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## Reaching Students and Faculty: Offering Instructional Design Services In Your Library

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# REACHING STUDENTS AND FACULTY: OFFERING INSTRUCTIONAL DESIGN SERVICES IN YOUR LIBRARY

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*This presentation is to show how libraries have changed over time and become academically responsible for more than handling books, periodicals, videos and the like. As libraries have changed and led in the area of technology on many university campuses, they find that information is becoming more and more accessible via technology of one kind or another; either the internet or CD-ROMs. Libraries have to be involved in the process of education as they have in the past, now is their opportunity to do so by offering a service to instructors for designing the electronic materials.*

Historically speaking, since the Alexandria library of Ancient Egypt, the library has been the place to guard information. The library has been the information store, and the librarian's position has been to protect and guard that information. The responsibilities grew beyond simply guarding to the point of maintaining and organizing the information to make it accessible to others. There were constraints that existed, and many libraries have overcome these constraints. The main limitation being that the information was kept within the four walls of the library and was not accessible unless you went to the library.

By offering services to your faculty for instructional designing and assist with putting instructional material together you are assimilating more information, and making the library a place that offers more. By offering

more you ultimately receive more people coming and discovering what is happening. These services as libraries are directly related to information and should be offered from within the library. The common question I hear is this, "We all have limitations on personnel, funds and the like, so why offer more than we were made to offer?"

What has been missed in this thought is that information is different in many ways from the ways of the past. It is assimilated in ways in which we are not used to but we would probably find that some of these ways work best. This is why the library, as usual, must take the lead in technology and offer more than what we have offered in the past decades.

At Lee University, Frances Arrington saw in advance, that Multimedia was becoming a way of assimilating information. This is where the thought for the Systems/Multimedia Department came in to the picture for Lee.

People learn in a variety of ways. The process of learning has not changed nor have new ways been invented. The bottom-line is that educators have embraced the fact that people learn in a variety of ways and therefore created work for some of us. The work created for us is that of making information useful in the sense that it is easier to access from any location and can be learned, to a degree, without instructor assistance. This is the type that is potentially interactive. Interactivity does increase the retention of information that has been obtained. In the discipline of

instructional design, the matter of learning in a new way has been approached. There is not a new way of learning, just some more effective ways. We have always been the information people. That has not changed either. Now we have to simply continue with delivering the information as needed, but in some new formats and from the student's perspective, more enjoyable.

The first step in offering information in this manner is to recognize the need. Possibly there are some campuses where this just would not fit at this time. The time will be come for all of us sooner or later.

- Now you are saying, "but where does the money come from?" right? This is where you apply what you have learned, add the recognition for this, and compile it into a proposal for your administration. First make sure you have faculty support and know that they will take advantage of the offer if/when it is Okayed. This is where the finances have come from in many ways for Lee University. You must build a case that holds up. Show how your competition is offering this advanced technology on their campuses.

- What type of people should you look for? Well I would first suggest that they are service oriented (as librarians) and possibly require them obtaining an MLS or coming with one already. The difficulty in offering a position with the MLS as a requirement on the technology side, is that you have other institutions already offering positions and they are offering a lot more money than most of us are able to offer.

As I have stated you need a portfolio or a way to show what you are able to do for the faculty of your campus and how this will make a difference in the learning process for your students, as well as the experience for our classroom faculty members. Once this is compiled, you have material to supply with the written proposal to obtain the support that is needed. We have been blessed at Lee University by having an administration that supports those ideas in technology as well as the

faculty that desire to move with the rest of academia into the technology arena.

Yes, we do have some faculty that are not moving forward in applying technology, and Yes, we have some that do not want to budge. But, for the most part they all want to move forward. The others will follow in time, just make sure the majority have bought into the ideas and concepts. The rest will come in time.

Now you are thinking, "but I have no money to purchase those fancy applications for doing this kind of work"; do not be concerned, there are enough freeware applications to get you started to make the difference you need. Of all of the various applications that could be used for websites alone, you can get your hands on some freeware applications for HTML and JavaScript as well as photo editing. As a matter of fact one comes with Office 2000 for Photo Editing.

What Next? — Find faculty that are interested in at least one of the areas of applying technology.

The areas I started with were:

- #1 – Having a website for students to check requirements, specifics for a class, and grades. This was a hit for various reasons. One of which was that they found they could make a change on their schedule and simply hold the student responsible for checking the site. Another reason is that many faculty, myself being the first, began not handing out paper syllabi and schedules. This is left up to the students by approximately 55% of our faculty at Lee University now.

After you have gained interest and confidence, the library is once again a center showing technology leadership in action.

There is so much beyond a simple web site, it is difficult to know where to start. I can only base where to start on the route I have taken for our library and multimedia department as well as with our faculty at Lee University. First I did get some faculty involved in ways of using the web sites that would require some more work on the students

part, and the outcome being more learning. One example would be that of our Chemistry department, on one level (Introduction level) there are students that are wanting to go into the field of Chemistry as well as those that want to go into the medical field. Then there is the course level that has Juniors and Seniors. These two were required to interact via a Forum on the web. They received credits for this and lost if they did not get involved. Freshman level would try to "stump" those in the advanced (Jun. Senior) I did the same in my web course.

I also found that the faculty would like to collect excerpts (short ...less than five minutes) of scenes from movies and have them readily available to present from a CD. This is where I got into creating VCDs which made it possible to show without requiring the professor to do anything more than insert the CD and then sit back and watch.

The interactive CDs became a matter of interest shortly after the "simple" video editing type work. The reason being is that we could then insert short clips of video as a way of adding information that would allow the user to select which video clip to watch, and / or which audio piece to listen to for that matter. One such project was for preaching. There were sound bytes that could be listened to for those that were without video, the student could click on a button and go to the page of written sermons and view them, or go to the page of video clips and select whom they wanted to watch and listen to.

Finally, we found that this is a fabulous way to distribute information that would otherwise cost more than a faculty department would care to spend on printouts and the like.

I personally found it as an excellent tool for my Web Designing Courses I teach. In one class I teach the introduction portion, and I would like my students to know everything possible as well as have all of the freeware and access to shareware applications. So I created a CD for my class that the students could have if they simply