Being 'In The Room Where It Happens:' Supporting Information Needs of Students in Experiential Learning Programs

2016 LEPE (Leaders of Experiential Project-Based Education) Conference
"Real-World Possibilities to Motivate Learning"
UCLA Anderson Tuesday, June 21 – Thursday, June 23, 2016

Presentation Slides: <u>tinyurl.com/LEPE2016Library</u>

Angela K. Horne
Head, Rosenfeld Management Library
Anderson School of Management
University of California, Los Angeles
ahorne@library.ucla.edu

Corey Seeman
Director, Kresge Business Administration Library
Stephen M. Ross School of Business
University of Michigan
cseeman@umich.edu

As business schools embrace experiential learning, many service units have grown their offerings to better serve students in these programs. An important role needed to support experiential learning programs is to ensure that students have access to information resources needed to address the problem they are asked to solve. In this presentation, the business library directors for UCLA Anderson and Michigan Ross will share information on how their staff support experiential learning at their respective schools.   Among the topics to be discussed will include: working with and supporting student teams, balancing work between librarians, communication with student groups, connections to the library post-project, and other topics. Attendees will hear proven ways research support from these two schools' libraries elevates the quality of deliverables to each team's client.

Mini-cases

MINICASE #1 (Business Cases)

Students in the Strategy class are working through a case study on change management at an automotive supplier. The students read through the 20 page case over and over again to ensure that they could survive the dreaded 'cold call' during the discussion. As they read through the case, they find background information on the company, biographical information on the key personnel, a clear articulation of the problem that the company is facing, and the what are the issues that they would be facing moving forward. The class comes and goes with the majority of students capturing the 'right' answer for the best way this supplier should move forward.

Shortly thereafter, these students are working on a project involving a seed supplier in the Agribusiness supply chain going through a similar change. Two questions. First, does the lesson of the case apply to the situation with the seed supplier? Second, without having access to the information in a nice clean format presented in the case, how can the students better understand what the company is potentially facing?

MINICASE #2 (Solving the Puzzle)

A student team is working on a project involving internal communication for a hospital system in Uganda. The problem involves how the remote clinics communicate with the central hospital to ensure that patients are better cared for. If a patient at the remote clinic is directed to visit the central hospital for treatment, transportation there could take 5+ hours - often on foot. There is no guarantee that the central hospital will be open when they complete the long journey. As the team starts working through the problem for the hospital system, they find no articles or reports that directly address this issue. They have been given the names of people at the hospital and clinic to speak with, but not much insofar as best practices or even goals beyond the need to improve communications. With little information to start with beyond the problem, how might you direct the students to start their research?

MINICASE #3 (Information Ambiguity)

A student team is working on a project involving the market entry strategy for a pharmaceutical company. They have a product that will minimize the potential effects of mosquito-carried diseases like Malaria or Zika. In developing their business plan, the team determined that they need to know how many people are currently infected by Zika and how many people will potentially be impacted by this disease in the coming years. The librarian assigned to the team has looked for hours and hours and did not find these exact numbers. However, she found a great number of articles and reports, but the students complain that they are too "medical literature-y" for their needs. Also, given the current nature of the Zika outbreak, the statistics about the disease are not well known.

Given that their potential solution is based on data that is not available, what is a good next step for the team? Do they re-evaluate their solution in hopes of finding a something that can be supported by the 'numbers?' How do they propose a solution when there are many unknowns?

MINICASE #4 (Parting Gifts)

A healthtech company is seeking to solidify their position in the cardiovascular medical devices field by looking for acquisition opportunities. In their research, the student team worked with the librarians to find numerous reports on the cardiovascular medical devices market as well as more general works as well. In their final report, the student team wowed the company and gave them a great path forward. After the presentation, the CEO pulled aside one of the student members and asked him if they could send over the reports that they found. After telling the CEO "no sweat," the student wondered if he should hand over the reports to the company.

Are there any issues that you know of that would prevent the student from handing over the reports that they used in their research, especially since they findings were cited in the final report?

Additional Readings

Berdish, Laura, and Corey Seeman. "Kresge Library's Embedded Librarian Program: A Student-Centered Approach." *Embedded Librarians: Moving Beyond One-Shot Instruction.*Association of College and Research Libraries Chicago, 2012. 153-164.

---. "A Reference-Intensive Embedded Librarian Program: Kresge Business Administration Library's Program to Support Action-Based Learning at the Ross School of Business." *Public services quarterly* 6.2-3 (2010): 208-24.

Helms, Marilyn M., and Melissa Whitesell. "Transitioning to the Embedded Librarian Model and Improving the Senior Capstone Business Strategy Course." *The Journal of Academic Librarianship* 39.5 (2013): 401-13.

Hesseldenz, Peter. "Information Literacy and the Evolving MBA Degree." *Journal of Business & Finance Librarianship* 17.4 (2012): 287-99.

Juricek, John Eric. "Embedded in Shanghai: A Librarian Accompanies Students to China." *College & Research Libraries News* 74.3 (2013): 123-6.

Wiley, Deborah Lynne. "The Embedded Librarian: Innovative Strategies for Taking Knowledge Where it's Needed." *Online Searcher* 37.1 (2013): 77-8.

The Experiential Library: Transforming Academic and Research Libraries through the Power of Experiential Learning (edited by Pete McDonnell). Chandos Publishing; 9780081007754. Expected September 2016

- Some relevant chapters:
  - Integrating experiential learning into information literacy curriculum - Judith Mavodza
  - Experiential Learning in a Faculty of Education Library - Corinne Laverty
  - Beyond Object Lessons: Object-Based Learning in the Academic Library - Amy Barlow
  - Taking the Class out of the Classroom: Libraries, Literacy, and Service Learning - Jayne Blodgett
  - Home Grown: Lessons Learned from EL partnerships in an Academic Library - Christy Groves and Ashley Shealy
  - Grasping a Golden Opportunity: Librarian Support for Students on Summer Internships - Corey Seeman and Sally Ziph
  - Conclusion: An Experiential Librarian's Creed - Pete McDonnell