

Text Answers Submitted

ACRL Distance Learning Section

Membership Survey, 2005

21. What programming topics would you like to see covered during DLS discussion groups or programs?

All answers were manually typed as text by the respondents. The following chart is a summary of those responses, grouped into categories.

| Response Category | Number responding | % of respondents |
|--|-------------------|------------------|
| Instruction / Information Literacy | 39 | 26% |
| Technology, Web Issues, Automation | 36 | 24% |
| Collaboration with Faculty | 29 | 19% |
| Best Practices, Getting Started | 23 | 15% |
| Outreach & Marketing | 19 | 13% |
| Assessment | 16 | 11% |
| Online instruction, tutorials | 14 | 9% |
| Administration & Funding | 10 | 7% |
| Partnering (w/ Administration, DL Office, Other Libraries) | 9 | 6% |
| Document Delivery | 7 | 5% |
| Course Management Systems | 6 | 4% |
| Reference / Virtual Reference | 6 | 4% |
| Other | 47 | 32% |
| Don't Know or N/A | 18 | 12% |
| <i>Total # responding to the question</i> | <i>142</i> | |

**Answers categorized under "Instruction & Information Literacy" for
Question 21**

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| Addressing library anxiety in distance education students in an online environment. |
| Best practices for bibliographic instruction via satellite |
| Developing information literacy courses in a learning community setting; offering credit-by-exam option via a course management system like WebCT. How do you manage this? |
| Developing tutorials. |
| Distance Learning issues pertaining to student age groups, i.e., older student preferences, versus younger (net generation) preferences. I am trying to educate myself on generational differences/preferences for learning methods. For example, it appears group work (either online or in person) may be a more preferred method by younger students than older students. |
| Excellent online tutorials. |
| I would like to know more about online instruction programs. |
| Information Literacy/Instruction |
| Information literacy and assessment of library instruction |
| Information literacy curriculum. |
| Information literacy topics. |
| Information literacy. |
| Information Literacy. |
| Instruction |
| Instruction/Information Literacy (entered by 5 different respondents) |
| Instruction, workshops |
| Instructional design techniques |
| Learning styles of nontraditional adult students. |
| Library instruction and distance learning |
| Library instruction via Web, tutorials, and at distance sites. |
| Online instruction |
| Online instruction |
| Online tutorials. |
| Online tutorials. |
| Practical applications for Information Literacy |
| Pro-active collaboration with faculty concerning the value of library instruction. |
| Programs on DL inquiry-based learning and ongoing collaborative instructional projects with faculty. How do you convert an RBLE (Resource Based Learning Environment) into the DL environment to teach information literacy skills? |
| Teaching information literacy skills to DL students. |
| Team-Teaching Online |
| Tutorial creation and content presentation. |
| Web-based information literacy instruction for distance students |
| Web-based instruction |
| Web-based instruction |
| Web-based tutorials that serve distance students (and other students) |

**Answers categorized under "Technology, Web issues, Automation" for
Question 21**

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| Automation issues |
| Blogging and technical topics |
| Chat/IM |
| Connectivity |
| Creative and effective uses of new technologies to deliver library services |
| Delivery methods. |
| Designing the distance learning interface |
| Developing tutorials. |
| Electronic reserves |
| Excellent online tutorials. |
| Getting more information on databases themselves and vendors (more review-type information). |
| I have not been able to attend a short course on managing digitization projects. It is something I really need, with hands on experience. |
| Impacts of open access and e-scholarship on distance learning |
| Innovations in library technology and web design |
| Knowledge management systems |
| Maybe a more practical session, on using new technologies to serve distance learners. more of a workshop... |
| Measuring use of services such websites, electronic journals, etc. |
| New or innovative delivery systems |
| New technologies |
| New technologies for providing library services |
| New technologies. |
| Online Reserves |
| Remote access. |
| Tech stuff: meta-searching, blogging, RSS |
| Technological integration |
| Technology, electronic resources |
| The application of new technology to distant learning students. |
| Tutorial creation and content presentation. |
| Use of new technology to serve distance students |
| Utilizing new technologies |
| Web Design |
| Web-based library services |
| Web-based library services |
| Web-based library services |
| Web-based library services |

Answers categorized under "Faculty Collaboration for Question 21

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| Collaboration with distance learning faculty |
| Collaboration with faculty |
| Collaboration with faculty in online courses. |
| Collaboration with faculty. |
| Collaboration with faculty. |
| Course management collaboration w/faculty - bringing resources into courses. |
| Faculty collaboration/cooperation |
| Getting faculty cooperation, more information on databases themselves and vendors (more review-type information). |
| getting faculty to recognize the importance of library services for DL students. |
| How to collaborate better with teaching faculty. |
| How to connect with DL faculty. |
| How to imbed into curriculum. |
| How to work with faculty in online courses. |
| How to work with faculty. |
| Implementation of distance learning |
| Integrating library services or instruction into faculty's DL WebCT courses |
| Marketing, esp. to part-time faculty |
| partnering with faculty for distance education -- how to get and keep their attention to the library's role |
| Pro-active collaboration with faculty concerning the value of library instruction. |
| Programs on DL inquiry-based learning and ongoing collaborative instructional projects with faculty. How do you convert an RBLE (Resource Based Learning Environment) into the DL environment to teach information literacy skills? |
| Successful collaborations with faculty |
| Successful collaborations/partnerships |
| Use of WebCT/Blackboard in partnership with distance learning faculty. |
| Ways to reach not so technically savvy professors and have them become excited to learn about web-based library service and DL etc. |
| Working with adjunct faculty |
| Working with faculty who are not on campus |

Answers categorized under "Best Practices/Getting Started" for Question 21

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| Applying the guidelines -- common or best practices, |
| Best practices |
| Best practices for bibliographic instruction via satellite |
| Best practices for serving Distance Education students |
| Coordination with other library service groups. Everyone is doing DL services these days, we need to be bigger players in promoting the best practices in dl librarianship. |
| Current issues and how different units have solved problems. |
| Dissemination of what libraries are currently doing in all areas (in addition to basic textbook information) so that I can 'spread the word' through library-related courses. Primarily, current information is disseminated on course sites that has been retrieved through list serves and articles retrieved through my state's online electronic journals/databases collection. |
| Excellent online tutorials. |
| I would love to hear from a panel of DL students with experiences to share regarding what works, what doesn't, with library services to DL. |
| I'm still learning, so discussion/panels on many of the basics, i.e. document delivery, remote access, library instruction via web, tutorials, at distance sites, etc.; |
| Implementation of distance learning |
| Innovative solutions |
| Library services and resources for distance learners and faculty |
| Maybe a more practical session, on using new technologies to serve distance learners. more of a workshop... |
| New services and future trends. |
| Perhaps something for those of us who are at institutions that are just now getting into the distance learning arena. |
| Practical applications -- how we do it good, how we market it, how we measure it, how we expand on our successes |
| Practical applications for assessment |
| Practicalities |
| Something along the lines of 'best practices' in teaching at a distance. |
| The basics for newbies. |
| What types of distance learning are most effective. |
| What's working and what isn't in DL support. |

Answers categorized under "Outreach & Marketing" for Question 21

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| Communication issues |
| Getting faculty to recognize the importance of library services for DL students. |
| How the Distance Learning services can be 'mainstreamed' into the services we provide to all patrons. |
| How to best reach students. |
| How to connect the library with distance learning programs |
| How to connect with DL faculty. |
| How to get service to DL users |
| Integrating library services or instruction into faculty's DL WebCT courses |
| Marketing and publicity |
| Marketing of library resources and services |
| Marketing services and resources |
| Marketing, especially to part-time faculty |
| Marketing/outreach |
| More on outreach/visibility |
| More outreach ideas |
| Outreach to distance students |
| Policies allowing access to materials within the home library to DLS students. |
| Practical applications -- how we market it. |
| Ways to reach not so technically savvy professors and have them become excited to learn about Web-based library service and DL etc. |

Answers categorized under "Assessment" for Question 21

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| Assessing demand among distance learners |
| Assessment (entered by 3 different respondents) |
| Assessment of distance education library programs. |
| Assessment tools |
| Assessment, accreditation issues, |
| Cost studies |
| Information literacy and assessment of library instruction |
| Measuring use of services such websites, electronic journals, etc. |
| Needs Assessment approaches. |
| Outcomes assessment. |
| Practical applications for Information Literacy |
| Practical applications -- how we measure it. |
| Practical applications for assessment |
| Survey/Assessment for distance education services, |

Answers categorized under "Online Instruction & Tutorials" for Question 21

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| Developing tutorials |
| Excellent online tutorials |
| I am not sure what has been covered recently that I missed - however, I would like to know more about online instruction programs. |
| I'm still learning, so discussion/panels on many of the basics, i.e. library instruction via web, tutorials, at distance sites, etc.; |
| Online instruction (entered by 3 different respondents) |
| Online instruction |
| Online tutorials |
| Online tutorials |
| Team-Teaching Online |
| Tutorial creation |
| Web-based information literacy instruction for distance students |
| Web-based instruction |
| Web-based tutorials that serve distance students (and other students) |

Answers categorized under "Administration & Funding" for Question 21

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| Administration (entered by 3 different respondents) |
| Cost Studies |
| Distance solutions without institutional support |
| DL Strategic Planning |
| Funding opportunities to enhance programs/collections |
| I feel that what we offer as a service to distance education students is increasingly in demand for those whom we deem to be on-campus students. Many of our students now work full or part-time; have family commitments, and are finding time to be as import |
| More of the administrative issues and how to obtain more funding. |
| Staffing models |

Answers categorized under "Partnering" for Question 21

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| Collaboration for services and collections |
| Collaboration on database licensing. |
| Collaboration with instructional designers (external to the library) |
| Cooperative programs |
| Coordination with other library service groups. Everyone is doing DL services these days, we need to be bigger players in promoting the best practices in dl librarianship. |
| How libraries can better collaborate with the central distance learning administration (if there is one) |
| How to connect the library with distance learning programs |
| Partnerships with public libraries and unaffiliated academic libraries |
| Successful collaborations/partnerships |

Answers categorized under "Document Delivery" for Question 21

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| Alternative approaches to ILL / doc delivery |
| Delivery methods. |
| Delivery of services |
| Document delivery |
| Document Delivery |
| Free versus fee-based document delivery to distance education students |
| New or innovative delivery systems |

Answers categorized under "Course Management Systems" for Question 21

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| Blackboard. |
| CMS/library resource integration |
| Course management collaboration w/faculty - bringing resources into courses. |
| Developing information literacy courses in a learning community setting; offering credit-by-exam option via a course management system like WebCT. How do you manage this? |
| Integrating library services or instruction into faculty's DL WebCT courses |
| Use of WebCT/blackboard in partnership with distance learning faculty. |

Answers categorized under "Reference / Virtual Reference" for Question 21

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| Live reference |
| Reference Services |
| Reference Services |
| Online reference. |
| Virtual Reference |
| Virtual reference services. |

Answers categorized under "Other" for Question 21

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| Academic Integrity |
| Accreditation |
| Accreditation issues |
| Addressing library anxiety in distance students in an online environment. |
| Advocacy and leadership |
| Anything really |
| Applying the guidelines |
| Changes to distance learning information services |
| Collaboration on database licensing. |
| Communication issues |
| Research and citations |
| Copyright |
| Copyright |
| Cost studies |
| Delivery of services |
| Distance Learning issues pertaining to student age groups, i.e., older student preferences, versus younger (net generation) preferences. I am trying to educate myself on generational differences/preferences for learning methods. For example, it appears group work (either online or in person) may be a more preferred method by younger students than older students. |
| Diversity and Inclusion. |
| DL issues geared to smaller institutions (i.e., small colleges, community colleges) who don't have much money. |
| E-Books |
| Education services |
| Electronic reserves |
| Epistemological issues in distance learning |
| Getting more review-type information. |
| Grants |
| Grants for Distance Learning |
| How the Distance Learning services can be 'mainstreamed' into the services we provide to all patrons |
| How to define distance learners |
| How to get service to distance learning users |
| I feel that what we offer as a service to distance education students is increasingly in demand for those whom we deem to be on-campus students. Many of our students now work full or part-time; have family commitments, and are finding time to be as import |
| I have not been able to attend a short course on managing digitization projects. It is something I really need, with hands on experience. |
| I think that we should be discussing articles in the Haworth journal for distance learning library services that Stephen Dew edits and the off-campus library conference proceedings. This could be something that we do Midwinter or as a virtual meeting for a week once or twice a year via a web seminar. In other words, develop for ourselves our own distance learning cont. ed. program that is much cheaper than the ACRL, ALA, or ARL seminars but open only to members of DLS. |

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| I would love to hear from a panel of DL students with experiences to share regarding what works, what doesn't, with library services to DL. |
| Impacts of open access and e-scholarship on distance learning |
| Institutional repositories |
| Knowledge management systems |
| Leadership |
| Library services at a distance for 100% distance universities. |
| More emphasis on research in distance learning |
| New or innovative delivery systems |
| Online Reserves |
| Policies allowing access to materials within the home library to DLS studies. |
| Programs on DL inquiry-based learning and ongoing collaborative instructional projects with faculty. How do you convert an RBLE (Resource Based Learning Environment) into the DL environment to teach information literacy skills? |
| Providing support for distance learning in a distributed environment. (We are one institution with more than 10 physical campuses and an online program.) |
| Public Policy |
| Research |
| Resource evaluation |
| Resource integration |
| Services involving 'place-bound' collections - e.g., when a faculty member needs access to non-circulating items (rare books, mss, etc), or a specialized collection (e.g., law-related materials)at a remote site. |
| The future of libraries in the age of Google. |
| There is so much on Internet-based students, would like to see more about 'satellite campuses' - where there is a 'branch' of the university with limited resources (and usually much fewer tenure-track teaching faculty), and how to best reach the students there. |
| What are the limits of distant learning librarianship? Environment, Capacity and Ethics |
| White Privilege |