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Embedded Librarian: Using E-mail through Distance Learning Software and Jing to Increase Outreach and Reference Service to Nursing Students

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Embedded Librarian:

Using E-mail through Distance Learning
Software and Jing to Increase Outreach &
Reference Service to Nursing Students



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Nursing Librarian



Questions for you

- Do you support distance learning/online programs?
- Are you an embedded librarian?
- Have you used Jing?

My participation

- Same courses, instructors
- Informatics, epidemiology, theory
- Spring 2010 – research utilization
(2 online, 1 web-enhanced)

My participation

- Nursing libguide link
- Offered to participate in the 3 sections via WebCT

Types of transactions

- General tips for entire class based on repeat questions
- Help finding a known article
- Opinion/advice
- Help with a search strategy

Challenging Questions

I need your input/assistance.

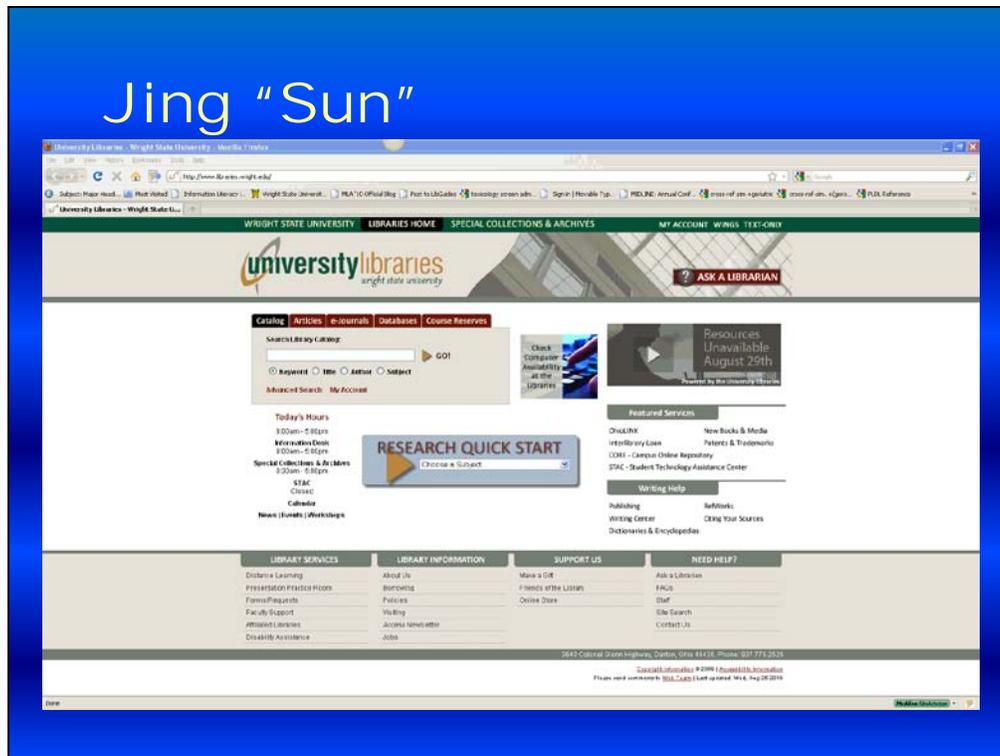
What are your thoughts on this article as a systematic review? I'm leaning toward it being a meta-synthesis.

This is an area at which I wish I were more confident myself. I looked at the article and did my best, but in the end I referred the student to the faculty member.

What is Jing?

- FREE screen capture software
- FREE account on screencast.com (2GB) – no need to attach large files
- Limited to 5 minutes per Jing
- Can do with or without voice narration

Slide 8



Show how it looks; point out the Sun if it can't be done live

Question: Help with a search strategy

Would you be able to help me find articles on preventing central line infections in the pediatric population?

These are the kinds of questions I got that took the most time and are the most complex and time-consuming to explain via e-mail. The patron lived far enough away that a trip to the library wasn't feasible and his/her work schedule did not allow us to arrange a time to consult by phone. This is where Jing comes in.

Answer: Jing (example
without sound/narration)

4 Jing screen captures – Sample:

- <http://www.screencast.com/t/ZmJjN2Vi>

I provided these and explained that they did not have sound. In this case, I thought I was recording sound (my home computer has a microphone and web cam), but one of the settings in the software was wrong so the sound did not record. Unfortunately, it had already taken enough time to record and I didn't want to try to record again or keep the patron waiting any longer.

Jing (example with sound)

<http://www.screencast.com/t/ZGlyYzU3ZWYt>

This is an example with sound. This was to answer a recent reference question (not for this spring research class), but I wanted you to hear the difference.

Jing – issues to consider

- How much can you do in 5 minutes?
- Are you a perfectionist?
- What about learning styles?
- Do you have a microphone?
- What about accessibility ([Section 508, Rehabilitation Act](#)) compliance?

Doing 4 five-minute Jings somewhat defeats the time-saving purpose of having a 5-minute limit. Are students even going to want to view 20 minutes worth? (A meeting or a phone call would have taken longer though, and they are broken up).

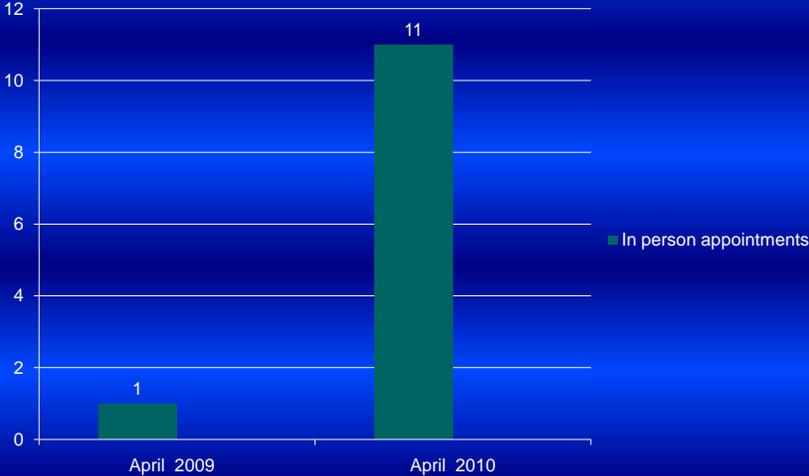
If you are a perfectionist, that will also defeat the time saving aspect of Jing. If you have background noise or just don't like the sound of your voice or the filler words you've used, you can re-record, but after a certain point it would have been faster to just e-mail written instructions. If you don't have a microphone or you don't have a quiet place to do sound, will it still be effective if the person is an audio learner?

You need a microphone. And, as I said previously, even with a microphone, you may need to play around with your input settings to make sure the sound is recording.

A word to the wise—test that before you record multiple Jings.

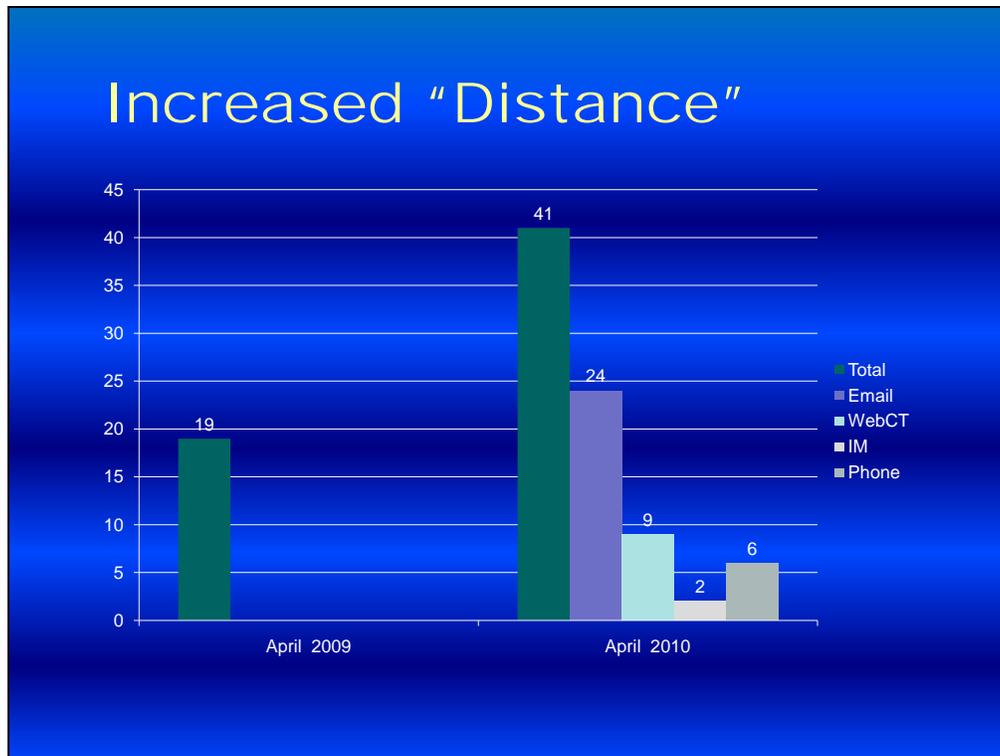
Also, if you want to keep a library of Jings to answer those repeat questions, please realize that it is not compliant with accessibility standards, so if your institution's web site is compliant, posting Jings to it could cause problems for you. Camtasia and LecShare are both compliant because you can add captions, but again, doing all that recording and captioning takes time.

Outcomes – Face Time



Expected outcome

Being an embedded librarian in 3 sections of the same class (one web enhanced and 2 completely online),
Increased my reference contacts away from the information desk:



2009- 19 away from desk, not separated by type

2010 – 41 total (24 e-mail, 9 WebCT e-mail, 2 IM, 6 phone)

Caveats

- Did not specifically track the questions according to the class in either of the 2 years
- 2009 stats were less specific by type
- Did not formally assess overall usefulness of Jing (especially the lack of sound)

Possibilities for the future

- Expand to additional courses
- Develop measurable outcomes
- Post-Jing survey

The issue with measurable outcomes is that not all students request my help and there was no formal library presentation or content this time around. The next time I participate in this class, I might develop a formal captioned tutorial that faculty can embed in their course software and perhaps a pre and post test, but of course, faculty would have to agree to do this and provide some incentive so that students do both assessment pieces. If a formal tutorial is provided, this might reduce the number of search strategy questions and reduce or eliminate the need for Jing.

Particularly would like feedback on whether they can really follow Jings with no sound and if multiple Jings were effective or overwhelming.



QUESTIONS /
SUGGESTIONS?