INTEGRATING SERVICE LEARNING INTO TEACHING IL: THE LIBRARIAN AS DESIGNER AND FACILITATOR

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OUTLINE

Background
Research Questions
Related Literature
Action Research Design
Research Findings
Conclusion and Implementation
Government Policy Support

To Improve e-Learning skills and library information literacy skills for college students, Computer Center of Ministry of Education (MOE) in Taiwan launched three digital learning material courses in Liberal Art, among them, “Library and information Application for Digital Learning Materials in Higher Education Program” (2008-2011), the other two courses are Environmental Education, and Life Education.

To promote Universities/Colleges to operate service-learning courses, MOE Subsidies “Guidelines for Offering Service-learning Courses in Universities and Colleges”

Academic librarians as Designer and Facilitator for IL Instruction

- What
- Why
- How
- Who Where When
RESEARCH QUESTIONS

Q1: How to design and deliver an information literacy course with digital learning materials and service-learning approach to promote and enrich the students’ learning experiences through service-learning instruction and encouraging the reflection?

Q2: What is the role of the librarian as the course designer and facilitator?

Q3: What are the students’ learning outcomes with such a course design?
RELATED LITERATURE
MOE’S DIGITAL LEARNING MATERIALS

DESIGN PRINCIPLE (FILIP) FOR LIBRARY AND INFORMATION APPLICATION (LIA)

Focus → Selecting research topics
Information → Recognizing information resources
Location → Searching library resources
Integration → Information evaluation
Presentation → Making a good presentation…etc.
Basic theory ground: Learning by doing (Dewey, 1938)

What is Service-learning?

- A form of experiential learning whereby students and faculty collaborate with communities to address problems and issues, simultaneously gaining knowledge and skills and advancing self-growth. (Bounous, 1997)

Five characteristics

- Collaboration, Reciprocity, Diversity, Learning-based, and Social justice

Famous institution: Campus Compact (USA)

MOE’s major principles

- Multi participation, integration, innovative transformation, sharing and encouraging
FOUR PHASES OF SERVICE-LEARNING AS COURSE DESIGN PRINCIPLES

**Preparation-**
- Instructors propose plans, learn about students, study reference information, and design and prepare teaching materials.

**Service-**
- Studying the designated digital learning materials, reading textbooks, and serve the community library.

**Reflection-**
- Write the service-learning journal, and discuss and reflect their service experiences.

**Celebration-**
- Service providers and recipients share their thoughts and opinions.

From: Fertnam and colleagues (1996)
ACTION
RESEARCH
DESIGN

Preparation, Service, Reflection, Celebration
PREPARATION: COURSE DESIGN

Library and information applied digital materials (teaching materials)

+ Service-learning (course activities)

= Network information organization and retrieval

MOE’s Digital Learning Materials

Service-learning as Teaching Activity

Journal and Questionnaire as Reflection and Celebration

MOE

LAROC

CYU
PREPARATION STAGE : THREE TASKS

1. **Developing** the course objectives, service activities and the syllabus for the course

2. **Searching** for partnership and drafting an agreement statement

3. **Designing** the collection and analysis of research data:
   - Questionnaire development
   - Journal format and guideline development
SERVICE: COURSE IMPLEMENTATION

MOE's Digital Learning Materials

- Three units of digital learning materials as resources
- Visiting the recipient library
- Self-study the digital learning materials, and complete a four-hour practice in school
- Performing the service-learning

Classroom-based environment

After the school

Service-learning as Teaching Activity
A total of 39 students enrolled in the class, 24 students (16 males and 8 females) completed the action research processes.

**DATA COLLECTION**
- **Quantitative data**
  - Questionnaire -- the perception and performance of students using digital learning material, self-growth, and civic responsibility
- **Qualitative data**
  - Students’ reflection journals

**DATA ANALYSIS**
- **Quantitative data**
  - Regression Analysis and Pearson Product Correlation
- **Qualitative data**
  - Content Analysis
RESEARCH FINDINGS
Q1: A SYSTEMATIC COURSE DESIGN AND DELIVERY USING DIGITAL LEARNING MATERIALS AND SERVICE LEARNING ACTIVITIES IS HELPFUL IN ENRICHING STUDENTS IL SKILLS, KNOWLEDGE AND ATTITUDE.
Q2: LIBRARIANS LINK STUDENTS WITH IL LEARNING MATERIALS AND SERVICE LEARNING EXPERIENCES THROUGH COMMUNITY LIBRARY

- Digital learning materials
- Academic librarian
- Service learning activities design
- Community library
Q3: QUANTITATIVE DATA ANALYSIS

Digital learning materials and the student’s self-growth shows a Significant and positive relationship

- Digital learning materials with the student’s self-growth
  $\beta = .709, t = 5.268, p < .05, R^2$ value is .634
- Digital learning materials with the student’s perception of civic responsibility
  $\beta = .614, t = 3.907, p < .05, R^2$ value is .500

Digital learning material is significantly correlated with service activities in self-growth and civic responsibility

- Digital learning material with the student’s self-growth (.758), with the student’s perception of civic responsibility (.664)
- The student’s self-growth with the student’s perception of civic responsibility (.697)
Q3: QUALITATIVE DATA ANALYSIS

The stereotypes of library perception changed through service-learning
Better understanding of the objectives and missions of a library
(Student 15_ Journal_20110108)

Empathy aroused by working and serving people
Helping others – the spring of happiness
(Student 21_ Journal_20111224)

New knowledge leaned by doing
Complete required hours and earn knowledge and experiences
(Student 11_ Journal_20111224)

Perception of social responsibility grows
The course’s design arose the students’ civic awareness and action.
(Student 24_ Journal_20110108)
CONCLUSION

How to design and deliver an information literacy course with digital learning materials and service-learning approach to promote and enrich the students’ learning experiences through service-learning instruction and encouraging the reflection?

Q1: Obtain IL knowledge and skills through learning materials and learning by doing

Q2: What is the role of the librarian as the course designer and facilitator?

Q3: What are the students’ learning outcomes with such a course design?

Connects service experiences and teaching objectives through course design

Links students with IL learning materials and service learning experiences through community library

Identifies service needs and offers students with supervising

From: http://studentwww.fullcoll.edu/slearn/agencyHB.htm
CONCLUSION – CON.

IL Digital learning materials and service learning as IL course design support students learning performance in terms of skills, knowledge and social responsibility.

Three related cores

- Students
  - Skills
  - Knowledge
  - Attitude

- Teaching Materials
  - Digital learning materials

- Teaching Methods
  - Service learning design

Librarian as designer and facilitator in IL education
SUGGESTIONS FOR FUTURE IMPLEMENTATION

Student Participation and Background Understanding

- Encourage participation and identify students’ background and possible needs and problems before the course begin.

New Teaching Materials Development

- Design and development new teaching materials

New Activities Development for Service Learning

- PBL (Problem-based Learning),
- STAD (Student Teams-Achievement Divisions)
- Team Teaching
- etc.
THANK YOU FOR LISTENING COMMENTS AND QUESTIONS?