

Chapter II

Affective Collaborative Instruction with Librarians

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ABSTRACT

Academic librarians can leverage their expertise in using and teaching with information technology to increase their level of collaboration with teaching faculty. In this change of role, the incorporation of information technology requires significant psychological support and increased collaboration. Three intertwining strands of theories and models are discussed with relationship to librarian collaboration with teaching faculty in support of information technology integration: technology acceptance, change or development processes, and social impact. Each strand is examined through a lens of the affective domain. As librarians collaborate with teaching faculty, they should be aware of the affective side of technology.

INTRODUCTION

The expertise of academic librarians in the area of using and teaching with information technology provides a solid foundation for increasing their level of collaboration with teaching faculty. Of course, differing degrees of collaboration exist in every university system depending upon status of the librarians and faculty culture. Many approaches have been taken by librarians to encourage and cultivate this phenomenon. Nevertheless, two pre-conditions must exist before information literacy-based collaboration can exist: (1) teaching

faculty have to understand and value information/ information literacy, and the academic librarian's role in curricular deployment; (2) teaching faculty need to deal with information technology, which demands a change in the academic culture as well as in best practice. Counter-intuitively, change that involves information technology requires significant psychological support and increased collaboration.

In addressing the issue of change, people need to consider the impact of individuals' emotional and psychological states. Along with the cognitive domain, Bloom, Mesia and Krathwohl

(1964) developed a taxonomy of the affective (i.e., emotional) domain as it applied to learning. These researchers posited five stages of emotional engagement and application: receiving, responding, valuing, organization, and value complex. Typically, each stage needs to be addressed before the next stage can occur. As librarians collaborate with teaching faculty, they should be aware of these stages, and differentiate their approach to align with the instructor's comfort zone.

This chapter details how to address the affective side of information technology acceptance and collaboration leading to instructional design. To examine this issue, a case study involving California State University Long Beach (CSULB) faculty is discussed using these parameters. The findings from this specific setting provide a context for demonstrating how academic librarians can optimize collaboration with teaching faculty and ultimately impact student achievement in technology-enhanced information literacy.

BACKGROUND

In the final analysis, the incorporation of information technology is about change, not about technology. It is about people and organizational behavior, not machines. While the lack of technology is a barrier to change, the presence of technology does not guarantee change. Most teachers prefer the status quo, and do not want to stray from their comfort zone. Thus, when confronted with technology that is foreign to their experience, or if teachers have had negative encounter with technology, they are not likely to change their behavior (Marcinkiewicz, 1993/1994).

For teaching faculty to incorporate information technology, they have to accept it, that is, they need to be willing to use it for a designated task (Davis, 1993). Such willingness is a conscious choice that involves the affective domain. As Goleman (1995) asserted, people "who are anxious, angry, or depressed do not learn; people who are

caught in these states do not take in information efficiently or deal with it well" (47). Lawton and Gerschner (1982) and, more recently, Woodrow (1990) specified the necessity of teachers having a positive attitude for information technology to be incorporated effectively. Indeed, negative attitudes of teachers about technology can impede student learning (Liu, MacMillan & Timmons, 1998).

Thus, three intertwining strands of theories and models are discussed with relationship to librarian collaboration with teaching faculty in support of information technology integration: technology acceptance, change or development processes, and social impact. Each strand is examined through a lens of the affective domain.

Affective Domain

The most prevalent taxonomy of learning based on the affective domain was developed by Bloom et al. (1964). They contended that people experience five stages of emotionally-oriented learning. Tying this theory to technology acceptance, these stages include:

1. **Receiving:** Getting and holding one's attention relative to technology issues
2. **Responding:** Active participation and satisfaction in learning about technology
3. **Valuing:** Commitment to the underlying value of technology-infused education
4. **Organization:** Integration of possibly conflicting values to support technology
5. **Value Complex:** Pervasive and consistent incorporation of technology

Typically, each stage needs to be addressed before the next stage can occur.

Russell's framework on emotional episodes differentiated between interior core affect and affective quality, which exists in the stimulus (2003); perception of affective quality is the person's perception of a stimulus's ability to change the

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