Towards Virtual Information Literacy: Academic Librarian Integration into Teacher Education Distance Learning Programs

Brenna Helmstutler
Georgia State University Library, brenna@gsu.edu

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Towards Virtual Information Literacy: Academic Librarian Integration into Teacher Education Distance Learning Programs

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I’ll Discuss

• Purpose of the study

• Distance learning and academic librarian integration

• Results and conclusions

• Next steps

• Potential future research
Purpose of this Study

- To gauge needs and interests of faculty and students in GSU’s GeorgiaONmyLINE Teacher Education program-environmental scan

- To determine how academic librarians in the US have integrated into Teacher Education distance learning programs
Outcome of Study

Formulate plan to integrate into program and serve distance learning students and faculty on an equal level with those on the traditional campus

-per ACRL Standards for Distance Learning Library Services Access Entitlement Principle (ACRL, 2008)
Visually speaking…

Librarian

TE Distance Education Faculty

TE Distance Education Students
Defining integration for this study

- to form, coordinate, or blend into a functioning or unified whole
- a : to unite with something else b : to incorporate into a larger unit
(Merriam-Webster Online)
Review of the distance learning literature...

• Primary focus on technology and instruction methods
• Not so much focus on specific disciplines—very little on Teacher Education
• To date no other study on GeorgiaONmyLINE—still in early stages
Unique benefit of academic librarian integration into teacher education

Information literacy skills learned by students while in the teacher education program could in turn impact their students’ information literacy skills (Davis, 2002)
Established in 2008 by Board of Regents of the University System of Georgia (USG)
27 Teacher Education degrees offered by USG institutions from Associate to Master’s level
GSU offers 4 Teacher Education degrees at the Master’s level in Reading, Language, Literacy (M.A. and M.Ed.); Mathematics Education; and Science Education
What I Did

- 3 questionnaires (1 for academic librarians; 1 for GOML students; 1 for GOML faculty)
- Zoomerang
- GOML students and faculty enrolled as of Spring 2009 were recruited via email
- Academic librarian participants were recruited via listservs: ILI, EBSS
- Viable participants: 72 academic librarians, 16 GOML students, 7 GOML faculty
GOML Faculty & Student Results

First exposure to online courses
56% faculty
57% students

Familiarity with Education LibGuides
57% faculty
56% students
Challenges of taking online courses

- **Students**

<table>
<thead>
<tr>
<th>Category</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comfort level</td>
<td></td>
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<tr>
<td>Time mgmt</td>
<td>10</td>
</tr>
<tr>
<td>Library access</td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>
Challenges of teaching online courses

- Comfort level
- Learning styles
- Time management
- Student tech skills
- Student experience
- Library access

Faculty
### Preferred library services

<table>
<thead>
<tr>
<th>Students</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research guides linked on uLearn</td>
<td>Course research guide</td>
</tr>
<tr>
<td>Course research guide</td>
<td>Library session via Elluminate</td>
</tr>
<tr>
<td>Librarian virtual office hours</td>
<td>Research guides linked on uLearn</td>
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</tr>
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<td>Tutorials on uLearn</td>
</tr>
</tbody>
</table>
# Technologies used most frequently

<table>
<thead>
<tr>
<th>GeorgiaONmyLINE</th>
<th>Librarians</th>
</tr>
</thead>
<tbody>
<tr>
<td>uLearn</td>
<td>Tutorials/Modules</td>
</tr>
<tr>
<td>Elluminate/vClass</td>
<td>Other: chat reference/videos</td>
</tr>
<tr>
<td>Virtual office hours</td>
<td>Discussion board participation</td>
</tr>
<tr>
<td>Tutorials/Modules</td>
<td>Virtual office hours</td>
</tr>
</tbody>
</table>
Librarian locations

**Institution type**
- 61% work at a state university
- 31% work at a private college/university
- 8% work at a community college
Distance learning in job responsibilities

8% have job title Distance Learning Librarian or variation thereof

64% have distance learning involvement stated in job description

72% serve as liaison/subject-specialist to Teacher Education
Activities used to integrate into online courses

Librarians

- Contact faculty directly: 70
- Faculty meetings: 40
- Postings: 20
- Other: 30

Georgia State University Library
Challenges with integrating into courses

Librarians

- Comfort level
- Learning styles
- Time management
- Student tech skills
- None
- Other

Georgia State University Library
73% do not currently include assessment in their activities
27% do. Some examples:
• Pre and post tests within tutorial or library instruction
• Informal assessment within library instruction
• Evaluation sent to professors at end of semester
Many state they are in the process of developing assessment
Conclusions of GOML Results

• Interest in and need for librarian integration
• Technology currently used in courses are compatible with learning objects/instructional materials
• Less is more: subject research guides/course guide linkage
Conclusions of librarian results

Most are integrating into distance learning courses

- in addition to regular job responsibilities, many of whom serve as Teacher Education liaison
- without responsibility stated in job description

Integration in distance learning will continue to grow as more institutions add distance learning programs to match demand without additional positions-potential time management issue
Next steps

• Work with faculty to add library research guides, customized library content to course pages such as course research guides, tutorials, and offer virtual instruction and office hours.

• Send students information on my role as their librarian and link to library research guide for their program.
Suggestions for future research in academic librarian integration

• GOML programs

• GOML Teacher Education programs

• Distance learning vs. traditional Teacher Education programs


Thank you!

Contact me with any questions or feedback:
Brenna Helmstutler
Education & Psychology Liaison
Georgia State University
brenna@gsu.edu