Academic Libraries and Distance Education: An Annotated Bibliography

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Introduction and Scope

The following bibliography covers the roles of academic libraries and librarians in distance education. This compilation of scholarly articles covers the delivery of library services to distance learners and the efforts being made by academic libraries to meet the information needs of distance education students. Many of the articles included in this bibliography assess distance learners’ perceptions of library services provided in a distance delivery format, including reference, instructional services, document delivery, and more. The articles were published between 2002 and 2012. The majority are as recent as 2005. An emphasis was placed on including current articles to reflect the most recent research pertaining to this topic given that the technologies and techniques involved in providing library services and resources to distance learners are constantly changing and evolving. An effort was made to include articles published internationally to include as many perspectives as possible.

Description

Distance learners are a unique subset of students in academe. Library services to distance learners is a popular topic in academic libraries today (Raraigh-Hopper, 2010, p. 69). With the increasing popularity of distance education in recent years, the role of academic libraries in the distance learning process is being researched and evaluated in order to improve information provision and delivery of library services to distance learners. There have been a variety of studies conducted in the past ten years that examine the efforts being made by academic libraries to meet the information needs of distance education students. Although significant strides have been made, there remains room for improvement through adequate planning, financing, as well as through increased communication and collaboration between distance learners, librarians and instructors. Many of the articles in this bibliography make recommendations for the improvement of library services based on empirical studies and observations at academic libraries around the world.

Summary of Findings

There is a considerable amount of literature available on academic libraries providing services and resources to distance learners. The literature in this bibliography describe services provided by individual libraries as well as general information on library services provided to distance learners. An effort was made to include as many types of academic libraries as possible, as well as international libraries. An effort was also made to include articles dealing with a variety of library services. Articles were chosen that specifically deal with reference services, instructional services, document delivery, and ethics, separately. A few articles dealing with the training of new distance education librarians and the continuing education of current academic librarians have been included as well. Much of the available research analyzing the provision of library services to distance learners has been published in the last two decades. An effort was made to include the most recent scholarship available in the field, which is the
reason the articles in this bibliography are current, published in the last five or six years, except for some older seminal works that were included because they are some of the most often cited works in the field.

Researchers in the field use both quantitative and qualitative methods to collect and analyze data based on surveys and interviews of distance students, librarians, and instructors. Online surveys are the most popular form of data collection tool used by researchers studying library service to distance learners. Phone interviews and postal questionnaires were also used by researchers to obtain data from librarians. Researchers also reviewed the literature in the field. All of these methods allowed the researchers to gather evidence-based quantitative and qualitative data about the needs of distance learners and the efforts of libraries and librarians to meet those needs. A variety of user perception studies have been done. Several are included in this bibliography. They have been carefully chosen to reflect current and best practices. A wide variety of international academic libraries have been included.

Clearly, the ever-increasing growth of distance learning programs at colleges and universities has implications for providing library services to distance students. Academic libraries are trying to meet the accreditation requirements for providing equivalent library services to on-campus students and distance learners alike (Blankenship, 2008, p. 318).

Similar to their campus-based counterparts, distance learners need adequate library services to be successful students (Gandhi, 2003, 139). Ideally, the provision of library resources and access for on-campus students and distance learners would be equal. For distance learners who may seldom or never visit the library physically, the virtual library is their only option. Hence, the digital collections of academic libraries need to be equally as adequate and user-friendly as the physical spaces. To meet the needs of the ever-increasing numbers of distance education students, academic libraries must make a concerted commitment to serve distance learners as well as they do on-campus users (Whitehurst and Willis, 2009, p. 1).

Many of the articles included in this bibliography assessed distance learners’ perceptions of higher education provided in a distance delivery format, including library services and supportive needs specific to this segment of students, as well as distance learners’ expectations of library services, the online resources currently available to distance learners, and the implications for libraries to enhance this non-traditional learning environment (Cahoy & Moyo, 2006; Hensley & Miller, 2010; Lockerby & Stillwell, 2010; Tyler & Hastings, 2011).

Cahoy and Moyo argue that academic libraries must obtain formal feedback from distance learners to ensure that online library resources and services are based on actual needs and not merely assumptions or perceived needs (2006, p. 353). A key success factor in meeting the needs of distance learners is getting to know them and their needs (Cahoy & Moyo, 2006, p. 340; Whitehurst & Willis, 2009, p. 2). In order to connect with as many students as possible, distance education librarians need to be aware of the wide variety of student learning styles (McClean & Dew, 2006, p. 318). According to Whitehurst and Willis, it is important for distance education librarians to reach out to distance learners in an effort to make them feel more connected to the academic community and increase usage of library
service (2009, p. 18). Hines found that the amount and type of services libraries provided to distance learners have more to do with the efforts of individual librarians than factors such as budget, size, and number of librarians (2008, p. 476). In other words, librarians make all the difference in user perceptions and usage of library services.

There are additional responsibilities, opportunities, and challenges encountered by academic librarians in serving distance learners (Gandhi, 2003, 139). Academic libraries are increasingly creating positions for distance education (DE) librarians as demand increases (Gandhi, 2003, 140). Hence, Smiti Gandhi advocates changes in library school curriculum to include knowledge and skills related to serving distance learners. Academic librarians can engage in professional development courses online and attend conferences to obtain knowledge and skills in distance education services. Fritts and Casey provide a variety of recommendations for continuing education and professional development options for distance education librarians (2010, p. 624). According to the authors, there are many ways a library can facilitate training for new librarians (p. 619-620). They advocate the best possible training for distance education librarians and members of the library profession in general (p. 625).

Distance learning library services vary widely in response to the different types of distance learning programs at their parent institutions (Casey, 2009, p. 3). Library support for distance learners usually included electronic journals, online databases, tutorials, online catalog, reference assistance, interlibrary loan and more (Tyler & Hastings, 2011, p. 2).

Providing reference services to distance learners presents unique challenges. Librarians must possess more detailed knowledge of their own library’s resources as well as the resources available at other libraries. Furthermore, academic libraries are trying to figure out strategies to cater to the 24/7-reference service expectation of distance students (Gandhi, 2003, p. 142). Herring argues that libraries should make an effort to make remote access to library resources as seamless as possible for distance users (2009, p. 95).

Providing instructional services is a crucial role of academic libraries in distance education. Any academic library seeking to improve its information literacy online tutorials or its distance learning library services in general could benefit from the research of McClean & Dew (2006). The authors offer a variety of instructional methods for information literacy instruction. The authors suggest using valuable staff time and resources to provide a particular variety of instructional methods that best fit an institution’s course offerings and students needs (p. 329).

According to the literature, collaboration between librarians and instructors is the key to effective information literacy instruction (Thomsett-Scott & May, 2009, p. 112). According to Lockerby and Stillwell (2010), distance education librarians are in a unique position to lead the way in bridging the gap between instructors and students (p. 780).

Studies have shown that providing an information-rich, user-friendly virtual library is not enough for students to use online library resources effectively or often. Students are not accessing online library
resources as much as they could be. In several user surveys, students said that they were unaware of various library services for distance learners on their libraries' websites (Hensley & Miller, 2010, p. 680).

According to the Association of College & Research Libraries’ (ACRL) Guidelines for Distance Education Library Services (2008), it is essential that each institution provide distance learning students with instructional services equivalent to those provided on-campus students (McClean & Dew, 2006, p. 316). The Guidelines are included in this bibliography even though they do not meet the criteria. They should be included in any bibliography of this sort. Many of the researchers cited the Guidelines in their studies (Herring, 2010; Lockerby & Stillwell, 2010). The Guidelines provide standards and expectations for library services to distance learners in American academic libraries.

The amount of research related to academic library service to distance learners has grown in the past decade, yet there is plenty of room for new scholarship. Future studies can potentially lead to improvements in library service to distance learners. In the future, research pertaining to academic library service to distance learners will probably focus on new technologies related to service delivery.

**Annotated Bibliography**

**Entry 1a:**

**Abstract:** “Every student, faculty member, administrator, staff member, or any other member of an institution of higher education, is entitled to the library services and resources of that institution, including direct communication with the appropriate library personnel, regardless of where enrolled or where located in affiliation with the institution. Academic libraries must, therefore, meet the information and research needs of all these constituents, wherever they may be. This principle of access entitlement, as applied to individuals at a distance, is the undergirding and uncompromising conviction of the Standards for Distance Learning Library Services, hereinafter designated as the Standards. The access entitlement principle applies equally to individuals on a main campus, off campus, in distance learning or regional campus programs, or in the absence of any physical campus. The principle applies to all public, private, profit, and non-profit academic institutions. The principle likewise applies to courses taken for credit, non-credit, and through continuing education programs, and to courses taught face-to-face in classrooms in remote settings, or via any medium - or through any other means of distance learning.” (adapted from website)

**Annotation:** Although this is not a scholarly article, it is necessary to include it in any bibliography about academic libraries and distance education. Many of the articles in this bibliography reference the ACRL’s Standards for Distance Learning Library Services.
Search Strategy: footnote chasing

Database: The document can be found on the Association of College & Research Libraries’ (ACRL) website under Guidelines & Standards.

Search String: Referenced in several articles in this bibliography, including:


Scholarly/Refereed Status: This is not a scholarly article. The Association of College & Research Libraries (ACRL) published this document in 2008. The ACRL is a division of the American Library Association (ALA). According to the ALA’s website, “These Standards, like the Guidelines before them, have been prepared by the Guidelines Committee of the Distance Learning Section (DLS) of the ACRL, a division of the ALA.”

Entry 1:

Abstract: “Academic libraries are facing additional calls for improved accountability while the academic library distance education service environment continues a rapid pace of evolution. The Nash Model for Improved Demonstration and Reporting of Organizational Performance assists librarians in the assessment of distance education services by focusing on integrating and aligning the assessment process components of capacity, stakeholders, participation, technology, and organizational leadership to improve effectiveness and increase positive outcomes. Using the Nash Model for Improved Demonstration and Reporting of Organizational Performance, libraries can effectively align their distance education processes and services with the distance education service environment in which they operate and support. Nash Model aligned assessments for distance education services have the potential to be more successful in exhibiting and reporting assessment of their overall performance to stakeholders, therefore opening new doors to strategic opportunities and resources.”

Annotation: Emily Blankenship is an Instruction and Reference Librarian at East Carolina University. She has co-authored articles with Dr. Larry Nash White, the creator of the Nash Model for Improved Demonstration and Reporting of Organizational Performance. Dr. White works in the Department of Library and Information Studies in the Graduate School of Education at the University at Buffalo. He is an internationally invited speaker, presenter, and author in the areas of library administration, leadership,
organizational performance assessment, and competition for library service. This article provides an effective model for the assessment of library services to distance learners. In recent years, the assessment of learning outcomes has become increasingly important to accrediting agencies. Academic libraries are increasingly accountable for the services they deliver to both traditional on-campus students and distance learners. Library funding is increasingly dependent upon outcomes assessments, particularly during times of economic instability when funding decreases. In addition, the assessment of library services can lead to improvements in service. As a result of the potentially volatile academic landscape, academic libraries have developed numerous methods for assessing the quality and effectiveness of their services, to include distance education services and resources. The assessment data gives distance education service advocates the means to demonstrate the tangible value of distance education services to stakeholders and to add additional services and resources. The article outlines many of the commonly used assessment tools such as focus groups, online surveys, usability studies, and more. LibQUAL+ and StatsQUAL are discussed. The Nash Model for Improved Demonstration and Reporting of Organizational Performance proposes increased collaboration between library stakeholders, library leadership and library faculty/staff. The goal of aligned assessment is to improve effectiveness and increase positive outcomes. As a result, academic libraries will experience greater success in remaining a viable and valued component of their parent institutions and distance learning programs. The article is intended for library stakeholders, including directors, and faculty/staff seeking to improve their current assessment methods and tools by incorporating the Nash Model.

Search Strategy: Initially, I searched the Library Literature & Information Science database in Dialog because of the plethora of articles it contains related to library and information science. I began by searching Dialog for the phrases academic libraries AND distance education. I narrowed the search to articles published after 2006. I went back to the Library Literature & Information Science Full Text in EBSCOhost to find the full-text. I advanced searched for Blankenship as an Author and the Title of the article in the Title field in the Library Literature & Information Science Full Text database. I used limiters to find scholarly articles available in full-text, published between 2006 and 2012. The article was the lone search result due to the high precision search method.

Database: Library Literature & Information Science Full Text (HW Wilson)
Dialog and EBSCOhost

Method of Searching: Keyword searching (Dialog) and Author/Title search (Library Literature & Information Science Full Text)

Search String (Dialog): b 438
s academic()librar??? AND distance()education
Search String (EBSCOhost):  Blankenship AND “aligning the assessment process”

Scholarly/Refereed Status:  After initially finding the article using Dialog, the article was located again in the Library Literature & Information Science Full Text database using the peer-reviewed scholarly journals limiters in the database. Additionally, Ulrich’s lists the Journal of Library Administration as a scholarly journal that is refereed. According to the journal’s website, “All papers in Journal of Library Administration have undergone editorial screening and peer review."

Entry 2:

Abstract: “This paper discusses information literacy instruction from the perspective of Charles Sturt University, an Australian university with a high proportion of distance learning students. Topics covered include e-mail, Ask-A-Librarian services, on line forums (a form of newsgroup developed at Charles Sturt University), online Chat, NetMeeting, Web-ezy (a Web tutorial), Camtasia Studio, an animated screen capture tool, and the embedding of information literacy instruction tutorials within the curriculum. There is some discussion of programs at other tertiary institutions, especially Australian universities. It is argued that in the field of information literacy instruction the role of the librarian is changing significantly, and that university librarians must both adapt to new educational paradigms and seek out new partnerships.”

Annotation: Alice Ferguson is the Director of Client Services at Charles Sturt University in Australia. Dr. Stuart Ferguson is an Assistant Professor in Information Studies, at the University of Canberra in Australia, where he leads development of the librarianship specialization in the Master’s of Information Studies online degree program. He has an academic background in politics, political theory and librarianship and holds a Ph.D. in literary theory. This article offers a unique international perspective on instructional services provided to distance learners at the largest Australian university distance education provider, Charles Sturt University. The findings can be applied to other similar-sized institutions serving distance learners. The authors explore the challenges involved in teaching information literacy to distance learners in interesting and appealing ways. The article is written in a clear manner, although it would have been nice if there were tables or graphs to break up the text. The cited references are of the highest quality and worth exploring. The article is intended for library administrators, faculty/staff, and researchers.
Search Strategy: I searched the Library Literature & Information Science database in Dialog because of the plethora of articles it contains related to library and information science. I searched Dialog for the phrases academic libraries AND distance education. I narrowed the search to articles published after 2002. I found the article again using Hagerty Library’s EBSCOhost to search the Library Literature & Information Science Full Text database to find the full-text version. I searched for Ferguson as an Author and the Title of the article in the Title field in the Library Literature & Information Science Full Text database. I advanced searched for the article using limiters to find scholarly articles available in full-text, published between 2002 and 2012.

Database: Library Literature & Information Science Full Text (HW Wilson)
Dialog and EBSCOhost

Method of Searching: Keyword searching (Dialog) and Author/Title search (EBSCOhost)

Search String (Dialog):  
\[b 438 \text{ s academic()}\text{librar?? AND distance()}\text{education s s1 AND py}>2002 t s2/5/1-14\]

Search String (EBSCOhost): Ferguson AND "remote library"

Scholarly/Refereed Status: The article was located in the Library Literature & Information Science Full Text database using the peer-reviewed scholarly journals limiter available in the database. Additionally, Ulrich’s lists the Journal of Interlibrary Loan, Document Delivery & Electronic Reserve as a scholarly journal that is refereed. According to the journal’s website, “All articles in the Journal of Interlibrary Loan, Document Delivery, & Electronic Reserve have undergone editorial screening and peer review.”

Entry 3:  

Abstract: “Distance librarianship is continuing to grow in importance in the life of academic libraries. Institutions are being driven to take their programs to the students as a matter of economic survival. In libraries with a history of serving distance learners as well as residential students, the service requests from off-campus audiences have long surpassed those on campus. In addition, academic institutions are offering online courses to their residential students at an ever-increasing rate, which creates a new category of distance learning student. How do librarians obtain the training they need to serve this growing user base? This article looks at the crosspollination of the variety of librarians and program foci
targeted at reaching all students with quality support and service. The results of this study may provide a framework for training that can be developed by DLS, LITA, or suggested as an addition to library graduate education."

**Annotation:** Jack Fritts is a University Librarian at Benedictine University in Chicago, Illinois. Prior to that, he was the Executive Director at Southeastern Wisconsin Information Technology Exchange. He holds both a M.Ed. and a MLIS degree. Anne Marie Casey is the Director of the Embry-Riddle Aeronautical University in Arizona. Her resume is extensive, particularly her experiences with library services to distance learners. She was the Director of Off-Campus Library Services at Central Michigan University and she has been active in the Distance Learning Section of the ACRL since 1993. The article begins with an historical background of distance education. The target audiences are distance librarians, both novice and veteran. The article provides numerous examples of programs that academic libraries have initiated to train distance education librarians. These include professional development conferences, online workshops, and library school curriculum changes. Cited references include a variety of recent resources for librarians seeking distance education training. For example, DE librarians seeking practical on-the-job training and wisdom should read Marie Jones’ *Help! I'm the New Distance Learning Librarian—Where Do I Begin?* (2002). The latter article is also referenced in Yang’s article, listed last in this bibliography. Jones’ article was not included in this bibliography because it did not meet the criteria.

**Search Strategy:** I searched the Library & Information Science Abstracts (LISA) database because of the plethora of articles it contains related to library and information science. Initially, I used an advanced search for the phrases *academic libraries AND distance education* in Abstracts. I used limiters to specify peer-reviewed scholarly journal articles published after 2006 published in English.

**Database:** Library & Information Science Abstracts (LISA) -- ProQuest

**Method of Searching:** Controlled Vocabulary searching (Abstract)

**Search String:** *academic libraries AND distance education*

**Scholarly/Refereed Status:** The article was located in the Library & Information Science Abstracts (LISA) database using the peer-reviewed scholarly journals limiters available in the database. Additionally, Ulrich’s lists the *Journal of Library Administration* as a scholarly journal that is refereed. According to the journal’s website, “All papers in *Journal of Library Administration* have undergone editorial screening and peer review.”
Entry 4:

**Abstract:** “The phenomenal growth of distance-learning programs at colleges and universities has tremendous implications for providing library services to distance students. Academic libraries are trying to meet the accreditation requirements for providing ‘equivalent’ library resources and services to on-campus students and distance learners. This article reviews the literature and presents an overview of distance-learning services offered by academic libraries. The impact of distance-learning and accreditation requirements on the work and roles of academic librarians is explored, and shifts in the roles of librarians serving distance learners and educators are discussed. The focus is on examining additional responsibilities, opportunities, and challenges encountered by academic librarians in serving distance learners.”

**Annotation:** Smiti Gandhi is a Reference Librarian at Valencia Community College in Florida. She has a MLIS degree. This article is one of the most commonly cited works in the study of the role of academic libraries and distance education. The article begins with the historical development of distance education in higher education, with particular attention paid to the role of academic libraries. The author explores the evolving roles of academic librarians delivering services and resources to distance learners. The author advocates equal access for on-campus students and distance learners. The author’s conclusions are useful for academic librarians and administrators alike. The article is intended for distance education librarians, faculty/staff and administrators seeking to meet the information needs and preferences of remote users in the 21st century.

**Search Strategy:** Initially, I searched Social SciSearch in Dialog using academic libraries AND distance education as search phrases. After finding the article’s citation and abstract in Dialog, I searched for Gandhi, Smiti as an Author and the Title of the article in the Title field in the Library Literature & Information Science Full Text database. I advanced searched for the article using limiters to find scholarly articles available in full-text, published between 2002 and 2012. The article was the lone search result due to the high precision search method. This article is also referenced in Yang’s article, listed last in this bibliography.

**Database:** Soc SciSearch (Dialog) and Library Literature & Information Science Full Text (HW Wilson) EBSCOhost

**Method of Searching:** Keyword search (Dialog) and Author/Title search (EBSCOhost)
Search String (Dialog): b 7
s academic/librarian?? AND distance/education
s s1 and py>2002
t s2/5/1-9

Search String: Gandhi, Smiti AND "academic librarians and distance education" (EBSCOhost)

Scholarly/Refereed Status: The article was located in the Library Literature & Information Science Full Text database using the peer-reviewed, scholarly journals limiters available in the database. Additionally, Ulrich’s lists Reference & User Services Quarterly as a scholarly journal that is refereed. According to the journal’s website, “The journal follows a policy of double-blind refereeing of articles in advance of publication.”

Entry 5:

Abstract: “In spring 2009, the University of Illinois at Urbana-Champaign Library conducted a significant new survey of distance learners enrolled in off-campus or online graduate programs. Exploring distance learners' perceptions about and use of library services, the survey of 146 students reveals opportunities to better meet the research needs of distance learners whose graduate work may demand extensive use of library resources. The survey affords insights into distance learners' communication preferences, and their particular research needs. Findings from this survey have informed one academic library's strategy to begin addressing important questions in library instruction for distance learners.”

Annotation: Miranda Hensley is an Instructional Services Librarian at the University of Illinois. Robin Miller is the Reference & Instruction/Government Publications Librarian at the University of Wisconsin-Eau Claire. Miller holds a M.S. degree in Library & Information Science. This article reports the findings of a survey conducted amongst undergraduate distance learners at the University of Illinois in an effort to improve library services. The authors discuss the implications of the findings for academic librarians serving distance learners. Some of their findings are generalizable to other similar-sized institutions. There are charts and graphs included in the text to make it more readable. The article is useful for distance education librarians, faculty/staff and administrators trying to meet the information needs and preferences of remote students.

Search Strategy: I searched the ERIC, Library Literature and Information Science Full Text, and the Library, Information Science and Technology Abstracts (LISTA) databases using EBSCOhost because of
the plethora of articles they contains related to library and information science. I advanced searched library services AND distance education in the Subject field. I used limiters to specify peer-reviewed articles in scholarly journals available in full-text published after 2006.

**Database:** Library Literature & Information Science Full Text (EBSCOhost)

**Method of Searching:** Controlled Vocabulary searching (Subject)

**Search String:** library services AND distance education

**Scholarly/Refereed Status:** The article was located in the Library Literature & Information Science Full Text database using the peer-reviewed, scholarly journals limiters in the database. Additionally, Ulrich’s lists the *Journal of Library Administration* as a scholarly journal that is refereed. According to the journal’s website, “All papers in *Journal of Library Administration* have undergone editorial screening and peer review.”

**Entry 6:**

**Abstract:** “This article reports on a content analysis of research articles focusing on library services in distance education published between 1999 and 2009. The study identified 472 articles on the topic and analyzed the citations, abstracts, and indexing to determine major topics, issues, and trends discussed; methodologies used; and major journals publishing in the field. The analysis revealed a pattern of increasingly diverse research methods used over time. The results are important to librarians, instructors, and administrators interested in distance education; to those who provide library services to distance education students and faculty; and to researchers in the field.”

**Annotation:** Susan Herring is a Professor of Information Science and Adjunct Professor of Linguistics at Indiana University. She has published dozens of scholarly articles concerning linguistics and information science. Librarians and researchers seeking information regarding the role of academic libraries in distance education should not miss this article. Administrators and faculty are target audiences also. The literature review in this article is comprehensive and recent, as it was published in 2010. This article could be read in conjunction with Raraigh-Hopper’s literature review listed later in this bibliography to find a wide variety of sources covering this topic.
Search Strategy: I searched Google Scholar to make sure that I was not missing any seminal works in the field and because of the plethora of articles it contains. I searched the role of academic libraries in distance education. I used limiters to narrow the search results to articles published after 2009. Then I searched the ERIC, Library Literature and Information Science Full Text, and the Library, Information Science and Technology Abstracts (LISTA) databases through EBSCOhost to find a full-text copy of the article. The article was obtained via ILL.

Database: Google Scholar and ERIC (EBSCOhost)

Method of Searching: Keyword searching

Search String: role of academic libraries in distance education

Scholarly/Refereed Status: The article was located in the ERIC database using the peer-reviewed, scholarly journals limiters available in the database. Additionally, Ulrich’s lists the Journal of Library & Information Services in Distance Learning as a scholarly journal that is refereed. According to the journal’s website, “Manuscripts submitted to this journal undergo editorial screening and peer review by anonymous reviewers.”

Entry 7:

Abstract: “While articles on individual studies, surveys, and programs abound, there is a lack of baseline data regarding what and how libraries provide instruction for their distant populations. Do libraries generally provide information literacy or library instruction to students at a distance? How is instruction usually provided? Is instruction generally assessed? If so, how is instruction assessed? These questions were asked of librarians in an online survey of 143 institutions offering distance programs, randomly sampled from the College Blue Book. With a 55% response rate, data about instruction offerings and assessment were correlated with information about library staff size, budget, and student enrollment. The expectation was that larger libraries with more money and students would provide more and better services, but interestingly these factors had far less influence than anticipated. It seems that the individual efforts of librarians were the major determinants for services offered by libraries at institutions with distant students.”

Annotation: Samantha Hines is an Associate Professor and the Distance Education Coordinator and Social Sciences Librarian at the University of Montana. She holds a MLIS degree. This article is based on
a survey of 78 academic librarians across America measuring library instructional services and assessment of library instructional services. The author found that the effort of individual librarians determined the amount and types of services provided by libraries to their distance learners. Individual effort was more important than factors such as budget, size, and number of librarians. These findings have implications for librarians and administrators. Individual librarians can make the difference in the quality and types of services provided to distance learners. Distance library services can be what librarians make of them, to an extent. See the Discussion section near the end of the article for Hines’ conclusions and potential research topics. The appendix includes the survey sent to the academic libraries.

**Search Strategy:** I found this article serendipitously when keyword searching while footnote chasing another article. I searched for the keyword phrase library services to distance learners in EBSCOhost because the phrase was in the title of the other article. I searched ERIC, LISTA, and Library Literature & Information Science Full Text simultaneously using EBSCOhost. The full text of this article was located in LISTA.

**Database:** Library & Information Science & Technology Abstracts (LISTA) EBSCOhost

**Method of Searching:** Footnote Chasing and Keyword searching (EBSCOhost)

**Search String:** library services to distance learners

**Scholarly/Refereed Status:** The full-text of article was located in the Library, Information Science, & Technology Abstracts (LISTA) database using the peer-reviewed, scholarly journals limiters in the database. Additionally, Ulrich’s lists the Journal of Library Administration as a scholarly journal that is refereed. According to the journal’s website, “All papers in Journal of Library Administration have undergone editorial screening and peer review.”

**Entry 8:**

**Abstract:** “Embedded librarianship focuses on the user and brings the library and the librarian to the user, wherever they are—office, laboratory, home, or even on their mobile device. This article provides an overview of the various ways libraries and librarians are embedding themselves into research and learning environs. Several roles are highlighted, including course-integrated instruction librarians as members of research teams, librarians collaborating with faculty in scholarly communication activities and
librarians as partners in multidisciplinary, global, and virtual collaborations. Definitions of key terms precede the overview and provide context; consideration of the human resources side of the equation follows. Reflections on organizational structure conclude the article.”

Annotation: Martin Kesselman is a librarian at Rutgers University. He is on the Research and Instructional Services Faculty and he is the Life Sciences Librarian. Sarah Watstein is a University Librarian at the University of North Carolina-Wilmington. Both of the authors hold MLS degrees. Published in 2009, this article focuses on embedded librarianship in distance learning programs. Embedded librarianship is user-centric, meaning that it is designed to meet the preferences of users by “bringing the library and the librarian to the user.” This is a recent paradigm shift in academic librarianship and distance education. In addition to an impressive reference list, there are several selected websites at the end of the article for keeping up with developments in embedded librarianship, including social networking sites, listservs, blogs, and wikis. The article is useful for distance education librarians, faculty/staff and administrators.

Search Strategy: I searched Google Scholar to make sure that I was not missing any seminal works in the field and because of the abundance of articles it contains. I searched the role of academic libraries in distance education as keywords. I used the date limiter to narrow the search results to articles published after 2009. Then I searched the ERIC, Library Literature and Information Science Full Text, and the Library, Information Science and Technology Abstracts (LISTA) databases via EBSCOhost to find a full-text copy of the article.

Database: Google Scholar and Library, Information Science, & Technology Abstracts (LISTA) EBSCOhost

Method of Searching: Keyword searching

Search String: role of academic libraries in distance education

Scholarly/Refereed Status: The article was located in the Library, Information Science, & Technology Abstracts (LISTA) database using the peer-reviewed, scholarly journals limiters in the database. Additionally, Ulrich’s lists the Journal of Library Administration as a scholarly journal that is refereed. According to the journal’s website, “All papers in Journal of Library Administration have undergone editorial screening and peer review.”
Entry 9:

Abstract: “At a time in our economy when library budgets are strained and staffing is under the microscope, librarians need to reassess and retool their library services for online students to provide quality, depth, and community without causing meltdown. The authors analyze some of the retooling undergone at their library to meet the shifting demographics of students who in 10 years have grown from 1,000 online students to 14,500 and increased to 65% of the students now taking online classes. To meet this challenge, the library centralized library services by closing the regional Library Information Centers and established a Multimedia Department focused on developing tutorials and online training materials, established an outreach librarian position, and worked with reference and instruction librarians to expand their roles as liaisons to the various academic programs. The library is learning to work smarter, not necessarily harder, and much leaner.”

Annotation: Robin Lockerby is the Assistant Director of Library Outreach Services at National University in San Diego, California. Barbara Stillwell is the Multimedia QA Librarian at National University. They both have a MLS degree. Both authors have individually published several scholarly articles and presented at several professional conferences in the field. This article offers a unique perspective concerning cost-effective techniques to deliver library services and resources to distance learners in an era of economic recession. The authors report their findings from a study conducted at National University in southern California. There are a variety of tables used to present the findings, which breaks up the text a bit to improve readability. The findings are easy to interpret and comprehend. This article is useful for library administrators and faculty/staff seeking to provide services and resources to distance learners within limited budget constraints.

Search Strategy: I searched the Library Literature & Information Science Full Text database because of the plethora of articles it contains related to library and information science. Initially, I searched for academic libraries and distance education in the database thesaurus. Both phrases were subject indexed. I advanced searched academic libraries AND distance education in the Subject field. I used limiters to specify peer-reviewed academic articles in scholarly journals available in full-text published after 2006.

Database: Library Literature & Information Science Full Text (HW Wilson) EBSCOhost

Method of Searching: Controlled Vocabulary searching (Subject)
Search String: academic libraries AND distance education

Scholarly/Refereed Status: The article was located in the Library Literature & Information Science database using the peer-reviewed scholarly journals limiters available in the database. Additionally, Ulrich’s lists the Journal of Library Administration as a scholarly journal that is refereed. According to the journal’s website, “All papers in Journal of Library Administration have undergone editorial screening and peer review.”

Entry 10:

Abstract: “The library is an important tool for individuals’ intellectual development. In particular, academic libraries often contain the core resources for research, teaching and learning. This study focused on the use of library and information resources by distant learning (part-time) students of three Nigerian universities. The randomly selected students were in 300-500 levels in the faculties running the programmes. The questionnaire and observation methods were used for data collection. The findings revealed that the arrangements for students to use libraries need to be improved upon. Less than half of the respondents used their main university libraries regularly. Some respondents indicated that they used the departmental libraries and other libraries outside the campus mainly for reading their personal books. The students hardly used reference and electronic resources. Also, majority of the students received no library use instructions. Thus, a student could graduate without having used libraries. The study recommends that universities need to make provision for students to access library and information resources and provide necessary training on information sourcing to the part-time, distance-learning students.”

Annotation: Iyabo Mabawonku is a Professor and the Head of the Department of Library, Archival and Information Studies at the University of Ibadan in Nigeria. She has published numerous scholarly articles on distance learning in higher education. This article provides a unique international perspective on library services for distance learners by presenting findings from a study conducted in various Nigerian universities. The literature review includes some similar studies that are useful for researchers studying this topic. The conclusions and recommendations at the end of the article are useful for library administrators, faculty/staff, and instructors. This article should be read in conjunction with the Chinwe Nwezeh (2010) article listed later in this bibliography.

Search Strategy I searched the Library Literature & Information Science database in Dialog because of the plethora of articles it contains related to library and information science. I searched Dialog for the
phrases academic libraries AND distance education. I narrowed the search to articles published after 2002. I used Hagerty Library’s EBSCOhost to search Library Literature & Information Science Full Text to find the full-text version of the document. I searched for Mabawonku as an Author and the Title of the article in the Title field EBSCOhost. I advanced searched for the article using limiters to find scholarly articles available in full-text, published between 2002 and 2012.

Database: Library Literature & Information Science Full Text (HW Wilson) Dialog and EBSCOhost

Method of Searching: Controlled Vocabulary searching (Dialog) and Title/Author search (Library Literature & Information Science Full Text)

Search String (Dialog): b 438 academic()library?? AND distance()education s s1 AND py>2002 t s2/5/1-14

Search String (EBSCOhost): Mabawonku AND “library use in distance learning

Scholarly/Refereed Status: The article was located in the Library Literature & Information Science Full Text database using the peer-reviewed, scholarly journals limiters available in EBSCOhost. Additionally, Ulrich’s lists the African Journal of Library, Archives, & Information Science as a scholarly journal that is refereed. According to the journal’s website, it is "refereed by distinguished scholars."

Entry 11:

Abstract: "This study examines the variety of instructional practices employed in distance learning librarians/up from the end of the 20th Century through the early beginnings of the 21st Century. The authors provide a thorough review of tile literature on distance learning library instruction, and the study highlights the instructional services provided at two academic institutions nit/i distinctly different clienteles and missions—one a large American university and the other a large Caribbean university."

Annotation: Evadne McLean is the Head of the Distance Education Centre at the University of the West Indies in the Caribbean. Stephen Dew is the Coordinator of Library Services at the University of Iowa. He has a Ph.D and two Master’s degrees, including a MLS. The authors employ a progressive pedagogical
perspective concerning library instructional services to distance learners. The article includes a section concerning active learning techniques and diverse learning styles of students/library users, which are not addressed in the other literature pertaining to instructional services. The article focuses on instructional services, including teaching techniques and technologies. The references are extensive and useful for researchers interested in this topic. The authors propose future research topics that can build on the research in this article. The references are predominantly scholarly journal articles. The article is intended for an audience of library administrators, faculty/staff, and researchers.

**Search Strategy:** I searched the Library Literature & Information Science Full Text, ERIC, and Library, Information Science and Technology Abstracts (LISTA) databases because of the plethora of articles they contain related to library and information science. I advanced searched **information resources** AND **distance education** in the Subject field. The phrase, **information resources**, was listed as a subject term in one of the articles I found earlier. I used limiters to specify peer-reviewed articles in scholarly journals available in full-text published after 2002.

**Database:** Library, Information Science, & Technology Abstracts (LISTA) EBSCOhost

**Method of Searching:** Controlled Vocabulary searching (Subject)

**Search String:** information resources AND distance education

**Scholarly/Refereed Status:** The article was located in the Library, Information Science, & Technology Abstracts (LISTA) database using the peer-reviewed, scholarly journals limiters available in the database. Additionally, Ulrich’s lists the Journal of Library Administration as a scholarly journal that is refereed. According to the journal’s website, “All papers in Journal of Library Administration have undergone editorial screening and peer review.”

**Entry 12:**

**Abstract:** “Are the library needs and expectations of students and faculty at a distance different than those of on-campus students and faculty? This article details and synthesizes the results of two studies conducted to assess Penn State University’s World Campus students and faculty perceptions, expectations and use of Web-based library resources and services. The results provide insight into challenges and issues surrounding service to a virtual academic community. This article will highlight which library resources and services were rated as being the most valuable and important to World
Campus users, and how the combined results of the two studies illuminate a widely applicable path for further development of library services to patrons at a distance.”

**Annotation:** The authors are both librarians at Penn State University Libraries. They have written dozens of articles together and individually on a variety of topics related to library and information science. Lesley Moyo is the Director for Research and Instructional Services. She has a MLIS from UC-Berkeley. Elyssa Cahoy is the Assistant Head of Library Learning Services. In this article, the authors present the findings of surveys conducted among distance learners at the Penn State World Campus in 2002 and 2004. The findings were comparable to other similar studies in the literature. Students were pleased with the quality of services, but not utilizing some available resources for distance learners. The authors conclude the article with a variety of recommendations regarding key issues surrounding library services to remote users. The references are comprehensive and worth exploring. This article is useful for library directors and faculty/staff seeking to improve library services to distance learners.

**Search Strategy:** I searched the Library Literature & Information Science Full Text database via EBSCOhost because of the plethora of articles it contains related to library and information science. Initially, I searched for academic libraries and distance education in the database thesaurus. Both phrases were subject indexed. I advanced searched academic libraries AND distance education in the Subject field. I used limiters to specify peer-reviewed academic articles in journal articles in academic articles available in full-text published after 2006.

**Database:** Library Literature & Information Science Full Text (HW Wilson) EBSCOhost

**Method of Searching:** Controlled Vocabulary searching (Subject)

**Search String:** academic libraries AND distance education

**Scholarly/Refereed Status:** The article was located in the Library Literature & Information Science Full Text database using the peer-reviewed scholarly journals limiters available in the database. Additionally, Ulrich’s lists the Journal of Library Administration as a scholarly journal that is refereed. According to the journal’s website, “All papers in Journal of Library Administration have undergone editorial screening and peer review.”
Entry 13:

Abstract: “The authors, library practitioners from either side of the Atlantic Ocean, embarked on a dialogue about the ethical challenges encountered in providing library services to distance learners. Unable to find an existing, appropriate ethical framework for their discussion, they agreed to devise their own, informed by relevant professional codes and guidelines. They propose 10 ethical principles for the provision of library services to distance learners. Drawing on their own experience, they highlight the challenges these principles present in practice and the responsibilities of librarians and their institutions to meet them.”

Annotation: George Needham has been an academic and public librarian for over 30 years. He is currently a library consultant and keynote speaker. Needham was the Director of the Public Library Association from 1993-1996. He was until recently the OCLC Vice-President of Global and Regional Councils. Kay Johnson is the Academic Coordinator at Athabasca University in Canada. Prior to that, she was the Head of Reference & Circulation Services at the university library. She has two Master’s degrees, including a MLIS. This article provides unique perspectives from both a British librarian and a Canadian librarian. They are both academic librarians. In this article, the authors provide an ethical framework for providing library services to distance learners. At least one article such as this belongs in any bibliography on this topic. As librarians, we must take into account the values and choices involved in delivering equal access and services to diverse individuals and groups of distance learners. The authors discuss real-world examples such as distance education programs for prisoners. The authors propose future research topics that can build on the research in this article. The references are predominantly scholarly journal articles. The article is intended for an audience of library administrators, faculty/staff, and researchers.

Search Strategy: I found this article serendipitously while footnote chasing another article. I searched for the keyword phrase library services to distance learners in EBSCOhost because the phrase was in the title of the article I was footnote chasing. I searched ERIC, LISTA, and Library Literature & Information Science Full Text simultaneously. The full text of this article was located in LISTA.

Database: ERIC (EBSCOhost)

Method of Searching: Footnote Chasing and Keyword searching (EBSCOhost)

Search String: library services to distance learners
Scholarly/Refereed Status: After footnote chasing, the article was located in the ERIC database using the peer-reviewed, scholarly journals limiters available in the database. Additionally, Ulrich’s lists Open Learning as a scholarly journal that is refereed. According to the journal’s website, “Articles are peer reviewed by an international panel of experts in the field.”

Entry 14:

Abstract: “The emergence of the system of open and distance education is an inevitable development in the evolution of education internationally. With the increasing popularity of distance education, focus has turned to the role of libraries in the distance learning process. The library is an important tool for individuals’ intellectual development. Academic libraries contain resources for research, teaching, and learning. This paper examines the efforts being made by Nigerian university libraries to fulfill the information needs of distance education students in their respective institutions. This study was carried out in four Nigerian universities running distance education programs. The questionnaire method was used for data collection. The respondents used in this study were randomly selected from the distance learning (DL) students of the universities under study. It was discovered that DL students were not adequately catered for as far as the use of library resources is concerned. A student could graduate without having used libraries. The study recommends that adequate planning and financing should be made for DL students to be able to make use of the libraries and information resources. It adds that this would enhance their critical thinking and also enhance their degree of exposure to existing knowledge.”

Annotation: Chinwe Nwezeh is a librarian at the Hezekiah Oluwasanmi Library at Obafemi Awolowo University in Ile-Ife, Nigeria. Nwezeh has a M.Ed from the University of Nigeria. He has published several articles in which he has researched distance education programs in Nigerian universities, among others. This author provides a unique international perspective on library services for distance learners in various Nigerian universities. The author builds upon the work of Iyabo Mabawonku, cited earlier in this bibliography. The author advocates collaboration amongst librarians and university faculty in curriculum design. The author also advocates appropriate training for library staff in skills related to serving distance learners. The article is written in a clear and concise manner. The cited references in the article include similar studies in the field. The conclusions and recommendations at the end of the article are useful for library administrators, faculty/staff, and instructors seeking to improve library services to distance learners.

Search Strategy: I searched the Library and Information Science Abstracts (LISA) database because of the plethora of articles it contains related to library and information science. Initially, I searched for
academic libraries and distance education in the database thesaurus. Both phrases were subject indexed. I advanced searched academic libraries AND distance education in the Abstract field. I used limiters to specify peer-reviewed articles in scholarly journals available in full-text published after 2002. This search strategy yielded 50 search results.

**Database:** Library and Information Science Abstracts (LISA) ProQuest

**Method of Searching:** Controlled Vocabulary searching (Abstract)

**Search String:** academic libraries AND distance education

**Scholarly/Refereed Status:** The article was located in the Library and Information Science Abstracts (LISA) database using the peer-reviewed, scholarly journals limiters available in the database. Additionally, Ulrich’s lists the New Review of Academic Librarianship as a scholarly journal that is refereed. According to the journal’s website, “Manuscripts submitted to this journal undergo editorial screening and peer review by anonymous reviewers.”

**Entry 15:**

**Abstract:** “This article documents the development of library services to distance education students in conjunction with the growth of online distance education courses at the University of Scranton. Personal computers and the development of the Internet have had a significant impact on the delivery of library services to patrons and have given academic libraries the ability to provide distance education students with library services and resources equivalent to those provided for campus students.”

**Annotation:** Bonnie Oldham is an Associate Professor and the Information Literacy Coordinator at the University of Scranton’s Weinberg Memorial Library. She has two Master’s degrees, including a MLS. This article provides a unique perspective on academic libraries providing services to distance students at a seminary college. The author studied library services to online distance education courses at a private Catholic and Jesuit comprehensive university in Pennsylvania. Academic library directors, administrators and librarians at small and medium-sized libraries would find this article useful for improving library services and technology at their own institutions. The author proposes future research topics that can build on the research in this article. The cited references are predominantly scholarly journal articles. The article is intended for a broad audience of library administrators, faculty/staff, and researchers.
Search Strategy: I searched the Library Literature & Information Science Full Text database because of the plethora of articles it contains related to library and information science. Initially, I searched for academic libraries and distance education in the database thesaurus. Both phrases were subject indexed. I advanced searched academic libraries AND distance education in the Subject field. I used limiters to specify peer-reviewed academic articles in journal articles in academic articles available in full-text published after 2006.

Database: Library Literature & Information Science Full Text (HW Wilson) EBSCOhost

Method of Searching: Controlled Vocabulary searching (Subject)

Search String: academic libraries AND distance education

Scholarly/Refereed Status: The article was located in the Library Literature & Information Science Full Text database using the peer-reviewed scholarly journals limiters in the database. Additionally, Ulrich’s lists the Journal of Interlibrary Loan, Document Delivery & Electronic Reserve as a scholarly journal that is refereed. According to the journal’s website, “All articles in the Journal of Interlibrary Loan, Document Delivery, & Electronic Reserve have undergone editorial screening and peer review.”

Entry 16:

Abstract: “Academic libraries offer many services to distance learning students. The sources of literature reviewed here offer information that shows relevant similarities and differences between library services offered to traditional students and distance learning students. Likewise, the associated findings from the literature offer insight that is applicable for a project to modify and improve library services for distance learners in higher education.”

Annotation: Jennifer Raraigh-Hopper is the Coordinator of Administrative Services at the University of Central Florida Libraries. This literature review focuses on improving library services for distance learners and compares and contrasts them with library services available to traditional students through examining research that focuses on information literacy tutorials, interlibrary loan, student perceptions of resources and technology, and more. This literature review was published in 2010, making it the most recent of its kind. The author proposes future research topics that can build on the research in this article. The references are predominantly scholarly journal articles. The article is intended for a broad audience of library administrators, faculty/staff, and researchers. Any student or researcher interested in this topic
should review this literature review. After taking a look at a few of the cited references through footnote chasing, I determined that they are premier scholarly publications.

Search Strategy: I searched the Library Literature & Information Science Full Text database via EBSCOhost because of the plethora of articles it contains related to library and information science. Initially, I searched for academic libraries and distance education in the database thesaurus. Both phrases were subject indexed. I advanced searched academic libraries AND distance education in the Subject field. I used limiters to specify peer-reviewed academic articles in journal articles in academic articles available in full-text published after 2006.

Database: Library Literature & Information Science Full Text (HW Wilson) EBSCOhost

Method of Searching: Controlled Vocabulary searching (Subject)

Search String: academic libraries AND distance education

Scholarly/Refereed Status: The article was located in the Library Literature & Information Science Full Text database using the peer-reviewed scholarly journals limiters available in the database. Additionally, Ulrich’s lists the Reference Librarian as a scholarly journal that is refereed. According to the journal’s website, “All articles in The Reference Librarian have undergone editorial screening and peer review.”

Entry 17:

Abstract: “With the rapid rise in distance education and online courses, the need to provide effective library services to the faculty and students involved in online courses is vitally important. Traditional services cannot always be transferred easily to the online environment and may need to be modified, or new services may need to be created to meet the needs of online users. This article examines the needs and wants of faculty involved in offering online courses. A Web-based survey was administered to faculty teaching an online course within the past 2 years at the authors’ organization. Faculty were asked a series of questions including their use of current library services, their emphasis on students using library services, and the services and resources they would like the library to provide in the future. Questions for the survey were inspired by LibQual comments received during our 2005 and 2007 surveys as well as comments received from both faculty and students while teaching and participating in online courses. Faculty who took the survey teach in a variety of disciplines and have different experience levels with teaching online courses. Results of the survey will be presented along with inferences from the current
literature. The audience will be invited to share their innovative service ideas. Participants will gain ideas for updated or new services to faculty teaching online courses.”

**Annotation:** Beth Thomsett-Scott and Frances May are librarians at the University of North Texas, which is where the research for this article was conducted. Both of the authors have Master’s degrees in Library Science. This article presents the findings of a survey conducted among faculty at the University of North Texas. The cited references in the article are worth exploring. After taking a look at a few through footnote chasing, I determined that they are premier scholarly publications. The author proposes future research topics that can build on the research in this article. The appendix includes the survey used as for data collection. The article is well researched. The references are scholarly journal articles. The article is intended for an audience of library administrators, library faculty/staff, and university faculty.

**Search Strategy** I searched the Library, Information Science and Technology Abstracts (LISTA) database because of the plethora of articles it contains related to library and information science. I advanced searched academic libraries AND distance education in the Subject field. I used limiters to specify peer-reviewed articles in scholarly journals available in full-text published after 2002.

**Database:** Library, Information Science & Technology Abstracts (LISTA) EBSCOhost

**Method of Searching:** Controlled Vocabulary searching (Subject)

**Search String:** academic libraries AND distance education

**Scholarly/Refereed Status:** The article was located in the Library, Information Science, & Technology Abstracts (LISTA) database using the peer-reviewed, scholarly journals limiters in the database. Additionally, Ulrich’s lists the Journal of Library Administration as a scholarly journal that is refereed. According to the journal’s website, “All papers in Journal of Library Administration have undergone editorial screening and peer review.”

**Entry 18:**
Tyler, K., & Hastings, N. B. (2011). Factors influencing virtual patron satisfaction with online library resources and services. *Journal of Educators Online, 8*(2), 1-34.

**Abstract:** “College students are accessing virtual libraries whether they are on campus or learning from a distance. Academic institutions serving virtual patrons must remain focused on meeting the needs of those library users by continually examining their preferences, their searching behavior, and the information they seek. The purpose of this research was to determine if virtual patrons are satisfied with
the resources and services being provided by a university’s online library. Following a web-based survey, demographic characteristics of students were analyzed to determine if any influenced students’ satisfaction. Using analysis of variance, correlation, and descriptive statistics, several demographic factors were found to influence student satisfaction with the library’s online resources: age, gender, achieved educational level, student status, and computer experience. One factor, computer experience, was found to influence student satisfaction with the library’s online services. Overall, students reported satisfaction with the university’s online library resources and services. Comments submitted to open-ended questions regarding areas for improvement to the online library provide library administrators with avenues for development to increase awareness of library services, focus improvement in navigation, and enhance student satisfaction.”

**Annotation:** Katherine Tyler is the Instructional Systems Specialist at the Joint Special Operations University located at MacDill Air Force Base in Tampa, Florida. She earned an Ed.D. in Curriculum and Instruction with a specialization in distance learning in 2010 and an Ed.S. in Instructional Technology in 2008 from the University of West Florida. Previously, she was an Instructional Designer for the University of West Florida’s Academic Technology Center and worked extensively in faculty development for the university’s Online Campus. Nancy Hastings, Ph.D. is an Assistant Professor of Instructional Performance and Design at the University of West Florida. The findings from their study have direct implications for library stakeholders, including librarians, faculty, administrators, and students. Academic librarians may study the results when considering the development and improvement of online library services and resources for students. Towards the end of the article, the authors pose a series of research questions regarding remote user satisfaction with library services and answer the questions with references from the literature. The authors propose future research topics that can build on the research in this article. The authors conducted a thorough amount of research for this article. Cited references are predominantly scholarly journal articles. The article is intended for a broad audience of library administrators, faculty/staff, and students.

**Search Strategy:** I searched the ERIC, Library & Information Science Abstracts (LISA), and the Library, Information Science and Technology Abstracts (LISTA) databases via EBSCOhost because of the plethora of articles they contain related to library and information science. I was searching for the full-text version of an article that I found earlier, entitled *The Virtual Patron* by Lesley Moyo (2010), because it was not available through Hagerty Library. I searched for *The Virtual Patron* in the Title field AND Moyo in the Author field. This search strategy yielded 8 search results. The Tyler & Hastings article was an unintended serendipitous discovery. It was the first search result listed in the ERIC database using this search method.

**Database:** ERIC (EBSCOhost)
Method of Searching: Title and Author search

Search String: The Virtual Patron (TI) AND Moyo (AU)

Scholarly/Refereed Status: The article was located in the ERIC database using the peer-reviewed, scholarly journals limiters available in the database. Additionally, Ulrich’s lists the Journal of Educators Online as a scholarly journal that is refereed. According to the journal’s website, it is “an online double-blind peer review scholarly journal...”

Entry 19:

Abstract: “The article discusses the creation of reference and instructional services for the faculty and students in distance education (DE), addressing the possible challenges and planning for the future. The Association of College and Research Libraries (ACRL) guidelines stated that services to students on and off campus must be equal although there are more challenges in meeting the needs of DE students. Also noted are the factors that shape a good distance education program including proper plans and collaborative efforts.”

Annotation: The authors are librarians at East Carolina University. Angela Whitehurst is the former Distance Education Coordinator and the current Interim Head of Reference. Carolyn Willis is a Reference Librarian and the Outreach Coordinator at Joyner Library at ECU. This article addresses the ACRL’s Guidelines for Distance Learning Library Services and the increased desire for outcomes assessments by regional accrediting agencies in relation to library services to distance learners. The authors identify various trends in distance education, including the rapid growth in distance learning programs and the increasing need for librarians to be instrumental in the distance education process. In the opinions of the authors, librarians must learn how to serve users from a distance effectively. They discuss the history and future of distance education at ECU. Assessment methods, including LibQUAL+ are analyzed. Assessment led to improved services for distance learners. The authors advocate proper planning, collaboration between librarians and instructors, technological experimentation, and continuous assessment for an effective distance education program. The author proposes future research topics that can build on the research in this article. The article is well researched and the cited references are predominantly scholarly journal articles. The article is intended for an audience of library administrators, faculty/staff, and researchers.
Search Strategy: I searched the Library Literature & Information Science Full Text database because of the plethora of articles it contains related to library and information science. Initially, I searched for academic libraries and distance education in the database thesaurus. Both phrases were subject indexed. I advanced searched academic libraries AND distance education in the Subject field. I used limiters to specify peer-reviewed academic articles in journal articles in academic articles available in full-text published after 2006.

Database: Library Literature & Information Science Full Text (HW Wilson) EBSCOhost

Method of Searching: Controlled Vocabulary searching (Subject)

Search String: academic libraries AND distance education

Scholarly/Refereed Status: The article was located in the Library Literature & Information Science Full Text database using the peer-reviewed scholarly journals limiters available in the database. Additionally, Ulrich’s lists Southeastern Librarian as a scholarly journal that is refereed. According to the journal’s website, “The Southeastern Librarian (SELn) is a refereed journal using double-blind refereeing of articles before publication.”

Entry 20:

Abstract: “This paper examines the extent to which U.S. Association of Research Libraries (ARL) are providing services to their distance education library patrons, it reveals whether each U.S. ARL library has a designated librarian in charge of services to distance education students, and it presents the perceived challenges faced by distance education librarians.”

Annotation: The author is the Interim Associate Dean for Document Delivery/Interlibrary Services, Collection Development, Electronic Resources, Acquisition, Cataloging, and Stacks Maintenance at Texas A&M University Libraries. As an expert in the field, Yang has written several essays pertaining to the improvement of library services, library services to distance learners, user satisfaction with library services, and more. Yang is a regular presenter at professional conferences and has received awards for his work in the field. In this article, Yang analyzes the information needs and preferences of distance learners in a coherent fashion. The rapid growth in distance education over the last ten to fifteen years has made this topic increasingly important in academic librarianship. The author emphasizes equitable access among library users, especially distance learners. The author conducted a telephone survey
among 103 ARL libraries to learn about each library’s services for distance users. The author’s conclusions are supported by similar studies in the literature. The author proposes future research topics that can build on the research in this article. The appendix includes the telephone survey used as the data collection tool. The article is well researched and the cited references are predominantly scholarly journal articles. The article is written for an audience of library administrators, faculty/staff, and students.

Search Strategy: Initially, I found this article in the references section of an article that is not included in this biography because it does not meet the criteria. It was still worth reading. I located the Yang article in the Library Literature & Information Science Full Text database using EBSCOhost to search a variety of databases simultaneously. I searched for Yang in the Author field and distance education librarian in the Title field in EBSCOhost. This high precision search found the article as the lone search result.

Database: Library Literature & Information Science Full Text (HW Wilson) EBSCOhost

Method of Searching: Footnote Chasing and Author/Title (EBSCOhost)

Search String: Referenced in an article not included in this bibliography:

Scholarly/Refereed Status: The Yang article was located in the Library Literature & Information Science Full Text database using the peer-reviewed scholarly journals limiters available in the database. Additionally, Ulrich’s lists the Journal of Academic Librarianship as a scholarly journal that is refereed. According to the journal’s website, “The Journal of Academic Librarianship is an international and refereed journal.”

Conclusion and Personal Statement
As a MLIS student and aspiring academic librarian, I have gained a plethora of new knowledge and acquired many new research skills throughout this course. The process of generating this annotated bibliography provided me the opportunity to use all of the research tools that we added to our proverbial toolbox throughout this term. This assignment was an ideal experiential learning exercise in evaluating resources and compiling a bibliography. My resource evaluation skills were put to the test and I succeeded because this course prepared me to determine the scholarly value of electronic resources. After reviewing the desired course outcomes for this course, I realized that all of the learning objectives for this course have been achieved and demonstrated in this project.

I was able to retrieve information from a variety of databases available through Hagerty Library, as well as DialogClassic and the Web. LISTA, LISA, ERIC, and Library Literature & Information Science Full Text were the databases I searched the most for this topic. I utilized Boolean searching, truncation,
proximity operators, set formation, and more. I was able to use high precision search techniques involving controlled vocabulary in multiple databases related to education and library and information science. In some cases, I used database thesauri and synonyms to my advantage in order to broaden or narrow my search. I was also able to use natural language to track down articles on the free Internet using advanced searching techniques in Google Scholar. I tracked down articles using WorldCat on a few occasions when the full text version of the article was unavailable through Hagerty. Usually, Hagerty provided the full text of most of the articles. I used interlibrary loan for a few articles. After finding articles, I was able to search and find authors, publications and institutions on the Web in order to determine their credentials and credibility. These are merely several of the skills learned in this course that I was able to apply to the generation of the bibliography. I entered this course as a mere novice. I am leaving this course well prepared and feeling confident to find anything that a user could request at the reference desk.

As a distance learner who has participated in multiple distance educational programs at various universities, it was interesting and informative to learn about other users’ perceptions of academic library services and resources provided to distance learners. According to the literature and my own experiences with distance learning, the information needs of distance learners are diverse and distinct from on-campus students. It was also interesting to learn about this issue from the perspective of academic librarians who currently serve this ever-increasing population of library users and students.

After graduation I plan to pursue positions in academic libraries. I want to work with both on-campus students and distance learners in reference and instructional services. Ideally, I hope to find a position as a distance education librarian who specializes in reference and instructional services and works as a humanities & social sciences subject liaison. That would be my dream job.