Integrating Library Services into the Web-Based Learning Curriculum

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INTRODUCTION

According to the U.S. Department of Education (1998-1999), 78% of all four-year public institutions offer distance education courses. According to the same survey, 67% of all students at these institutions have enrolled in one of these courses. Are university libraries keeping up with the trend of distance education? What programs and policies are in place to ensure access to library services for Web-based learning students? Must services to distance learners be equal to services provided to traditional students?

This article is structured as follows: First we discuss the strategy of building a creative learning environment based on the learning orientation model before prescribing some guidelines for personalized learning in a Web-based environment. Next we outline the basis for library distance education services, and describe two case studies of libraries that are ensuring that distance education students are receiving equal access to library materials.

LEARNING ORIENTATION MODEL

Online education is a unique feature that helps students to continue their education. Online education has become a new culture in this era of globalization. The potential for the distance education market is much more than the potential for resident instruction.

The learning orientation model helps us understand the fundamental difference between cognitive learning abilities of our students and encompasses four learning styles. Martinez and Bunderson, (2000) use three construct factors to describe how learners—following beliefs, values, emotions, and intentions—self-motivate themselves to learn: (a) conative (i.e., desires, intentions)/affective (i.e., emotions, feelings) factor, contribute efforts; (b) strategic planning and committed effort factor; and (c) learning autonomy factor. The profiles for learning orientations are illustrated in Table 1 (Martinez & Bunderson, 2000).

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GUIDELINES FOR PERSONALIZED LEARNING IN A WEB-BASED ENVIRONMENT

We should consider some aspects such as instructor's experience, and intuitive ability to recognize and respond to the fact that individuals learn differently while designing the Web-learning environment. Table 2 describes some guidelines for three learning orientations—transforming learners, performing learners, and conforming learners. These are helpful in planning instruction; promoting interactivity; capturing interests; designing interfaces and environments; delivering instruction, practice, feedback, and assessment; helping learners monitor progress; evaluating performance; and making revisions (Martinez & Bunderson, 2000).

POLICY ON DISTANCE LEARNING SERVICES FOR ACADEMIC LIBRARIES

In 2000, the Association of College and Research Libraries (ACRL) amended guidelines for the services that libraries provide to distance education students. These guidelines state:

Table 1. Learning orientation model

Orientation	Conative (i.e., desires, intentions) /Affective (i.e., emotions, feelings) Aspects	Strategic Planning and Committed Learning Effort	Learning Autonomy
TRANSFORMING LEARNER (Transformance)	Strong passions and intentions on learning. Be an assertive, expert, highly self-motivated learner. Exploratory learning to transform using personal standards.	Set and accomplish personal short- and long-term challenging goals that may or may not align with goals set by others.	Assume learning responsibility and self-manage goals, learning, progress, and outcomes.
PERFORMING LEARNER (Performance)	Focus on emotions on learning selectively or situationally. Self-motivated, focused learner when the content appeals.	Set and achieve short-term, task-oriented goals that meet average-to-high standards; situationally minimize efforts and standards to reach assigned or negotiated standards.	Prefer coaching and interaction for achieving goals.
CONFORMING LEARNER (Conformance)	Focus intentions and emotions cautiously and routinely as directed. Low-risk, modestly effective, extrinsically motivated learner.	Commit careful, measured effort to accept and reproduce knowledge to meet external requirements.	Assume little responsibility, manage learning as little as possible, be compliant, want continual guidance, and expect reinforcement for achieving short-term goals.
RESISTANT LEARNER (Resistance)	Focus on not cooperating. Be an actively or passively resistant learner.	Chronically avoid learning (apathetic, frustrated, discouraged, or disobedient).	Assume responsibility for not meeting goals set by others, and set personal goals that avoid meeting formal learning requirements or expectations.
	Situational Performance or Resistance: Learners may situationally improve, perform or resist in reaction to positive or negative learning conditions or situations		

…access to adequate library services and resources is essential for the attainment of superior academic skills in post-secondary education, regardless of where students, faculty, and programs are located. Members of the distance learning community are entitled to library services and resources equivalent to those provided for students and faculty in traditional campus settings. (American Library Association, 2003, p. 2)

Within these guidelines, the ACRL outlines six areas in which libraries should concentrate efforts in establishing and supporting distance education programs.

Management

The management aspect of distance education programs falls to the university or college administration. How-

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