



The Effect of a Situated Learning Environment in a Distance Education Information Literacy Course[☆]

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ABSTRACT

Teaching based on situated learning theory employs techniques that enable learners to experience a concept within the circumstance in which it would most likely be useful, and is presumed to facilitate transfer of knowledge from the instructional situation to its application to environments outside the classroom. The purpose of this experimental study is to investigate the efficacy of a situated learning environment for facilitating transfer during tasks requiring the evaluation of information in an online information literacy course. Eighty-five university students enrolled in a distance education library research course were randomly assigned to a situated learning condition or a control/traditional instruction group. Students assigned to the experimental group demonstrated transfer more often. A logistic regression analysis revealed that the grouping variable was a significant predictor of transfer. These results reveal that teaching models based on the principles of situated learning have the potential to facilitate transfer to real world contexts. The implications of this study may inform curricular decisions by providing evidence-based instructional design for instructors wishing to employ situated learning in order to teach for transfer, thus improving distance education courses in general, and library instruction in particular.

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INTRODUCTION

Situated cognition (SC), a theory that proposes that learning is inseparable from authentic activity, and cognitive apprenticeship (CA), a teaching strategy in which an “expert” (the teacher) models a skill while appropriately diminishing and then releasing support for a learner, are concerned with the idea that knowledge is, in part, a product of the environment in which it is learned. While situated learning models have rarely been examined in the distance education and library research literature, situated learning, and its related concept of CA have often been argued to be facilitative of transfer of knowledge, despite inconsistent results from empirical studies (discussed further below). Transfer of skills and concepts learned in school to outside contexts, such as the work place, is the primary concern of educators, parents and employers alike. Usable knowledge is more valuable than knowledge that is memorized, tested and then discarded.

The term situated learning refers to learning that takes place in the same context in which it is applied (Lave & Wenger, 1991). Learning a concept abstractedly, separate from an authentic context, makes it difficult for the learner to know when to apply the knowledge

to real-world situations (Brown, Collins, & Duguid, 1989). Brown et al. posit that conceptual knowledge evolves and changes meaning through interaction with its different uses in various situations and activities. Therefore, understanding the situated nature of cognition and applying the principles of cognitive apprenticeship have the potential to produce transferable knowledge. These principles include expert modeling, authentic activities, and facilitating the generalization of these activities so that they may be used in other situations. An authentic activity focuses on the process rather than the product of learning. They generally reflect situations that might be encountered in real life, include open-ended scenarios or questions, and are student-directed.

Many theoretical articles have examined the various ways in which situated learning lays the groundwork for transferable knowledge. Qualitative studies have described the learning processes at work in situated learning environments, while the few quantitative studies that have measured the efficacy of these environments have rarely demonstrated transfer to have occurred, even if situated learning has proved to increase post-test scores. Additionally, given the move toward distance learning in library instruction and higher education by extension, it seems imperative to investigate the efficacy of teaching strategies that can be employed online. Thus, the following study, which included 85 participants who were mostly female and mostly Education majors, examines the effects of a situated learning approach to teaching information evaluation in a distance education library research course conducted in spring and fall of 2013.

[☆] Note: This study in this article was given IRB approval at Hofstra University. Further, this article has not been submitted for publication elsewhere.

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Academic Librarianship Today Todd Gilman, 2017-02-02 Intended for use by both librarians and students in LIS programs Academic Librarianship Today is the most current comprehensive overview of the field available today Key features include Each chapter was commissioned specifically for this new book and the authors are highly regarded academic librarians or library school faculty or both Cutting edge topics such as open access copyright digital curation and preservation emerging technologies new roles for academic librarians cooperative collection development and resource sharing and patron driven acquisitions are explored in depth Each chapter ends with thought provoking questions for discussion and carefully constructed assignments that faculty can assign or adapt for their courses The book begins with Gilman's introduction an overview that briefly synthesizes the contents of the contributors' chapters by highlighting major themes The main part of the book is organized into three parts The Academic Library Landscape Today Academic Librarians and Services Today and Changing Priorities New Directions

Academic Librarianship Marcy Simons, 2021-07-29 Academic Librarianship Anchoring the Profession in Contribution Scholarship and Service is needed now as a response to how much has changed in academic librarianship as a profession from the smallest academic libraries to large research libraries Much has been written recently about the status of the profession of librarianship i.e. whether or not it should still be considered a profession are the same credentials still required enough should things change dramatically in SLIS programs in response to the new normal and what is the impact of hiring PhD's in disciplines outside of librarianship Major topics covered include State of the profession of librarianship today Status of librarians Tenure or not Move away from faculty status in some more academic libraries Contributions to the profession scholarship What is produced How are librarians conducting research Where is it taking place who is producing scholarship Why Trends Contribution to the profession service and professional associations LIS Education Tomorrow what are the implications for the future of our profession Author Marcy Simons explores the history current status and future of the profession of academic librarianship She clearly demonstrates the need for a shared understanding of how we will work together in order to continue our transformation

Academic Librarianship G. Edward Evans, Stacey Greenwell, 2018-01-16 This updated edition enables readers to understand how academic libraries deliver information offer services and provide learning spaces in new ways to better meet the needs of today's students faculty and other communities of academic library users

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The Academic Librarian as Blended Professional Michael Perini, 2016-04-06 The Academic Librarian as Blended Professional employs a model that allows for individual and managerial reconceptualization of the librarian's role also helping to mitigate obstacles to professional development both internal and external to the library Using traditional and personal narrative the book extends Whitchurch's blended professional model designed to consider the merging of academicians' roles across several spheres of professional and academic influence in a higher education setting to academic librarians The book is significant due to its use of higher education theory to examine the professional identity of academic librarians and the issues impacting librarian professional development The work offers a constructive replicable research design appropriate for the analysis of librarians in other academic settings providing additional insights into how these professionals might perceive their roles within the larger context of a higher education environment Following the application of the blended professional model this book contends that academic librarians have similar roles concerning research instruction and service when compared to an institution's tenure track faculty The scope of professional productivity and the expectation of the librarians though are much less regimented Consequently the academic librarians find themselves in a tenuous working space where their blended role is inhibited by real and perceived barriers Uses a model from the discipline of higher education in order to better conceptualize and understand the academic librarian's role in the institution Allows for the analysis and understanding of the librarian's identity and role in a context familiar to those outside of the academic library system Provides a unique understanding of both the library system and its librarians explaining the nuances of the greater higher education collective

Cases on Research Support Services in Academic Libraries Fernández-Marcial, Viviana, González-Solar, Llarina, 2020-08-28 Academic libraries have traditionally had two key functions to support teaching and to support research In an evolving and competitive university environment along with the emergence of various technologies and substantial changes in scientific communication university management has reached a turning point Academic libraries are facing a paradigm shift in the role they need to play to achieve the research objectives of

universities Research support services in academic libraries have evolved as a response to these changes They are heterogeneous adapt to their university culture adopt different points of view take different approaches in their organizational structures and include a diverse catalog of activities Having an overview of different experiences will allow libraries to adopt best practices redefine services and even establish new management and collaboration models Cases on Research Support Services in Academic Libraries is a critical scholarly resource that uses case studies to systematize the experiences of research support services in academic libraries for the support of higher education faculty The cases focus on such items as the role of technology and its impact as well as how these services help to improve the excellence of universities Featuring a wide range of topics such as library services data management and open science this book is ideal for librarians academicians professionals researchers and students

The Academic Librarian in the Digital Age Tom Diamond, 2020-08-14 As new technology and opportunities emerge through the revolutionary impacts of the digital age the function of libraries and librarians and how they provide services to constituents is rapidly changing The impact of new technology touches everything from libraries organizational structures business models and workflow processes to position descriptions and the creation of new positions As libraries are required to make operational adjustments to meet the growing technological demands of libraries customer bases and provide these services librarians must be flexible in adapting to this fast moving environment This volume shares the unique perspectives and experiences of librarians on the front lines of this technological transformation The essays within provide details of both the practical applications of surviving adapting and growing when confronted with changing roles and responsibilities as well as a big picture perspective of the changing roles impacting libraries and librarians This book strives to be a valuable tool for librarians involved in public and technical services digital humanities virtual and augmented reality government documents information technology and scholarly communication

The New Academic Librarian Rebeca Peacock, Jill Wurm, 2014-01-07 The new essays on today s academic librarians examine above all their functions and responsibilities since these have greatly changed just in recent years especially in matters of technology These librarians essayists step away from yesterday s stereotypes and explain at length their new roles From digital resources and special collections to web development and new outreach initiatives the topics covered by the essays in this book will reassure new librarians and stimulate prospective librarians as they realize the enhanced and varied positions that are available in the 21st century academic library

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