INDIANA

LIBRARIES

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by Robert Logsdon,
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Guest Editor

his special issue of *INDIANA LIBRARIES* has a twofold purpose. First, it seeks to introduce distance learning to those individuals not familiar with it, especially in library settings. Secondly, for those librarians currently providing distance learning services in their institutions, it will broaden their horizons and stimulate ideas to investigate and expand their current application.

I think our contributing authors have done a masterful job of meeting these goals and readers of this issue will indeed come away more informed and stimulated by the ideas and enthusiasm expressed in each article. As you will see, not all the applications are without their challenges, but where these have occurred opportunities are noted and methods to address them are presented. Also, you will see that there are a multiplicity of approaches to using distance learning services in a library and not everyone follows the same pattern. This is as it should be and every library obviously must design their services to meet the needs and requirements of their own patrons and community. Nevertheless, it is important to have advocates for different approaches and the articles that follow allow the authors an opportunity to share their perspective and explain why they feel as they do.

You will also note that our contributors come from a variety of settings, representing different types of libraries (academic, public, and school) as well as networks within our state. This helps, I believe, to show the widespread application of distance learning in our various institutions and to demonstrate that it is not restricted to any one kind of setting or type of library. At the same time, each author has focused upon a specific area and it is hoped readers will be able to identify their institution with one of the examples provided.

It is our desire that after reading this issue you will be stimulated to learn more about this wonderful and exciting area of service. To assist you, two of our authors have provided extensive bibliographies that provide additional sources of information and contact sites. Rita Barsun, one of our contributors, has created a mailing list that allows subscribers to share information, ask questions, and pass on helpful hints. If you are interested in subscribing:

Send an e-mail message to majordomo@indiana.edu
Leave the subject line blank
In the body of the message type: subscribe de_indiana
(And be sure to delete your signature file)

I hope you enjoy your reading and I look forward to hearing in the not too distant future about your experiences with distance learning.

COPING WITH SUCCESS:

DISTANCE LEARNING IN

INDIANA HIGHER EDUCATION

by Susan B. Scott,
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A sage once cautioned, "Be careful what you wish for lest you get it." Accomplishing significant enrollments in distance learning now confronts Indiana's higher education institutions with new challenges in handling that success.

Though popular media still speak of distance learning as new or experimental, Indiana's higher education community has been practicing it for nearly a century. Indiana University's independent study program dates to the early 1900's, and Purdue began broadcasting college classes by radio in the thirties. Purdue and IU began inter-campus course delivery in 1961 that led to creation of the Indiana Higher Education Telecommunication System (IHETS) in 1967. Thus, Indiana's institutions and their faculties have a history of creativity in using technology to support, improve, and deliver postsecondary education, even though we also have a deep-seated tradition of doing rather than bragging. We take for granted what others, several years later, loudly proclaim as "innovative" or "unprecedented."

The upside of such self-effacing competence is that Hoosiers have an extensive range of learning opportunities now available from Indiana institutions; the downside is that too few know about those opportunities. On the other hand, even with the limited promotion we have been able to mount, the number of enrollments in distance programs is beginning to exceed capacity based on current administrative structures and instructional assumptions. Securing more state funding is unlikely in the near future. Indiana continues, however, to have dismal educational attainment levels that demand improvement in order for the state to remain economically competitive and continue the quality of life we value. Campus-based classes alone will not meet the need.

IT'S ABOUT TIME, NOT GEOGRAPHY

Before I proceed, let me clarify terms. The standard definition of distance learning is *education that is mediated to facilitate learning when instructor and students are separated by geographic distance or time*

or both, and this article assumes that broad meaning. Other terms that often confuse discussion include *distributed learning, virtual learning, online learning,* and *e-learning.* Further complication ensues from conflicting application of those terms. For example, the K12 community tends to restrict *distance learning* to two-way video delivery only and *online learning* to Web-based learning, while the corporate training sector often uses *online learning* and *e-learning* to mean stand-alone computer-based learning but sometimes uses those terms to encompass two-way video conferencing as well.

One reason for the proliferation of terms is that, for higher education at least, the Web has made "distance" learning a misnomer. Even before the advent of the Web, fewer than half of distance learners in state or national studies indicated that geographic distance from a campus was the major reason for their use of technology to access education. Skyrocketing enrollments in online learning have helped educators see that the time/ schedule constraints of working adults are the primary limiting factor—indeed, the perceived geographic barriers often come down to the time it takes students to drive those distances.

When some institutions such as SUNY and the University of Illinois launched their online classes, the influx of enrollments came largely from on-campus resident students. Those students, too, needed more convenient class schedules to accommodate their own work schedules or pick up an additional class to make more timely progress toward degree completion. Because of Indiana's long-standing use of technology for educational outreach, we have not seen as large an impact. To further substantiate the extent to which schedule constraints are the major limitation for adult learners, however, Ivy Tech State College enrollments (which now constitute more than half of the total statewide tally) are primarily from students within the region rather than across the state or around the world. Consequently, higher-education practitioners are more likely to use the term *distributed learning* and sometimes extend that term to include classes that meet regularly in person but include extensive Web-based support.

Yet another indicator that distance is not the primary issue also represents a cause for concern. Indiana campuses offer several online courses and degree programs that they no longer list through the Indiana College Network (ICN). The programs are still offered, but the campuses were unable to satisfy the demand from around the state because local enrollments filled the classes as soon as they were announced, leading to genuine frustration on the part of more distant students who wanted to take those classes. Unfortunately, most of those programs are in high-demand IT subjects sorely needed elsewhere in the state. A major topic for consultation in the coming year will address how to scale to meet widespread needs without sacrificing educational quality, particularly as the State's fiscal uncertainties force retrenchment.

QUANTITY AND QUALITY

For breadth, depth, and choice, few states equal what's available from Indiana's accredited colleges and universities (with the usual notable exceptions of the huge California and Florida educational systems and populations). Our institutions take advantage of print/mail, audioconference, CD-ROM, videotape, cable and public TV, satellite, Internet/Web, and multi-way video conference to connect learners with formal learning experiences.

Collectively, the institutions offer over 70 associate, baccalaureate, and master's degree and 35 certificate programs encompassing nearly 2,000 credit courses in disciplines from arts and humanities to business to science to education to health professions (and yes, library and information science as well). Not surprisingly, the strong movement in the past five years has been toward Web-based classes and degrees, though most other major delivery systems also use the Web to provide resources and facilitate out-of-class interaction. In fact, the "blended learning solutions" now being embraced in the corporate sector have been common practice in higher education for a decade. The businesses and K12 schools that unsuccessfully tried stand-alone computer-based educational materials are discovering the merits of "instructor-led" learning, which is what higher education classes have been about from the outset.

As all the institutions are fully accredited by regional and specialized accrediting bodies, their distance-delivered classes and programs must meet the same standards. Slapping a set of textual lecture notes on the Web and turning students loose was never typical in Indiana and is now rare elsewhere. Indeed, preparation of a good video or online course helps faculty learn how to teach more effectively, and the improvements spill over into their traditional classroom instruction as well.

INDIANA'S VIRTUAL UNIVERSITY

Like our neighboring states, Indiana has a virtual university consortium. It's called the Indiana College Network, and it was the first such interinstitutional virtual university in the country. (Thomas Edison in New Jersey and Excelsior in New York pre-date ICN but are single, degree-granting institutions.) Now it's routine to hear educators from other states talk about their home institution models and refer with justifiable pride to their virtual university web sites that list 50 or more degree and certificate programs. Back in 1994 when ICN was launched, there were no models— Indiana in several cases provided a model for others.

ICN continues to be one of the largest and most comprehensive, in part because ICN is more than just a web site. In 1992 IHETS' Board of Directors created the Indiana Partnership for Statewide Education as a "consortium within the consortium" to focus interinstitutional collaboration on assuring that a full range of educational opportunities is available to Hoosiers via multiple technologies wherever they live and work. Thus, our Indiana institutions—including two- and four-year, public and private colleges and universities— created ICN from the grass roots and, as they did with IHETS in the mid-1960's, invented something new.

The Partnership has devoted early and continuing attention to questions of quality, transferability, faculty development, library services, and student services. Putting learners' needs foremost has been a core philosophy for the Partnership from the outset, placing student rather than institutional convenience as the driver of cross-institutional registration processes that protect financial-aid eligibility. Student needs for variety complemented the institutions' needs to save money by not having to offer every course themselves, driving creation of a Home Institution model that enables students from one institution to register for courses from other institutions without having to deal with multiple enrollment applications and after-the-fact transfer procedures. (Last year ICN processed 3,300 such cross-institutional registrations, with a few students enrolling with as many as five different campuses in a single semester.)

Expectations about facilitated transfer have in turn required patient building of confidence and trust among the faculties of sister institutions to deliver education of solid quality through early interinstitutional peer review committees as well as later creation of a set of shared Guiding Principles for Faculty in Distance Learning. An active library services committee provided early recommendations both for librarian involvement in course development teams and for local library support for students in their home towns. The Partnership invested early in helping each institution build its faculty development capabilities: publishing a

faculty handbook and two collections of papers by experienced faculty members, providing regular conferences for faculty and instructional support staff to exchange best practices, and most recently launching an IPSE Awards program recognizing creativity by Indiana faculty and instructional support staff. (One of the first award winners was Dr. Howard Rosenbaum of the IU School of Library and Information Science in Bloomington.)

Being student-centered has also required concurrent attention to high tech and high touch. The technology focus has taken the form of creating the first statewide online database of courses, promoting use of varied technologies to improve access and accommodate different learning styles, enabling online pre-registration for initial or multi-institutional enrollments, and increasing the functionality of the ICN web site so that learners can find what they need without unnecessary recourse to phone calls. The high-touch components include both an 800-number hotline for assistance, designated ICN coordinators at home and originating campuses who are familiar not only with their institutions' offerings but also the complexities confronting distant students, and a network of 70 learning centers in communities around the state, for which the personal attention of a local coordinator is even more important than the particular technology access that may be available there.

LEARNER RESPONSE

Learner response to this array of opportunities has been both gratifying and daunting. Even with limited promotion, course enrollments at Indiana's public colleges and universities have tripled in the last five years, due almost entirely to the dramatic growth in Internet courses. In 1994-95 the Internet accounted for one percent of distance enrollments; three years later the proportion was half, and in 2000-01 the percentage was nearly three-quarters. For 2000-01, the course-enrollment tally via all media was at 34,200; as data for 2001-02 come in, it appears clear that Indiana will pass the 40,000 mark. Based on what we know about enrollment patterns, that represents some 20,000 people whose postsecondary education is being enhanced—in some cases made entirely possible—by distance learning. Though these numbers do not include those studying by traditional print independent study, it is interesting to note that the Internet tide is also lifting the correspondence boat, and enrollments by that means are also rising significantly.

Our own student surveys mirror the results of national student satisfaction surveys. While a few learners try but find they just don't like the experience (on the order of 5% to 10%), the vast majority (85% to 90%) does like distance learning, would take another class, and would recommend it to a friend even though

a large minority misses the face-to-face interaction with the instructor and other students. Most of our Indiana enrollments are "adult non-traditional learners" with complicated work and family schedules, so it isn't surprising that they most highly appreciate the flexibility of distance learning. Also not surprising is that, since credit courses represent the preponderance of offerings, nearly all of our students are pursuing a credential, typically a degree.

A common worry about distance learning is "high drop-out rates," but our own anecdotally reported experience is that course completion is comparable to that for campus-based courses—in the 80% to 90% range—for adults. The supposedly high drop out rates usually turn out to be either for those print correspondence classes where feedback and encouragement to persist are limited and slow in arriving or, in the corporate sector particularly, for ad hoc online training materials where there is no impetus for completion and no expectation of accountability to a supervisor or trainer. Given the significant growth in distance learning, however, it behooves serious distance learning providers to investigate more rigorously both course-completion and degree-persistence rates, and we hope to begin such studies yet this year.

WHAT'S NEXT?

The Partnership has several task groups currently focused on updating library-service recommendations, addressing new ADA issues and opportunities with adaptive technology, increasing participation by more institutions in the ICN structures, and developing common online admissions applications. The institutions continue to add new programs each year to meet pressing state educational needs. Individually and collectively through the Partnership, the institutions are paying particular attention to improving high-school-to-college transitions as well as to better understanding business' education and training needs. The Partnership and its members will strengthen outreach to communities organizing to meet locally identified educational needs. And, as noted earlier, we expect to devote attention to persistence rates and scalability concerns.

For the longer term, two exciting projects are under development. Jointly with the Central Indiana Public Broadcasting Consortium, IHETS is preparing to launch a pilot Lifelong Learning Service that will take advantage of new digital broadcasting capabilities to create a to-the-home, round-the-clock interactive service to meet Hoosier learning needs in innovative ways. An even broader group of partners from K12 education, libraries, public broadcasting, state agencies, higher education, cultural organizations, and others is collaboratively developing an Indiana Learning Portal to provide customizable access to comprehensive information about the virtual universe of learning opportunities

from all potential Indiana providers.

Distance learning will have an increasingly important role to play in addressing Indiana's substantial educational needs. There is every reason to believe that, with such strong foundations of success, higher education will expand its partnerships with other educators to become increasingly creative in the face of continued gloomy fiscal forecasts. Indiana's colleges and universities have proven their capability and willingness to meet such challenges.
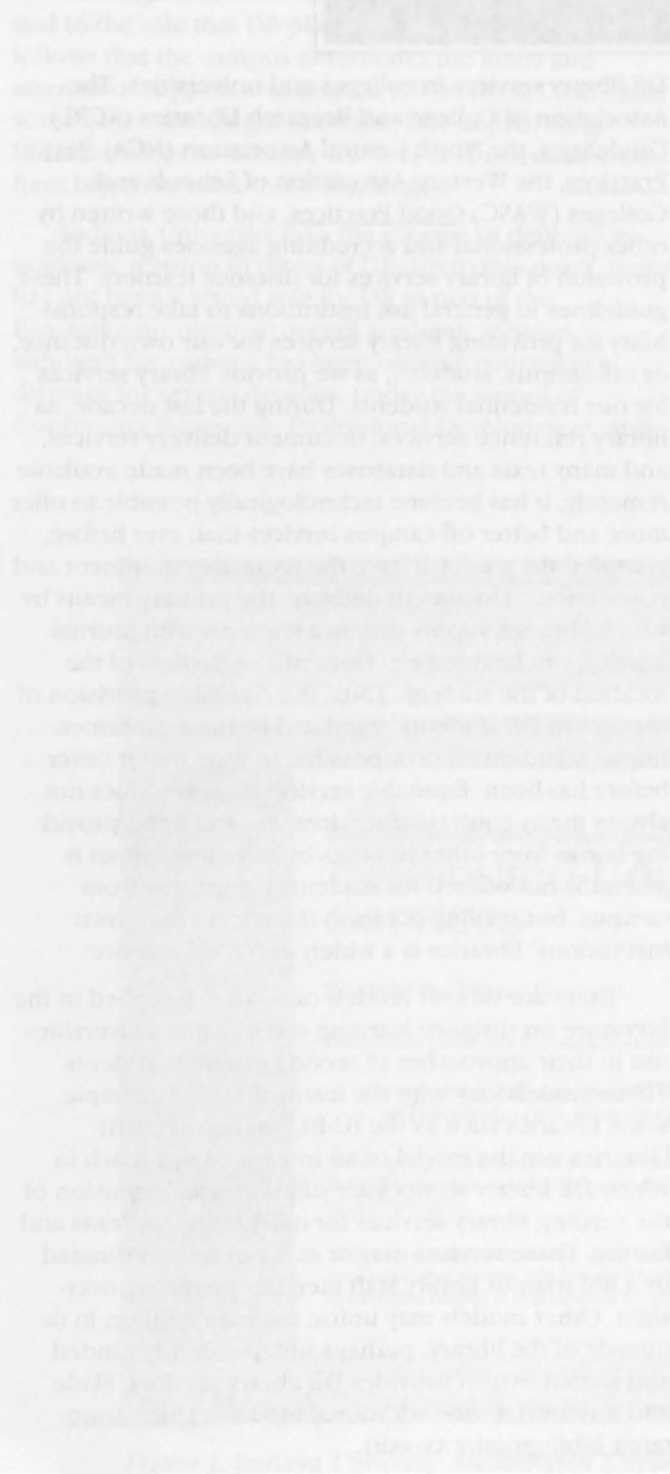
DISTANCE LEARNING LIBRARY SERVICES: CHALLENGES AND OPPORTUNITIES FOR AN ACADEMIC LIBRARY SYSTEM

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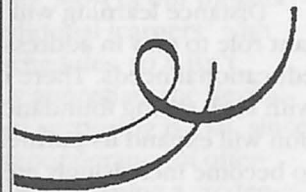
INTRODUCTION

This article evolved out of a presentation given at the 2002 Indiana Library Federation (ILF) Conference in Indianapolis, as my contribution to the panel discussion, "Distance Learning: Challenge or Opportunity," sponsored by the ILF Continuing Education Committee. The presentations by the other librarians on that panel – from a public library, a high school, and a community college – certainly expanded my awareness of the various kinds of exciting endeavors that other types of Indiana libraries are engaged in that are made possible by distance technology. The kinds of distance education (DE) services offered by an academic library system reflect its need to provide seamless library service to students and faculty, regardless of their location, to meet the specific needs of teaching/learning and research. And among academic institutions, each views and organizes DE differently, according to its academic mission. The library's services for DE students must be responsive to the mission of the institution.

The terms "distance education" and "distributed education" are sometimes used interchangeably. However, "distributed education" generally refers more broadly to all technology-enhanced instruction, including on-campus instruction, whereas "distance education" is used in relation to courses or services received away from campus. The latter definition is primarily what this paper is concerned with, since students living on or near campus have the physical use of the libraries.

DE presents a number of challenges and opportunities for academic libraries. These challenges, some of which I will describe here, not only create opportunities for librarians to collaborate, experiment, and learn from but also to examine all the services we provide – not only for students away from campus, or at a distance, but for all faculty and residential students as well, increasingly more of whom use our libraries from their offices and homes.

STANDARDS AND MODELS OF SERVICE

It is important to give some background on standards, guidelines, and models of service that exist for DE library services in colleges and universities. The Association of College and Research Libraries (ACRL) Guidelines, the North Central Association (NCA) Best Practices, the Western Association of Schools and Colleges (WASC) Good Practices, and those written by other professional and accrediting agencies guide the provision of library services for distance learners. These guidelines in general ask institutions to take responsibility for providing library services for our own distance, or off-campus, students, as we provide library services for our residential students. During the last decade, as library reference services, document delivery services, and many texts and databases have been made available remotely, it has become technologically possible to offer more and better off-campus services than ever before, provided the students have the requisite equipment and connections. Document delivery, the primary means by which libraries supply distance students with journal articles, can be done electronically regardless of the location of the student. Thus, the equitable provision of services to DE students mandated by these aforementioned standards is now possible in ways that it never before has been. Equitable service, however, does not always mean equivalent services. For example, providing books from other libraries by interlibrary loan is generally not offered for students living away from campus, but mailing books to them from their own institutions' libraries is a widely accepted practice.

There are various models of service described in the literature on distance learning services that universities use in their approaches to serving distance students. These models vary with the institution. For example, some libraries such as the IU-Bloomington (IUB) Libraries use the model of an integrated approach in which DE library services are offered as an extension of the existing library services for on-campus students and faculty. These services may or may not be coordinated by a librarian or library staff member providing oversight. Other models may utilize a separate office, in or outside of the library, perhaps independently funded and staffed, which provides DE library services. Slade and Kascus describe additional models (Third Annotated Bibliography xx-xxii).

INDIANA UNIVERSITY'S SITUATION

In the IUB Libraries, this is how we currently define the recipients of our DE services, as presented on our Web site for Distributed Education (see fig. 1):

"IUB Libraries Distributed Education Services are available to students who: are enrolled in IU Bloomington off-campus courses, or are PhD candidates who are enrolled for dissertation credit and do not reside near the Bloomington campus."

The organization of DE library services is closely tied to the role that DE plays on the campus, and it follows that the campus determines the kinds and amount of support available for DE services. I will name some of the challenges librarians face in providing library services to distance learners at IUB and how we have begun to meet those challenges.

Indiana University is in the process of defining its academic mission in terms of DE. Up to this point, there has not been a stated role for DE as part of the Bloomington campus' overall academic mission, although the campus has been offering courses at a distance for several decades, under the names of Continuing Education, Professional Development, and

others. There are currently university- and campus-wide committees charged with deciding the future role and structure of DE at Indiana University. Many distance courses and some complete degree programs are currently offered within several IUB schools and departments, including, but not limited to, the School of Education; School of Health, Physical Education and Recreation; Division of Labor Studies, and the School of Continuing Studies (Indiana U. Office of Distributed Education Web site). Various delivery methods are used for these courses, including correspondence, videotape, Web-based instruction, videoconferencing, and IHETS (Indiana Higher Education Telecommunications System). Some courses are taught to both on-campus and distance students at other IU campuses or anywhere in the world.

The IU-Bloomington DE library services program began in 1996 as a librarian's position, based in the Undergraduate Library. When that librarian left for a position in another library, this program became the responsibility of a graduate student assistant. DE services subsequently were moved into the Reference Department and became part of my assignment in December 2000. My role is to coordinate the services that various departments in the IUB library system
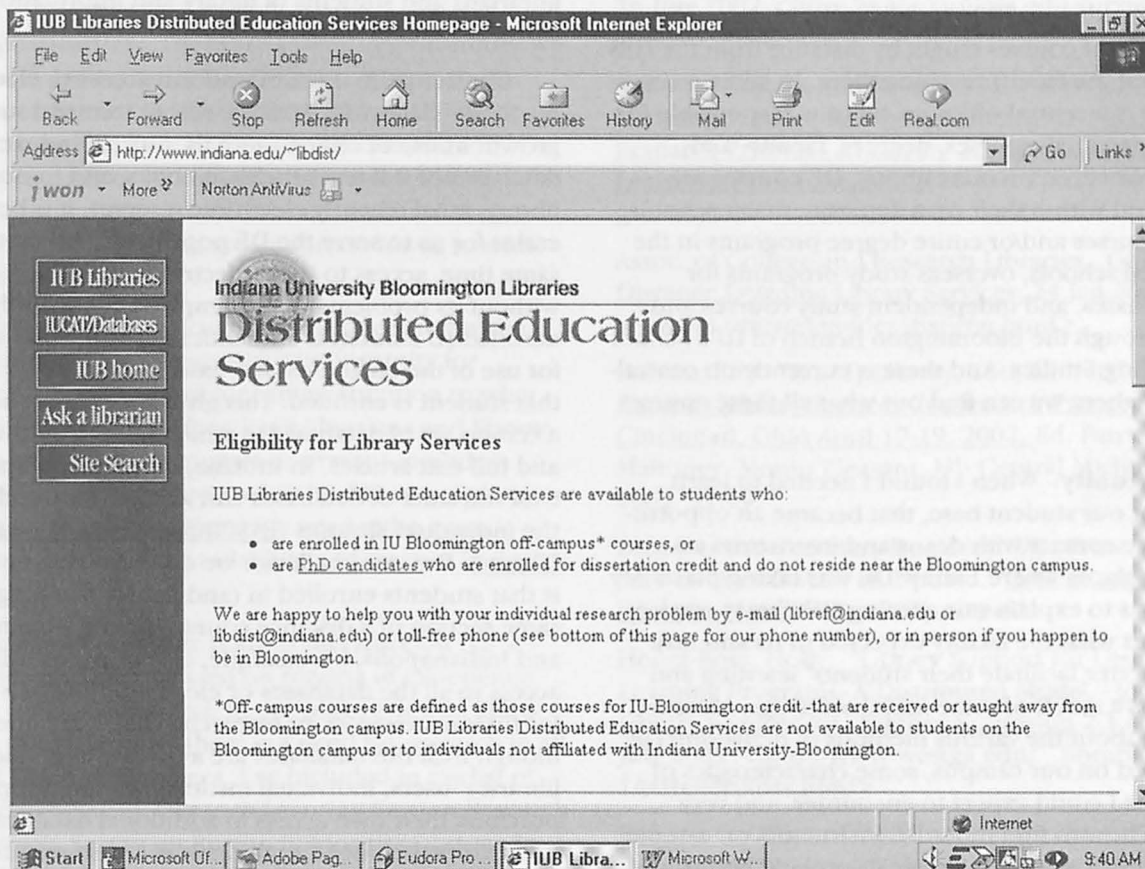

Figure 1. Indiana University Bloomington Libraries Distributed Education Web site.

provide to distance learners. These are primarily reference, document delivery, and circulation services, and are supplied by our Main Library or campus libraries. Our Web front page is our most visible means of getting DE students introduced to the use of our catalog, electronic databases, document delivery forms, and other Web resources, as well as our individualized (telephone and e-mail) reference assistance.

Our Reference Department has a long history of answering queries and providing research assistance by phone or e-mail for our users (Bristow and Buechley). Included in that population are students who are enrolled but temporarily living away from campus. So taking on DE library services did not introduce a new concept into our department; rather it is an extension of what we are used to doing. We are also currently investigating Web-based "chat" reference, which is a service of potentially great value to DE as well as on-campus students. There would be enormous benefit for DE students in being able to connect with a real person in the library! These students are often seeking a way to feel "connected" to the campus and to identify a contact person who can help them navigate the electronic information maze of the campus and libraries.

Some DE-related challenges and the opportunities that have arisen out of those challenges include:

Challenge 1: Finding out who the distance students and faculty are. This means trying to determine the entire list of courses taught by distance from the IUB campus, and the faculty teaching them. In some universities there is a central office on campus responsible for coordinating all DE courses, degrees, faculty, and students. However, on our campus, DE courses are administered within their own departments or schools. We offer courses and/or entire degree programs in the professional schools, overseas study programs for undergraduates, and independent study courses and degrees through the Bloomington branch of IU's School of Continuing Studies. And there is currently no centralized place where we can find out what all these courses are.

Opportunity: When I found I needed to learn more about our student base, that became an opportunity to make contact with deans and instructors on campus in places where I knew DE was taking place. My purpose was to explain our existing DE library services and find out what the faculty expected of us and how we could better facilitate their students' learning and research. As a result of these initial meetings, I learned something about the various methods of delivering DE courses used on our campus, some characteristics of the students I could expect to encounter, and very important, how to find other DE instructors on campus. I offered to visit televised classes to provide library instruction sessions specifically designed for those

classes, and several opportunities then opened up for me to visit classes, develop a Web page tailored to a class's needs, and write articles for departments' student newsletters.

Challenge 2: We know by anecdotal evidence in the literature and research that DE students are often reluctant to use the library services we provide for them. They often prefer to use their local public libraries, finding them more comfortable places, which tend to support lifelong learning (Barsun 43-44). I believe this is a challenge for us to address, just as the academic library community as a whole is looking at new paradigms for delivering services to students.

Opportunity: An opportunity here is to try to find out why students would rather use their local, usually public, libraries, and to try to better publicize our services and tailor them to the students' needs. Are we doing enough outreach? Is our publicity to faculty adequate? Are we doing the right things to attract these students and make them comfortable using our online services and resources? Are they using our databases, but reluctant to call or write and ask us for help? Are we available in the evenings and on weekends when many distance students need to do their course work? Should we work with local librarians in Indiana cities to forge relationships that will be mutually beneficial? These questions provide great research opportunities for librarians and students of library and information science.

Challenge 3: Lack of uniform access to electronic resources statewide. With the recent tremendous growth in use of online journals, journal indexes, databases of full-text articles, e-books, and in our library, most recently electronic reserves, it is becoming easier for us to serve the DE population. But at the same time, access to these electronic resources is not without its problems. For example, any currently enrolled IU student is authenticated by a proxy server for use of the databases purchased by the campus where that student is enrolled. This gives the student access to a certain set of databases in which to search for citations and full-text articles. In Indiana, this includes the INSPIRE suite of databases and also others purchased by the individual libraries (INSPIRE: Indiana Virtual Library). But one challenge we discovered early last year is that students enrolled in (and faculty teaching) the same section of a distance course in both Bloomington and Indianapolis, for example, do not necessarily have access to all the databases or electronic journals needed for their coursework or research. This is because even though INSPIRE databases are available to all Indiana libraries' users, individual institutions and campuses purchase their own access to additional databases. The instructors then need to find a way to use resources that everyone in the class can access, or to make the articles available in some other way.

Opportunity: The opportunity here is certainly for us to make electronic access more universal across campuses. And there is an effort being made on the part of our administration to address this situation at the statewide level. Fortunately, the IUB Libraries also this year began a pilot project for electronic reserves, which makes it possible for instructors to place electronic copies of many texts and articles on reserve for their distance students. This very successful project has shown very high use statistics so far and is another example of an opportunity for us to succeed in serving our distance users.

Challenge 4: DE librarians can easily feel isolated. We are usually the only person working with all the aspects of DE services in our libraries. Our colleagues may not have a full understanding of what we do and what challenges and concerns we face. A 1995 survey of DE librarians conducted by Newsome and Rosen showed that 70% of respondents "reported feelings of professional isolation." In addition, DE services are minimally represented in the curricula in schools of library and information science. Alexander Slade, in his 2002 paper on research in DE library services, finds that, at least as of 1994, few schools of library and information science included distance learning in their curricula or emphasized it as an area of research (Slade 4).

Opportunities: There are several opportunities we can identify here. One is to work with others in our libraries or districts to inform them about DE library services. I am fortunate to have on my campus an advisory committee of librarians who work with me. I'm able to inform them about DE issues and have their input on areas they think are important for us to work on together.

Serving on campus committees concerned with DE provides another very important opportunity for exposure on campus and for calling attention to what the library has to offer. Practicing librarians and library staff can offer to teach courses or present modules about DE library services in schools of library and information science. Perhaps we need to be more forthcoming about our availability and interest in doing this.

While there is a large body of literature on DE library services that is based on reports of experience, there is very little research in the peer-reviewed literature on this subject, so there is a need for research in all areas of DE library services. I've included in my list of references the ACRL Distance Learning Section Research Committee's Survey on Research Priorities ... done in 2000. This is a rich source for ideas about areas in need of research.

CONCLUSION:

It is evident that for each challenge encountered, we can create opportunities to meet that challenge and improve the quality of services we provide for DE students. We have traditionally served our residential students when they come to the library and find us, and increasingly now reach out to those same students remotely by means of a rapidly expanding universe of electronic resources. We do that very well with our residential students; but with the growth of DE in institutions like IUB and the tremendous upswing nationally and internationally in DE programs in the last decade, and furthermore in this time of easy access to online sources by many, fewer students are seeking out their librarians (Lipow 1-3). If we don't reach out to all our users, as we do for DE students, and promote our services to students and instructors, students will not learn how to integrate library resources into their coursework and research to their greatest advantage. Publicizing our library services not only to DE faculty and students, but to all our users and administrators is becoming increasingly important in academic libraries.

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POSTSECONDARY DISTANCE LEARNERS
AND PUBLIC LIBRARIES:
CHALLENGES AND OPPORTUNITIES

by Rita Barsun, Walden University Liaison
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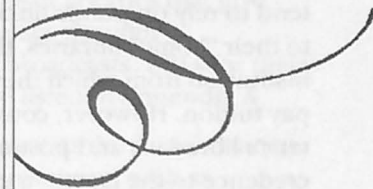
INTRODUCTION

Elsewhere in this issue Anne Haynes describes the challenges and opportunities *within* an academic library system that offers services to distance learners. This article also addresses the challenges and opportunities presented by the library needs of distance learners, but *outside* an academic library system.

THE CHARGE

A college or university that offers distance education courses is responsible for providing adequate and appropriate library support, as outlined in <u>Best Practices for Electronically Offered Degree and Certificate Programs</u>, which calls for "library resources appropriate to the program" and lists these seven:

- Reference and research assistance;

- Remote access to databases;

- Online journals and full-text resources;

- Document delivery services;

- Library user and information literacy instruction;

- Reserve materials;

- Institutional agreements with local libraries (11).

The <u>Guidelines for Distance Learning Library Support</u> stipulate that "the originating institution is responsible for providing or securing convenient, direct physical, and electronic access to library materials for distance learning programs equivalent to those provided in traditional settings and in sufficient quality, depth, number, scope, currentness, and formats to: 1. meet the students' needs in fulfilling course assignments (e.g., required and supplemental readings and research papers) and enrich the academic programs . . . ." (par 14). Are distance learners aware of what their college or university libraries have to offer, and do they make good use of the services and resources?

THE CHALLENGE

A study in Australia in 1987 revealed that 43% of the 1195 distance learners surveyed used public libraries more frequently than any other kind of library, including their home library (Grosser and Bagnell 306). A later study of 190 Australian distance learners, 104 of them Ph.D. candidates, found that only 19.7% reported using public libraries (Macauley 193). However, one must bear in mind that at least 99 of the respondents were employed by an academic institution (191). A comprehensive survey of library preferences of distance learners in the United Kingdom showed that students chose to visit their public libraries even though 75% of those queried lived less than 25 miles from the nearest university library (Stephens, Unwin, and Bolton 29). There are no recent published surveys of such scale in the United States, although in 1991 Power and Keenan cited studies that showed "40 percent to 70 percent of extended campus students depend primarily upon local libraries . . . ." (442). Jennifer Sutherland, a library school student at the University of Denver, conducted an informal e-mail survey of 71 distance education students in 14 states during the fall of 2000. She found that 73% borrowed materials from their local public libraries rather than from their home library (19). The reasons they gave included location, ease of use, and resources (20). Reference service was among the top five public library "resources" listed by 62% of the students, while 31% availed themselves of interlibrary loan services but only 6% cited the use of online databases (22).

Most surveys of the library usage patterns of distance learners are often not made public, as they are institution specific. However, librarians at the State University of West Georgia (SUWG) have reported the results of the first two of three surveys of their distance learners – in 1991, 1995, and 1999. Data from the 1991 survey indicated that 35% of the students used nearby public libraries rather than the SUWG library services or resources, while the number in 1995 was 31%. The figures were discouraging to the SUWG distance librarians, who had made great efforts to publicize the services and resources they had to offer (par 16). In contrast, Adams and Cassner's 1997 survey of distance learners of the University of Nebraska-Lincoln found "very little use" of public libraries (4).

The dearth of published empirical evidence makes it difficult to determine whether facts and figures support the anecdotal evidence that distance learners tend to rely on public libraries instead of or in addition to their "home" libraries, those supported by the institution from which they take courses and where they pay tuition. However, conversations with fellow distance librarians and postings to various listservs lend credence to the lament a public librarian, "Distantly Disturbed," sent to the LIRT News "Tech Talk" back in 1997:

"I work in a medium-sized public library in a community of about 100,000. Recently we've been getting requests for assistance from teachers who are enrolled in Master's and Ph.D. programs offered through distance education at a university in another part of the state. We simply don't have the depth or level of resources to help these students. In some instances we don't even have the resources to help them find materials that will meet their needs. . . . Needless to say, frustration on all sides is running rampant. What are we to do?"

Why do distance learners look to their public libraries for support rather than to their home libraries? Comfort and convenience appear to be two prime factors, as shown by the 58% in the Sutherland survey who indicated ease of use as a reason for choosing nearby public libraries (20). Often students have been familiar with their public library and its personnel since childhood. Even if an academic library is nearby, parking at a public library is usually decidedly much less difficult than trying to find a parking spot on or near a college or university campus. In addition, public libraries may have faster Internet access than the students' Internet Service Providers. Ironically, some students are uncomfortable with computers and afraid of the Internet, despite having opted for distance education in an electronic environment. They actually think they can complete their course work by using only print information sources, in particular those they can find at their public library. Others have expressed a desire to be in an actual library building, public or academic, comfortably surrounded by books on shelves.

Savvy library users are aware of the free or low-cost interlibrary loan service at their public library, especially if they are residents in a state in which libraries have reciprocal agreements that include academic libraries as well as public libraries. One example is Louisiana (Wittkopf, Orgeron, and Del Nero). Colorado has a similar network (Wessling), as does Utah (Brunvand et al.). Students in Florida had access to speedy document delivery via a courier service among public and academic libraries in that state.(Smith, Race, Ault) – until the state legislature cut funding for the program.

Distance learners may use nearby brick-and-mortar libraries because they do not know what their home library has to offer. Sadly, the students' lack of awareness of their home library's offerings may in some cases be the fault of the parent institution. Many a distance librarian has spoken of the difficulties of obtaining the names of students in their parent institution's distance education courses. They may feel "blindsided" because they are often the last to know about the distance courses and programs of their own college or university (Butler par 11).

Sometimes heroic efforts by distance librarians to contact all students to describe available resources and to offer their services simply do not succeed, as shown by results of the State University of West Georgia survey cited earlier. In the 1991 survey, only 8% of the students reported using the home library; the figure in 1995 was 17% (par 16).

Unfortunately, there are negative aspects to students' preference for public libraries. One is a result of their unrealistic expectations. They don't understand that "public libraries were not created to support a university or even college-level curriculum" but are "the public's source of general information. . . ." (Culpepper par 5). Nor do the students realize that the databases in a public library do not necessarily index scholarly materials. As a result, they *satisfice,* or settle for whatever is available at the public library. As Grosset and Bagnell found, "Convenience factors encourage students to use information resources near them, such as the public library, although those resources may be less than ideal for their purposes" (314). A more conscientious distance learner's quest for information, requests for assistance, or need for scholarly resources can be ineffective and frustrating unless the public library's mission includes "collecting and providing access to materials appropriate for the student's research" (Caspers 306). Few public libraries have such a collection. The result may be a lament similar to the one expressed earlier by "Distantly Disturbed" in the LIRT News "Tech Talk": ". . . frustration on all sides is running rampant. What are we to do?"

OPPORTUNITIES: PUBLIC LIBRARIES

Is there a way to turn that rampant frustration to something mutually beneficial despite the limitations of a public library's resources? After all, as a tax payer and local resident, a distance learner is among a public library's "primary clientele" and education of the public is a part of the public library's *raison d'etre*. The Web site maintained by the Shy Librarian lists the mission statements of 54 public libraries, most of which include a mandate to assist or support education. Ten of the statements specifically mention lifelong learning and one goes so far as to state, "We will assist students of all ages in meeting education objectives established in

their course of study." Despite the predominantly non-scholarly nature of its collection and perhaps the staff's lack of experience or training in meeting the research and information needs of graduate or undergraduate students, public libraries can still play a valuable role as part of a distance learner's *total information network*.

They can offer distance learners valuable services, services within the capabilities of most public libraries (adapted from Dority 25):

- Proctoring of exams;

- Coaching in research and writing skills;

- Collections of information in several formats on financial aid and online learning;

- Information about how to evaluate online learning programs;

- A central spot where local online learners can meet one another to share "war stories."

A prime example of a library that supports distance learners in its community is the Willkinson Public Library in Telluride, Colorado. It sponsored a two-day Distance Learning Expo in May 2001 to increase awareness of the possibilities of education at a distance (McGinley). The library also provides reference and research assistance, extra time on library computers, and generous interlibrary loan service (McGinley 41). Members of the staff were delighted when one member of the community received a Ph.D., thanks in large part to the library's support of his distance education studies (Kennedy).

A public library in a small town in the State of Washington demonstrates the direct and long-lasting benefit to the residents of offering services to distance learners. As economic changes resulted in increasing unemployment in the 1990's, the library director began to encourage students to take extension courses from a state university. Like the Telluride librarians, she and her staff offered a full range of services and made the library's physical, print, and electronic resources available to the distance learners. Their efforts were so successful that not only did residents begin to find employment opportunities but in time the university established a branch campus in the town (Reng). Appendix B, "How your Public Library Can Assist Distance Learners," is a summary of her efforts.

The staff of the Palm Springs Public Library in California obtained grants and worked with the city and with corporate sponsors to create the Palm Springs Virtual University, which offered interactive courses from one university at the library. Four others were scheduled to participate as of August 1998, and additional universities had expressed interest in participating (Levinson 66).

One need not go out of Indiana to find public libraries that support distance learners in their community. Batesville, Delphi, Gary, and Greenwood public libraries are just a few examples of libraries that give distance learners access to courses through videoconferencing or satellite broadcasts. URLs for their distance learning Web sites are listed in Appendix A.

Public libraries may also serve as the initial connection point to statewide online resources such as Indiana's INSPIRE. State-Wide Licensing of Information Resources: A 50-State Survey, conducted in 1999, found that most states had similar statewide licenses to databases sponsored by their state libraries and/or legislatures. For example, Utah's Online Library, Pioneer, is the result of cooperation among public, school, and academic libraries (Brunvand et al.). Likewise, the Texshare Databases provide access to online resources for both public and academic users (Avila). An unpublished update of the 1999 survey by the author indicates that all 50 states provide some kind of statewide access to databases.

Students are not the only ones to benefit from a public library's support of distance learners in its communities; the library itself may reap benefits. Thanks to the vision of the director of the Fort Bend County Libraries and his efforts to seek grants and support from other entities, the George Memorial Library in Richmond, Texas, has a state-of-the-art distance education facility. It is used to facilitate programs ranging from sign language classes for children to in-service training or advanced degrees for professionals (Lupro and Kennedy). As one colleague has suggested, serving distance learners is "one of the best marketing opportunities public libraries have ever had" (Dority 23).

OPPORTUNITIES: LIBRARIES OF DISTANCE EDUCATION PROVIDERS

As noted earlier, distance librarians make every effort to alert their students to the services and resources provided by the parent institution, invite students to use them to the fullest, and provide the means to access both services and resources. Being aware of their students' possible tendency to turn to public libraries may provide distance librarians an opening to instruct students on the differences between popular and scholarly resources, both print and electronic. Although they attempt to dissuade their students from expecting public libraries to meet their research needs, at the same time they apprise the students of the services they can fairly and reasonably expect from public libraries. The library Web sites of distance education providers reflect such efforts. For example, the University of Minnesota's Distance Learning: Using Libraries in your Community site and Kansas State

University's Getting the Books and Articles You Need
site acknowledge that public libraries may be conve-
nient, but the sites also carry this statement: "However,
for the purpose of academic research and study, most
public libraries' collection of books and journals are
quite limited compared to the wealth of materials
available through [the home library]." Both invite their
distance learners to turn to them first. Wright State
University Libraries' Distance Learning Support page
also cautions students that public libraries have "some
of the resources" they will need for their research but
warns students that "they will not have many of the
scholarly books and journals that professors require for
your term papers and research projects. These scholarly
resources are more easily located in the [Wright State]
Libraries' web site."

The librarians who serve distance learners are
cognizant of the impact their students can have on
public libraries and have taken steps to anticipate and
ameliorate possible problems. Their concern was
evident at the recent Off-Campus Library Services
Conference, April 2002, where several distance librar-
ians met to discuss plans to invite public librarians to
join them and their colleagues in a constructive dialog.
They agreed that "Outreach to local librarians to estab-
lish reciprocal agreements and/or to ensure that the
librarians have information for efficiently referring
[distance] students to the home library is important"
(Caspers 207).

Written contracts between distance education
institutions and public libraries are not unusual.
Chattanooga State Technical Community College has
formal contracts with four public libraries. The State
University of West Georgia has contracted with a public
library as well as with the library of a community college
(Goodson par 11). Nova Southeastern University has
negotiated agreements with public libraries in various
locations (Tunon). Presenters at the Fifth Off-Campus
Library Services Conference in 1991 had much to say
about contracting with public libraries. Dollerschell
described the beginning of a partnership between the
Goddard Library, University Center Rochester, Minne-
sota, and the Rochester Public Library, a partnership
that is still in effect and that has expanded to other area
libraries. Scrimgeour and Potter shared information
about the written Memorandum of Understanding
between Regis University and a public library. Although
Regis now partners with a different public library, the
underlying principles remain. Collier explained how
Central Michigan University contracted for provision of
bibliographic instruction by librarians at three college
or community college libraries and two public libraries.
Slade provided specific guidelines for drawing up
agreements and emphasized that the distance education
institution should provide resources to cooperating
libraries.

Even without formal contracts, distance librarians
can do much to establish a good working relationship
with public libraries in areas where groups of their
students reside. Appendix C is a list drawn up by a
public librarian of suggestions for developing such
rapport. Dority proposes that distance librarians share
their experience and expertise with public librarians,
perhaps through a mailing list (25). Good communica-
tion between distance and public librarians is the key to
success.

CONCLUSION

Distance librarians must walk a fine line between
discouraging students from relying mainly on nearby
libraries, whether public or academic, and supporting
their efforts to establish relationships with those librar-
ies so they can use their services after graduation, when
they may no longer have access to the services and
resources of the distance education institution. Library
Support for Distance Learners by the University of New
York at Oswego attempts to maintain a healthy balance
by emphasizing its own services and resources while
noting the helpfulness of public libraries' reference
collections and interlibrary loan services. Excelsior
College's Find a Library Near You provides links to state
libraries, public libraries, health libraries, and statewide
resources to supplement its document delivery service
through a contract with the Sheridan Libraries of Johns
Hopkins University. Other libraries that serve distance
learners may provide similar information and links to
the libraries' Web sites but passwords protect the
information. For example, Walden University and Nova
Southeastern University ensure that their students are
aware of the policies and limitations of nearby public
(and academic) libraries before granting access to links
to their sites.

Distance librarians want to provide their students
with access to the resources and services necessary for
their academic success as well as for lifelong learning
beyond the attainment of the degree. If using both the
home library and a local public library is in the stu-
dents' best interest, their librarians will not discourage
equitable use of the public library. However, they will
make every effort to avoid a scenario such as that
described by Dugan, in which a distance learner expects
the library (in this case an academic library) to meet all
his information and research needs.

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APPENDIX A

Examples of Indiana Public Libraries Serving Distance Learners

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Satellite and Distance Learning Desk. Batesville Memorial Public Library. 9 Aug. 2002. <http://www.bmpl.cnz.com/bmpl4.html>

APPENDIX B

HOW YOUR PUBLIC LIBRARY CAN ASSIST DISTANCE LEARNERS

Adapted from "Distance learners: Who do they belong 'to'?" Panel presentation of the Distance Learning Round Table, Minnesota Library Association Annual Conference, Saint Cloud, Minnesota, October 10, 2001. Original material written by Jody Reng, Director, Plum Creek Library System

1. Make higher education part of your mission.

2. Arrange for a quiet study area. Post information on various extension classes.

3. Become knowledgeable in the area of scholarships and financial aid. Hold workshops on How to Go Back to College, College for Adults, College for Mommies, or College for Senior Citizens.

4. Acquire distance education catalogs from all colleges and universities in the state. If there are popular courses from out of state, get literature on those also.

5. Develop an Orientation for Non-Traditional Students. Include how to contact university libraries, use state-wide access to library resources, and how to search the bibliographic and full-text databases available in your library. Publicize it at the beginning of each semester and/or quarter, depending on where you have students registered. You will find that there are more students than you thought.

6. Ask local colleges to send you registration materials. When students register for particular courses, ask for the syllabi and lists of required readings. If possible, acquire the textbooks and make them available for circulation.

7. Set aside a part of your hold shelf for "reserve" materials for the distance education courses. Use cards to check out materials for short periods of in-house use.

8. Get to know the outreach librarian at the university or college where your students are enrolled. Ask for hints for working with particular professors or programs. Work collaboratively to serve your students.

9. Your attitude can make the difference between success and failure for the non-traditional student.

10. Keep statistics for your Board on how serving distance learners increases your circulation, your

computer usage, and your reference service. Doing so may support your request for a budget increase.

11. Use the idea of "Extension University" for as much PR as you can.

12. Be sure to thank the distance librarians for their cooperation in helping you to provide this unique service to your patrons.

APPENDIX C

HOW TO HELP YOUR PUBLIC LIBRARY ASSIST YOUR DISTANCE LEARNERS

Adapted from "Distance learners: Who do they belong 'to'?" Panel presentation of the Distance Learning Round Table, Minnesota Library Association Annual Conference, Saint Cloud, Minnesota, October 10, 2001. Original material written by Jody Reng, Director, Plum Creek Library System

1. Look at the registration information for your distance learners. Make a note of where they live and check to see if there is a public library in their community, or ask them which public library they usually use.

2. Call and get to know the public librarian in each community where you have students. Explain what you are trying to do. Let him or her know the parameters of the program. Be sure there is an understanding of how much of the work is to be done by the student and how much by the library staff. The public library staff is used to working with high school students; it is up to you to let them know the difference.

3. Let each public library know the names of the students whom they will be serving and which classes they are taking each semester or quarter. Fill them in on what kinds of requests to expect. If possible, furnish them with copies of the syllabi.

4. Include the phrase "or your public library" in instructional materials about using the library resources.

5. Don't assume that the public library doesn't have anything useful. Public libraries have come a long way in the past two decades.

6. If materials are on reserve for a given class, see if copies can be sent to the public library. Whenever possible, send a copy of required readings to the libraries.

7. Remember that not every public library will be dealing with every class. Keep paperwork to a minimum. Work with individual cases.

8. The public library will not be receiving funds to provide this service to your students. Try to make it easy for them to cover the additional workload.

9. Set up a toll-free number so library staff can contact

you for more information.

10. Keep statistics of growth in your distance program. Each satisfied student will sign up for more classes and will tell a friend about the opportunity.

11. Be sure to say "Thank you" to the public library staff members who are offering a new kind of service to help their patrons and your institutions.

INCOLSA and the Indiana State library have worked the last few years on creating a video conference network among Indiana Libraries. Today, there are 18 sites around the state using state of the art equipment, paid for with LSTA (Library Services and Technology Act) funding, to interact and train the staff and public via Distance Learning. These sites include 16 public libraries, INCOLSA and the Indiana State Library.

In addition to the units, each of the sites have been granted a membership to MINDS. MINDS is the Multi-media Instructional Network Delivery System. The MINDS Web site is located at http://www.minds.tv. It is dedicated to educating pre-kindergarten thru higher Ed using the latest technology and multimedia.

MINDS is a collaborative site that allows members to engage in learning using the resources that students are accustomed to in today's high tech world.

The IRC (Interactive Learning Cooperative) collects assets for the MINDS web site from the members of MINDS and other available resources. All assets are documented for copyright permission to use on the site. Assets can be videos that are streamed, lesson plans, web sites, photos etc. Many of the assets are items the members have produced. Others are commer-cially produced but have been granted copyright permission to use on the site. There are currently over 9000 assets in the database at this time.

One of the agreements with the 16 Indiana Public Libraries with LSTA funded video conferencing equip-ment is that they will produce a program that can be used by MINDS. This can be as simple as setting up a video conference with an author at a distance site. Making a videotape recording and obtain copyright permission is all that is required. That video can be digitized and loaded onto the MINDS server. Once logged, it can be searched and available to the mem-bers. Videotaping a children's program that can be used by MINDS can count as a useful asset as well.

All of the assets are available to the members on the web site in the MRC (Multimedia Resource Center). In this area you can search for different items. Once you find something you want to use, you can store it in your online backpack. These items can be prepared for use at a later time, for example a class or presentation.

You can use an edit function to store a 5-minute segment from a 20-minute video. You can also find other segments and store them. When it comes time for the presentation, it will automatically link these seg-ments together to show exactly what you wanted them to see. This can be viewed from any PC with an internet connection.

MINDS has divided their resources into four main areas: Video on Demand, Interactive Learning, Video conferencing, and Web Casting. Video on Demand allow for searching of the various videos stored in the MINDS database for video streaming. Interactive Learning is a set of online courses that teach students and adults concepts and ideas as they view content and answer questions relating to the content. The video conferencing area contains a database of video confer-ence sites and the type of programming available from those sites. Web Casting is the live web streaming of a particular presentation or event. The Indiana State Library presented its first Web Cast from the Indiana Library Federation Conference in May, 2002. Dr. Robert Martin, Director, Institute of Museum and Library Services, gave a 50-minute presentation on the status of LSTA and the future funding options for libraries and museums. This program has been archived and is available at http://isl.minds.tv/.

The video conference coordinators at each of the library sites have been trained in the use of MINDS. A new training session is beginning to train the program-ming staff of each library. It is important that we edu-cate the programmers of the library about MINDS so they can take advantage of its great resources during their next event.

Patrons in the library can also use MINDS. It is one more resource they can use to obtain information on a particular topic. MINDS Multimedia Resource Center is password protected so various library staff can have access to the site and set up a session for a patron at a needed time.

For more information regarding MINDS, go to the web site at http://www.minds.tv/ or contact Adam Weber (aweber@minds.tv).

VIDEO CONFERENCE TECHNOLOGY PROGRAMMING: GREENWOOD PUBLIC LIBRARY'S ADVENTURE INTO THE UNKNOWN

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Greenwood Public Library,
Greenwood, Indiana
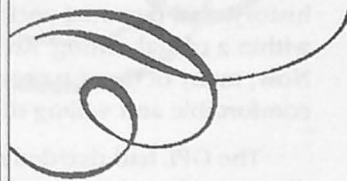
In 1997 the Greenwood Public Library (GPL) received a grant from Ameritech and the Center for Interactive Learning and Collaboration/CILC, formerly CEC. Public libraries had for years throughout the United States offered university courses through a variety of distance learning technologies, including the Internet, cable TV and video conference technology. Ameritech and CILC were curious about the possibilities of using program content providers in Indiana to present non-classroom programs to libraries. The GPL Board of Trustees asked me if I would take on the task of developing video conference programming. Working with CILC, I soon saw the potential for life-long learning programs for all age groups. The first task was to find an easy target audience, one that would be receptive to the technology and the two-way interactive capabilities. Children, ages 7-12 are continuously attuned to all kinds of video and audio input, so they were the obvious first audience. The Indianapolis Zoo was quick to work with me in setting up a Summer Series for 10 weeks in 1997. Schools, home school associations and ads in local newspapers attracted a small group that first year. Even the children were not totally aware of the interactive properties of video conferencing. During a program with the seals, one of the seals apparently heard the voices of the children, turned and walked directly over to the camera and monitor and started watching us. That episode got the message across and word of mouth soon spread throughout Greenwood. Video Conference technology had arrived at the GPL.

The next major issue was getting other content providers on the Vision Athena network to "tweek" their programs for adults, families and home school students. The Indianapolis Museum of Art's Wendy Wilkerson worked out a series of programs: Medieval, Chinese, Contemporary art and the art of Paul Gauguin. Each program was targeted at a specific group. The medieval art program, for senior citizens, centered on the interpretation of medieval triptychs. The program on Contemporary art included a section of the program for children. Using the document camera, children in the audience created their own artwork for Wendy to interpret. Parents were especially appreciative of having their children's art showcased. The Chinese art program attracted teenagers, since it include the terracotta statues of the ancient tombs of Chinese emperors and various tomb artifacts. The program was followed by a 50 minute video of the Emperor Qin's tomb. The teens were intrigued and checked out many of the books and videos displayed in the studio. Video conference programs aimed specifically for teens is difficult. How to attract, how to interest, how to bring teens into the library, is an ongoing issue with libraries.

Home school students and parents were particularly pleased that Vision Athena and most out-of-state providers conformed to state department of education standards. All programs addressed science, literature, sociology, history, etc…within education standards. Most of the programs targeted for children and home school students include either a pre or post activity. Activities include crossword puzzles, puppet making, history quizzes and fact sheets. Content providers often have activities during the program, such as walking like a penguin, or using an elephant trunk to pick up objects. The purpose of the programs is education, but in an entertaining fashion. The programs offer an alternative mode of education suitable to both schools and libraries. Libraries can now enrich life-long learning missions with a technology that provides on-site visits and learning with museums, zoos, science centers and other cultural institutions. The value of interaction with other cultures, including other states in the US has provided an informal setting for the exchange of ideas. In August 2002 the Greenwood Public Library presented a program from the Melbourne (Australia) Zoo. For most of the audience it was the first time they had interacted with anyone from Australia. And, for the Zoo, it was an exciting chance to interact with people of all ages from the community, not just school children. The education factor works both ways. When the museum programs were announced, several library patrons asked about the format of the presentation. The patrons had wanted to go to the museum, but did not feel comfortable at the museum. They felt their educational experiences and maybe even their "social" experiences did not prepare them for this kind of cultural environ-

ment. By attending the video conference program hosted by Wendy Wilkerson of the Indianapolis Museum of Art, the patrons who originally had been uncomfortable with museums, realized the fun, beauty, history, and personal enrichment available to them within a casual setting. An experience for everyone. Now, many of those patrons go to the museum feeling comfortable and willing to ask questions.

The GPL had decided not to present university or distance education outreach programs. The first consideration was staff that would have to devote time to the various procedures of proctoring, registration, Q&A, and managing the technology. The Board, Administration and I felt that programs for community enrichment was the way we wanted to go. The technology offered a way to interact with other communities. One example will be in October 2002, when Robin Run Community will share a book discussion group with GPL library patrons. There will be three sessions whereby patrons from the community will share their ideas with other seniors at Robin Run about the book *October Sky*. Seniors at Robin Run had expressed the need to talk to other people, not necessarily other seniors, about current issues, books, or any topic. By 2003 we hope to have a network of libraries with video conference capabilities sharing book discussion groups for all age groups.

In 2003, I will be producing a three-day workshop with Ben Mikaelsen, the author, for elementary, middle school and home school students. The programs will originate at the University of Minnesota, hosted by the GPL and available for interactive viewing-by-pay for schools and libraries. Our goal is to produce a variety of book discussion groups for various age groups and interests, children's programming, local author and speaker presentations, and craft projects/adult & children. Included in our goal is to present programs from across the US and other countries, not just Indiana. But, we will include as many of the Indiana providers as is possible, because we have a wealth of talent in our own state.

Video conference programs for libraries provides alternative life-long learning opportunities, a melding of technology and print materials, use of local and staff talent, and a technology that can be expanded and integrated with other technologies. Uses for in-house or shared in-house trainings with other libraries offers a cooperative professional development opportunity. The possibilities are endless for libraries that want to take up the challenge.

Issues that affect the libraries going with video conference services and programs are: staffing, training, equipment costs and contracts, line fees/annual fees, program fees, PR, room allocation, and general budget items. All of this from the library's already straining budget. Some solutions include applying for the E-rate for line fees, LSTA for reimbursement of service/maintenance contracts, grants from local and national foundations and program sponsorship from local businesses and industry. Pet stores and veterinarians could sponsor zoo programs, while local framing and art supply stores, and galleries could sponsor the Indiana Museum of Art programs. Craft and hobby stores could provide sponsorship with a small grant or supplies. Local physicians and/or medical centers could provide funding or speakers in conjunction with the program. Creative grant writing and professional presentation brochures to prospective sponsors would create a competitive and business-like approach in seeking funds. The challenges are many, but so are the rewards.

VIDEO DISTANCE LEARNING:
CONNECTING THE POSSIBILITIES

by Barbara Jablonski,
Southport High School,
Indianapolis, Indiana

*D*o you remember what an impact the Internet first had and continues to have on education and libraries? Video Distance Learning can make just as big a splash!

Some in education call Video Distance Learning an "electronic field trip". Those of us in schools know Video Distance Learning is a great partnership between business, cultural organizations, community and education that takes advantage of telecommunications networks. It is a unique technological tool that connects the world to the classroom. Video Distance Learning expands teaching and learning opportunities. Only costs and our imaginations limit the possibilities.

IMAGINE:

➤ Traveling to the International Space Station with astronauts

➤ Interacting one-on-one with a research scientist in your favorite field of study

➤ Joining a musher in the Iditarod

➤ Sharing local data you have gathered with classes across the country or the world as an opportunity for comparison (would it be a larger, more valid sampling or an opportunity for comparison)

➤ Joining Titanic discoverer Dr. Robert Ballard as he dives into another adventure through the JASON Project

➤ Designing a better solution for the I-69 northeast gateway overcrowding

➤ Racing at the Phoenix Speedway with students from Speedway High School to compare the race track in Phoenix with our own Indianapolis 500 and learn a lot of physics in the process

➤ Trekking into an isolated area to find out more about both preparing for an arctic expedition and the affect of cold on diabetes

➤ Observing surgery in a hospital and discussing it with the surgeons

➤ Teaching Spanish to elementary kids from your high school without having to leave the building

➤ Celebrating National Chemistry week in an elementary school by taking part in experiments initiated by high school students and their teacher

➤ Attending a meeting that you just cannot travel to Ft. Wayne or Washington, D.C. that day

➤ Learning firsthand and interacting with actors, makeup artists, set designers, or lighting specialists at the Indiana Repertory Theatre

➤ Involving teachers with professional development opportunities

As you can imagine, the opportunities in Video Distance Learning are limitless! These "imagine" ideas are not just ideas; they are Video Distance Learning programs available to anyone on the Vision Athena network in Indiana or through ISDN Gateways. Partnerships with other DL networks expand the connections even further.

Video Distance Learning was once considered an enrichment tool. More and more teachers use Video Distance Learning to develop their own programming that meets state and national educational standards. The teachers note an improvement in their students' performance and communication skills. Successful Video Distance Learning programs are learner-centered with the use of interactive technologies inherent.

Through both the Center for Interactive Learning and Collaboration (CILC) and the Central Indiana Educational Service Center (CIESC) Vision Athena schools, libraries and community agencies have developed programming, designed presentations, best practices, event checklists, etiquette and interactivity methods and created a fine technical support system. Equipment has been standardized and continues to improve as technology advances.

Most of us educators believe that interactivity is the key to success of most learning, including Video Distance Learning. The technologies available are tools that help us accomplish this goal of reaching into the real world, beyond classroom walls and partnering with the many agencies or other learning environments available. The ultimate goal is to have successful learners. Imagine that!

Indiana Libraries
Submission Guidelines

Indiana Libraries is a professional journal for librarians and media specialists. Published twice a year, it is a joint publication of the Indiana Library Federation and the Indiana State Library.

Practitioners, educators, and researchers are invited to submit manuscripts for publication. Manuscripts may concern a current practice, policy, or general aspect of the operation of a library system in Indiana.

For more information and to discuss ideas for article topics, or to discuss guest editing a special theme issue, contact the **Indiana Libraries** editor:

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Instructions to Authors

Style. Manuscript should follow the Chicago Manual of Style, 14th edition. References should appear at the end of the manuscript; footnotes should not be used. The article should be double-spaced throughout with good margins. Pages should be unnumbered. Manuscripts should be original and not published elsewhere. Authors are responsible for the accuracy of all materials including quotations, references, etc.

Length. Contributions of major importance should be 10-15 pages double-spaced. Rebuttals, whimsical pieces and short essays should be 2-7 pages, double-spaced. (Graphics, charts and tables not included in page count.) Charts and tables should be submitted separately from text.

Graphics. Authors are responsible for obtaining permission to use graphic materials (illustrations, images, photographs, screen captures, etc.). Submit camera-ready artwork for all illustrations. Black and white only.

Submitting manuscripts. Authors should be identified by a cover sheet that contains the author's name, position, address and e-mail address. Identifying information should not appear on the manuscript. Manuscripts should be submitted electronically in one of two ways:

1. Microsoft Word (preferred), WordPerfect or plain ASCII text file on a PC-compatible disk, accompanied by a paper copy. (See editor's address above.)

2. Microsoft Word (preferred), WordPerfect or plain ASCII text file (PC compatible) attached to an e-mail message addressed to both cgallion@ilfonline.org and okada@Indiana.edu

Manuscripts will be acknowledged upon receipt and a decision concerning use will be made within twenty days after the date of receipt. The editor reserves the right to revise all accepted manuscripts for clarity and style. Upon publication, the author will receive two complimentary copies.

Indiana Libraries
Guest Editor Guidelines

1. It is important that each issue of *Indiana Libraries*, when not constrained by subject focus, represent all types of libraries. It is also important that each issue of *Indiana Libraries* be geographically representational. In other words, each issue of *Indiana Libraries* must be composed of articles about different types of libraries which have been written by members of the library community who are from geographically diverse areas of the state, in order to provide a diverse, statewide sampling of current research, articles, etc.

2. The guest editor of an issue of *Indiana Libraries* will work with the appropriate ILF unit(s) to produce a cooperative publication.

3. The guest editor of an issue of *Indiana Libraries* should have a professional background related to the scope of the issue, especially when dealing with technical or profession-specific topics.

4. The guest editor of an issue of *Indiana Libraries* must be prepared to review and edit articles for content, clarity, and style.

5. The specific terms and conditions of a guest editorship will be detailed in a professional services contract for that issue. The guest editor of an issue of *Indiana Libraries* will be required to sign the professional services contract with the Indiana Library Federation upon being selected.

6. All applicants must submit a letter of application and writing samples. The guest editor of an issue of *Indiana Libraries* must be an ILF member. ILF staff and/or the current volunteer editor of *Indiana Libraries* are eligible to apply for the position of guest editor of an issue of *Indiana Libraries*.

7. The ILF Publications Committee and executive office will interview each applicant for the position of guest editor and make a hiring recommendation to the ILF executive office and Board. The final and official decision will be made by the ILF Executive Board.

Adopted by Committee: 8/5/98
Approved by COES: 7/28/98
Ratified by ILF Executive Board: 9/9/98

Indiana Library Federation
Publication Subscription Information

Focus on Indiana Libraries

Focus is the Federation's newspaper. Published 11 times a year in cooperation with the Indiana State Library, it keeps members up to date on news and information of interest to the Indiana library community. Included are articles about innovative programs, upcoming conferences, continuing education opportunities, and legislative issues. A current listing of job opportunities in Indiana libraries is also included.

Publication Schedule: Monthly (April/May issues combined)   Subscription: $15.00/year

Indiana Libraries

Indiana Libraries is a professional journal for librarians and media specialists. It is also published jointly by the Federation and the Indiana State Library.

Publication Schedule: Two issues per year   Subscription: $10.00/year

To subscribe to either publication, fill out the information requested below and return with a check or money order to: Indiana Library Federation, 941 E. 86th St., Suite 260, Indianapolis, Indiana 46240. Questions should be directed to the Federation executive office at (317)257-2040.

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