

Teaching with Limited Presence: Making a Case for a Global Librarianship Course

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The design and delivery of a learning experience require a robust infrastructure, support, and resources. The article documented and described decisions leading to challenges brought about by the instructor's limited presence in implementing viable course activities. Graduate students from ASEAN-member countries studied global librarianship taught partly at a distance to complete a library science master's degree at a Philippines university. Using a case study approach, the researcher documented the elements considered in designing the course, such as students' background, knowledge, and technology literacy skills. The researcher also explained the decisions made about technology tools and applications used to support course delivery. Further, the article addressed how the researcher managed the student characteristics and diverse teaching contexts as assets or barriers to a positive academic experience. Finally, the re-searcher discusses future course redesign efforts.

Keywords: Creative solutions, Design, Global librarianship, Learning experience, Online delivery

Introduction

Many educators find teaching online challenging for multiple reasons beyond content knowledge or expertise, such as preparation or training, technical support, and access to appropriate tools, applications, and resources. Nowadays, many higher education faculty members face the potential of redesigning their face-to-face courses to an online format. The lucky ones find themselves working with instructional designers and technologists in getting their classes ready for delivery at a distance. However, some find themselves putting together the various course components alone or with some assistance and guidance from their peers. The current situation brought about by the COVID-19 pandemic accelerated the need to teach courses online (Barrot, Llenares, & del Rosario, 2021; Onyema et al., 2020; Rotas & Cahapay, 2020; Ruiz, 2020).

Context

In mid-2018, before the pandemic, a university in the Philippines asked the author (referred to as researcher in this article) to teach a cohort-based graduate program on library and information studies specializing in theological librarianship. Initially, the newness of the course in the master's degree program required more research and preparation. Since the instructor lived miles away (USA) from the university campus (Philippines) during the academic term, course delivery needs rethinking beyond face-to-face meetings. The distance between the instructor and the students required the delivery of several course components online.

Content

The course titled "Seminar on Global Librarianship" was one of the twelve courses required for graduate students to complete before taking the comprehensive exam and writing the thesis paper. The course had learning goals focused on:

- Acquire, process, retrieve, and disseminate information by international library cooperation driven by standards, policies, and practices.
- Discuss the systems within geographical areas, regions, or individual countries to improve libraries and library services.
- Analyze the impact of socio-economic, educational, and cultural challenges on foreign libraries' information systems, services, and practices.
- Discuss the influence of fundamental international communication and cooperation concepts globally on the library and information science professions.
- Demonstrate the contribution of library and information science philosophies, objectives, practices, and

policies to the growth of global librarianship.

Format

Given the distance between the students' and instructor's locations, the course provided face-to-face and online activities (Khlaissang & Songkram, 2019; Ustun & Tracey, 2020). The course delivery setup opened for mixed modalities from online to face-to-face interactions and completion of tasks. The students had a face-to-face learning experience when the instructor taught at the university campus during the last month of the semester. Online learning experiences occurred when the instructor lived in his country of origin (USA). Online activities used and integrated authentic learning experiences involving individual and small groups (Khan, Egbue, Palkie, & Madden, 2017). Examples included students conducting SWOT (Strength-Weakness-Opportunities-Threat) analysis of libraries in their respective countries or contexts. Sammut-Bonnici & Galea (2015) described SWOT analysis as a strategy of generating data on an organization's strengths and weaknesses and the opportunities and threats emanating from external sources. Students connected with their colleagues using web-based applications and other electronic means of communication to conduct interviews as part of data collection in completing their papers.

Students developed proposals introducing global librarianship activities to their home organizations. The instructor also took advantage of the online availability and accessibility to the International Federation of Library Associations (IFLA) conference online events. Students participated, lurked, and observed patterns and themes generated by the live-streamed sessions, abstracts, and discussions. Further, the course created online opportunities for instructor-student interactions (Purarjomandlangrudi, Chen, & Nguyen, 2016; Cho & Tobias, 2016) through discussions (Soffer & Cohen, 2019) and videoconferencing sessions (Khlaissang & Mingsiritham, 2016).

At the university campus, with the guidance of the online instructor, the students carried face-to-face interactions as in other classes. Within the global librarianship course, activities promoted interactivity among students as they worked in pairs, connected with local experts, and conducted interviews resulting in writing a comparative paper about organizational operations and administrative activities of libraries. Finally, the course experience provided an opportunity to build a sense of community (Lin & Gao, 2020; Phirangee & Malec, 2017) as a cohort group but with other graduate students attending on-campus classes.

With the return of the instructor to the university campus, students had opportunities to engage in face-to-face activities. For example, the association of local librarians organized events for professional development which students could attend. However, students had limited access due to financial matters. One face-to-face activity involved getting students to co-facilitate workshops with their instructor, opening opportunities to participate in other sessions. The face-to-face event allowed them to experience the professional community beyond their cohort group and open connections to practicing librarians.

Issues

During the initial course design and development stages, the researcher had to address several internal and external issues in creating and delivering the course, such as 1) New content knowledge (global librarianship), 2) Appropriate instructional strategies, 3) Available technology-based tools and support, 4) Diverse student profile, and 5) Limited instructor's physical presence.

New Content Knowledge

Global librarianship includes studying existing library structures, accessible services, and available resources in international contexts. Teaching relevant content also involved international perspectives in student experiences, discussion of misconceptions, and advocacy for reflective practice (Sellar, 2016). However, as adult learners, the students had vast experience with libraries in their home countries, such as Indonesia, Myanmar, Taiwan, and Thailand. The four Filipino students in the group brought perspectives of libraries from different parts of the country (i.e., North, South, Central, and the National Capital Region). The instructor realized that new content could be an issue for these students. However, past experiences working in libraries in their home countries could provide students the bridge in connecting with the new learning materials.

Appropriate Instructional Strategies

Students completed almost all their graduate courses using a face-to-face format. They enrolled in the global librarianship course at the end of their master's program with a robust library and information services background. Given

the unique situation of the limited physical presence of the instructor, the class used online tools and applications to support appropriate and relevant teaching and learning strategies. Many strategies supporting online presence and engagement (e.g., blogging, discussion) involved the use of email communication, videoconferencing, web-based readings, and virtual field experiences (Kehrwald, 2008; Yang et al., 2016). Offline and face-to-face activities included interactions with other students and faculty members, local librarians, and the library community.

Available Technology Tools and Support

At the time of the course implementation, the university did not subscribe to a learning management system. Teaching at a distance at the university was in its infancy. The instructor had to develop instructional solutions to deliver classes with a limited physical presence. Based on prior teaching experiences at another university, the instructor decided on three critical areas that a course needed to work on: Content, Engagement, and Assessment. The instructor identified available technology-based tools and applications given these areas (Bennett et al., 2015; Pérez-Álvarez et al., 2018). For content, the instructor chose a free web development application called Weebly.com to build a course website that housed various materials such as content pages and links to readings and resources, assignment instructions, and examples. Technology-based tools, such as email (e.g., yahoo mail), videoconferencing, and blog applications (i.e., from Weebly.com), supported engagement. Using the blog feature of the Weebly application, students shared responses to prompt questions, discussed relevant ideas and interacted with peers, and reflected by connecting their acquired knowledge to library practices. Finally, students submitted their outputs for the assessment using emails.

Diverse Student Profile

The cohort-based program enrolled twelve graduate students comprising eight females and four males. The program also recruited the students from member-organizations affiliated with the Association for Theological Education in Southeast Asia from several Association of Southeast Asian Nations (ASEAN) member countries (ATESEA, 2019). The cohort hailed from Southeast Asian countries of Indonesia (2), Myanmar (4), Philippines (4), Taiwan (1), and Thailand (1). All students worked in a librarian role or library context in their home countries before attending graduate school at Central Philippine University as the host institution. The instructor described the students' profile as an asset in augmenting the course content focused on library science. The prior library experiences from different countries provide materials to expand the conversation aligned with the learning objectives (Dokko, Wilk, Rothbard, 2008). However, the diverse experiences related to technology and its use became more of a challenge to the course delivery (Rotas & Cahapay, 2020; Ruiz, 2020).

Limited Instructor's Physical Presence

For the duration of the course implementation, the instructor teaches the course at another location, i.e., 9,000 miles away. The instructor accessed the class and connected with students through various technology-based tools for the first semester that ran about four months of the academic year. The month before the semester's end, the instructor returned to the university campus and conducted the remaining course activities using face-to-face meetings and field-based experiences. Teaching with limited physical presence requires a rethinking of instructional approaches compared to teaching in a face-to-face format (Gurley, 2018). Several strategies used involved creating opportunities where students connect with others and the instructor online using various technology-based tools and applications such as emails, videoconferencing, and blogs.

Research Design and Methods

As a new course delivery experience for all parties involved, the researcher noted the different phases of course development using a case study approach. The researcher also documented various course activities to support the collection of student-generated artifacts as data. Narratives about the new course delivery for a higher education institution in the Philippines could provide opportunities to comprehend how some forms of online teaching and learning could be viable education options. The unique contexts and student population prompted the researcher to focus on the course implementation experience as a case study. Thomas and Myers (2015) defined case studies as "analyses of persons, events, decisions, periods, projects, policies, institutions or other systems which are studied holistically by one or more methods" (p. 7).

Research Questions

The researcher's interest focused on seeking answers to what happened in this attempt to deliver a graduate course

with limited instructor physical presence. The information gained from the teaching experience could help build a case for more opportunities for course delivery with minimal instructors' physical presence or online in the Philippines' higher education settings. Documentation on course design and delivery identified challenges for the instructor (also the researcher) and graduate students. The future of delivering courses at a distance seemed no longer remote. In building a case study, the researcher explored the lessons learned from student experiences after completing various activities during course implementation (see Figure 1) with the following research questions.

1. What are the student experiences in completing the course activities?
2. What are the lessons from the course experience?
3. What course activities did the students find supportive of their professional development?

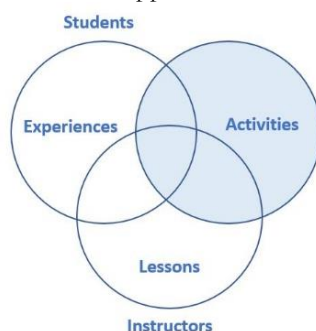


Figure 1. The inquiry focuses on experiences, activities, and lessons from the course design, development, and implementation.

Design

A case study is a research methodology commonly used in social sciences. It allows the researcher to examine a phenomenon within its real-life context. Case studies involve descriptive and exploratory analysis of a person, group, or event towards a deeper understanding of underlying principles' causes (Yazan, 2015). Also, the case study as a report could include quantitative evidence, rely on multiple sources of evidence, and benefit from theoretical propositions' prior development (PressAcademia, 2018). For example, Ruiz (2020) reported on the readiness of Philippine schools for distance learning using case studies. Data collected and reported included stakeholders (number of students and teachers), delivery modalities, tools and resources, training received, and infrastructure support.

Elements considered for the study focused on the students first, including their demographic profile (gender and relevant information), and experiences before, during, and after completing the course activities. Further, the researcher included student-generated artifacts as products of students' work (blogs, reflection papers). Figure 2 identified the varied elements that the researcher accounted for in collecting the data for the case. The narrative resulting from the data analysis would describe "the frequency with which it occurs, categorizes the information, and provides a numeric description of trends, attitudes, or opinions of a population by studying a sample of that population" (Acosta & Acosta, 2016, p. 2453).



Figure 2. Elements considered in the case study of a Global Librarianship course.

Data Collection and Analysis

The researcher collected data to answer the questions utilizing various sources (e.g., blogs, reflection papers, etc.). Also, the researcher established a coding protocol for analyzing the collected data focusing on challenges, lessons, and practical activities. After performing a content analysis for emerging patterns and themes, the researcher aligned the outcomes with the research questions. The researcher identified vital phrases and sentences for the final report to support the findings' narrative.

Results and Discussion

The initial work collecting data for the case study involved reviewing the course website by identifying the content covered and the format used for delivery. The researcher then collected student-generated artifacts from various course activities, face-to-face and online. A close examination of the artifacts resulted in content analysis, making the researcher code for evidence of multiple student experiences and lessons learned. Finally, the researcher mined the collected data for helpful and supportive student learning activities.

Experiences

Students reported on their experiences from designing, developing, and implementing the graduate course on global librarianship (Kuran, Pedersen, van Hattum-Janssen, & Paretta, 2018). The researcher identified some as challenging experiences, such as first-time content and delivery format implementation. Except for a brief description, the course syllabus did not exist, and the instructor had to develop one before the start of the semester. The experience highlighted the essential need for content development for a first-time delivery. With a limited number of full-time faculty members available, degree programs in the Philippines commonly hire part-time personnel to teach specialized courses such as global librarianship in this scenario. Program administrators expect curriculum development to improve by teaching the classes in succeeding semesters.

In delivering learning experiences with limited physical presence by the instructor, the university did not have an existing learning management system, forcing the instructor to access available applications to create an online course space. Also, the university did not have a unit involved in helping faculty members design and develop courses for delivery at a distance. In this situation, the program administrator hired the instructor given the background knowledge, design expertise, and technology skills to create the course for the program. Given the limitations of the instructor's physical presence at the university, the designed course delivery format had similarities to a blended learning experience (Boelens, De Wever, & Voet, 2017).

Given the students' background, other reports described the challenges manifested by limited technology literacy skills, especially in managing the online course activities (Kebritchi, Lipschuetz, & Santiago, 2017). During video conferencing sessions, all parties' common frustration involved the technology, specifically the Internet connection (Cloete, 2017). Internet connectivity is familiar to many Filipino students, especially those living in rural and mountainous areas (Rotas & Cahapay, 2020; Ruiz, 2020). Also, many could not afford to purchase an Internet-ready cell phone or Internet subscriptions. Most students are dependent on accessing the Internet at their schools, colleges, or universities. Further, based in the United States, the instructor might have an excellent signal for a videoconference call but not the students living in local dormitories or rental places. For example, the twelve students enrolled in the course came from various Philippine locations and outside the country (eight from other Asian countries). They all received funding from the Association for Theological Education in South East Asia (ATESEA) in completing their graduate degree and have limited resources beyond basic and academic needs. Many students visited the university library for Internet connectivity during video conferencing sessions (early mornings, Philippine time). Others who stayed at their rooming houses endured environments cluttered with unnecessary noises and disruptions (e.g., roster crowding, babies crying, etc.). Finally, the difference in time zones (12 hours) of instructor and student location added to the difficulty in getting a good connection between parties.

The English language command became a challenge with the expected demonstration of quality academic writing skills (Bolton, 2008). The instructor found a significant difference among students' writing in English, especially those who spoke and wrote more in their native language every day. All twelve students are non-English native speakers. However, the instructor observed that most of the students from other Asian countries (Indonesia, Myanmar, Taiwan, and Thailand) struggled in their command of the English language, written and oral, compared to those from the Philippines.

Lessons

Completing the content analysis of blog entries and reflection papers generated several perspectives: Individual (Personal), Librarian (Professional), and Online learner. The views identified strengths in delivering the course content and format for the first time and further development and improvement for future iterations.

Individual (Personal). At the individual level, the students stated the following lessons learned from the course experience:

1. Acquired new knowledge – students' reflections confirmed that the course supported library and information studies growth, specifically global librarianship. The experience facilitated awareness not only of content but also resources to further professional development.
 - *I love to read. [B]ut this is my first time [reading] the journal articles concerning ... library professional[s]. IFLA website and IFLA journal attracted me because I got new ideas to promote my library services, new ways to connect with [the] library and society, and librarians [worldwide].*
 - *I have learned what happens in [the] global [scene] and how the people have connected [with each other].*
 - *I was given a chance to explore more in this field that leads to personal and professional development.*
2. Developed new skills --- students identified skills relevant to the practice of library and information services, including reading skills, application of style guides and formats, and SWOT analysis.
 - *[I] trained me on how to cite articles in my papers and ... how to make references correctly using APA format. This would be of good help since I am about to write my thesis next semester.*
 - *Develops my reading habit since I need to read articles given to me by my professor. In this course, reading is a must to complete the requirements.*
 - *Give[s] me new ideas and makes me ... love and enjoy learning this subject.*
 - *How to organize English Journals.*
 - *[The] practice of SWOT analysis.*
3. Appreciated the online learning experience --- students acknowledge the value of experiencing learning at a distance. The online learning experience was new for some and provided a better understanding of what it meant to be an online learner.
 - *I think my [most significant] gain is ... process of online learning this semester. Before the course, I only thought that online learning was "moving the learning process to the Internet."*
 - *I have learned what E-learning has been since I experienced it. Although they often make me [sleepless], every item in the course makes me feel interest[ed], whether it is [a] project, exercise, blog, online face to face, protocols of writing, and APA form[at].*
4. Gained confidence with one's abilities and developed a disposition for lifelong learning – students shared in their reflection papers that the experience gave them new confidence in their abilities, personally and professionally, and with openness to opportunities for lifelong learning.
 - *I learned that in order to be successful in life, we have to trust ourselves and be confident of the good things that we do. There are times [when] we fail, but failing is not the end ... a challenge to do even better.*
 - *I have been learning to manage [well] my personal life at the same time with other subjects and nearly big final examination, comprehensive examination, thesis defense, and multiple assignments and presentations.*
 - *I learned to explore more, read more, write more, and think more outside of what I usually do.*
 - *Learning is endless, has no bound; it's lifelong learning. This course contributed a lot to my improvements personally, intellectually, and socially.*
5. Improve one's academic writing and communication skills – students shared that the various course activities contributed to developing their communication skills, especially writing.
 - *I was able to enrich my writing [skills] as I do my papers for blogs and projects. It is a good start for me to polish my writing skills since I will be working in an academic community.*
 - *I come from a country that doesn't use English as the [primary] language. [We] learn English only at school, and don't even practice it at all. [It's] because if you use English ... then people will give [you a distressed] look. I have [many] shortcomings, but I continue to study in this class, and I get a lot of experience.*
 - *Today, librarians need to stand and connect with society, so I need to have [excellent] presentation skill[s]. The program proposal writing and twenty minutes presentation gave me valuable ideas to write an effective project proposal and an attractive presentation.*

The lessons identified by the students support the value of the course in furthering knowledge and skills towards successful academic work—increased awareness of online learning, especially opportunities for teaching and learning.

Librarian (Professional). From the perspective of one's role as a librarian, currently or in the future, the students described gaining new or reinforcing existing beliefs, locally or globally, and valuing collaboration with others as a practitioner:

1. Enhanced local perspectives – students reported that the course experience provided ideas for implementation in their contexts.
 - *Provides a chance to analyze our own library and to explore other libraries as well. I got [many] ideas from this course to think about, [including] my library and [what] things to do for [a] better future.*
 - *A librarian is an advocate. The job of a librarian is holistic, and sometimes it can be life-changing for someone.*
2. Gained a global perspective – students became aware of multifaceted roles as global citizens.
 - *My mind was [open] to [witnessing] what global librarianship [is] trying to help the community and the world.*
 - *I learned that this profession is not only local, but it is a global one.*
 - *I was able to make programs based on my context [globally] but connected that promotes lifelong learning and user-centered services.*
 - *I learn that this subject is related to my career because it enhance[s] me to think wide on the role of my work globally while acting locally.*
 - *Before, I have no idea what is going on in global librarianship because my goal was just to focus on [my] own library. But, I learn that you cannot isolate yourself from the [broader] world of librarianship because you are a part of it.*
 - *Since I have known IFLA, I have known that a group of librarians [is] changing from passive to active in the world.*
3. Appreciated the value of collaboration and networking – students came into the realization that context could not limit their roles, and technology provides the means to connect with others in and beyond their communities.
 - *Success is rather defined by the genuine connections and relationships you build with your colleagues.*
 - *Cooperation is necessary within or outside the library. It is a way of building the network among librarians and other departments as well.*
 - *Money is not an issue today for me to participate and be involved in international conferences as long as I have my laptop and a good internet connection.*
 - *Collaboration among librarians is significant because there's value in working together in achieving the common goal.*

Students identified lessons supporting their professional development as librarians, including knowledge and skills as effective and efficient practitioners when they return to their local organizations. Also, they highlighted the value of becoming more aware of available global resources and the opportunities to collaborate and network with peers and colleagues beyond their country's borders.

Online Learner. Finally, with two-thirds of the course activities delivered online, the students described two lessons learned as online learners focusing on increased awareness:

1. An introduction to learning at a distance – students reported that the course experience made them aware of the opportunities and challenges of distance learning.
 - *A taste, or should I say a mouthful of something [that] it's like to be virtual.*
 - *I learned to go out of the box and not to be tied up with traditional education. There's a lot of ways to learn and to share knowledge, especially in this digital age. Though I know that I am already left behind of using technology, I learned not to fear in exploring more.*
 - *A wonderful opportunity to discover ways in which libraries can collaborate with their communities and local organization[s] to support each other. The most interesting thing ... librarians can [work] with each other online.*
2. Awareness of the challenges of online learning.
 - *I learned that online education is more of an output-based [knowledge]. [My] experiences making my outputs were not that easy since I need to comprehend what my professor is trying to tell me in his instructions.*
 - *[I] learned the importance of proper communication.*

Finally, the students expressed appreciation for knowing more about distance education and online learning. Many find the course expanding their knowledge of online teaching and learning and providing library services at a distance.

Practical Activities

Students shared anecdotes identifying activities that made a difference in their course participation (Khan, Egbue, Palkie, & Madden, 2017). The students found helpful events, including online discussions, workshop facilitation with the instructor, online (IFLA conference) exploration, and planning for educational programs aligned with global librarianship.

Using Weebly.com as the application that hosted the course website, students described the convenience of finding all course materials, from electronic copies of readings to links to relevant websites, to support their learning experience. Also, the site included the class directory, course policies, and blog. During the course implementation, learning management systems such as Blackboard and Canvas is not available to many Philippine higher education institutions due to cost. Also, learning at a distance supported by the Internet is limited given the telecommunications infrastructure where most connections are made through cell phones.

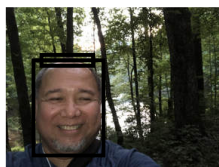
Also, students described the value of the blog space serving as a discussion board to communicate with each other on essential course topics (see Figure 3) and a means to encourage and facilitate peer-to-peer interactions. The process to engage students to share as part of the blog discussion started with a prompt from the instructor. Students responded to the prompt question and then replied to several peers. Most times, the engagement took place after students posted replies to each other. In this context, engagement, i.e., peer-to-peer online communication or interaction, seems limited given students' technology tools and applications. However, students interacted with the course at different levels, such as content (as materials posted on the Weebly site). Also, they interacted with the instructor, peers, and technology tools (emails, video conferencing sessions, blogs) (Moore, 1989).

Students referred to their participation and experience in assisting the instructor in delivering three workshops to the local librarians' association as highlights of their course experience. Several students wrote in their reflection papers how the experience made a difference in their thinking about management, organization, and collaboration:

- *I felt [excited], but I thought twice about what [we] are going to do and how [we] are doing to deal with it because we will be facing professional librarians.*
- *I learned that being organized in every detail helps us to do the work easier. Being organized and systematic are virtues we need in the field of librarianship or even in our daily living.*
- *I learned how to be a good facilitator. [I] also gained many ideas from my professor, such as [running] the program effectively though any problems occur. I learned to be a problem solver.*
- *I learned that collaboration is a good way to complete the task ... given to us successfully and effectively because all activity is as a peer work they were helping each other.*
- *I learned how to become flexible and adapt to what is at hand---changing some plans tested my flexibility and adaptability [to] the situation.*

Welcome to the Global Librarian Blog

6/23/2018 15 Comments



Hello! MLIS 624 students will post their blog entries in this "space" as comments to their professor's prompt question. Students need to make one blog entry as a response to the professor's prompt question and then, make three to five comments to their classmates' postings. Students need to check the course schedule for blog entry deadlines. Please make a comment to this post by sharing your name and country of origin. Also, tell us briefly why you want to become a librarian.

Like 0 Tweet

15 Comments

- Entry #1 So you want to be a global librarian?
- Entry #2 Challenges to Global Librarianship
- Entry #3 Exploring qualitative data analysis
- Entry #4 Exploring initiatives, actions, and activities
- Entry #5 Gathering ideas from the IFLA conference program
- Entry #6 Searching ideas for integrating global librarianship in your library
- Entry #7 All good things "must"

Figure 3. Example of a Blog Entry Prompt and List of Topics to Facilitate Student Discussion

Most students have limited resources to participate in an international professional event such as the IFLA conference

held in Kuala Lumpur (Malaysia) in 2018. Fortunately, access to several featured sessions live-streamed online made it possible for students to listen to current issues and trends impacting the librarian's role and the profession.

At the end of the course, the students presented program proposals on global librarianship. Opportunities to implement these proposals could happen upon the students' return to their home organizations. Initially, students worked in pairs in planning their programs. A partner supported a challenging assignment that asked students to brainstorm the course's ideas. The students created PowerPoint presentations to promote global librarianship and delivered them before the instructor and peers for the final task.

Conclusion

As presented in this paper, designing a new course and delivering it with limited physical presence for the first time had its challenges and lessons for students and instructors. The researcher identified content development, infrastructure for distance learning delivery, students' technology literacy, and English language skills as challenges. The researcher also categorized the lessons learned from three perspectives: individual (personal), librarian (professional), an online learner. From an individual perspective, reports ranged from enhanced knowledge, improved skills, and gaining confidence in completing academic work. As practicing librarians, lessons included local and global understanding of librarians' roles, especially the value of collaboration and networking. Finally, as online learners, the students became more aware of the value of online learning and opportunities to deliver services at a distance.

In retrospect, this case study of the course on global librarianship is the beginning of another journey that "provides an opportunity to see things differently, hear things loudly, and speak of things passionately" (Asi, 2018, personal communication). The course experience opened a door that would never close for the academic program and the university to pursue similar future endeavors. Delivering a course online or in a blended learning format could create expanded outreach, accessibility, and diversity activities. Finally, distance education initiatives could benefit those limited by geographical location, language, and resources.

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