

# Distance Libraries from Three Perspectives:



**Student, Professor, and Librarian**

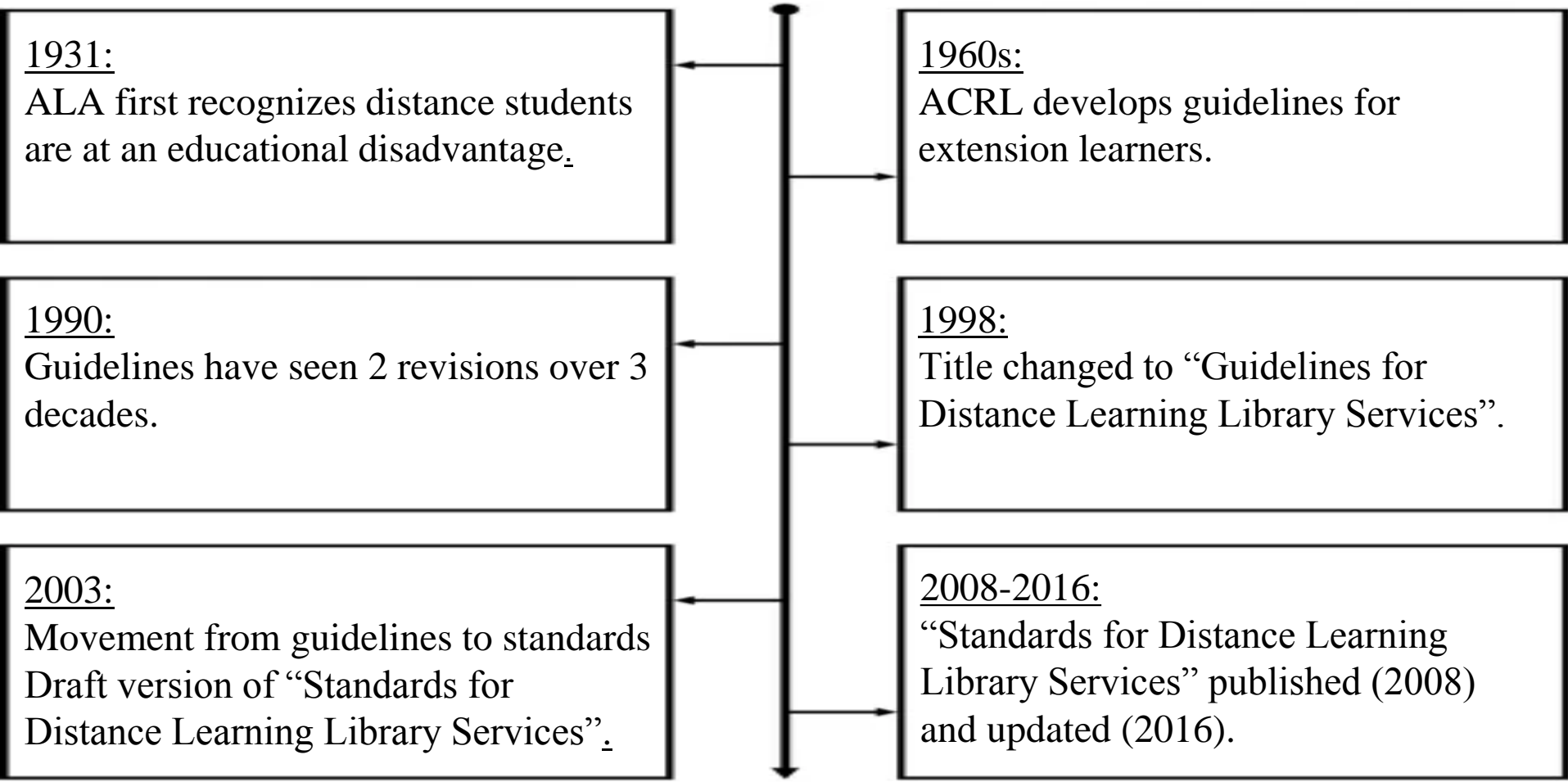
# My Background

- ❖ BA English, Minor in Philosophy:  
Immaculata University
- ❖ MA English, Writing, Teaching, Criticism:  
West Chester University of Pennsylvania
- ❖ MSLIS Digital Libraries and Corporate  
Knowledge & Information Management:  
Drexel University
- ❖ EdD Candidate (ABD) Curriculum and  
Instruction: University of Phoenix
- ❖ Over 10 years Experience as an Online  
Faculty Member
- ❖ Have Quality Matters (QM) certifications
- ❖ Repeated Mentor for New Online Faculty
- ❖ Seasoned Facilitator for New Online  
Student Orientations
- ❖ Director of Library and Services at Valley  
Forge Military Academy and College

# 5 Generations of Distance Learning

1st Generation:	Correspondence Model
2nd Generation:	Multi-Media Model
3rd Generation:	Tele-Learning Model
4th Generation:	Flexible Learning
5th Generation:	Intelligent Flexible Learning

# Service of Libraries in Distance Learning



# 2008 ACRL Standards

Part I: Foundations

Part II: Fundamental Requirements

Part III: Specific Requirements

Appendix A: The Standards Provenance

Available at: <http://www.ala.org/acrl/standards/guidelinesdistancelearning>

# 2016 Updates

- ❖ 2012: DLS Standards Committee returned to standing committee status, start the revision process
- ❖ 2013 – ALA Annual: sought input for the revision
- ❖ 2014 – ALA Annual: draft submitted for approval
- ❖ 2015: Revisions to draft
- ❖ 2015 – ALA Annual: Revisions accepted
- ❖ 2016 – Revisions published

# Student Perspectives on Distance Libraries

- ❖ What library services are students aware of?
- ❖ What library services do they actually use?
- ❖ How would students like to get library help?

# Faculty Perspectives on Distance Libraries

- ❖ Ask Faculty their expectations and solicit feedback
- ❖ Faculty can encourage distance students to use the libraries' resources
- ❖ Faculty expect students to use the library, but don't teach the skills (especially those unique to distance learners); they expect students to already have the skills



How do librarians market the resources they have and the services they can provide?

*To students? To faculty?*

**Who are Distance Learners?**

**Where is the Distance Library?**

**What is the role of the Distance Library?**

**What are the goals of the Distance Library?**

# 10 Key Principles for Ethical Guidelines for Providing Library Support to Distance Learners

- ❖ Ensure that each originating institution takes responsibility for providing library support for its own distance learners
- ❖ Provide distance learners with access to equivalent levels of library services, resources, and support as students at campus-based universities
- ❖ Treat all information users equitably – all users to receive the highest quality service possible
- ❖ Acknowledge the reality that distance learners may need library services that are more personalized than those for on-campus students
- ❖ Respect and provide for user diversity
- ❖ Promote awareness of distance library services and resources
- ❖ Respect confidentiality, privacy, and dignity
- ❖ Defend intellectual freedom, and avoid bias
- ❖ Respect the integrity of information and intellectual property
- ❖ Ensure that professional development of distance education librarians is an ongoing process

(Needham & Johnson, 2007, p. 119)

# Services of Distance Libraries: Foundational Questions

- ❖ What type of information sources do students use more frequently? Do students with different appraisal of their problem-solving abilities and styles use different sources more frequently?
- ❖ What type of source characteristics do students consider important when selecting information sources? Do students with different appraisals of their problem-solving abilities and styles consider certain source characteristics more important than others when selecting information sources?
- ❖ How do students perceive different sources? Do students with different self-appraisals of their problem-solving abilities and styles perceive sources differently?

# Services of Distance Libraries: Types of Services

- ❖ Access to resources
- ❖ Reference services
- ❖ Tutorials and Guides
- ❖ Instruction

# Services of Distance Libraries: Reference Services

❖ Telephone

❖ Email

❖ Chat

# Services of Distance Libraries: Tutorials and Guides

*Just because it's online, doesn't mean it's used...*

- ❖ General Orientations
- ❖ Subject Specific Guides
- ❖ Course Specific Guides
- ❖ Efficacy of Tutorials and Guides

# Services of Distance Libraries: Information Literacy Instruction

- ❖ Foundations in Education and Learning Theories
- ❖ Information Literacy Courses
- ❖ Embedded Librarianship

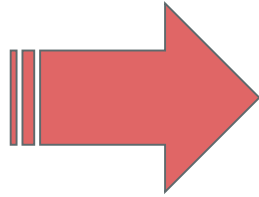


# Distance Librarian Professional Development and Resources

- ❖ ACRL Distance Learning Section
- ❖ ACRL Regional Campus Libraries Discussion Group
- ❖ LITA Distance Learning Special Interest Group
- ❖ Biennial Off Campus Library Services Conferences
- ❖ OFFCAMP Listserv

# Looking Ahead: The Future of Distance Library Services

*In what ways can the library better serve distance learners?*



*Ideas for further research...*

**Thank you!  
Questions/Co  
mments?**

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