

2019

Designing for Community in Online Learning Settings

Jennifer R. Banas

Northeastern Illinois University, j-banas@neiu.edu

Russell D. Wartalski

Northeastern Illinois University, r-wartalski@neiu.edu

Follow this and additional works at: <https://neiudc.neiu.edu/hpera-pub>



Part of the [Library and Information Science Commons](#)

Recommended Citation

Banas, J. & Wartalski, R. (2019). Developing a community of learners. *Library Technology Reports*, 55(4), 8-13.

This Article is brought to you for free and open access by the Health Sciences and Physical Education at NEIU Digital Commons. It has been accepted for inclusion in Health Sciences and Physical Education Faculty Publications by an authorized administrator of NEIU Digital Commons. For more information, please contact neiudc@neiu.edu.

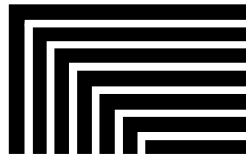
Library Technology

R E P O R T S

Expert Guides to Library Systems and Services

Librarians as Online Course Designers and Instructors

Lucy Santos Green, editor



ALA TechSource
alatechsource.org

American Library Association

Library Technology REPORTS

ALA TechSource purchases fund advocacy, awareness, and accreditation programs for library professionals worldwide.

Volume 55, Number 4

Librarians as Online Course Designers and Instructors
ISBN: 978-0-8389-1817-3

American Library Association

50 East Huron St.
Chicago, IL 60611-2795 USA
alatechsource.org
800-545-2433, ext. 4299
312-944-6780
312-280-5275 (fax)

Advertising Representative

Samantha Imburgia
simburgia@ala.org
312-280-3244

Editor

Samantha Imburgia
simburgia@ala.org
312-280-3244

Copy Editor

Judith Lauber

Production

ALA Production Services

Editorial Assistant

Colton Ursiny

Cover Design

Alejandra Diaz

Library Technology Reports (ISSN 0024-2586) is published eight times a year (January, March, April, June, July, September, October, and December) by American Library Association, 50 E. Huron St., Chicago, IL 60611. It is managed by ALA TechSource, a unit of the publishing department of ALA. Periodical postage paid at Chicago, Illinois, and at additional mailing offices. POSTMASTER: Send address changes to *Library Technology Reports*, 50 E. Huron St., Chicago, IL 60611.

Trademarked names appear in the text of this journal. Rather than identify or insert a trademark symbol at the appearance of each name, the authors and the American Library Association state that the names are used for editorial purposes exclusively, to the ultimate benefit of the owners of the trademarks. There is absolutely no intention of infringement on the rights of the trademark owners.



Copyright © 2019
Lucy Santos Green, editor
All Rights Reserved.

About the Editor

Dr. Lucy Santos Green is an associate professor of library and information science at the University of South Carolina. Previously, she was an associate professor of instructional technology at Georgia Southern University, where she taught courses in instructional design and online pedagogy and design. Dr. Green earned her MLS at Texas Woman's University and a doctorate in instructional design and technology at Texas Tech University. She frequently researches and publishes on technology-enabled learning, librarians as instructional designers and instructional partners, and digital learning environments.

Abstract

In this issue of *Library Technology Reports* (vol. 55, no. 4), "Librarians as Online Course Designers and Instructors," the authors explore how librarians can apply research-based practices for instructional design and online pedagogy when designing and delivering instruction for fully online learning settings. This report explains the role of librarians in online learning—as designers, instructors, or co-teachers. Throughout this report, the contributing authors address various considerations of online learning—ranging from fostering community and integrating social media to dealing with issues specific to online K–12 learning and to assessment and evaluation. Throughout, resources and recommended readings are provided.

Subscriptions

alatechsource.org/subscribe

Designing for Community in Online Learning Settings

Jennifer Banas and Russell Wartalski*

This chapter is for librarians seeking to improve learning outcomes among adult learners by fostering community in online courses. To help the reader learn how to do this, we make use of recognized community-focused frameworks and concepts, including communities of practice, dimensions of community, modes of belonging, levels of community, the community of inquiry model, and the expanded community of inquiry model.¹ Also relevant to the discussion are situated learning theory, self-regulation, and transactional distance.² We do not seek to be a primer on these models and concepts; instead, we use them to understand the traits of learner communities and to organize the practices that support them in online settings.

When it comes to online instruction, we expect readers of this chapter will have expertise spanning from novice to expert. As a guiding framework, radical change theory and its three digital-age principles—connectivity, interactivity, and access—can help librarian instructors to critically consider best practices in fostering virtual learning communities in an evolving digital landscape.³ While initially a theory developed to describe the radical changes in children's and young adult literature, radical change theory can also be applied to other settings.⁴ For example, Burns, Howard, and Kimmel contended that the theory helps

to explain the contemporary changes in information behavior and resources and used it to examine collaborative learning among preservice school librarians in an online course.⁵ At the end of this chapter, we will demonstrate how the three digital-age principles can be used to guide instructional decisions for online learning environments.

Community, Learning Communities, and Communities of Practice

Over the years, researchers and practitioners have provided different definitions focused on community and learning. *Community* is “a group of people who are socially interdependent, who participate together in discussion and decision making, and who share practices that both define the community and are nurtured by it.”⁶ *Learning communities* are made up of people, purpose, and a process that ultimately leads to reflection and transformation.⁷ *Communities of practice* are “groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and experience in this area by interacting in an ongoing basis.”⁸ In examining these definitions, we see that a common feature is people purposefully coming together and being transformed by

* **Dr. Jennifer Banas** is an associate professor in the Daniel L. College of Education at Northeastern Illinois University. Previous to this appointment, she served as a course designer and dean for the American College of Education, a completely online college. Prior to that, she was a high school teacher, county health department educator, and hospital community educator. Dr. Banas earned both her doctorate in instructional design and technology and her master of education in curriculum and design at Northern Illinois University. She also holds a master of public health from the University of Illinois at Chicago. Her research has focused on health and information literacy, instructional design, and distance education. **Dr. Russell Wartalski** is an assistant professor in the Daniel L. Goodwin College of Education at Northeastern Illinois University. He teaches courses in group dynamics, adult learning theory, and instructional design in the human resource development program. Dr. Wartalski previously worked in business and industry in a variety of roles focused on employee development and organization development. He earned his doctorate in adult and higher education from Northern Illinois University. His research has focused on adult learners in formal and informal learning contexts.

the process. Since the communities of practice framework provides more insight into the role of community in learning, we expand upon it here.

According to Wenger, McDermott, and Snyder, the purpose of a community of practice is “to create, expand, and exchange knowledge, and to develop individual capabilities,” and it is held together by “passion, commitment, and identification with the group and its expertise.”⁹ They suggested that such communities are made up of three structural elements: domain, community, and practice. The *domain* is a shared learning need that inspires members to participate and gives purpose to their actions. Within this domain are a common ground and a sense of shared identity. *Community* refers to the interactions and relationships that develop based on respect and trust, with the outcome being a sense of belonging and mutual commitment. Finally, *practice* is a set of frameworks, ideas, tools, information, styles, stories, documents, and language shared within a community. In an online learning environment, the domain is the topic on which learners focus and usually is set by the instructor, but community and practice, as will become apparent later, are the shared responsibility of the learner and the instructor.

Why Is Community Important?

In their research on adult learners, Knowles, Holton, and Swanson noted, “Adult learners like to share their knowledge.”¹⁰ It is the sharing of knowledge that leads to the first step of cultivating community. Lave and Wenger also expanded on the essence of community and learning in situated learning theory.¹¹ Specifically, according to their theory, learning is a process requiring both social interaction and collaboration. Wenger, McDermott, and Snyder pushed the idea further and noted, “Learning is a matter of belonging as well as an intellectual process.”¹² As a result, content alone cannot be the basis for instruction. “By learning together in a learning community, students have the opportunity to extend and deepen their learning experience, test out new ideas by sharing them with a supportive group, and receive critical and constructive feedback.”¹³ One begins to realize that adult learners look for ways to purposefully enhance their learning and to expand their connection with other individuals. With these points in mind, librarian instructors can take steps to create community in online learning environments.

In online settings, planning for and nurturing a learning community is almost as important as planning the curriculum.¹⁴ Boling and colleagues found that when a sense of connection was lacking, learners described their online experiences as being less enjoyable, less helpful, and more frustrating.¹⁵ Rovai

found when a sense of connection was established, learners were more likely to persist, and there was greater potential for commitment and cooperation among learners, as well as satisfaction with group efforts.¹⁶ To some degree, this is because communities provide learners with the opportunity to extend and deepen their learning, to test out new ideas in a supportive setting, and to receive critical and constructive feedback.¹⁷

Since there is a transactional distance between learners and their peers and between learners and their instructor, the potential lack of community in virtual settings is greater than in face-to-face settings. Moore noted that this distance is both psychological and physical and is a function of dialogue and structure.¹⁸ To bridge this distance, instructors must provide ample opportunities for learners to interact with them and their peers in meaningful ways that promote feelings of connectedness. In the next section, we describe an ideal learning community and the course elements necessary to support its existence.

Fostering a Community of Learners

What Makes for a Good Community?

While the need for community may vary from one learner to the next, the characteristics of an ideal community are more commonly accepted. Rovai posited that a classroom community is made up of four dimensions: spirit, trust, interactions, and shared expectations.¹⁹ *Spirit* recognizes the concept of membership and the feelings of friendship, cohesion, and bonding that develop among learners as they enjoy each other’s company. According to Rovai, this spirit allows learners to challenge and nurture each other, thus creating a supportive environment for learning. *Trust* refers to the feeling that members can be relied upon for support. This trust is predicated upon members’ credibility and benevolence. *Interactions*, high-quality activities that focus on tasks, can contribute to a community. Relation-building exercises can serve to enhance connection among community members. Finally, there should be common *expectations and goals*. In an online learning environment, the learning goals serve as a common purpose, and the instructor establishes expectations for learners.

Offering another perspective, Wenger and Wenger-Trayner contended that community requires various modes of belonging: engagement, alignment, imagination, and identification.²⁰ *Engagement* refers to opportunities to form relationships and purposefully interact with others. *Alignment* assumes that there are opportunities to organize and produce a product socially. *Imagination* allows members to experience and explore others’ perspectives and roles. Lastly, *identification* is the relational process between an

individual and his or her environment. Collectively, these modes help to form community and help learners feel part of it. As a result, librarians teaching in online learning environments should consider the ways in which their instruction nurtures these modes.

What Course Elements Foster a Community of Learners?

While an instructor might value community, forming it can be an elusive goal in online settings where learners do not have the opportunity to engage with each other or the instructor face-to-face.²¹ However, according to Wellman, when the concept of community is perceived as what people do together, rather than where they do it, then the geographical and spatial differences become less important.²² That means there is hope for forming community in an online setting!

According to Garrison, Anderson, and Archer, an instructor can and should take specific actions to foster community in online settings.²³ They organized these actions into the community of inquiry model, a model that describes and explains the behaviors and processes required to nurture knowledge construction by cultivating three forms of presence: teaching, social, and cognitive. *Teaching* presence refers to the instructor's role in the organization of content, the design of activities, facilitation of discourse, and direct instruction and how these decisions promote a productive community of inquiry. *Social* presence refers to activities that support a functional collaborative environment based on positive affect, interaction, and cohesion. *Cognitive* presence stems from a cyclical process of critical inquiry within a community of learners. This kind of inquiry stems from instructional activities, including a triggering event (e.g., a problem to solve), exploration (e.g., locating and evaluating information about the problem), integration (e.g., applying collected information to the problem), and resolution (e.g., presenting a solution to a problem and reflecting on the outcome).²⁴

Though perhaps its presence within the community of inquiry model is implied, Shea and Bidjerano advocated for the explicit naming of a fourth presence, *learning*, rooted in self-regulation theory.²⁵ In this context, the learner must demonstrate both self-efficacy and effort, as well as time- and task-management skills.²⁶ Shea and Bidjerano argued that without this presence, the original model, made up of interdependent components, neglects the role of learners in their own learning and within their community.²⁷ With or without this fourth presence, the community of inquiry model promotes a learning environment in which learners feel comfortable and confident in communicating with each other and their instructor about important and relevant topics in ways that promote knowledge construction.

Designing Course and Learning Experiences That Foster and Sustain Community

Brown theorized that community formation occurs at three levels.²⁸ At the first level, learners make online acquaintances with others like themselves. At the next level, community conferment occurs, and learners feel a sense of membership and kinship. At the third level, learners experience camaraderie, but only after long-term and intense association with others involving personal communication. If deeper levels of community are desired, at what points in a course does a librarian instructor foster them? In this section, we offer practical instructional design suggestions to foster and sustain community at various points throughout a course. To do this, we turn to radical change theory and Boettcher and Conrad's step-by-step directives for building online courses.²⁹

As indicated in the introduction, radical change theory is rooted in three primary digital-age principles: interactivity, connectivity, and access.³⁰ According to Dresang and Koh, *interactivity* refers to dynamic, nonlinear, and nonsequential learning and information behaviors that occur with an increasing sense of control by end users.³¹ *Connectivity* refers to the sense of community that emerges from changing perspectives and expanded associations. And *access* refers to the breaking down of information barriers, allowing for a wide diversity of formerly inaccessible opinion. These principles could be used by librarian instructors who are more familiar with face-to-face instruction to make instructional decisions specific to the online setting.³² For example, in what new ways does online instruction afford access to information and broader opinion, and how could an instructor capitalize on that as a learning opportunity? Or what new digital tools could promote connectivity between learners, with their instructor, and with expertise outside of the formal course setting? Or how does online instruction support new ways to interact with information and put learners in the driver's seat to explore it? When combined with Boettcher and Conrad's stages of an online course, these three digital-age principles also can help instructors to purposefully create online learning environments that support and sustain learner communities in what we now know to be a forever-evolving digital landscape.³³

Boettcher and Conrad divide online courses into four stages: course beginnings, early middle, late middle, and closing weeks or course ends.³⁴ Borrowing concepts from the community of inquiry model, levels of community, and dimensions of community,³⁵ for each stage Boettcher and Conrad offer specific tips to accomplish course goals. In table 1.1, we highlight some of those tips as they relate to building community and offer some of our own. We also demonstrate

Table 2.1. Fostering and Sustaining Community throughout a Course

Course Phase and Goal	Digital-Age Principle Emphasized	Related Instructor Activities
Course Beginnings Goal: To lay ground-work for a learning community in which learners and instructors support one another as they move toward course goals.	Connectivity Access	Help learners to get to know each other, to understand the course structure, and to locate course resources. <ul style="list-style-type: none"> • Post a getting-acquainted discussion question before the course begins that relates to the course topic, and ask learners to both introduce themselves and connect with each other. • Model desired communication practices. • Include a forum in which learners can engage with each other informally during and outside of the course. • Provide learners with online access to essential course materials, including those used during direct instruction and independent practice. Designate all other materials as supplemental.
Early Middles Goal: For learners to become deeply engaged in the content, thus laying the foundation for more complex learning (e.g., projects) and the development of learning communities.	Connectivity	Promote learner interaction with each other, with you, and with the course materials. <ul style="list-style-type: none"> • Assign small-group work project. • Provide supportive and corrective feedback. • Help learners to understand the course materials and to connect ideas. Do this by designing and participating in meaningful discussions that support critical inquiry. • Introduce major course projects and guide learners in making those projects (or other multistep independent practice) personally relevant based on their skills, interests, and needs.
Late Middles Goal: For learners to begin applying learned concepts to scenarios, case studies, issues, etc. with their community.	Interactivity	Boost interactivity as a way to keep learners motivated and promote higher levels of community. Examples: <ul style="list-style-type: none"> • Have learners, in groups, propose discussion questions that dig deeper into the course content and require the use of resources outside of the course. • Allow learners to reply to discussions using text, photos, and videos. Then, have groups lead or monitor class discussion or submissions about their question. • Assign a discussion or activity that requires learners to adopt different roles within their groups to collectively and successfully accomplish a task. • Have learners share (or construct) their course project (or other multistep independent practice) in a discussion thread for other learners to see and comment on. • Incorporate other social networking tools (e.g., Facebook, LinkedIn, YouTube, Instagram, etc.) as part of the course.
Course Ends Goal: For learners to have a positive experience and to identify the knowledge and skills they have gained while supporting both the community's and personal goals.	Connectivity Access Interactivity	Help learners meaningfully integrate what they have learned and obtain the highest level of community. Examples: <ul style="list-style-type: none"> • In discussions, and as a class or in small groups, have learners grapple with a real-world issue or problem related to the content. Encourage brainstorming, and have learners respectfully challenge others' ideas. Guide them toward solutions or resolutions. • In discussions, have learners share relevant experiences that support future networking and professional collaboration. Supplement these discussions as needed.

how these activities align with radical change theory's digital principles to help instructors to critically consider which activities to implement during course beginnings, middles, and ends as a means to support and sustain learning communities.

The activities listed in table 1.1 are not intended to be exhaustive, but merely an introduction to how librarian instructors can foster community at different stages of an online course. We suggest that the

reader refer to Boettcher and Conrad for additional suggestions and more detailed descriptions.³⁶ Also, we recognize not all librarians will be teaching multisection courses; therefore, instructors would have to modify activities accordingly, as well as expectations about the level of community to be reached.³⁷ Whatever the course length, Boettcher and Conrad reminded instructors that the goal of community in an online course should be to build knowledge and

competency by way of a network of mutual respect and the sharing of ideas and perspectives.³⁸

In Closing

According to Wenger, McDermott, and Snyder, a community is the social fabric of learning. Communities help “to create, expand, and exchange knowledge, and to develop individual capabilities.”³⁹ Attempting to foster community is particularly important due to the transactional distance both learners and instructors may feel in virtual learning environments.⁴⁰ When online learners are part of communities built on spirit, trust, interactions, and common expectations, they are more likely to persist, to cooperate, and to report satisfaction.⁴¹ As a result, “nurturing a learning community as part of a course is almost as important as being present for your learners.”⁴²

In this chapter, we shared recognized course elements associated with the promotion of learning communities and a critical lens through which librarian instructors can make instructional decisions as electronic forms of instruction continue to evolve. By exploring different theories and frameworks, particularly those known to maximize knowledge construction through social connection, we allow for equal opportunity for learner engagement.⁴³ Through such practices, we not only attend to the needs of adult learners, including their need for professional identity, but we also allow them to experience others’ perspectives and to explore other roles.⁴⁴ In doing so, the librarian instructor is not only a director of content, but also a facilitator of learning.

Notes

1. Michael G. Moore, “Theory of Transactional Distance,” in *Theoretical Principles of Distance Education*, ed. Desmond Keegan, (Thousand Oaks, CA: Sage, 1997), 22–38; Etienne Wenger, *Communities of Practice: Learning, Meaning, and Identity* (Cambridge: Cambridge University Press, 1998); Alfred P. Rovai, “Sense of Community, Perceived Cognitive Learning, and Persistence in Asynchronous Learning Networks,” *Internet and Higher Education* 5, no. 4 (2002): 319–32; Ruth E. Brown, “The Process of Community-Building in Distance Learning Classes,” *Journal of Asynchronous Learning Networks* 5, no. 2 (2001): 18–35; D. Randy Garrison, Terry Anderson, and Walter Archer, “Critical Inquiry in a Text-Based Environment: Computer Conferencing in Higher Education,” *Internet in Higher Education* 2, no. 2–3 (2000): 87–105; Peter Shea and Temi Bidjerano. “Learning Presence: Towards a Theory of Self-Efficacy, Self-Regulation, and the Development of a Communities of Inquiry in Online and Blended Learning Environments,” *Computers and Education* 55, no. 4 (December 2010): 1721–31, <https://doi.org/10.1016/j.compedu.2010.07.017>.

2. Jean Lave and Etienne Wenger, *Situated Learning: Legitimate Peripheral Participation* (Cambridge: Cambridge University Press, 1991); Barry J. Zimmerman, “Becoming a Self-Regulated Learner: An Overview,” *Theory into Practice* 41, no. 2 (Spring 2002): 64–70; Moore, “Theory of Transactional Distance.”
3. Eliza T. Dresang, *Radical Change: Books for Youth in a Digital Age* (New York: H. W. Wilson, 1999).
4. Eliza T. Dresang and Kyungwon Koh, “Radical Change Theory, Youth Information Behavior, and School Libraries,” *Library Trends* 58, no. 1 (Summer 2009): 26–50, <https://doi.org/10.1353/lib.0.0070>.
5. Elizabeth A. Burns, Jody K. Howard, and Sue C. Kimmel, “Development of Communities of Practice in School Library Education,” *Journal of Education for Library and Information Science* 57, no. 2 (2016): 101–11, <https://doi.org/10.12783/issn.2328-2967/57/2/3>.
6. Robert N. Bellah, Richard Madsen, William M. Sullivan, Ann Swidler, and Steven M. Tipton, *Habits of the Heart: Individualism and Commitment in American Life* (New York: Harper and Row, 1985), 333.
7. Rena M. Palloff and Keith Pratt, *Building Online Learning Communities: Effective Strategies for the Virtual Classroom*, 2nd ed. (San Francisco: Jossey-Bass, 2007).
8. Etienne Wenger, Richard McDermott, and William M. Snyder, *Cultivating Communities of Practice: A Guide to Managing Knowledge* (Boston: Harvard Business School Press, 2002), 4.
9. Wenger, McDermott, and Snyder, *Cultivating Communities of Practice*, 42.
10. Malcolm S. Knowles, Elwood F. Holton, and Richard A. Swanson, *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development*, 8th ed. (London: Routledge, 2015), 297.
11. Lave and Wenger, *Situated Learning*.
12. Wenger, McDermott, and Snyder, *Cultivating Communities of Practice*, 29.
13. Palloff and Pratt, *Building Online Learning Communities*, 8.
14. Judith V. Boettcher and Rita-Marie Conrad, *The Online Teaching Survival Guide: Simple and Practical Pedagogical Tips*, 2nd ed. (San Francisco: Jossey-Bass, 2016).
15. Erica C. Boling, Mary Hough, Hafiz Krinsky, Hindi Saleem, and Maggie Stevens, “Cutting the Distance in Distance Education: Perspectives on What Promotes Positive, Online Learning Experiences,” *Internet and Higher Education* 15, no. 2 (March 2012): 118–26, <https://doi.org/10.1016/j.iheduc.2011.11.006>.
16. Rovai, “Sense of Community.”
17. Palloff and Pratt, *Building Online Learning Communities*.
18. Moore, “Theory of Transactional Distance.”
19. Rovai, “Sense of Community.”
20. Wenger, *Communities of Practice*; Etienne Wenger and Beverly Wenger-Trayner, “Learning in Landscapes of Practice: A Framework,” in *Learning in Landscapes of Practice: Boundaries, Identity, and Knowledgeability in Practice-Based Learning* (London: Routledge, 2014), 13–30.
21. Burns, Howard, and Kimmel, “Development of Communities of Practice.”
22. Barry Wellman, *Networks in the Global Village: Life in*

integrated, can lead to powerful learning experiences and community building among learners. His storytelling approach delightfully describes the best, the worst, and in-between of social media use in online teaching.

This report concludes with Ross A. Perkins's treatise on assessment and evaluation of online learning in chapter 6. Differentiating between assessment and evaluation, and detailing how the application of each impacts every step a librarian might take in the online learning process, Perkins guides the reader through a logical and systematic approach for considering the quality of one's design and its impact on student learning from a program perspective. For those who value evidence-based practice and data that supports instructional, as well as funding, decisions, his primer on assessment and evaluation of online learning is a must-read.

Online learning, whether in higher education, K–12, community, or work-training settings, is a unique learning venue with its own pedagogical and technological needs. It is my hope that you find this report to be informative and well-structured, enabling you to provide your constituents with well-designed and well-supported online instruction, filled with “opportunities for personal growth and participation on a global scale; opportunities to become agile, life-long learners.”¹¹

Notes

1. Marshall Jones, personal communication, February 7, 2019.
2. Julia E. Seaman, I. Elaine Allen, and Jeff Seaman, *Grade Increase: Tracking Distance Education in the United States* (Oakland, CA: Babson Survey Research Group, 2018), 3.
3. Seaman, Allen, and Seaman, *Grade Increase*, 26.
4. Seaman, Allen, and Seaman, *Grade Increase*, 13.
5. Leanna Archambault and Kathryn Kennedy, “Teacher Preparation for K–12 Online and Blended Learning,” in *Handbook of Research on K–12 Online and Blended Learning*, ed. Richard E. Ferdig and Kathryn Kennedy (Pittsburgh, PA: ETC Press, 2014), 225–44.
6. Lucy Santos Green, Stephanie A. Jones, and Panne Andrea Burke, “School Librarians Fully Online: Preparing the Twenty-First Century Professional,” *School Library Research* 20 (2017).
7. Green, Jones, and Burke, “School Librarians Fully Online.”
8. “Aims and Scope,” *Journal of Library and Information Services in Distance Learning*, Taylor & Francis Online, accessed February 22, 2019, <https://www.tandfonline.com/action/journalInformation?show=aimsScope&journalCode=wlis20>.
9. Rebecca Bliquez and Lynn Deeken, “Hook, Line and Canvas: Launching a Professional Development Program to Help Librarians Navigate the Still and Stormy Waters of Online Teaching and Learning,” *Journal of Library and Information Services in Distance Learning* 10, no. 3–4 (2016): 101.
10. Green, Jones, and Burke, “School Libraries Fully Online.”
11. Brenda Boyer, “Designer Librarian: Embedded in K–12 Online Learning,” *TechTrends* 59, no. 3 (2015): 76.