

policy that serves that the needs of scholarly communication in good faith, educate your campus about the policy, and reinforce the policy with your procedures.—*Tim Gritten, University of Wisconsin-Milwaukee, gritten@uwm.edu*

Embedded librarian best practices

ACRL's Distance Learning Section (DLS) panel of experts discussed different ways that embedded librarianship has evolved at their academic locations. Deborah Nolan (Towson University) moderated the panel and provided historical context for trends in embedded librarianship. Kathleen Pickens-French and Krista McDonald (both of the Hamilton Campus at Miami University) presented their rule of threes concerning content, videos, information-seeking behavior, and more. They encouraged the audience to be sustainable and scalable when it comes to library pages. Consistency across pages and "just because you can doesn't mean you should (add the technology/idea)" were emphasized.

Kathleen Anne Langan (Western Michigan University) gave a Prezi presentation on her pilot program that taught university instructors how to use e-learning technology and information literacy concepts. Langan enrolled professors in an online class using D2L to introduce them to best practices in information literacy, a literacy toolkit, pre- and post-tests, among other tricks. She argued, borrowing from the book *Information Ecologies* (1999), that librarians are the keystone species to the information cycle's flow among students, faculty, and librarians.

Paul Betty (Regis University) advocated librarians' goals should include creating lifelong learners, not just assisting with the task at hand. He said this is possible when we collaborate in course development and redesign and make strong relationships with faculty members. Regis University has seen a 300 percent increase in library instruction over the past ten years because of their targeted approach to instruction. Using timesaving tips, appealing to different learning styles, and working as a member of a team, Betty argued

that you, too, can become successfully and personally embedded.

The committee also created a bibliography of embedded librarianship articles at <http://mypage.iu.edu/~mcclell/DLSBib2012.doc>.—*Rachel E. Cannady, Mississippi State University, rcannady@library.msstate.edu*

Streaming video in academic libraries and higher education—An era of transformation

The joint Education and Behavioral Sciences Section (EBSS)/ALA Video Round Table (VRT) program "Ubiquitous video: Can libraries offer it? (or can libraries adapt?)" featured a panel on the use of streaming video in higher education, which included a faculty member, a media librarian, and a content developer.

Cyndy Scheibe (Ithaca College) spoke to the pedagogical need for video and why the mode of access is so critical. Scheibe remarked on the recent research in brain science showing the importance in varying modes of learning, including video. Video can also be very empowering for students with disabilities who have difficulty interpreting text, but who can interpret film. Scheibe explained her use of video in her classroom—students don't "just kick back and watch a movie," but they are engaged in her use of short clips, sometimes shown repeatedly, to answer questions and have a conversation about what they are watching.

Claire Stewart (Northwestern University Library) provided some practical tips for librarians to consider when acquiring licensed digital media. For example, an outright purchase or perpetual license is preferred over a lease-style arrangement. It is also important to note that sometimes an aggregator just cannot secure the rights for a video. Some additional value-added features to look for include the ability to view transcripts, make and save clips, and embed in course management systems.

Stephen Rhind-Tutt (Alexander Street Press) gave a glimpse of the changing consumer market—high-definition, high-quality educational streaming video is on the way,

and the case can no longer be made that video is simply for entertainment.

EBSS and VRT thank Alexander Street Press for their generosity and participating in this program.—*Debbie Feisst, University of Alberta, debbie.feisst@ualberta.ca*

NIH public access policy and the library

Sponsored by the Science and Technology Section (STS) and cosponsored by the Health Science Interest Group (HSIG), this program was moderated by Shannon Johnson (Indiana University-Purdue University-Fort Wayne). The session addressed the history of the policy and the variety of roles librarians can take to support the NIH Public Access Policy at their own institutions. The panel of speakers took questions from an audience of about 100 attendees.

Neil Thakur (National Institutes of Health) gave his presentation virtually. He provided an overview of the policy and its relationship to the law PL111-8 (Omnibus Appropriations Act, 2009), spelled out the components of MyNCBI, MyBibliography, the PubMed Central submission methods, copyright, and citing with PMID numbers, as well as offered suggestions on the ways institutions can ensure compliance.

Scott Lapinsky (Countway Library, Harvard University Medical School) gave an overview of the guidance Countway Library offers its scholars. He outlined the objectives, challenges, allies and partners, tools developed to facilitate deposit and support researchers, and statistics, which show more than 11,000 Harvard faculty are publishing about 100 NIH-funded research articles per week. Preliminary observations indicate that properly submitted manuscripts to PubMed Central can improve an H factor. He encouraged more and continued outreach to ensure authors understand copyright management, manuscript submission, and obtaining the PMID.

Heather Joseph (Scholarly Publishing and Academic Resources Coalition [SPARC]) spoke on the last four years of NIH Public Access, addressing the four strategies (open access journals, open access repositories, author

rights/open license education, and open access policies).

She referred to the current factsheet (http://publicaccess.nih.gov/public_access_policy_implications_2012.pdf), as well as results from the PEER (Publishing and the Ecology of European Research) project. PEER looks at the impact that systematic archiving of research in open access repositories might have on the publishing industry. SPARC is surveying other agencies interest in moving to open access and data sharing.

Joseph did point out that Congress has a current bill H.R. 3699, which proposes to overturn the NIH Public Access Policy, nevertheless, in spite of anti-open access legislation, this has been a banner year for open access support.—*Marcia Henry, California State University-Northridge, mhenry@csun.edu*

Grown ups just want to have fun!

Tangrams and wizard duels provided just some of the excitement at “Grown Ups Just Want to Have Fun! Library Play Programming for College Students of All Ages.” Scott Nicholson (Syracuse University School of Information Studies) kicked off the program with an overview of gaming, including a breakdown of formats and archetypes, and its value in making interdisciplinary connections on campus.

Noting that a game is “not just a box on a table,” he emphasized that it is fundamentally about creating a world that facilitates memorable experiences. Other practical tips and recommendations offered included establishing goals and then selecting the play activities that support them, incorporating debriefings, and considering gaming models used at nonlibrary organizations to discover other innovative ways of engaging with users.

Fantasia Thorne (Syracuse University) next detailed her work organizing team-based library competitions for college and local area students. Combining activities such as scavenger hunts and challenges inspired by NBC’s *Minute to Win It*, these events have taught students fun facts about their library,