

Transcending Traditional Research Assistance:

Embedded Librarians in an Ag Econ Class

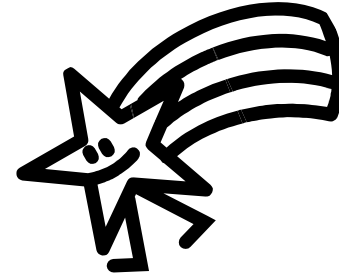
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Purdue University Libraries



Confluence of events:

- New head of the business library
- 20,000 lbs of pork

Multidisciplinary Action Projects

SEARCH

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iMpact

LOGIN

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TO EXECUTIVE EDUCATION

TO KRESGE LIBRARY

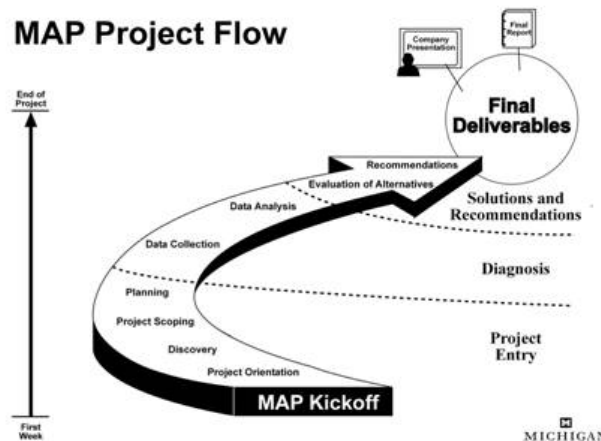
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How MAP works?

We look for challenging projects that have no simple solution. MAP projects are multidisciplinary and can cover a range of business issues from developing a strategic marketing plan for China to working with an AIDS clinic in Papua New Guinea. They can be domestic, international, corporate, entrepreneurial, or nonprofit.

We begin reviewing proposals in September and conclude our review in December. While the deadline for submitting a MAP proposal is November 30, we strongly encourage prospective sponsors to submit proposals as early as possible. We notify sponsors of acceptance in early January, and we assign students to teams by the beginning of February.

MAP Project Flow



The MAP Process

[Calendar](#)

[MAP Project Roles](#)

[The Practice of Action-Based Learning](#)

[Making MAP Succeed](#)

MAP Contact Information

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Embedded librarian

Ideally...

- Give assistance to students at point-of-need
- You go to them, they don't have to "find" you
- Opportunities for students to think critically
- Database instruction is truly course-integrated
- Raises the awareness of librarians and resources



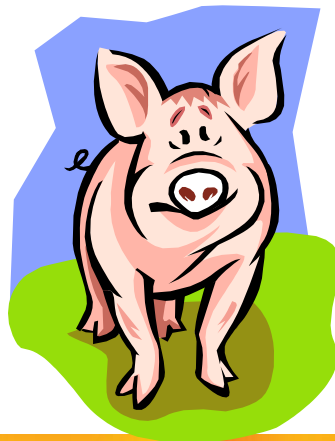
How do you market 20,000 pounds of pork?

Class Assignment

Develop a 12-month marketing plan for the
Purdue Butcher Block

Sell 1 of 3 pork products: fresh, frozen, or processed.

The best plan would be put into use.



Class Structure

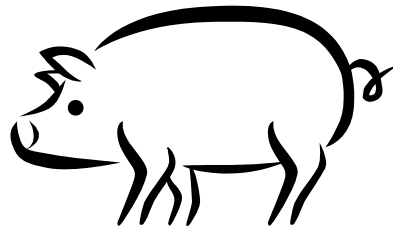
- 12 students divided into 3 teams
- 4 librarians: 3 business + 1 agricultural
- Each team was assigned 1 business librarian, and the agricultural librarian advised on all teams

The marketing plan

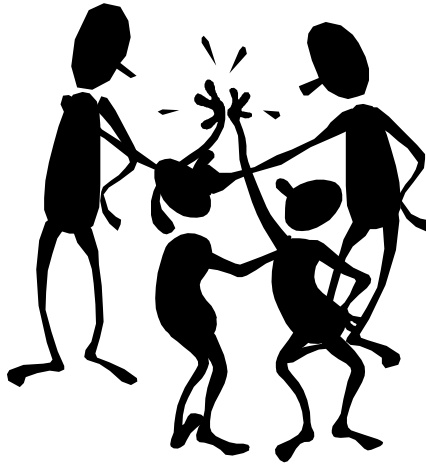
- *market analysis*
- *SWOT analysis*
- *industry trends*
- *competitor analysis*

Strategies

- Librarians attended first day of class and made a short presentation on resources
- Students were divided into 3 groups and assigned a kind of pork
- Librarians created a blog so that students could share ideas and resources

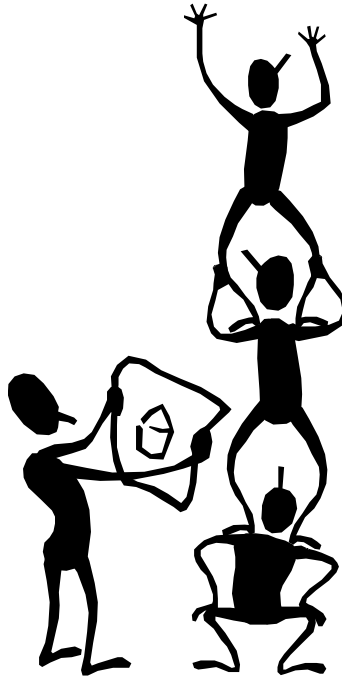


3 groups of students



FRESH

FROZEN



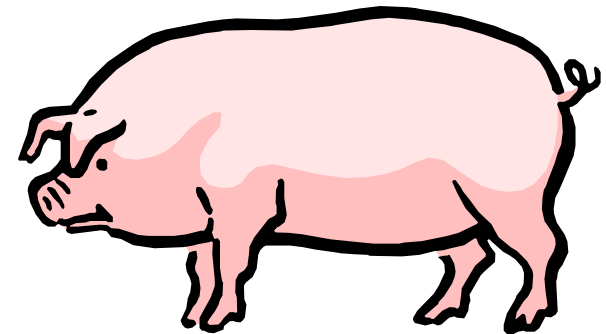
PROCESSED

What Happened...

- Professors saw a significant improvement in overall projects
- Students learned that librarians could be an actual resources.
- However, both profs and librarians thought that librarians could be even more involved in the learning process
- Unfortunately, librarians were still largely invisible to them. This gave us some insight into how students in general might view the library and that we must raise our profile in the class

Learnings

- Librarians must be proactive
- More structure, set appointment times
- Check-in with professor mid-semester for possible course corrections
- Decide up-front with the professor about how much librarians should contribute during group sessions



Thank you for coming.

Questions?

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