

IN QUEST OF ACADEMIC LIBRARIANSHIP VITAL SIGNS  
IN LIS UNDERGRADUATE CURRICULA



# COLLECTING SENIOR STUDENT PERCEPTIONS AROUND GREEK LIS CURRICULA AND THE NEW ACADEMIC LIBRARIANSHIP PARADIGMS

QQML 2018 Conference-Chania, Crete

Stavroula Sant-Geronikolou,  
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# IN QUEST OF ACADEMIC LIBRARIANSHIP **VITAL SIGNS** IN LIS UNDERGRADUATE CURRICULA

# VID



# INTRODUCTION

THINKING WITH OUR HANDS: THE POWER OF TACTILE LEARNING (2017)

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FOR THE COURSE: EMERGENCY AND CROSTOWN (2017)

DESIGNING ACCESSIBLE INTERACTIVE SPACES (2017)

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ASK: "HARD QUESTIONS" QUESTIONS TO FULLY UNDERSTAND AND EVALUATE OUR WORK (2017)

MOVE FROM COLLECTIVE-FOCUSED WORKSTYLES TO DIVERGENT AND LEARNING

THINKING MORE LIKE EDUCATOR THAN SERVICE PROVIDER (BENNETT, 2009)



RETHINKING ESTABLISHED GOALS AND PRIORITIES



INTEGRATING SERVICES INTO HIGH IMPACT PRACTICES (KUH, 2009)



ADOPTING PROACTIVE INTERVENTION STRATEGIES (EWEL & WELLMAN, 2007)





ASK "HARD DEEPLY INTENSE" QUESTIONS TO FULLY UNDERSTAND AND FORMULATE OUR NEW IMAGE (SALTER, 2003)



MOVE FROM COLLECTION-FOCUSED WORLDVIEW TO OUTCOMES AND LEARNING



MOVE FROM COLLECTION-FOCUSED WORLDVIEW TO OUTCOMES AND LEARNING

FOSTER LIBRARY CO-OWNERSHIP AND CO-CREATION (LANKES, 2011)

# CONCERNS

- THE OPTIMAL FOCUS TO TAKE IN PREPARING NIPS FOR THE RAPIDLY CHANGING FUTURE (CHOW ET AL., 2011)
- WHETHER LIS CURRICULA ADEQUATELY SUPPORT THE NEW INFORMATION PROFESSIONAL PROFILE
- WHETHER LIS STUDIES INSTILL THE NECESSARY SPARK TO TURN TODAY'S CHALLENGES INTO OPPORTUNITIES (SHANK & BELL, 2011)
- WHETHER LIS DEPARTMENTS TAKE ADVANTAGE OF THE NEW CIRCUMSTANCES TO REINVENT OUR WORK (GOETSCH, 2008)

# RESEARCH QUESTIONS

- PREDICTIONS ON THE FUTURE OF ACADEMIC LIBRARIANSHIP
- STUDENT VIEWPOINTS ON LIS PROGRAM ACCOMMODATION OF A SERIES OF CRITICAL FEATURES INDISPENSABLE TO THE NEW ACADEMIC LIBRARIANSHIP PROFILE

IN QUEST OF ACADEMIC LIBRARIANSHIP **VITAL SIGNS**

IN LIS UNDERGRADUATE CURRICULA

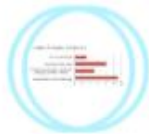
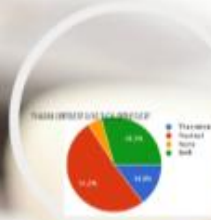
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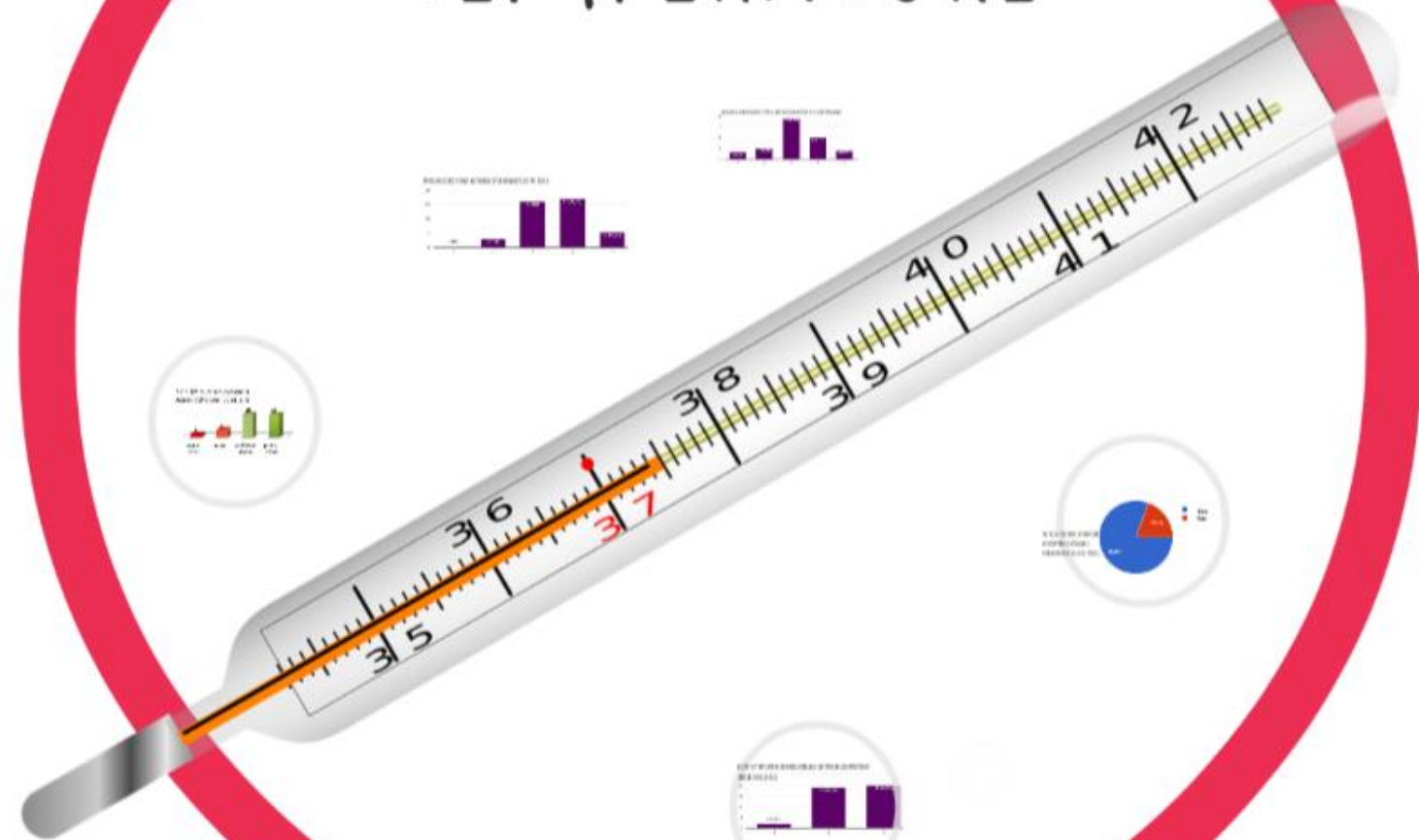
PULSE



# PRESSURE



# TEMPERATURE



A microscopic image showing two plant cells with prominent chloroplasts. The chloroplasts are large, green, and contain internal structures like thylakoids. The cells are surrounded by other plant tissue. The word "RESPIRATION" is overlaid in white, uppercase letters at the bottom center of the image.

RESPIRATION



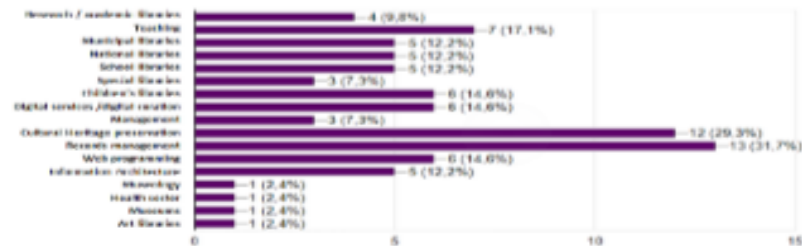
# METHODOLOGY



# PARTICIPATIVE PEER-BASED SURVEY INSTRUMENT

PARTICIPATION RATE ROUND 35% OF EXPECTED NEW GRADUATES FOR THE YEAR 2018

- RESPONSE RATE ALONE NO LONGER SUFFICIENT EVIDENCE TO JUDGE STUDY QUALITY OR VALIDITY (MORISON ET AL., 2012)
- NON-RESPONSE BIAS SERIOUS FOR PEDIAGOGICAL RESEARCH (CAMBER, 2003)
- LOW RESPONSE RATES ALONE DO NOT NECESSARILY MEAN BIAS (COOK & THOMPSON, 2008; KRUGER, 1991; BULLMAN, 1991)
- E-SURVEY RESPONSE RATES UP TO 36% WHICH CAN POTENTIALLY DOUBLE (KREJCIKOWSKI, 1991) BUT
- NOT IN THE CASE OF STUDENTS (JAK, 2007)

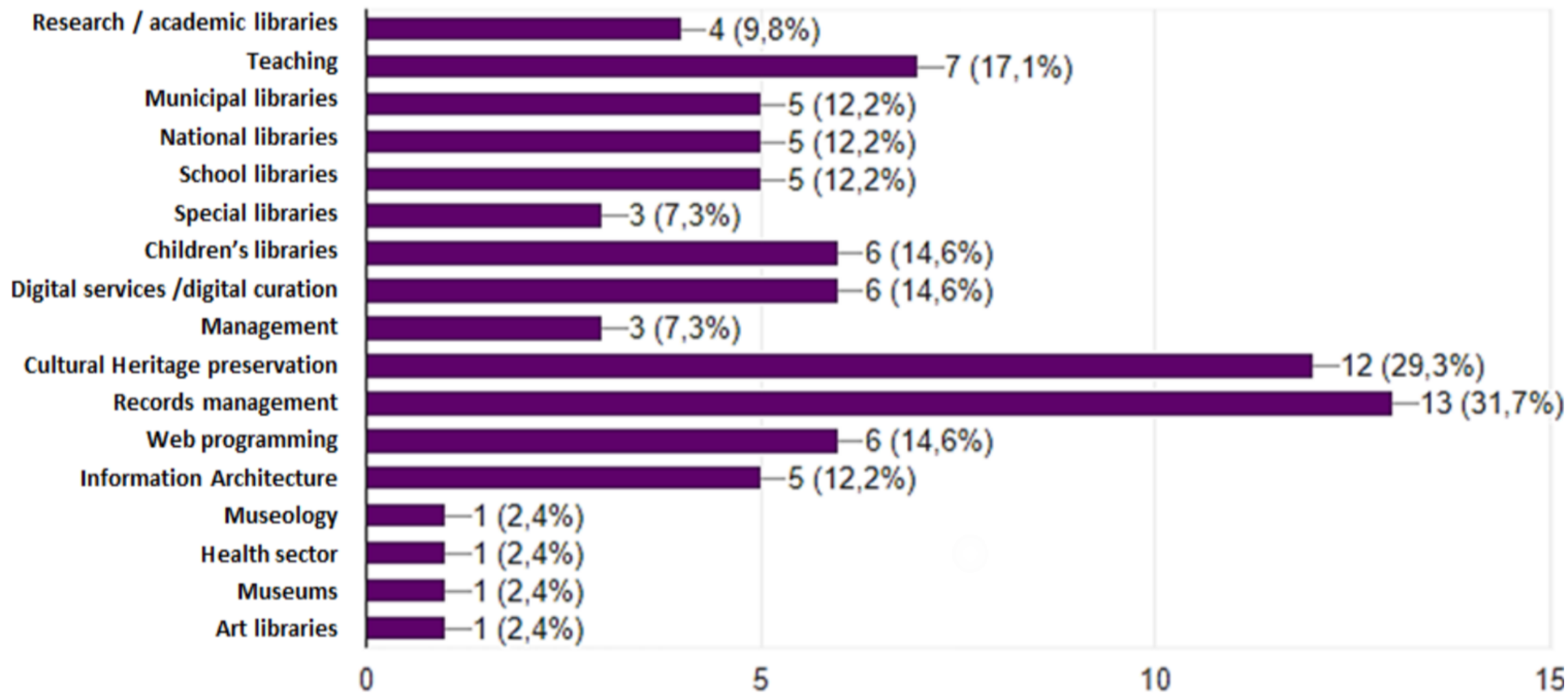


PLANNING

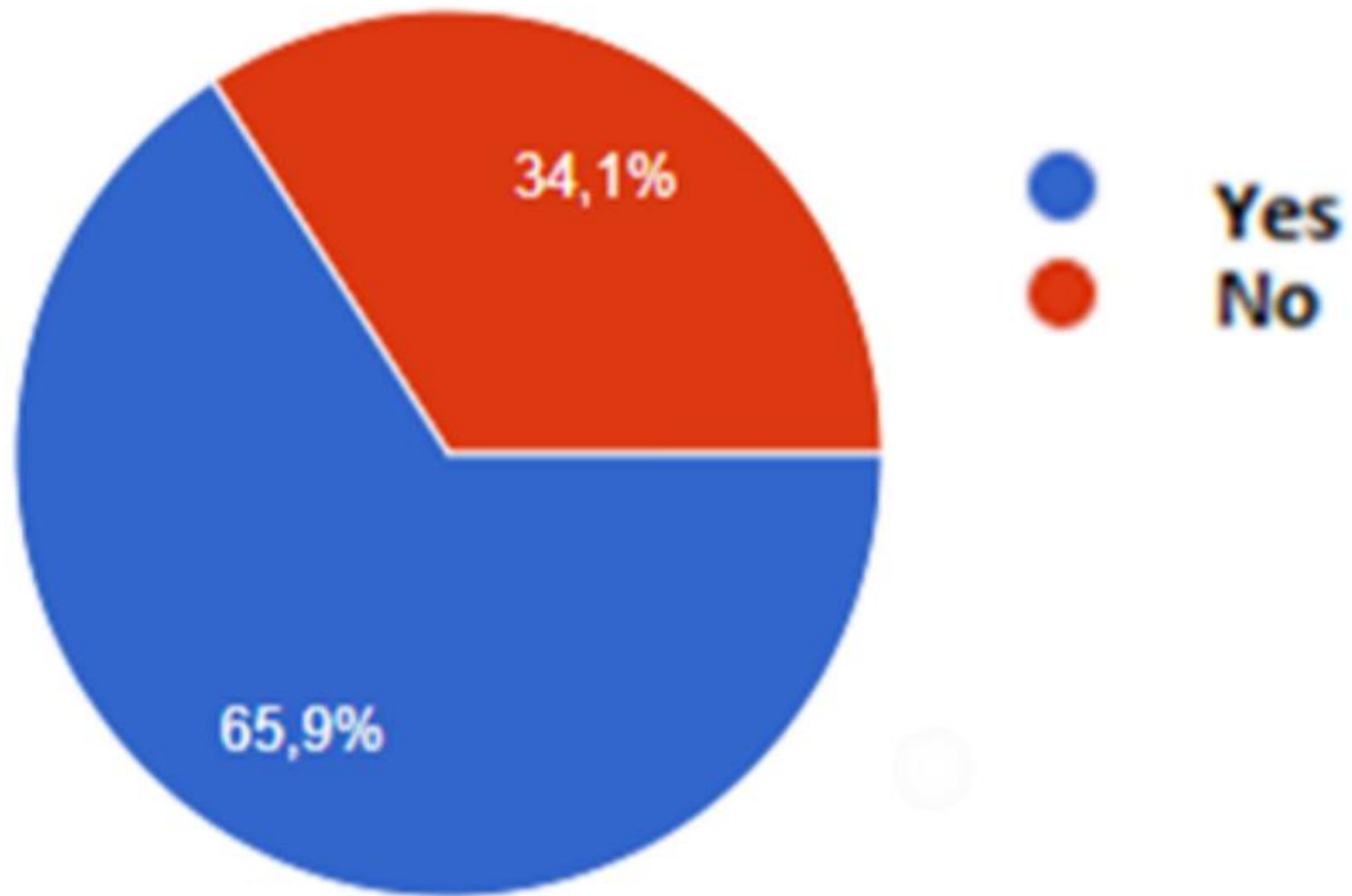
# PARTICIPATIVE PEER

PARTICIPATION RATE ROUND 35% OF EXPECTED NEW GRADUATES FOR THE YEAR 2018

- RESPONSE RATE ALONE NO LONGER SUFFICIENT EVIDENCE TO JUDGE STUDY QUALITY OR VALIDITY (MORTON ET AL., 2012)
- NON-RESPONSE LESS SERIOUS FOR PRELIMINARY RESEARCH (BURKELL, 2003)
- LOW RESPONSE RATES ALONE DO NOT NECESSARILY MEAN BIAS (COOK & THOMPSON, 2000; KROSNICK, 1999; DILLMAN, 1991)
- E-SURVEY RESPONSE RATES UP TO 30% WHICH CAN POTENTIALLY DOUBLE (KITTLESON, 1997) BUT
- NOT IN THE CASE OF STUDENTS (SAX, 2003)



## PLANNING TO PURSUE POSTGRADUATE STUDIES



# PARTICIPATIVE PEER

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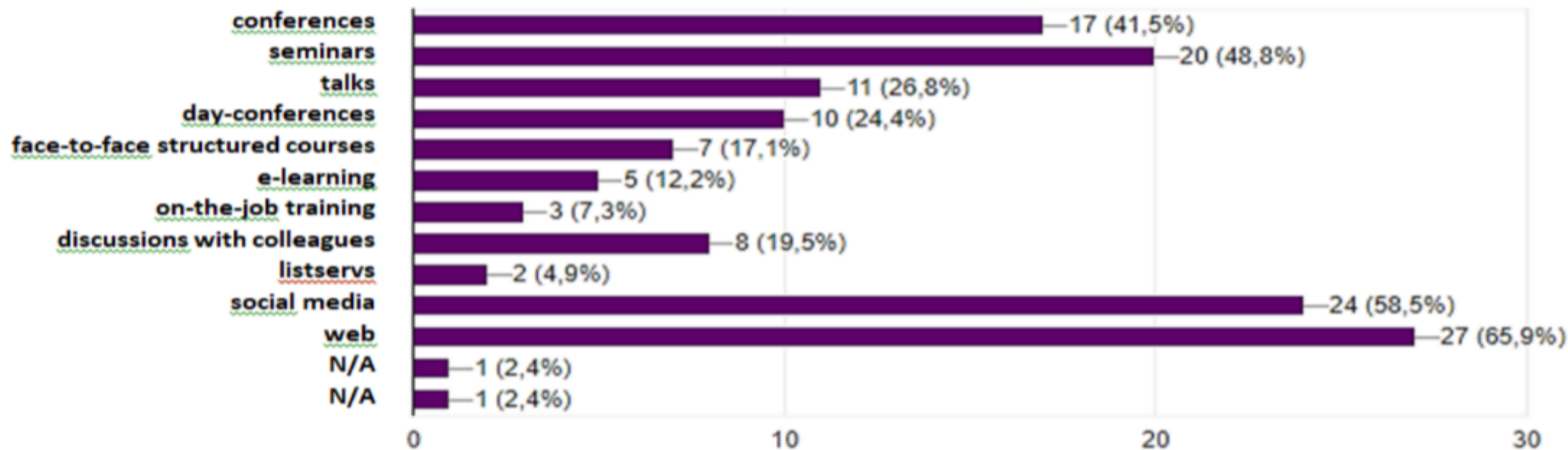
# LD



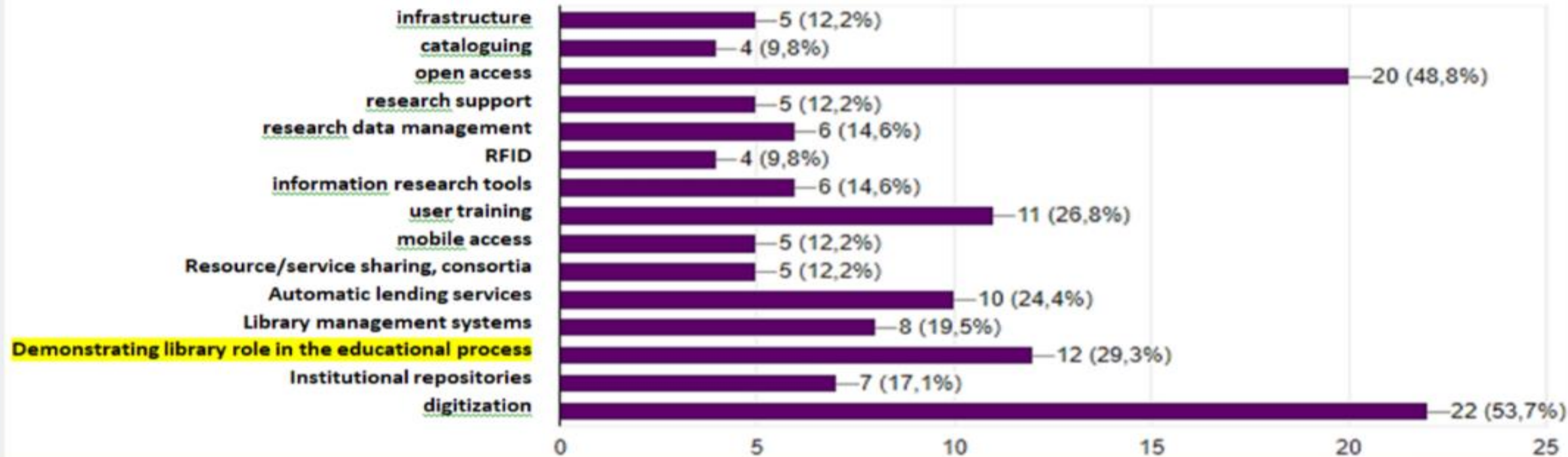


PULSE

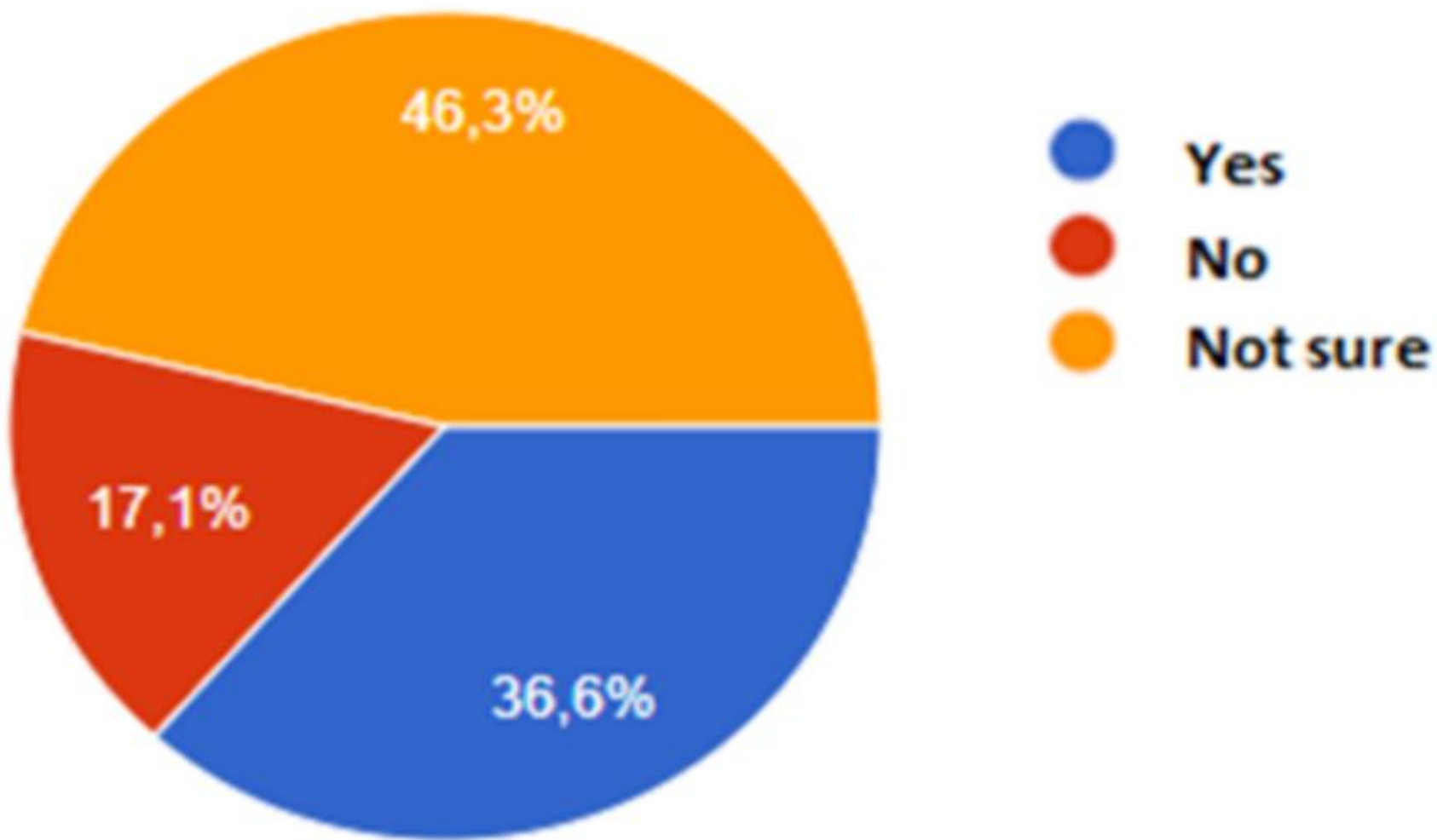
## LIS DEVELOPMENTS KNOWLEDGE UPDATE CHANNELS



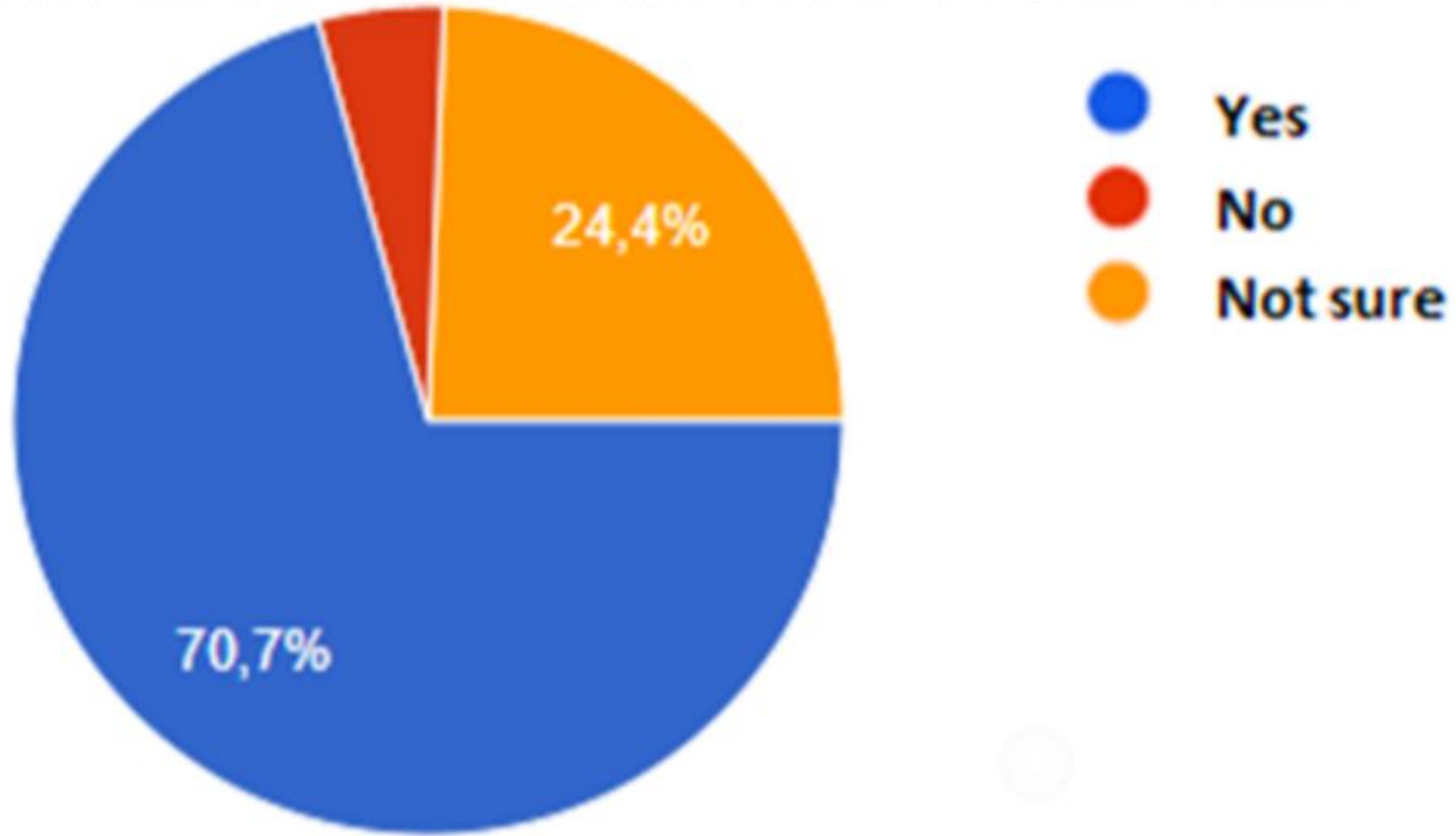
## ACADEMIC LIBRARIES' HOT TOPICS IN THE NEXT DECADE



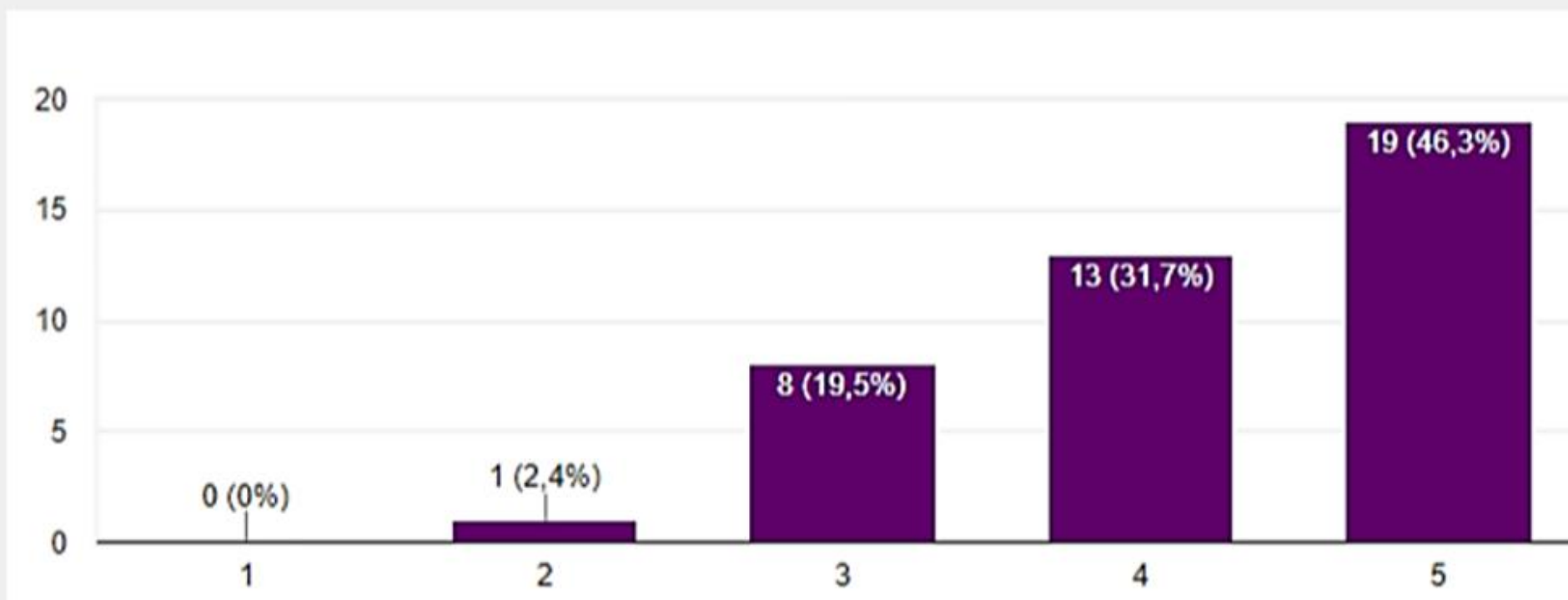
# ACADEMIC LIBRARIES DECISIVELY SHAPING LEARNING



# LIBRARIANS CAN DECISIVELY CONTRIBUTE TO STUDENT SUCCESS



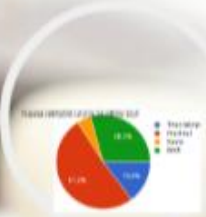
## ACADEMIC LIBRARIAN'S ROLE TO TODAY'S HE ECOSYSTEM



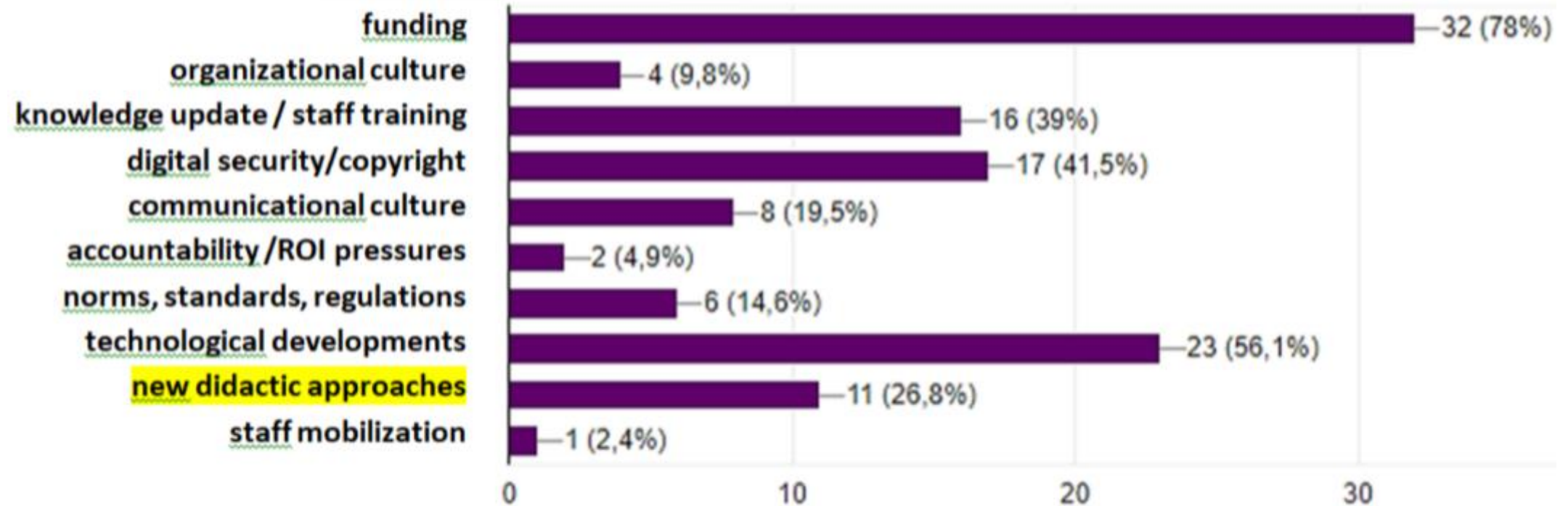


PULSE

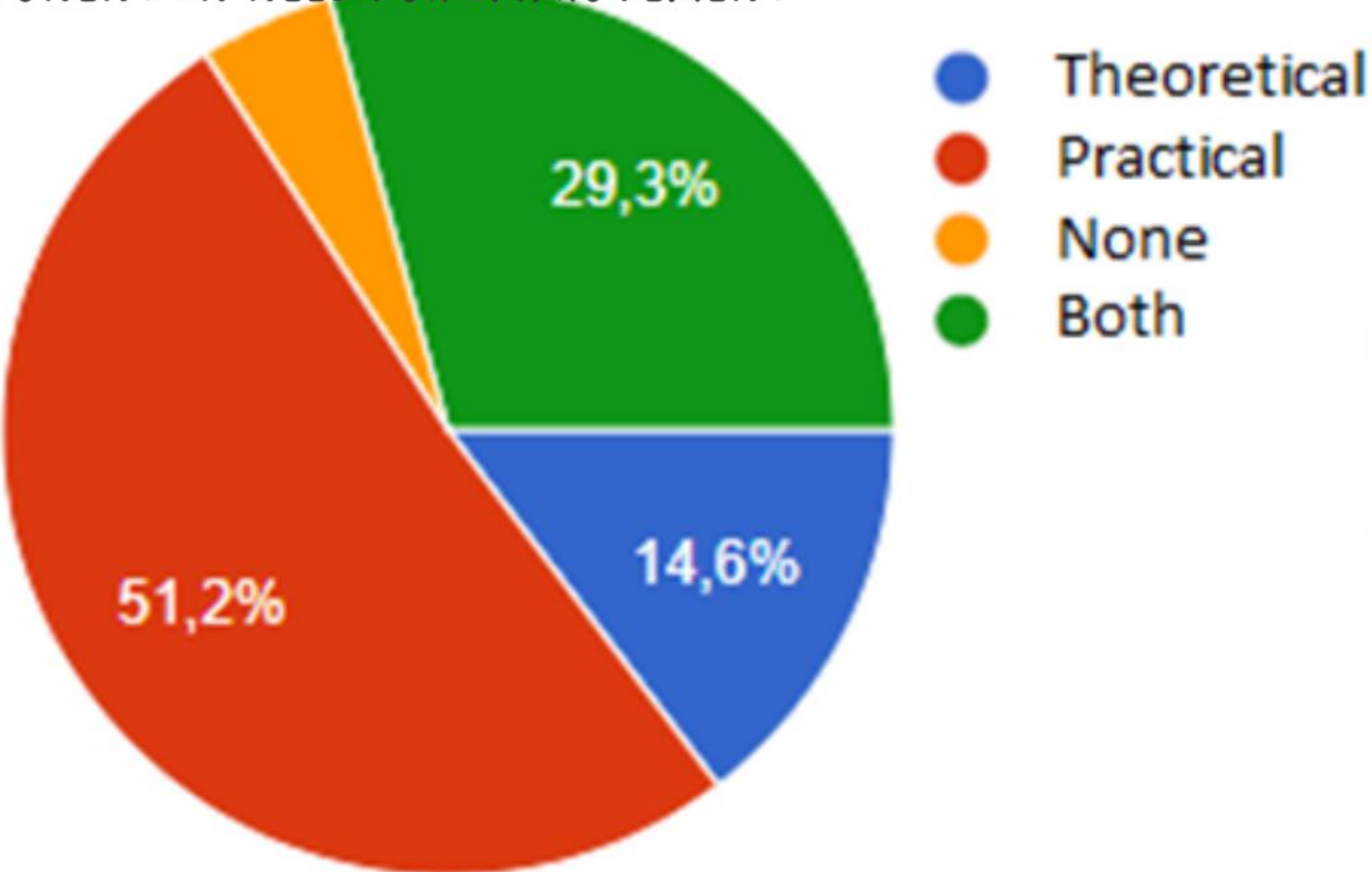
# PRESSURE



## FACTORS AFFECTING MORE THE FUTURE OF ACADEMIC LIBRARIES



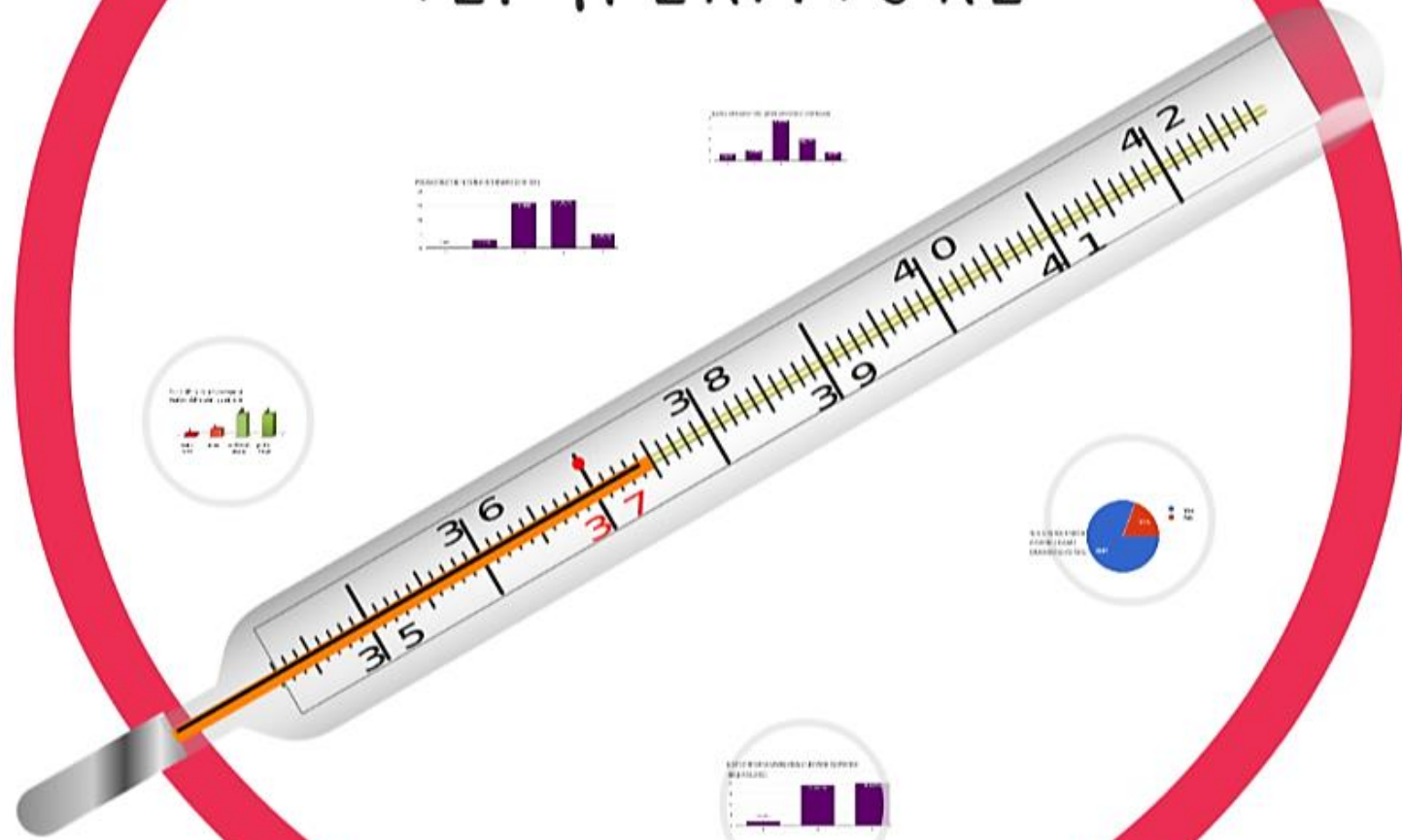
# PROGRAM COMPONENT IN NEED FOR IMPROVEMENT



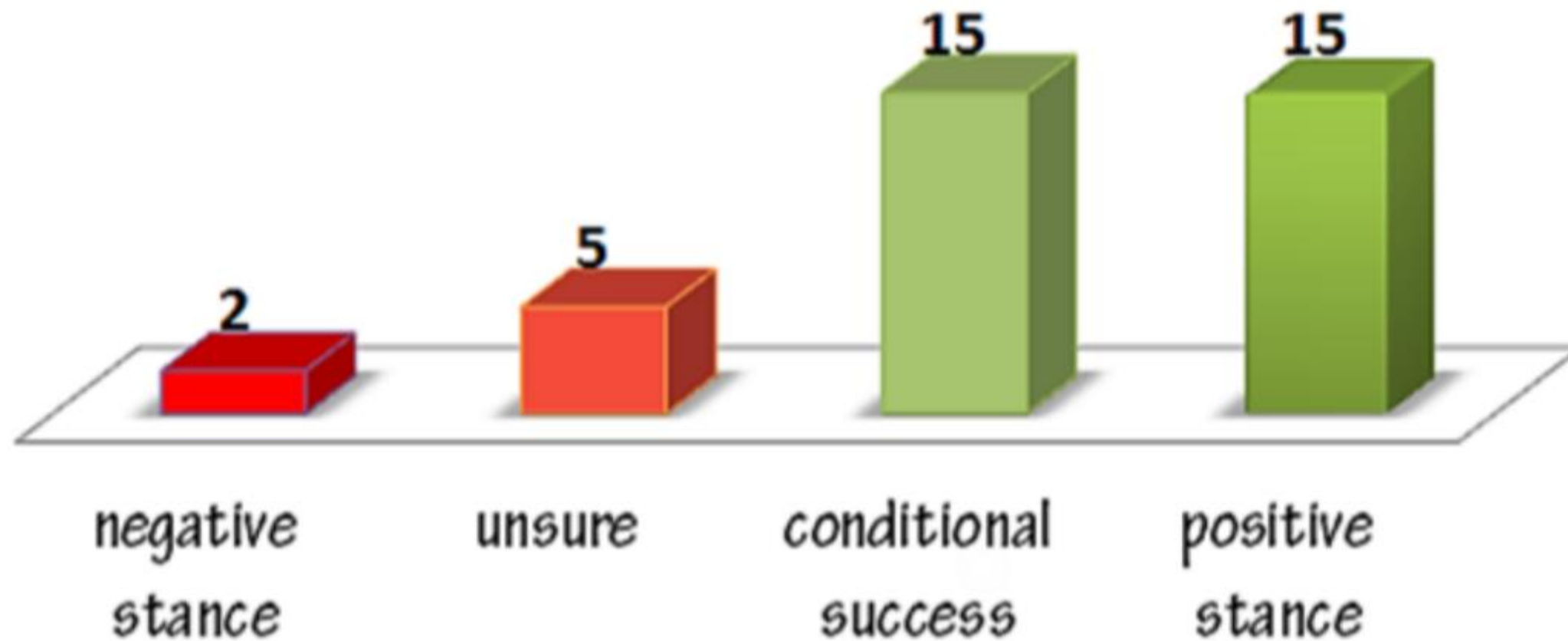
## LIS UNDERGRADUATE PROGRAM ENRICHMENT SUGGESTIONS



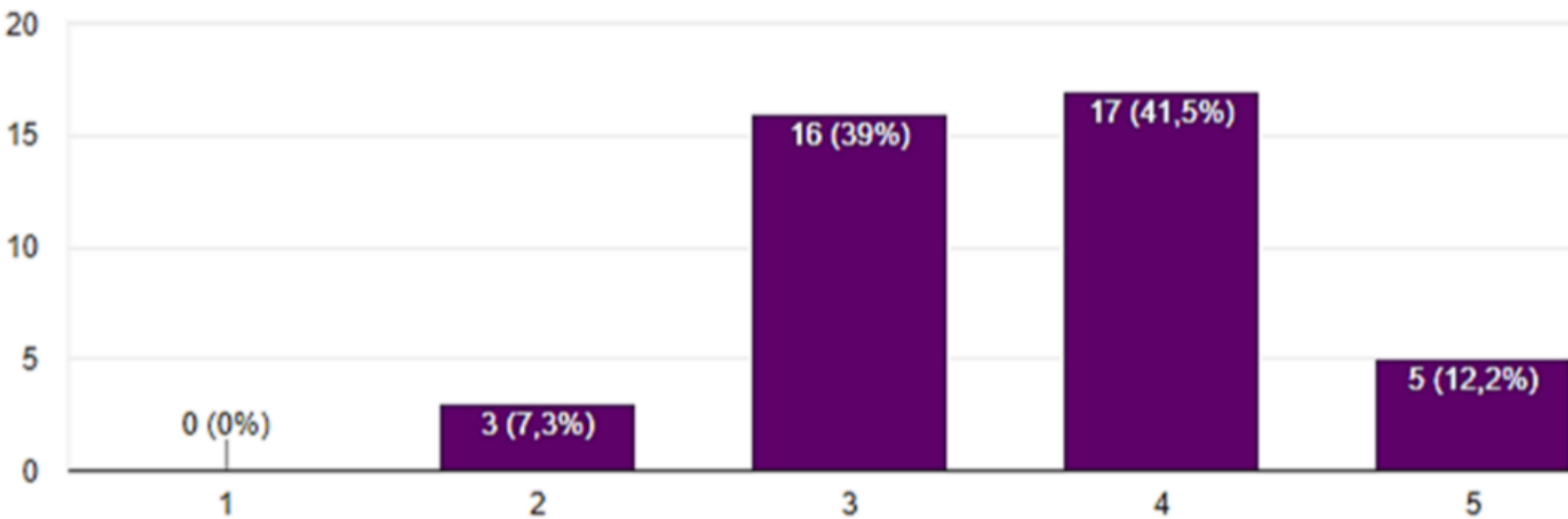
# TEMPERATURE



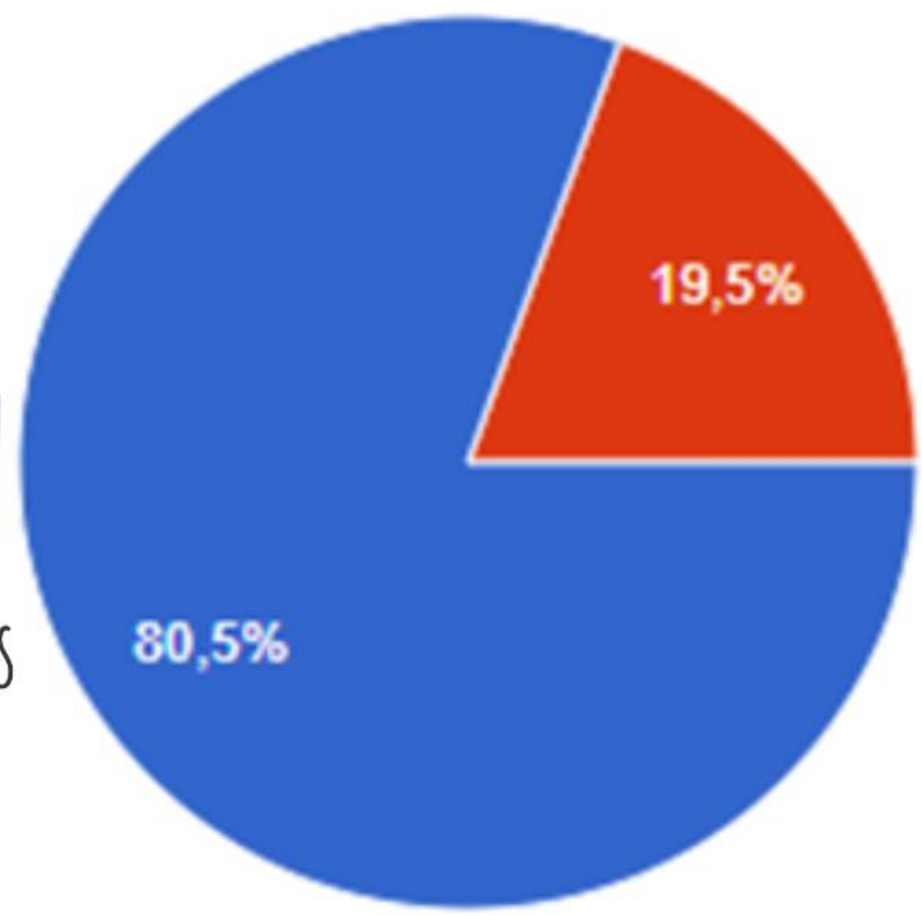
# Senior LIS student stance toward Academic Librarianship prospects



## PROGRAM CONSISTENCE WITH NEW DEVELOPMENTS IN THE FIELD

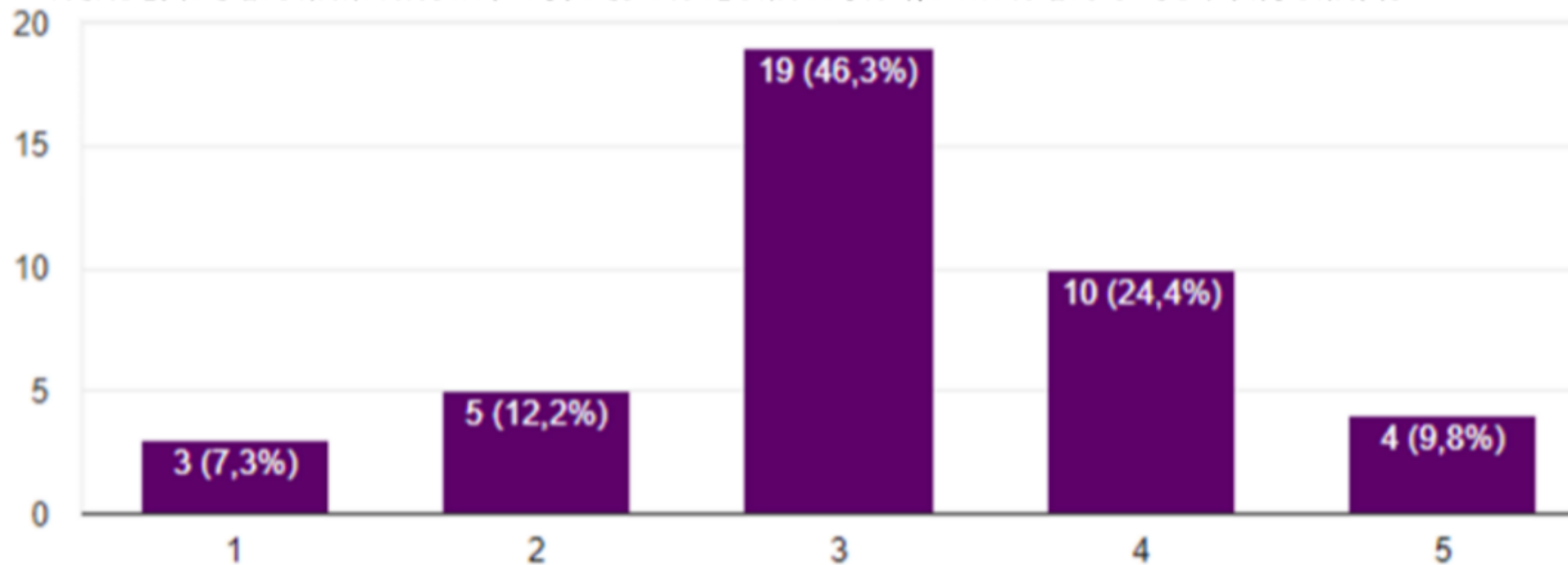


THE NEED FOR MORE ATTENTION  
ATTRIBUTED TO ACADEMIC  
LIBRARIANSHIP RELATED TOPICS



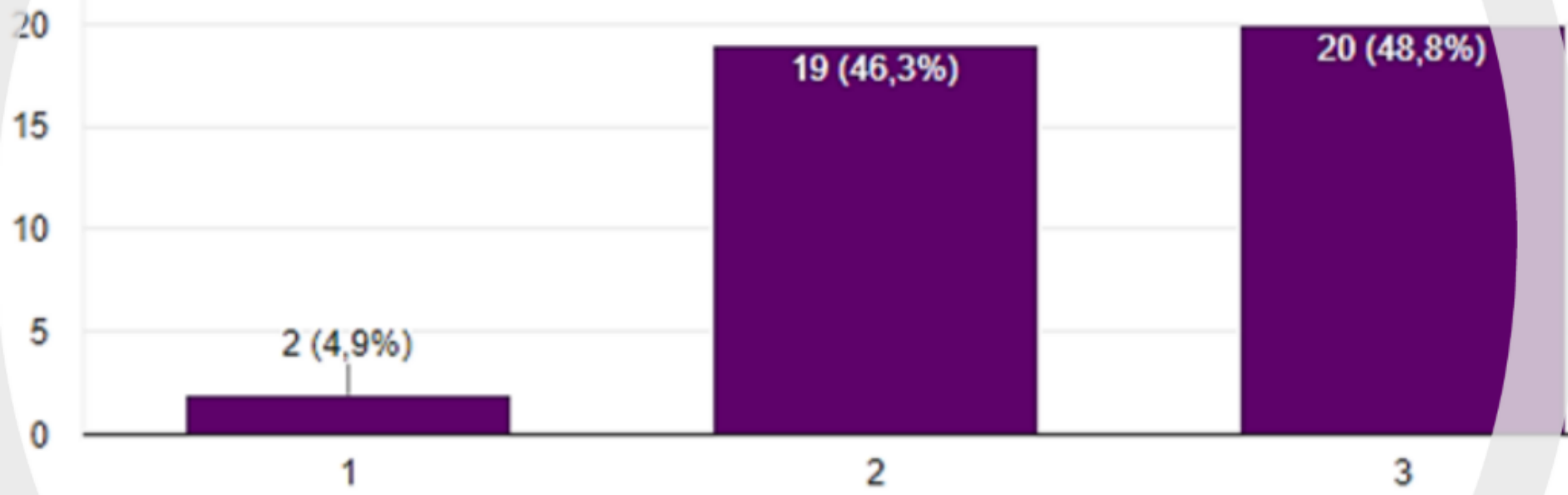
● Yes  
● No

## ACADEMIC LIBRARIANSHIP TOPICS INTEGRATION WITHIN LIS STUDY PROGRAMS



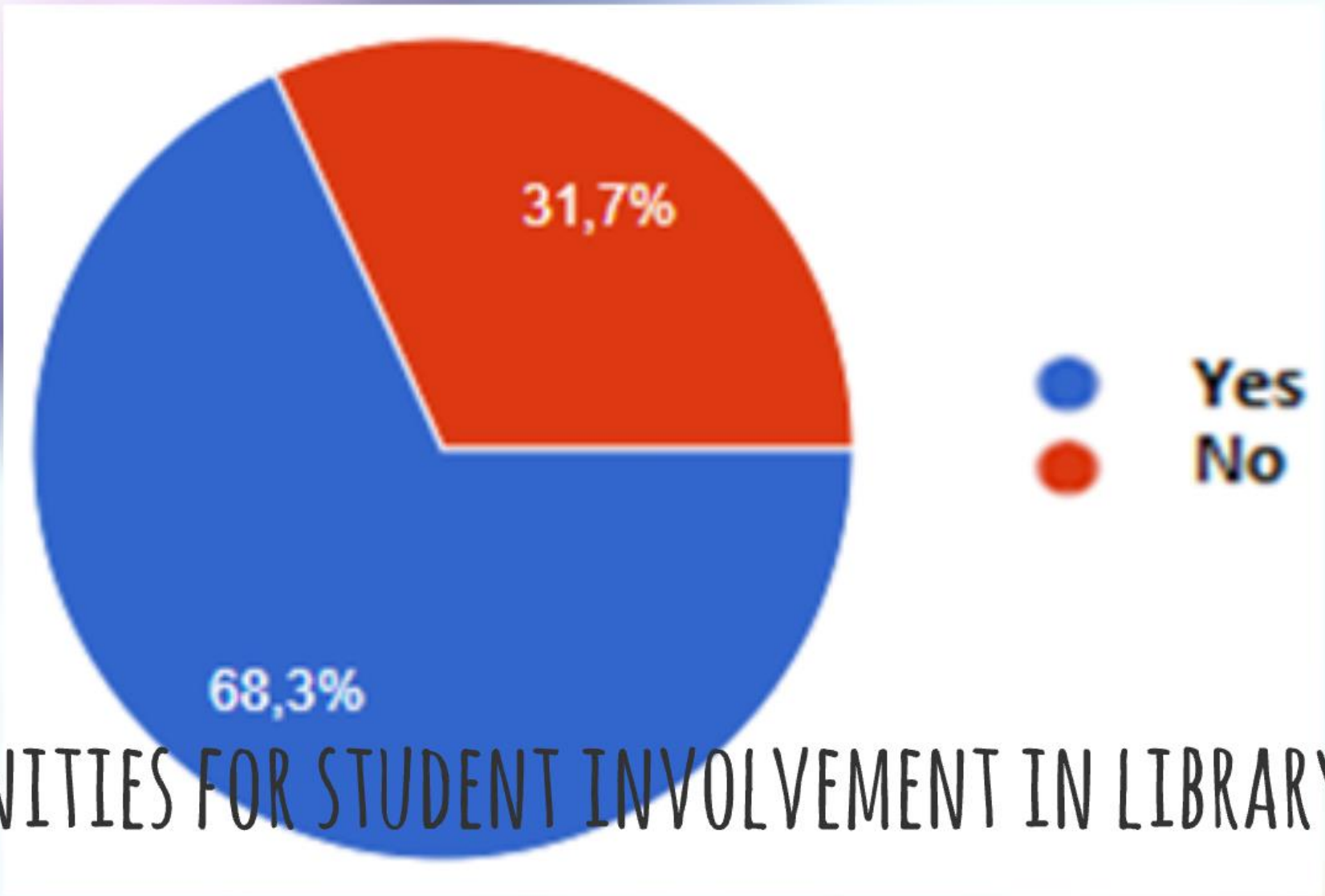
# DEGREE OF OPTIMISM AROUND LIBRARIES BECOMING INNOVATION

## INCUBATING SPACES



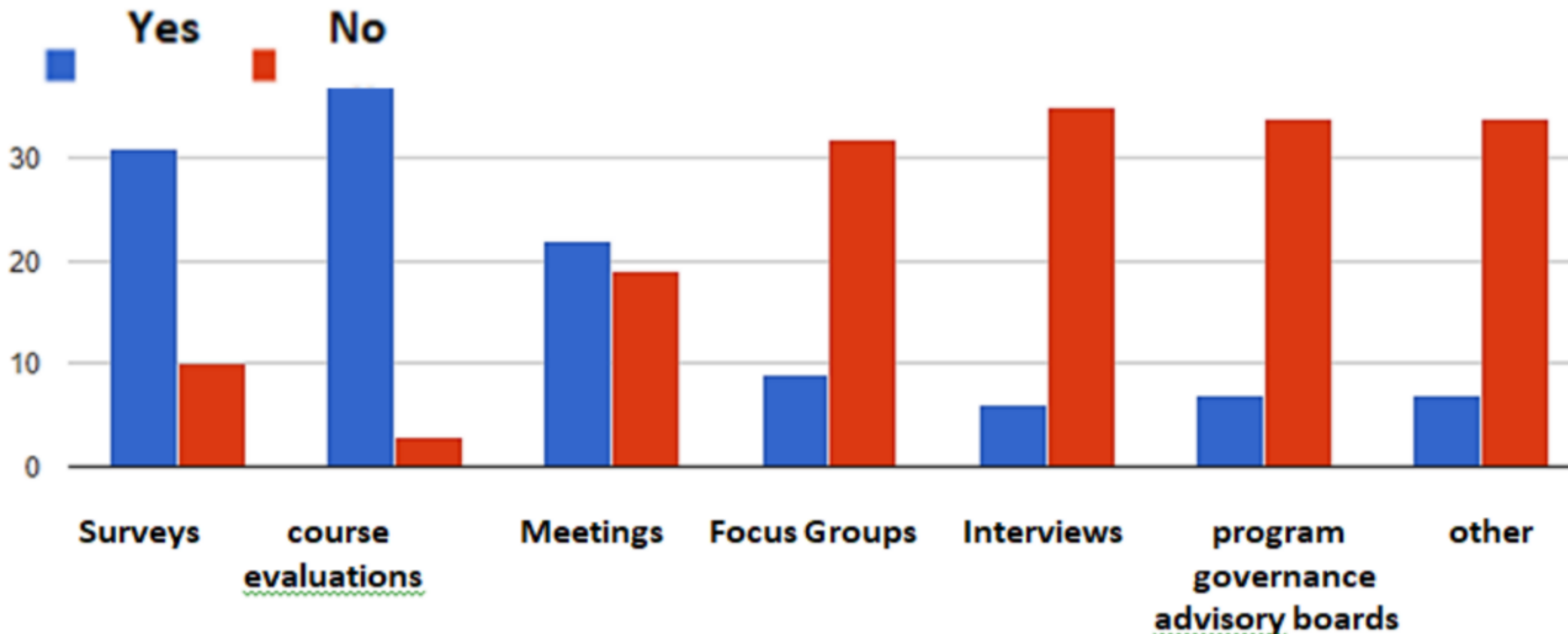


# RESPIRATION

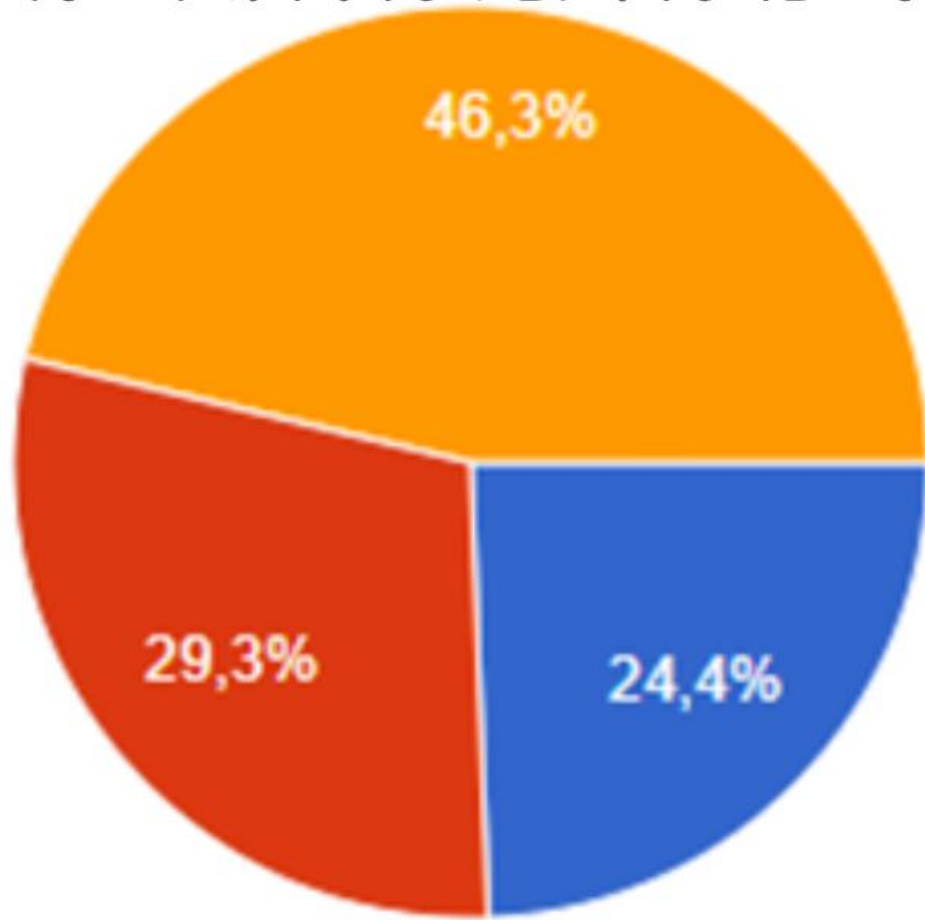


OPPORTUNITIES FOR STUDENT INVOLVEMENT IN LIBRARY CHANGES

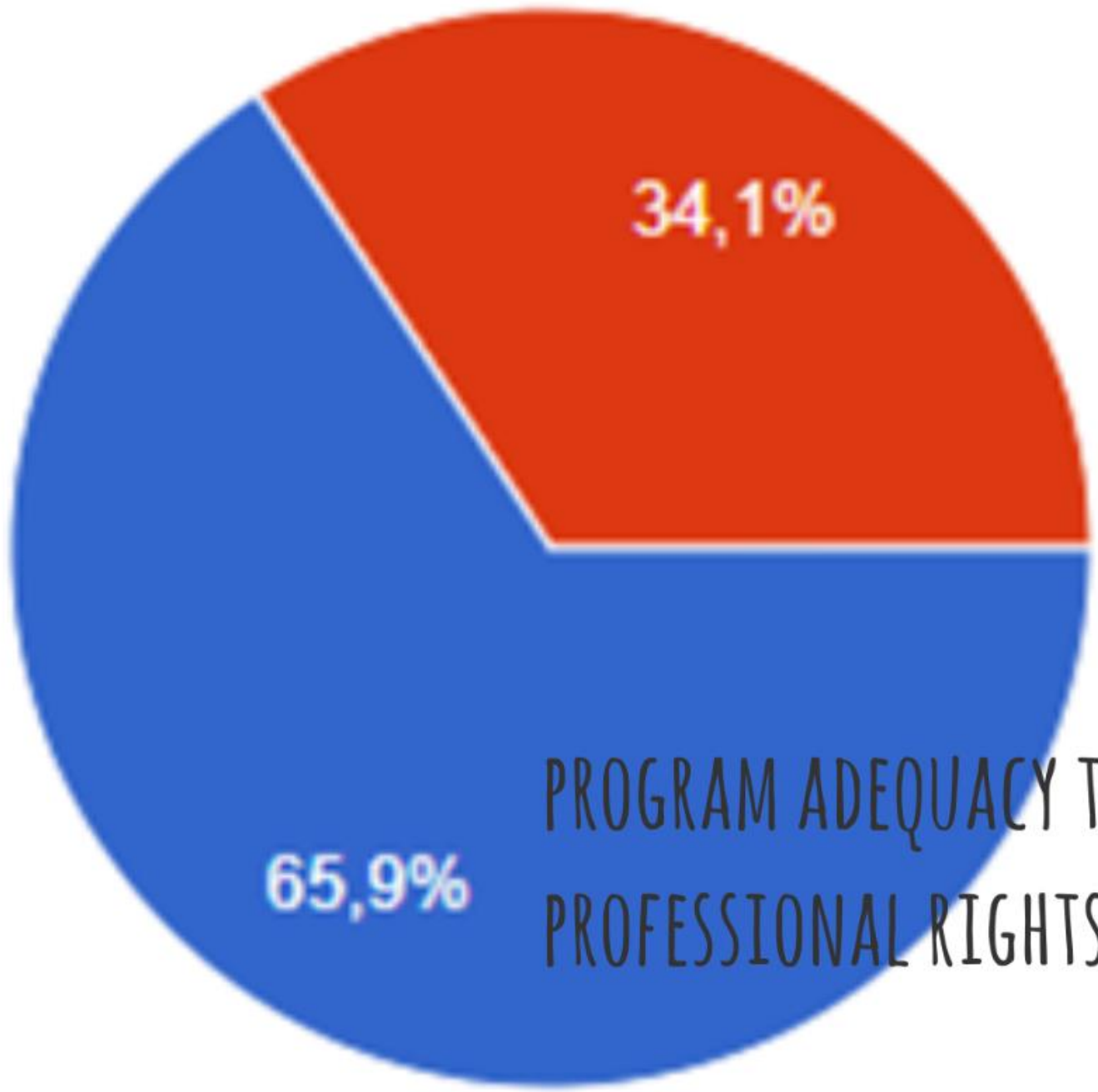
# OPPORTUNITIES FOR STUDENT INVOLVEMENT IN PROGRAMMATIC CHANGES



# PROGRAM MOVES MORE TOWARD THE DEVELOPMENT OF ...



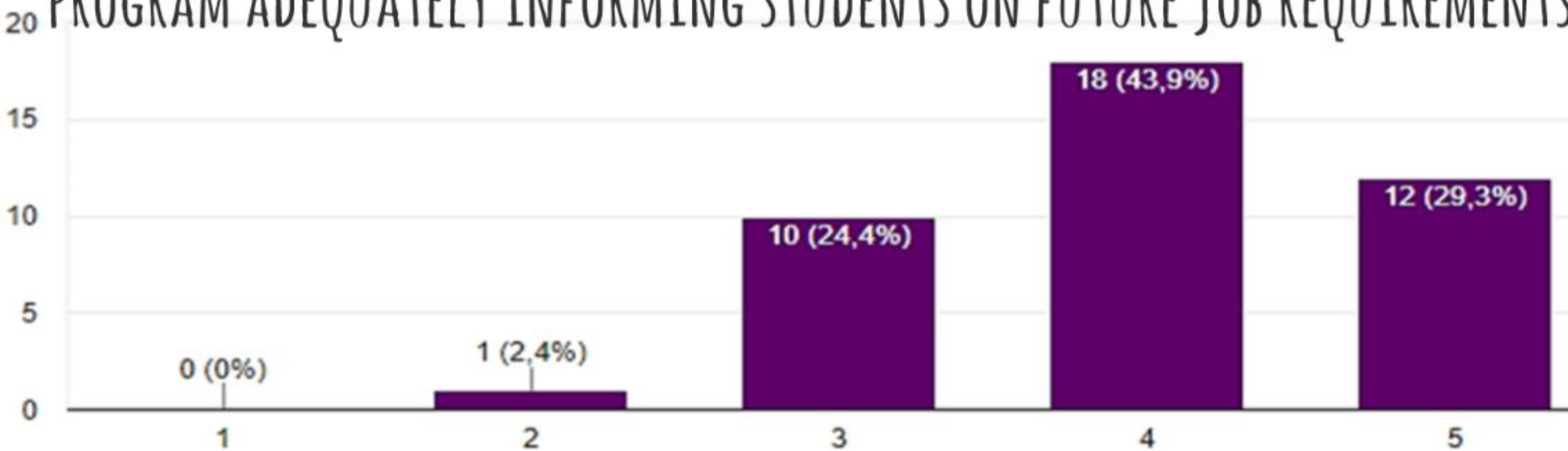
- **Fundamental LIS core concepts**
- **Transferable skills**
- **IT skills**



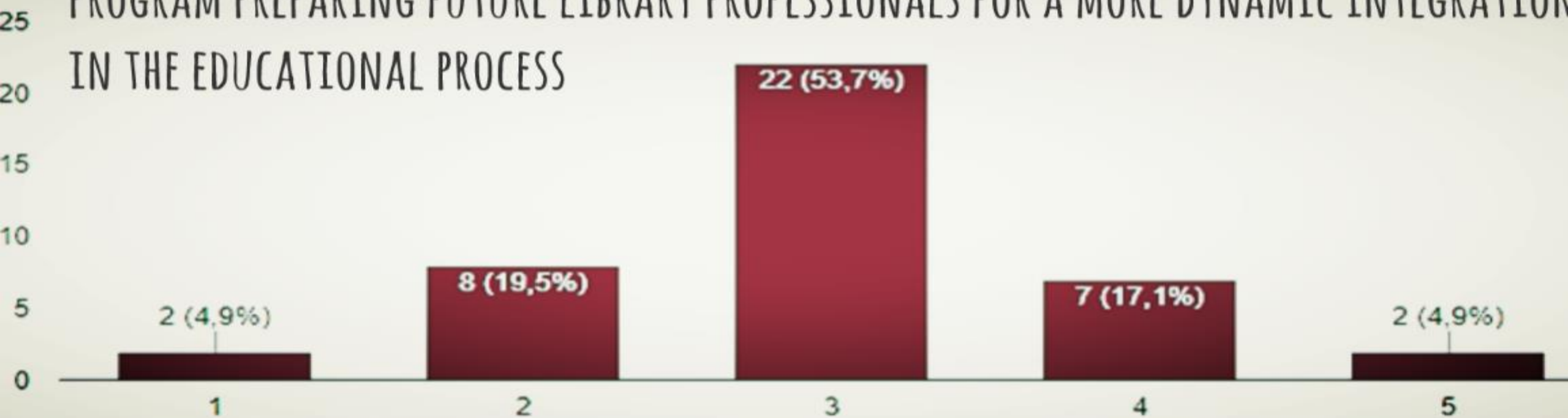
- Yes
- No

PROGRAM ADEQUACY TO INFORMING STUDENTS ON PROFESSIONAL RIGHTS AND RESPONSIBILITIES

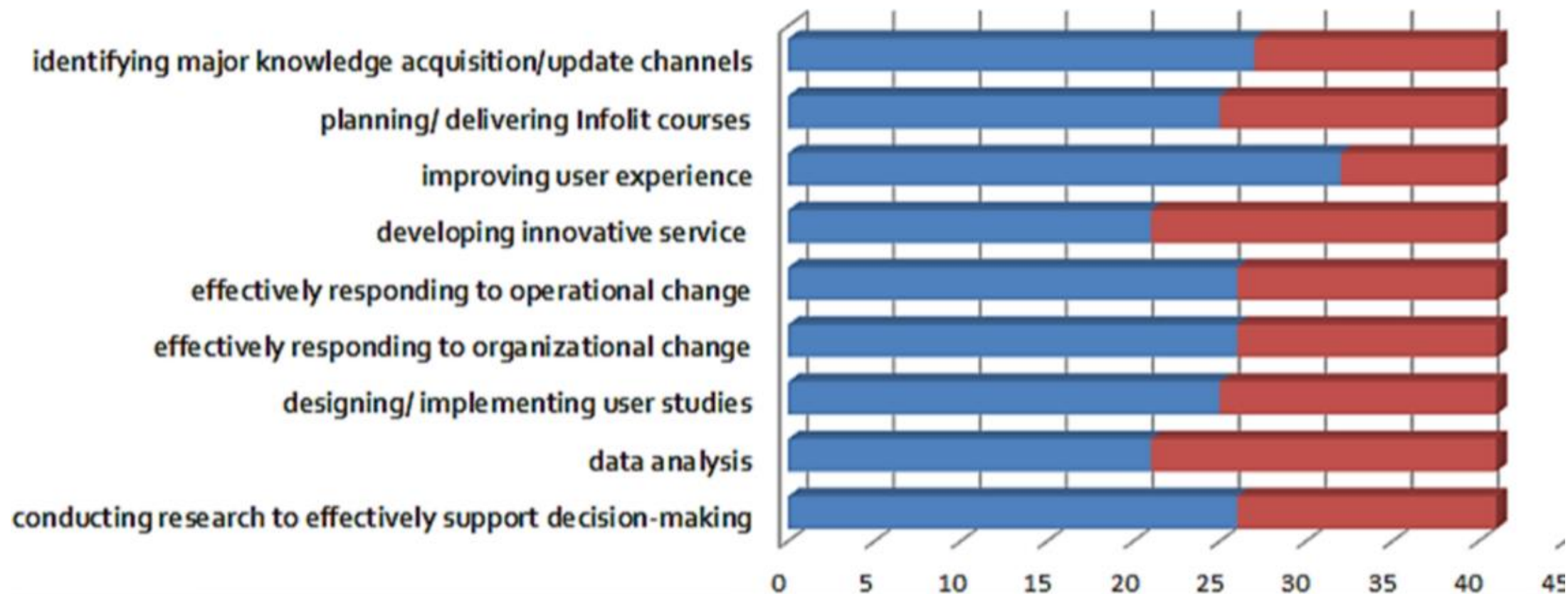
# PROGRAM ADEQUATELY INFORMING STUDENTS ON FUTURE JOB REQUIREMENTS



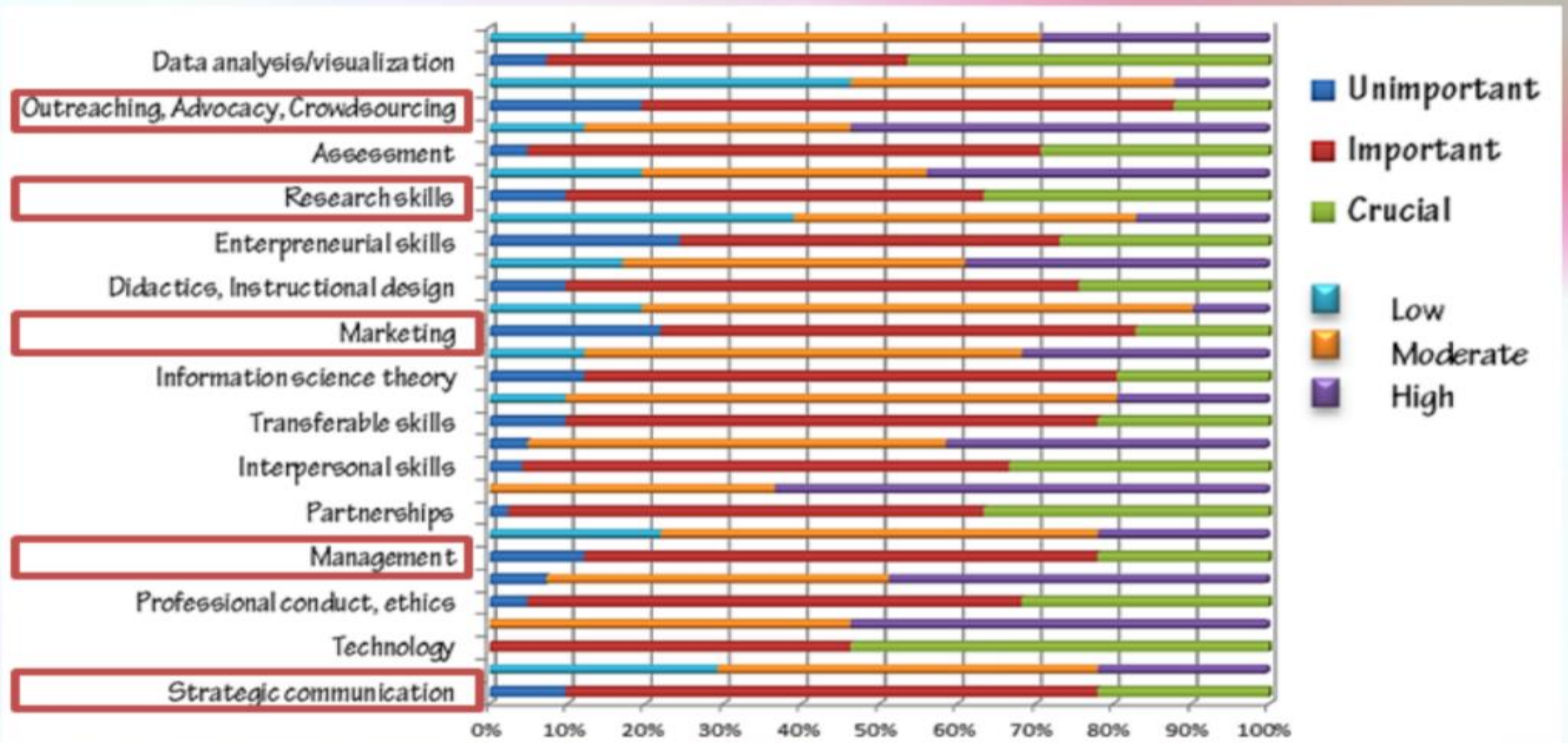
# PROGRAM PREPARING FUTURE LIBRARY PROFESSIONALS FOR A MORE DYNAMIC INTEGRATION IN THE EDUCATIONAL PROCESS



## My program has adequately prepared me for ...



# RATING PROGRAM CONSTITUENTS ON THE BASIS OF IMPORTANCE AND STUDENT COMPETENCE





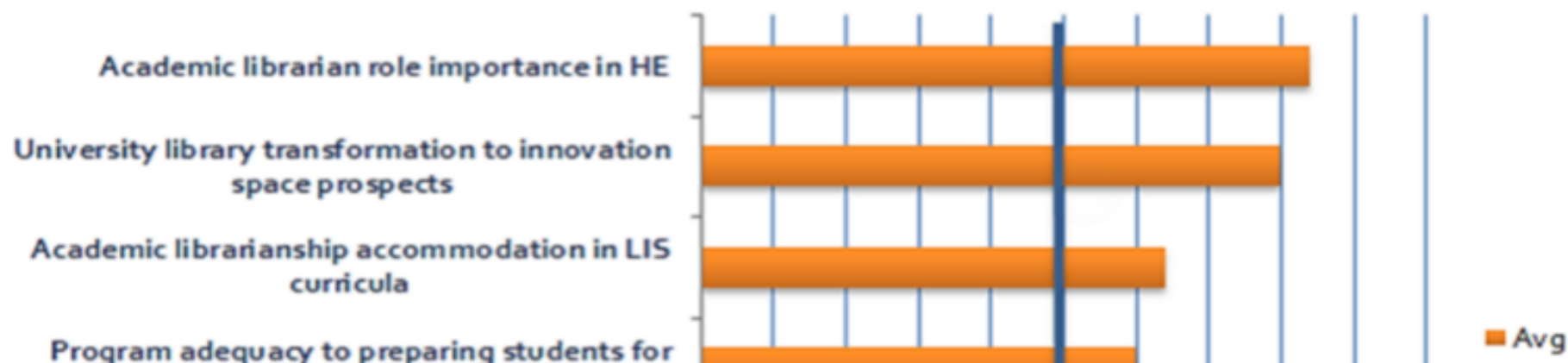
RESPIRATION



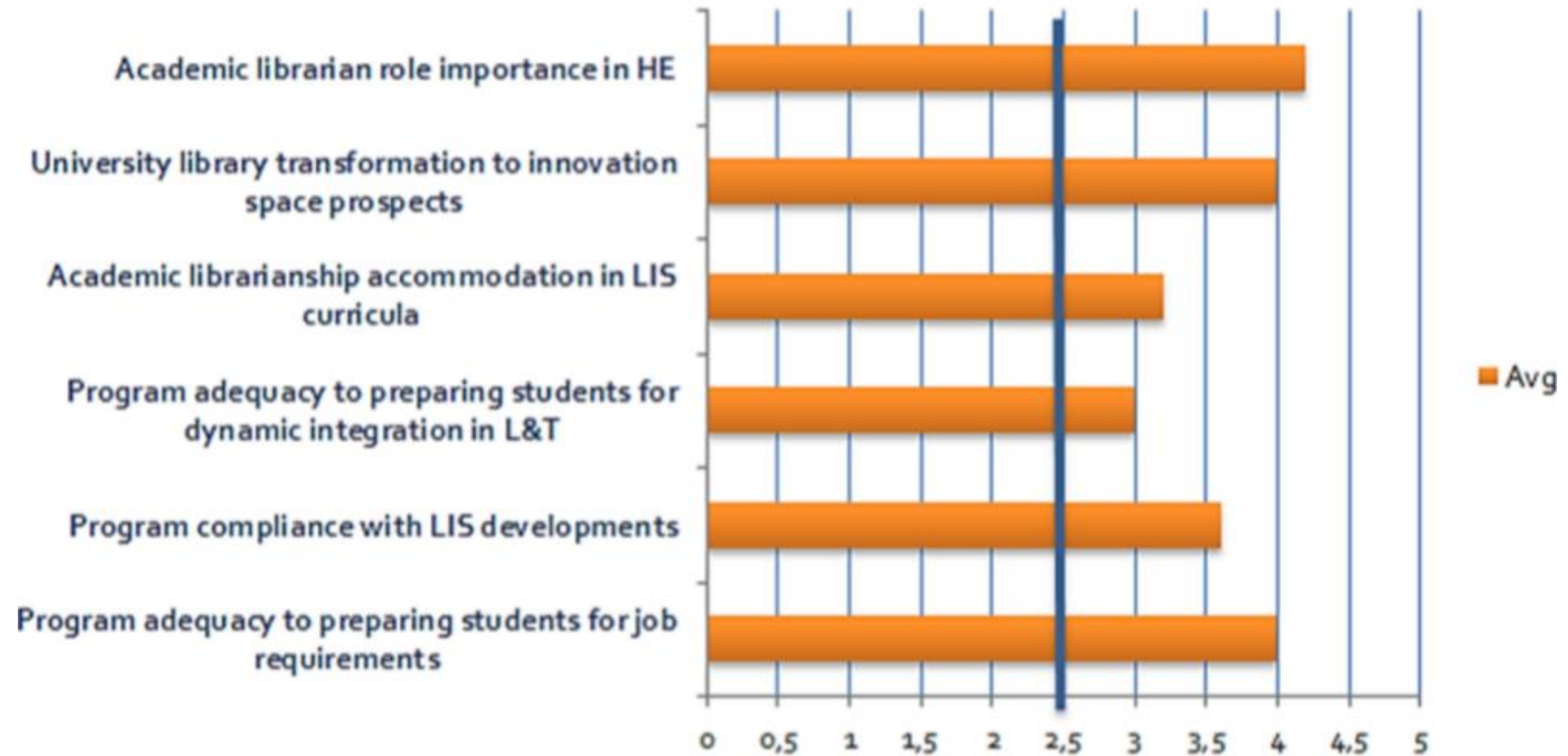
CLOSING COMMENTS



- GENERAL DISINTEREST IN THE TOPIC WHICH COULD VERY WELL BECOME OBJECT OF A LATER STUDY
- LOW ACCOMMODATION OF ACADEMIC LIBRARIANSHIP MODULES IN LIS CURRICULA
- GAP BETWEEN IMPORTANCE/RELEVANCE ATTRIBUTED TO SEVERAL ACADEMIC LIBRARIANSHIP CRITICAL SKILLS AND SENIOR STUDENTS' CORRESPONDING SKILLS/KNOWLEDGE ACQUISITION LEVELS
- RESERVED OPTIMISM WITH REGARD TO LIBRARY UPGRADING ITS ROLE IN "MULTIVERSITY"



# EXCEEDED OPTIMISM WITH REGARD TO LIBRARY UPGRADING ITS ROLE IN “MULTIVERSITY”



THANK YOU FOR YOUR ATTENTION!!!

LOOKING FORWARD TO YOUR COMMENTS AT [LIASANTDSV@GMAIL.COM](mailto:LIASANTDSV@GMAIL.COM)

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