Sending in the SWOT Team: An Experiential Learning Assignment for Capstone Business Students

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Instruction Librarian

The teaching librarian as instructional designer *creates educational experiences* through designing instructional materials, developing learning outcomes, and creating effective assessment tools across diverse learning environments.

- Information literacy (subject specific)
- Liaison services (embedding)
- Creation of research guides
- General outreach

Association of College and Research Libraries (2017). “Roles and Strengths of Teaching Librarians.”

Project Timeline Overview

Proposal – Spring 2018

- Matched Centenary High Level Strategic results with Library and Business level results

Assignment Design – Summer 2018

- Monthly meetings

Trial 1 – Fall 2018

Trial 2 – Spring 2019

Why?

- With a 23.5% enrollment rate, Business is the most popular major on campus. This project is an accessible way to reach the highest number of students and provide them with applicable skills and experiences employers look for that they can carry into their professional career.

- Program will not only build bridges and foster communication between departments across campus, but also bolster information literacy of business students and provide opportunities to build critical thinking skills including the ability to evaluate and synthesize information related to their class or major.

- By integrating relevant resources (including the expertise of staff) into the classroom, the library and the business department will increase their visibility on campus and assert their value in contributing to successful student outcomes.

Assignment Design Process

- SWOT Assignment co-creation

  Incorporating library assignment into pre-existing course/syllabus

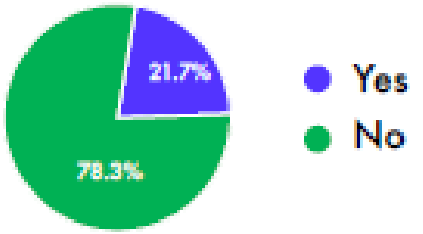
Components:

- Formal in-class library instruction
- Pre/post tests
- library statistics packet
- Scheduling of 30-minute library interviews
- Course Guide
- Additional Reference and Instruction help available upon student request
- Worth 25% of overall grade
  - Library Interview (15 points, 25%)
  - SWOT Final (35 points, 75%)
- Concept of co-teaching (embedded librarian)
- Importance of communication

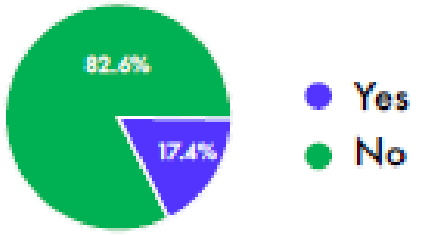
Student Library Knowledge

Pre-test Results

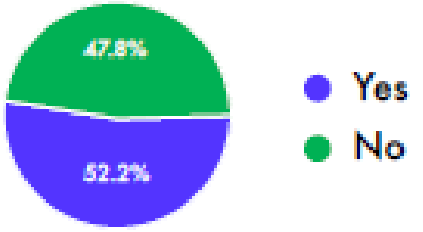
I am aware of the different services and resources the library has to offer.



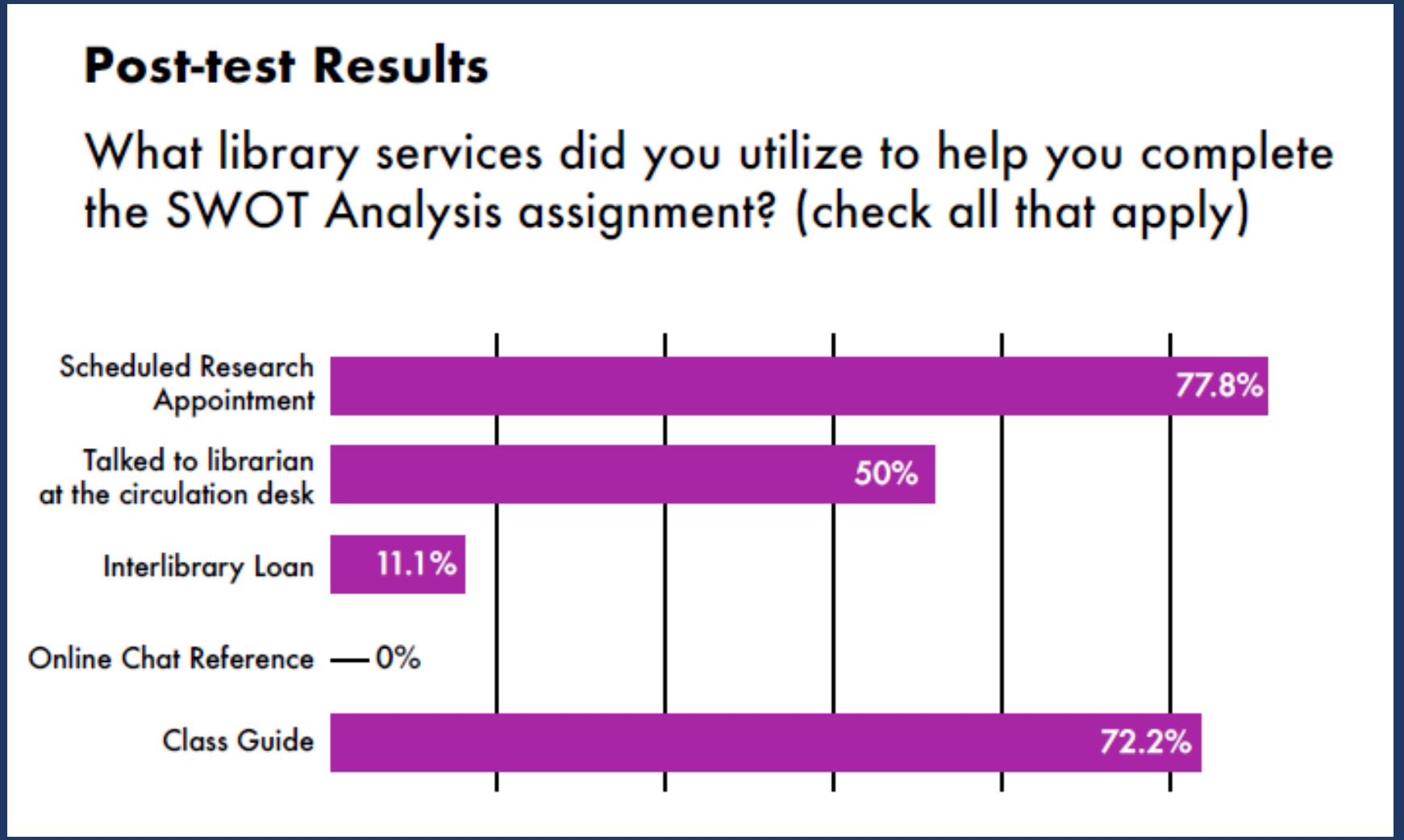
I know what a Research Appointment is and how to schedule one.



I am aware of the Research Guides available on the Library's website.

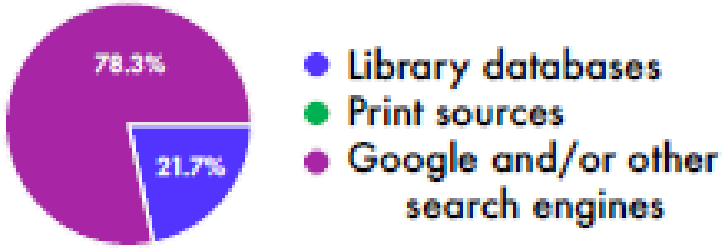


Student Library Knowledge



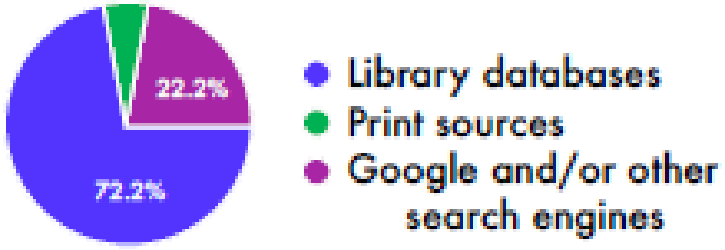
Pre-test Results

I usually start my research with (choose one)



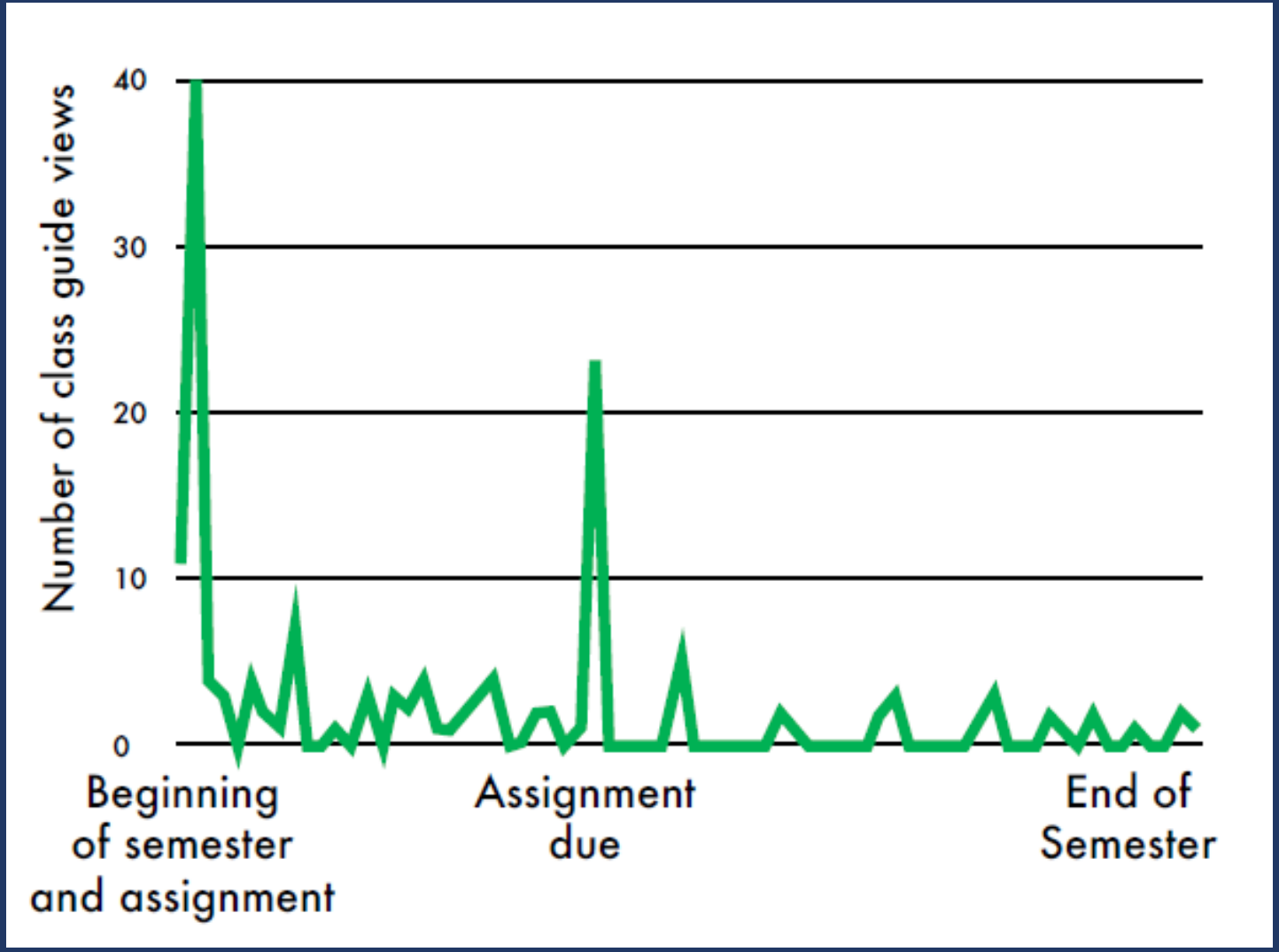
For future business-related research, I will start with (choose one)

Post-test Results



Student Information Seeking Behaviors

Course Guide Usage Statistics



Biggest Takeaways

- Before receiving library instruction, 80% of students were unaware of the possibility of scheduling one-on-one appointments with librarians for research help.
- Business students are unaware of the information landscape they will encounter in a professional business/corporate setting.
- The Business department could benefit from developing a course in non-profit management.
- Students reported a deeper understanding of why academic journals are superior to popular culture periodicals in terms of depth, breadth and research.
- There is a gap in library knowledge between traditional four-year students and transfer students, revealing a need for transfer-specific library orientations.

Next Steps

The SWOT assignment will continue to run in upcoming semesters, but changes will be made to increase business knowledge and information literacy skill impact on students.

These changes may include:

- incorporating assignment concepts into Freshmen level Business courses
- running the assignment as an Independent Study.
- incorporating into the development of a course in non-profit management
- offering Corporate librarian guest speaker
- holding class in the Library
- requiring students to work in small groups to perform SWOT

Thank You!