

FACULTY-LIBRARIAN COLLABORATION IN ONLINE TEACHING AND LEARNING pdf

1: Faculty-Librarian Collaboration – Association for Psychological Science

Faculty-librarian collaboration is a relatively new educational trend but, with practice and demonstrations of success, it will become tradition. REFERENCES AND RECOMMENDED READINGS Christensen, P. G. ().

People sharing ideas and working together occasionally sharing resources in a loose environment Cooperation People doing things together, but each with his or her own purpose Community People striving for a common purpose This continuum of involvement provides a useful framework for thinking about scaffolding with learners through progressively more complex interaction skills leading to the creation of an effective working group. He notes that while it is not realistic to expect community in many online courses, it should be possible in graduate level programs with high learner-learner contact. In the MDE program that provides the context for this paper, acquisition of skills associated with collaborative learning is an explicit goal. Courses have little static content, other than a comprehensive syllabus and course outline, and are heavily driven by interaction among learners and between instructor and learners. The study described in this paper is a form of reflective practice in that it considers the literature and data from the program for the purpose of informing these discussions. Objectives and Research Hypothesis The initial objective of the study was to determine whether grading collaborative projects is positively related to higher student participation levels in small group work. The hypothesis leading to the research was that student participation levels would be higher in small group work where group projects were graded as compared to those where they were not graded. The results from the investigation of this main hypothesis led to a post-hoc research question about factors other than grading that might positively influence participation in collaborative learning in small groups. These factors are discussed in the latter half of the paper. WebTycho supports asynchronous dialogue using main conference threads as well as collaboration for smaller groups within a study group area using synchronous online chat and collaborative documents See Figure 1. The Foundations of Distance Education MDE course is intended to provide graduate students with a foundation of the knowledge, skills, and attitudes required for them to become competent practitioners of distance education. This initial, introductory course to the MDE program has been offered continuously since during each university semester – spring, summer, and fall; at times, more than one section has been offered per semester. The course is structured into four modules with a main conference posting area for each module. Smaller study group areas with three to six students can be found in the study group conferences, which are only accessible by the instructor and the student members of the respective study group. The MDE course includes two study group projects: In the first module, students collaborate within their individual study groups to articulate and present a group definition of distance education. They then present the results of their collaborative efforts in a group paper. Data was gathered from fifteen sections of MDE , from to The collaborative work in module 1 has never been graded and the collaborative work in module 4 of the first 13 sections of the course offered during the period covered by this study spring to summer was not graded. However, during this time detailed instructor feedback for group projects was provided. In the sections of fall and spring , faculty began to assign a formal grade after repeated requests by students to have this second group project graded. The group projects were then assigned a cumulative grade based on the following: During the period for which data was collected, the number of students within a course section ranged from 13 to 35, with an average of 20 students per section, and the study groups comprised on average four to five students each. The content and instructions for the collaborative group project assignments in modules 1 and 4 were consistent over this period. For the purposes of the study, the following data was collected for each of the 15 course sections: Calculations were made for each course section as follows: All of these figures are presented in Table 1. Findings When comparing study group behaviour between module 1 and module 4 within each course section, it was found that participation levels during the second study group project were on average 2. This finding for sections where neither group project was graded spring to summer was expected because the study group project in module 4 is

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significantly more complex and work-intensive than the project in module 1, requiring more interaction among group members. However, this was not the case. When the second group project was graded fall and spring, participation levels during the second study group project were on average 1. To further control for the varying levels of participation activity as measured by of postings that naturally occur between course sections, participation levels between graded and non-graded sections of the course were compared by considering the level of activity within module 4 in the context of total activity in both modules within each section of the course. The initial findings in fall did not support the original hypothesis that participation levels would increase when the module 4 project was graded; these findings were further reinforced in spring. In both of these sections, which had a grade assigned to the second study group project, student participation levels remained consistent with those in previous sections where there had been no grading. These preliminary findings do not show an immediate benefit in assigning grades to the collaborative study group project, but this is based on only two sections of the course that have had graded projects. A greater number of cohorts and a more extensive statistical analysis are required before any firm conclusions can be reached. In addition to the main findings, it was revealed that in general students participated more in study groups than in the larger main conferences. It could thus be concluded that some students prefer small group interaction to interaction within larger class conferences; however, additional research would be necessary to further support this claim. Based on the preliminary data, it was also hypothesized that although students may have the will to participate in collaborative projects, the skills to effectively engage in online collaboration are often lacking. In the case of MDE, this could well be the case because this course is often the first online study experience the students have undertaken within the MDE program, and they have not yet developed the necessary skills to collaborate effectively online. As a result of the preliminary findings, a post-hoc question of what other factors in addition to grading might contribute to encouraging participation in small group study projects was posed. The authors decided to consider MDE, a required course in the MDE program where group work has never been graded at the request of students but where participation levels in the study group project are consistently high. The authors do not offer it as a direct comparison with MDE comparable data is not available but rather as a case study of a course where strategies identified in the literature as encouraging participation in small groups have been explicitly employed with success. In fact, a number of the strategies used in MDE are also used in MDE, and this may, in part, account for the lack of increase in participation rates in MDE study groups when grading was added as additional inducement. It should be noted that high participation levels in MDE study groups which can be verified by data may be due, at least in part, to students having more study group experience by the time they reach this advanced course. Most students who take the course have completed at least MDE. Hence, the students who take MDE, relative to those in MDE, generally have more experience as online learners. The overall objective of MDE is to help students develop the knowledge and skills to be able to assess learner needs and contextual demands in order to plan and implement appropriate learner support for a particular situation. The course is designed so that students acquire basic knowledge of the field of learner support and, at the same time, are given assignments that help them to build increasingly complex skills. As with other MDE courses, study groups small groups that work collaboratively on a project are an integral part of the instructional design. The course has been offered for 7 years and during that time the study groups have enjoyed full participation with rare exceptions, usually due to unusual circumstances, supporting the findings from MDE, which revealed no significant relationship between grading and participation. MDE has used other means of valuing and encouraging participation in the study groups that are built into the design of the course. A thoughtful examination of this course in the context of the research questions posed by this paper suggest that these strategies contribute significantly to the effectiveness of the study groups both in participation levels and the quality of work produced by the study groups, which tends to be quite high. The strategies employed in the course to both communicate the value of collaborative learning and to increase motivation to participate in the study groups in MDE were identified as follows: Transparency of expectations Details of the requirements to participate in a study group are posted in the course syllabus. The purpose

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learning objectives of collaboration and expectations of the learners are made very clear in the main conference. If students communicate reluctance about study group participation, instructors encourage participation and are open about discussing the purpose and process. Clear instructions The group task, timelines, and usability of the desired product are described in detail, giving students the best opportunity to focus on collaborating to share ideas and the workload rather than leaving them to spend a great deal of time trying to clarify the task and develop a common understanding of it. Appropriateness of task for group work Each study group works as a team of consultants to carry out an environmental scan and needs analysis of a particular educational or training provider develop a case study in preparation for a second task done individually. This type of task is easier and a much more rich experience when performed by a group as opposed to an individual. Further, in the last week of the course, the group projects are exchanged and peer reviewed by the groups , making full use of the learning potential of the project. Motivation for participation embedded in course design Individual success is dependent upon group success. Readiness of learners for group work The group project takes place during the final third of the course after students demonstrate that they have sufficient mastery of the subject matter to reflect on how to apply their knowledge in particular contexts, including their own work settings as demonstrated in the conference discussions , and they have had the opportunity to develop a sense of community and hone their collaborative learning skills. Timing of group formation Although the group project is not undertaken until the third section of the course, the study groups are formed during the second unit. This allows time for a sense of collaboration and interdependence to develop among the members before the task is assigned. During the period before the task, group members discuss their shared interests and possible scenarios for the case study. Respect for the autonomy of learners Study group participation is mandatory but learners have the freedom to form their own groups based on shared interests. Instructors provide guidelines for group formation and open a space in the virtual classroom for this purpose. The choice of educational or training context for the case study is the decision of each group, and groups often have lively discussions and do significant research before consensus is reached, resulting in high ownership of the project. Monitoring and feedback The study group conferences and chats are monitored closely by instructors who provide respectful and timely feedback on process and direction when necessary to prevent groups from getting stalled or going off course. Instructors also provide feedback on draft versions of the case studies, and they provide time for revisions before presentation of the final project. Sufficient time for the task Most of the third and last unit of the course approximately four weeks is devoted to the study group project to provide sufficient time for the process and to accommodate varying work schedules and time zone differences of these adult learners. Course evaluations from MDE consistently reveal learner satisfaction with the course and with the study group experience. Occasionally, one member of a study group does not pull his or her weight but this is the exception rather than the rule, and in most cases the groups organize themselves relatively quickly and all learners contribute fairly equally to the task. Grading the study group project would not only undermine the values and motivational aspects of the course design but based on the data gathered in MDE would not have a positive impact in terms of participation by learners or the quality of the work presented by the groups. Further, most students have a very positive reaction to not having their group work graded. From the experience in this course, it appears that instructional strategies can be an effective motivational tool to encourage participation and to enhance collaborative learning in small groups; thus, they can be a positive alternative to using grading as an incentive. As well, instructional strategies such as the ones described herein provide students with a positive experience of group work and contribute to learner autonomy and self-direction. Implications for Practice Based on these findings from MDE and MDE , the authors propose that rather than focus on the grading of collaborative group projects, instructors should incorporate a variety of instructional strategies to improve the quality of group collaboration and to increase the likelihood of student participation. These strategies are outlined below: Facilitate learner readiness for group work and provide scaffolding to build skills Scaffolding is important in preparing learners for small group projects. This can be accomplished through instructional design sequencing activities within the course that build on

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previously learned skills and positioning small group activity later in the course when students have acquired the confidence and skills to be successful. Chapman, Ramondt, and Smiley recommend using ice breakers, seeding, and statements about expectations regarding participation, etiquette, and guidelines for behaviour, and Smith discusses uses of interaction standards, tools, and techniques. Learners often need help with acquiring information literacy skills how to retrieve, evaluate, apply, and source information effectively and with using the technology effectively. Juwah has found that allowing learners to form their own groups and select their own topics facilitates socializing within groups and positive group dynamics. Effective course design will make the purpose and parameters of group tasks and the learning goals clear and explicit while still allowing students flexibility, such as choice of group membership, member roles, and specifics of the topic. When students have personal control over the task content, process, intentions, goal setting, consequences, outcomes, group partners, their engagement, responsibility, and sense of the relevance of the task are heightened. Instructors can model, discuss, and reinforce these elements in the main conference, helping students to prepare for smaller, more intense group learning experiences. If students develop relationships with their peers early, they can build on these relationships in group work. Monitor group activities actively and closely. During the collaborative process, the instructor needs to be available for feedback, general information, and private counsel. In addition, the instructor needs to intervene as required to keep discussions on track, support and animate dynamic conversation, help students stay focused on the task, assist with relationship building, and provide reassurance. Although this paper does not advocate formal assessment, continuous feedback is a type of formative evaluation that helps students develop specific skills and deepens the learning process. Allowing learners to pursue topics according to mutual interest sets groups up to share and co-create knowledge. Authentic, real-world environments and relevant content provide motivation for collaborative learning. Enabling students to control and direct their learning to the greatest extent possible helps them to achieve a purpose that is specific to their needs and challenges their zone of proximal development Vygotsky, as cited in Lin, Choose tasks that are best performed by a group Individual learners make compromises regarding flexibility of study in order to participate in a collaborative exercise. Engaging in tasks that benefit from teamwork will increase their sense of purposefulness and motivation to participate. Provide sufficient time Course design should allow sufficient time for collaborative learning activities, including time for scheduling, planning, and organizing. Most importantly, time is required for the discussion and exchange of ideas that are crucial to deeper learning.

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2: At the Center | Center for Teaching and Learning

June 10, *Modeling effective faculty-librarian collaboration*. By Reed Garber-Pearson and Polly Myers. *The online learning environment can feel all too calculated, given its growing dependency on learning management software like Canvas.*

References Abstract This paper presents a case study of faculty-librarian collaboration in an online program over three years. Based on interviews with the faculty and the librarian, challenges are discussed and suggestions are made for best practices in faculty-librarian collaboration for initiating, implementing, assessing, and sustaining information literacy instruction for online students. New Orleans, Louisiana, United States: Retrieved November 15, from <https://www.learntechlib.org/>: Online Education in the United States, Partnering with faculty in support of a student learning community. Reference Services Review, 37 2 , Scaffolding and reflection in course-integrated library instruction. The Journal of Academic Librarianship, 30 5 , Information literacy at a distance: The Journal of Academic Librarianship, 26 1 , Distance Education Training Council Policies, procedures, standards, and guides of the accrediting Commission of the Distance Education and Training Council. Embedded librarians in AgEcon class: A Case Study in Collaboration: The Journal of Academic Librarianship, 36 4 , "Competing paradigms in qualitative research. Handbook of Qualitative Research pp. The "embedded" librarian in a freshman speech class. Embedded academic librarian experiences in online courses: A faculty perspective on information literacy instruction. Codex, 2 1 , Reflections on surveys of faculty attitudes toward collaboration with librarians. Journal of Academic Librarianship, 33 6 , Faculty-librarian collaboration and the development of critical skills through dynamic purposeful learning. Considering Information Literacy Skills and Needs: Designing Library Instruction for the Online Learner. Communications in Information Literacy, 6 1. Information Literacy A Collaborative Endeavor. College Teaching, 53 4 , Library participation in the online classroom. Helping distance educators meet information literacy goals in the online classroom. Journal of Library Administration, 50 , Let the faculty do it. Holt, Rinehart, and Winston. How may we help you? Online education faculty tell us what they need from libraries and librarians. Best practices for online information-literacy courses. Journal of Interactive Online Learning, 2 4. These references have been extracted automatically and may have some errors. If you see a mistake in the references above, please contact info@learntechlib.org.

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3: Modeling effective faculty-librarian collaboration | Center for Teaching and Learning

Faculty Librarian Collaboration and Faculty Librarian and Students Toward a faculty-librarian collaboration: Enhancement of online teaching and learning.

I am a geoscience educator in the broadest sense of the term. There I collaborate with faculty, students, and other librarians to support their teaching and learning. Years ago that job was very collection-oriented. Now we focus on instruction and resources. Collaboration is the keyword. You teach heavy course loads to a diverse student population, incorporate distance learning, and design assignments that are relevant and engaging. Collaboration should make your work easier and more efficient; it should provide a sense of support and connection for you, the faculty member and it should enhance the experience of your students at every level. How does faculty-librarian collaboration work at your 2yc? In our institution librarians work with faculty to provide instruction related to specific assignments, prepare course guides, and ensure that faculty and students have the resources they need. Faculty-Librarian collaborations can also reach beyond the home campus. As the numbers of community college transfers into our university increased, I became more aware of our 2yc colleagues. When Thomas Nelson Community College opened a new branch in our area, I arranged a tour for our library staff. Seeing their limited resources, I worked with the TNCC geology instructor and his librarian to identify key resources for purchase. I was also able to provide new and gently used books and maps for their young collection. Some of those resources were kept on high-profile display in the new library, a promotion of sorts for the geology department! Collaborations can bust isolation, enhance limited resources of time and materials, and help us keep up with technology and the changing challenges of connecting with our students, whether they are part of the Greatest Generation, Boomers, Gen X, Millennials, or Net Gen. During the workshop I look forward to hearing how you work with your campus librarians. I would like to use a web-based program, College Guides, to organize links from each of you. Together we can determine the categories: I look forward to learning from you as well as offering the expertise of a subject-specialist from the library world.

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4: Team/Collaborative Teaching (Archived) | Center for Teaching | Vanderbilt University

Once a librarian has established a working relationship with an online instructor, the librarian can broach the subject of collaboration within online classes. For collaboration to be useful the online class should be one in which scholarly research and writing are required.

I describe each of these in more depth in the following sections. These sessions usually involve one or both of the following goals: Faculty workshops may also be targeted to specific audiences such as distance faculty, as noted by Miller et al. At the University of Maryland University College, librarians have taken a slightly different approach to the in-service model by presenting asynchronous online workshops lasting seven to twelve days that introduce distance faculty to the library. These sessions are cofacilitated by a librarian and the academic director of a given department, but content is created solely by the library. Cooperative faculty training occasionally goes beyond the typical workshop. The faculty become stand-in librarians for the purposes of helping students, and acted as consultants to the library on collection development and subject-specific reference. This unique program enabled faculty to become intimately familiar with their library while expanding its ability to serve a growing student body. Technology assistance In some cases librarians leverage their tech-savvy to raise their profile on campus beyond the scope of research, for instance by assisting them in creating websites or media. This reasserts the importance of librarians on campus and may potentially build a foundation for greater partnerships. In addition to video creation, it is common for librarians to work with faculty in groups or one-on-one to assist them with new technologies such as blogs, mobile access, social media, and RSS. Collection development Collection development is an area in which librarian-faculty partnerships have long been common, typically at the communication level but sometimes evolving into cooperative relationships with the intention of expanding a particular part of the collection to support relevant coursework. The texts were licensed and cataloged by the library in coordination with the faculty member. The program met with some success in building bridges between librarians and faculty and increasing collection development in current research and teaching areas. Information Literacy instruction The most common cooperative efforts between librarians and faculty relate to IL instruction in a wide variety of ways. Kobzina describes a scenario at the University of California at Berkeley in which librarians embed in a prominent environmental studies course, with multiple library sessions, access to the online course site, and the ability to respond to course content on an ongoing basis. This is not easy. By working together to build a shared curriculum for our co-requisite research and writing courses, we all become more fully cognizant of the differences between our two approaches and the natural ways we could bridge them. Collaborative partnerships result in a product that reflects the contributions of both parties. These efforts may take the following forms: Information Literacy instruction Professional writing, research, presentation, grant, etc. Information Literacy instruction When it comes to teaching, collaboration often involves the librarian and faculty member partnering on curriculum design and development, and often extends into co-teaching. The beautiful thing about this example is that The George Washington University created a program requiring this collaboration and recognizing its benefits. As a result the program has central administrative support that makes it sustainable for the parties involved. There are also models of embedded librarianship that meet the same criteria without the co-teaching element. In addition to presenting the useful model of integrated instruction that I described in Part I above, Pritchard describes an embedded experience in a nanoscience course at the University of Guelph in Ontario, Canada. Students in the course write an article for a locally published academic journal for which the librarian serves as editor-in-chief, and partners with the faculty member and students to ensure that their research and articles are up to par. This unique example of embedded librarianship involves extensive collaboration with several individuals on campus. Pritchard includes advice for collaborative-minded librarians at the end of her article, much of which echoes my Part 1 Lead Pipe post. Entering into faculty-librarian partnerships is not a simple matter of introducing oneself to teaching faculty

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and announcing our plans for embedding IL and AL into their courses. It involves the careful cultivation of collegial relationships, the clear and consistent communication of the specialized knowledge and expertise we bring to the curriculum development process, and a sustained commitment to staying visible, available and involved Professional projects Another project area that requires deep collaboration is the librarian-faculty co-written article, conference co-presentation, or co-administered grant project. Cross-disciplinary professional contributions are challenging for any faculty, but the benefits to the collaborators and to the field can be substantial. While it is common for librarians to serve on campus committees, I wonder how often we actually step up to the chair or president position to assert ourselves as professionals on our campuses. There are a few examples out there of librarians and faculty members co-presenting. Final thoughts The variety of possible ways in which librarians and faculty can partner together, and the spectrum of what those partnerships might look like, far exceeds this post. For instance, though I did not find examples in the literature, I could envision many projects similar to those describe above that involve graduate students as future faculty. MyLead Pipe colleague Hilary Davis described a project at her institution in which her colleague worked with a graduate student association to plan workshops for their members. This program creates the opportunity not only to help graduate students build their research skills, but also to set a foundation for future collaboration when those individuals have moved on to faculty positions. Overall I have attempted to capture a snapshot here of the wealth of opportunities at hand to remind and inspire us to extend beyond the limits of our buildings, our offices, and our daily interactions. However, the benefits to students, to faculty, and to our own job satisfaction are guaranteed to make the effort worthwhile. Notes For information about the references cited in this post, please view my spreadsheet. You are also welcome to add to it if you know of great collaborative models that might interest our readers.

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5: Five tips for better faculty-librarian communication and collaboration

This paper will discuss relationships with faculty, methods of developing relationships, ways to collaborate in the online environment, techniques to expand collaborative opportunities, and how librarians must prepare to be effective collaborators.

Five tips for better faculty-librarian communication and collaboration Options: Effective communication and collaboration between librarians and faculty sounds great in theory. Fortunately, some recent articles give great guidance on how to get the most out of this relationship, and boost student success in the bargain. Following these tips on strengthening this relationship should make your work more rewarding and increase your sense of connection: Librarians must not wait for faculty to originate ideas about how to collaborate, but rather should actively seek out ways to work together. They should learn about what has worked elsewhere, and see how it can be applied. In " Not at your service: This means librarians should engage faculty in a true dialogue more as equals than as service providers. These replaced an earlier, minute fall-only format that was meant to "sell" an instruction program. Among other things, the new program addresses "misperceptions and assumptions" faculty members may have about how students conduct research assignments at the school. There are multiple ways that librarians can work with faculty to contribute both in-person and virtually. Roles, faculty collaboration, and opinion " examines how librarians at six different institutions in the United States handled their online embedded role. The librarians generally reported positive interactions with faculty, even those who were wary at first of librarian involvement. Collaboration and communication are used not for their own sake, but for the ultimate purpose of successful student learning. In " Communicating the library: Brophy of the Centre for Research in Library and Information Management, Manchester Metropolitan University, Manchester, UK points to potential marginalization for librarians unless they can clearly articulate the value they add to teaching and research. In theory, everyone understands that silos whether representing the faculty or library are dangerous and can obstruct success. Librarians and faculty working together represent a productive way to break out for the benefit of students. In " Librarians and faculty collaboration " partners in student success ," Bruce E. Massis explains how faculty and librarians working jointly can develop a targeted selection of trusted resources for first-year college students. From his vantage point at Columbus State Community College, in Columbus, Ohio, he writes of the need for a "critical path for ensuring a vibrant and robust collaborative environment. As the future of teaching, learning, and research becomes more nuanced and complex, librarians are better off being perceived as part of the solution, not as part of the problem.

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6: Faculty-Librarian Collaborations

Toward a Faculty-Librarian Collaboration 33 Hardesty asserts that for "bibliographic instruction programs to be successful, librarians need the cooperation and support of faculty."¹⁰ Librarians.

Teaching Tips Some folks come to the college library fully expecting the experience be excruciatingly dull, and we are not necessarily referring to students. If truth be told, as a faculty member, I first person throughout refers Sharon Hollander probably would not have partnered with a librarian or even made my way across campus for a visit. Once in the session, I was impressed with the bibliographic instruction, or BI. I also realized that the majority of my students did not know how to navigate the library and make the best use of its resources. The era of the library as a quiet, orderly repository for scholarly knowledge is gone. After the library instruction, I thought over a few questions: What professional on campus is available to students nearly around the clock? Library professionals serve as a support system, providing assistance, encouragement, and informal advisement to students. In addition, on many campuses, the library is the custodian of various resources that support learning, such as audiovisual labs and collections, writing and study skills centers, special collections, and coffee bars. What do college librarians really do? These are important responsibilities, but the newest, and perhaps the most interesting role is that of a liaison or specialist who works with students and faculty from specific departments and schools. This includes advocacy e. In addition to traditional BI, many college librarians have become more active and involved in instruction. Why is faculty-librarian collaboration worthwhile? Librarians and teaching faculty have many mutual goals and concerns. Both want students to develop a greater understanding of and respect for books, journals, and other intellectual property. Both want to enhance student literacy, particularly information literacy, and help students become writers, problem solvers, critical thinkers, and self-directed, lifelong learners. Lastly, both want to build the social and learning community on campus. Many professors underestimate librarians and view them as subordinates, sometimes as research assistants or babysitters for classes during out-of-town conferences. Some professors do not work with librarians because their students are part of a special population, such as honors or graduate students, who are mistakenly thought to be more knowledgeable and accomplished than typical undergraduates. Some faculty have simply never thought of how librarians could help them achieve course goals. Sadly, teaching itself is not valued on some campuses, so faculty may not choose to engage in cooperative instructional projects. Faculty may have encountered librarians who were unresponsive to faculty feedback and requests, had little enthusiasm for building coalitions, or may not have been interested in greater involvement in teaching or Psychology as a discipline. Social factors also affect collaboration. A fair number of professors and librarians spend most of their time working alone or with close colleagues and may have substantially different professional cultures. Finally, as with any relationship, there are a host of personality variables to consider. These endeavors come in all shapes and sizes. Some cooperative efforts are college-wide; others involve just a few professionals. Start With the Basics At times, the goal is merely to get students into the library and to make contact with a helpful librarian. Incorporating a library assignment into a course syllabus is a simple but valuable type of partnership. Professors may require each student to use the reference desk to help develop a term paper. One of my colleagues asks students to come up with a set of questions relevant to their paper and to note the responses to these queries from a librarian. Sometimes a librarian must sign off on a preliminary bibliography that provides an opportunity for discussion of research strategies and the quality of references Fister, Be sure to consult with your librarians before the assignment is defined and the course begins. They often have helpful suggestions. Also alert librarians about your assignments that send students to the library, so they can be prepared to best assist your students. It is often offered to incoming students. Course-integrated instruction is a newer, more focused option for faculty. These are customized teaching sessions that emphasize discipline-specific information literacy. The heart of this type of library instruction is the location and evaluation of resources including specialized journals, reference

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materials, and databases, such as PsycInfo, ERIC, and ScienceDirect. After instruction, a typical activity or assignment focuses on comparing popular, primary, and secondary resources. One of the more interesting versions was described by Randi Stocker, a librarian from Indiana University-Purdue University. In the lesson, students are given index cards listing various resources such as an encyclopedia entry, lecture notes, an article in The New York Times or a peer-reviewed study from Psychological Science. Librarians Are Indispensable for Independent Research Projects After an introductory research course, the next step for my students is a two-semester research project. In fact, the independent research project is a hallmark of many undergraduate and graduate psychology programs. This is a terrific opportunity for collaboration. Continuous faculty-librarian support is needed to help students complete high quality research projects. In a typical institutional partnership, the professor explains the specific steps in research, and the librarian demonstrates the use of relevant resources. Stein and Lamb followed this procedure, incorporating information on both the research process and research strategies into their BI sessions. In addition to group meetings, individual sessions were offered to students who needed extra help. Use Librarians to Help Students Select Research Topics The early stages of the research process are quite important and often overlooked. The setting for the activity is flexible. It can be staged in the classroom or in a room or area set aside for instruction in the library. At the beginning of the lesson, students call out broad research topics related to the general theme of the class or project, and student recorders write these on paper affixed to the wall. After there are a number of these general topics on the wall, the students leave their seats and stand next to their topics of interest. Based on these common interests, groups are formed, and the members work to narrow or modify individual topics. While the faculty member can comment on the ideas from a disciplinary standpoint, the librarian can help each group identify their information needs and suggest specific reference sources. It is hoped that groups will become a natural support system for students, and if desired, group members can work together throughout the research process. Librarians as Consultants to Students: Term Paper Clinics and More The classroom is not the only place on campus for student learning or where faculty members can teach their students. Christensen gives one example of how to increase student success by bringing the teacher to the library. College librarians can hold term paper clinics. During these more or less structured sessions, students can get help with their research. At some colleges, faculty members also have specified office hours in the library. This on-site assistance provides a valuable and unusual opportunity for faculty and students to read and analyze sources together. In a less formal way, the first two authors teacher and behavioral sciences librarian offer students, particularly those working on research projects, unstructured time in the library when we are both available. During this period, we are able to model the research process, as well as our enthusiasm for developing our ideas and tracking down information. I think the synergy is noticeable, and the queries really fly. The value of these collaborations and work are many. Making the Unfamiliar and Specialized Known For upper-level students, faculty-librarian collaborative instruction may be more sophisticated and course-specific. I teach a class on assessment, and the primary assignment is a lengthy review of a standardized psychological or educational measure. Many students choose to write about one of the Wechsler scales or a popular, individually administered achievement test, such as the Woodcock-Johnson. A thorough paper on any measure requires the use of many unfamiliar and specialized resources, such as Tests in Print, the Mental Measurements Yearbook, A Guide to Tests for Special Education, and various assessment-oriented journals and Web sites. Students are often surprised to learn that measures are reviewed, somewhat like movies and restaurants. Again, the first two authors worked together to design a lesson to introduce students to these important sources of information. Every semester, we select one well-known, standardized test that would be of interest to students. Using print materials, computer demonstration, and commentary, we follow the path of this measure through many different sources. This method demystifies these references and provides a model for the research process. Assisting With Grant Writing Assignments I also teach a semester-long course to prepare students for a large research project in their last year of study. The class covers topics such as participant selection, research ethics, and the ever-popular APA style. Over the past year or two, I have

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integrated information on grant writing. Many local, state, and federal agencies, nonprofit organizations and foundations, and private corporations have money for different types of projects, and grant writing skills are valuable in any workplace. I ask students to find and describe at least three potential funders for their projects. Faculty writing small grants funded by their local campus also may use librarians to assist student coauthors in improving their grant writing knowledge and skills. Technology is critical in the grant writing process. Web sites often offer the most up-to-date sources and comprehensive listings of potential funders. Tips and techniques, and many forms of proposal submission, are also online. Grant writers often use current research to support their project. Templates, spreadsheets, and word processing are also part of the relationship between grant writing and computers. To address the topic of grant writing, the Librarian and I designed a course-specific BI session that introduces students to resources like The Chronicle of Philanthropy, and Web sites such as the Foundation Center and School Grants. In addition, we guide them to the Web sites of various professional organizations such as Psi Chi, which often offer small grants specifically for students. Librarians Can Assist With Computer-Based Projects In addition to hands-on library instruction, professors and librarians can collaborate on computer-based projects such as designing Web pages, as well as on-line tutorials, courses, and course supplements. For example, through a cooperative effort, students in child and adolescent studies at CSU Fullerton learned information literacy skills through a specifically designed computer simulation that asked them to choose a daycare center by using Internet sources Roth, Some faculty-librarian teams have created multi-faceted, mega-Web sites for specific classes or disciplines. These sites may contain course- or program-specific data e. They can also include links to multimedia resources, such as video or sound recordings. Sometimes there are complaints about technical problems or editorial choices on these sites, but most students appreciate this type of virtual collaboration. Librarians Know Content Too: Both partners introduce, discuss, and display a selection of high quality books for children and adolescents.

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At Deaths Door (Classic Thrillers Audio Books) Eleanor Farjeons book The election of senators My Name Is CheeseHead Afghan Jokes Proverbs The two sieges of Rhodes, 1480-1522. Healing the hurt child Luckiest Man in the World Mel Bay Anthology of Popular Brazilian Music of the 19th Century Us navy seal team physical fitness guide The art of decoration Heredity (Gareth Stevens Vital Science: Life Science) Farriery improvd: or, A compleat treatise upon the art of farriery In the Darkness of the Forest Point Judith Harbor of Refuge, Rhode Island Developing library and information center collections Puritan and his daughter Islam can be compatible with democracy Ray Takeyh A holiday with Eric. Juveniles in the news Portfolios of the poor Hoist Your Sails Run On Edge (Revised) Economic and social benefits of self-management The house on Alexandrine Help thou my unbelief Skills in counseling women The quest for a common semantics : observations on definitional criteria of cognitive processes in prehis An introduction to atmospheric physics andrews Introduction to philosophical hermeneutics Know any of these women? Houghton mifflin spelling and vocabulary grade 4 From dream to contract History of shahrukh khan Peter carey collected stories Catalogue of rings Jo nesbo nemesis Time reversal, an autobiography I dont get no respect Internet and web technology tutorial