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

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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



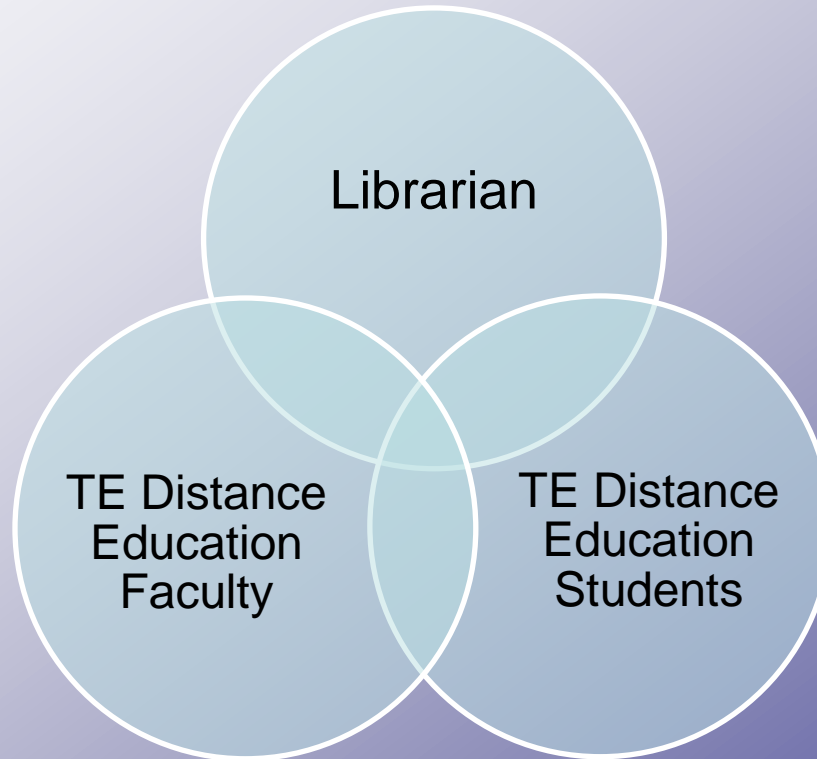
Outcome of Study

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...





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)





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GEORGIA ON MY LINE

- 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

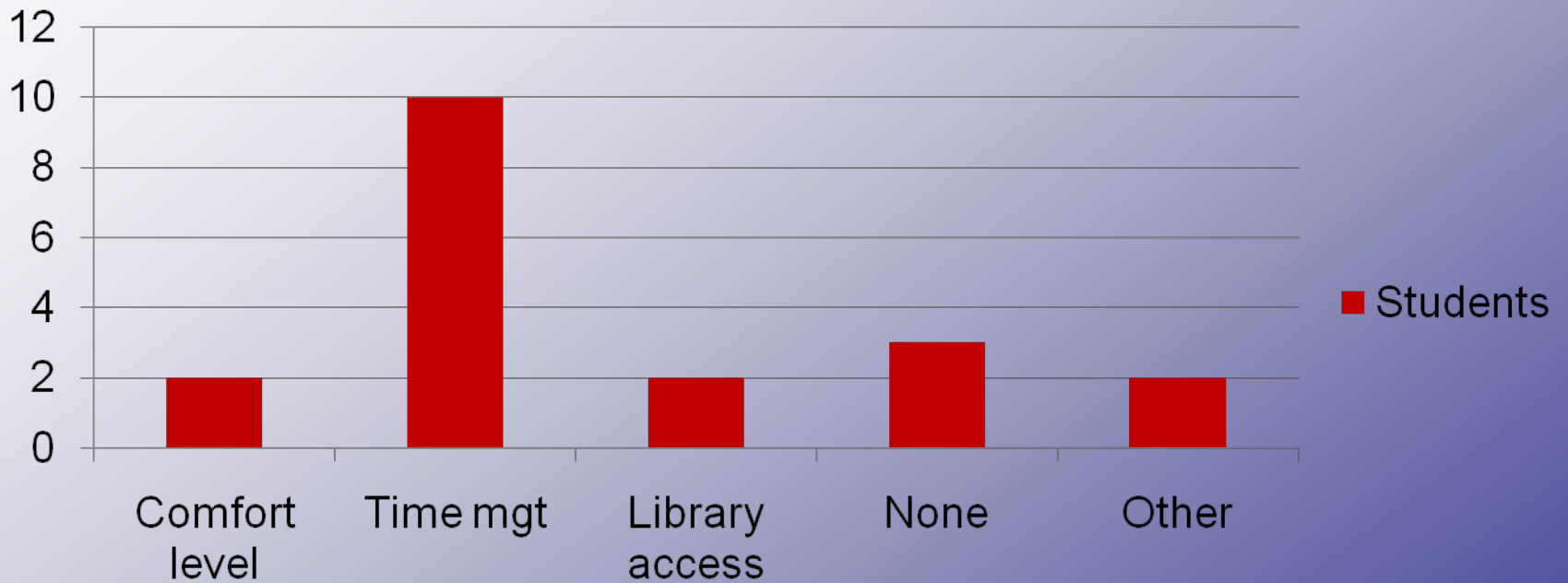
57% faculty

56% students



Challenges of taking online courses

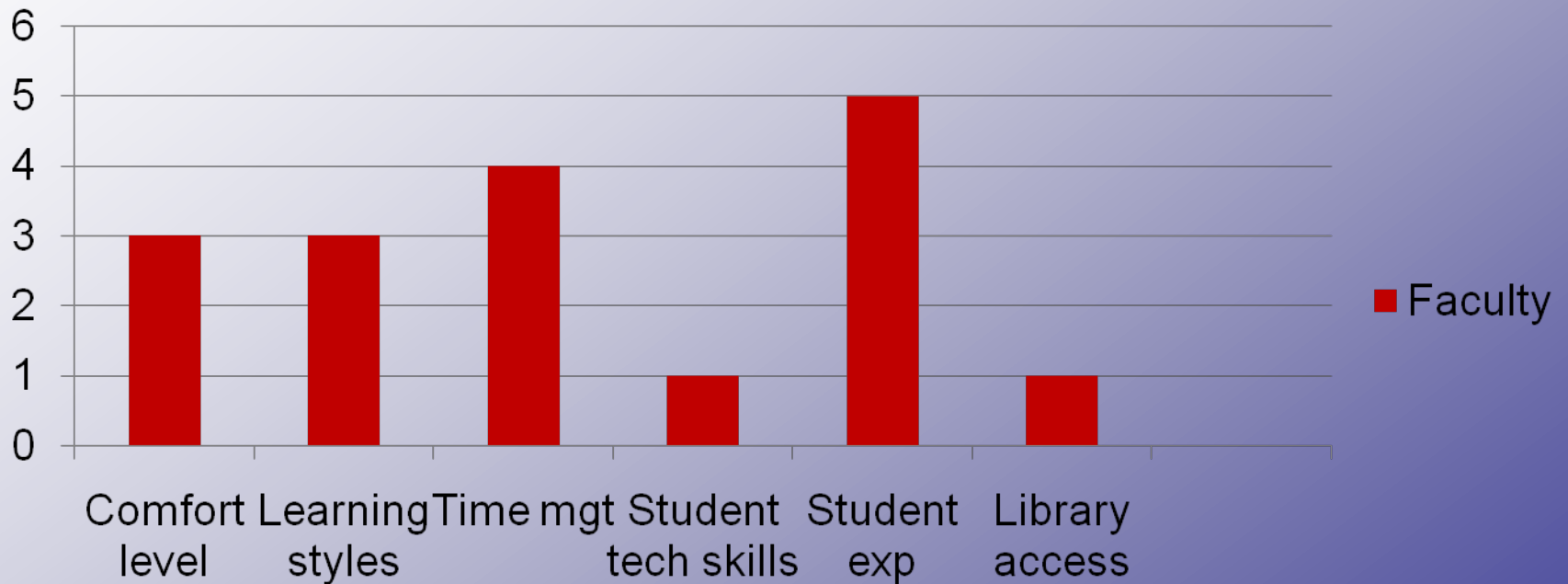
Students





Challenges of teaching online courses

Faculty





Preferred library services

Students	Faculty
Research guides linked on uLearn	Course research guide
Course research guide	Library session via Elluminate
Librarian virtual office hours	Research guides linked on uLearn
Tutorials on uLearn	Librarian virtual office hours
Librarian session via Elluminate	Librarian discussion board participation
Librarian discussion board participation	Tutorials on uLearn



Technologies used most frequently

GeorgiaONmyLINE	Librarians
uLearn	Tutorials/Modules
Elluminate/vClass	Other: chat reference/videos
Virtual office hours	Discussion board participation
Tutorials/Modules	Virtual office hours



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

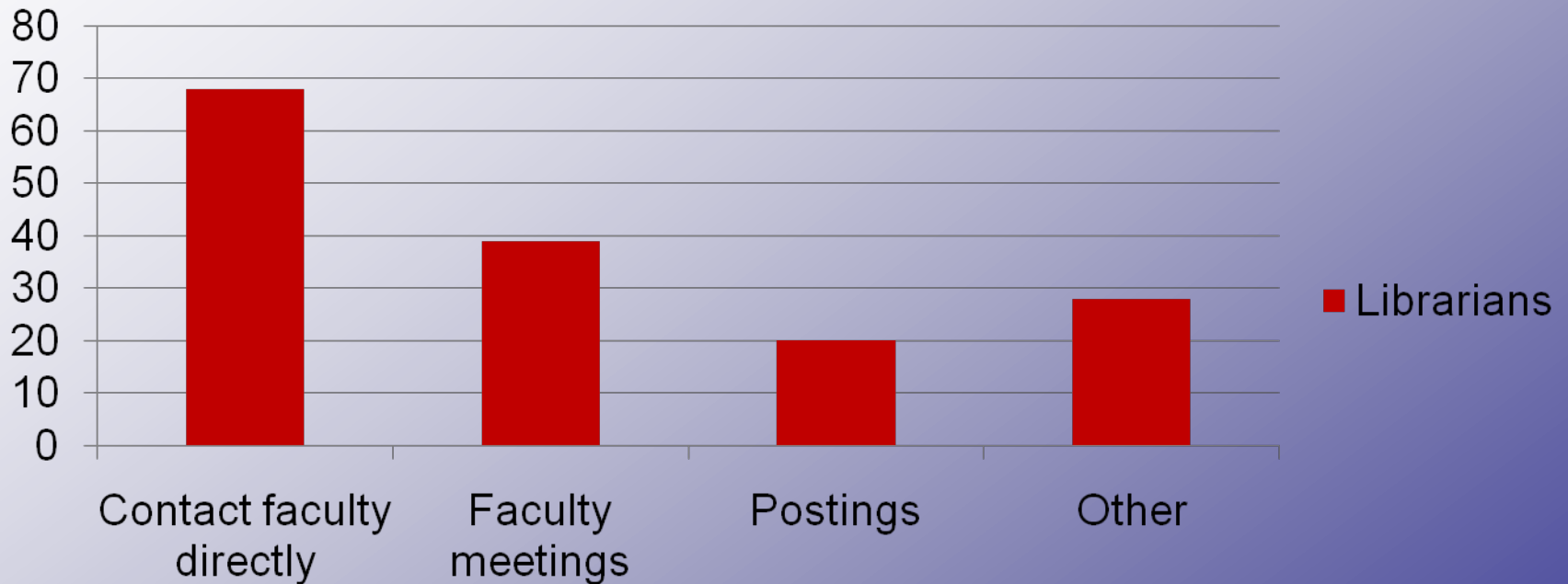
64% have distance learning involvement stated in job description

72% serve as liaison/subject-specialist to Teacher Education



Activities used to integrate into online courses

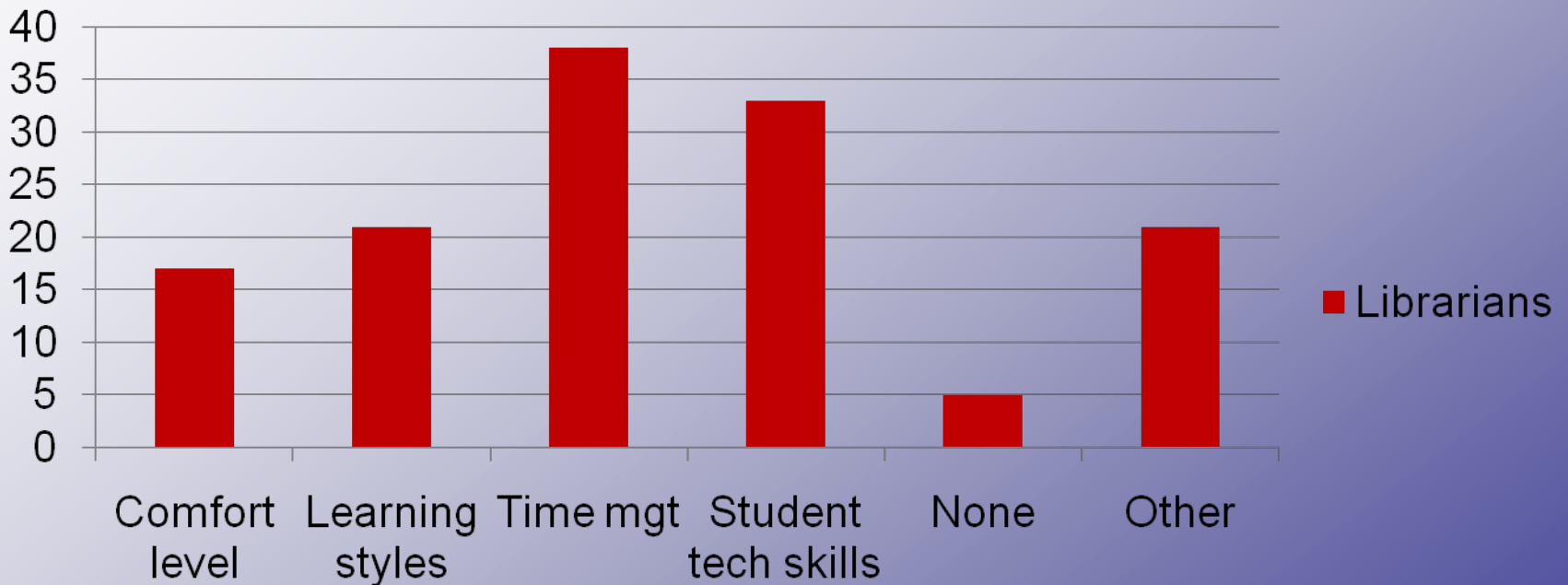
Librarians





Challenges with integrating into courses

Librarians





Assessment

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



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Thank you!

Contact me with any questions or feedback:

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