knight-Davis is the Head of Library Technology Services at Booth Library, Eastern Illinois University. Professor Knight-Davis also serves as the Bibliographer for Health Promotion and Nursing. Her current research area is developing collections and services that expand role of institutional repositories.