



# SPEC Kit 286

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## Collaboration for Distance Learning Information Literacy Instruction

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July 2005

### **ACRL Distance Learning Section Instruction Committee**

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## ABOUT THE AUTHORS

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This publication was collaboratively authored by members of the ACRL Distance Learning Section Instruction Committee over a three year period. In August of 2002, under the chairmanship of Michele Reid, Ramona Islam proposed the idea to distribute a survey tracking collaborative practices in distance library instruction. The committee elected to pursue the project. Communicating via technologies similar to those used for distance learning, members in locations scattered across the United States collectively annotated selected articles and suggested questions for the survey instrument.

In June of 2003, Ramona Islam assumed chairmanship of the committee; shortly thereafter, the first draft of the questionnaire was completed and tested. Darby Syrkin suggested working with the ARL/OLMS SPEC survey program to publish the results. This idea won approval from the committee and Ramona contacted Mary Ellen K. Davis, Executive Director of the Association of College and Research Libraries, and Lee Anne George, Publications Program Officer at ARL, to negotiate a joint publication contract between ACRL and ARL.

When the committee began working with ARL, members revised the survey instrument in accordance with newer research. ARL distributed the survey in January of 2005. The following spring and summer, committee members compiled the SPEC Kit. Elizabeth Lindsay, Rita Barsun, Mark Horan, and Robert Morrison pored over and selected numerous representative documents submitted by respondents; Patrick Mahoney, Dan H. Lawrence, and Ramona Islam combed through the results in search of correlations; Jonathan Potter, Michele Behr, and Stephanie Buck wrote the executive summary; and Darby Syrkin, Mou Chakraborty, and David Hovde prepared the bibliography. Final editing touches were added by Ramona Islam, Lee Anne George, Kaylyn Hipps, and the Instruction Committee as a whole.

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## **SELECTED RESOURCES**

## DOCUMENTS

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### Books, Reports, and Journal Articles

Barsun, Rita. "Walden University and Indiana University: Unlikely Partners Providing Services to Off-Campus Students." In *The Eighth Off-Campus Library Services Conference Proceedings*, compiled by S. P. Thomas and M. W. Jones, 17–28. Mt. Pleasant, MI: Central Michigan University, 1998.

The author describes the efforts conducted between two universities to provide library services to distance students enrolled at Walden University. The paper is quite thorough in describing all the steps necessary to develop such a program, including the fostering of relationships with staff at both schools. The paper does not describe collaboration with faculty to develop instruction techniques; however, many of the issues discussed provide a springboard to those interested in developing better relationships with faculty for instruction programs.

Bell, Steven J. "Promotion through "Teachnology."" *Library Journal Net Connect* (Winter 2004): 15–16.

In this brief article, the author asserts librarians can resist marginalization by promoting low-threshold applications (LTAs) to their constituents. With mention of courseware products such as WebCT and Blackboard, the author proposes that the creation and management of content by faculty could lead to a further diminished library role. If, the author contends, libraries could market the library services with LTAs such as durable link e-reserves, direct interlibrary loan links, and alert services, among others, the library will maintain an active presence in teaching and learning environments. The author encourages the use of LTAs that are economical, can be documented on one page or less, and take little time to learn. He recommends the use of an archive of LTAs on the Teaching and Learning with Technology (TLT) Group Web site.

Buchanan, Lori E., DeAnne L. Luck, and Ted C. Jones. "Integrating Information Literacy into the Virtual University: A Course Model." *Library Trends* 51, no. 2 (Fall 2002): 144–66.

Librarians paired up with communications and composition faculty to team teach a distance learning course on multimedia literacy. The ACRL information literacy competency standards

were written into the fabric of the course. Objectives were written to include the competencies and the learning outcomes based on those objectives were assessed. Some suggestions include creating Web pages specifically geared to distance education resources and services, inserting links to library resources within courseware, developing course-specific resource Web pages, using electronic portfolios, placing multimedia development suites or centers for academic excellence in the library, and creating Web-based instructional units. The team-taught course received mostly favorable reviews, though the information literacy component was not woven in with the media literacy content as much as it should have been. Rather, it was addressed at the beginning, almost in isolation. The teachers plan to work together again, but better integrate the content and stay on board through the entire course. It was also suggested that universities consider paying librarians on an overload basis for teaching as part of a team.

Buehler, Marianne A. "Where Is the Library in Course Management Software?" *Journal of Library Administration* 41, no. 1/2 (2004): 75–84.

Framed in the context of the environment at the Rochester Institute of Technology and specific courseware products, the author discusses the lack of a library component within the courseware and how this flaw necessitates creative librarian-faculty partnerships. The author advocates a central role by the library in the evaluation and selection process of campus-wide course management software.

Caspers, J., and K. Lenn. "The Future of Collaboration between Librarians and Teaching Faculty." In *The Collaborative Imperative: Librarians and Faculty Working Together in the Information Universe*, edited by D. Raspa and D. Ward, 148–54. Chicago: Association of College & Research Libraries, 2000.

In this essay, the authors discuss the issues and trends of librarian and teaching faculty collaboration. The authors present the environment as one that is in a state of flux, particularly in reference to higher education institutions pressured to cut costs by using adjunct teaching faculty and how this trend has an impact on developing and maintaining librarian-faculty relationships. The essay continues by discussing the changing technologies and how they present challenges and opportunities for this collaboration, particularly in reference to distance education. The authors discuss the creation of a climate where the contributions of librarians to teaching and learning are recognized, expected, and valued by seeking collaborative opportunities constantly. In this collaboration, the authors conclude, the librarian will return to the scholar librarian specializing in a distinct body of literature with a more valued role and sought-after expertise.

Cassner, Mary, and Kate E. Adams. "A Survey of Distance Librarian-Administrators in ARL Libraries: An Overview of Library Resources and Services." *Journal of Library Administration* 41, no. 1/2 (2004): 85–96.

The authors conducted a survey of distance librarian-administrators in ARL member libraries. The 13-question survey concentrated on current distance education services, planned

administrative and service modifications, budgetary concerns, and predicted trends. The majority of responses indicated library services are provided to distance education students and while services are expected to expand, budgets are not. Predicted trends included more collaboration among librarians, faculty, and other university partners; increased integration of library resources and services in course management software; and the creation of additional online and interactive library instruction materials. The survey questions are included.

Chakraborty, Mou, and Shelley Victor. "Do's and Don'ts of Simultaneous Instruction to On-Campus and Distance Students via Videoconferencing." *Journal of Library Administration* 41, no. 1/2 (2004): 97–112.

This practical article delineates the evolution of library instruction for distance students in a speech-language pathology course at Nova Southeastern University (NSU). The librarian taught the course via videoconferencing simultaneously to on-campus and off-campus students. She collaborated closely with the faculty member, expanding a one-shot bibliographic instruction (BI) session into a three-part class, based on the student feedback from previous classes. The transition from BI to information literacy was enhanced by incorporating graded assignments, student presentations, and quizzes. The authors present some of the challenges, recommendations, and solutions, and discuss the quality of teaching and learning comparing videoconferencing to face-to-face instruction.

"Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline." Chicago: American Library Association, 2005, <http://www.ala.org/ala/acrl/acrlstandards/characteristics.htm>. (Accessed July 1, 2005.)

This ACRL document is intended for use by those developing, assessing, and improving information literacy programs. This list of characteristics of programs that illustrate best practices includes a section about collaboration among teaching faculty, librarians, and others.

Cooper, Rosemarie, Paula R. Dempsey, and Vanaja Menon. "Remote Library Users—Needs and Expectations." *Library Trends* 47, no. 1 (Summer 1998): 42–64.

This article presents a thorough review of literature regarding needs and expectations of both remote library users (people who choose to access the library resources/services remotely), and students enrolled in formal distance education programs. It correlates library user needs and expectations with those of other remote services: banking, e-commerce, etc. and includes data from a survey of students and faculty in a distance education course in nursing at DePaul University. While this article is very thorough in explaining issues of user needs and expectations, it has quickly become dated, e.g., the report from DePaul indicates that less than half of the students had Internet access.

Dawson, Alma, and Dana Watson. "A Marriage Made in Heaven or a Blind Date: Successful Library-Faculty Partnering in Distance Education." *Catholic Library World* 70, no. 1 (September 1999): 14–22.

The authors describe successful partnering strategies between librarians and faculty in distance education courses at the School of Library and Information Science at Louisiana State University. In addition to very practical suggestions for effective partnering, the paper includes a discussion of systems and systems theory as applied to the library services, education, etc. in the distance environment. The article also describes the skills and abilities librarians need to support effective distance learning and teaching.

Dewald, Nancy H., Ann Scholz-Crane, and Austin Booth. "Information Literacy at a Distance: Instructional Design Issues." *The Journal of Academic Librarianship* 26, no. 1 (January 2000): 33–34.

This article provides comprehensive coverage on how information literacy instruction must be modified for the distance education environment. Coverage includes information literacy instruction delivery options, examples of active learning methodologies, and assessment tools. The authors assert that technology, pedagogy, enhanced instruction design, and understanding of distant student learning behaviors must all be considered for effective information literacy instruction to distance learners.

Diercks-O'Brien, Gabi, and Ruth Sharrat. "Collaborative Multimedia Development Teams in Higher Education." *Educational Technology & Society* 5, no. 1 (2002): 81–85, [http://www.ifets.info/journals/5\\_1/diercks.html](http://www.ifets.info/journals/5_1/diercks.html). (Accessed July 1, 2005.)

This paper describes the cultural issues that arise from multi-disciplinary collaborative teams. In 2001, the University of Sheffield funded several innovative information and communication technology projects as part of its learning media unit, a central multimedia development unit within the university. While there is no mention of libraries, it contains information that will be valuable to librarians who will be attempting to partner with academic units in the process of delivering distance learning information and/or instructional services. Production teams of all types need to develop appropriate models to work with academics who have differences in pedagogical approaches, and issues with curriculum development, ownership, leadership, and responsibility.

Dorner, Jennifer L., Susan E. Taylor, and Kay Hodson-Carlton. "Faculty-Librarian Collaboration for Nursing Information Literacy: A Tiered Approach." *Reference Services Review* 29, no. 2 (2001): 132–40.

This article explains how librarians at Ball State University became involved in curriculum development by working closely with nursing faculty members to create information literacy tutorials teaching targeted information literacy competencies. The tutorials were designed

by librarians, while the exercises were designed by librarians and nurse educators working collaboratively. Each tutorial was preceded by a pretest, for evaluation purposes, and the modules were delivered via the Web, embedded in Web-enhanced nursing course modules at the point of need. The modules were distributed throughout each stage of the undergraduate nursing program in order to tie them to the courses and allow each instruction module to build on the one that came before. Librarians and faculty continued to collaborate after the course modules were completed, by regularly hosting chat room discussions with students. The article calls for librarians to move beyond one-shot library instruction and become involved in curriculum planning with faculty.

Edge, Sharon M. "Faculty-Librarian Collaboration in Online Course Development." In *Electronic Learning Communities: Issues and Practices*, edited by Sorel Reisman, John G. Flores, and Denzil Edge, 135-85. Greenwich, CT: Information Age, 2003.

This essay provides an account of librarian-faculty collaborative partnerships at the University of Louisville dating back to 1992. The author frames this account within a more general exploration of online course development, including sections entitled "Issues, Controversies, and Problems"; "Best Practices"; and "Future Trends, Emerging Technologies, and Research." The essay blends extensive research and a thoughtful analysis of a ten-year process of collaboration. Copious bibliographic references and several appendices outlining a variety of practical issues are included.

Feldheim, Mary Ann, Allison Ondrasik King, and Suzanne Sherman. "Faculty-Librarian Collaboration: Meeting the Information Technology Challenges of Distance Education." *Journal of Public Affairs Education* 10, no. 3 (July 2004): 233-46.

The collaboration among University of Central Florida librarians and distance education faculty members in public administration in the creation of an online research skills module is described in this article. An overview of the growth of distance education and the related required library services, followed by an overview of online resources available to public administration researchers are also provided. The authors give a detailed description of the creation, design challenges, and positive outcomes of the module created by faculty and librarians. Lessons learned by faculty, librarians, and graduate students are also included.

Fleming, Tim, William Tamone, and Michael Wahl. "E-Learning: Addressing the Challenges via Collaboration." ERIC, 2002. ED467854.

This paper presents a good case for increasing collaboration with other colleges to provide more online courses that give students the opportunity to complete a program from the Michigan Community College Virtual Learning Collaborative and not have to go elsewhere. Complete online programs include: criminal justice, network administration, and health insurance coding and billing. Facing academic challenges in developing online programs, classes, their delivery, and student support are discussed, such as a lack of fundamental resources.

Fletcher, Janet, and Des Stewart. "The Library: An Active Partner in Online Learning and Teaching." *Australian Academic & Research Libraries* 32, no. 3 (2001): 213–22.

Southern Cross University librarians discuss how they became active collaborators in building partnerships in their university's online learning and teaching development. Librarians' responsibilities have expanded to include more liaison activities and contribution to various online committees. The article contains practical applications for other academic settings.

Giles, Kara L. "Reflections on a Privilege: Becoming Part of the Course through a Collaboration on Blackboard." *C&RL News* 65, no. 5 (May 2004): 262–63, 268.

The author enthusiastically delineates her collaboration in a team-taught class with a history professor using Blackboard at a midwestern university. The librarian, in the role of a course builder, was able to become fully involved in the course. Having a direct rapport with the students, she was thereby able to help the students better with their research. The librarian's involvement in the Blackboard course received positive feedback. She also mentions her personal development as a librarian and some of the challenges of becoming a collaborator.

Gratch-Lindauer, Bonnie. "Comparing the Regional Accreditation Standards: Outcomes Assessment and Other Trends." *Journal of Academic Librarianship* 28, no. 1/2 (January/March 2002): 14–25.

This is a valuable article for libraries preparing for accreditation. The author delineates the new trends revealed in the documentation of the various regional accreditation commissions. She examines both their current standards and those in draft form, and determines that there is a much greater emphasis on outcomes assessment, distance education, and information literacy. The documents also foster collaboration, innovation, and experimentation to improve teaching methods and increase student learning.

Guillot, Ladonna, and Beth Stahr. "A Tale of Two Campuses: Providing Virtual Reference to Distance Nursing Students." *Journal of Library Administration* 41, no. 1/2 (2004): 139–52.

The article describes the collaborative efforts of the health sciences and distance learning librarians with the faculty at the two campuses in Southeastern Louisiana University. In 2003 the librarians used a Virtual Reference Desk imparting bibliographic instruction to the distance nursing students using Tutor.com. The paper discusses this pilot program, detailing the initial collaboration, pitfalls and challenges, as well as the successes and considerations.

Heller-Ross, Holly. "Librarian and Faculty Partnerships for Distance Education." *MC Journal: The Journal of Academic Media Librarianship* 4, no. 1 (Summer 1996): 57–68, <http://wings.buffalo.edu/publications/mcjrnl/v4n1/platt.html>. (Accessed July 1, 2005.)

The author discusses methods by which librarians and faculty cooperated in the creation of a new distance nursing program. Perhaps the area that benefited most from this collaboration

was in the development of information resources to add value to the curriculum taught. The librarians went through a great deal of work to meet with the nursing faculty to discuss the curriculum and then regularly consult with faculty for input on how the library can better serve those associated with the new program. Based on the success of this collaboration the author suggests that the formation of partnerships can be carried over to all phases of developing new programs to both traditional and non-traditional students.

Hiscock, Jane, and Phillip Marriott. "Happy Partnership—Using an Information Portal to Integrate Information Literacy Skills into an Undergraduate Foundation Course." *Australian Academic & Research Libraries* 34, no. 1 (2003): 32–41.

At University of South Australia, undergraduates are required to graduate with specific attributes, called "foundations," which seem to correspond with general education requirements in U.S. schools. While there are four parts to the foundations, this article concentrates on the second of the graduate qualities, "lifelong learning in the pursuit of personal development and excellence in professional practice." Included in this quality are information literacy, computer, and communication skills. The course is called "Computer, Communication, and Society." There is a central portal for all four qualities which serves as a resources Web site and links all of the services that support the courses, in particular the library and student learning support centre. The authors, who are not librarians, emphasize the need for continuous communication and participation among the collaborators through the presentation of practicals (workshops) and regular communications about changes in resources and practice. The article illustrates some of the characteristics of collaborative activities: expertise or competencies in a variety of complementing and supportive areas among the participants, shared goals, and variety of communication venues and levels.

Ivey, Ruth. "Information Literacy: How Do Librarians and Academics Work in Partnership to Deliver Effective Learning Programs?" *Australian Academic & Research Libraries* 34, no. 2 (June 2003): 100–14.

The purpose of this very interesting article is to examine how collaboration between librarians and academics work. In the literature review, the author presents Shrage's 1990 list of elements for successful collaboration. She interviewed seven librarians and seven academics from three schools of study and compared the coded transcripts with the list of Shrage's list. She then ranked the items according to their apparent importance by the participants. Four of the behaviors were ranked as the highest (1) a shared understood goal; (2) mutual respect, tolerance and trust; (3) competence for the task at hand by each of the partners; and (4) ongoing communications. The author covers developing and sustaining respect, developing shared view of information literacy, negotiating teaching responsibilities, and planning a holistic curriculum. Major problems are due to the lack of resources, expressed in the academics' worry about the librarians' workload. One of the shortcomings of this study is its small survey size. The article contains an extensive library of references.

Kaufman, Frances G. "Collaborating to Create Customized Library Services for Distance Education Students." *Technical Services Quarterly* 21, no. 2 (2003): 51–62.

In the fall of 2001, Seton Hall University (NJ) tasked the client services librarian to expand library services to Seton Hall's distance education program. This case study demonstrates how collaboration between library liaisons and teaching departments led to customized Web pages and outreach services to distance education students. The article highlights planning process, review of the literature, and analysis of adult learners.

Kirk, Elizabeth E., and Andrea M. Bartelstein. "Libraries Close in on Distance Education." *Library Journal* 124, no. 6 (April 1999): 40–2.

This article provides a brief overview of several examples of librarians working to involve themselves in the development of distance education programs. It discusses promoting the library's role, as well as taking a proactive stance regarding instruction to serve distance learners, who have different learning styles from traditional students. In addition, this article includes a good list of online distance education resources.

Ladner, Betty, Donald Beagle, and James R. Steele. "Rethinking Online Instruction: From Content Transmission to Cognitive Immersion." *Reference & User Services Quarterly* 43, no. 4 (Summer 2004): 329–37.

The authors contend the pedagogical practice of cognitive immersion and the "classroom flip" in online course management systems necessitates the refocusing of library instruction from tool-based guides to technologies that foster greater interactive engagement practices and critical thinking skills. The "classroom flip" involves producing online lecture materials and using in-class (face-to-face or online) time for more involved discussion, student engagement, and active learning. The authors assert that embedded library instruction, collaboratively created with faculty, can further this kind of cognitive style immersion. An example project developed by nursing faculty and librarians is described.

Lockerby, Robin, Divina Lynch, Elizabeth Nelson, and James Sherman. "Collaboration and Information Literacy: Challenges of Meeting Standards When Working with Remote Faculty." *Journal of Library Administration* 41, no. 1/2 (2004): 243–53

The authors discuss the challenges and successes of collaborations with teaching faculty within the context of the National University Library Information Literacy Plan and the virtual Library Information Centers of National University. The core of the article is the report of three examples of successful collaboration in remote environments.

Markgraff, Jill S. "Collaboration between Distance Education Faculty and the Library: One Size Does Not Fit All." In *The Tenth Off-Campus Library Services Conference Proceedings*, edited by Patrick Mahoney, 451–64. Mt. Pleasant, MI: Central Michigan University, 2002.

The author acknowledges that collaboration between librarians and faculty needs to be fostered in order to effectively administer library instruction and services to distance students. Various methods to increase collaboration with faculty are discussed. These methods include conducting campus presentations and workshops, e-mail notices to faculty, and developing promotional and informational brochures. In addition, the author mentions the importance of including library support staff in the collaboration process.

OCLC E-Learning Task Force. "Libraries and the Enhancement of E-learning." Dublin, OH: OCLC, 2003, <http://www.oclc.org/index/elearning/default.htm>. (Accessed July 1, 2005.)

This white paper comprehensively explains the dynamic and important relationship between libraries and the e-learning environment in higher education. The OCLC E-Learning Task Force, comprised of university librarians, instructional designers, administrators, and IT personnel, outlines the key elements in e-learning, including technology, pedagogy, learning methodologies, learning objects, metadata, repositories, and collaboration. The task force further explains how libraries relate to each of these elements and the higher education institution as a whole. In each section, the task force defines the challenges and opportunities libraries have in the e-learning infrastructure and how libraries can enhance their role, foster collaboration, and more successfully serve their clientele. Recommendations for libraries are included and the task force maintains that OCLC can take a leadership role in articulating library requirements and opportunities within the e-learning environment.

Ragan, Lawrence C. "Good Teaching Is Good Teaching: An Emerging Set of Guiding Principles and Practices for the Design and Development of Distance Education." *CAUSE/EFFECT* 22, no. 1 (1999): 20–24.

This article does a good job of drawing a framework for "guiding principles" in distance education. The principles are arranged in the following categories: (1) learning goals and content presentation; (2) interactions; (3) assessment and measurement; (4) instructional media and tools; and (5) learner support systems and services. Unfortunately, the article fails to include any mention of libraries or librarians. Nonetheless, the framework put forth could be useful in conceptualizing library support of distance education programs.

Riedel, Tom. "Added Value, Multiple Choices: Librarian/Faculty Collaboration in Online Course Development." *Journal of Library Administration* 37, no. 3/4 (2003): 477–87.

This article outlines collaboration at Regis University between teaching faculty, the distance education (DE) librarian, and instructional technologists. The concern for the librarian was how to make students aware of what is available in terms of distance education library services and resources, and how to use them for both online only and remote site courses. The main challenges included maintaining a librarian presence in planning and the limited faculty awareness of resources/services. The DE librarian worked with the Distance Education Unit

within the School for Professional Studies to integrate library resources into online courseware (WebCT), essentially pointing to resources (including basic Web guides by subject) and still allowing them to be independently available through the library's Web site. The article details how the teams worked to implement different strategies for utilizing library resources in three different courses.

Rieger, Oya Y., Angela K. Horrie, and Ira Revels. "Linking Course Web Sites to Library Collections and Services." *The Journal of Academic Librarianship* 30, no. 3 (May 2004): 205–11.

A study was created to explore if and how library collections and services were integrated into course management software, CourseInfo, at Cornell University. After conducting a literature review and assessing the current usage of CourseInfo on campus, a sample of faculty using the courseware were surveyed. A key finding was that 45% of the faculty incorporate library resources in their CourseInfo site. E-reserves and databases were the most incorporated services. Not all faculty were aware of the usefulness of adding library resources to their sites and some faculty did not understand that off-campus users share the same access rights to library resources. The article includes an extensive list of recommendations such as continuing to use the course management software as an avenue for library services, the need for establishing a strong relationship with the university technology center, increasing the library's role in selecting and developing course management software on campus, encouraging increased collaboration among librarians and faculty when developing course sites, and developing more course-specific library tools that are easily integrated with the course sites. Other recommendations include investigating the viability of the university portal as another library service point, further developing personalized MyLibrary services, and possibly establishing a single user ID for CourseInfo and library resource access. As a result of the survey and subsequent recommendations, the Cornell University Library established a Personalized Library Services committee and a campus-wide Unified Services Working Group. A copy of the survey is included.

Rodman, Ruey L. "The S.A.G.E. Project: A Model for Library Support of Distance Education." *Internet Reference Services Quarterly* 6, no. 2 (2001): 45.

This article describes the process of creating a library resources and services Web page within WebCT for an online class at The Ohio State University. The author details the successful collaboration between the Health Sciences Library and a team of faculty in designing and delivering the Web-based instructional materials.

Sacchanand, Chutima. "Information Literacy Instruction to Distance Students in Higher Education: Librarians' Key Role." ERIC, 2002. ED472867.

This paper, from an IFLA conference, describes the changing state of the distance education environment, characteristics of distance students in higher education, and their problems in using library resources and services. The author discusses information literacy instruction as

the key role of distance education librarians, based on a case study of Sukhothai Thammathirast Open University in Thailand.

Shannon, Amy W. "Integrating Library Resources into Online Instruction." In *Attracting, Educating, and Serving Remote Users Through the Web*, edited by Donnelly Curtis, 171–95. New York: Neal-Schuman, 2002.

An applied, logical plan for integrating library resources into classes is presented. Suggestions are made as to how the librarian can establish credibility and a working relationship with faculty. Establishing interactive communication with the students is emphasized. Types of resources and ways to integrate them into the course are mentioned.

Stone, Virginia L., Rachel Bongiorno, and Patricia C. Hine Gardner. "Delivery of Web-Based Instruction Using Blackboard: A Collaborative Project." *Journal of the Medical Library Association* 92, no. 3 (July 2004): 375–77.

The collaborative creation of a Blackboard-based pharmacy tutorial is described including the review by the university's writing center, the placement of materials within the site, and the development of the voice-over for the Web pages. The tutorial has been made available to the entire campus and the results from an online survey indicate very favorable, campus-wide response.

Tillman, M. "The University of Washington Collaboration through Instruction Technology." In *The Collaborative Imperative: Librarians and Faculty Working Together in the Information Universe*, edited by Dick Raspa and Daneen Wardrop, 60–4. Chicago: Association of College and Research Libraries, 2000.

The University of Washington received an endowment for an innovative technology initiative, called UWIREd, to facilitate teaching and learning in a networked environment highlighting communication, collaboration, and information technology. This case study describes this initiative tracing it back from its inception in 1994, and how the UW libraries came together under the UWIREd umbrella fostering collaborative projects between librarians and faculty. Initially, a selected group of students received laptops, as well as extensive information literacy and technology training. Laptops and "collaboratories"—a space adjacent to the library mixing a collaboration-friendly classroom and a computer lab—quickly caught the attention of the campus, state legislature, and the bibliographic instruction world. ACRL awarded UWIREd the Innovation BI Award. Evaluations showed that the UWIREd students fared much better than other students and the program was highly commended by faculty and students. Integrating technology into the curriculum allowed librarians to work closely with the faculty during the formative stages of instruction and librarians were available as on-site resources during the delivery of some innovative courses.

Ury, Connie Jo, Joyce A. Meldrem, and Carolyn V. Johnson. "Academic Library Outreach through Faculty Partnerships and Web-Based Research Aids." *Reference Librarian* 67/68 (1999): 243–56.

The authors describe the changes in roles and workloads of academic reference librarians at Northwest Missouri State University's Owens Library in response to the proliferation of online information resources. Based on statistics for questions answered at the reference desk, gate counts, and hits on particular Web pages, Owens Library reduced the desk hours of reference librarians and redirected that time to the development of Web-based, curriculum-centered research guides, tutorials, and bibliographies. They determined that to be the most efficient way to serve students, including distance-learning students.

Wright, Carol A. "Information Literacy within the General Education Program: Implications for Distance Education." *Journal of General Education* 49, no. 1 (2000): 23–33.

The author draws on experiences with the First Year Seminars at Pennsylvania State University and lessons learned from the libraries' participation in the Innovations in Distance Education project. Complexities in the new information and learning environments heighten challenges for providing user instruction and support, access to databases, and delivery of materials from a distance. The author affirms the role of information literacy as a critical component of successful undergraduate general education programs and argues that information literacy must be integrated with, not appended to, the curriculum. General education programs provide opportunities for librarians to develop strong partnerships with faculty.

Yang, Zheng Ye (Lan). "Distance Education Librarians in the U.S. ARL Libraries and Library Services Provided to Their Distance Learners." *The Journal of Academic Librarianship* 31, no. 2 (March 2005): 92–97.

In March 2004, the author conducted a telephone interview with 103 ARL member libraries to determine whether services are provided to distant learners, what services are provided, if a designated librarian is in charge of distance education services, and the concerns of those libraries with regard to distant library services. After a brief literature review and explanation of methodology, the author's findings include that more than half of the surveyed libraries provide services to distant education students, but only 21% have a librarian dedicated full-time to distance education services. Close to half of the distance education librarians report to the head of reference and more than half are involved in campus-wide distance education committees. Other findings suggest the library Web site is the primary distance education service point and a consistent, high use of document delivery and home-delivery of print materials. The survey respondents mention challenges such as the decentralization of distance education programs within the university and limited means for library service promotion among distance education students and faculty. Future studies are recommended; a copy of the survey is included.