

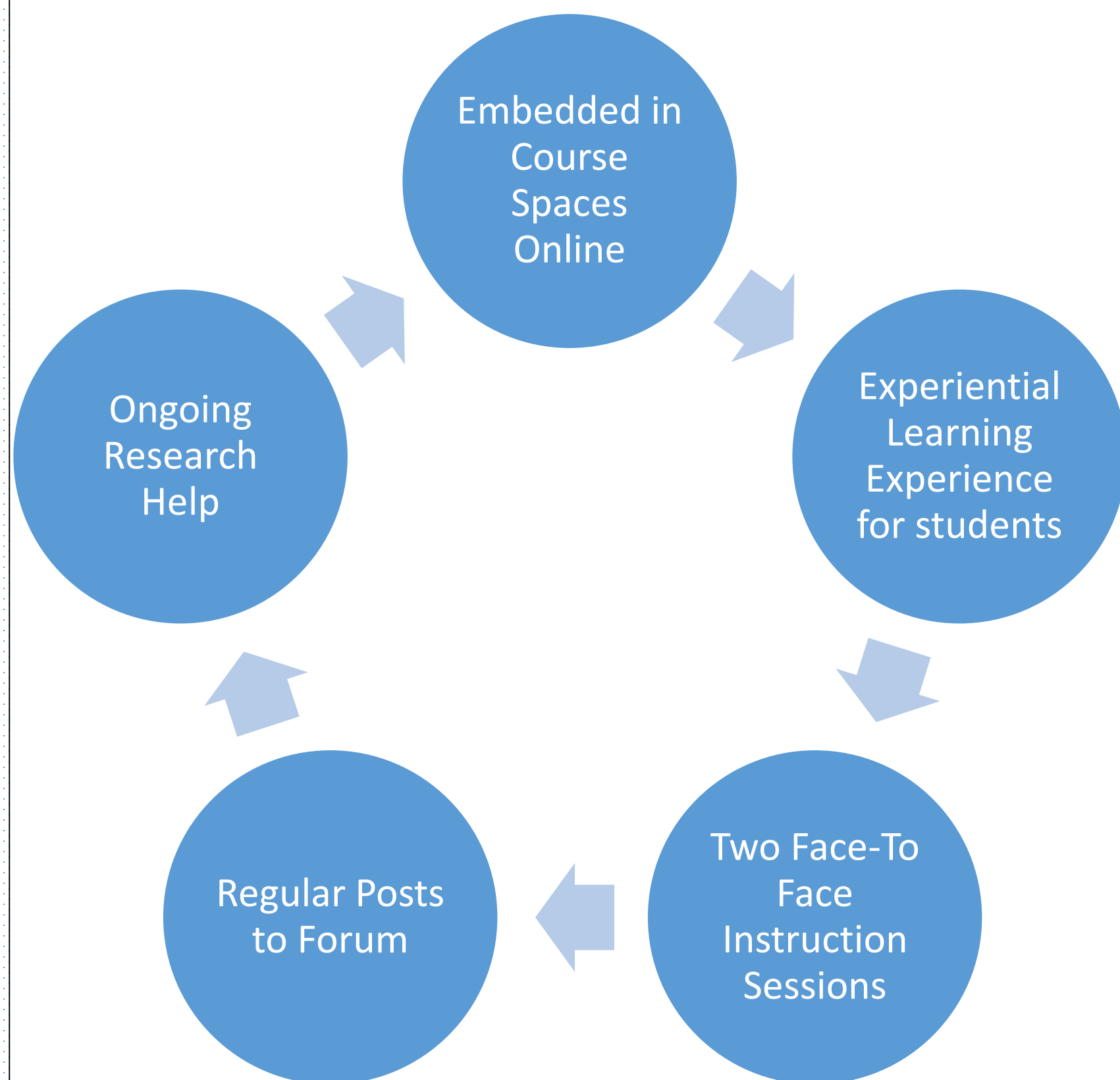
BLEND IT ALL!

A tale of embedded librarianship and dynamic classroom instruction in an engineering capstone design course

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EMBEDEDDED IN FINAL YEAR ENGINEERING CAPSTONE DESIGN COURSE



The Good

- Librarian & Faculty Collaboration
- Learn about Coursework
- Curriculum Design & Planning
- Quality of Research Projects
- Collection Development

The not so good

- Strategies-Course related
- Student's burnout with too much information
- Librarians have an opportunity only on research based courses

& the bad

- Time consuming
- Being innovative
- Lack of time for other course commitments
- Limited role as a participant in the course

Presented on behalf of the author by T.S. Kumbar, Librarian, IIT Gandhinagar, India

ACTIVE LEARNING

- Two-face-to-face instruction sessions in Active Learning Classrooms (ALCs) which are “student-centered facilities”.
- Students were seen to actively participate and collaborate in a dynamic space

“Active learning transforms students from passive listeners to active participants”



CONCLUSION:

- Students were more interactive in their space online
- Were attentive and focused in the ALCs
- Provided students with a relaxed space to inquire about library resources

NEXT STEPS:

- Conduct a detailed assessment of students to measure impact
- Deliver face-to-face instruction using Flipped Classroom Instruction in ALCs
- Use CourseSpaces to integrate weekly Library tutorials

Paganelli, A., & Paganelli, A. (2017). The online embedded personal librarian approach to providing reference services via a course management system. *Journal of Electronic Resources Librarianship*, 29(1), 54. doi:10.1080/1941126X.2017.1270105

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