

The Research on Embedded Curriculum Service Model in University Library

Guoqing Zhao, Zhengfu Yun, Youli Ren

Guanshan in Yangzonghai Scenic Spot, Kunming, Yunnan Province, China

Keywords: course teaching reference service, embedded curriculum service, document information resource, university library

Abstract: The embedded curriculum service is the innovation of the service mode in university library. Based on the analysis of the connotation and research status of the embedded curriculum service in university library, the value, service system structures, service modes and service methods of the embedded curriculum service were expounded, and the main problems and countermeasures of the embedded curriculum service model were analyzed.

1. Introduction

With the application of the new generation of information technology in the library business and services, such as Internet+, big data, cloud computing, mobile 4G and other new technologies, the types and ways of reading and information resources in university libraries are becoming richer and richer, and the needs of readers are becoming more and more diverse. This puts forward higher requirements for library services.

At the same time, with the deepening of the national reform of higher education, the diversification of college students and the continuous expansion of student size, it also brings more confusion and contradictions to the construction and service of university libraries. Such as the contradiction between the educational construction requirements of paper literature resources and the borrowing amount of readers (60 copies per student, 3 copies per year increasing vs less than 1 volume per student declining year by year), and the contradiction between the construction of information resources such as e-books, document databases, video classes, MOOCs and the reader's use effect, etc. How to solve these problems, improve the utilization rate of library resources and improve the quality and ability of library services has become one of the main problems and tasks that librarians need to explore and think about urgently.

2. The Connotation and Research Status of Embedded Curriculum Service in University Library

2.1 The Connotation of Embedded Curriculum Service in Library.

Embedded curriculum service in university libraries originates from embedded service. It means that librarians move from traditional libraries to various places where users and readers are located, and provide individualized and targeted services according to different needs of users and readers. Embedded curriculum service in library refers to a new service mode of library, which combines library resources and services with curriculum teaching, embeds library resources and services into every link of curriculum teaching, cultivates the habit of users and readers to use library resources, and improves their personal information literacy.

2.2 Research Status of Embedded Curriculum Service in Library.

Embedded library services originated from American University Libraries in the middle and late 20th century. The most representative viewpoints are as follows: the American Association of University and Research Libraries and Information Centers put forward that "strengthening cooperation will enhance the role of libraries in institutions, cooperate with teachers, and integrate library resources into curriculum teaching". "Putting information literacy education through the whole curriculum system requires the attention and participation of all school participants,

including policy makers, teachers, librarians and managers at all levels”.

The typical examples of embedded curriculum service in domestic libraries are that the library of Peking University integrates information literacy, resource retrieval and utilization skills into curriculum teaching. The Library of Tsinghua University embeds literature retrieval and utilization into the teaching activities of professional teachers in colleges and departments.

3. The Value of Embedded Curriculum Service in University Library

With the application of modern information technology in university libraries, the expanding scale of university students and the increasing investment in education, the library's literature and information resources have been greatly improved. The reform of the training mode of school talents has promoted the continuous change of teaching means, ways and methods. At the same time, it also brings new contradictions to the construction and service of university libraries, such as the low utilization rate of resources, the decline of readers' initiative in library service demand, and the insufficiency of students' autonomous learning ability in course teaching.

3.1 Improving the Utilization Rate of Document Information Resources in University Libraries.

The traditional service of university libraries is mainly paper-based literature resources. The object of service is the teachers and students in the school. The content of service is mainly the borrowing and circulation of paper-based literature. Due to the influence of new technology such as Internet and students' learning initiative, the utilization rate of resources shows a downward trend. Embedded curriculum service mode of higher vocational college library is to promote students' learning initiative and the ability of teaching participants to learn independently through the formulation of curriculum teaching system and the participation of teachers, librarians and teaching managers, so as to improve the utilization rate of library resources.

3.2 Improving the Information Literacy Ability of College Teachers and Students.

Nowadays, with diversified channels of information dissemination, teachers and students in schools acquire knowledge and information mainly through the rich pictures of Internet and television, and mainly through the multi-media channels with eye-catching plots. They gradually forget the ways, methods and skills of standardizing, accurate retrieval, search and acquisition of information resources needed by their specialties and disciplines. Strange, they haven't desire and motivation to learn, understand and master the knowledge. The implementation of embedded curriculum service mode in colleges and universities is an important way and method to cultivate and improve the normal and accurate information retrieval, search and acquisition habits of teachers and students in colleges and universities. Through the implementation of embedded curriculum service mode, colleges and universities can improve the information literacy of teachers and students.

3.3 Innovation of Library Service Model in Colleges and Universities.

Embedded curriculum service in university libraries provides a new ideas for creating new service modes and solutions of university libraries, which can better promote the exploration of new service modes and new ways of university libraries. The main innovative features are as follows:

Embedded curriculum service mode of university library provides new research ideas for the improvement of service ability and mode of university library, and it also plays an important role of embedded service research of university library.

Embedded curriculum services in university libraries are the basis of constructing the platform framework of curriculum teaching services for professional groups, which can provide new teaching approaches for higher education and teaching, and create a broader teaching and learning space.

4. Embedded Curriculum Service Model of University Library

Circulation and reading, resource transmission and reference are the most fundamental and basic tasks of university libraries. Discipline services, scientific librarians and information services are closely integrated with university libraries. They mostly focus on serving teachers' scientific research work. Even if they serve students, they are also some papers. Only a small number of high-level excellent students are faced with the use of consultation services such as reports. Embedded curriculum service of library is designed for the purpose of service course teaching, and refers to the library reference service with clear direction. The subject, object, mode and content of the service all have their own characteristics.

4.1 Embedded Curriculum Service Architecture of University Library.

First of all, as far as the subject of service is concerned, the subject of library service under the traditional mode is the librarian who serves as the provider of documentary information service. Besides professional librarians, the subject of embedded curriculum service also has a large number of teaching teachers, who play an irreplaceable role in embedded curriculum service. They are service designers of curriculum documents information and inspection supervisors, who are responsible for designing the category of literature information needed for the course taught and for checking the retrieval, search and use effect of the literature information that students need to master and understand.

Secondly, aiming at the object of service, in the embedded curriculum service mode of university library, as the object of document information service, the students' demand for document information will largely change from the past active demand to the passive demand from teaching teachers, course management, teaching assessment and so on. Teachers will also passively assume the dual identity of subject and object in the library literature information service system because of the requirements of course teaching management and teaching assessment.

Moreover, from the content of the service, embedded curriculum service is based on the teaching of service courses. It provides the necessary electronic and paper teaching reference resources for the teaching of all teachers' courses in schools, such as electronic teaching materials, course-related teaching reference books, periodicals, etc.

4.2 Embedded Curriculum Service Method in University Library.

Embedded curriculum service in library is a multi-department collaborative model of document information resources service. To ensure the scale and quality of the service, embedded curriculum service requires school teaching management department, teaching execution department and document information resources service management department, namely school educational administration department, secondary college, library and so on to carry out and promote this work. The specific operation method is as follows:

First of all, as the main body of service mode, libraries will be divided into one or a group of librarians according to the similarities and similarities of the professional disciplines or professional settings of librarians' schools. Librarians will study and understand the talent training programs of corresponding specialties by comparing the specialties they are responsible for to the teaching and research rooms of secondary colleges and secondary colleges. According to the requirements of these plans and standards, we collect and sort out the literature and information resources related to the courses in the library. Then, the catalogue of curriculum resources and the information of the introduction are pushed to the relevant curriculum teachers.

Then, according to the talent training plan and goal, the course teachers select and quantify the document information resources that the librarians pushed and provided, and send the selected resource catalogue and brief introduction to the students of the courses and classes according to the requirements of the course teaching management, and put forward the corresponding requirements of consulting and learning. The course teachers check and assess the teaching and learning process, and evaluate the results.

5. Major Problems and Countermeasures of Embedded Curriculum Service Mode in University Libraries

In order to promote and implement the embedded curriculum service mode in university libraries, the main problems to be solved are the service object of literature information resources, namely the power of the demand of teachers and students; the service consciousness of the main librarians and teachers; and the construction of rich curriculum teaching and learning literature information resources.

5.1 The Motivation of Service Object Demand.

The demand motive force of embedded curriculum service object can be divided into two kinds: active demand motive force and external management motive force. The active demand motive force depends on students' self-learning habits and abilities, which need to be gradually cultivated in the slow learning process, because students' individual differences are quite large. To make students' literature and information resources for teaching and learning, the main driving force for the improvement of source demand is external management power, that is, the driving force from the school curriculum management. This requires the school teaching management department, that is, the Academic Affairs Department, to formulate the learning and use of the corresponding curriculum reference information resources, to search for the management system, and to teach through secondary colleges and professional courses. The management system should take the promotion of teaching reference information resources by teachers and the requirements for students as an important checkpoint for the evaluation of teaching quality.

5.2 Service Consciousness of Service Subject.

The main body of document information resources service has always been the librarians, and the main body of embedded curriculum service has also joined the curriculum teachers. In order to make the embedded curriculum service in university libraries have a significant effect on the service quality and the teaching quality of students' professional training, it needs to be the main body of service. Library librarians and teachers push and teach courses, and students' professional ability and skills are closely linked to the development of literature and information resources.

5.3 The Construction of Document Information Resources.

There are three main sources of document information resources for embedded curriculum services in university libraries:

First, the existing literature and information resources of school libraries, namely, paper books, periodicals, e-books, various databases, video courses and so on. These resources are collected, processed, organized and sorted out by professional technicians invested in the library, and integrated into the school's "Library Embedded Professional Group Course Teaching Service Platform", so as to facilitate teachers and students to read and use the resources.

Secondly, the school has its self-built teaching resources. These resources mainly include the achievements accumulated by the school through various teaching and scientific research projects over the years, such as teaching plans, teaching courseware, teaching video, self-compiled teaching materials, course question set, micro-course and MOOCs, which are directly produced by the course teaching.

The third is the extra resources, which can be obtained mainly through two channels: one is the literature information resources acquired by libraries through the National Library Alliance, the National University Library Alliance, the regional library alliance and other types of libraries by means of document transmission; the other is the literature information resources acquired through the National Library Alliance, the National University Library Alliance and other types of libraries. Some public resource platforms, such as CALIS, National Philosophy and Social Sciences Journal Database (NSSD), etc. are built by national, local or library consortia to obtain literature and information resources.

6. Conclusion

The embedded curriculum service mode of university library, supported by the curriculum teaching management system of the school teaching management department, under the transformation of librarians' service consciousness and the active participation of teachers, can effectively improve the utilization rate of literature information resources of university library and better cultivate students' information literacy ability. To make the service mode of university libraries more colorful, quicken the pace of library serving school teaching actively to the greatest extent, better enhance the ability and level of library serving university education, scientific research, daily management and society, and expand service channels.

Acknowledgement

Fund Project: this paper is the outcome of the study, Research on the Embedded Course Service Pattern of Libraries in Higher Vocational Colleges, which is supported by the Foundation for Philosophy, Social Sciences and Education Science Planning Projects of Yunnan Province. The Project Number is AE18026.

References

- [1] Liu Shuxian, Discussion on the Teaching Service Model and Practice of Embedded Subject Courses in University Libraries: A Case Study of the Embedded Personal Service in the Library of Hong Kong University of Science and Technology. *Library Forum*, 2014(6): 116-120,90.
- [2] Zhou Jingyi, Research Progress and Application of Embedded Library Services: A Case Study of Embedded Course Exploration in the Library of Beijing Foreign Studies University. *Journal of University Library*, 2016(6): 56-6