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Annotated Bibliography:

Delivering Library Services to Distance Learners



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Online degrees and courses have grown exponentially over the past decade as universities seek to tap into new markets of students who cannot attend a brick-and-mortar campus. In Babson Group's 2013 study "Grade Change: Tracking Online Education in the United States," over seven million students in the United States took at least one online course in 2012, or around one-third of all U.S. college students (Allen & Seaman, 2014). Online enrollment in U.S. colleges grew from 10% of the student body in 2002 to over 33% in 2012 (Allen & Seaman, 2014, p. 15). As online programs grow, librarians must grapple with how to adapt legacy services to online learners. Given the fact that many online learners will never step foot on a campus, much less the campus library, librarians must develop radically different modes to deliver instruction and learning resources.

As Mark Herring, dean of Winthrop University Library, points out in his 2014 book, *Are Libraries Obsolete? An Argument for Relevance in the Digital Age*, librarians are still largely desk-bound and while they have begun accommodating online learners, the pace of technological and social change far outpaces the organizational change in academic libraries (Herring, 2014, p. 174). Academic libraries' accommodation of online learning has been quite uneven; some libraries are setting the pace for online library services while others have woefully inadequate services. This bibliography examines seminal readings in online librarianship in the past eight years. Special attention is given to articles and books that highlight the paradigmatic shift in library services for online students and how librarians unfamiliar with online library services can find "on ramps" to serve online learners.

Abbot, L., Kreszock, M., Ochoa, L., & Purpur, G. (2013). Evolving technology, evolving roles for distance education librarians. In A. Sigai (Ed.), *Advancing library education: Technological innovation and instructional design* (pp. 197-212). Hershey, PA: Information Science Reference.

Distance librarians are uniquely positioned to adapt to new technologies quickly, as well as form cross-departmental partnerships to raise the profile of library

services to non-traditional constituencies. As web-based technologies proliferate, distance librarians find themselves adopting new roles and services, such as virtual reference, web design, course-integrated instruction (i.e. embedded librarianship), and marketing. In the changing technological landscape, the authors maintain that these roles are dynamic and require librarians to enhance and refine their use of technology. The challenges and stresses of adapting to a new service paradigm can be mitigated through professional development and identifying contact person(s) for technology questions. This book chapter succinctly outlines the conceptual shift(s) in delivering library services online. It assures reluctant librarians that it is possible and worth the effort to design such services with online students, rather than face-to-face, as the core constituents of library services.

Alman, S. W., Tomer, C., & Lincoln, M. L. (2012). *Designing online learning: A primer for librarians*. Santa Barbara, CA: Libraries Unlimited.

Designing Online Learning covers the myriad of issues in developing an online librarian presence. This short monograph is divided into several chapters that introduce librarians to online pedagogy, instructional design and its relationship to library instructional resources, technologies to disseminate library services and resources, and an overview of assessment of student learning in the online environment. Alman, Tomer, and Lincoln encourage challenging established paradigms of library services and strive for a deeper collaboration with faculty, administrators, and course designers to make the library a seamless part of the online learning experience. *Designing Online Learning* contains real-world applications of learning theory and insights into online student behavior to assist librarians in delivering online library services.

Butler, R. (2011). Distance education and copyright law: How is this different from applying copyright law in a face-to-face classroom? In *Copyright for teachers and librarians in the 21st century* (pp. 223-228). New York: Neal-Schuman.

Copyright for Teachers and Librarians is a comprehensive book that addresses copyright and fair use in a number of scenarios and with various formats of information. This particular chapter addresses the major copyright law governing online education, the Technology, Education, and Copyright Harmonization (TEACH) Act of 2002. Butler discusses how the TEACH Act is fundamentally different from the fair use exemptions for educators allotted by the 1976 Copyright Act. The author discusses the limited circumstances in which material can be digitized and shown in online courses in contrast to face-to-face classes. In fact, many institutions opt to use fair use principles of the older copyright law in online classes rather than the educational exemptions of the TEACH Act.

Cannady, R., Fagerheim, B., Williams, B., & Steiner, H. (2013). Diving into distance librarianship: Tips and advice for new and seasoned professionals. *College and Research Libraries News*, 74(5), 254-257.

Cannady, et al. offer concise, practical tips for developing library services for online learners. They suggest three broad strategies for diving in: creating a team of key stakeholders, strategically planning services to online learners, and keeping up-to-date with emerging technologies. A “relay team” consists of library administrators, program chairs, and course developers where the librarian can advocate for their services and respond to the demands of such stakeholders. This article contains anecdotes from librarians at the University of North Carolina at Greensboro in their attempt to develop online library services, with special attention given to assessing the value of these services and aligning services to the ACRL Distance Education Standards of 2008. This article is helpful for librarians trying to understand conceptually how to offer distance library services.

Hoffman, S., & Ramin, L. (2010). Best practices for librarians embedded in online courses. *Public Services Quarterly*, 6(2-3), 292-305.

Hoffman and Ramin synthesize the results of their respective research on the effective implementation of online embedded librarian programs. Hoffman (2009) performed a mixed methods survey of six institutions: a content analysis of library websites and forms, and conversations with librarians via email and phone. Ramin (2010) delivered a student survey through an online discussion forum in a class with an embedded librarian presence. The authors identified a common set of best practices. This “laundry list” of practices underscores the need for embedded librarians to: 1) communicate to the instructors and administrators the vision of embedded librarianship, 2) manage time carefully by planning times to check an online class, offer assistance as it is needed, and re-use instructional content as much as possible, 3) maximize the use of the learning management system to establish the library’s online presence, and 4) test out hyperlinks and software to ensure that technical barriers to library resources and instruction will be minimized. This article is helpful for librarians planning an embedded librarian program to identify and avoid pitfalls of delivering instructional content online.

Li, P. (2013). Effect of distance education on reference and instructional services in academic libraries. *Internet Reference Services Quarterly*, 18(1), 77-96.

Li compiles professional literature on distance library services to outline the most common conceptual challenges of bringing the library online. Librarians are challenged to establish their online presence in spite of serving patrons remotely and often asynchronously. In a globalized, 24/7 learning environment, librarians must adapt to provide reference assistance at the point of need and harness information resources available at other institutions or on the open web. Another challenge is serving a more diverse student body, addressed by adapting pedagogical

principles suited for online and adult learners. Finally, librarians are challenged to help students access the research skills they need and market themselves to distance students and faculty. Librarians have responded with modular information literacy units in classes, online workshops, hosting discussion forums, and direct outreach to faculty and students. Li underscores the consensus in professional literature that information systems and the library's web presence need to be user-friendly to optimize use of library resources.

Macauley, P., & Green, R. (2008). The transformation of information and library services. In T. Evans, M. Haughey, & D. Murphy (Eds.), *International handbook of distance education* (pp. 367-383). Bingley, UK: Emerald.

International Handbook of Distance Education offers a global and historical perspective on distance education. This particular chapter discusses the library in the greater context of the emerging market of distance education librarians. This shift necessitates that libraries adapt a "just in time" model of collection development and document delivery. Macauley and Green underscore the need for librarians to integrate their services with other departments to meet the demands of accrediting agencies who seek evidence of interdepartmental collaboration. The authors forecast that information literacy instruction will become more contextualized and that librarians' and instructors' roles will blur. This concise chapter gives helpful insights to librarians on how other educators perceive their role in the distance education model and how librarians might tap their perceived strengths to become a vital part of 21st century distance education.

Mery, Y., & Newby, J. (2014). *Online by design: The essentials of creating information literacy courses*. Lahnam: Rowman & Littlefield.

Online by Design is a highly accessible primer on information literacy course design, written by two distance services librarians who have designed and taught online information literacy courses. The first half of the book examines the rationale for online information literacy courses, including how to identify potential learning objectives for an information literacy course, creating a user-centered syllabus, and what roles librarians can expect to fill as course designers. The second half of the book covers the "how-to" of online courses: hosting meaningful online discussions, developing assessments that align with learning objectives and appropriate domains of Bloom's taxonomy, and creating pedagogically-sound tutorials. While some of the content might seem repetitive for experienced librarians, this book contributes something new to the community of practice. It synthesizes the best practices for course design and information literacy in one cohesive structure to help novices in course design to create deep, authentic learning experiences. As librarians look for new ways to reach online students and advance research instruction, *Online by Design* is a timely read.

Shank, J. D., Bell, S., & Zabel, D. (2011). Blended librarianship: [Re]envisioning the role of librarian as educator in the digital information age. *Reference and User Services Quarterly*, 51(2), 105-110.

Adapting their conceptual model of a “blended librarian” from their 2007 book and column in *Reference and User Services Quarterly*, Shank and Bell articulate the skills needed for the 21st century librarian. A blended librarian combines the traditional reference and research assistance skills with knowledge of learning process (particularly in online courses) and develops teaching aids using sound instructional design principles. The authors cast a vision for perpetuating the library’s relevance in the digital age. This article is a primer for librarians looking to grasp what the paradigm shift in information delivery means for librarians. The authors are confident that librarians can shift from collection-centered to user-centered services.

Stielow, F. J. (2014). *Reinventing the library for online education*. Chicago: American Library Association.

Stielow identifies the strengths of libraries; the technological, economic, and social forces shaping libraries and higher education; and how librarians can transfer their services to the digital age. Through generous use of linguistic metaphors, theories of innovation diffusion, and business practices, Stielow charts a course for libraries to thrive in the digital age. His proposals are ambitious and radical, challenging librarians to abandon their paradigms for how users should access information and realigning the library with how users actually obtain information. He proposes that librarians be flexible partnering with other departments and integrating non-traditional services into the librarians’ quiver of services. Stielow suggests that library managers should simplify the end users’ experience and adopt an entrepreneurial mindset of demonstrating library effectiveness using return-on-investment (ROI) and other business models. Stielow gracefully combines theory and practice in online librarianship with anecdotes from his experience as a library director.

Tumbleson, B. E., & Burke, J. J. (2013). *Embedding librarianship in learning management systems*. Chicago: Neal-Schuman.

Written by two academic librarians embedded in online courses, *Embedding Librarianship in Learning Management Systems* is an excellent primer on the topic. The authors draw on professional literature and online pedagogies to methodically explain how librarians can brainstorm, implement, and sustain an online embedded librarian program. This practical book has case studies to demonstrate how libraries are becoming increasingly integrated in online classes. Tumbleson and Burke introduce basic concepts of instructional design and discuss how to adapt embedded librarianship to various online environments. The book has hands-on

ideas for marketing an embedded program and managing an increased workload. In this book, Tumbleson and Burke cover nearly every question that a librarian considering an online embedded program might have.

Weissman, N., & Swan, K. (2013). Bringing the librarian to online courses: Cognitive, social, and teaching presence. In A. Sigai (Ed.), *Advancing library education Technological innovation and instructional design* (pp. 153–171). Hershey, PA: Information Science Reference.

Wiessman and Swan present a method of delivering real-time instruction to online students using the well-accepted Community of Inquiry theoretical framework. The Community of Inquiry (CoI) model suggests that librarians help students construct knowledge through cognitive, social, and teaching presence in online classes. The librarians use inquiry-based learning by posing a problem that requires information (cognitive presence), invite students to discuss this topic among themselves and do preliminary research (social presence), and culminates with the librarian showing them how to use databases to find information while soliciting feedback from students (teach presence). The authors present real-time instruction sessions as an ideal way to assert the librarians' presence in online courses and establish rapport with online students. While not dismissing static tutorials (i.e., web pages, PowerPoint presentations) entirely, they suggest using them as supplemental materials. The authors offer concrete tips for facilitating online instruction using a social constructivist framework of learning. Students are invited to explore information collectively and develop their own knowledge rather than passively learn research skills from a librarian.

York, A. C., & Vance, J. M. (2009). Taking library instruction into the online classroom: Best practices for embedded librarians. *Journal of Library Administration*, 49, 197–209.

York and Vance devised a survey for librarians participating in online classes in the fall 2007 to determine how librarians embed their services. From the 159 responses of the survey, which was distributed to three library listservs, the authors articulated a set of common practices for embedded librarians at various institutions. York and Vance compiled a list of seven common practices, such as being strategic in course selection and actively participating in class. This article was one of the first studies of embedded librarians and as such, many of the articulated strategies for asserting the library's presence are dated, having been supplanted by newer technologies. The article does contain some good logistical prompts that are still relevant. This article gives a snapshot of early attempts of implementing embedded librarians programs, which was a nascent concept at the time of the study. York and Vance's article helps library professionals to chart the history and trajectory of online embedded librarianship.

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