This column identifies a selective sample of web-based sources related to librarianship and distance education. It is by no means a comprehensive listing as there is a vast quantity of information available on this topic. Sites were retrieved from the databases of Hotbot, Northernlight, Google, and Metacrawler search engines using the following basic search strategies: "distance (education or learning) AND librar*". Please note that some abstracts have been taken directly from the papers.

Resources


A series of links categorized by subjects such as: Distance education offerings; Journals and Newsgroups; Organizations; and Articles. Links are not annotated.

**Journal of Library Services for Distance Education**. Available from the World Wide Web: [http://www.westga.edu/~library /jlsde/welcome.html](http://www.westga.edu/~library /jlsde/welcome.html)

A peer-reviewed e-journal, international in scope, which publishes articles on the issues and challenges of providing research/information services to students enrolled in formal post-secondary distance education.


Sloan, from the G.S.L.I.S., of U. of Illinois at Urbana-Champaign, states that his purpose is to provide an informational resource for librarians interested in the issues of library support for distance learners. He also wants to provide equitable access to information, therefore all resources are accessible via the Web. This site includes annotations but does not list a date and some of the links are dead, unfortunately.


These two sites each provide an extensive list of links. The latter includes searching capabilities and quite a comprehensive list of empirical research, including twenty bibliographies. Both are good resources in which to start off a search for material on distance education.

Articles and Reports


This revision of the 1990 Guidelines for Extended Campus Library Services was prepared in response to a variety of requests from individuals who recognize the importance of ensuring excellence in library services for extended academic programs. Library resources and services in institutions of higher education must meet the needs of all their faculty, students, and academic support staff, wherever these individuals are located, whether on a main campus, off campus, in distance education or extended campus programs, or in the absence of a campus at all; in courses taken for credit or non-credit; in continuing education programs; in courses attended in person or by means of electronic transmission; or in any other means of distance education. These Guidelines delineate the elements (e.g. Finances, Management, Personnel, Facilities, Resources, Services) necessary to achieving these ends.

A revision of the 1992 Guidelines, these are designed to serve a number of purposes: to assist in the development of library services for new distance learning programs; to assist in the improvement of library services for existing distance learning programs; to stress the need for the originating institution to assume full responsibility for ensuring that distant learners have access to library services that are equivalent to services provided to on-campus patrons; and to emphasize that traditional library services are not sufficient to meet the library needs of most distance learners.


This document summarizes the results of the CSU-SUNY-CUNY Work Group following a two-year study. It contains recommendations on guidelines for information resources and library services for distance learners. The premise is that all key players (librarians, students, faculty, administrators) should collaborate in providing access to, and delivery of, education. Throughout the process, students must be provided with the resources necessary to support their learning experiences. Sections include: an overview of distance education and current practices in providing information resources and library services; current policies; a statement of principles; and a discussion of fair use and ownership.


A collection of four papers that provide different perspectives on the library's role in distance education. The papers are M. Jones - Future fast forward: Libraries and distance education; J.R. Madaus - Florida distance learning library initiative; S.C. Ehrmann - Libraries and distance learning; and H.R. Stewart - Zip drive into distance education.


Heller-Ross looks at some of the opportunities that distance education programs present to faculty educators and librarians. Active partnerships between these two groups can improve curriculum enrichment, research instruction, and student services.


Jones describes five emerging trends in distance education that are forecasted for the next five years given the technology mix that is shaping course content creation, exploration, interaction and learning outcomes.


Libraries that attempt to provide a comprehensive range of services to distance education students face a number of challenges. This paper looks at the problems the user "in absentia" may occasion the librarian and considers the question of who should take responsibility for the intellectual content of literature searches. Parnell concludes that a possible response is to formulate and act upon a policy of differential service based upon the nature and level of the course of study and the degree of isolation of the student. An interesting issue for librarians.

A description of a project that addresses the feasibility of using the Internet to deliver library resources and services to students enrolled in distance learning at SUNY. Libraries at selected SUNY campuses worked collaboratively to develop a prototype that would serve as a model for all these campuses.


This lengthy report (170pp) based on a six month study, and compiled by the U.S. Copyright Office, is divided into six parts: Overview of the nature of distance education; Current licensing practices in digital distance education; Status of technologies relating to the delivery and protection of distance education materials; Application of current copyright law to digital distance education activities; Prior initiatives addressing copyright and digital distance education; and an examination of whether the law should be changed with a look at the Copyright Office’s analysis and recommendations. This is a timely and important issue for libraries. An executive summary (25pp) accompanies this detailed report.


This paper addresses two main roles that librarians can play in the field of distance education; that of providing support services and that of acting as technology advisor. Mentions some practical tips and outlines how one becomes a distance education librarian.

This column contains a variety of interesting, and informative sites on special topics of interest to education librarians. It is hoped that readers will find many of these sites worth bookmarking for future reference.

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