



# Instruction Section

Association of College and Research Libraries  
and American Library Association

## Five Things You Should Read about Methodologies for Online Instruction

### The Series

This is the third in the “Five Things” series. The five things we recommend are intended to be eclectic and thought-provoking. They may be journal articles, websites, podcasts, interviews, reports, or just about anything else that we think is important for librarians to read, watch, or hear about this topic. For its general concept, this series is indebted to the EDUCAUSE “Seven Things You Need to Know About...” reports, and we highly recommend that you read those too!

### The Topic

Colleges and universities increasingly are offering classes and services online, and librarians are being asked to provide support and library instruction to students in these new environments. But traditional classroom pedagogy doesn’t always transfer. These five things offer information on approaches to teaching and supporting students in an online environment.

*This publication was compiled and created by the 2010-2011 American Library Association ACRL Instruction Section Research and Scholarship Committee: Jaquelina Alvarez, Susan Avery, Roxanne Bogucka, Hui-Fen Chang, Christopher Cox, Ashley Ireland, Catherine Johnson, Krystal Lewis, Analiza Perez-Gomez, and Joan Petit (chair). If you have comments or questions, please contact the current IS Research & Scholarship Committee Chair.*

**1** Oakleaf, M., and A. VanScoy. 2010. Instructional strategies for digital reference: Methods to facilitate student learning. *Reference & User Services Quarterly* 49 (4): 380-390.

This article discusses eight practical instructional strategies useful for librarians in digital reference transactions, with a transcript analysis modeling the use of each strategy. The authors provide definitions and examples of the strategies, all of which are based on educational theories and are easily applied. Results of the transcript analysis indicate that while librarians employ some of the

recommended techniques, they could use them more frequently to enhance student learning. Approximate reading time: 20 minutes.

**2** Miller, R., E. O’Donnell, N. Pomea, J. Rawson, R. Shepard and C. Thomes. 2010. “Library-fed faculty workshops: Helping distance educators meet information literacy goals in the online classroom.” *Journal of Library Administration* 50 (7/8): 830-56.

This article discusses the design and implementation of five online workshops

designed by librarians and offered to faculty at the University of Maryland University College. The online training sessions include a general library orientation as well as subject-specific, cross-disciplinary and curriculum-related information literacy. The authors discuss the content, objectives, learning outcomes, activities and resources for each workshop. The article serves as a useful source for librarians who are interested in creating online sessions for faculty. Approximate reading time: 25 minutes.

**3** Kidd, T. 2010. *Online education and adult learning: New frontiers for teaching practices*. Hershey, PA: Information Science Reference.

Authors from fields such as instructional design and information systems as well as secondary and higher education contribute to 22 chapters that attempt “to identify the factors that affect adult learning in an online educational environment” and “lead to the development and implementation of innovative strategies that promote quality teaching and student learning.” Librarians will find the content especially useful in their design and instruction of library instruction for nontraditional students in online environments. Approximate reading time: 5 hours.

**4** Ko, S. and S. Rossen. 2010. *Teaching online: A practical guide*. New York: Routledge.

This text provides a detailed, step-by-step approach to online instruction, from course design to teaching, with discussions of intellectual property, copyright issues, student preparation and classroom management. The authors provide extensive examples and exercises that librarians might adapt for online or hybrid courses. Approximate reading time: 6 hours.

**5** MERLOT Developing and Delivering Online Courses Portal.

<http://onlinecourses.merlot.org/>

Originally a project of the California State University, this open-access, online repository of teaching and learning materials now includes content from thousands of members in higher education and education-related non-profits. The free, interdisciplinary repository includes materials specifically developed by libraries for their users. Optional membership, which entitles one to contribute and participate in peer-review, is free. Approximate reading time: varies.