

Research Article

Back to the Future: Prospects for Education Faculty and Librarian Collaboration Thirty Years Later

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Abstract

Thirty years ago, education conference panelists shared concerns regarding collaboration between education faculty and librarians and they presented ideas for expanding these partnerships. A review of their ideas raises an important question: In what ways have their ideas for collaboration and partnership been realized? To answer this question, the authors conducted a review of the literature regarding education faculty-librarian collaboration. Findings indicate that when collaborating with education faculty, there are three roles librarians have embodied: librarian-as-reference, librarian-as-consultant, and librarian-as-instructor. These roles contribute to the realization of the panelists' proposed ideas and offer suggestions for future collaboration and research possibilities.

Introduction

“If you put your mind to it, you can accomplish anything.”- Marty McFly
Back to the Future (1985)

Released in 1985, the first *Back to the Future* movie is a story about a young man, Marty McFly, who travels back in time and learns about his past and his future. Although literal time travel still is not possible, reviewing our past and learning from it can inform our future. Just over thirty years ago, in February of 1984, the Society of Professors of Education (SPE) held their annual meeting in San Antonio, Texas, in conjunction with the American Association of Colleges of Teacher Education (AACTE). The 1985 monograph, which captured the conference proceedings included a panel presentation which provides a unique glimpse into the history of education librarian-faculty collaboration. Titled “Professors of Education and Education

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Librarians: Prospects for Collaboration,” this panel featured five sessions facilitated by three academic librarians and two education professors who shared experiences and ideas regarding librarian-education faculty partnerships, both present and future. In the SPE conference proceedings monograph, the editor described this program as, “unprecedented in the literature of professional education” (Bagley, 1985, p. 3). It was envisioned that the ideas put forth in this panel would function as an inspiration for continuing the discussion regarding education faculty-librarian collaboration. Notably, this panel represents one of the few times education librarians discussed issues of collaboration with education faculty on their “own turf” (Thurston, 1985, p.11) at a nationally recognized professional education conference.

This SPE panel represents a shift in views regarding the integration of information literacy into preservice teacher education. In a review of the literature up to the mid-1980s, O’Hanlon (1988) found that most librarians had been trying to “convince educators of the benefits of bibliographic instruction for teacher trainees for more than eighty years, without much success” (p. 532). However, in the 1980s a movement towards more integrated, collaboration-based instruction between education librarians and education faculty began to develop. While this new push focused mainly on teaching skills rather than theory, librarians and education faculty began to move away from isolated instructional sessions and toward integration and collaborative faculty-librarian partnerships to support student learning (Witt & Dickinson, 2003). At the same time, the field of librarianship was beginning to explore the potential benefits of a liaison model, moving librarians beyond their traditional role as subject bibliographers, and toward a systematic integration into departments and collaboration with faculty to support information literacy (Rodwell & Fairbairn, 2008).

As described in the SPE conference proceedings, the five panelists shared concerns about what they perceived to be a lack of serious, sustained collaboration between education professors and librarians, and these panelists presented ideas and prospects for building partnerships to address this gap. These scholars called upon education librarians to explore collaborative possibilities in three main ways: by continuing traditional roles in reference, consulting more with faculty to develop course materials, and working to provide integrated library instruction. Thirty-one years later, a review of the prospects for education faculty-librarian collaboration identified in the SPE conference proceedings raises an important question: *In what ways, if any, have the prospects for collaboration discussed in 1985 been realized in the thirty years since this conference?*

To answer this question, we analyzed peer-reviewed articles published between 1985 and 2015 which focused on the SPE conference proceedings’ theme of education faculty-librarian collaboration. Aligned with the ideas presented in the SPE panel session, our analysis of the literature focused on three areas: reference, consultation, and instruction. Findings indicate that although there is still more work to be done to further strengthen collaboration between education librarians and education faculty, many education librarians have realized some, if not all, of the prospects identified in 1985.

Method

The idea for this examination of literature began after we, a librarian and education professor, reflected on our collaborative work to support preservice teachers. Wondering about the literature regarding this type of collaborative endeavor, we came across the WorldCat record for the 1985 SPE conference proceedings monograph. As the field of academic librarianship has evolved immensely over the past thirty years, we sought to further understand how much – or

how little – has changed since this conference took place. To provide a thirty-year retrospective of education faculty-librarian collaboration, we examined peer-reviewed articles published between 1985 and 2015. To locate these peer-reviewed articles we conducted searches of ERIC, Education Research Complete, ProQuest Education Journals, LISTA, the DOAJ, and Google Scholar. Articles were initially selected based on the occurrence of a combination of the following terms either in the title, abstract, or subject heading: librarian*, “education faculty” “education professor,” “education students,” “preservice teachers,” collaborat*, partner*, or cooperat*.

Twenty-nine articles referencing education faculty-librarian collaboration were initially identified. References from these articles were also reviewed to locate additional publications. This citation mining process (Kostoff, del Río, Humenik, García, & Ramírez, 2001) resulted in the discovery of seven more articles, for a total of thirty-six articles. For each article, we read through the abstract to determine its potential connection to education faculty-librarian collaboration and whether a specific example of a partnership was included. As a result of this process, we eliminated ten articles which did not include examples of education faculty-librarian cooperation (e.g. literature reviews, faculty surveys). This left a total of twenty-six articles, which we subsequently reviewed and analyzed (Appendix).

Within the 1985 SPE proceedings’ published monograph on education faculty-librarian collaboration, three themes emerged from the content of the five presentations, namely librarian-as-reference, librarian-as-consultant, and librarian-as-instructor. Utilizing these three themes and the corresponding ways in which the presenters defined and discussed them (Table 1), we applied these themes as descriptive codes (Miles & Huberman, 1994) to each of the twenty-six articles.

Table 1

Faculty-Librarian Collaboration and Partnership Themes and Definitions

Theme/Code	Definition (generated from the SPE proceedings)
Librarian-as-Reference (LAR)	<i>Outside of class/reference.</i> Librarian-faculty collaboration includes librarian serving as reference for faculty/students outside class meetings (i.e., providing assistance to faculty/students on-site at the library or through electronic communication).
Librarian-as-Consultant (LAC)	<i>Supporting specific student learning for a course.</i> Librarian-faculty collaboration includes education course syllabi review; content review and discussion (e.g., course assignments, sequence, etc.); consultation regarding library resources available to support course content.
Librarian-as-Instructor (LAI)	<i>In-class teaching/presentations.</i> Librarian-faculty collaboration includes librarian instructing or co-instructing during scheduled class sessions (face-to-face or online).

In some instances, articles contained evidence of more than one theme. As a result, a number of articles were assigned more than one code (Appendix). During data analysis, analytic memos were generated as a means of capturing additional ideas during data collection and analysis (Newby, 2010). The following sections provide analysis and discussion related to each of these three education faculty-librarian collaboration themes, including summaries of the 1985 SPE panelists' perspectives and reviews of the subsequent thirty years of literature. For ease of reading, these themes are identified by headers and discussed separately. The discussion of each theme contains two sections. The first focuses on the panelists' perspectives and the second centers on the literature reviewed. In our conclusion we come "back to the future" and offer suggestions for future education faculty-librarian research, collaboration, and partnerships.

Findings

Librarian-as-Reference

The 1985 panelists re-emphasized the librarian's role in reference, noting that librarians are uniquely qualified to support student learning outside specific education classes. While the idea of librarians serving as reference sources for students was not new in the field, the 1985 panelists emphasized that one of the prospects for collaboration with education faculty was an increased student awareness regarding the availability of subject-based reference. According to Martinello (1985), when faculty and librarians fail to collaborate many students are left unaware of the reference assistance librarians can provide. As a result, students approach academic libraries and librarians with apprehension and poorly developed research skills. Fellow panelist Campbell (1985) argued that a library where students engage and interact with scholarship and on-site librarians, rather than simply finding answers, requires prior communication and collaboration between education professors and librarians.

This prospect for collaborating to promote librarians' reference services was viewed as particularly important given librarians' knowledge of subject areas and their abilities to locate and access content. To illustrate, Thompson (1985) and Fulton (1985) both noted that the on-going expansion of information required librarians' unique reference expertise, strongly positioning them to assist education faculty and students in navigating and accessing the increasing number of multimodal resources. Thurston (1985) also suggested that librarians provide different types of reference to undergraduate and graduate students. For example, undergraduate students often require assistance learning about and using library resources in order to complete course assignments and projects. In contrast, graduate students often require specific help from librarians with their theses or dissertations. These research-focused graduate program requirements provide opportunities for librarians to draw upon and share their expertise, working one-on-one with graduate students within a defined field of study.

The 1985 SPE panelists' call for collaboration to increase student awareness of reference services is an important idea echoed in the subsequent thirty years of literature. In their description of collaboration, Franklin and Toifel (1994), discussed how individual student consultations were integrated into a four-step information literacy program, designed to give students personalized assistance following whole class library instruction. In this instance, the education librarian served as a source of reference assistance, resulting in increased student awareness of the reference services librarians could provide.

In the 21st century, studies emerged centering on ways education librarians could provide reference services in a whole new way -- through online technology. For example, Bhavnagri and Bielat (2005) documented their collaboration in which an education librarian monitored a

web-based online discussion board, providing electronic reference assistance for master's level students in an early childhood education course. The creation of a separate library-centric online discussion board was intended to send an explicit message to students that the librarian, "is an instructor who is accessible throughout the semester," (p.136) and someone to consult (i.e., reference) outside of class. As online courses continued to increase in number, many librarians found themselves conducting reference consultations solely online. For instance, Wright and Williams (2011) shared how a Valdosta State University education librarian worked with faculty to coordinate her electronic availability to support students enrolled in online courses. This electronic connection allowed students additional access to a librarian, resulting in on-going access to synchronous and asynchronous reference assistance when students needed it.

Collaboration with faculty and online availability also led to increased reference consultations for many education librarians. Connecting librarians as reference resources, Ewbank (2009) found that student reference consultations increased dramatically as a result of her collaboration with education faculty. Through this partnership she was able to promote her services as a reference resource for students, with availability for in-person, email, and online chat consultations. Similarly, Jacobs (2010) discussed how student and faculty reference consultations increased as a result of a new embedded librarian collaboration, in which the librarian provided reference assistance for education students. By emailing all students and faculty in the college of education at the beginning of the semester, the librarian was able to effectively market her services related to librarian-as-reference and, as a result, was inundated with requests for assistance.

Librarian-as-Consultant

According to Martinello (1985) and other SPE panelists, there existed "separatist" (p.14) attitudes regarding the roles and expectations of education faculty and librarians. This separatist mentality often served to define professors' roles as knowledgeable instructors and guides while librarians were viewed as service employees who cataloged materials, maintained databases, and answered student questions. Panelist Thurston (1985) called on librarians to move beyond reticence to take on more active roles by working alongside education faculty, doing so as a consultant. Rather than succumbing to a fear of intruding on faculty authority and competence, Thurston and Martinello (1985) urged librarians to collaborate and consult with education faculty by identifying specific research skills required for course assignments, developing assignments together, and supporting graduate student research.

At the time of the 1985 SPE conference, many university libraries were beginning to move to a subject specialist/liaison librarian model. Librarian panelist Fulton (1985) encouraged librarians to take full advantage of this new role to reach out to their faculty, engaging with them to recommend course resources, inquiring about faculty (and student) research interests, and offering input on student assignments. Similarly, Martinello (1985) encouraged librarians to work with education faculty to embed library components throughout the semester, rather than the typical single library worksheet isolated from real course assignments. Martinello, an education professor, went on to describe a collaboration in which she engaged in several consultative sessions with a librarian, which helped Martinello further shape her course. She provided a draft copy of her syllabus to a librarian who was able to advise on the availability and quantity of certain resources for possible areas of student research. Martinello then used the librarian's input to make decisions regarding the topics that would be included in course assignments. In connection with Martinello's recommendations, Thompson (1985), another

librarian on the panel, recommended that librarians consult with education faculty to embed research assignments within the general curriculum of education programs.

As consultants, librarians can offer expertise to education faculty seeking input and insight regarding course content, design, and delivery. The literature reviewed includes Green and Bowser's (2002) study in which they described the librarian-as-consultant as a "collegial model" in which education faculty and librarians worked together. Specifically, they collaborated to generate academic curriculum materials that could be utilized by education faculty and students to extend and strengthen student learning. Similarly, Murry Jr., McKee, and Hammons (1997) described a cooperative effort between graduate-degree program education faculty and a university library's reference department. This collaboration aimed to strengthen graduate students' information literacy by teaching them how to use print and electronic research sources. Prior to this study, education faculty in conjunction with feedback from librarians required graduate students to complete a series of information literacy learning modules. However, due to student dissatisfaction with these modules, the authors - an education faculty and librarian - worked together to generate a general graduate library guidebook to be employed by education graduate students to increase students' information literacy. In this instance, the librarian functioned as a consultant with an education faculty member and according to these authors, this collaboration resulted in the successful creation of a resource used by all graduate education students.

Hobbs and Aspland's (2003) study indicated the value of the librarian-as-consultant, in particular during the restructuring and reconceptualization of a university's teacher education program. During this curriculum revision process, librarians worked closely with education faculty to embed information literacy concepts and content, as evidenced in the redevelopment of course syllabi. Another example of librarian-as-consultant is found in Crouse and Kasbohm's (2004) study of teacher education faculty and information literacy librarians, in which individuals worked together to develop information literacy goals, aligned with measurable learning outcomes. Using these goals and outcomes, a skill development program centered on information literacy was developed and aligned with preservice teachers' required coursework.

As librarian consultants working with education faculty, collaboration also includes the design and delivery of professional development for education faculty. For example, Earp's (2009) study highlights the partnership between an education librarian and education faculty member in which they applied for a grant to fund efforts to incorporate information literacy within the college of education's curriculum. These individuals planned and held a workshop for the education faculty, centered on including information literacy within the required curriculum. The results of these workshops led to further cohesion of curriculum and increased communication and understanding between the education faculty and the education librarian liaisons.

Similarly, Emmons, et al. (2009) documented work between University of New Mexico librarians and education faculty, in which education librarians worked jointly to create and implement an instrument designed to increase preservice teachers' information literacy. Utilizing data from this assessment and in consultation with librarians, education faculty made adjustments to their curriculum and content delivery. The result of these changes produced statistically significant gains between preservice teachers' pre- and post-assessment results. More recently, Purcell and Barrell (2014) reported results from a study documenting an education librarian's experience in joining a "teaching team" for the University of Worcester's primary teacher education students. This collaboration was developed in response to the findings of an

external review and results from localized action research which showed that education students had low levels of mastery regarding basic information skills and knowledge. The teaching team, in which the librarian functioned as a consultant, developed and assessed a collaborative program of information literacy instruction intended to be embedded within preservice teacher coursework.

Librarian-as-Instructor

The third theme which emerged from the SPE proceedings centers on librarian-as-instructor. The 1985 panelists argued that librarians were under-utilized in their roles as instructors. Martinello (1985) claimed that of all faculty, education professors should be the most “ready to define teaching in broader ways” (p. 15). She emphasized that, just like professors, librarians who work with students are instructors in their own right. While librarianship is geared more toward service, Fulton (1985) pointed to a number of similarities between education professors and librarians, both of whom desire to build students’ lifelong learning and skills. When professors of education understand this aspect of librarians’ professional work, opportunities for team teaching and collaboration are more likely to develop. In turn, this instructional collaboration positively impacts student learning. However, Fulton claimed that the only way faculty could understand this aspect of the librarian’s role was if librarians became more assertive regarding the need for library instruction. As a result, panelists identified several prospects for instructional collaboration, including co-instruction as a partnership that serves to complement the expertise of education professors and librarians, doing so to the benefit of the university and its students (Fulton, 1985). This co-instruction model also offers students an example of co-teaching, something preservice teachers should be exposed to prior to becoming inservice educators (Martinello, 1985).

The panelists also stressed that librarians needed to take more responsibility for the level of content delivered via instruction, working with education professors to teach more conceptual frameworks such as future formats of information (i.e., print, digital, etc.) and who controls access to information. Rather than focusing instruction on basic skills, such as the use of card catalogs or ERIC interfaces, Fulton (1985) prompted librarians to take their instruction further: “How many [students] are even remotely aware of the process through which a new idea may pass, from thought to publication to analysis and integration into the whole of human knowledge?” (p. 27) Fulton aimed for a more robust model of instruction, in which librarians actively facilitated students’ learning and information literacy conceptually and practically. As fellow panelist Thompson (1985) stated, “it is essential that we go beyond the skills level. We fail if we do not” (p. 23). While teaching basic research skills is important, librarians and faculty do students a disservice when they focus solely on this aspect of information literacy. Rather, library instruction must encompass broader theoretical considerations as well as the skills necessary to locate, understand, and use information.

In the thirty years since the SPE panel, the literature reviewed is rich with examples of library instruction in education classes. The earliest articles on collaboration involving librarians-as-instructors appeared a decade after the SPE panel and discuss stand-alone lectures presented by librarians to education students (e.g., Franklin & Toifel, 1994; D’Amicantonio & Scepaniski, 1997). In these earlier articles, the content of library instruction centered on basic research skills such as the use of emerging computer technology to locate relevant resources (Gallegos & Rillero, 1996).

The SPE panelists' vision of librarians and education faculty partnering to co-instruct single sessions and whole courses appeared in the reviewed literature in the early 2000s. For example, Small (2002) shared an example regarding how education professors and librarians at Syracuse University partnered to co-instruct a new course with the express goal of providing preservice teachers with a real-life example of collaboration. In this study, the model of co-instruction, which included planning and facilitation by librarians and faculty, showcased the camaraderie and mutual trust they developed. As a result, librarians had an opportunity to fully embrace their roles as instructors within this co-teaching model. Hooks and Corbett Jr. (2005) also highlighted the value of librarian-as-instructor and co-teaching in their study of the efficacy of an embedded librarian instruction program. Designed to develop graduate education students' information literacy skills, this instruction-based program featured librarians in every class, engaging in or leading discussions alongside an education professor. At the University of New Mexico, Meyer and Bradley (2013) highlighted a study of librarians and education faculty who co-taught class sessions. These sessions centered on increasing students' abilities to evaluate evidence in research articles. Utilizing the role of librarian-as-instructor, these sessions functioned to support a larger initiative related to the integration of information literacy into the college of education's curriculum. Librarians and faculty referred to the co-instruction partnership as "shared teaching" (p. 29), in which they carefully planned the class session and delivered content together.

Other studies published between 1985-2015 connected to the theme of librarian-as-instructor did not feature co-teaching as the instructional method. Instead, many authors elaborated on collaborative efforts to expand librarian-based instruction beyond the one-shot library class and focused on how librarians-as-instructors could offer support throughout a course. For example, Lampert (2005) discussed collaborative efforts between an education librarian and faculty member in an educational psychology course which led to multiple, scaffolded instructional librarian-led sessions throughout a semester. This partnership allowed the librarian to create an immersive information literacy experience for education students. Gains between students' pre- and post-assessments demonstrated positive gains in learning. Similarly, Floyd, Colvin, and Bodur (2008) reported an increase in the use of scholarly sources by education students following an instructional session facilitated by an education librarian. In addition to teaching students how to identify and find scholarly articles, the librarian also worked with the faculty member to develop a rubric for students with the express aim of assisting students' determination of a source's credibility. The authors concluded that this multi-faceted instructional support allowed students to produce higher-quality work than previous student cohorts.

With the advent of new educational technologies and online learning, instructional collaboration between education professors and librarians in the new millennium blossomed in a way the 1985 SPE panelists likely only dreamt of. To illustrate, Matthew and Schroder (2006), an education professor and librarian respectively, partnered to support students in an online course by embedding the librarian into the course management system as a teaching assistant so that she could interact with students and provide research tips communicated through online discussion boards. Throughout the semester, the librarian also provided whole-class database instruction. This collaboration allowed the librarian to move the instruction away from a single in-person, one-shot session to a fully integrated, semester-long virtual experience aimed at supporting student learning. In reflecting on their collaboration, the authors emphasized the

importance of an open, trusting partnership between librarian and professor, one in which both are able to innovate and experiment together with new instructional methods.

While technology has helped bolster the role of librarian-as-instructor, it is not always a simple solution. For instance, Dobozy and Gross (2010), an education professor and librarian with a mutual interest in technology-enhanced learning, partnered to create online modules with instructional podcasts for first-year students in education courses. After a semester-long trial in which student online activity was monitored, the results showed a lack of student interest in engaging with these modules. The authors concluded that further strategic collaboration would be needed to more effectively provide online library instruction.

Discussion

Intended as a metaphorical “back to the future” journey aimed at reviewing the prospects for education faculty-librarian collaboration, findings from this literature review indicate that many of the 1985 SPE panelists’ ideas and suggestions have been realized. Although “separatist” attitudes between education faculty and librarians identified by Martinello (1985) may still exist to varying degrees at some institutions, collaborative efforts between librarians and education faculty have developed, grown, and changed over the past thirty years. One of the main catalysts for these collaborative developments was the emergence of technology. As previously reported, advances in technology allowed librarians to expand their roles in subject reference, becoming more accessible to students. From online discussion boards to videoconferencing and online chats, education librarians have successfully partnered with education faculty to make certain students more aware of librarians’ services, specifically with regard to reference expertise and assistance. Creating this awareness through multiple means, as demonstrated by findings from the studies reviewed, is a response to the 1985 panelists’ call for librarians to move beyond the traditional “catch-all” reference desk in which students are expected to seek out librarians’ expertise.

Technological advances have also allowed librarians to expand their roles as instructors, partnering with education faculty to develop online instructional content for students. As a result, the hopes expressed by the 1985 panelists that librarians should begin to more assertively and actively partner with faculty to teach information literacy, doing so beyond one-shot instructional sessions, has been realized in many ways. Indeed, librarians-as-instructors are now working more directly with college of education colleagues to support curricular design and embedded, on-going instruction in face-to-face and online classes. Utilizing librarians-as-instructors further supports and extends education students’ information literacy and learning.

Although many of the prospects identified in the 1985 SPE proceedings appear to be realized, one prospect was largely absent in the reviewed literature: librarians and education faculty collaborating to teach conceptual frameworks regarding information creation, access, and use. Only three studies referenced any sort of instruction that moved students beyond a skill level. Hobbs and Aspland (2003) discussed instructional content designed to support fourth year education students’ learning so that they could identify the importance of context in the information creation cycle. Similarly, Witt and Dickinson (2003) described a collaboration in which an education professor was responsible for teaching the basic research skills while the librarian taught and mentored students in the theory and practice of information literacy. Finally, Meyer and Bradley (2013) partnered to teach more advanced topics related to intellectual freedom and censorship, specifically designed to prepare preservice teachers for instances when parents may challenge a text selected for classroom reading. While this prospect for

collaboration to teach conceptual knowledge may not yet be fully recognized, we imagine that with the addition of the new Association of College and Research Libraries (ACRL) Framework for Information Literacy (2015), education librarians and faculty will continue thinking about instructional content and planning for student learning in new, as-of-yet unrealized ways. As such, we hypothesize that collaboration focused on the instruction and application of conceptual frameworks will continue to develop.

Future Research

As education faculty and librarian collaboration has become more the norm and less the exception, new prospects for partnerships have emerged. With the advent of technology and the expanded roles education librarians are assuming within universities and colleges of education, namely serving as references, instructors, and consultants, the opportunities for education faculty-librarian collaboration continues to grow. For instance, the recent movement towards Open Educational Resources (OER) provides librarians with an opportunity to work with education faculty to not only create these types of resources but also to educate preservice teachers regarding OER access, creation, and use.

In addition to the possibilities technological advances offer for faculty-librarian collaboration, there are other opportunities for future research. For example, researchers could explore topics connected to the following questions. *What can librarians learn from professors of education? To what extent are education faculty members willing to provide input regarding teacher-education based library instruction and assessment? To what extent are professors of education willing to contribute to college-wide library instruction and assessment? What collaborative possibilities have yet to be realized between education faculty and librarians?* Similar to the SPE proceedings, in which librarians and professors of education came together at an education conference, we suggest that future research be explored jointly and disseminated collaboratively within the professions of education *and* librarianship.

Conclusion

Just like Marty McFly, as we look back to the future we recognize that although there is still much more to be done, it is clear that not only are librarians and education faculty dreaming about collaboration, they're also doing it. As this review of the past thirty years has shown, education librarians are flexible, engaged, and ready to collaborate. Similarly, professors of education recognize the benefits of partnering with librarians as a way to support students' learning and growth. Thus, as we build on the successes of the past and as we look to the future, we must be sure to prioritize collaboration between education faculty and librarians because these partnerships offer important potential for contributing to current and future teachers' learning and development.

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- Witt, S. W., & Dickinson, J.B. (2004). Teaching teachers to teach: Collaborating with a university education department to teach skills in information literacy pedagogy. *Behavioral & Social Sciences Librarian*, 22(1), 75-95.
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Appendix

Reviewed Literature

	Peer-Reviewed Articles	Librarian-as-Reference (Outside of class reference and consulting assistance)	Librarian-as-Consultant (Supporting specific student learning for a course)	Librarian-as-Instructor (In-class teaching or presentations)
1	Bailey, B. (1985). Thesis practicum and the librarian's role. <i>Journal of Academic Librarianship, 11</i> (2), 79.			
2	Bhavnagri, N. P., & Bielat, V. (2005). Faculty-librarian collaboration to teach research skills: Electronic symbiosis. <i>Reference Librarian, 43</i> (89/90), 121-138.	X	X	X
3	Birch, T., Greenfield, L., Janke, K., Schaeffer, D., & Woods, A. (2008). Partnering with librarians to meet NCATE standards in teacher education. <i>Education, 128</i> (3), 369-379.			
4	Crouse, W. F., & Kasbohm, K. E. (2004). Information literacy in teacher education: A collaborative model. <i>Educational Forum, the, 69</i> (1), 44-52.		X	
5	D'Amicantonio, J., & Scepanski, J. M. (1997). Strengthening teacher preparation through a library program. <i>Education Libraries, 21</i> , 11-16.			X
6	Dobozy, E., & Gross, J. (2010). Pushing library information to first-year students: An exploratory study of faculty/library collaboration. <i>Australian Academic & Research Libraries, 41</i> (2), 90-99.			X

7	Duke, T. S., & Ward, J. D. (2009). Preparing information literate teachers: A metasynthesis. <i>Library & Information Science Research, 31</i> (4), 247-256.			
8	Earp, V. (2009). Integrating information literacy into teacher education: A successful grant project. <i>Behavioral & Social Sciences Librarian, 28</i> (4), 166-178.		X	X
9	Emmons, M., Keefe, E. B., Moore, V. M., Sánchez, R., M., Mals, M. M., & Neely, T. Y. (2009). Teaching information literacy skills to prepare teachers who can bridge the research-to-practice gap. <i>Reference & User Services Quarterly, 49</i> (2), 140-150.		X	X
10	Ewbank, A.D. (2009). Education library 2.0: The establishment of a dynamic multi-site liaison program. <i>Education Libraries, 32</i> (2), 3-12.	X		X
11	Floyd, D.M., Colvin, G., & Bodur, Y. (2008). A faculty-librarian collaboration for developing information literacy skills among preservice teachers. <i>Teaching and Teacher Education: An International Journal of Research and Studies, 24</i> (2), 368-376.		X	X
12	Franklin, G., & Toifel, R. C. (1994). The effects of BI on library knowledge and skills among education students. <i>Research Strategies, 12</i> (4), 224-37.	X		X
13	Gallegos, B., & Rillero, P. (1996). Bibliographic database competencies for preservice teachers. <i>Journal of Technology and Teacher Education, 4</i> , 231-46.		X	X

14	Green, R., & Bowser, M. (2002). Managing thesis anxiety: A faculty-librarian partnership to guide off-campus graduate education students through the thesis process. <i>Journal Of Library Administration, 37(3/4)</i> , 341.			X
15	Hobbs, H., & Aspland, T. (2003). Bedding down the embedding: IL reality in a teacher education program. <i>The Australian Library Journal, 52(4)</i> , 341-351.		X	X
16	Hooks, J. D., & Corbett Jr, F. (2005). Information literacy for off-campus graduate cohorts: Collaboration between a university librarian and a master's of education faculty. <i>Library Review, 54(4)</i> , 245-256.	X	X	X
17	Jacobs, W. N. (2010). Embedded librarianship is a winning proposition. <i>Education Libraries, 33(2)</i> , 3-10.	X	X	X
18	Jacobson, F. F. (1988). Teachers and library awareness: Using bibliographic instruction in teacher preparation programs. <i>Reference Services Review, 16(4)</i> , 51-55.			
19	Johnson, C.M., & O'English, L. (2003). Information literacy in pre-service teacher education: An annotated bibliography. <i>Behavioral & Social Sciences Librarian, 22(1)</i> , 129-139.			
20	Kovalik, C. L., Jensen, M. L., Schloman, B., & Tipton, M. (2010). Information literacy, collaboration, and teacher education. <i>Communications In Information Literacy, 4(2)</i> , 145-169.			X

21	Lampert, L. (2005). "Getting psyched" about information literacy: A successful faculty-librarian collaboration for educational psychology and counseling. <i>Reference Librarian, 43</i> (89/90), 5-23.			X
22	Latham, D., Gross, M., & Witte, S. (2013). Preparing teachers and librarians to collaborate to teach 21st century skills: Views of LIS and education faculty. <i>School Library Research, 16</i> .		X	
23	Loesch, M.F. (2010). Librarian as professor: A dynamic new model. <i>Education Libraries, 33</i> (1), 31-37.			
24	Matthew, V., & Schroeder, A. (2006). The embedded librarian program. <i>EDUCAUSE Quarterly, 29</i> (4), 61-65.			X
25	Meyer, N., & Bradley, D. (2013). Collaboratively teaching intellectual freedom to education students. <i>Education Libraries, 36</i> (1), 24-30.	X		X
26	Moreillon, J. (2008). Two heads are better than one: Influencing preservice classroom teachers' understanding and practice of classroom-library collaboration. <i>School Library Media Research, 11</i> .			
27	Murry Jr, J. W., McKee, E. C., & Hammons, J. O. (1997). Faculty and librarian collaboration: The road to information literacy for graduate students. <i>Journal on Excellence in College Teaching, 8</i> (2), 107-21.		X	
28	Nesbitt, R. (1997). Faculty-librarian partnerships. <i>Education Libraries, 21</i> (1)			

29	O'Hanlon, N. (1988) Up the down staircase: Establishing library instruction programs for teachers, <i>RQ</i> 27(4), 528-534.			
30	O'Hanlon, N. (1987). Library skills, critical thinking, and the teacher-training curriculum. <i>College and Research Libraries</i> , 48(1), 17-26.			
31	Purcell, S., & Barrell, R. (2014). The value of collaboration: raising confidence and skills in information literacy with first year Initial Teacher Education students. <i>Journal of Information Literacy</i> , 8(2), 56-70.	X	X	X
32	Scull, A. (2014). Fostering student engagement and collaboration with the library: Student creation of LibGuides as a research assignment. <i>Reference Librarian</i> , 55(4), 318-327.	X	X	X
33	Small, R. V. (2002). Where does it begin?: Collaboration... <i>Teacher Librarian</i> , 29(5), 8-11.		X	
34	Switzer, A., & Perdue, S. W. (2011). Dissertation 101: A research and writing intervention for education graduate students. <i>Education Libraries</i> , 34(1), 4-14.			X
35	Witt, S. W., & Dickinson, J. B. (2004). Teaching teachers to teach: Collaborating with a university education department to teach skills in information literacy pedagogy. <i>Behavioral & Social Sciences Librarian</i> , 22(1), 75-95.		X	X

36	Wright, L. B., & Williams, G. H. (2011). A history of the embedded librarian program at Odum Library. <i>Georgia Library Quarterly</i> , 48(4), 7-11.	x		x
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