

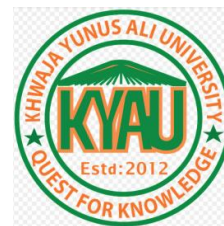
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Research Article

The Roles of the Teaching Libraries in the 21st Century: Guidelines for Practicing Teaching Librarianship at the University Level

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Abstract:

The teaching library is not a new concept in this age of information exploration; rather, it emerged in the 1960s with new prospects and challenges. Traditionally, librarians have played the role of instructing users on how to access information. However, time has changed the scenario and perspectives of librarianship and librarians must have to accept the emerging roles to teach or facilitate users to develop lifelong independent

learning habits. This paper concentrates on providing an overview of the teaching library and the emerging roles and responsibilities of the teaching librarian in the 21st century. This paper also includes planning and guidelines to assist librarians, academics, and other stakeholders in carrying out a successful library teaching activation in university libraries.

Keywords: Teaching Library, Pedagogy, Information Literacy, Teaching Librarian, Academician.

1. Introduction:

Librarians are always looking for new prospects and practices that enable them to become more effective instructors in this age of massive automation and digitization of library resources. Due to the dynamic nature of the universe of knowledge, libraries are adopting different mechanisms to keep pace with the challenges of the 21st century. A library is no longer confined to the traditional ways of acquiring, preserving, and disseminating information to its end-users. Due to a change in academic and research perspectives, libraries' roles in teaching at the

institutional levels have become inevitable. Librarians working on academic campuses engage in critical thinking, problem solving, and research and development activities to assist teachers in meeting the information needs of lifelong learners (Omeluzor *et al.*, 2013). During the past decade, a rapid transformation in higher education across the globe has rejuvenated a shift in the research and scholarly landscape and introduced advanced technologies in academic libraries that pave the way for teaching and learning initiatives. In this new academic environment, the rise of alternative publishing models, an abundance of digital resources, the creation of knowledge content,

and the wide-ranging presence of social media challenge librarians to reconsider their roles as academicians in the 21st century (Ducas, Michaud-Oystrik, and Speare, 2020).

At the beginning of the 21st century, libraries have become the dynamic education hubs to meet the multidimensional needs of the user community, where the librarian is a key agent to adapt to changes in teaching and learning (Spahr, 2017). The trend of adopting a teaching curriculum in the library's organizational framework poses a challenge for librarians to get involved in learning and researching. In the academic environment, librarians are now delving deep into information literacy, research methodology, online presentation, pedagogical mechanisms, and other procedures relating to motivating teaching and learning initiatives for the faculties, students, researchers, officers, and other beneficiaries. The main purpose of this paper is to encourage library teaching programs at the university level. Other objectives are to conceptualize the terms "Teaching Library" and "Teaching Librarian," to illustrate the roles and responsibilities of teaching librarians; and to formulate guidelines for introducing library teaching programs at the university level.

2. Methodology

This paper is primarily dependent on secondary sources of data. It is a theoretical approach based on a review of existing literature, including books, articles, and different statements by notable researchers. Some portions of the study are from the authors' point of view, which delineates the roles of teaching library and librarianship from the pedagogical perspectives.

3. Related Studies

A great deal of research has been carried out on teaching library and librarian teachers by researchers to comprehend the roles of libraries as teaching organizations. A few research articles have been reviewed in this paper to understand the scope and nature of teaching libraries and the roles of the teaching librarians relevant to the study. Pinfield (2001) revealed the roles of subject librarians in UK libraries, where he interpreted the traditional role of subject librarians and analyzed how these roles and responsibilities of librarians are changing in terms of

delivering library services and how subject librarians are performing new roles and adopting new ways of working.

Ariew (2014) investigated the brief history of the academic teaching library and examined the changing role of librarians. The researcher also discussed the dissimilarities among various terms used to define instructional activities in teaching libraries, like bibliographic instruction and information literacy. Guskin, Stoffle, and Boisse (1999) defined the teaching library based on academic perspectives and traced various challenges in implementing a teaching curriculum to motivate lifelong learning. They also incorporated core programs, developments, and implementation processes to realize the future challenges of the teaching library without delving deeply into the roles and responsibilities of the teaching library and librarian.

Vassilakaki, & Moniarou-Papaconstantinou (2015) reviewed the specific roles of information professionals in their study and postulated the evolving roles by identifying the context of academic libraries. They also focused on the development of library and information science (LIS) professionals in the ever-changing library environment and put forward proposals for future directions for teaching librarians.

Jain (2013) highlighted a paradigm shift in traditional academic libraries. He also emphasized that librarians are playing significant roles in scholarly communication, enjoying the opportunities of ICT, and facing challenges in providing some ways forward to grasp the opportunities in their profession. He also mentioned some important skills and competencies for modern academic librarians to get accustomed to the changing trends of the library profession by enabling themselves to handle problems and prospects ranging from professional perspectives.

Jerome and Ifeoma (2013) focused on the changing roles of libraries and librarians in the 21st century. They vividly portrayed traditional libraries, which are devoid of any form of ICT, and the librarians do not have the necessary skills and education for managing the library and enhancing library services. They also characterized the libraries based on the acquisition,

processing, preservation, and accessibility of the library materials.

Gerolimos & Konsta (2008). Investigated the qualifications and skills of the librarian profession in the environment that is primarily concerned with education needs, skills, and qualifications required to determine and understand the changes relating to librarianship in the 21st century. They also found that 38 skills and qualifications were identified through the job advertisements, and 60% of the librarians required communication skills to work in technical or public services.

Brown & Sheppard (1997) focused on the status of teacher-librarians and their functions both as members of teams engaged in organizational learning and as leaders of the teaching community. The author's view of the teacher-librarians is a mirror image of other teacher leaders that bring added value as a leader in teacher-librarianship. They opined that teacher-librarians will need a unique blend of a knowledge base, technical skills, interpersonal and team skills, and a particular system of values and beliefs. They further suggest that the credibility of a librarian as a teacher with colleagues and the principal is crucial for success in the academic ambience.

Teaching and research are becoming indispensable parts of today's library perspective. The rise of teaching librarianship and the expansion of teaching libraries are viable developments that advocate for the acceptance and use of libraries in academic teaching and scholarly research at the university level. No researchers have yet emphasized the planning for teaching programs in university libraries. None of the scholarly articles cover the criteria of successful teaching library programs at the university level or the preparation of the teaching librarians to implement teaching and research initiatives with the patronage of the university authorities.

5. Conceptual Framework

Librarianship is a dynamic profession by nature due to the multidimensional framework of library functions and services in the 21st century. Librarians' roles are no longer confined to the managerial aspects of the library premises; rather, a convergence of ICTs and

other related digital technologies has made librarians go beyond their traditional roles. Librarians who are working in an academic ambience have to play the roles of academicians and researchers by engaging themselves in the curriculum activities and research programs.

6. Discussion

6.1 Teaching Library and Librarian

The emergence of the "Teaching Library" had its prominence before the Civil War in the USA. However, the role of libraries in teaching and research activities became a significant landmark much later in the history of librarianship (Gunselman and Blakesley, 2012). At the end of the 20th and beginning of the 21st centuries, the availability of ITCs and the launching of digital library initiatives for library stakeholders moved beyond the traditional roles of information capturing and preserving in libraries. The journey of teaching and learning began with IT-supported digital libraries, and the roles of teaching librarians began to evolve over the decade (Ariew, 2014).

A teaching library is a type of library that is designed to work with students, faculty as coaches, instructors, and mentors, so that an institution's academic activities are guided through a diverse information system at various stages of the community's personal and cognitive development. The key way in which the library can respond to existing challenges in higher education, uphold it as a realistic campus unit, and understand its prospects and potential as the symbolic heart of the campus is to become a "teaching library." A library is not only a support service for academic programs, but is itself actively and directly involved in implementing the mission of higher education through teaching, research, and community service (Guskin, Stoffle, & Boisse, 1991).

Teaching libraries offer a way to differentiate libraries of the past from the more progressive libraries of today and tomorrow. The history reflects the changing roles of academic libraries and librarians as it provides insights into what types of libraries or institutional philosophies, both past and present, foster strong information literacy skills and techniques (Ariew, 2014). The librarians are the vigilant guardians in these teaching libraries who prescribe teaching and

learning mechanisms for the teachers, students, and other stakeholders to promote scholarship and pedagogy. Research and other promotional activities are immensely patronized and motivated by the relentless effort and endeavor of the teaching librarians to make teaching libraries "centers of excellence" for the learners.

6.2 Programs of Teaching Library

At the end of the 20th century, the library emerged strongly as a learning center and dominated the educational landscape across the globe. A major ingredient of professional development in learning and teaching in the library has made the librarian an "expert" extensively engaged in research programs that help them gather new knowledge and mechanisms to maneuver the existing professional challenges. Brown and Sheppard (1997) teach librarians how to pioneer the voyage of reshaping library and information centers into teaching organizations to instill curiosity and enthusiasm among the learners (Brown and Sheppard, 1997). McAdoo (2012) has prescribed some formats of library instruction like bibliographic instruction along with library orientation, library education, course-related instruction, credit-bearing courses, and information literacy techniques. Bibliographic programs are the crucial requirements for a teaching library. A comprehensive instruction should have included (a) a general orientation to available facilities and resources; (b) the teaching of basic research skills and strategies; and (c) the teaching of literature organization in various disciplines, as well as the basic reference tools in each discipline, and a program characterized by: (a) a written profile identifying the audiences for the instruction and their needs; and (b) a written statement of instructional goals. (Guskin, Stoffle, & Boisse, 1999). The programs of the teaching library are: (a) supply current information regarding newly arrived materials, research publications, current activity, and reference services; (b) faculty interest-based service offer that includes course-related programs (c) participate in faculty receptions and informal programs (d) organize a study circle and library literacy and/or information literacy programs; (e) organize a seminar or workshop based on faculty members' interests; and introduce traditional library programs.

6.3 Roles and Responsibilities of the Teaching Librarian

Nowadays, librarians are playing significant roles in the education sector, including teaching and research responsibilities. They are heavily involved in prescribing teaching theory for teachers and developing new techniques to provide learners with high-quality information literacy and research-oriented facilities (Wheeler and McKinney, 2015). Librarians are more enthusiastic about being involved in teaching and shaping different instruction and having close contact with the students, teachers, and stakeholders. From the very beginning of this profession, library users have had misconceptions about librarians and librarianship due to a lack of clear ideas and experience regarding this profession. Therefore, librarians are mentally unprepared for their role as teachers. A teaching librarian, on the other hand, should be aware of subject knowledge, technical language skills for user communication, presentation skills for teaching, analytical and evaluative skills to collect and analyze information, solve problems and make decisions to make work credible, learn quickly to instruct in teamwork, and adhere to the institution's mission and vision statement.

Kilcullen (1998) has stated that teaching poses fundamental responsibilities for its librarian. Nowadays, library professionals are getting more involved in teaching and learning initiatives that undoubtedly promote librarianship to the next level.

As an instructor, guide, and facilitator, a teaching librarian must engage himself/ herself in-

- stakeholders, i.e., students, academics, and staff, to locate and instruct them on how to use their desired materials;
- accessing all library resources to the users' community more easily and possibly tailoring them for the specific users;
- focusing on the library as a lifelong learning center through the adequate collection, gathering, and sharing of library materials that meet the real challenge;
- establishing library recognition, information sharing, and generation hub;

The Teaching Library involves students, teachers, and research scholars in learning programs to make them

critical thinkers, problem solvers, independent information seekers, and lifelong learners. Librarian teachers enable library users to access, store, retrieve, and use information efficiently (Somi and De Jager 2005). So teaching librarians need to act as-

- creator of a long-term learning environment;
- instructor of advanced training programs that influence lifelong learning;
- training programs for groups and individuals, novices, educators, and researchers are designed as needed.
- technical skill trainer
- bridge builder of new technologies between users and libraries in order to provide effective services
- Change to adapt to the new era of technology; the library is the ambassador of change.
- designer of a collaborative culture
- the stakeholders' nurturing management skills;
- researcher and facilitator of research activity
- Organizer of faculty workshops, seminars, etc.

Teaching librarians must consider their roles and responsibilities in order to guide users on how to access the right information at the right time. However, with the rapid growth and development of knowledge and information, librarians must accept the responsibility to teach the end user new techniques, information literacy, and skills for lifelong learning.

6.4 Teaching Librarian's roles and responsibilities should be based on the following benchmarks:

- They must reorganize library properties and activities to promote teaching and learning for all stakeholders.
- They should realize the need of the stakeholders while gathering knowledge and information concerning the predefined objectives of teaching and learning programs.
- They need to make an evaluation of the work procedures in formulating plans and programs for motivating teaching and learning among the teachers, students, and other stakeholders.
- They should be open-minded to harnessing technological and information training skills.
- They need to provide stakeholders with an opportunity to practice what they have learned

during the presentation of a micro-teaching session on any topic according to their area of interest.

- They should be willing to accept comments and criticism from their stakeholders in a compassionate and positive manner at the end of each presentation session.
- They must explore elements or materials like audio, video, or documents that contribute to effective presentations.
- They will provide information and materials for the faculty members to improve the standard of teaching and research.
- They will be proactive in structuring an appropriate learning environment for academics, learners, and researchers.
- They will assist their fellow librarians and other library staff to plan a variety of teaching programs for the academicians.
- They will implement the perception of evolving and upholding a diagram in teaching as a creative and cumulative tool to demonstrate the development of fruitful teaching practice.
- They need to motivate learners and others who have unconventional views, values, and attitudes.
- They must be ready to enable stakeholders to analyze teaching processes and plans to restructure their teaching and learning capabilities deliberately.
- They will try to relate teaching methods to the learning process more successfully and user-friendly.
- They must develop a logical framework to provide the foundation for subjecting various activities of teaching to a regular assessment for lifelong learners.

7. Planning for Formulating Library Teaching Programs at the University Level

University libraries are the best place to introduce teaching librarianship to stimulate teaching, learning, and research programs. Academic library authorities must work for a reckoning to make academic libraries the hubs for enhancing academic caliber and boosting teaching and learning initiatives to uplift the quality of education and research. Librarians need to prepare themselves fully to act as academicians to cope with

the challenges of the 21st century, ranging from the implication of ICTs and other digital equipment in library functions and services. To initiate teaching programs in the university libraries, the librarians should formulate the following plans and guidelines:

7.1 Developing as a Teacher

The first and foremost requirement for a librarian is to develop himself/herself as a teacher in order to work in the academic ambience and play the roles of a teacher and researcher. To act as a teacher, the librarian should gather experience and expertise in teaching and research in the light of formulating new approaches, building ideas regarding pedagogy, and developing skills in handling information resources for teachers, students, and researchers.

7.2 Framework for Information Literacy for Higher Education

The university administration, with the assistance of an expert librarian, must present a framework for "Information Literacy" programs for students. Literacy programs in the university library will enable the participants (students, teachers, researchers, officers, and others) to find, organize, and evaluate information in all its various formats suitable for manipulating ideas, making decisions, solving problems, and acquiring knowledge. Information literacy skills will help academicians, students, and others to become more sophisticated, discerning, and confident researchers (Skyline College Archive). To develop an information literacy framework in academic libraries, librarians should develop and implement effective research mechanisms using a wide range of searching tools, interpret research outputs, and enhance the credibility of retrieved information.

7.3 Preparing a Class Plan

A librarian needs to prepare a class plan according to the needs of the learners. Librarians have to handle various stakeholders like teachers, students, and researchers in assessing their information needs. As the librarians are the teachers who teach information literacy, research methodology, information retrieval, and other topics relating to teaching methods, they need to prepare class plans to serve the whole

community at the university premises with proper endeavor and determination.

7.4 Assessment of Learning Outcomes

Librarians have to assess the learning outcomes of learners based on acquired knowledge, skills, and experience at the end of a class session or by an assignment on a particular topic, course, or program. Librarians should make learners aware of the knowledge and skills that will be useful for them to acquire further knowledge and gain mastery over research and innovation.

7.5 Deciding What to Include

Before preparing for a class session, a librarian needs to decide what should be taught. The teaching materials must be prepared based on the standards and grade benchmarks for the academic curriculum and must outline the topics to be taught. The librarians should make homework about the course plans and put special emphasis on the audience (teachers, students, and others).

7.6 Developing a Lesson Plan

Librarians always need to be careful in formulating a lesson plan for the students. To prepare a lesson plan, librarians should focus on the core objectives, needs of the learners, resources, and materials, engage the learners; allocate time for the learners, assess the study materials, and evaluate the lesson in detail.

7.7 Working with the Faculties

To enhance the quality of education and research, the librarians must collaborate with the faculty members to achieve common goals, coordinate efforts, and support the educational mission of the university by providing necessary instructions and guidelines. Librarians need to be open-minded and proactive in leading the university libraries to create awareness among the teachers and students to gather new skills and knowledge for the dynamic learning environment.

7.8 Participatory Learning

The librarians need to keep focusing on practicing more and more about what should be taught in the classrooms or instructional sessions. They need to think about the learning outcomes and help the

students and faculty members acquire knowledge regarding services and gain ideas about the syllabuses or upcoming assignments.

7.9 Overall in the Class

Before preparing for a class, a teaching librarian must test the technology to be used in the classroom, spend some time preparing for the subject matter, and consult with the faculty about the class schedules.

7.10 Respond to Difficulties

Teaching has always been a challenging job, and a teaching librarian must be positive in mastering strategies and techniques to adapt to challenging situations. A librarian teacher may have problems with some adamant students who are not answering the questions, paying proper attention, having side conversations, or talking too much in the classroom that hamper the classroom environment. Besides these inconveniences, teachers must be alert to the changing trends in teaching methods and materials by keeping themselves and themselves up to date.

7.11 Technological Resources

Technology has become an integral part of teaching and learning in the 21st century. A teaching librarian must have a proper understanding of the technology widely used to make teaching programs fruitful and convenient for learners at the university level. He also has to know how to organize an online class, virtual meeting, and online group discussion with the help of social networking sites and other online media.

7.12 Evaluation of Teaching and Learning

Assessment of teaching and learning procedures should be given the highest priority to enhance the standard of academic teaching and encourage interactive learning among the students. The best way of assessing academic teaching and learning involves maintaining direct and indirect measures by the teaching librarian. Direct measures for assessment include regular homework, quiz competitions, reports, research outputs, and case study analysis from the teachers and students. On the other hand, indirect measures for assessment comprise the evaluation of course-curricula, surveys of the students, and information about course enrollment.

7.13 Reflection and Evaluation

The way a teacher evaluates a student's ability to learn new things and adapt to a change, it is similarly important for a teaching librarian to evaluate his or her performance, practice, and presentation in the classroom. After the class session, he/she should allocate some time for self-assessment of the things that were taught and the students' reactions or feedback by adjudicating the overall classroom environment.

8. Conclusion

As libraries are becoming a hub for academic programs, librarians must act according to the requirements of the teaching profession to prove themselves as worthy candidates to take the lead on initial teaching and research initiatives in university libraries. To be a teacher or instructor, librarians should gather vast knowledge regarding information literacy, pedagogy, and research to teach the students to solve problems, help the teaching community with pedagogical and research methodology, and cooperate with the whole faculties in formulating syllabuses and prescribing counseling to enhance the quality of higher education. Since this century has emerged with the revolution in ICTs and other digital technologies, librarians need to be ready to facilitate the blessing of technology in library functions and services to assist the stakeholders promptly and effectively with information on demand. Introducing teaching library programs at the university level depends on the willingness and dedication of the librarians who are the pioneers in dealing with library managerial activities and encouraging lifelong teaching with the cooperation of the faculty members and university authorities.

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Razzak sparked the idea and designed the skeleton of the research. Islam MA participated in this research under the supervision of Razzak A and contributed

throughout the journey. Razzak A gathered data and took part in writing the first draft of the manuscript. Islam MA reviewed and edited the manuscript. Finally, both authors critically revised the finished manuscript and gave their approval.

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