

January 2015

International Perspectives in LIS Education: Global Education, Research, and Collaboration at the SJSU School of Information

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Recommended Citation

Sandra Hirsh, Michelle Simmons, Paul Christensen, Melanie Sellar, Cheryl Stenstrom, Christine Hagar, Anthony Bernier, Debbie Faires, Jane Fisher, and Susan Alman. "International Perspectives in LIS Education: Global Education, Research, and Collaboration at the SJSU School of Information" *Faculty Publications* (2015).

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International Perspectives in LIS Education: Global Education, Research, and Collaboration at the SJSU School of Information

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The IFLA Trend Report identified five trends that will impact the information environment (IFLA, 2015), such as access to information with new technologies, online education for global learning, hyper-connected communities, and the global information environment. The faculty at San José State University (SJSU) School of Information (iSchool) is engaged in a wide range of activities that focus on these trends—benefiting students, enhancing faculty professional development, and extending the school's impact on the global information environment. The importance of incorporating global perspectives in the curriculum to reflect changes in the way that communities around the world access and share information is the focus of numerous studies. The SJSU iSchool has been an early adopter of various practices to increase the range of international education, outreach, and research initiatives. This article provides examples of curricular, research, and collaborative projects that our faculty has developed, both for our students and for the global community of information professionals. Key initiatives presented include virtually abroad global projects, globalization of LIS curriculum, in-

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ternational LIS internships, international project-based learning, faculty professional development, and international collaborations. Collectively, these initiatives demonstrate the diverse ways the iSchool is addressing the need in higher education to reach across national borders, especially in the information field.

Keywords: new technologies, online education, global learning, hyper-connected communities, global information environment, international internships, curriculum, School of Information, San José State University

Introduction

As educators and researchers, the San José State University (SJSU) School of Information (<http://ischool.sjsu.edu/>) faculty is engaged in a wide range of activities that focus on key trends impacting the information environment, including access to information with new technologies, online education for global learning, hyper-connected communities, and the global information environment (IFLA, 2015). The importance of incorporating global perspectives in the curriculum to reflect changes in the way that communities around the world access and share information is the focus of numerous studies. The SJSU iSchool has been an early adopter of practices to increase the range of international education, outreach, and research initiatives. This article provides examples of curricular, research, and collaborative projects that our faculty has developed, both for our students and for the global community of information professionals. Together, these sections show the diverse ways the iSchool is addressing the need in higher education to reach across national borders, especially in the information field.

SJSU School of Information Overview—Michelle Holschuh Simmons

The SJSU School of Information (iSchool) has been 100% online since 2009, and the virtual nature of the program provides incomparable opportunities for global outreach and partnerships. With approximately 1800 students spread across

50 states and 18 countries, and with faculty members hailing from across the United States as well as Canada, the United Kingdom, New Zealand, and others, our program truly is global.

The iSchool is a unit of the College of Applied Arts and Sciences (CASA) at San José State University, which is part of the California State University system in the United States. The iSchool offers the following degree programs:

- Master in Library and Information Science (MLIS)
- Master in Archives and Records Management (MARA)
- Post-master's certificate program for working professionals
- Gateway Ph.D. program in cooperation with Queensland University of Technology in Queensland, Australia.

All of these degree programs prepare graduate students for careers as librarians and information professionals who work in a wide variety of environments and positions.

The American Library Association (ALA) has accredited the MLIS program continuously since 1969, with full accreditation through 2021. The MLIS program at the SJSU iSchool was the first fully-online program to receive full accreditation from the ALA, having earned reaccreditation in 2014. The SJSU iSchool is a recognized leader in online learning, earning the 2013 Sloan Consortium Effective Practice Award (<http://ischool.sjsu.edu/about/news/detail/sjsu-slis-receives-sloan-c-award-honoring-innovation-online-learning>) for innovation in online education and the 2014 Online Learning

Consortium Award (<http://ischool.sjsu.edu/about/news/detail/sjsu-school-information-wins-outstanding-online-program-award-online-learning>) for Outstanding Online Program.

The iSchool's mission incorporates a global perspective: "In support of the University's mission, the School of Information educates information professionals who are highly competent in virtual and physical environments and who contribute to the well-being of our global communities" (SJSU iSchool, n.d., Mission and Governance). This mission has several strategic directions, with Strategic Direction 1.8 directly relating to global perspectives: "Identify and implement ways to build in internationalization and globalization components into the curriculum" (SJSU iSchool, 2015, January).

The mission statement and the strategic direction are made concrete for students in the iSchool's core competencies of the MLIS degree; these core competencies serve as our program learning outcomes. The relevant core competency states, "Each graduate of the Master of Library and Information Science program is able to contribute to the cultural, economic, educational, and social well-being of our global communities" (SJSU iSchool, n.d., State of Core Competencies). As part of their culminating project for the master's degree, our students provide artifacts that demonstrate their competence in all fifteen core competencies.

Our university division, the College of Applied Sciences and Arts (CASA), is also making moves toward globalizing the curriculum. In 2014, CASA introduced an initiative for all students to participate in an international experience prior to graduation. This University directive supports the iSchool's global perspective, and iSchool graduates are required to demonstrate as a core competency their ability to identify and understand global issues within the field of information, apply international standards and practices to their work, and build an appreciation for both

the interconnectedness of information work and professionals elsewhere and the diversity of language and cultures. Students provide evidence by submitting one or more artifacts that serve to demonstrate their ability to do the following:

- Think globally and consider issues from a variety of perspectives;
- Apply international standards and practices within the discipline or professional area;
- Appreciate the relationship between the student's field of study and professional traditions elsewhere; and,
- Value the diversity of language and culture.

Evidence can be provided in a variety of ways, such as through:

- Transnational virtual internships (<https://ischool.sjsu.edu/current-students/courses/internships/virtual-internships>);
- Volunteer projects with an international focus;
- Standby Taskforce (<http://blog.standby-taskforce.com/>);
- International projects (see example at <http://blogs.sjsu.edu/today/2014/applying-what-shes-learning-to-the-hunt-for-mh-370/2>);
- Librarians Without Borders (LWB) projects (<http://lwb-online.org/>) (see more details below);
- Grant funded projects with an international focus; and,
- Participation in international conferences: in person and virtually.

iSchool students can also gain evidence as part of their academic curriculum by focusing on specific courses or pursuing an internationally-focused assignment.

- *Coursework:* iSchool students have several opportunities to gain international experience through course selection. These experiences may be completed through specific courses or onsite participation in remote locations

or in a virtual environment. (Examples of courses and projects are noted below.)

- *Internationally focused assignments:* Evidence can also be assignments or class projects that examine the opportunities, issues, and problems associated with increasing world interdependence. Many classes contain some of following components as part of the class: the use and analysis of international case studies, a study of professional practice in other nations or cultures, or linked assignments where students can take an existing assignment and link it to a new outcome with an international or intercultural dimension.

Because many of the students and faculty in the iSchool already are residents of countries other than the United States, because of our online environment, and because ours is a graduate only program (no undergraduate students), our implementation of this new initiative was necessarily different from that of our sister departments as noted above. Additionally, because the iSchool's global initiatives had already been well established, this new direction from CASA did not require us to institute new programs, but rather to articulate the innovative programs that were already underway.

The iSchool continues to expand its focus and integration of international perspectives, content, and educational experiences at both the masters and doctoral level. The sections that follow highlight many of the programs mentioned above and provide examples of specific programs that are currently in place for iSchool students to gain an understanding of international issues through academic coursework and internships.

Virtually Abroad: Global Projects— Paul Christensen

We live in an increasingly interconnected world and the SJSU iSchool MLIS

program encourages students to recognize and participate in the global workforce. The student's educational experience with the iSchool mirrors the nature of a global workforce. The results are professionals who can work virtually in many parts of the world. Two courses are described in this section that help prepare our iSchool students to succeed in this increasingly global environment: International and Comparative Librarianship, and Virtually Abroad.

International and Comparative Librarianship

In 2009, the SJSU iSchool developed a course in International and Comparative Librarianship (<http://ischoolapps.sjsu.edu/gss/ajax/showSheet.php?id=5110>), which emphasizes the theory, history, and principles of international and comparative librarianship. This course and its assignments focus on helping students develop an appreciation for and understanding of how library development and practices reflect the cultural, economic, educational, political, social, and technological development of nations and regions. The International and Comparative Librarianship course has been offered regularly since 2009. The culminating project for the class is a group project that focuses on students using their skills in a "real" international project.

Students in this course have come from most regions of the United States and Canada, with some students residing in Asia, Europe, and Russia. Communication with and between students includes extensive use of email, Skype, and Blackboard Collaborate. Blackboard Collaborate allows the class to meet virtually to talk and share as if in a live classroom setting. With classes of between 15–20 students, multiple groups are formed of between 4–5 students in each group. The groups are self-selected based on topical interests, previous travel, international connections, and experiences and language abilities.

One of the early class assignments enables students to become acquainted, assisting them in forming a group. Once formed, the group works with an identified international organization and point of contact on a specific project. Several times we have had a student living in the country where the projects were taking place, and thus were able to provide an in-person contact with the project's administrator.

These real-life projects require the identification of the components of the problem, researching best practices, and providing—in most cases—more than one solution. The projects require students to contact and work virtually with key people in a selected client organization to refine and finalize the details of a project's completion. The student groups have to maintain contact virtually with the key administrator to make sure that they are on track with the project. The projects provide students the opportunity to develop and apply their skills and interests and to put traditional classroom theory into real practice for real clients.

The students are required to develop and manage the details through to completion of the project. The instructor does not participate in the interactions between the students and their clients. While the projects are not dictated or directed by the instructor, there is an agreement and correspondence between the instructor and the international contact to make sure the project is progressing.

The sources of the projects come through a variety of avenues:

- Instructor's personal and organizational contacts and ideas gained through international travel;
- Student's personal and organizational contacts and ideas gained through international travel;
- Sister Libraries-ALA (see <http://www.ala.org/irrt/irrtcommittees/irrtsisterlibrary/sisterlibrary>); and,
- Sister Libraries-IFLA (see <https://sisterlibraries.wordpress.com/>).

Following are some of the group projects completed in the International and Comparative Librarianship courses:

1. *Africa-based project*: In an Ethiopia-based project, an environmental scan and needs assessment were performed for the international organization of the Children of Ethiopia Education Fund (COEEF) (<http://coeof.org/>). Students proposed strategies for addressing the problem area identified through the project research, including implementation and evaluation plans.
2. *Asia-based projects*: Two separate Asia-based projects were performed benefiting the country of China and the country of Qatar. The China project involved an evaluation of the mobile library services of Southeast University (<http://nanjing.jiangsu.net/education/premier.php?city=Nanjing&id=9>) in Nanjing, Jiangsu Province, China. The project consisted of multiple interviews with the international contact, a review of the literature, an online survey, and analysis of survey results. The project resulted in a strategic plan that included an environmental scan and an implementation plan for the mobile library services of Southeast University. The Qatar project involved an analysis to inform a collection development plan for the library at Georgetown University's School of Foreign Service (<http://qatar.sfs.georgetown.edu/>) satellite program in Doha, Qatar. The library was established in 2005, but no collection development policy had been in place. This project involved an analysis of the library's situation and discussions with the Library Director, collection development librarian, and other staff via email and Skype. The direct impact of this project was the identification of three strategies for the key components of a collection development plan.
3. *Europe-based project*. Three sepa-

rate European-based projects were performed benefiting the countries of Germany, Ireland, and The Netherlands. The Germany project involved an environmental scan of Deutsche Digitale Bibliothek (German Digital Library: <https://www.deutsche-digitale-bibliothek.de/>) including its intended audience, market competitors, funding sources, legal issues, labor issues, technology, and the socio-cultural factors impacting the project. Project outcomes included identifying problems and proposing potential strategies to resolve the problems. The Ireland project involved a needs assessment survey asking patrons to identify their genealogical research needs. The impact of this project involved students recommending three strategies to improve genealogical offerings to American patrons of the National Library of Ireland (<http://www.nli.ie/en/homepage.aspx>). In The Netherlands, a study of the role public libraries play in immigrant experiences was performed. Specifically, students focused on how public libraries help immigrants become integrated into Dutch culture, and what kinds of resources should be provided to immigrants to help ease their transition. This project investigated the situation at the Bibliotheek Zonnehof (<http://www.bibliotheekeemland.nl/>) and proposed three strategies to help the library reach out to the immigrant community.

4. *Central and South America-based projects*: Two Central and South American projects were developed benefiting Guatemala and Peru. The Guatemala project involved developing a strategic plan for the Biblioteca Comunitaria Rija'tzuul Na'ooj (<https://www.facebook.com/bibliotecarn?fref=photo>) in the community of San Juan la Laguna, Guatemala. Students identified some of the library's main issues and presented

three strategies to address those issues. The Peru project evaluated the mission of UBiP (Una biblioteca para mi pueblo: see also <https://bibliocorresponsal.wordpress.com/>), which is an organization in Perú dedicated to creating and improving libraries for the Peruvian community. This project provided UBiP strategic suggestions to become more effective in its mission.

5. *North America-based project*: A project based in Canada evaluated the challenges faced by the Vancouver Island Regional Library (VIRL) (<http://virl.bc.ca/>) in British Columbia, Canada as it attempted to perfect its implementation of a floating collection system. Interconnected by a subsystem of both urban and rural branches, the VIRL presently floats its entire collection to requesting patrons. A discussion with an Assistant Director and the circulation librarian ensued via email and telephone. The literature was reviewed for possible solutions currently in practice in other national or international locations. Students identified and discussed several issues inherent in a complex operating environment and proposed recommendations and strategies for possible solutions.

Virtually Abroad: Global Projects

A second course, Virtually Abroad: Global Projects (<https://sites.google.com/site/virtuallyabroad/home>) was created in 2013 as a natural extension of the International and Comparative Librarianship course. This course allows a student to work with a single organization on an international project for an entire semester. It is part of the ongoing effort by the iSchool to encourage students to learn how to harness technology to solve real-world problems in our field, as well as to encourage their personal commitment to global service by facilitating new forms of engagement. The instructor assists students

in identifying and partnering virtually with global information partners, but it remains the students' responsibility to work with the global partner to fully develop the project. Communication between the student and the organization's key point-of-contact are carried out via email, Skype, and Blackboard Collaborate. If a U.S. contact is available, the use of telephone, email, Skype and in-person interviews can facilitate the project development and review.

The following are some of the projects completed by students in the Virtually Abroad: Global Projects class:

1. *Canada*: A student performed a needs assessment survey of the resource center for the British Columbia Aboriginal Child Care Society (BCACCS) (<http://www.acc-society.bc.ca/>) in West Vancouver, British Columbia, Canada along with an extensive analysis of the survey results.
2. *Malaysia*: Working with the President of the International Association of School Librarianship (IASL) (<http://iasl-online.org/>), who is a professor at the University of Malaya, Kuala Lumpur, Malaysia, a student researched and developed a strategic plan for the IASL based on the IASL mission statement, history and goals of the organization.
3. *Malawi*: The Likuni Children Library Project (<http://www.nyasatimes.com/2014/05/29/care-malawi-fosters-reading-culture-hands-over-school-library/>) of Lilongwe, Malawi consisted of a five-phase plan: a needs assessment survey, research on collection building, identification of funding sources, a plan for collection development, and a series of online developed book talks. These book talks were recorded and delivered via a DVD because of their large file size and the lack of consistent Internet connectivity to access them.
4. *Information New Wave*: Several students worked on projects with Information New Wave (INW) (<http://informationnewwave.org/about/>), a non-profit organization that provides developing countries with educational opportunities. One of the projects focused on exploring learning management systems, virtual learning environments, distance learning technologies, and MOOCs to compile information regarding best practices for the use of these learning systems.
5. *Ghana*: Working with the organization Hand in Hand for Literacy (<http://www.handinhandforliteracy.org/libraries/hand-in-hand-for-literacy-community-library/>) and the school librarian in Winneba, Ghana, an iSchool student developed a guide to help the librarian, teachers, students, parents, and community members become more effective users of their new school library. Multiple online teaching resources were built for a community/school library in Ghana, which was receiving its first library. The Hand In Hand for Literacy Community Library at Challenging Heights School in Winneba, Ghana officially opened on April 15, 2014.
6. *United States*: A student from Canada carried out a literature review and analysis for the S²Klallam tribal library (<http://www.jamestowntribe.org/index.htm>) of Washington State. The Jamestown S²Klallam tribal library has an ongoing effort to record elder stories in the community and to publish them in a digital archive. The literature review provides information as a guide for future oral history projects and the basis for funding requests.
7. *Riecken Foundation*: The Riecken Foundation (<http://www.riecken.org/>) has built over 60 community libraries in Guatemala and Honduras. It works in partnership with local government and communities to build libraries. The student working on this project

prepared guides for the effective use of Facebook and Twitter in both English and Spanish to be shared with staff both in the United States and in Central America. It was expected that through the use of the guides, the staff in the community libraries could more easily be proactive in promoting their libraries through the use of social media. The student met personally with both the CEO of the Riecken Foundation when he was traveling in the United States and with a funding organization representative.

The completed projects for both the International and Comparative Librarianship and the Virtually Abroad: Global Projects courses provide SJSU iSchool students with valuable lessons that cannot be duplicated in a traditional classroom environment. The projects serve real-world purposes and have been deeply appreciated by the organizations with which the students have worked. Students develop and use a variety of useful skills while completing their project challenges. The projects not only provide a unique point on a resume, but also a body of work completed, an organization satisfied, and new international contacts.

Globalization: Librarians Without Borders—Melanie Sellar

In order to expand the range and depth of internationalized experiences available for its students, the SJSU iSchool contacted Librarians Without Borders (LWB) to explore how the iSchool might become involved with their work.

LWB is a librarian-run non-profit organization with strong connections to LIS education through its founding history at the University of Western Ontario, its formalized committees at six Canadian library and information science (LIS) schools, and, moreover, its methodology of enacting its mission using LIS students in a service-learning model. Presented at

the Canadian Library Association 2011 Annual Conference, “Service Learning: Putting the World in LIS Education” describes in detail two LWB service-learning projects in Costa Rica and Guatemala, including student-reported and LWB-reported learning outcomes (Doi, Sellar, & Walker, 2011). The 2013 article “International Collaborations: Librarians Without Borders and Librii in Ghana” published in the Canadian Library Association’s *Feliciter* magazine features LWB’s work in Ghana in-depth, including the role of student team members (Heesen & Sellar, 2013).

Since its inception in 2005, LWB’s partnerships have grown from a single partnership in Angola, to five additional partners in Costa Rica, Ghana, Guatemala, and (emerging) Cambodia. The LWB program in Quetzaltenango, Guatemala has provided international experiences for more than 50 LIS graduate students from various LIS programs through four service trips. Across its programs, LWB has applied volunteers’ professional expertise remotely and on-site to a range of partner needs that have included: designing and equipping library spaces; funding, designing, and seeding collections; developing cataloging systems; implementing IT in support of library services; providing information literacy training for teachers and community members; recruiting, funding, and training local librarians; and developing policies and processes for operations.

By working together, the iSchool and LWB saw an opportunity to increase the number and variety of international and applied learning experiences available to iSchool students, therefore positively impacting students’ professional growth as globally conscious LIS practitioners.

After extensive discussions throughout Spring 2014, the iSchool identified and selected three LWB-led opportunities for piloting in the 2014–15 academic year: virtually abroad international internships, a new international project-based learning

course, and faculty professional development activities. For LWB, this formal integration of its work into the curriculum of a LIS school is first-of-its-kind.

Virtually Abroad International Internships

The iSchool works with external organizations to offer students virtual internships for which they receive 3 units of course credit. In return, participating organizations receive 135 hours of dedicated student work to help them advance their own projects and priorities. Given LWB's extensive experience managing students in virtual workspaces, creating formal opportunities for iSchool students to work with LWB through LIBR 298 (Virtually Abroad Internships) was turn-key.

Beginning in Fall 2014, iSchool students could intern with LWB as International Program Assistants or Communications Assistants. International Programs Assistants (<http://ischoolapps.sjsu.edu/internships/new/view.php?listing=1683>) support work on LWB's Guatemala and Ghana programs by engaging in foundational research projects related to open source software, librarian training programs, digital collection development, literacy programming and grant research. Communications Assistants (<http://ischoolapps.sjsu.edu/internships/new/view.php?listing=1636>) help to raise the visibility of LWB work by supporting a number of communications projects focused around LWB program areas, research interests, and programming efforts.

All parties involved in the internships—the three students, faculty, LWB executive, and community partners—reported this pilot to be highly successful. Consequently, another round of internships was offered for Spring 2015 and more internships are forecast for the 2015–16 academic year. This success also provided confirmation that offering credit options maximizes student learning by providing a motivating real-world context for student

work and maximizes benefits to the community partner by providing dedicated time and space for students to work on projects in-depth.

International Project-Based Learning Course

Beginning in Spring 2015, iSchool students are now able to enroll in a new 2-unit online course with Librarians Without Borders: LIBR 281 Examination of Global Library Issues Using Project Based Learning (<http://ischoolapps.sjsu.edu/gss/ajax/showSheet.php?id=6514>). Melanie Sellar, LWB's Co-Executive Director, led the first cohort of students through this unique curricular opportunity.

Given LWB's priority of mobilizing MLIS students in its programs, this experiential approach to the classroom was a natural choice. Project-based learning is a pedagogy that challenges students to learn through engagement in a real problem. The early weeks of the course establish a necessary conceptual foundation, and then students undertake small group investigations of a specific issue derived from an authentic community context of LWB.

The issues students might study include: investigating alternative funding models for libraries; proposing means of supporting local publishing in indigenous languages; designing programs that support early literacy habits in an emerging reading culture; evaluating the potential of participatory action research as a methodology to increase community ownership of a library; designing assessment measures to help a library demonstrate impact to funders; devising virtual training programs for library staff; and evaluating open source software solutions against community partner system needs.

Faculty Professional Development

The idea of internationalizing a course can be daunting. The term itself can be nebulous and requires guidance from the insti-



Figure 1. Course Components in Internationalized Curriculum. Course components for internationalized curriculum. Adapted from Helms, R., & Tukibayeva, M. (2014). *Internationalizing the curriculum, part 3*. American Council of Education. Retrieved May 18, 2015 from <http://www.acenet.edu/news-room/Pages/Intlz-in-Action-2014-March.aspx>.

tution as to its local definition and implementation. Recognizing the need for that kind of support and to help faculty begin thinking about how to address the internationalization requirement in their courses, LWB and the iSchool collaborated to offer a one-hour web workshop called “Strate-

gies for Internationalizing Curriculum.” The goals were to (a) identify approaches for internationalizing a course, from initial first steps to full immersion; (b) seed ideas for internationalizing a course, taking inspiration from examples provided; and (c) view approaches/ideas in application

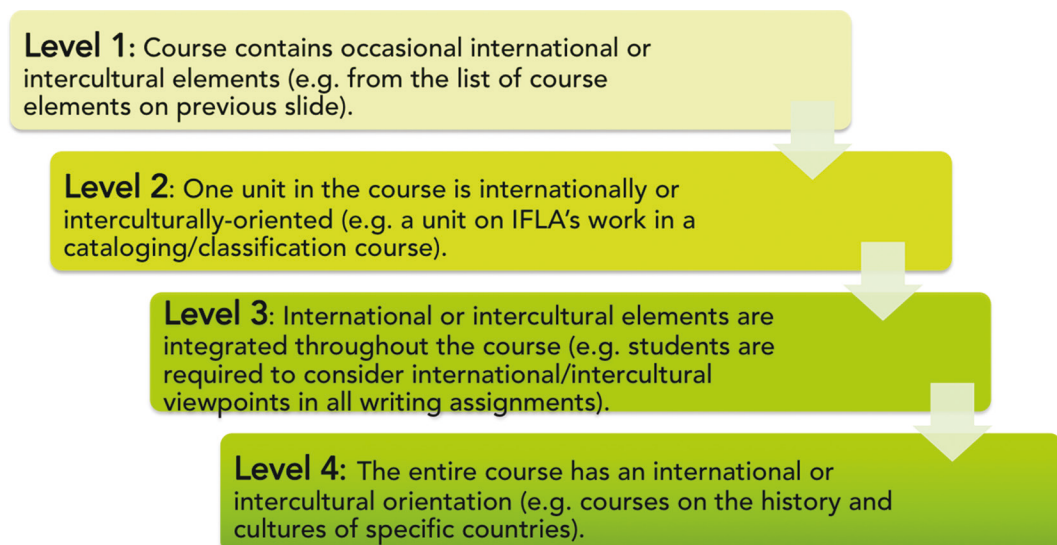


Figure 2. Four-Level Model of Internationalization. Outline the four level model of internationalization. Adapted from Helms, R., & Tukibayeva, M. (2013). *Internationalization in action: Internationalizing the curriculum, part 1—Individual courses*. American Council of Education. Available at: <http://www.acenet.edu/news-room/Pages/Intlz-in-Action-2013-December.aspx>.

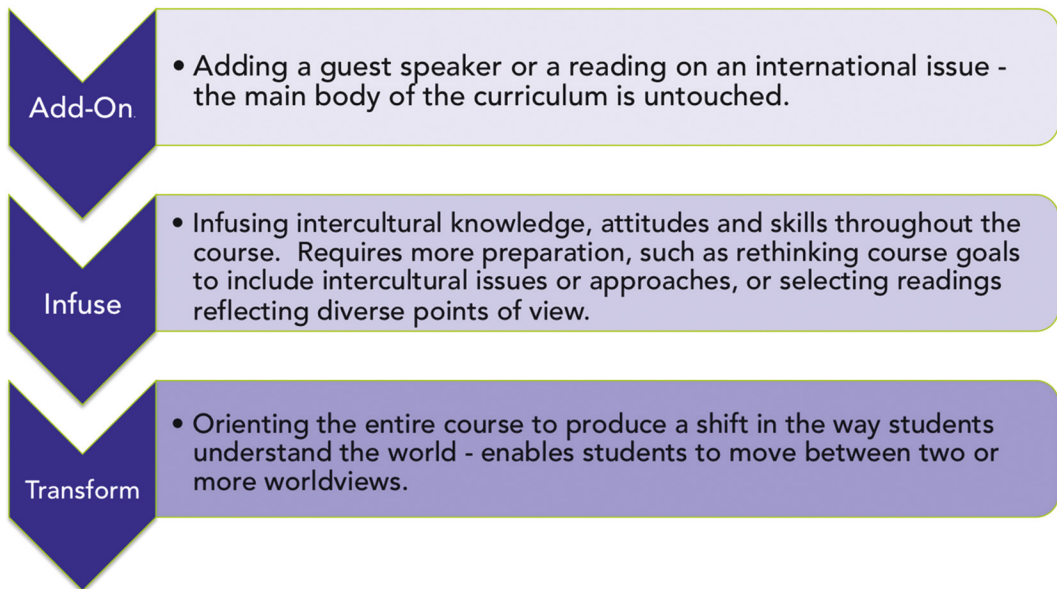


Figure 3. Approaches for Internationalizing Curriculum. Approaches for internationalizing curriculum. Adapted from based Bond, S. (2003). *Engaging educators: Bringing the world into the classroom*. Ontario: Canadian Bureau for International Education. Available at <http://www.cbie-bcei.ca/wp-content/uploads/2014/01/Engaging-Educatorse-bringing-the-world-into-the-classroom.pdf> .



Figure 4. Model for iSchool/LWB Course: Examination of Global Library Issues Using Project Based Learning. As a result of the SJSU iSchool and Libraries Without Borders workshop and the models proposed by Helms and Tukibayeva (2013) and Sheryl Bond (2003), a new course was developed “Contemporary Issues: Examination of Global Library Issues Using Project Based Learning”. See also <http://ischoolapps.sjsu.edu/gss/ajax/showSheet.php?id=6514>.

through the work of Librarians Without Borders.

Suggested as a strategy under (a) was a model offered by Barbara Hill, Director of the American Council of Education's Internationalization Lab. Hill advocates chunking a course into components: content, materials, activities, and student learning outcomes (Helms and Tukibayeva, 2013).

By chunking a course into these four components, instructors are then able to select specific components to internationalize at different intensities. These specific components provided the foundation for the four-level model of course internationalization proposed by Helms and Tukibayeva (2013) as outlined in Figure 2.

Another way to conceive of bundling these course components is the model offered by Sheryl Bond, which identifies that "people will find ways to participate in internationalizing their courses if they believe that knowledge is socio-cultural as well as disciplinary based" (Bond, 2003). This model proposes three key approaches as outlined in Figure 3.

In the "Strategies for Internationalizing Curriculum." workshop, LWB used these models to de-construct a new iSchool course, "Examination of Global Library Issues Using Project Based Learning" (<http://ischoolapps.sjsu.edu/gss/ajax/showSheet.php?id=6514>). Figure 4 provides a visual of how these components come together for course internationalization and development.

This pilot partnership with LWB has demonstrated to the iSchool the value of working with experienced external partners on internationalization requirements. In the future, the iSchool may replicate this successful model by seeking out other organizations which possess the global expertise coupled with higher-education connections like that of LWB.

The Gateway PhD Program— Cheryl Stenström

The San José Gateway PhD Program

was launched in 2008 as a collaboration between the SJSU iSchool and the School of Information Systems at the Queensland University of Technology (QUT), Queensland, Australia.

The QUT partnership provides the opportunity for iSchool doctoral students to undertake a primarily off-campus and part-time program of study leading to a PhD. Given that the master's programs offered at the iSchool are offered exclusively online, this opportunity is an important characteristic of the partnership. In addition, the program model at QUT is research-based from admission, unlike many North American information science doctoral programs that require the successful completion of coursework before developing the dissertation proposal. The model is also unique in North America in featuring joint supervision by two QUT faculty members and a SJSU iSchool faculty member for each student. The doctoral program can be completed on a part-time basis with up to eight years total duration.

Student work is formally reviewed at several stages throughout the program. Prior to applying to the program, interested applicants must work with an iSchool professor to develop a statement of research interest. Once the statement has been developed to the satisfaction of the faculty member—both by way of a match in research interests and content—the faculty member may endorse the potential applicant for admission. A second review of the statement and of the applicant's prior research experience is next performed by the Director of the iSchool, who chooses whether or not to extend an invitation to formally apply to the program. Upon this invitation, applicants must submit their statement and additional paperwork to QUT for a formal consideration by the Higher Degree Research faculty.

All students begin the program by attending a one-week on-campus annual residency at SJSU. This face-to-face time provides an opportunity for orientation

sessions, activities designed to assist with socialization into the scholarly life, and intensive seminars featuring student work and learning. In addition to individual and group supervisory meetings, all cohort members (students and faculty) meet in a virtual meeting space once per month.

At the end of six months in the program, students must submit a longer, more formal statement of interest that outlines in approximately 3,000 words their potential research question, a cursory literature review, suggestions on potentially viable methodologies for studying the question, and a timeline for the study. The statement is reviewed by the student's three faculty supervisors, an external panel member, and a member of QUT's Higher Degree Research faculty. Before completing two years in the program, students must present a written proposal for their dissertation as well as an oral seminar based on their literature review, methodology and pilot study work. As above, this work is also reviewed by the supervisory team, external panel members, and the QUT faculty. A successful review results in the student being confirmed as a candidate in the program. Along with formal expectations of peer reviewed publications, conference posters and presentations, and other scholarly activity, candidates continue to develop their study after the first 24 months of enrollment. The final review of the candidate's work consists of submission of the full dissertation to the supervisory panel, an oral presentation with internal and external panel review, and an external examination of the work by two international experts in the field of research.

Current students and faculty members are residents of Australia, Canada, Jamaica, and the United States. A recent review of the program revealed that both students and faculty members value the unique sense of community developed as a result of the program structure. Students and faculty alike find those program components contributing to group-based learning, mentorship, modeling and participatory learning.

Interest in the program continues to grow, with a record-setting number of potential students inquiring about and applying for the 2014 intake. Between 2008 and 2014, six students have successfully completed the program and been awarded the PhD degree. Mary Ann Harlan, a 2012 alumna of the PhD program, received the Dean's Executive Commendation awarded by Queensland University of Technology for her dissertation (<http://ischoolapps.sjsu.edu/gss/ajax/showSheet.php?id=6514>). In addition, student members of the program alone or with faculty have written or delivered 54 publications and presentations as a result of the program, including 10 peer-reviewed articles, six dissertations, seven chapters or monographs, and 31 presentations.

Center for Information Research and Innovation—Christine Hagar

The iSchool's research partnerships, collaborations, and advisors produce enriched publication and global engagement as part of the iSchool's mission. One example of these is the SJSU iSchool's virtual Center for Information Research and Innovation (CIRI) (<http://ischool.sjsu.edu/center-information-research-and-innovation-ciri>), which showcases faculty and student research in library and information science and innovative projects aimed at generating exemplary new practices to benefit a global audience. The Center develops research-based and innovative products for the profession, fosters grant development, and enhances partnerships with individuals and institutions across the San José State University (SJSU) campus, the continent and the world.

An international advisory board comprised of leading researchers from the academy, government, and industry, guides CIRI's work. The Board meets in a virtual environment twice a year to discuss research and professional issues requiring attention, to assess the role and impact of CIRI, and to recommend priorities for de-

velopment and resource allocation. The Board members represent publishing, academia, professional associations (the Special Library Association and the Medical Library Association), non-profit organizations (OCLC), and the corporate world (Google and Microsoft).

CIRI is organized around research areas, including:

1. *Digital Records and Curation*: archives, records management, depositories, digitization, preservation;
2. *Information Access and Use*: informatics, information behaviors, organization of information, information services;
3. *LIS Online Learning*: online delivery methods, components of successful online delivery, online readiness, LIS education, MLIS skills;
4. *New Literacies and Learning*: digital, visual and information literacy, reading, literature in multiple formats;
5. *Management and Leadership*: libraries as organizations, libraries as physical and virtual places, marketing, advocacy, leadership;
6. *Social Dynamics of Information*: historical and contemporary topics relating to information and society; and,
7. *Technological Innovation and Change*: impact of emerging trends and technologies on library and information services.

CIRI hosts a number of platforms to disseminate faculty research and to make the research available to a global audience. The online Conferences, Webinars, and Workshops Calendar (<http://ischool.sjsu.edu/center-information-research-and-innovation-ciri/news-events/calendar>) includes virtual and physical events that support the innovative research and teaching of the faculty. Upcoming faculty presentations at national and international conferences and workshops are listed as well as an archive of previous presenta-

tions. The CIRI webpages also host News and Events pages (<http://ischool.sjsu.edu/center-information-research-and-innovation-ciri/news-events>) that highlight research activities and professional contributions to the field, CIRI Project pages showing current and completed research by faculty and students, and the CIRI Blog (<http://ischoolapps.sjsu.edu/blogs/wp/ciri/>), which includes contributions from the faculty and PhD candidates concerning current research, summaries of recent research publications, new initiatives, and recommendations for further research.

CIRI's partners range from professional associations and non-profit organizations, to international universities. The partners collaborate with SJSU iSchool faculty on research projects, provide critical funding, and engage in joint endeavors in research and innovation. Partners include the Vietnam National University (<http://vnu.edu.vn/eng/>), Health Information For All (HIFA) 2015 (<http://www.hifa2015.org/>), and the American Indian Library Association (<http://ailanet.org/>). CIRI is an important resource not only for the faculty and students of the iSchool but is also a valuable free resource that can be used by the global community.

International Collaborations: A Two-Way Street—Anthony Bernier

Internationalism is moving rapidly to the center of the lives of information professionals due to advancing online LIS instruction, access to digital primary sources, international affiliations and interactions with distant colleagues and associations, and the everywhere-apparent transnational flows of data and information. The instructional work of iSchool faculty should contain awareness of how these opportunities can enhance reciprocal learning and not simply be seen as another chance for the United States to teach the world.

In the past few years, the iSchool has established many global relationships, including individuals and organizations in

Asia, Africa, and Europe. Each of these circumstances sharpens comparative perspectives of what LIS is attempting to accomplish in the United States, as well as providing international experiences that enrich LIS research and teaching.

Opportunities for comparative analysis among and between different international experiences offer powerful pedagogical tools with which to address many unquestioned legacy commitments, particularly in youth services. Not all countries, for instance, address youth services with relatively high paid graduate-degree-holding professionals. Not all countries envision or construct youth as mere candidates for adult status. And the United States does not corner the market on all of the important institutional resources required to support youth services professionalism.

Each year, the South Korean government invites international scholars and noted practitioners to address a two-day symposium with youth librarians from all over the country. One of the iSchool faculty, Dr. Anthony Bernier, served as the keynote speaker in 2013. Rather than conducting duplicative regional staff development and training, the National Library hosts this symposium to infuse their youth services staff (largely paraprofessionals by U.S. definitions) with new ideas and en-

ergy. The annual event is well-staffed and facilitates individual and panel presentations from the invited presenters (e.g., from the United Kingdom, France, China, and Russia) as well as various receptions, interchanges, and tours (especially of the huge National Library for Children and Young Adults—a unique institution that does not have a counterpart in the United States). Guests enjoy world-class hospitality and meet with top officials of South Korea’s National Library. The efficient scope of this training effort offers much to teach the U.S.

The SJSU iSchool faculty also often share our model of online LIS education with people both in the United States and with visitors from other countries. Figure 5 below indicates the recent global affiliations developed by Dr. Anthony Bernier, and the following text provides several examples of the ways in which he has implemented a global perspective into his teaching and research.

An example of how faculty share the School’s online educational experience can be seen in the relationship between the iSchool and international non-profit organizations. In a recent instance, delegations of educators and officials from Asian countries were hosted in the United States by the Asia Foundation (<http://asiafounda->

Global Activity	iSchool Implementation
South Korean National Library	English language research from Asian scholarly journals
Asia Foundation	Expose educators to models of library service and LIS education.
Lubuto Library Partners	Research in developing evidence-based, purpose-built library spaces with youth
IFLA	Present research and establish collaborative relationships
Internationale Jugendbibliothek (International Youth Library, Germany)	Introduce students to unique global collection of contemporary and historical

Figure 5. iSchool Global Affiliations. iSchool global affiliations developed and implemented by Dr. Anthony Bernier at SJSU’s iSchool.

tion.org/). This non-profit NGO promotes community development through educational initiatives and sponsors international visits to the United States to expose Asia's education leaders to models of library service and education. On one recent tour, delegates from 14 different Asian countries toured the physical campus, were addressed by several members of the faculty including the iSchool director, and were received by officials in both the academic and public libraries. Delegates briefly observed a direct, real-time, faculty-student conference between simultaneously remotely located faculty and student (faculty in California and student in Hawaii).

Conversely, these experiences provide value to our faculty, particularly in terms of influencing course design, content, and student assignments. A concrete example is a final bibliography project for a youth services course. The assignment requires students to research, identify, seek, and critically assess international sources of information for their value to youth services in the United States. The assignment illustrates to students both the complexity and variety of international sources to enhance youth services profiles in demographically complex communities containing immigrants from many "sending" countries.

Beyond resource identification, though, these international exposures also provoke important conceptual questions for LIS students. To what degree does master's-level training produce public value? What can libraries learn from alternative approaches to youth services staffing and delivery? How might different library service models be measured and evaluated? These experiences with Asian and African librarians offer students opportunities to engage larger cultural questions that influence, but exceed, LIS disciplinary boundaries.

As a member of the Program Advisory Board of Zambia's Lubuto Library Partners (<http://www.lubuto.org/>), based in Washington, D.C., Dr. Bernier's collaborative work impacts libraries in developing countries. The award-winning grass-roots

non-profit organization establishes and operates youth libraries in impoverished communities while eschewing institutionally-derived top-down service models. Instead, Lubuto works closely with local communities, government agencies, and most especially with their end-users— young people—in developing and evaluating services. In this particular instance, Dr. Bernier's research in developing evidence-based, purpose-built library spaces with youth well-illustrates the idea of cross-national learning reciprocity.

Lubuto reports having benefitted from Dr. Bernier's work in developing youth spaces, and he uses the Lubuto experiences as an instructive example of enacting library services "up" from end-user needs—a value still lacking in much of professional practice in the United States. Lubuto's alternative model informs lectures and essay assignments to help students critically evaluate current assumptions.

Participation in research and professional forums such as the International Federation of Library Associations and Institutions congress (IFLA) provides opportunities to interact with global participants and to explore other library and educational facilities in close proximity to the conference site. These experiences are necessary for global collaboration and to infuse varied ideas and techniques into our curriculum. Often we have as much to learn from others as we have to teach. Our students need and deserve broader and more globally-influenced experiences from wherever libraries exist.

As some of these examples also highlight, one need not necessarily even leave the United States to gain exposure or build relationships with information professionals, organizations, or institutions abroad. Many of these experiences offer opportunities for the development of online internships, distance observation, and cross-national research.

As libraries in the West migrate away from legacy buildings, instructors can encourage students to envision themselves

as contributing to the well-being of library users through their skills in many library environments . . . environments like the rest of the world. Engaging with and helping global communities is part of the iSchool's vision, and we continue to expand our global research and collaborative activities.

Pakistan Distance Education Enhancement Project—Debbie Faires

San José State University (SJSU) is currently partnering with Allama Iqbal Open University (AIOU) (<http://www.aiou.edu.pk/>) in Pakistan to increase the efficiency and effectiveness of globally networked distance education in both countries. This partnership is organized and carried out through the Pakistan Distance Education Enhancement Project (PDEEP), a three-year program funded by the U.S. State Department (SJSU AIOU, n.d.). The PDEEP blog (<https://sjsuaiou.wordpress.com/>) chronicles the project with details and photographs. AIOU is South Asia's first distance education university. It serves 1.3 million students in Pakistan and places particular importance on female literacy in the nation (Siddiqui, 2014).

The SJSU iSchool was invited to participate in PDEEP due to its extensive experience in offering online courses and programs that have been recognized for quality and innovation. An important part of this project is the faculty exchange program, which enables faculty members from each university to visit the partner university to learn more about hybrid and online teaching methods and instructional design that will lead to increased student access to quality educational opportunities.

Two groups of AIOU faculty have visited SJSU—one in 2013 and one in 2014. Each group worked with the SJSU iSchool's Director of Online Learning, Debbie Faires, in a workshop titled "Building Quality Online Programs." The workshop consisted of four three-hour sessions held on the SJSU campus and supplemented

with an online course site. The iSchool's successful online program provided a model that was discussed and examined during the workshops. Mark Adams, the PDEEP director, explained that this offering was "the central point of [the] five-week visit with the Pakistani faculty" and Faires' "experience and knowledge of how to build quality online programs will help thousands of students in Pakistan achieve the goal of a quality education at a distance" (SJSU iSchool, 2013).

Much of the curriculum for the course was built around the Online Learning Consortium's Quality Scorecard (Online Learning Consortium, 2014). This scorecard identifies 75 research-based quality indicators as important elements of online educational programs. The indicators are grouped into nine categories:

- Institutional Support
- Technology Support
- Course Development / Instructional Design
- Course Structure
- Teaching & Learning
- Social and Student Engagement
- Student Support
- Evaluation & Assessment

Administrators of an online program can self-evaluate the program using these criteria and assign a numerical value to indicate the level of achievement for each quality indicator. This process yields a quantifiable level of quality that is useful for measuring progress in improvement of the program. It also provides an excellent framework for strategic planning due to the specific nature of each indicator and the opportunity for repeated assessments and goal-setting.

In the workshops at SJSU, the visiting scholars from AIOU assessed their own programs and assigned numerical values from 0–3 to represent their programs' current levels of compliance for each of the quality indicators. Since AIOU has a rich history with distance education, the scores for some types of institutional support and

student services for distant students were high: the university already has this infrastructure in place. The evaluative process helped illuminate other areas where future work could be focused to enhance quality and better meet student needs. The AIOU scholars also created strategic plans by selecting one of the quality indicators from each of the nine categories and detailing how those areas would be addressed during the coming year.

Because of the international nature of the partnership between SJSU and AIOU, it was important to find additional lists of quality indicators for online learning that originated in nations beyond the United States. These resources were valuable for comparisons with the OLC Scorecard. The workshop participants studied the *Quality Assurance Framework* published by the Asian Association of Open Universities (AAOU, n.d.). This framework organizes over 100 best practices into these 10 categories:

- Policy and Planning
- Internal Management
- Learners and Learners' Profiles
- Infrastructure, Media and Learning Resources
- Learner Assessment and Evaluation
- Research and Community Services
- Human Resources
- Learner Support
- Program Design and Curriculum Development
- Course Design and Development (Asian Association of Open Universities, n.d.)

The *Quality Assurance Framework* was particularly applicable because of its geographic focus as well as the fact that the AAOU annual conference for 2013 was held in Islamabad. The visiting AIOU scholars identified several categories and specific indicators/practices that were the same in both the AAOU list and the OLC Scorecard.

Some of the key observations from this project include:

- As the participants in the first workshop discussed items related to library services for online students, they expressed surprise at the expanded view they gained of the ways the library and librarians can support student learning. For example, they were impressed when the group discussed how the library could provide resources to help students learn to critically evaluate web sites and develop other information literacy skills.
- One of the major local challenges to online learning in Pakistan identified by the AIOU faculty is that of providing reliable continuous online access to resources such as the online learning environment. This is because of issues related to the irregular power supply and frequent periods with no electricity. The group discussed a range of possible options to deal with this situation that could be implemented by the university and also by the students.
- Another challenge for online learning in Pakistan, particularly in rural areas, is student access to the Internet. A possible solution the group discussed is to allow online students to use any of the 40 AIOU regional centers throughout the country. Many of these centers are technologically advanced and well connected. AIOU has already started to develop new online degree programs and offer them to students.

The university is now a member of the Online Learning Consortium (<http://onlinelearningconsortium.org/>) and is applying principles specified in the OLC Quality Scorecard while working to provide a high quality experience for students and faculty and expand access to learning opportunities in Pakistan.

Library 2.0 Virtual Conferences— Sandra Hirsh

The biggest global outreach initiative that the SJSU iSchool is engaged in

is a free virtual conference series called the global Library 2.0 virtual conference (<http://ischool.sjsu.edu/center-information-research-and-innovation-ciri/library-20>). Started in 2011, SJSU iSchool is the founding sponsor and co-chair of this conference series, along with Steve Hargadon. The conference was founded as a way to build global community and to spark global conversations around the future of libraries. Topics are wide-ranging, falling under six broad strands in 2014:

- *Strand 1:* Digital Services, Preservation, and Access
- *Strand 2:* Emerging Technologies and Trends
- *Strand 3:* Learning Commons and Infinite Learning
- *Strand 4:* Management of Libraries and Information Centers in the 21st Century
- *Strand 5:* User Centered Services and Models
- *Strand 6:* Library and Information Professionals—Evolving Roles and Opportunities (SJSU School of Information, n.d., Library 2.014 Worldwide Virtual Conference)

As a free conference that aims to be as inclusive as possible, the Library 2.0 virtual conference regularly attracts approximately 10,000 information professionals from over 160 countries. It utilizes a crowd-sourced approach for presentation selection; engages people in discussions around presentation topics before, during and after the conference; allows people to present in whatever language they want; and lets people schedule their own presentation times to fit into their time zone. The free online nature of the conference enables information professionals who otherwise are unable to travel due to financial limitations to participate, learn, and contribute.

LIS practitioners, researchers, and students give presentations via a web-conferencing platform called Blackboard Collaborate. Keynote speakers are invited

from each continent to ensure representative global perspectives. There are typically 150 sessions offered over a two-day period, with sessions running nearly 24 hours a day so that participants, regardless of where they live in the world, can attend and participate in live sessions. All sessions are recorded and freely available in an archive. Dozens of organizations from around the world partner with the conference, helping to promote and share information about the conference to people in their organizations and countries.

Many information professionals around the world have used this conference series for free professional development, to learn best practices and research findings from colleagues around the world, and to engage in conversations with their colleagues to discuss key issues and trends. As one conference participant explained: “This is a great way to connect and bring more awareness to the state of libraries and the profession around the world.”

Conclusion: Looking to the Future

The SJSU iSchool is highly committed to educating future information professionals to contribute to the well-being of global communities. This is reflected in every aspect of the iSchool: as part of our mission and vision, our strategic plan, our advisory board members, our program learning outcomes, our curriculum, our student body, our student experiences, our faculty, our research, our partners, our educational programs, and our outreach efforts. This global focus enhances our School’s offerings, enriches perspectives, and engages our faculty and students in valuable collaborative research, partnerships, and other initiatives. Our vision is to continue to grow our globalization efforts by infusing global content and perspectives throughout our School’s curriculum, by expanding the number and types of global experience opportunities for students, by working with LIS colleagues in other countries to share with and learn

from them, by performing collaborative research that advances understanding globally, and by attracting diverse students and faculty from around the globe to create enriching learning communities.

The SJSU iSchool is in an excellent position to globalize our programs because of our online and virtual emphasis. While it may be harder for those attempting to do this in a more traditional face-to-face environment, this article surfaced ideas that other LIS programs could consider applying, such as addressing globalization as a part of the program's mission/vision/strategic directions; seeking global partnerships and research opportunities; and changing curriculum to reflect more international content, perspectives, assignments, and learning outcomes. The SJSU iSchool faculty is poised to further develop global relationships in order to enhance the teaching, learning, and research environment that are our trademarks in the LIS community.

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