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E-LEARNING IN (THE ACADEMIC) LIBRARY, LIBRARY IN E-LEARNING

Libraries, academic in particular, have applied new computer technologies in their activities for a long time. The effect of continuous development of library applications such as integrated library systems (ILS) allows the librarian's actions to be computerized. Yet acquisition, cataloging, and circulation of library collections, supported by ILS, library realize also didactic tasks toward their users [Grygorowicz and Kraszewska, 2007, p. 175]. Over the last dozen years, didactic functions of the library have become computer based however not in the grounds of the integrated library system. The emergence of the e-learning platforms has exact cooperation of both platforms and the integration of activities.

One of the most important tasks of the scientific library is connected with its didactic functions. The library functions in two parts. As the institution supporting the education on the higher level, the academic library is the resource of literature used in the educational process. On the other hand librarians also realize these processes leading instructions of their users in different forms, from library lessons to trainings on finding information and the techniques of the intellectual work, enlarging their informative skills (information literacy). This way librarians contribute to creation the informative society, strengthening their role as guides in the world of information.

In recent years, the library didactic tasks are supported by educational technologies, such as e-learning. It becomes the source of supplies for courses realized on the principle of e-learning at the same university and as executor of courses prepared by library. The unique place of the university library in educational electronic environment, realizing two different roles: as own didactic processes performer and as supporter of other's didactics (especially university teachers), as well e-learning methods used during realization of each role is the theme of my article.

E-learning is defined as the modern form of distant learning applying such forms as post correspondence, audio conferences, video demonstra-

tions, and the courses of the interactive television. Now it is realized with the utilization of electronic tools (computers, dedicated software, wide nets). It is treated as part of distance education which applies electronic techniques. This term is used regarding the education led in Web[1], when the teaching is held in the online mode. But remotely and online accessible information resources supporting teaching and learning is not enough. The experts show the need of general, integrated organization of the full process of teaching in the environment of the Web that leads to changes in the process of acquiring information and its process into knowledge [Gruca, 2010, p. 17]. E-learning is more than applying the software platforms in Web. It relates to the whole process of the delivery of digital contents – this is why applying educational video films, digital cameras, the edition of graphic arts, sound, and text for the realization of demonstration or project or utilization of interactive boards during teaching occupations is treated as e-learning.

E-learning in the library

E-learning courses carried out by librarians are directed to two kinds of participants: librarians themselves and library patrons. Librarians participate in continuing education courses led by the e-learning method as a method to enrich their qualifications and competences. They can complete their education or gain new skills in the process expanding their personal development and shaping their opinions. Trainings in libraries at the circulation or reference desk are one of the main methods of investing in human resources and increasing their competences [Haley, 2008, p. 34]. Materials prepared by experienced librarians can help the initiation of new workers to the librarian profession, and workers with more experience have the opportunity to acquaint others with the newest directions of the development of their profession and changes in the surrounding environment (e.g. changes in users expectations and information needs). The permanence of these changes forces librarians to seek status as experts in information retrieval requiring continuing education in their field. The education of net-librarians is necessary as they are persons who are able to professionally prepare and conduct the online course [Śniechowska-Karpińska, 2006]. Małgorzata Caban distinguishes two kinds of courses designed for librarians: universal courses, delivering knowledge and skills useful in the various professions[2] and strict professional courses, directed to librarians exclusively [Caban, 2012, p. 28].

[1] In addition to access to the Internet and local networks, it is also necessary to have access to tools, such as Course Management System (CMS), blogs, Wiki, e-mail, communicators etc.

[2] Mentioned courses given as examples include those relating to questions connected with computer competences, the acquaintance of foreign languages, management and marketing, law and administration, and finance.

It is possible to distinguish several categories of tools usually used by university libraries for enhancing user's information skills:

- Guided tours of libraries to help users better locate material in collections, what can be prepared in electronic form;
- Specific aids, as user guides (which can be made accessible online), or reference material which gives answers to specific questions (for example, FAQs placed on library Web page);
- Training courses, which usually require a more significant commitment (both from the user and teacher), and which are intended to provide thorough knowledge in a particular area of searching. Such courses may include direct teaching by librarians, computer-based help software (standalone, accessible only from library computers) or online information literacy e-learning courses [Hadengue, 2004, p. 397].

The categories mentioned above demonstrate integration of two strategies using ICT: focused on getting access to online information and focused on training by means of these new tools. In the first case, the primary goal is to provide on-line content for improved information searching and management. In the second case, the primary goal is to develop innovative learning activities in which the communication and structure of information are prominent. Online help may be seen as an example of the first strategy, and Web-based user's guide designed as a training course may be seen as an example of second strategy.

Polish academic librarians, since the beginning of the XXI century, more and more often participate in the didactic processes of the universities, leading online and mixed courses (blended learning), making accessible guides on collections, subject lists and network resources, and leading informative activity (synchronically – e.g. by internet communicators and asynchronically e.g. through email). Training needs of library users are as diverse and as varied as the group of people using the library. They are both scientific workers and students (all years of studies), and even school pupils. Every library is visited by persons related with the university and those who are not affiliated with it. Clearly this indicated that it is difficult to find one pattern to answer various needs. This creates the requirement for the preparation of a diverse educational offer and e-learning. This makes the university more attractive by distinguishing it from others due to these digital formats of education. Online courses organized by libraries should not only encourage browsing of the library collection but also support the educational activities of libraries as places where the user not only obtains access to information but this information is also consciously processed and co-created [Zając, 2012, p. 15]. The offer comprises library training for the students of primary years, training for students preparing graduate work, online instruction for using library resources and services, advice and consultations, virtual tours of the library (sometimes in a form of presence in

Second Life) [Moczadło, 2011, p. 80]. This is the progress of the library's role from the tradition to the Internet environment and e-learning platforms.

Anna Grygorowicz and Elżbieta Kraszewska indicate the following as advantages of library trainings in the e-learning mode:

- Students are able to begin library training before beginning the academic year, what makes up their frequent postulate, but without the need to arrive at the place of study;
- Thanks to the above, the possibility of independent use of the library comes into being before beginning lessons;
- Accessibility of trainings 24/7 from any place offering access to the Internet;
- Innovative and attractive forms of occupations;
- The possibility of freely coming back to the content by the student;
- Reduces the stress experienced by a new students, resulting from the necessity of moving into an unknown place;
- It is an opportunity to create content that will be readily accessible on the Internet the compendium of the knowledge about the library which every interested person can use;
- The easiness of actualizing and modifying contents of online training;
- Relief for librarians from leading yearly traditional library trainings, engaging the considerable part of the staff in the busiest period of the beginning of the academic year;
- The lack of need for repetition of library lessons for absent students;
- The possibility of utilization of the elements of training to enrich information created by librarians and available at the library Web page as forms of promoting the library [Grygorowicz and Kraszewska, 2007, p. 176-177].

Arising from the above the expense of the initial effort in the preparation of materials and resources accessible online later gives the advantage both for librarians and the users of academic libraries. Simultaneously, this offer is addressed to the specific group of persons: the Net generation [Hojnacki, 2011, p. 40 and next], problems connected with this type of training, as e.g. the barrier of the acquaintance with IT, does not play a significant role. Though this form of training can create problems for persons with visual disabilities who study at our universities more and more often [Ślusarczyk, 2011, p. 18].

Often the activities of the library in online training result in the increase in the interest of using the library services consistently. During the realization of contact of librarians and their potential users in e-learning positive relationships are formed with students who notice the relationship among the growth of their knowledge and skills and use the library resources, both of these accessible online as well as traditional (printed).

Librarians should play the essential role in supporting teachers in the realization of possibilities of e-learning through delivery of library specific

models of services. They create educational modules realized on the Web, supporting lessons integrated with the didactic processes of the course, and allowing them to actively follow students after materials have been presented through the realization of retrievals on subjects directly interesting for them. Students receive immediate correction of the retrieval strategy during the training and they can return to training at any moment to enhance their skills in subsequent tasks. The workers of the information desk can use these experiences to aid users in using information resources. This type of blended approach to the formation of information competences gives students and librarians leading trainings the possibility of applying various teaching techniques and encourages to active participation in trainings without time limitations (7/24), which is appealing to students.

Many school librarians co-operate with academic teachers during the creation of courses both online and traditional. They workout online guides and instructions for the retrieval of library resources which include modules demonstrates to the students resources not only offered but their critical evaluation with regard to individual needs resulting from the subjects of works researched by the students, the range of examinations etc. These modules are especially effective if they are integrated with teaching contents and materials indicated by leading the lessons.

By offering lessons and courses on the research strategies, librarians show students useful scientific and didactic resources and they co-operate with the workers of the university in planning and projecting the courses of distance education (in peculiar online courses). This allows the integration of questions regarding information literacy with the didactics contents. The didactic workers of the university need help in this range because the skill of expressing information needs, choosing information resources and information retrieval and the critical evaluation of online information retrieval results are the key for the success of e-learning processes. Co-operation with the librarian lets them concentrate exclusively on the essential didactics content.

The library in e-learning

On the university level there is a need for a single-step approach for students to gain access to all relevant information and materials that they need at one place on the Net: the hours and location of their courses, class notes, textbooks, link collections, electronic resources, e-learning material etc. [Hapke, 2005, p. 181]. Virtual learning environment (VLE) is here solution, what is the base for one of electronic repositories in the university, in parallel to other such repositories. The output of e-learning consist of numerous documents of different forms: text, audio and video files, coming from different repositories or digital libraries. These digital libraries also contain learning objects as structured electronic resources containing

high quality contents and clearly described learning goals and dedicated audience. The context is described in its metadata, which are base for information management systems, and the competencies of library staff are helpful here.

It is important to make the library visible in university e-learning environment through integrating library services and VLE. The principal functions that the complete VLE needs to deliver are:

- Controlled access to curriculum that has been mapped to elements that can be separately assessed and recorded;
- Tracking student activity and achievement against these elements using simple processes for course administration and student tracking that make it possible for tutors to define and set up a course with accompanying materials and activities to direct, guide and monitor learner progress;
- Support of online learning, including access to learning resources, assessment and guidance. The library role is here important. The learning resources may be self-developed, or professionally authored and purchased materials;
- Communication between the student, the tutor and other learning support specialists (e.g. librarians) to provide direct support and feedback for students, as well as peer-group communications that build a sense of group identity and community of interest;
- Links to other administrative systems (mentioned later in the text), both inhouse and externally.

The library should be involved in the selection, development and implementation such a platform. In every VLE there exist modules like chat and bulletin boards to encourage exchange between students. Places for learner expression are needed, e.g. electronic portfolios, a form of learning diaries. Social services, like wikis and weblogs may be additional instruments by which libraries have a chance to use these new tools as communication instruments between their patrons or between the library and the users.

During e-learning the interaction between teacher and student is more difficult than usually, what may cause a doubt. To remove it, the pupil has to rely on didactic materials. It is necessary to take into account the following questions connected with library participation in e-learning:

- The sources of information and materials delivered during the realization of the course;
- The general familiarity of the library and information resources by students;
- The preferences of retrieval tools and information resources;
- Visibility, use of the library Web site, and the real level of utilization of the library and other libraries by students.

Academic libraries always serve their school environment delivering information resources indispensable to the processes of teaching, learning,

and scientific research. The activity of these libraries is computerized for the most part, what facilitates applying e-learning in the digital environment. The support of e-learning consists in the delivery of comfortable access to resources and digital services. Both controlled information sources (that is, provided narrowly by the teacher's text book) and open information sources are available in parallel. These resources are OPAC records, the bibliographic databases, multimedia resources, online periodicals and other full-text resources (such as electronic books, digital libraries, and repositories). Utilization of the newest technologies in academic libraries making accessible resources and services to support learning, teaching and scientific research, is profitable both for traditional educational purposes (in classes) and distance teaching. Some claim that this means the possibility of the realization of these processes without the need to attend the library [Sen, 2009, p. 177]. This is important because at least one of the aims of the realization of lessons in the e-learning mode is making possible the continuation of learning without the need of frequent visits at the university, and also library [Pujar and Kamat, 2009, p. 24]. The e-learning environment should deliver a balanced infrastructure for making accessible teaching contents, information resources and services through one, integrated access point both to students, academic teachers, and librarians. This creates new opportunities for the library to project and make accessible its services. It gives libraries considerable possibilities of reaching to teachers and students directly in the place of the realization of didactic and research processes. It is also a chance to showcase library services, also based on traditional (printed) resources, to this group of students, which in their literature searches skips the library, going to the Web and its resources directly, and who, according to American investigations, are more and more often those seeking information [Gauder, 2010, pp. 24-25].

The library can participate in e-learning realized at the university through delivery of resources and services in four ways. These are outlined below from the simplest solutions to the most difficult:

1. The non-interference model in which the library works independently making chosen resources and services accessible without deep investigation of the needs of led courses. Problems include inadequate resources supply and lack of the quality control;
2. The model of mediation, connected with the identification and use of materials and services possessed and available through the library applied in every supported course. This can also enclose some expert advices on subjects like copyright or licensing issues, where librarians are usually much more experienced that faculty or e-learning staff;
3. The advanced model, in which the library makes accessible its resources created especially those on the needs of e-learning courses. They are often unpublished and/or non-textual materials, such as video recordings,

PowerPoint slides, etc. Creating and making accessible these types of resources enlarges the costs considerably so the library should co-operate with teachers to adjust their activities to the teaching program;

4. The complete model in which the library should copy the whole set of textbooks, periodicals, encyclopedia, graphic arts, maps, and other multimedia which are used in present courses at the university. The set of diverse didactic materials comes into being in the electronic version in this way satisfying all teachers and their pupils informative needs [Wang and Hwang, 2004, p. 410].

A profitable situation comes in the case of inclusion to these processes of resources and services of the existing digital library. This means computerizing all supplies and tools in their entirety to make them accessible. This includes access to all materials in electronic form, beginning from the teaching programs, textbooks, curriculums, computer software, models and simulations, intelligent systems of the teaching, access to remote research instruments, results of scientific researches represented both in scientific journals and in the resources of the grey literature and unprocessed data as result of experiments and multimedia resources. Digital libraries deliver the services for authors and teachers, such as: annotations, metadata preparation, evaluation and reviewing of delivered materials. The students have the possibility to finding information by subject criteria, access to the resources of data from experiments, through co-operation with colleagues, forming archives of the materials, recommending, and managing of the copyright. Students, their teachers, and independent researchers can express their opinion on available forums.

The library mainly serves as the tool of organization and delivery of information and its resources to users. Passing on information among librarians, scientific workers, students, and other workers of the university enlarges susceptibility to the co-operation and amplifies skills, and shapes strong relations based on the confidence. The co-operation between librarians and teachers facilitates the open approach to projecting the courses and supports the realization of the aims of the teaching and learning, particularly in the case of a student's inclusion in this co-operation and use of opinions obtaining from them. Such an approach distinguishes the library as the active partner in the educational process, supporting the other participants of this process in gaining informative skills through the teachings [Sharifabadi, 2006, p. 394]. Example of such cooperation is Swiss CALIS[3] (Computer-Assisted Learning for Information Searching) project aimed at teaching students in economics and in dentistry how to utilize the information resources provided by university library [Hadengue, 2004, p. 399]. The course can be offered as an integrated or a stand-alone. In the case of an integrated course, the Internet-based CAL package is integrated to an already existing university course and may take place in the library. Overall supervision is

[3] http://www.unige.ch/biblio/ses/calis/index-e.html

provided by a professor, who also provides the accreditation reference. Direct tutoring may be delegated to librarians or assistants. In the case of a stand--alone course, the CAL is not part of existing university course, but is meant to be a full, autonomous course on important aspects of information literacy.

The library should strive to create an e-learning support center whose task is teacher training in integrating educational technologies within the programs of the teaching to make educational contents accessible. The center should be a place of integration tasks performed by every participants of e-learning activities in the university: librarians, teaching staff, technicians and others (e.g. students representatives, registry, finance, human resources), who can set up a formal team responsible for e-learning decisions. For e-learning to flourish, all systems must interact to ensure that there are no blockages or inhibitors. This center can have intelligent e-learning classes within the realization of these tasks, functioning on the principle of videoconference and other applied methods enabling teaching elasticity of spatially distracted students. The holistic approach is indispensable from the side of the library thanks to various methods. Traditional and digital media are integrated in the process of learning and teaching. During the creation of e-learning strategy, especially on institutional level, libraries play the principal role supporting the retrieval and organization of resources supplementing programs and courses applying e-learning in the aim of making aids for of students. In developing this e-learning strategy, it is vital to have (a) a clear vision of desired outcome (i.e. ubiquitous, lifelong access to higher education); (b) an understanding of the current capacity and attitudes of the relevant staff (in that librarians) and (c) a coherent set of steps to move from the current situation to the desired outcome [MacKeogh and Fox, 2009, p. 152]. The role of the library undergoes the transformation from simple delivery of library resources to fulfilling the participant's the didactic process needs. The library also supports the development of research skills by encouraging users to find, retrieve, uncover, and use valuable online resources.

Access to the printed resources of the library is still important, to materials useful in the didactics, and inaccessible in the electronic version. This is connected with problems of delivery to users of documents in printed form. At least the metadata of these documents exists in the digital form, accessible in OPACs and indexed databases. It is necessary to expect orders for these documents from the library's resources or through ILL. One can pass materials by ordinary or courier post to users, dispersion of the resources to closer locations for e-learning students, creating a consortium of libraries to serve these students. One can also use digitalization on demand, e.g. articles from periodicals and send them to students in the electronic form.

The integrated access to resources of all kinds offered by the library (printed, electronic, textual and audio-visual) plays the important role. The

integrated retrieval of metadata is useful. It should comprise the resources the library wants to make accessible to its users: books, articles, databases, photos, films, sound recordings and others created by the library (OPAC) and bought from external suppliers. The effect of the retrieval is the complete access to the document (full text for textual documents), in the digital or printed form, and the suitable speed of the performance assures applying one index of metadata accumulated in advance [Nahotko, 2011, p. 203]. The similar effect can give integration of retrieval by Web 2.0 tools, mainly via the use of OPAC 2.0 [Mystkowski, 2012, pp. 39-40].

Circulation of the library's resources and external sources does not exhaust the library's role in e-learning. The information professionals who uses their knowledge and skills helps the understanding of the functioning of the ILS (especially its user interface) and other information retrieval tools as personal information resource. The most often applied medium for the realization of information activity in the electronic environment is e-mail which allows contact with the librarian from any place and any time. There are also more simultaneous communication tools, which allow the librarian better and interactive meeting of user information needs and this way formulating a more effective the answer on the question.

To summarize, school libraries while participating in e-learning processes should fulfill two kinds of requirements:

1. Technical and functional requirements:
   a. Support accessibility and integration of many various information resources, as part of the activities connected with learning;
   b. Aggregated access (finding and circulation) to the content in any area of learning;
   c. The delivery of bibliographic tools allowing for an easy search and creation of end-of-work bibliography;
   d. Access to the tools for the transformation and presentation of content in formats demanded by the user;
   e. Inclusion of anti-plagiarism software to the system of contents management for assurance of the credibility of content.
2. Technical and cultural requirements:
   a. Inclusion of the library resources to the system of content management;
   b. Integration with resources of the external, commercial information services;
   c. Customization of the performance of the system by writing down personal preferences;
   d. The delivery of easy access to digital information services to every place they are needed;
   e. Inclusion of training modules in retrieval services for support of the retrieval process.

Conclusion

Together with new and more perfect information technologies, libraries become one of the first institutions to introduce new information systems, in the form of integrated library systems and services of providing full-text electronic resources, through the effect of the digitization of printed documents (digital libraries). It makes it possible for libraries to function in the role of institutional access points to information contained in printed and digital, internal and external resources, such as journals and other periodicals, books, and of audio-visual resources. It is not surprising that since scientific workers and teachers began to apply e-learning strategies in their didactic activities, libraries have started to play the key role in these works, by contributing to finding and organizing of information resources in the aim to aid the realization of programs of teaching and courses applying e-learning and the assurance of support of the students while executing of works and practices set to them.

Simultaneously the librarians enriched with new tools of their own didactic activities, realized earlier in the form of traditional library lessons and courses aimed in enlargement of information skills of library users. They are often realized in the form of blended e-learning and complemented by the traditional information services, for example in the library department of scientific information. Sometimes both forms of participation in e-learning are joined, when e.g. the materials, prepared for the library lesson, serving for accessing the library information (e.g. about kind and place of providing services), are included in teaching the content of courses projected by the university teachers.

The e-learning application in the academic practice demonstrates the complex role of the school library in the didactic process through making resources and services offered by libraries readily available, especially in the electronic form and through their direct inclusion in the all stages of didactic processes. The library can then strengthen its position in the academic environment by making accessible more advanced and valuable services, such as:

- The realization of programs for the development of informative skills which should take into account all participants of the didactic process needs and help them in creating the maps of knowledge on the basis of library resources used and the strategy of solving problems;
- Encouraging the teachers and students to define a range of resources applied in e-learning and the ways for their utilization;
- Utilizing librarians' knowledge to support the creation of instruction and projecting didactic activities, such as creating maps of learning by the use of notions from thesauri and ontologies.

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Marek Nahotko

E-learning w bibliotece (akademickiej), biblioteka w e-learningu

Streszczenie

Biblioteki naukowe uczestniczą w zajęciach dydaktycznych realizowanych w trybie online (e-learning) w dwóch rolach. Po pierwsze same organizują różnego rodzaju kursy i szkolenia dla pracowników bibliotek swoich użytkowników (e-learning w bibliotece). Po drugie współpracują podczas przygotowania kursów e-learningu przez dydaktyków macierzystej szkoły wyższej (biblioteka w e-learningu). Artykuł przedstawia role i zadania bibliotek z obu tych punktów widzenia.