

November 2020

Three Blended Librarians' Narratives on Developing Professional Identities

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Three Blended Librarians' Narratives on Developing Professional Identities

by

Adonis Amparo

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy in Curriculum and Instruction
with a concentration in Instructional Technology
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Date of Approval:
October 23, 2020

Keywords: Instructional, Technology, Career, Development

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Abstract

A blended librarian holds two separate and distinct responsibilities in the academic institution. One relates to instructional technology, the other relates to the information professional. In this narrative inquiry, I explore the constructed identity of three blended librarians and offer insight to inform current and future blended librarians, instructional technologists and designers, and their academic institutions. Each librarian was hired between 2012 and 2013. Each participant was the first blended librarian at each of their universities. I explored themes of transformation, inclusiveness, and connectedness. I used Mezirow's transformational learning theory with support from secondary theories, universal instructional design and TPACK to guide my research. For the scope of the study, I covered the working life of three blended or instructional technology librarians. In the first phase of the study, I explored my three-year career as a blended librarian. In the first phase, I explored fifty of my created learning objects. These are primary documents in constructing a narrative. In the second phase, I collected narrative accounts from two instructional technology librarians. In the second phase I used chaptered worksheets, semi-structured interviews, and follow-up interviews to guide the librarians in telling their stories. I utilized thematic narrative analysis to determine a central theme within the three narratives using the theoretical lenses. I identified three separate individual themes as the key to each librarian developing their identity.

Chapter 1: Introduction

I am a librarian with experience working in academic libraries. My focus in my career has been instructional technology and design. I served as a blended librarian at a research university library (2012-2014) and I produced multimedia learning objects. I continued my career in a two year public college library from 2014 to the present. I used my learned skills as a blended librarian to contribute to my college and my profession through designing information literacy instruction.

What is a blended librarian?

The original definition of a blended librarian is an individual who combines the responsibilities of an academic librarian with those of an instructional technologist (Bell & Shank, 2004). The profession of blended librarian grew from an increased use of integrative technology into librarianship as online access grew from the mid 1990's. By 2004, a blueprint for a new "blended" librarian was created by Stephen Bell, a future president of ACRL (Association of College and Research Libraries) and John Shank, an instructional design librarian.

We define the "blended librarian" as an academic librarian who combines the traditional skill set of librarianship with the information technologist's hardware/software skills, and the instructional or educational designer's ability to apply technology appropriately in the teaching process (Bell & Shank, 2004, p.374).

The position blends the subject matter expertise of a librarian with the technical skillset of an instructional technologist. The position can be defined through the language of an academic librarian, as one who uses the information-based seeking skills of a librarian with the pedagogical and practical technical background of an instructional technologist. Using the TPACK (technology skills, pedagogy and content knowledge) model of integrating technology into academic roles, the blended librarian has a foot in each of these three domains. (Koehler & Mishra, 2009).

Some researchers have attempted to expand the “blended” definition to include “undergraduate librarian” or “first-year success librarian” (Todorinova, 2018). An expanded definition can be explored in future research, but my research was limited to “blended” as defined by Bell and Shank. The originators of the term have maintained their insistence on instructional technology as the key interface with librarianship (Bell & Shank, 2011).

In the beginning, some blended librarians found themselves in their career through chance and circumstance (Summey & Valenti, 2013). Their path in the academic world resulted from a variety of factors including institutional demands, individual traits, and timing. As such, there were a variety of titles and responsibilities including Instructional Design Librarian, Instructional Librarian, and Learning Technologies Librarian (Shank, 2006).

There are elements of research, teaching, and service to the profession or institution embedded within library science. The modern academic librarian has these skills, while the blended academic librarian also has technical skills. Modern librarian technological skills include learning to email, utilizing virtual conferencing software, and conducting online research. The

difference between the modern librarian and a blended librarian is the addition of an instructional technologist skillset.

Librarians found their skills move closer to the responsibilities of instructional technologists through the advent of online technologies. As information resources moved online, libraries worked to develop instruction related to information literacy, scholarly research, and both general computing and database skills. Libraries and their librarians leveraged instructional design skills, combined with emerging technologies, to host and deliver information and to guide users in the delivery of information.

How this dissertation came to be

As a blended librarian at the University of South Florida, I developed artifacts to fit the needs of patrons and learners. After my time as a blended librarian in 2014 I reflected on my work. I also began to curate my collection of learning objects. I had produced instructional videos for student and faculty patrons. In addition, I designed learning modules and staff training videos.

In my reflection, I wondered if these instructional artifacts could better inform my future learning objects. In addition I wondered if each object represented a time capsule whose contents could be unpacked and deciphered at some later date. When faced with an institutional decision to remove these learning objects from the USF library website, I chose to re-explore them in depth.

I wondered if an extended and in-depth scholarly examination of the work of a blended librarian would be relevant to both instructional technology and librarianship; I decided it was. I

chose Transformational Learning Theory as a theoretical lens to reflect on these learning objects. I decided this theory was relevant to blended librarians because the theory addresses career changes. I was able to undertake this narrative inquiry research due to my proximity to the material, but also I needed to collect outside narratives to understand the perspectives of other blended librarians through their narratives.

Current reflection on the profession blended librarian

The blended librarian as a career was transformational and was driven by social and institutional factors. As Sutton (1996) pointed out, the future service model for reference librarians would include skills as a technician and predicted “shifts in human/machine intermediation” (p.125). Others predicted the shift in needs towards more specialized digital librarians (Marion, 2001) or detailed the blending or hybridization of library professions in further detail (Corrall, 2010). This intersection of technology, human/machine interaction, information seeking, and the instructional basis of the modern academic library further describe the current need for and role of the blended librarian.

As a result of shifting needs, the number of blended librarians grew. In a job title analysis from 1990 to 2000, the rise in the use of “electronic” and “digital” librarian job titles in academic institutions was described as “dramatic” and doubled from 1995 to 2000 (Croneis & Henderson, 2002).

Challenges to exploring the blended librarian identity

Several problem categories or challenges exist to exploring the profession of blended librarian and can pose obstacles to the process of constructing the blended librarian’s identity.

These include a misunderstanding of the blended librarian role, a lack of effectiveness due to negotiating balance in responsibilities, and the need for a guiding philosophy in producing learning objects.

Misunderstanding the role

In the practical merge or blend of the academic and IT profession, there can be an “identity stretch” (Whitchurch, 2008). As with any new position, the role must be created from the institutional space provided. In this case, the functions of a blended librarian involve time commitments, logistical arrangements, and project management considerations.

Both students and faculty may misunderstand their relationship to blended librarians and may have varying degrees of expectations with academic librarians (Christiansen et al., 2004). To counter these, another hybrid role, the embedded librarian, emerged to bridge the gap with faculty (Dewey, 2005). This hybrid role emphasizes changes to the academic librarian position and one such role, the embedded online librarian, reinforces the tie between librarianship and instructional technology (Matthew & Schroeder, 2006).

Effectiveness

Researchers have argued the blended nature of the blended librarian position is more effective and necessary for modern academic libraries to fulfill their duties of information access and instruction (Bell & Shank, 2007). However, a counter argument may be made, building on the problem of misunderstanding the role. Are the two roles of librarian and instructional technologist better kept separate as a split specialization of duties would be more effective?

Librarians provide support to other teaching faculty and keep abreast of technological changes to deliver information services. Instructional technologists also provide support to faculty and keep abreast of technology as related to their instructional design duties (Campbell et al., 2006). They also work with current instructional practices in higher education, reflective of their role in education (Schwier et al., 2004; Hannon & Bretag, 2010; Tracey et al., 2014; Baker, 2016). Instructional technology is central to the skills of both modern academic librarians and instructional technologists. In this research, I acknowledged the question of effectiveness in the position and sought to address it with narrative evidence.

Purpose of the study

Wonderments allow for exploration in research, whereas research questions provide a more limited frame. In narrative research, narrativists design their research around one or several ‘wonders’ or ‘wonderments’ rather than devise ‘A priori’ research questions (Clandinin, 2016). This allows for “a sense of a search, a ‘re-search,’ a searching again,” . . . “a sense of continual reformulation” (Clandinin & Connelly, 2000, p. 124).

The central wonderment of this study was: In what ways are a blended librarian’s identity constructed? The purpose of this inquiry was to bring this profession into the light of scholarly research. As emerging research, this narrative provided first hand personal accounts of blended librarianship. Through this exploration, I derived insight into other future hybridized academic professions as well. Other goals included uncovering learned best practices in instructional design and implications for the future of librarianship. Inclusivity, not exclusivity is the goal of universal instructional design and was my goal. As such, these research findings applied to

similar academic careers that involve instructional technology. These titles included instructional design librarians, educational technology librarians and similar professions.

Outcomes

There were three primary rationales for research into the area of blended librarianship and the specific construction of blended librarians. One was to add to the academic literature concerning blended librarians in academic institutions. Because blended or instructional technology librarians did not exist as a widespread official position in academic libraries until the past decade, this qualifies as a new area of research. Another rationale was to provide three unique narratives of these avant-garde positions from three different educational institutions. The final rationale was to provide a model for future blended librarians might employ to define themselves in academia. The experiences and learning object artifacts uncovered in the research might prove useful for current professionals to learn from the mistakes and successes within the narratives. A secondary benefit was the addition of a qualitative research dissertation in the area of instructional tools and developers. This is further explained in Chapter 3.

Wonderments

Clandinin states the research study begins with the sense of a research puzzle rather a specific research question focused on an ‘expected answer’ (Clandinin, 2016). The design of research through wonderments allows for narratives to encompass multiple perspectives including acknowledging the researcher’s views within the narrative he or she is collecting. I chose wonderments through narrative inquiry as a methodology. My research involved my narrative in constructing my identity as a blended librarian and other blended librarians’ narratives in the same process. I chose to begin my research with the wonderments below.

Primary Wonderment

- In what ways do blended librarians construct their identity?

Secondary Wonderments

- In what ways do a blended librarian's constructed learning objects or work products reflect his or her identity?
- In what ways do themes of Transformational Learning, Universal Instructional Design, and TPACK, manifest in the identity of blended librarians?

Significance of Study

Blended librarianship represents a change in both the fields of library studies and instructional technology. The blended librarian position has existed since the mid-1990s but was more codified as a defined career role after 2010. There is a lack of studies regarding effective blended librarian training, development, and career goals. This significance of my research is to provide some understanding of the blended librarian role. My research was conducted in the context of a student dissertation, and the results may be pioneering in the field of both instructional technology and librarianship.

Delimitations

The parameters of my study were the working life of three blended librarians. I defined the boundaries of my study with geographic, population, and temporal delimiters. I used academic universities within the United States as a geographic delimiter. I used blended librarians employed as avant-garde, or the first ever in their position at their university library, as

a population delimiter. I used both the work life period of each blended librarian, and the calendar period of 2012-2013 as temporal delimiters. I worked as a blended librarian from 2012 to 2014. The two other librarians in this study were current faculty with their institutions and began as instructional technology librarians in 2012 and 2013.

Theoretical Frameworks

Much as a learning object can be built from different information resources, the framework for this research rests on several conceptual theories. I utilized a theoretical framework built on Transformative Learning Theory and secondary theories of Universal Instructional Design and TPACK in exploring secondary research questions centered on the blended librarian identity and also to related aspects of learning object creation and institutional related factors. These conceptual theories were supporting frames for developing and conducting this research.

Transformative Learning Theory

Jack Mezirow developed his Theory of Transformation Learning in adult education in the mid-1990's (Mezirow, 1997). This approach describes the transformation in one's frame of reference after major life events, such as a career change. The steps Mezirow developed apply to the blended librarian career and are listed below:

Steps towards transformational learning

The steps are presented alongside examples of relevance to the development of a blended librarian's identity.

- Disorienting dilemma (New position as blended librarian / career change)
- Self-examination (Examination of existing skill and knowledge set compared to TPACK)
- Sense of alienation (Lack of common job tasks with other library faculty)
- Relating discontent to others (Seeking guidance and guidelines for new position from administrators)
- Explaining options of new behavior (Determining how previous knowledge and skills can be utilized as blended librarian)
- Building confidence in new ways (Creating learning objects, determining what are accomplishable goals)
- Planning a course of action (Planning short and medium career goals as blended librarian / time management)
- Knowledge to implement plans (Assessing, planning and utilizing resources to accomplish new goals as a blended librarian)
- Experimenting with new roles (Refining and redefining the role of blended librarian as needs/obstacles/opportunities arise)
- Reintegration (True understanding and defining self as blended librarian integrating this new role into one's previous work life identity) (Mezirow, 1997)

Role Theory

My study involved aspects of Role Theory. This theory pertains to role analysis in the educational institution's workforce. Role Theory is significant in the field of social psychology. Researchers use Role Theory to explain social interactions built on behavioral expectations and social positions defined by these behaviors (Biddle, 1986).

Newcomb defined role as not just a place, but also incorporated an occupant's behavior as reactions to factors affecting their position. (Newcomb, 1950).

Gross, Mason, and McEachern (1958) explored Role Theory in the context of educational professionals in academic work environments. They concluded that organizational expectations and concerns are an important factor in the role of educational administrators. They also identified and explored three problems with role analysis. These problems were consensus of role definition, conformity to expectations and conflict analysis (Gross et al., 1958). Regarding first problem, the Gross et al. defined role as "Status and role represent a conceptual elaboration of the 'ideal patterns which control reciprocal behavior'..." "It is through the occupancy of statuses and the performance of roles that the 'business' of a society is accomplished" (Gross et al., 1958, p.12). Sargent (1951) defined role as having "...ingredients of culture, personal and situational determination but never is role wholly cultural wholly personal or wholly situational" (p. 360). Gross, Mason and McEachern (1958) acknowledged, "in some definitions, a role is treated as an individual's definition of his situation with reference to his and others' social positions, and these deserve a separate categorization." (p.13). Sargent (1951) confirmed the individual factor in determining role, as "a person's role is a pattern or type of social behavior which seems situationally appropriate to him in terms of the demands and expectations of those in his group"(p. 360).

Parsons (1951) defined role as "...a sector of the total orientation system of an individual actor which is organized about expectations in relation to a particular interaction context, that is integrated with a particular set of value-standards which govern interaction with one or more alters in the appropriate complementary roles" (p.24). He further described developing roles:

Each action is the action of an actor, and it takes place in a situation consisting of objects. The objects may be other actors or physical or cultural objects. Each actor has a system of relations-to-objects; this is called his 'system of orientations.' The objects may be goal objects, resources, means, conditions, obstacles, or symbols. They may become cathected (wanted or not wanted), and they may have different significances attached to them (that is, they may mean different things to different people). Objects, by the significances and cathexes attached to them, become organized into the actor's system of orientations (Parsons & Shils, 1954, p.54).

I based my research around this separate 'individual's definition' as blended librarianship was a newer academic profession in the time parameters of my study. I found educational institutions had not established a consensus definition of the profession.

Gross, Mason, and McEachern (1958) explored the second problem, role conformity, as adherence to professional standards. Blended librarianship during the time of my study did not have professional standards.

To address the third problem, the Gross et al. proposed a model for identifying role strain and how an actor will behave when exposed to perceived role conflict (Gross et al., 1958).

Goode (1960) defined role strain as the stress in fulfillment of social roles by individuals who find barriers such as lack of resources, conflicting obligations, etc. He developed a theory of role strain and constructed a model for both actors and structures to cope with role strain.

Manipulation of role structure:

Compartmentalization

Delegation

Elimination of role relationship

Extension

Obstacles against the indefinite expansion of ego's role system

Barriers against intrusion

Settling terms of the role relationship

Role relationship seen as bargain

Setting the role price in the role bargain

Structural limits:

Hierarchy of evaluations

Third parties

Norms of adequacy

Linkage of role obligations

Ascriptive statuses (Goode, 1960, p. 486-492).

Komarovsky, in her presidential address at the American Sociological Association, references Gross, Mason, & McEachern as well as Goode's research (Komarovsky, 1973). She shared Gross, Mason, and McEachern's view that institutional 'consensus' itself is a variable in defining role and role analysis (Komarovsky, 1973). She also discussed their model for predicting role strain and redefined Goode's definition of role strain as latent or felt difficulties

in fulfilling role obligations or a sense of insufficient rewards for role conformity. She concluded:

Far from obscuring conflict, deviation, malintegration and social change, role analysis leads directly to the exploration of these phenomena...Role analysis explores the individual as well as the “social structure” and “specify...the interplay of psychological and structural variables (Komarovsky, 1973, p. 661).

In this critique, Komarovsky pointed out her concern with problems in role analysis as similar to problems with a definition of social constructs as collective representations. Both may have missed the importance of psychological aspects of the individual in role in favor of collective (social or institutional) constructions.

In more recent studies, researchers have refined and redefined role strain as role ambiguity and find role ambiguity correlates with negative job performance (Breugh & Colihan, 1994; Tubre & Collins 2000). My study implements the concept of role strain and ambiguity in constructed identity.

Universal Instructional Design Theory

I defined the principles and origins of Universal Instructional Design (UID) theory in the Chapter 2 literature review. In the first part of the study, I used UID as a theoretical lens. I recalled and analyzed both the learning goals of the learning objects and administrative and faculty needs addressed by the learning objects. In addition, I identified and described the construction of my blended librarian identity as reflected in created learning objects through a UID framework. In the second part of the study, I did not find this theory useful in exploring the narratives of librarians 2 and 3.

Researchers explored UID as a venue for social justice through equal access to learning opportunities for students (Hackman & Rauscher, 2004). They argued UID can be effective in opening education to underrepresented groups by extending accessibility to all students regardless of cultural background or student identity (Pliner & Johnson, 2004, Santangelo & Tomlinson, 2009). Differentiated instruction is one aspect of UID philosophy. Educators who provided differentiated instruction reached out to students through a variety of means. (Dosch & Zidon, 2014). The application of online learning options for non-classroom students through the design of created learning objects is an extension of differentiated instruction.

Overreach or impracticality is the primary concern with a “design for all” approach. Seale (2006) illustrated this concern and a potential solution through her “rainbow bridge” metaphor, where all stakeholders (administrators, technologists, faculty, and students) are responsible for building and maintaining optimal access for learners. UID is an apt framework for conducting my research, as a blended librarian comprises the middle four rows (staff developer, support service, technologist, and lecturer) of this model bridge for optimal accessibility (Seale, 2006).

TPACK

Identifying the way(s) blended librarians’ define themselves is the central wonderment of this research. TPACK theory is an acronym of technological, pedagogical, and content knowledge theory (Koehler & Mishra, 2013). This theory defines and explains the knowledge areas of educators in three domains with four possible areas of intersection.

These three domains are:

- TK (Technological Knowledge) Examples: understanding educational software, classroom technology, and ability to navigate a learning management system such as CANVAS
- PK (Pedagogical Knowledge) Examples: understanding group versus individual learning, scaffolding assignments, ability to use summative and formative assessment with effect
- CK (Content Knowledge) Examples: subject area expertise, ability to answer in-depth questions related to their specific discipline

Four areas of intersection:

- TPK (Technological Pedagogical Knowledge) Example: knowing how and when to schedule group vs individual activities through an online learning management system
- TCK (Technological Content Knowledge) Example: ability to both access and evaluate discipline-specific websites for usability and information quality
- PCK (Pedagogical Content Knowledge) Example: ability to teach a subject in depth to students in a traditional classroom setting without technology
- TPACK (Technological Pedagogical Content Knowledge) Example: ability to teach a subject in depth to students through an online course or otherwise utilizing educational technology tools.
(Koehler & Mishra, 2013)

TPACK illustrates the integration of technological knowledge (TK) into an educator's existing Pedagogical Knowledge (PK) and Content Knowledge (CK). Adding technological knowledge can enhance his or her ability to meet the needs of their students through adoption

and effective use of educational technology. Under this theoretical framework, a blended librarian occupies the central integrated section having content knowledge as a librarian, pedagogical knowledge as an educator, and technological knowledge as an instructional technologist. One qualitative study on the TPACK framework and teacher's identity construction explored teacher background, attitudes, and personal conceptualization of contemporary education, finding all three factors as integral to developing their knowledge in the three knowledge areas and four intersections of the TPACK model (Swallow & Olofson, 2017). Teachers' beliefs, their classroom experiences, as well as institutional goals and expectations shaped how designed learning experiences, including technology, are bound to context (Angeli & Valanides, 2009).

Chapter 2: Literature Review

In this research, I covered the construction of a blended librarian's identity through primary source documentation and first-hand narrative accounts. To support this, I reviewed four areas of literature: identity construction, narrative inquiry, blended librarianship, and universal instructional design.

Identity construction

Identity construction is a feature or characteristic found in narratives (Jones, 2009; Ngunjiri et al., 2010; Riedler 2016). Academics described identity construction through two theoretical processes: social identity theory and identity theory (Stets & Burke, 2000). Although the processes for creating internal and external identity have similarities, social psychologists have discussed and disputed the overlap between these two theories (Hogg et al., 1995). For this research, both external social factors as well as internal psychological processes were driving factors in constructing identity.

In social identity theory, identity is constructed through narrowing restrictive categories as the individual is defined by membership or exclusion from various social groups (Turner 1982). For example, if a new smaller subgroup arose from larger groups, an individual can be placed first in the larger group(s), then as variables apply, be further identified as part of the subgroup. This definition process is *attribution* and can be initiated by the individual through self-selection or imposed from external group(s) (Hewstone & Jaspars, 1982). In both instances

the external attributions applied to the individual pave their path towards their identity construction. Since identity can change over a lifetime, identity change is a strong component of identity construction: i.e. identity is not established and fixed but changes as one leaves and joins groups (Tajfel, 1974).

Separate from social identity theory, identity theory establishes an individual through an internal process of 'self-categorization' (Stets & Burke, 2000). This is not to say an individual only has concern with internal constructs. External societal structures can provide the nomenclature where self-categorization occurs. This action is a facet of social identity theory. Researchers in social identity theory focused on categorization of an individual as a group member, while identity theorists focus on the *role* within the group an individual identifies with (Hornsey, 2008). I researched my identity as both a faculty member and a librarian as well as my role within these groups as a blended librarian.

Research into identity construction moved from an introspective focus on building the self to a more complex focus on interactions between the self and others including communities (Cerulo, 1997). Kehily (1995) connected unique identities constructed through self-narratives- an area of research into developing identity through various groups via autoethnography. One researcher of Swedish teachers emphasized the multifaceted roles educators employed in creating their self-narratives. (Soreide, 2006). This study as well as Slay and Smith's (2011) study of twenty African American journalists' narratives on cultural identity within professional identity construction also provided direction in my research.

Researchers use autoethnographic, ethnographic, and other narrative studies to establish or ground research in an existing methodology I used literature on blended librarianship to

introduce and describe the concept. I explored identity construction studies to further inform the process of building my identity. Studies concerning universal instructional design theory provided context and the lens through which I constructed both my career and my learning objects.

Autoethnography

Autoethnographic studies are described as a structured system of reflective research taking the researcher's own point of view (Hayano, 1979). Autoethnography has roots in anthropology, but is also used in other disciplines including sociological, educational and interdisciplinary subjects (Trahar, 2009; Starr, 2010; Vasconcelos, 2011; Kennedy-Lewis, 2012; Velliaris & Willis, 2014; Kinchin & Francis, 2017). Ellis and Bochner (2000) described and established the usefulness of autoethnography and its facets.

Studies relevant to my research focused on educators' autoethnographies. As I reflected on instructional design and development, I found inspiration in Patton's (2002) reflection on his two decades of work with qualitative research. Patton described the changing educational philosophies and technological changes affecting his profession as a researcher.

In another example mirroring my research, Dyson (2007) provided a portrait of himself and his career as well as a four-step framework devised to structure his narrative. He decided autoethnography is:

...not only an appropriate methodology but also the only way to present, in a meaningful and mindful way, the cultural phenomenon that I was living and researching. In stepping back I also realized that I was changing as an individual and as a researcher as I reflected

about my journey into the literature and recognized the wider implications of my research journey. (p. 38)

In my case, my identity of blended librarianship was the focus of the first part of my study, and I devised a similar four-part structured analysis.

Autoethnography as a form of qualitative research expanded later in the 2000's through educational and interdisciplinary studies. Researchers published further structures to guide autoethnographies. In one, researchers produced a table delineating the differences between ethnography and autoethnography (Austin & Hickey, 2007). Within this table the 'research purpose' provided a connection for identity construction as a feature of autoethnography:

Here the emphasis is on the interrogation of the socio-cultural processes of identity construction that have led the researcher to this point in their identity (Austin & Hickey, 2007 p.3).

Ethnography

Ethnography focuses on a variety of data points from sources with attention to social interactions of the target population (Hammersley & Atkinson, 2007). Ethnography as a methodology has a strong history in educational theory (Smith, 1978; Anderson, 1989; Eisenhart, 2001). Ethnography had recent ties to educational technology as a discipline, for example through social media tools (Crichton & Kinash, 2003; Murthy, 2008). An aspect of ethnography pertinent to this research was the focus on 'patterns of interactions' discerned from data gathered both through interviews and examining job artifacts from blended librarians - otherwise known as created learning objects (Kendon, 1990). Researchers studied these interactions for patterns

and included human-human (blended librarian with academic coworker/supervisor/student/ etc.) human-machine (blended librarian with educational technology) and or human-self (reflective self-talk or contemplation). I sought to understand these interactions in the environments where they occurred to understand the creation of blended librarians' identities.

Blended librarianship

Researchers into blended librarianship focused on defining the role, balanced job duties, and valid effectiveness. As I discussed with blended librarians Brian Leaf and Ameet Doshi in 2012, paths to becoming blended librarians and future plans for the position were varied (Amparo et al., 2012). Blended librarians balanced the expectations and goals of their institutions, faculty (librarian and non-librarian), and students. This served as the starting point to define who they were as blended librarians. Blended librarians used the “newness” of the position to begin an process of discovery and an opportunity for defining their role in their profession.

A library director at Temple University, Steven Bell and an instructional technologist, John Shank, defined the term ‘blended librarian’ in the early 2000’s and refined the title through subsequent articles and reports (Bell & Shank, 2004; Shank, 2006; Shank & Bell, 2011). These authors detailed blended librarianship as an emerging profession related to the digital skills and tools found in higher education. They also detailed the integration of these skills and tools to the academic librarian skill set. As educators, the role of academic librarians in the digital age are tied to institutional changes and reflect socio-cultural changes and technology adoption (Sinclair, 2009).

In the second decade of blended librarianship, the profession grew as academic institutions provided for these positions and academic libraries advertised for librarians with blended skills (Mathews & Pardue, 2009, Choi & Rasmussen, 2009). Librarian and information professional training institutions revised their curriculum integrating technology skills and related pedagogical strategies as evidenced in the diagram from the University of Sheffield's iSchool describing the new roles and specialties of blended information professionals (Corrall, 2010).

By 2017, both the concept and challenges in defining and creating librarians with digital skills spread and studies concerning librarian digital skills and training from institutions of higher learning were found in Asia, South Africa, Mexico and Brazil (Sun et al., 2011; Vargas et al., 2015; Raju, J. 2017; de Lima et al., 2017).

Embedded librarianship

Studies into embedded librarianship were also helpful in understanding the current role of technology and libraries in institutions of higher education. Embedded librarianship was seen as a concurrent phenomenon and in my case, a precursor to blended librarianship. In embedded librarianship, the academic librarian employed digital tools and techniques to become 'embedded' into a course, often online, (Matthew & Schroeder, 2006). In this way librarians have a digital presence to provide research help to students and other faculty, often specific to assignments. Other researchers traced the reason for embedded librarianship from the documented disconnect between librarians and non-librarian faculty (Christiansen et al., 2004).

The definition of embedded librarianship included multiple interactions in non-digital spaces, as detailed in Dewey's article on campus-librarian collaborations (2005) However, the

digital aspect of embedded librarianship can lead to the blended librarian position. Knowledge of instructional design, technology and traditional librarian subject matter led to facilitating other embedded librarians by providing technical expertise and being both an embedded librarian and blended librarian. (Amparo et al., 2012).

The expanded role of academic libraries and librarians brought closer collaborations with faculty and students. This led to the expanded role of ‘embedded’ librarians and required digital skills or access to an instructional technologist. The addition of instructional technology skills to the librarian role reduced the need for an additional instructional technologist and created the expanded role of a ‘blended’ librarian.

Learning objects

The term “learning object” refers to an item or collection of items used for educational purposes. In a modern context, several definitions have further refined the concept to fit various digital context. An early definition from the Institute of Electrical and Electronics Engineers (IEEE) states “a learning object is defined as any entity, digital or non-digital, that may be used for learning, education, or training” (IEEE, 2002). As technology and educational research expanded upon the use of learning objects, Wiley combed the academic literature to determine a taxonomy of learning objects. (2000) The Learning Objects Metadata Working Group within IEEE further defined traits of learning objects as used in academia were classified as: Multimedia content Instructional content, learning objectives, Instructional software and software tools, and persons, organizations, or events referenced during technology supported learning. (IEEE, 2002)

Creators continued to redefine learning objects as learning needs evolve. They raised questions about what constituted learning objects from a philosophical, technical, practical or theoretical perspective (Sosteric & Hesemeier, 2002). The product was results-based and the original definition and standard for a learning object set by IEEE remains today (IEEE, 2002). Researchers accepted and acknowledged a learning object was internet and multimedia based (Bradley & Boyle, 2004; Kurilovas et al., 2014; Gaeta et al., 2014).

Learning objects were used by institutes of higher learning as a response to online education. Wayne Hodgins heralded the emergence of learning objects stating:

...learning objects represent a completely new conceptual model for the mass of content used in the context of learning. They are destined to forever change the shape and form of learning, and in so doing, it is anticipated that they will also usher in an unprecedented efficiency of learning content design, development, and delivery... (Hodgins, 2002 p.76).

Another development tied learning objects to my profession as a librarian. At Brigham Young, researchers stressed the economic benefits in developing and maintaining learning objects, with the academic library named as a partner in this endeavor (South & Monson, 2000).

Universal instructional design in practice

Instructors have used universal instructional design to guide their pedagogy and create inclusive classrooms and instructional technologists have used universal instructional design theory to guide their constructed learning objects. (Silver et al., 1998; Rose & Meyer, 2002). Social justice movements recognized barriers towards inclusivity in higher education and used universal instructional design to address the needs of all learners (Pliner & Johnson, 2004). The

term ‘universal instructional design’ originated in the architectural world to describe inclusive arrangements or modifications for physical disabilities (Mace, 1988). However, it was adopted by educators and instructional technologists to describe inclusivity for learners - in particular the removal of barriers to learning (McGuire et al., 2003, 2006). McGuire et al. provided nine original principles for universal instructional design: equitable use, flexibility in use, simple and intuitive, perceptible information, tolerance for error, low physical effort, size and space for approach and use, community of learners, and instructional climate (2003).

In a study of three instructors who utilized principles of universal instructional design, all students had positive feedback through increased interactions among students, diversified problem solving, and more receptiveness among both parties in student faculty communication (Higbee et al., 2008). This outcome reached expected learning goals and targeted students from minority cultures or possessing disabilities.

Both instructional technology and universal instructional design has grown to accommodate new environments (Hahn, 2008). The current primary student population in higher education may represent a diverse generation who expects more customization and personalization in their learning (McGlynn, 2005). Technical advancements and course changes allowing for synchronous and asynchronous learning, combined with a more diverse learner group, push blended librarians to adopt more universal instructional design principles (Amparo, 2016; Gardner & Eng, 2005).

Chapter 3: Methodology and Methods

In this chapter, I outlined and explained the methodology and methods of this research. I used self-narrative and reflection with Labovian narrative analysis in the first phase of research. I use narrative inquiry through interviews and Labovian narrative analysis in the second phase of research.

Phase I: Self-Narrative

The first phase of my research was a self-narrative, as I researched my career through a structured analysis of past and current created learning objects. I identified and described my constructed identity as a blended librarian. I used the tools of the narrative process and structured my self-narrative in an ordered chronology through several levels (Ellis & Bochner, 2000). I do not use a chaptered worksheet approach as found in librarian 2 and 3 narratives due to my close connection to the material through which I choose to build my narrative about my brief three-year career. My short career and intimate in-depth autoethnographic approach preclude the use of a chaptered worksheet. A chaptered worksheet is appropriate to capture a traditional narrative with a separate researcher and narrator, however the autoethnographic approach I chose allowed me to research in more depth and reflection as I was both researcher and narrator.

Adapted prior studies

My method for discovery and analysis of my constructed identity as a blended librarian began and ended with memory and artifacts. I modified existing four step processes from prior narrative studies and their methods. Dyson (2007) explained his strategy for exploration in his autoethnography as a process of memory, resources, findings and gathering. Using a ‘journey metaphor’ Dyson saw his autoethnography as a canoe ride exploring a river- first as a bird’s eye view of the entire journey, then as a literature review and data gathering comparing the water to previous literature and his own prior research. His metaphor extended to overhanging branches in the river (general blocks to his research), waterfalls (changes in thinking), and rapids (overwhelming academic literature) representing practical obstacles during his journey of research (Dyson, 2007 p. 44).

In their autoethnographic research with Australian educators, Austin and Hickey (2007) acknowledged the non-formalized nature of the methodology but relate a general three step process of “Memory Work, Analysis and Metaphor-Selection, and Representational Activity” they found represented in a “large percentage of participants” (p. 5). They delineated features of autoethnography studies as contrasted to traditional ethnographies in two areas related to my research: data gathering and reporting format. They described fieldwork data gathering in autoethnography as memory work and the excavation of ‘artifacts’ as the remembering of experiences of identity formation. They also described the reporting format in autoethnography as dynamic, multiple, evocative, and utilizing diverse presentation media and formats (Austin & Hickey, 2007 p.3).

Amparo self-narrative process

I used a self-narrative modified from prior methods and utilized a four-step process. I incorporated both artifacts, memory and recognition in accessing evidence of my identity construction as a blended librarian. After gathering constructed learning objects (artifacts) from my time as an instructional technologist and blended librarian, I recalled memories from each learning object through the present environment, prior instructional context, and environment at creation time. While doing so, I engaged in recognition from each learning object in a reverse process through the original intent of the object, the past environment, current instructional context, present environment. This process is structured to allow recall and recognition to occur as a simultaneous event, with no time limit for reflection in either direction. I built my narrative as I traversed the artifacts in order of their creation from earliest to latest. I imposed no time limits on my exploration to allow a complete process of constructing my identity.

Note taking

I employed note taking both during the interview portion of the study and while engaging in recall and recognition. In addition, I used note taking as I categorized my learning objects and experiences to add further documentation of the research process. Note taking allowed for a basic structured narrative or story to form and also allowed for apparent or underlying connections to be revealed among the learning objects. I conducted note taking while using Mezirow's steps of transformational learning theory and the TPACK framework as a guiding outline.

I categorized my learning objects to create further structural elements to anchor my narrative. These categories were type of learning object: video, interactive multimedia, modular learning object, website, etc., targeted learner: student, public, staff, faculty, all and time of

learning object construction: pre-blended librarian career, blended librarian career, or post-blended librarian career.

Blended librarian learning objects

Instructional design work and learning objects created before my professional career in higher education (pre-2010) proved instructive as to the formation of my identity as a blended librarian. I included learning objects created during two time periods 2004-2009 and 2015-2018 in the second half of the study.

Video in qualitative research

In qualitative research, researchers analyze experiences, interactions, documents and other evidence of experiences and interactions, and the meaning behind all of these. (Rossman & Rallis, 2003; Flick, 2014; Banks, 2018). My research is qualitative as I determined underlying reasons for the construction of a blended librarian using non-numerical data including but not limited to interviews, created learning objects, and analysis of finished objects and the creative process in constructing them. Through story interwoven with created educational media, Riessman (2008) provided guidance in developing narrative research beyond words and into images. As most of my learning objects I analyzed were short educational videos, methods in qualitative video research proved instructive as well (Heath et al., 2010). While some criticism of video in qualitative research focused on potential issues with the academic's privilege in framing and representation of others, the use of video for self-representation or identity construction has value in a medium exceeding the limits of words (Pink, 2001).

Researchers published analyses of educational tools found to participate and shape learning interactions by providing structure and a prescribed flow (Adams & Thompson, 2011; Chenail, 2011). Educational artifacts can be considered co-creators in the educational process (Waltz, 2004).

Trustworthiness

Qualitative researchers and their subset narrative researchers value trustworthiness. A strong criterion for evaluating trustworthiness in qualitative research was established and used by scholars for the past several decades (Lincoln & Guba, 1985). Lincoln and Guba laid out four aspects of trustworthiness: credibility, transferability, dependability and confirmability, as well as techniques to establish strong trustworthiness. I used several techniques for this research including persistent and prolonged observation and engagement, description with substantial depth, and opportunities for external audit and review as I include full access to all created learning objects described herein. Further, through future conference and peer faculty presentations, I anticipate opportunities for peer debriefing as outlined by Lincoln and Guba and used in other qualitative research into identity utilizing narrative inquiry (Jones et al., 2012).

Phase II Narrative Collection

I collected narratives from two former blended instructional technologist/librarians. I used a semi-structured narrative worksheet and follow up questions to discover their self-described constructed identities as blended librarians. Participants labeled chapters in their lives as if they wrote their own autobiography, and explained the meaning behind each self-titled chapter using a semi-structured worksheet. I modified this worksheet from the life story collections circa 1992-1993 by Lieblich, Tuval-Mashiach and Zilber (Lieblich et al., 1998). After

interviewees completed their work-life worksheet outlines, I conducted recorded narrative interviews via Zoom. I conducted these discussions with the study participants and included open-ended questions based on the worksheet descriptions and information. This approach differs from that of a structured narrative interview in which the interviewer does not prearrange questions and topics and allows the narrative to wander into non sequitur.

I focused on a particular time in my participants' lives. I focused on the work life of two blended instructional technologist/librarians. I probed into relevant formative topics that led to their career choices.

I analyzed these transcripts through the Labovian and Riessman narrative analysis method described below. I analyzed narrative interview responses provided by the blended librarians by chapter and in whole. In my analysis, I discovered and discussed patterns and themes as well as contrasts. I presented their narrative structure as a meta-story from the narrative data and examined this data from the perspective of my theoretical lens and research question.

Narrative research defined

Scholars define narratives through several characteristics. These characteristics are intentional reflective human actions, social and contextual situation, engaging participants in aspects of teaching and learning through the story experience, implicating the identities of those involved, and working towards meaning and knowledge. (Lyons and LaBoskey, 2002).

Researchers gather narratives through dialogue to spark memory. Narratives promote recall and discover connections between past and current events. Practitioners of education play key roles in stories or narratives of teaching and learning (Erickson, 1982). In this research, blended

librarians provided their own narratives. As Librarian 1, I provided a self-narrative spanning my three years as a blended librarian. Librarian 2 provided an account of their time as a blended librarian from 2012 until the present. Librarian 3 provided their account first as a traditional librarian before 2012, and as a blended librarian from 2012 until the present.

Narratives as a category of research

Narrative research includes autobiographies, biographies, personal accounts of events and eras, narrative interviews, documents of life, and oral histories (Casey, 1995). These subcategories of narrative research are found in education (Riessman, 1993) Education is the focus of my research. I explain these narrative research categories below.

Autobiography

Autobiography is a “retrospective narrative in prose that someone makes of his own existence when he puts the principle accent on his life, especially on the story of his own personality” (Lejeune, 1996). Autobiography is the most common term for life writing, but other forms of narrative writing and research have subdivided narrative research further. (Smith & Watson, 2010) In my field of instructional technology, autobiography has been prominent in studies over recent decades (Butt et al., 1988; Ike, 1997; Strehle et al., 2002). Autobiographical research situates the research in the scientific literature and “quality autobiographical self-studies offer fresh perspectives on established truths” (Bullough & Pinnegar, 2001).

Biography

In contrast with autobiography, biography is defined as the structured account of a life written not by the self but by another. (Denzin, 1989) Researchers used biography to displace the

self with a secondary writer or narrator. With biography, researchers gained another perspective or interpretation, but also lost the intimacy found in autobiography. As a result, biography mixed both art and fact and can reflect elements in readers' lives. (Wagner-Martin, 1994).

Biography has origins in the Chicago School of Sociology (Tomasi, 2019). The 'biographical method' expanded during the 1930s and biographical research is based on the concept of biography as a social construct (Tomasi, 2019; Alheit & Dausien, 2000). The main areas of interest to biography research are how lives are constructed in different cultural and social contexts, and what of value can be observed. The methods and methodology in this research are applicable to the field of educational research (Apitzsch & Siouti, 2007).

Personal accounts

A narrative researcher may focus on the individual's interpretations of events surrounding them. This subcategory is known as 'personal account'. Personal account researchers focus on the moment in life or the events in a set time (Sandelowski, 1991). Lewis (2013) gives a personal account as an online teacher during an eight week course. He describes skills gained. He presents technologies used. He describes interactions with other teachers. He writes a summative reflection (Lewis, 2013). A personal account could cover a longer span. Ross' (2003) account of his life experience with asynchronous communication is an example of a narrative describing a longer time span. Another example of a project focused personal account is Knowlton's account as an instructional designer and researcher of his process in design-based research as a theoretical approach in development of a two-year teaching training program (Knowlton, 2007). The key point connecting these personal accounts is a focus on the individual's reaction and thoughts on the specific event as described by Lewis, phenomenon as

described by Ross, or specific event and phenomenon as described by Knowlton. In this way, a personal account is limited and not an analysis of the whole of experiences.

Documents of life

Qualitative researchers often explored ‘documented settings’ (Coffey, 2014). Documents created within social constructions comprised a ‘broad spectrum of material, textual and otherwise’ (Coffey, 2014). Documents were also physical traces of social settings. (Webb et al., 1999). Social scientists used documents to explore individuals, groups, institutions, etc. (Webb et al., 1999). Emails and other digital documents are considered documents of life and valid for research purposes (Coffey, 2014).

I explored my created learning objects as documentary records of the individual, the institution, and social setting. In previous educational research, created learning objects were considered documentary records. In Orgeron, Orgeron, and Streible’s recent book, *Learning with the lights off: Educational film in the United States*, the authors explored early educational film as constructed instructional technology (Orgeron et al., 2011).

Narrative interviews

Jovchelovitch and Bauer provided a model for a narrative interview with four separate parts. The first part was an initial overview of the topic or subject to be discussed during the interview. The second part included a singular constructed question with the interviewee giving a free response. The third part of the narrative interview was follow-up question(s). The fourth and final part was a less structured dialog including why questions (Jovchelovitch & Bauer 2000).

Education researchers used narrative interviews to gather and construct data through meaningful discovery (Connelly & Clandinin, 1990; Mishler 1991; Gudmundsdottir, 1996; Clandinin, 2006; Kaasila, 2007). I used narrative inquiry as I conducted identity construction. Identity construction is a concept in educational research with ties to narrative research and narrative interviews (Clandinin et al., 2006; Tsui, 2007; Bamberg & Georgakopoulou, 2008; Endo, Reece-Miller, & Santavicca, 2010; Liu & Xu, 2011; Barkhuizen Benson & Chik, 2013).

Education researchers used narrative interviews to explore educators' professional identities in regard to their professional development (Conle, 2000; Johnson & Golombek, 2002; Lyons & LaBoskey, 2002). Researchers utilized narratives and narrative inquiry to study librarians regarding their identities and perceived identities as both librarians and teachers (Walter, 2008; Houtman, 2010; Bronstein, 2011; Berkovich & Wasserman, 2019).

Oral history

Education researchers used oral history to 'widen and enrichen' historical research (Gardner, 2003). The definition of oral history was first-hand accounts from influential individuals (Shopes, 2011). The definition of oral history is now any person's first-hand accounts of historical events described in a dialogue with an interviewer (Shopes, 2011). I did not conduct research of a specialized or localized phenomenon of historical significance within academia. Blended librarians do not yet reach the threshold of historical significance. In Weiler's (1992) article, the researcher utilized retired teachers' oral histories and explores their perceived role as female teachers. He compared historical quantitative data to their narrative accounts. He determined contradictions in their histories. He determined how their language agreed with institutional definitions of 'good' teachers. My research also targeted educators and focused on a

limited time of their lives. My research explored my own constructed learning objects with descriptions. Contradictions or comparisons with the historical record were not relevant to my research.

Potential problems

Potential issues in collecting narratives were ethical issues of power relationships. Other potential problems included confessional self-deception instead of reflection and institutional biases with the narrative process (Lyons & LaBoskey, 2002). Ethical issues of power were diminished in my research as I had no pre-existing relationship with the librarians providing the narratives. The librarians did not express concerns with their institutional relationships in their narratives. They reflected on their past careers with candor.

The goal of this research was to create meaningful knowledge. I participated in the dialogue as a researcher. This diminished the potential for self-confessional over a meaningful reflective account. The librarians shared experiences and commonalities as academics and faculty members. The narratives were meaningful with an intent towards creating useful knowledge. In my participation as a researcher, I also acknowledge the limitation posed by hermeneutic considerations in regard to listening to other narratives and creating my own meaning separate from the intended meaning of the other two participants. By presenting several narratives, I created knowledge of blended librarians' constructed identities that aimed to transcend these limitations.

I will obtain my Ph.D. from the University of South Florida. This institution has a history of qualitative research and supports researchers of auto ethnography and narrative research (Ellis & Bochner, 2000; Wolgemuth & Agosto, 2007; Richards, 2011). Dr. Janet Richards is an

experienced qualitative researcher versed in narrative research. Dr. Richards is a co-major professor for this research. Dr. Richard's oversight strengthened both the rigor of the inquiry and further qualified the epistemology of the institution in this type of research.

Study participant narratives

I collected the narrative of an instructional librarian from the upper Midwest. Librarian 2 identifies as a woman and refers to themselves as she/her. She was hired in 2012 as an instructional librarian at a large public research university. She was the first ever instructional technology librarian hired at her university. She has worked in this position until 2020. She will be transitioning to an administrative position in the 2020-2021 academic year. She had eight years of experience as a blended librarian.

I collected the narrative of an instructional librarian from a California. She was hired as a reference librarian at a medium sized public research university in 1998. She became an instructional librarian at her university in 2013. She was the first ever instructional librarian at her university. She has worked at this position until the present-2020. She had seven years of experience as a blended librarian, but also fifteen years of prior academic librarian experience. IRB applications for this research were sought and approved by the University of South Florida Institutional Review Board in Spring 2020.

Sampling

I used purposive sampling to collect narratives from three former blended librarians. This sampling was appropriate for use in my case study of blended librarians as it involved a limited number of individuals from a small group who have specialized job experience for this study. I recruited participants through a three-step process. First, I identified current and former blended or instructional technology librarians through online curriculum vitae and resumes posted on

career and higher education networking websites and educational institution websites. Second, I contacted select individuals who meet the criteria of blended librarian or derivative career titles, instructional technology librarian, educational design librarian, etc. I contacted them through email and phone solicitation. Third, I confirmed both the respondents' criteria as blended librarians in the U.S. during some part of 2010-2015 and their willingness to express their narratives. I rejected respondents who did not meet the delimiters of the study, job experience as a blended librarian during the 2010-2015 time period.

I then sought to select two individuals from potential participants. I sought to select two who were from different geographic regions of the U.S from each other and myself. I also sought to select both a male and female participant. I sought to identify a broader variety of perspectives. I sought a broader variety of perspectives to add strength to the significance of any themes, similarities or contradictions I uncovered in this study.

Due to complications from the 2020 coronavirus pandemic, several potential participants were working from home and aiding their universities in transitioning to online learning environments. They did not have time to participate in my research. I was grateful for the two participants who were both qualified and found the time to present their narratives to me.

Chaptered worksheets example

An example of a chaptered worksheet is provided below:

Please briefly describe the time in your life as a blended or instructional technology librarian. What titles would you give chapters of your life during this time?

Chapter 1: Hiring out of library school

Chapter 2: Budget mess and finding equipment

Chapter 3: Lost in translation/dealing with department heads

Chapter 4: My first technology focus group

Chapter 5: Promotion/ A new role

Timeframe

I collected initial narratives through semi-structured worksheets and follow-up questions. These entailed 45-60 minute appointments via Zoom. Interviews took place during the 2020 spring semester.

Post-interview analysis

I sought evidence of steps towards transformational learning as defined by Mezirow (1997). I analyzed narrative transcripts for evidence of growth in knowledge areas as outlined in TPACK. I analyzed both transcripts for growth in knowledge and use of universal instructional design principles.

Labovian narrative analysis

Researchers use the Labovian narrative analysis to explore a personal narrative as text and focus on the structural elements of specific events within the story. In this way, the story is ordered through a six-part outline described below. Labov places emphasis on the text and events as discrete elements ordered within a temporal framework (Labov & Waletzky, 2003). Once

ordered, the narrator describes the narrative to the listener through one or more of three types as described below (Labov, 1972).

Six-part model

1. Abstract (A) - What the story is about
2. Orientation (O) - Who, When Where, etc.
3. Complicating Action (CA) - What happened then
4. Evaluation (E) - What this means
5. Result (R) - What finally happened
6. Coda (C) - Summary, return to floor (optional)

Three main types of evaluation

- External Evaluation – Overt, narrator stands outside the action
- Embedded Evaluation – Narrator describes feelings at the time, thus staying within narrative
- Evaluative Action – Report actions and reveal emotions (Labov, 1972)

Riessman narrative analysis

Riessman (1993) revisited the Labovian narrative approach. Riessman expanded the definition of narrative in Labov's original model to both the whole of the narrative interview as well as the six parts. Riessman explained this approach allowed for a step back and overview of the narrative as a subjective experience. Riessman explored the current view of the narrative "at the moment of telling". Riessman explores "the real and the wished for, the story and the dream" (Riessman, 1993, p.52). I explored the chapters of the librarians' narratives. These chapters are

similar to segments. I explored the narratives to understand how librarians reflect on their experiences as a whole. I explored the collected narratives for a sense of perceived potential outcomes or wished for outcomes.

Types of narrative analysis

Narrative analysis was conducted to create research data from narratives. These data distinguished narrative inquiries from common stories. (Riessman, 1993) Models of narrative analysis were described by Riessman as thematic, structural, interactional, and performative. (1993) I chose thematic analysis as the type of narrative analysis to apply to the collected narratives in my research.

Riessman defined thematic narrative analysis as the exploration of themes from the context of the text then “collect many stories and inductively create conceptual groupings from the data” (Riessman, 1993, p.2). Riessman further explained “the thematic approach is useful for theorizing across a number of cases” and to “elaborate a developing theory” (Riessman, 1993, p.3).

James Gee described structural analysis of narrative as the search for the language, linguistic style and other structural elements of a narrative (Gee, 2004). I found some common instructional technology and academic terminology within the narratives, but this was not a significant area of inquiry.

Interactional narrative analysis is used when both the narrator and the listener “jointly participate in the process” and the narrative is “co-constructed” (Riessman, 1993). This process

occurs in any dialogue including a research interview; however, my research did not focus on this activity.

Performative narrative analysis involved an extension of the interactive approach to include analysis of the construction of a narrative by the narrator to meet expectations of the listener or the social environment (Riessman, 1993). Butler explained this approach through the 'performance' gender in analysis of speakers and how they present themselves (2006).

Narrative analysis describes the process of researchers who focus on the story as the central object of research. Researchers in narrative analysis described both the telling and the interpretation of the story by the narrator and the listener as dependent on "the human capacity to process knowledge in this interpretive way" (Bruner, 1991). Labov, Waletzky, Propp and Riessman are narrative and language scholars whose original research and publications laid foundations for narrative and story analysis (Propp, 1968; Riessman, 1993; Labov & Waletzky, 2003). I analyzed my collected narratives through Labovian analysis and Riessman's modified approach. Riessman's narrative analysis encompasses Labov's segmented analysis as well as the whole "wish" analysis expressed in the overall narrative (Riessman, 1993).

Rationale for choice of narrative analysis

I chose Labovian analysis due to Labov's designation of sequences of clauses and Labov's description of a 'natural narrative' (Labov, 1972). Labov described narrators aim to distinguish meaning and intent in their narratives, elevating them from 'pointless stories' (Culler, 1981). Labov labeled these elements within a narrative as 'evaluative' as opposed to 'complicating actions' or 'orientations' within the narrative (Labov, 1972). Blended librarians provided narratives and presented these 'evaluations' of their actions in their stories. They sometimes also provided 'results' and a 'coda' in their narratives. Results refers to the end of the

described action. Coda refers to the final statement on the overall relevance of the story (Labov, 2003). I explored the blended librarian narratives for all elements in Labov's model. I sought to understand the librarians' rationalizations of the events in their working lives as blended librarians. I sought to understand how they describe and explain the events that led to their identity formation. I explored themes within elements of their narratives, as described in Labov's model. These themes, as described in Chapter 2, related to transformational learning, universal instructional design, and TPACK.

I chose thematic narrative analysis as described by Labov and Riessman to explore emergent themes among my self-narrative and the narratives I collected. I wondered if a theme of transformation emerged through the lens of Mezirow's theory of transformative learning. I wondered if a theme of inclusiveness in a blended librarian's identity emerged and is reflected through the lens of universal instructional design. I wondered if a theme of connectedness in a blended librarian's identity emerged and was reflected through the lens of TPACK. I wondered if other themes emerged. I wondered if the narratives are dissimilar separate themes emerged.

In addition, I conducted narrative collection via Zoom video conference therefore any performative analysis would have been less substantial than a face to face narrative collection. Video conferencing was necessary due to the physical distances between me as researcher and the participants as narrators. As it turns out, video conference was also necessary due to the coronavirus pandemic.

Chapter 4: Librarian 1 Narrative

I divided my narrative into four sections or chapters. These sections are early instructional design, graduate student work, one desk model, and digital studio. In the first section I explained the precursor period of my career and my initial experiences with instructional design. I described this period to provide a background and inform the reader of initial themes in my narrative. I used my digital learning objects throughout the narrative to anchor my memory of events and provide evidence of themes in my career. I labeled each section of my narrative according to notable and connected events in my narrative. I presented these events in chronological order. This fit the Labovian analysis model of a chronological narrative. I labeled these events as sections and transition between sections. I developed and categorized these initial themes into three thematic areas of interest. I described the thematic areas as transformational learning, TPACK and universal instructional design. In addition, links to videos are included to allow for an interactive multimedia narrative.

Early Instructional Design

London 2000-2001

My first professional job after completing my bachelor's degree in 2000 was with the Westminster Hotel located at 16 Leinster Square, Bayswater, London in the United Kingdom. I created many memories in my short six-month time there while on a working visa. I was exposed to the full gamut of human experiences found in a major world capital city. As the only American working at the front desk of the hotel, I had firsthand experience as an outsider, and I

developed a strong appreciation for the many people of different nationalities and cultures I worked with daily.

The hotel was a property within the Lowy Group and also served as the central office of the Lowy Group. Peter Lowy was the CEO/founder and established this holding company. The holding company maintained several types of accommodations across London including short term hotels and long-term student accommodation. Mr. Lowy built connections with U.S. colleges and universities to house and cater college students in various study abroad programs.

Upon arrival to London, these students collected information packets and keys to their flats in London from the Westminster Hotel. If their study abroad program was only a week or two in length, they often stayed at the Westminster. My position at the front desk of the Westminster often placed me as the first source of information for these students, many travelling outside the U.S. for the first time. I created informational packets about the city and neighborhoods, answered questions, and educated these students about their new situation. It was in this process, as an unaware 22-year-old, I developed my early skills as an instructional designer and educator.

I began constructing learning materials from existing information about London for arriving students and faculty from the United States. I undertook a unique sales project that would become my first original learning object. As the only American working in the company, the general manager saw a business opportunity in my accent. I would begin working with the sales division 'cold calling' various military installations in the United Kingdom to reach U.S. soldiers and their families stationed there. The next step was to convince them to travel and stay overnight at one of the Lowy Group hotels in London or the lone Lowy Group hotel in Brighton.

I built a job aid over the course of a few weeks to facilitate my own efficiency and to provide a structured job aid for future employees.

The sales details aspect is important for this research as the structure of the job aid learning object utilizes these details. The process for a military base call was a pre-call, call, and post-call. The pre-call involved a map of the United Kingdom with distances listed from our central London location to various military installations. Each installation had contact information listed as well. I used several universal design techniques in the job aid to facilitate future calls.

The job aid falls into the category of adult education. In this case I designed a job aid for an international learner group. My coworkers and future hotel employees could be drawn from European countries wedded to the metric system of measurement or U.S. employees using the imperial system. In addition, the use of a flowchart-like structure could be useful for employees who were non-native English speakers. The direction of information flows from top to bottom with the arrows diagrammed to mirror the process of the sales call. First the user chooses an address and number. Second, he or she notes the distance- to be used during the call to reinforce the proximity of the hotel to the base location. Third, the call branches to either the serviceman or wife/girlfriend, depending on what specials would be emphasized to the base activities coordinator, for example: "Please let spouses and partners of the servicemen know that Harrod's is having a shopping celebration this week and we also have a theater partnership that allows half off tickets this weekend."

The lesson I learned: plan for future learners- in this case learners from international backgrounds- then design according to this need.

Distance learning for medical professionals

My first true step into instructional design was from 2006 to 2008 as the instructional director for Matterhorn Productions. Matterhorn Productions was the multimedia production arm of Cardiac Care Critique, a medical company based in Tampa, Florida. As a team, we created several courses as DVD sets distributed via mail. The University of South Florida Medical School credentialed each set for either three or four CME (continuing medical education credits) with an intended audience for radiologists, cardiologists, and computed tomography technicians.

For me, these DVD sets were a trial by fire in all aspects of both instructional design and construction. Dr. Harrison, the CEO of Cardiac Care Critique provided all the technology—cameras, microphones, video and audio editing software, DVD authoring tools, etc. I utilized self-directed learning to acquire skills to use this technology. I also acquired pedagogical skills. I recommend a continual process of self-education as a desirable trait for an instructional designer or technologist. Many professional careers involve the continual refresh of skills, as evidenced in the “continuing” medical education credits I designed in these DVDs. Likewise, I learned instructional technologists need a continual educational refresh to maintain a high level of job performance. These skills include knowledge to aid decision making and learned proficiency with emerging technology. As an example, when I designed the DVD course sets, the era of available and accepted high definition video and Blu-ray discs was emerging. By creating traditional DVDs instead of high-definition video discs, we could offer these courses to a larger audience who had not yet adopted Blu-ray technology. I was forced to develop the best possible video through filters, cropping, and video stabilization. I was cognizant of the need to reach the widest possible audience. Learners with poor eyesight would be beneficiaries of my efforts to clarify the video image. By choosing traditional non-high definition video DVDs as the medium

of delivery, there was pressure to, in some cases reshoot entire cases due to poor lighting, pixelated video, etc. I benefitted from this work pressure as I learned skills to improve lighting, camera placement, etc. at the time of filming. These actions were stressful at first, but later became valuable job habits. In the end, out of several thousand DVD sales we received only one complaint about visibility of images in the DVD set. Dr. Harrison referred the one complainant to an ophthalmologist consultation- such was his confidence in the video quality.

Another early example of the foundations for my instructional design profession is in the direct and extensive work with subject matter experts- in this case medical doctors and radiologists. By developing a rapport with these individuals over several years, I learned the need to “code switch” when discussing medical terms in the project with non-medical professionals such as extra cameramen, graphic designers and audio technicians. For example, Hounsfield units refers to the range of density within a CT scan and can indicate arterial blockage, artifacts, etc., however for a cameraman I would only need to explain or translate this as darker or lighter areas within a scan- usually in terms of area of focus and framing (Beckmann, 2006). This learned skill in code switching served me as a blended librarian. I transformed subject matter experts’ terminology into learning objects. I also explained the ability and limits of instructional design technology to subject matter experts.

Work for USF Tampa library

I began my career with the USF library in 2010 first as a graduate assistant. I produced instructional videos and provided reference service. In 2011 the library dean hired me as a part time instructional technologist. In 2012 the dean hired me as USF’s first blended librarian. In early 2014, I was promoted to the interim coordinator position in the Digital Learning Studio. The Digital Learning Studio is now known as the Digital Media Commons. In this time, I

produced many learning objects for students, staff, and faculty. At the end of 2014, I left USF to work as a traditional librarian at another institution.

In my time at the USF library I encountered various challenges and learning opportunities as I defined my position as a blended librarian. As I was the first blended librarian, nebulous expectations created many challenges. I had some leeway in defining my position responsibilities. These included some administrative duties. As an example, my responsibilities included some library student worker and staff training though this could have been performed by USF's human resources professionals.

I designed one shot instructional videos or library guides (Libguides). The dean and director of academic services also gave me several major projects to develop. These projects included a self-directed online library and research tutorial (Research 101) and staff and faculty training material for a one-desk model combining the reference and circulation desks. However, my greatest challenge, was creating the Digital Learning Studio.

Graduate student work

In summer 2010 I found a job posting for a graduate assistant at the USF Tampa Library. I called to inquire about the requirements for the position. I learned the position involved creating instructional videos. In previous years, the library borrowed videos from other institutions and had no consistent method to create their own content. I learned that I had missed the application deadline for the summer, but the library planned to run another posting for fall. A librarian supervising graduate students encouraged me to apply again. I thanked them for their time and offered to volunteer my time for the remainder of the summer to create instructional videos. After all, my summer was free since I was only taking one graduate class. The librarian noted the kind gesture but reiterated the summer position was closed.

I am convinced this gesture was one factor that led the faculty at the library to call me in August and ask me to submit another application on the day before the deadline. Two other graduate students were hired-both female. I would learn later that my gender was a factor in my hiring, as the sole male library graduate student I would provide some diversity in their graduate assistant program. Also, while I would perform similar librarian duties as the other library graduate students' duties such as answering reference questions, weeding donated items, etc. I would be creating instructional videos and digital learning objects.

Video 1

My first video in 2010 imitated previous instructional videos. I used the animated whiteboard style. This was an instructional video style that had some popularity around that time. The content and context of my creation remain relevant today, but the poor execution is on display. The video lacks consistent text on the screen, the poor lighting, and substandard sound quality due to low quality microphones hindered the delivery of information. At the time, the library provided no budget for a camera or a microphone and I used an older small camera I brought from home. The greatest benefit to me from this early video was learning from these mistakes. I could correct some during production, such as standardizing a readable typeface and using the lack of proper cameras, lighting, microphones, etc. to push me to be more creative and overcome these challenges. Elements of universal design were not a central concern though I did learn the benefit of auto-captioning through YouTube.

Roughdraftdatabasecataloganime Oct 22, 2010

<https://youtu.be/NGAG0H2UYHg>

Catdatabasefinal Nov 4, 2010

<https://youtu.be/ocWq4uej1UU>

The primary difference between the rough draft and the final version in the “catalog vs. database” videos are the addition of video effects, such as the standardized introduction, colorful digital images to improve recognition of the items found in each collection. Improved audio cues include the introductory and trailer music. This music was created in house by a library staff employee in special collection. This reminds me that despite working alone for large portions of these projects, I was still part of a library team and an institution working together for our patrons.

Video 2

In this video, I explain the workings of Worldcat, a catalog listing worldwide library holdings. A key feature of this video is the now defunct Xtranormal animation software. This capitalized on a trend among younger online video creators and viewers and was effective in outreach to college students. I recall in the initial selection of avatars for videos I sought to create two standard presenters, male and female. I planned to use them in future videos to provide continuity in instruction. Later I chose avatars with an older appearance, as well as those representing other ethnic backgrounds to provide universal appeal. Also, I grew more comfortable in the use of non-diegetic sounds to provide learner stimulation. Non-diegetic sound is external commentary, or audio cues non-native to the actions portrayed in the video. Some USF library administrators disagreed with the use of Xtranormal. They viewed it as a popular format and not suitable as a serious educational construct. On the other hand, the director of special collection approved of the format and asked me to create a special collections introduction video using the format. The older avatars may have helped to win approval from administrators. I may have curried favor for the format with those stakeholders by creating avatars that resembled librarians/subject matter experts in facial features, dress, and hairstyle.

WorldCat explained rough draft Dec 21, 2010

<https://youtu.be/segNhCNUgk8>

WorldCatFinaldraft1.mov Dec 30, 2010

<https://youtu.be/z-cYf1GRAGU>

Video 3

The following instructional video is an example of combining screen capture with the Xtranormal format. I also introduced the first male avatar presenter in the Xtranormal based instructional video series.

Google Scholar explained.mov Jan 5, 2011

<https://youtu.be/c1ScXUngTqA>

Video 4

In the book vs article instructional video, I improved my multimedia creation skills and solidified elements of universal design that would become standard in my future learning objects. I combined moving visual elements, existing public domain video footage, voiceover, and readable white text on black background. This learning object contains content information relevant then and today. In creating this video, I discovered the massive amount of public domain video content at archive.org. This improved the efficiency of my video output at no extra cost- a welcome development at my institution. In addition, these early video clips appealed to older non-traditional students and our senior library faculty. I combined the older clips with the newer technology of a digital information video in the spirit of universal design principles. This was an appeal to learners of various age groups.

Bookvsarticlefinald.mov Jan 27, 2011

<https://youtu.be/uS58c-NnGWQ>

Video 5

In this short tutorial, I provide a two character dialogue utilizing Xtranormal avatars and include a heavy amount of humor to relay the process of accessing eBooks. The design of this video draws from Keller's ARCS (Attention, Relevance, Confidence and Satisfaction) model of motivational design by using humor to retain attention of the learner (Kellar 1987, Auter and Davis 1991). It also gives learners more satisfaction by drawing them into the conversation. This is accomplished by one character breaking the fourth wall and addressing the learner directly. The USF branding approved by administration is prominent throughout.

eBook access Feb 8, 2011

<https://youtu.be/PtcZBtgKIP4>

Video 6

This collaborative video marks the first time neither I nor a computer-generated voice provided narration. In addition, this learning object marked the first time I updated and incorporated an existing learning object into newer branded content. I updated various screenshots of webpages to guide the learner through the current updated webpage. I had difficult challenges integrating this learning object. These challenges included editing the video two minutes or less to match the other video runtimes. The son of a fellow faculty member created the introductory music and titles. It would be a political challenge for me to change those. The narrator's office was another challenge due to video quality and lighting issues. Matt, the librarian providing narration, has vision issues and requires a low light office- hence the darker shots of him in the video.

In the second "fixed version" Matt reshot in a location with better lighting. In addition, the second video uploaded two months later has yet another update of screenrecordings from the

latest library website. In this version, I cut the run time in half from 4:01 to 2:17. This editing and improved lighting were direct results of my commitment to universal design principles in maintaining attention from low attention span students and accommodate learners with visual impairment. Website changes and updates were a constant issue. These changes often made instructional videos obsolete and required newer screen recordings edited in.

4:01 Matt Libguide vid HD Mar 18, 2011

https://youtu.be/L2_YVYwKV-4

Libtalkoffcampusaccessfixed Jul 26, 2011

<https://youtu.be/qUXzCEUDLrM>

Video 7

I used both Xtranormal characters and photos of the USF Tampa library through green-screen effects in my videos. This video is a good example of skills growth I used more student avatars to create a universal appeal for student patrons. At this point I was more confident in blending instructional technologies (video editing, photoshop, Xtranormal animations, etc.) with librarian content knowledge (information literacy).

I conceived and storyboarded this and most of the other learning objects. At this time, the library had no other instructional designer or any administrator with instructional design experience. The library dean hired an assistant director the semester after I was hired. The new assistant director was my supervisor. In practice she was burdened with library assessment tasks- consumed much of her time.

Librarytour1 Mar 29, 2011

<https://youtu.be/-aG9xiTBls0>

Video 8

This video is an example of poor planning and execution in an instructional video. First, I utilized a familiar female avatar presenter and a nondescript stock background. The video did not stand out and was not stimulating. Second, in order to hide my unexciting stock background, I used screenshots to direct the learner/viewer through the UBorrow user interface. This was ill-timed as the screenshots were not onscreen long enough to engage learners. From a universal design perspective, this error hinders slow readers or learners with visual impairments. Visual clutter with university logos hides the background. This is another error in design. As for the video content, I still teach the basics of UBorrow but I would not use this learning object again. The core content is still valuable, and this makes the poor design painful to me. This instructional video was updated one year later in 2012 with the more polished intro sequence, but I did not fix the visual clutter.

UborrowvidHD.mov Apr 12, 2011

<https://youtu.be/mY4GFrTnMmU>

UborrowRD 0412 Apr 12, 2012

<https://youtu.be/Yf4tjpnQlc>

Video 9

In response to the previous video, two weeks later I created more effective instructional videos named Finding Juvenile Books in the USF Tampa Library. While I still had the stock female narrator, I changed her appearance. She was distinguishable from previous avatars in previous videos. I maintained the stock background instead of overlaying cutout screenshots of finding Juvenile books in the catalog. I kept the entire screen visible for learners to pause or review that portion of the video at their own pace. I provided repetition of maps and the number

four to provide further emphasis for learners. Audio reemphasis of the fourth-floor collection information included a song “Counting to Four” by Feist from an episode of Sesame Street.

I uploaded the updated version ten months later with two significant changes. The first is the updated website as a screen recording. The second is graphics by screencast-o-matic, a web-based screen recording application that also provides an illuminated yellow ring around the cursor during recordings. This improved visibility is evidence of my push for better visibility and better universal access to these instructional objects.

Finding Juvenile Books in the USF Tampa Library Apr 28, 2011

<https://youtu.be/6FpKzYw8cGs>

Finding Childrens literature UPDATED Feb 7, 2012

<https://youtu.be/xlTJaYRoiNg>

Video 10

At this point in my career, I worked ten hours a week as a graduate assistant for a semester at the Shimberg Health Sciences Library on campus. The goal of this instructional video was teaching learners to access e-books through the Health Sciences Library website. The Shimberg library uses same library catalog as the USF Tampa campus library, but Shimberg has a different user entry portal. I used the same Xtranormal animation and screen recording technique, though I rushed the video. All my projects for Shimberg were rushed as I had limited hours to work on them and only one semester to complete them.

Marketing and branding also consumed some of these hours. This time would have been better used for improving the design of these learning objects. As an example, a librarian asked me to create a unique intro involving pictures of the Health Sciences Library and to incorporate music one of the medical librarians created. The supervising librarian planned to split my 10

hours between reference time and instructional video creation. In practice, the instructional video creation time was my only duty. In the 2nd and final version EBOOKFINAL.mov, I included the unique intro and narrated the content myself. I took more time to guide the learner through the eBook access process via an extended and detailed screen recording.

I learned two lessons from this experience. The first lesson was non-instructional designers often seem to underestimate the time and effort necessary to create a learning object. The second lesson was the desire to create marketing and branding may overshadow good instructional design. Both may be the result of learned consumption of multimedia. A smooth and pleasing multimedia experience can seem effortless to the viewer. The viewer may feel a subconsciously transfer that perception towards all areas related to the multimedia experience including the creation of the multimedia. Also, institutional demands for marketing and branding in learning objects may hint at competitiveness for institutional growth and between units within an institution.

EbookAccessShimberg Sep 30, 2011

https://youtu.be/CimIg_CdSBI

SHIMBERG EBOOKFINAL.mov Nov 7, 2011

<https://youtu.be/gSjaTsi-GgQ>

Video 11

In contrast with the Shimberg Health Sciences Ebook access instructional video above, I engaged in a more creative effort with more development time. In this example, I found archival public domain footage and created a better narrative to convey the information regarding Ebook access. The keys to success were better timed editing and a short but memorable screen

recording in the middle of the instruction. This was a more effective learning experience.

Tip for Ebooks access from the USF Library Oct 7, 2011

https://youtu.be/oJbJp3N_8kw

Video 12

The following three instructional videos are two drafts and a final version of an instructional video that explains e-journal discovery through the Shimberg Health Sciences Library homepage. The yellow banner advertising the “October 2011 Scholarly Activities Fest” across the opening webpage is a marketing-based distinction in this screen recording. I worked an extended time on this one banner. I sent different iterations to medical library faculty before they approved its design. I had less time to complete the instructional video and produce higher quality audio, better edited and cropped screen captures, etc. This is another example of limited time resulting in limited quality. Also, I spent several afternoons taking photos of various angles of the library in the introductory clip. The administration planned to use these images for future marketing rather than instructional purposes.

Shimberg full text ejournal rough draft 1 Oct 13, 2011

<https://youtu.be/te8rYfiFFcY>

Shimberg full text ejournal tutorial rough draft 2 Oct 13, 2011

<https://youtu.be/FsL3K9PxgBY>

Full Text E-journal Articles Oct 21, 2011

<https://youtu.be/K46CUv9ULkM>

Video 13

In this “quiet floors” instructional video, I showcased the Prezi “zooming” format, which would lead to my first Association of College and Research Libraries (ACRL) presentation and

my first faculty position as the blended librarian/instructional technologist at USF. While some administrators had negative feedback regarding the zoomable feature, I predicted the “pinching” and “spreading” to zoom feature, first introduced by Apple on their iPhone in 2007, would be acceptable and preferable to our students as multimedia viewing habits changed (Walker 2007). I hoped learners who expect instructional videos to be delivered in a traditional or non-zooming fashion to be able to adapt to a new style.

I have a regret in this instructional video. I overused musical accompaniment and did not provide sufficient narration. I tried to advertise the new quiet floors of the library and I neglected universal design principles. If I had narration describing the floors, this could aid learners with visual impairment. I had none. This was not a one-time mistake in abandoning universal design principles for artistic marketing. However, as the other preponderance of created learning objects show, these lack of universal design principles were rare. I fixed this error two years later. In 2013, I revisited the quiet floors subject with added self-narration, a library student worker as host, and overall improved presentation.

Quiet LibraryfloorsHD Oct 19, 2011

<https://youtu.be/siJDh4-UvRQ>

QuietlibraryHD Nov 3, 2011

https://youtu.be/ne_jQ1-39XU

Quiet Floors at the USF Tampa Library June 20, 2013

<https://youtu.be/p0BLv77nFJE>

Video 14

The SFX/”Find it at USF” instructional video was a case of poor planning on the instructional design and pedagogy (instructional technologist) side and over planning on the

subject matter expert (librarian) side. In this semi-disaster of an instructional video, I provide too much information in describing too many steps while not providing a clear and simple path with clear and simple narration. Also, the video runtime is a ridiculous length at three minutes and fifty-six seconds. The only redeeming qualities are my clear audio and zoomed screen recordings allowing for larger, more readable text. Despite this, the rambling narrative still overshadows the clear audio quality. The multiple confusing screen recordings provide cognitive overload for the learner. This is a constant issue for multimedia instruction (Mayer and Moreno, 2003). The first two of these SFX/article discovery videos were my final products as a graduate assistant for the library. In the third SFX instructional video, published four months later, I demonstrate growth in pedagogy in explaining the steps of the interface. I also demonstrate growth in technical skills through video editing and choice of on-screen prompts.

SFXvideoroughdraft.mov Dec 7, 2011

<https://youtu.be/khd9rCsxNP0>

Finding Articles with "Find it at USF" Button Dec 8, 2011

<https://youtu.be/Xx13IKLOS8Q>

SFX/Find it at USF -4 articles Mar 21, 2012

<https://youtu.be/PFHPT9bdBzk>

Video 15

I continued marketing and instructional blending in the “Find It” video. I used this video to promote a new library search tool and instruct the online learner in information discovery. In the final version I removed faucets of the search process from the rough draft to keep a shorter runtime of one minute and twenty-four seconds. The library webmaster chose to host this video on the front page in the banner alongside other promotional material. As such, I reduced the

length of the video runtime. I learned to navigate these compromises as I juggled the demands of various stakeholders. Directors and deans had the final say in implementing instructional and marketing material.

At this point in my career, I had completed my Masters in Library Science degree a month earlier. I was rehired as a 20 hour per week temporary part-time instructional technologist for the library. My director found funding for the position. This amounted to 10 hours a week through a library technician line while another 10 hours a week was found in a temporary fund for a Knowledge Imaging Center scanners technician. The dean had just purchased new Knowledge Imaging Center scanners and later I would create instructional materials related to them. I appreciated these efforts in creative funding by the library administrators, and believed they valued my work. For the next several months the library administrators advertised a position for a blended librarian with the expectation that I would apply and be a strong candidate for hire. That spring I worked in an extended interview of sorts, in which I produced instructional videos for the most used databases. I initiated these database videos so a strong base of instructional videos covering the most used resources would be left behind if I was not hired.

USF Library Find It promo Rough Draft Jan 24, 2012

<https://youtu.be/ZPwzXDHKa7g>

FINDiT Final.mov Jan 25, 2012

<https://youtu.be/0LR19Ok1ydE>

Top Database Videos

I built the popular database series of instructional videos in the early months of 2012. This series of videos consisted of the eight most accessed article databases. Patrons may find many of these video tutorials still useful.

Video 16

Academic Search Premier was the library's most accessed database due to the breadth of articles and research material relevant to various academic disciplines. A straightforward instructional video was a longstanding need for patrons. Database instruction often requires a proprietary learning object unique to the institution. Database publishers, such as EBSCO or Cengage, create their own proprietary instructional materials including videos, PowerPoints, and live training. Academic institutions, however, create database related instructional material to market their brand, specialize the content for the institution's unique learners, and reduce extraneous cognitive load with "just in time" or "on demand" information (Van Merriënboer et al., 2003).

In the USF Academic Search Premier database instructional video, I demonstrate the path to the database from the USF page, then provide select sample search examples and search limiters, whereas a publisher's instructional material would not include institutional-specific direction, and would include longer demonstrations of multiple functions for the user to manipulate search results. Publisher instructional videos often create an unfamiliar starting point, sap a learner's attention span, and overwhelm a new user with valid but unnecessary information.

Academic Search Premier ROUGH DRAFT Jan 12, 2012

<https://youtu.be/K8HGikHqqbQ>

Video 17

Access World News is a database that lists access to local state and international newspapers. I sought to create an international and news related theme for this instructional video. I enlisted a friend and Slovakian immigrant, Stanislava, to aid in this video. She narrated a short news report from her native country after I demonstrated database navigation to a

Slovakian online newspaper in the database. Small graphic, sound effects and word choice also create the atmosphere of a television news report.

I used universal design elements include the familiar yellow halo surrounding the cursor to better identify the area of interest on screen as well as cropped and enlarged areas of the screen recording. I accomplished this by layering multiple clones of the same screen recording and crop/zooming various layers in the timeline. I improved my method for conveying information with an appropriate level of complexity and clarity for the learner. While I uploaded many of these drafts at less than High Definition (HD) quality for speedier review, I ensured all final versions of instructional video were uploaded at HD 720p. In doing so, I ensured the best quality video image while still maintaining an economic file size to allow for editing and processing.

Access World News Rough Draft Jan 31, 2012

<https://youtu.be/c2KYUNNMCxY>

Video 18

I had a close connection to the Business Source Premier database and instructional video. For part of my USF library career, I was the liaison librarian for the College of Business at USF. As part of my duties I taught information literacy and resource access to marketing and business students. I taught live in a classroom setting and through tutorials I built such as this instructional video and the library guide for business. This video reminded me of the blended nature of my position. I budgeted my time to create learning objects, teach, serve on university committees, and conduct research. These were required duties for the assistant librarian rank. The assistant librarian rank is equivalent to the assistant professor rank at the University of South Florida.

I used a Strength, Weakness, Opportunity and Threat (SWOT) analysis and company profiles assignments in the instructional video. Business students sought my help in researching these topics. I included these real research challenges in all my college of business instruction. In doing so, I made the conscious decision to follow Merrill's principles of instructional design: demonstrating the search and activating learner interest through a real class assignment example (2002). In this video I also integrate the new knowledge of navigating an online business database with the students' previous knowledge of company profiles and reports. As a librarian, I demonstrated other business skills to students in a classroom setting including gathering census data for localized marketing plans, accessing existing corporate marketing plans, and finding basic company financial data. Most of these tasks were foreign to me when I was first assigned as the business liaison librarian. In this way, I learned that academic librarians must be flexible and engage in their own continuing education.

Business Source Premiere Rough Draft Feb 2, 2012

<https://youtu.be/BGedrC5TSxs>

Video 19

There is an inherent challenge when I create an instructional video that involves navigating a website, such as a publisher database. This challenge is the limited lifespan value of the video. Website changes can limit the value of an instructional video depicting a website. These changes are outside of the learning designer's control. I faced this same issue with all of these database instructional videos. Their lifespan was indeterminate. I aimed to produce an instructional video soon after a website updated its layout or navigation menus. I hoped that a second update would not be for some time. In doing so, I tried to maximize the lifespan of the instructional video. In video six, I substituted new screen recordings of the updated USF library

website while maintaining the audio track and other footage. This approach is too problematic to be practical in the case of publisher websites.

Another issue in this video tutorial was commercial activity on the user interface. I instructed patrons, in part, on user interface navigation. The publisher promoted themselves through merchandise. I had a choice in presenting this database. I could obscure the commercial area but chose not to. In hindsight, this was an error as the commercial area of the website distracted from the instruction.

JSTOR Rough Draft Feb 8, 2012

<https://youtu.be/VTqeZs9f-zY>

Video 20

In the PsycINFO instructional video, I navigate a psychology-based database provided by EBSCO. I found instructional design issues related to commercial branding. These design issues were similar to the JSTOR instructional video. I needed to navigate the line between providing marketing through use of a database publisher logo and providing accurate instruction through using the same logo. As a designer, I look to the subject matter expert (SME) for appropriate terminology to ensure best instructional practices. As a blended librarian, I was often my own SME.

A recurring problem for academic librarians and instructional designers is jargon. For all my learning objects, I needed to determine appropriate labels for information. These labels needed to be clear and have meaning for learners. For example, PsycINFO is published by the American Psychological Association, but distributed through Elton Bryson Stephens Company (EBSCO). When accessing articles, users find EBSCO logos throughout the user interface. Experienced researchers may gloss over the EBSCO logo and understand that they are accessing

PsycINFO, while inexperienced researchers may learn to use the EBSCO logo as a guide point or visual aid. They may use the logo to identify the correct area or link to begin their search. I know this as a librarian. As an instructional technologist, I can place both logo and database name at the beginning of instruction. This has universal appeal to both new and experienced researchers. As such this is evidence of universal design in practice. I also had concern with learner confusion when using EBSCO logos in videos as EBSCO provides various database products in different disciplines.

PsycINFO Rough Draft Feb 16, 2012

<https://youtu.be/ZuEwDDVcRrg>

Video 21

In the ProQuest Dissertations instructional video, I demonstrate small touches that indicate an improvement in design skill. These include a black outline around letters in title text to improve legibility and crop/zoom synched with narration. I had a good command of the user interface screen recording and narration process during these series of database videos. By now, I had two years of trial and error experience. I produced one or two instructional videos per 20-hour work week. I gave these videos a uniformity, such as standardized intros and USF logo placement, while also giving them a touch of uniqueness through use of relevant graphics and themes. For example, in this video, I used dissertation images and for the Access World News video I used a news reporter theme. I established the USF libraries brand in these videos and gave learners the sense of the familiar with a gradual introduction of new and different content.

Merrill's principles of instruction show up in my work. (2002)

ProQuest Dissertations Rough Draft Feb 16, 2012

<https://youtu.be/9oTwWLk5cic>

Video 22

I continued the popular database series with an instructional video on the Science Direct database. In this video I use public domain video clips to break the monotony of a screen recording. I employed this technique for both artistic and budgetary reasons. The budget affected most of the instructional objects I created. I have a strong memory of this during my first weeks as a part time instructional technologist for the USF library. The library administration did not provide me a camera, or a budget to purchase one. They asked me to create an online virtual library tour. I took cash from the ATM, ventured to the local Walmart and purchased the most inexpensive digital pocket camera I could find. The camera did not last a year, however the images of locations in the library were adequate for editing. However, the desktop computer I used was a standard office workstation, with no editing software. I used my own laptop to stitch together the virtual library tour. In time, the library administrators allowed me to use the computers in digital collections for editing video. I also installed freeware multimedia software when I could find something useful. By the time I was a faculty librarian and coordinator for the Digital Learning Studio (DLS), I could access dozens of digital cameras, professional microphones, and both PC and Mac workstations laden with suites of multimedia creation software. Still, after these lessons of working with a low budget, I was left with a sense of creativity and forced innovation.

Science Direct Database Rough Draft Feb 20, 2012

<https://youtu.be/2WsnF7jGpQg>

Video 23

Our new science librarian was a good source as a subject matter expert for teaching students to navigate the Web of Science database. All the librarians, new and experienced, had a

collegial attitude and I give personal thanks for their assistance in creating various learning objects. I acted as subject matter expert (SME) for general information literacy instructional videos and for business, marketing and history related subjects. However, other librarians, including music and science librarians were subject experts within a few paces of my office. With them as resources, I built more effective instruction. At the two-minute mark in the below video, I demonstrate a citation map feature. Using this, scholars can track citations forward and back through various publications to find related research. This is an important feature in areas of scientific research as similar research can be concurrent and overlap. I mention this specific feature because without the advice of our science librarian, I would not have included this feature in the instructional video.

Web of Science RD 2 Mar 2, 2012

<https://youtu.be/eVPMhPF3-dE>

Video 24

As a blended librarian I produced instructional videos and tutorials for the university's community of potential learners. These included students, staff and faculty. The Course Reserve video below is an example of a video aimed towards teaching university faculty and their teaching assistants. Around this time, I began learning aspects of adult education pedagogy to construct more effective tutorials that would appeal to this group. In this way, my career affected my outside learning interests. I had previous experience in designing medical courses for adult learners. At the time of creating this video, however, I was about to enroll in instructional technology classes for a Master's in Education degree. I was surrounded by researchers and my mentor librarian was the liaison for the college of Education. My career sparked opportunities to improve my knowledge base in online learning pedagogy but also adult education pedagogy.

Course Reserve RoughDraft 2 Mar 12, 2012

<https://youtu.be/XYKRXvZTvLk>

One Desk Model

Library administrators wanted to combine the library circulation desk with the library reference desk to create a library services desk or “one desk” model. This was the impetus behind the next series of videos. Researchers have documented difficulties in workplace dynamics and workplace education with merging library services at one desk (Fitzpatrick Moore & Lang 2008) (Naismith 2004). With the one desk initiative, library administrators formed three committees to organize the merger. I was a member of the second “training” committee. As a committee, we cross-trained library staff and faculty on their shared duties. Three of my fellow task force librarians published details of the entire process. (Sheffield Silver & Todorinova 2013)

I intended the videos below as cross training instruction as well as future training for library staff and student workers. As such, universal design principles were essential as these learning objects are for learners from a variety of backgrounds: undergraduate student workers, new library staff, experienced library staff, and faculty librarians. In addition, the target learner group included a variety of socioeconomic backgrounds. I sought to appeal and maintain their attention during instruction. This was a puzzle to unlock in the design process. I was forced into the realm of workplace training. Though I had some prior experience with continuing education in developing medical DVDs, the one desk training was built within a much shorter time frame and directed towards a more diverse group of learners.

Another unexpected challenge arose early in the transition process. I noticed some friction during an initial orientation with both faculty librarians and library staff. The two groups were discussing the merging of desks and job responsibilities. The faculty librarians in the group

were almost all white females while the library staff group were almost all African American females. One librarian raised a question why future trainings would be held with “these people” instead of in separate groups. This remark and the use of the term “these people” sparked a strong vocal response from one of the library staff. She asked the librarian what was meant by this phrase. The two were soon talking over each other. The library director running the meeting tried to mediate, but the meeting ended soon after without an apology, explanation or a sense of closure. In my lifetime, I have been involved in encounters with race as an explicit factor, but never in a group setting with the issue left unresolved. I felt as though everyone had just wanted to ignore any friction between the two groups. In response, I decided to include a diverse representation of both staff and librarians whenever possible in creating training videos and exercises. I was unsure if this would open dialog between the groups, but I thought it was worth the effort. To the credit of the library directors, both staff and librarians were assigned to all three one-desk committees: physical desk implementation, cross training, and student assistant development. This ensured the two groups comingled during all stages of the project.

Video 25

In this first video introduction and training, a student assistant named Jennifer gives an overview of the entire library desk and its components. Some instructional design choices in this video include a variety of colored captions to create distinctive spaces and selective pauses in action so the learner has time to pause and replay portions of the video. The learner also has time to access additional written instructional such as printed guides and other job aids. Between the second draft and the final version there is a change from red to multiple colored captions. Learners can also connect with other live training and simulations such as study room key

checkout, connecting material to corresponding shelving or cart, etc. I create these connections through the crop/zoom of key elements.

I used video of Jennifer and still photos of another African American library technician, Ginny, at the two minute thirty second mark in the video. These were conscious efforts I made to project diversity and inclusiveness in the training. These active attempts were conscious reflections of universal design in the video as well as attempts to enable an inclusive environment at the one library desk in the future. I was fortunate that both Jennifer and Ginny were willing and enthusiastic participants in developing these instructional objects.

Circdesk test april4 Apr 5, 2012

<https://youtu.be/TP71OJM4kW4>

LSD Service desk part 1 Rough draft

<https://youtu.be/Krj5uAr9RCg>

USF Tampa Library Service Desk Tour May 1, 2012

<https://youtu.be/Dhi8BkI-nfE>

Video 26

In this instructional video, Jennifer demonstrates the basic functions of the self-checkout machine. The target learner groups are new library employees and regular library patrons. This video was filmed on the same day as the general library desk overview. Jennifer is wearing some multimedia production equipment, a microphone and voice recorder. Both were loaned from a personal friend of mine. At this time, I still had no budget or equipment other than multimedia editing software. Two other individuals are visible in the background- a student worker and an experienced library technician. Both of the background individuals did contribute voiceover

work for other training videos, but I again highlighted Jennifer in this video.

USF Tampa Library Self-Checkout Apr 10, 2012

<https://youtu.be/IQYKtzhVb50>

Video 27

Mayra was another student assistant working at the library who was camera shy at first. I included her as a presenter to showcase another student worker besides Jennifer. Mayra agreed to provide a still photo, perform voiceover work and demonstrate software in this video. The Netpage software shown in video enables online reservations for small or large study rooms. Students are then notified via text message when their reserved room becomes available. This video was for library employee training only. In addition to other faculty duties, I created videos 26-39 in a short time span - April to early May 2012. The time crunch was due to training deadlines ahead of the one desk implementation.

USF Library NetPage Tutorial Apr 16, 2012

<https://youtu.be/kiDyNCK-gos>

Video 28

The Bookeye scanner instructional video reminds me of other duties. Before I was a faculty member, I managed the KIC Bookeye scanners as a part-time library technician in 2011. As explained by Mayra, these machines allowed rapid scanning of printed material. The target learner was both library employees and USF patrons. Similar to the self-checkout machine, patrons controlled the scanners.

At this time, I had no camera tripod. If I had one, I could have improved the legibility of the scanner's user interface. If I zoomed in while holding the camera, the interface would appear shaky and illegible. I produced a mixture of still images with relevant text and arrow directions

throughout the instructional video to try and fix this issue. I used these types of editing fixes to increase the appeal and accessibility of these learning objects. The lack of a budget, whether equipment or time, created the need for these editing fixes.

How to use the Bookeye Scanner at the USF Tampa Library Apr 18, 2012

<https://youtu.be/fZ0UC9cOBBk>

Video 29

This instructional video demonstrates basic circulation management at the library desk such as checking books in and out. I was dissatisfied with this video due to several factors. First, I was unable to use as many screen prompts as I would have liked due to time constraints. Second, I depicted the software product onscreen without adding a video clip of the multistep process of check-in/out. I did include one photo of an external action, the card swiping at the twenty-two second mark in the video. If I had more, I would have a stronger tie between the new software instruction and learners' physical manipulation of material during the check-in/out process.

USF Tampa Library Aleph Circulation Software: Overview Apr 19, 2012

<https://youtu.be/DlBI6eFRmFg>

Video 30

The Pharos/ public patron computer reservation system was another area of software training for new library staff and student workers. Similar to the previous workplace training video, I did not need to market the USF brand out to students. As a workplace product, this training video has Mayra as a student worker presenter rather than a library staff worker. The majority of new hires are temporary part time student. Mayra creates an instant connection between a new student worker/learner and the material. I discovered the sample identification

cards in the video through Florida government websites searches. Overall, the video is a comprehensive lesson in policy, procedure, and function regarding non-USF patrons. The video is less than 3 minutes in runtime.

I recall working with Mayra on the script, something I had not done with other student assistants in the past. This helped calm her nerves before recording her performance as she felt a sense of ownership for the instructional material she presented. I found this theme of connection through workplace tutorial creation repeated in my interactions with faculty, staff, and students. As they explained their roles to me, they engaged in self-reflective questions that concerned their roles and duties at the library. These questions included: what information needed to be conveyed? What was expected of someone who filled a temporary role one day but whose primary duties were in another position? What did these changes mean for their workplace identity? This last question arose in similar informal conversations I had with several employees from students' workers to library directors. I was in a position to "float" between all these levels of library workers as I collected instructional content and creating these learning objects. For example, I could be in meetings with the dean and directors and hear their expectation on new roles and responsibilities for those behind the new library desk. The next day I could be with student workers and staff and hear their concerns and uncertainty. This was helpful as I developed training materials. I developed an underlying goal for the training. I aimed to teach a new universal sense of purpose for library employees.

Pharos Training /Public Patron Computer Use Apr 20, 2012

<https://youtu.be/s9btDtD3LAc>

Video 31

The basic library catalog search video is a workplace training video. It lacks the marketing efforts found in student-oriented instructional videos. I did not take time to differentiate color in onscreen text prompts. I split the lesson into three parts. These were the library catalog video (31), reading a catalog record (32), and an advanced library search (33). These three videos were completed in two days and have a rushed quality. My narration is unclear, and I have extraneous cursor movement and mouse clicks when demonstrating.

The three examples for accessing the catalog (title, author, and keyword search) came from indirect conversations with both staff and faculty librarians. I prompted these conversations to determine what type of help most first-time library users request. The previous one desk training videos taught staff skills to librarians. These three videos were used to teach these three librarian skills (the basic search, reading a catalog record and the advanced search) to staff. This skills divide approaches the sensitive subject of an academic librarian's role and faculty status, another area of concern for decades at academic libraries (DeBoer & Culotta 1987 Walters 2016). This existential question for librarians and libraries remains today: What can or should be answered by a librarian and what can be answered by a library staff member?

Basic Search in the USF Library Catalog Apr 24, 2012

<https://youtu.be/Jdd9SmTz72M>

Video 32

Reading a Catalog Record from the USF Tampa library Apr 24, 2012

<https://youtu.be/6eQUgCBO8h4>

Video 33

Advanced Searching the USF Library Catalog Apr 25, 2012

<https://youtu.be/28a4vm7JI2E>

Video 34

In these videos I explain two applications to circulate materials (books, DVDs, study rooms, laptops and iPads). This is a skill academic librarians needed to learn before they could work at the new library desk. Some librarians had concerns over a perceived loss of value in their positions as librarians. If they were trained in technician tasks, perhaps this would lead to a lowered sense of value for their research and scholarly faculty duties. Creating application training video in the use of the Aleph software was important to promote a new sense of purpose for librarians. This was similar to promoting a sense of purpose for staff in the previous set of videos. As a blended librarian, I was both part of building the training process and later part of the training group. In addition, I had already learned many of the processes in my former position as a library student assistant and part time library technician. I was able to create these learning objects with a strong sense of the differences and dynamics among the library staff and library faculty groups.

I had library students instead of permanent library technicians present these videos as a conscious choice to broaden the videos' appeal to both staff and faculty. I hoped faculty would be more receptive to learning from a student worker with whom they had no history. Some librarians held preconceptions of library staff as having 'non-teaching' roles. For similar reasons, I narrated the basic and advanced search videos instead of having another librarian narrate. I hoped I could build a bridge to library staff as I was their peer only the year before.

Aleph Software at the USF Tampa Library Checking Out and In: Laptop/ Study Room/Reserve
Item Apr 24, 2012

<https://youtu.be/KizaK6a8kGA>

Video 35

Aleph Software at USF Tampa Library: Check In and Out Basics Apr 26, 2012

<https://youtu.be/BKCERiKlcE>

Video 36

Check Out/In InterLibrary Loan Items Using ILLiad Apr 27, 2012

<https://youtu.be/7HogYUpTf5U>

Video 37

In this desk tracker system training video, I first show the raw screen recording by Mimi, a student worker. Video 38 is the finished training video showing changes I made to her screen recording. Some techniques I used include crop/zoom, highlighting areas through altering background brightness, and onscreen “callouts” through arrows or other digitally added artifacts. This video is a good example of the technical and pedagogical steps in making a raw screen recording into a learning object. Library staff and new library student workers are the target learner group. Mimi is another neutral presenter between the library staff and librarian groups. She is the third library student worker in the training videos. The three student workers presenting in all these training videos represent a racial diversity found at the library desk. This diversity is beneficial as it promotes inclusivity in the one desk model training and future training.

Desktracker1 Apr 30, 2012

<https://youtu.be/QThEnkSGgdk>

Video 38

Tracking Questions with Desktracker May 4, 2012

<https://youtu.be/ffS6AoH1yF4>

Video 39

In videos 39 and 40, I instruct learners on the physical use of the microfiche viewer and saving images from the archived document. I use similar techniques in these two videos. An older technology, microfiche was created to compact the space needed to store information and was met with resistance by library users (Lewis 1970). I saw clear parallels to the one desk model. As stated above, this initiative to combine staff and librarian physical working space had mixed reactions from staff and librarians. Library staff may fear their microfiche skills as becoming obsolete and this fear may be highlighted by training on new skills in their new environment. I worked to create microfiche training that was equivalent to other training videos on newer technology such as the KIC Bookeye scanner. In other words, training on older equipment would be as important and thorough as training on new library technology. In this way, my training videos were inclusive to experienced workers, who would see the same effort in instructional design for all library skills new and old.

Microfiche / Microfilm reader at the USF Tampa Library May 4, 2012

<https://youtu.be/E1L3MncLT94>

Video 40

Printing and Image capture from Microfilm Scanner Station Sep 18, 2012

<https://youtu.be/PRuqD-vq0AU>

Video 41

I illustrate differences in teaching separate groups of learners with this interlibrary loan video. I focus on the interlibrary loan process for faculty. I explain the user interface rather than market or define interlibrary loan. At the time of this video, my instruction focused on students and faculty learning. The summer of library desk training had passed.

A difference between Video 41 and 42 is the level of animation and visual cues. Video 42 is marketed to students. I explain the interlibrary loan process to students and navigation of the interface. After this video, I experimented with embedding videos or links to other videos within the primary video. I created these links via YouTube's annotation tools. An example of this is in video 42 at the forty second mark. I created deeper, layered instruction with these links by branching users off to other areas of information need.

USF Library Interlibrary Loan -Draft Oct 11, 2012

https://youtu.be/cOc_NE-sIzg

Video 42

USF Library / Distance Learner Draft Oct 11, 2012

https://youtu.be/N766MxE6u_g

Video 43

The one desk committee created the library GURU (Guides to Understanding library Resources at USF) program. In this program, three USF student workers, known as GURUs represented the library through student outreach. They aided students with research and promoted library services. The student workers GURUs in this video were copacetic and performed their jobs well. I spend many hours training the GURUs and filming them. I felt great sadness when I learned one, Jasmine, passed away a few years after graduating.

At this time, I was marketing the GURU program through short videos like video 43. Overall, marketing became a growing percentage of my workload. I began to learn marketing skills. I recognized my role was changing again and I needed to blend more marketing skills into my position. I worked with the marketing director of the library more often. I felt more flexible in constructing my job identity. Later in my career I would create and market the Digital Learning Studio. My improved marketing skills would prove beneficial.

Meet the USF Tampa Library Gurus HD Dec 19, 2012

https://youtu.be/OF3RpoD_VOg

Video 44

In the “how to read a citation” instructional video, I combine all the onscreen prompts in explaining academic citations. I pared down the categories of citations to those most common in bibliographies and works cited pages. In teaching citations, I could not avoid showing a large amount of text onscreen. I needed to expand visual cues to emphasize concepts in the video. This would overcome a boring screen of text and stimulate learners. I filled an immediate instructional need with this video.

Reading Citations video Draft Jan 14, 2013

<https://youtu.be/13ZROAMA6W8>

How to read a citation video tutorial- final draft Feb 4, 2013

<https://youtu.be/j71Wvy7hDL8>

Video 45

I needed a quick tutorial to instruct patrons and employees in a new technology installed in the library basement over the 2012 winter break. By adding compact shelving, we transformed the basement of the library and freed up space for students to study. I developed two videos with

the library services desk manager, Scott. I used video outtakes and humor to create an “employees only” draft that was not meant for public viewing as well as an official instructional video. Both are below. The “outtakes” video was one way to help employee morale after completing the stressful first semester of the one desk model and finishing the basement construction. I had not used such direct humor in videos before. With these moments of levity and collaboration, we worked to bring together all library employees involved in training. In a way, we were saying we can look back and laugh about the stressful situation.

USF Library Compact Shelving - Rough Draft Feb 18, 2013

<https://youtu.be/rN5Kqx-0q3c>

Compact Shelving in the USF Tampa Library Mar 8, 2013

https://youtu.be/rrA9dYcC_A4

Video 46

In this instructional video I instruct faculty on embedding online tutorials into their blackboard courses. It is now obsolete as the university adopted a new learning management system, Canvas. This is one of my final videos from my final year as a blended librarian. In this video I explain the mobile friendly and modular format. This is a type of universal design as I promote this format and to teach professors to reach students across the digital divide. In other words, I use this design to engage students who access their courses with mobile devices. The instructional video itself is embeddable and mobile device friendly and the content I use as examples is module and mobile device friendly.

Embedding Library Tutorials in Blackboard Courses Feb 26, 2013

<https://youtu.be/XjTTVG3ywUE>

Video 47

Faculty and graduate students are the primary users of bibliographic management software. I target these groups with this instructional video. I gave live classroom instruction in EndNote as one of my duties. EndNote is one of the software products demonstrated in the video. Other library faculty gave live classroom instruction in RefWorks, another bibliographic management software. I noticed that different academic disciplines preferred different bibliographic management software. Sciences preferred EndNote while literature and humanities preferred RefWorks. The third software in the video is Zotero It is not used as often as the other two. In this instructional video, I allotted an exact 26 seconds of description for each, EndNote and RefWorks, to give an equal amount of screen time. With this I created instructional more universal and inclusive to all disciplines. As a final design note for this video, I used a new editing platform, Adobe Premiere, to add a variety of text and textures in on-screen graphics including drop shadow and color gradients.

Bib management software video Rough Draft 1 Apr 29, 2013

<https://youtu.be/dSMGCCap5bo>

Video 48

In these two instructional videos, I needed to update an earlier video, as the university had switched from Blackboard to Canvas. The original course reserves video was video 24. Here, I explain the user interface for course reserves from two perspectives, the faculty and the student. I teach to faculty in the first video. Faculty may not require additional media onscreen to maintain interest. I designed the instruction for accessing the course reserves menu with no crop/zoom and minimal onscreen callouts such as yellow halos over the cursor to track its movement. Only one crop/zoom exists at the most critical point in the video. This point is the

selection of a radio button to add course reserves material at the one minute thirty-six second mark. With this design I provided an informative video with minimal need for engagement. The target learners are mature faculty and graduate assistants, not undergraduate students. In the second video, I focus on teaching to undergraduates. I give these learners more onscreen prompts, such as crop/zoom, screen text and arrows to describe the navigation.

Presto Course Reserves in Canvas May 20, 2013

<https://youtu.be/SUKnZADsoGM>

Video 49

Course Reserves Tab explained video Jan 23, 2014

https://youtu.be/A_uqxCn6mkc

Video 50

The online Research Rescue tutorial was an initiative I promised to develop. The online module was the centerpiece of my hiring presentation on May 15, 2012. At the time, the library already offered in person research help to students through the “Research Rescue” service. However, there was a strong push to reach out to online and distance education students who needed library and research help. After I built out the online tutorial, I needed to market the library tutorial. I created informative marketing for both the in-person service and the new interactive service. The first video is an early draft. I used avatars with varieties of skin tones and live background video of locations around the library. I produced the second video after a year of instructional design experience. I had access to better equipment, student library workers to narrate and present, and better editing. The result is relatable instruction and an engaging learning experience.

Research Rescue 1stdraft Aug 31, 2012

<https://youtu.be/deZ1XG5B8zY>

Research Rescue 2013 draft Sep 12, 2013

<https://youtu.be/1olpI9FnLfc>

Development of Digital Learning Studio

The final stage of my blended librarian career entailed a transition to a coordinator role for the Digital Learning Studio. I had the benefit of designing the studio from an empty room with full control over equipment, staff, and program development. I took my learned skills in instructional design and applied them to the Studio. Some universal design principles in the studio I applied to the studio include Americans with Disabilities Act compliant workstation spacing, Mac and PC availability, complimentary headphones, and improved lighting. One regret I have is not finding a qualified and available bilingual staff or student worker for the studio. DLS staff were responsible for training patrons on multimedia equipment including cameras and microphones as well as multimedia software on the workstations.

I taught my DLS student workers to create tutorial on the DLS equipment as well as engage patrons with one-on-one instruction. I also provided opportunities for self-directed learning through pre-existing tutorials and static information posters on the walls. I encouraged and promoted group projects for peer to peer learning.

At this time, I felt transformed into the role of “an expert”- at least others expected this from me, and I was able to show the results of my training ability in the DLS and with my student workers on a daily basis. I created and oversaw instructional material from basic one-page equipment “how-to” guides for our camera and microphone checkout, to advanced patron service training and guidelines for DLS staff. For the latter, I relied on my both my hotel and

librarian experiences. I was most comfortable and confident in my workplace role while I was a blended librarian coordinating the digital learning studio.

I have an analysis of my self- narrative in the next section. In this section of analysis, I provided a thematic analysis of each chapter of my narrative. At the end of each librarian's narrative I also provided a chapter by chapter thematic analysis.

Early instructional design analysis

In this section I analyzed the preceding narrative for themes of transformational learning, TPACK, and Universal Instructional Design. I followed the Labovian analysis model and divided the narrative into sections. Labov described six sections in a narrative: abstract, orientation, complication, evaluation, resolution and coda. All these sections may not be present in a narrative. The narrative has no abstract or coda. I applied the remaining four sections: orientation, complication, evaluation, resolution, to the chapters of my analysis and explored the themes within them.

The initial chapter of the narrative is a prologue of the overall blended librarian narrative. I presented a groundwork of skills and motivations before employment at an academic library. I acquired these in several occupations before becoming a blended librarian.

London 2000-2001

Two sub-stories or “stories within the story” are in this section. These are London 2000-2001 and Distance Learning for Medical Professionals. In the first of these stories I provided an orientation through a basic review of the setting: a London hotel, my purpose: a hotel front desk clerk, and a tie to the larger narrative: developing early skills as an instructional designer. The complication in the story was the job task of soliciting military personnel to stay at the hotel. The

evaluation in the story was determining the best course of action to accomplish this task. The resolution of the story was the creation of a job aid.

Themes

Transformation learning themes are found in this sub-story. I had a disoriented dilemma and sense of alienation as a foreigner in a foreign country in a foreign job. I had no previous hotel job experience. I built confidence and planned a course of action through creating the job aid. I gained new knowledge of England's geography, military base hierarchies and phone systems, as well as metric conversions. I used these to implement the job aid. I experimented with my new role as a marketer through testing the job aid in practice.

Steps leading to Transformational Learning (* = present 8/10)

1. Disorienting dilemma *
2. Self-examination *
3. Sense of alienation *
4. Relating discontent to others
5. Explaining options of new behavior
6. Building confidence in new ways *
7. Planning a course of action *
8. Knowledge to implement plans *
9. Experimenting with new roles *
10. Reintegration * (Mezirow, 1997)

TPACK

TPACK themes are not present in this sub-story.

Universal design

A theme of universal design is brief but present in the sub-story. I designed the job aid with both imperial and metric (miles/kilometers) as well as simplistic arrows to aid non-native English readers to follow the instructions.

Distance Learning for Medical Professionals

The second sub-story has an orientation that includes my job position-instructional director, where I worked-Matterhorn Productions, what we did-medical education DVD sets, and who we did it for- doctors and CT technicians. This sub-story contains two complication elements: learning new medical terminology and audio-visual equipment. Evaluation elements include references to learning new skills, developing better video, and expressing pride in accomplishment. For example: “I benefitted from this work pressure...”, “...learned the need to ‘code switch’ when discussing medical terms”, and “we received only one complaint about visibility of images” display a growth of confidence in skills. This growth in both confidence and skills allows the narrator to later advance to the primary body of the narrative- graduate student and blended librarian work. The resolution of this sub-story is the increased sales of DVDs and the success of the production company as a whole. A coda for this sub-story is my transition to a library graduate assistant where I further applied my learned technology skills.

Themes

Transformational learning themes are within this sub-story. The disorienting dilemma and sense of alienation were again present as I found myself in an unfamiliar job with no formal training, surrounded by medical terminology that I did not understand. I reached out to my employer, the founder of the production company, and related my lack of confidence and bewilderment to him. I also reached out to others including radiologists and radiology techs in

close proximity to my job in order to learn medical terminology. I engaged in self-directed learning to understand and use the multimedia equipment and software. As I learned I gained confidence. I incorporated my new knowledge of medicine and instructional design into my existing skillset with multimedia, video and editing.

Steps leading to Transformational Learning (* = present 7/10)

1. Disorienting dilemma *
2. Self-examination *
3. Sense of alienation *
4. Relating discontent to others *
5. Explaining options of new behavior
6. Building confidence in new ways *
7. Planning a course of action
8. Knowledge to implement plans *
9. Experimenting with new roles
10. Reintegration * (Mezirow, 1997).

TPACK

TPACK themes existed in this sub-story. In the sub-story I was the instructional director. I had some technology knowledge, but no content knowledge. By the end of the sub-story I had gained some pedagogical knowledge and content knowledge related to medicine. While I was not a medical expert, I did move closer to the center of the TPACK model. My strength was technology knowledge, but I did have some improvement in the other two knowledge domains relative to the events in the sub-story. I also explain my role as a go-between for doctors and the instructional material. I both explained the parameters of instructional design to subject matter

experts (doctors) and fit the instructional content to the design medium. For example, doctors needed to demonstrate the area of interest on screen while providing a simultaneous verbal description and I needed to summarize and display medical terms on screen with enough time for learners to read and understand them.

Universal design

Universal design themes were only described once in the sub-story. I explained the concern with visibility of items in videos and the need to improve the brightness of the screen. This sub-story lacked universal design themes in part due to the limited and specialized nature of the learner group. Also, at this time, I lacked formal instructional design training and was not well versed in universal design practices.

Graduate student work analysis

Overview

At the beginning of this chapter, I provided a brief story of circumstances which led to my first job at a library. As an orientation, I described the process of applying for the position of graduate student. I listed complicating factors as a summer deadline, application paperwork, and an opportunity delayed until the fall semester. I provided an initial evaluation with the twist in the story, wherein I offered to volunteer despite missing the summer deadline for a paid position. I explained the reason for the story- volunteering may open other opportunities. This led to the story's resolution- an invitation to apply for the fall semester, and preferential status as an applicant. I included a coda: my gender may also have played a role in my hiring.

Analysis

With these brief stories of the instructional videos I first created as a graduate student, I followed a similar pattern in narrative structure. I first provided a general orientation of the work.

I described the work environment at the time, instructional content, and significant or unique features within the video. These features often were technical in nature or reflect changing instructional needs. In these early videos, I focused more on technical detail and instructional content. In later videos, I tended to focus less on technical detail and more on changes to the workplace environment and interpersonal relations. For example, in videos one, two, seven, eight and nine, I described choice of typeface, difficulties in using the Xtranormal software and choice of digital avatars as technical concerns. Complicating actions preceded all of these technical alterations. For example, in video six I needed better lighting. In video seven, I needed more avatars representing students. By video 11, I needed more creative videos, having worn the screenshot/avatar format out.

I introduced resolution to technical complications in the stories with technical solutions. For example, in video one I purchased my own camera. In video six I reshot the video with better lightning. In video nine I improved on screen graphics through “an illuminated yellow ring around the cursor”. In video 11 I found and repurposed public domain filmstrips from past decades. In video 13 I introduced the “Zooming” feature. I also acknowledged mistakes as complicating events more often in these early videos than in later videos.

In these early video stories, I provided evaluation at various points in the narratives. In video one I stated, “The greatest benefit from this early video was learning from theses mistakes.” With video four I stated, “In creating this video, I discovered the massive amount of public domain video content at archive.org.” With video 10, I provided two lessons learned regarding marketing and images in instructional videos.

Themes

Transformational learning themes are prominent within this set of stories. Most stories began with a disorienting dilemma. In video 1, I had no budget, and no direction, but was given a task to complete. Throughout these early videos, versions of this dynamic were repeated. I was unsure if my instruction was of sufficient quality. I was unsure of the process for determining which instructional video I would work on next. I had an instructional technologist position and I was unsure of all the duties it entails and what metric I could use to measure progress or success. In addition, no one provided direction. I conducted a self-examination. I used my existing resources, including my own camera, microphone and prior video editing skills. As the only graduate student in the library working on videos, I felt a sense of alienation. I did not relate the extent of my difficulties and disorientation in the new position to others at the time. I looked at options and adapted my skills to new technologies and new pedagogies. For example, I adopted new editing techniques to use with public domain footage in videos 4 and 11.

Despite many mistakes, I related a growing confidence. In video 7, I stated outright “I was more confident.” I also showed evidence of both planning and experimenting after building this confidence. In video 13, I planned out a video and implemented a new “Zooming” instructional technique. In video 11, I experimented with public domain footage and explained its success due to “more creative effort with more development time.” I also experimented with new roles as evidenced in video 10, 11 and 12. In these I created medical library instruction as opposed to a general academic library instruction. These involved new subject matter expert medical librarians, a new library portal website, and additional goals: marketing. I translated my video skills from instruction to marketing at the medical library and ended up combining these by

the end of video 14 and 15. In this way, I reintegrated the marketing knowledge learned at the medical library into my existing and growing instructional skillset.

Steps leading to Transformational Learning (* = present 9/10)

1. Disorienting dilemma *
2. Self-examination *
3. Sense of alienation*
4. Relating discontent to others
5. Explaining options of new behavior*
6. Building confidence in new ways *
7. Planning a course of action *
8. Knowledge to implement plans *
9. Experimenting with new roles *
10. Reintegration * (Mezirow,1997).

TPACK

All of the videos in this section of the narrative referred to technical knowledge. There was some evidence of combining technical knowledge domain with pedagogical knowledge in videos 5 and 14. In video 5, I mentioned Keller's motivation design theory in conjunction with humor in video. In video 14, I mentioned Mayer and Moreno's cognitive load theory in reference to multiple images on screen confusing viewers.

Universal design

I noted the use of cartoon avatars to represent diversity these early videos. This was an attempt at inclusive design and to increase student motivation by providing same-race avatars (Baylor, 2009). Evidence of an appeal to students of diverse ages through the use of older public

domain video footage was in video 4. In video 9 I explained the need for better visibility of areas within the instructional video.

Top database videos analysis

In the next chapter of the narrative, I note evidence of more collaboration to produce videos. In video 17 I use a narrator from outside the academic environment. In video 23 I use a science librarian as a subject matter expert. In video 18 I note the close ties I develop as a liaison librarian with College of Business students. These are all positive experiences in contrast to the technical and communication problems with another librarian in video 6. This is evidence of growth in confidence in my role and comfort in communicating the nature of my role and the technical aspects of the instructional videos with others.

In video 19 I describe the similar narrative pattern for all of these database videos. I am faced with a challenge of creating a relevant and effective video that involves both USF content and a third-party online publisher. The complication in the narrative is having no control over the third-party publisher, who could change their website and render my video obsolete at any time. The evaluation of this section of the narrative is to describe this problem, among others and determine a resolution, or steps to complete the video to ensure the best possible instruction for learners while maintaining content currency. The resolution of these videos is compromise and acceptance of the limitations at hand.

Themes

Transformation learning themes are somewhat evident in the similar dilemmas as I faced different publishers' website user interfaces and content that could change at different unexpected times. I show evidence of self-examination. As an example, in video 20 I assess my subject knowledge as a librarian and make judgements on the efficacy of using database logs in

designing instruction for learners of different research abilities. In video 22, I show some sense of alienation as I note administrators did not provide me a camera to perform my job and I procured one myself. Throughout the videos in this chapter, I relate new options and build confidence as I experiment with successes and failures. I note an error with design in video 19 but show effectiveness in design and marketing with video 21. I utilize knowledge from both mistakes and successes to plan and implement more effective videos later. I experiment with new roles outside my instructional designer role. As a liaison business librarian, I incorporate SWOT analysis as an example subject into instructional video 18. This also shows a reintegration of new learned skills as a business librarian into my existing role as a blended librarian.

Steps leading to Transformational Learning (* = present 9/10)

1. Disorienting dilemma *
2. Self-examination *
3. Sense of alienation*
4. Relating discontent to others
5. Explaining options of new behavior*
6. Building confidence in new ways *
7. Planning a course of action *
8. Knowledge to implement plans *
9. Experimenting with new roles *
10. Reintegration* (Mezirow, 1997).

TPACK

All three knowledge domains of TPACK were evident and intersected in this section of the narrative. In video 16 I described content knowledge of online publishers and pedagogical

knowledge of “just in time” information. In video 18 I described new business content knowledge and in video 20, I described the intersection of both content knowledge and pedagogical design knowledge.

Universal design

In video 17, I mentioned universal design techniques for aiding users with visual impairments. In video 20, I explained a dilemma in instructional design for researchers with different experience and ability. I solved this through use of both image/logo and text to reinforce context.

One desk model analysis

In this portion of the narrative describing this series of videos, I began with an overview of a significant shift early in my career. The one desk model refers to the instructional videos I created for library staff and faculty as employees. This was a challenging period as my role evolved from a blended librarian working to design instruction for students and researchers, to designing instruction for workers in a more human resources capacity. For this new role I learned and applied adult education theory and workplace education techniques as opposed to traditional pedagogy. The two central points of this portion of the narrative were the focus on my new role as a developer of workplace training and my push for racial diversity and bridging two workplace cultures.

In this series of videos, I demonstrated a conscious effort to display and integrate a diverse group of library workers. This diversity stemmed from the challenge of bringing two distinct groups within the library, library faculty and library staff, into one cohesive working area. This was the complication in this portion of the narrative. I used three student workers, and two library staff as presenters in training videos for faculty librarians. In this way, I acclimated

library faculty to learning new job skills from those outside of traditional expectations- other faculty instructors such as myself. For successful cross-training to occur these two groups needed to learn from one another.

I resolved the complication through incorporating racial and age diversity. I used three student presenters from three different racial backgrounds. I also used two older library workers, each with different racial backgrounds, as presenters. All presenters were female as most of staff were female, and procuring a male presenter was a challenge. As an ethnic minority myself, I also bridged the two groups having worked as both a recent library staff member and a current faculty librarian.

Themes

In my new role as a workplace education designer, I faced a disorienting dilemma- designing cross-training for adult learners – half of whom were my peers. Also, no established training system was in place as the one desk model was a new one-time workplace event. I faced a self-examination of skills and determined a need to revise my design skills for adult education – with a less focus on scaffolding content and acknowledging prior life experience. I neither felt a sense of alienation as I was comfortable with both groups, nor did I relate any discontent to my instructional collaborators. I elaborated on new behaviors and grew confident through learning and using adult education and workplace education principles. I planned and implemented new styles of instruction through the use of student and staff presenters as well as demonstrations of library technology in a workplace setting. After experimenting with my new role as a workplace educational designer, I reintegrated these skills into my career. I later used these skills in designing instruction and training staff for the Digital Learning Studio.

Steps leading to Transformational Learning (* = present 8/10)

1. Disorienting dilemma *
2. Self-examination *
3. Sense of alienation
4. Relating discontent to others
5. Explaining options of new behavior*
6. Building confidence in new ways *
7. Planning a course of action *
8. Knowledge to implement plans *
9. Experimenting with new roles *
10. Reintegration* (Mezirow, 1997).

TPACK

Growth of the educational knowledge domain was evident in this portion of the narrative. Integration of adult learning theory with technology is evident as well. Use of prior content knowledge regarding library desk related equipment and software was integrated into the other two domains of educational technology knowledge and andragogical knowledge. In this instance andragogical knowledge was substituted for pedagogical knowledge.

Universal design

Universal design for learners of all visual acuity was evident in the evolution of visible text in rough draft and final version of video 25 and others. My awareness of universal design principles was evident in video 28 and 29 as I described insufficient visual and audio quality for learners of differing auditory and visual abilities. I blamed a lack of time and care in the video production but acknowledged the design shortcomings.

Development of digital learning studio analysis

In the final videos portion on the narrative, I described the last videos I would produce as a blended librarian. In these videos, I showed the final result of growth into my role as a blended librarian. I showed a new comfort level with presenters: the library students in videos 43 and 50 and the library manager in video 45. By this point in my career, I was updating older videos targeted to undergraduates and confident enough to create graduate and faculty-targeted videos as demonstrated in videos 46, 47, 48, and 49.

Themes

At this point in the narrative and in my career, I did not exhibit many signs of transformation learning. I felt content with no sense of alienation. In the narrative I described no significant changes in my workplace behavior, or changes in my workplace responsibilities. In the final video 50, I gave a summative account having settled into the role of blended librarian.

Steps leading to Transformational Learning (* = present 0/10)

1. Disorienting dilemma
2. Self-examination
3. Sense of alienation
4. Relating discontent to others
5. Explaining options of new behavior
6. Building confidence in new ways
7. Planning a course of action
8. Knowledge to implement plans
9. Experimenting with new roles
10. Reintegration (Mezirow, 1997).

TPACK

One significant theme of TPACK was evident in this section of the narrative. In video 47, I explain my role as a combination of a bibliographic software instructor and an instructional technologist.

Universal design

There was one mention of universal design in video 46 as I explained the benefits of mobile friendly design in instructing faculty on tutorial embedding.

Chapter 5: Librarian 2 Narrative

Librarian 2 was employed at a large, public research university in the U.S. Midwest. This narrative transcript is edited for clarity and was collected on April 28, 2020.

Experience, but not the right kind

I started my work as a blended or instructional technology librarian when I came to Higher Ed in 2012 and before that I worked in K-12 education as a school library media specialist. I am not including time as a blended or instructional technology librarian. I had experience integrating technology, developing lesson plans, and things that were grounded in pedagogy and classroom management. I had teaching practices that I didn't have in my experience as a student in the School of Education as well as a student in library school.

I received my teaching certificate while I also received my library degree. I had a background that I felt equipped me well to hit the ground running in terms of instruction at my institution and work with my new colleagues to develop their own instructional technology, hybrid learning, e-learning kinds of competencies.

I work at an institution where we are decentralized. Some places have an e-learning librarian or a digital learning librarian who does all of the eLearning, online learning creations or different subject areas, but at my institution I was charged with training the trainers and teaching the other librarians. I was also charged with equipping them with different skills and competencies. They could adapt these skills to different disciplines they worked with or the different means they had.

I soon figured out that although I felt comfortable and I felt competent, I felt I had a lot of relevant experience. They did not agree. I found that my experience both within my library but also in the broader campus as a K-12 educator was dismissed and I thought- I don't want to say aggravated but it made me feel some serious impostor syndrome. I thought “oh they are going to figure out that I don't know what I'm doing here” or that I don't fit here.

For me the first chapter is coming into my new role and I would say it lasted six months to a year. During this time, I was being reminded of, “Oh okay well maybe that worked where you have come from but that doesn't fit here in higher ed.”. This was not the normal case. I found that attitude dismissive and I think it came from a place. Some of the people that I worked with at the time felt that if you had not worked in an academic library in the past, you had no ability to work in an academic library.

I remember somebody saying to me, “Well, have you ever worked at a service desk, sitting at a research help desk?” I said, “Yes! I was the search person. I was the textbook person. I was the reader’s advisory person for middle-schoolers so I think I can handle how do I find this book. Yes, I have done this.”

I have seen both kinds of experiences. I did a lot with instructional technology in K-12 education and in secondary education settings. I could see the translation and I could see how much things apply but I think on its face- the people that I worked with, at least initially, felt like I had relevant experience but not transferable experience.

I guess the first chapter of my instructional technology works in a more formal titled role- in that way was me thinking about how do I frame my experience in ways that are meaningful to the people around me and that can impact my colleagues practices and help them think about teaching with technology in different ways.

Figuring out what matters

I would say the end of my first year in my position, I took stock of what I had done or how successful or the kind of challenges I'd had in my first year. I realized in talking about it, I made it sound a lot worse than it was, but I think it was challenging to go from places where I was the only librarian to a setting with many librarians. In ways it was great but there was a bit of a culture shift.

What I found to be useful when I made that transition and for anyone when you're new in the job or you're new to an environment, no matter what kind of place it is, it is useful and helpful to have good mentoring or direction or supervision. I did not have that from my administration when I first came in.

There was a disconnect in our dean's office. We have a dean and an associate dean -those two people at the time did not get along. The associate dean was actively undermining the dean at the time and so it was challenging. The associate dean was whom I reported to functionally and I would meet with this person to get me started and give me direction. I never got any sort or sense of "this is what we see for this position in terms of the goals, these are the kinds of things that we would like you to work toward, and we need these kinds of- we need progress in these areas."

At the end of my first year I was in a group where I was on a committee with our dean at the time. Someone asked me a question and I answered it in a way that was very disappointing to her. I did not have certain knowledge, or I couldn't answer a question right off the bat about our online learning or E-learning at our institution. She pulled me aside and talked with me and said, "Has this kind of thing not been conveyed to you? This is what we want you working on. Have you not investigated this?" I said, "No. I have never heard any of this I didn't know this."

It was very much like in my first year. I had to figure out what was important on my own and I didn't realize that, I think, until the end of my first year. I worked on projects. I tried to make headway in certain areas. I tried to be a good colleague and communicate and collaborate with people and I was successful in those areas. I look back at the end of that first year and I thought oh it's very clear to me that my supervisors aren't- well, what I have done in some areas is not what they were expecting or hoping for me.

I think for me what I had to do is, at the end, toward the end of my first year, take a step back from the day-to-day work and say, “okay, what are the goals of my institution? What are the goals of the library? Where are we now? Where do we need to go? What do I see other people doing in other academic libraries? What are our peer institutions across my state doing?”

By investigating on my own but also using the constructive criticism or constructive feedback that I had received from our dean, I could reassess and reevaluate what kinds of projects I could lead, or initiatives I could develop or partnerships I could make that would be the most high impact or would be the most useful in supporting our broader library goals and support our strategic plan.

This feeds into my third chapter but towards the end of my first year and into my second year I'm in this role. I had to take a step back and take a broader view and figure out: where is my work best? Where are the areas that I need to focus my work?

I think the dean helped me with some of that, at least initially. Most was through shame. I felt inadequate and that was a big motivator for me to say, “oh okay, I need to refocus, and I need to figure out what matters to my administrators but also what matters to my colleagues and what matters to my institution.”

I think at that point I was able - after my first year and into my second year- in that role I was able identify what was important, more effective than I had at first. I was just figuring out this new place and figuring out my colleagues and figuring out the cultural dynamics of this new place.

Also, at the end of my second year and the end of my chapter 2, the dean from whom I had received feedback left to go to a different institution. I had come from K-12 education where often, in the places where I had worked, administrators such as school principals or superintendents had been in a building for 35 years or something. They had been with this district forever or they may be moved around, but they were from this place. They stayed around. At the end of my second year, one of my colleagues said to me, “Deans come and go, we stay. The library faculty stays.” I remember thinking, “what does she mean?” and within a month or two months our dean had left.

We had an interim period that followed. The constructive feedback that I received from that person in terms of my focus or that I wasn't in the right areas or that I was not identifying what mattered for my colleagues or for my organization or my institution- it was helpful.

The fact that person was then gone was freeing to me. I was able to see who that administrator had been. Although that person was adept and was a good manager and a visionary leader, he had serious favorites. I think I was just not one of them.

I did not receive a lot of mentoring; I did not receive a lot of direction while that person was leading in our organization. I thought about what mattered to me, not just in my instructional technology role, but in my role as a colleague of other people. As newer people started to join my organization and after I had a couple years under my belt, I thought, okay- mentoring is important- something that I lacked from my colleagues and supervisors.

What mattered to me was making sure other people did not have this introductory experience that I had. I figured out what mattered to me and what mattered to my organization in terms of work and initiatives and projects that I was leading.

Reflecting, evaluating, and self-assessing

In this area I had experience under my belt. That experience was a transition in administration. At my place we tend to have interims for a year or more- and so, for some, I think they are very much lost years. You do not have a real supervisor who is evaluating performance, so some use it as a time to just sit back.

This has not only been the case in my current place but in other institutions. When I was laid off from a position as an educator in K-12 education because of budget cuts, I knew in February, but I had to keep working until the end of June. From February to June I was productive, and I felt like I did not have anything to lose. I'm going to try some stuff. I felt the same way with our interim dean because I thought; "we are going to get somebody new in a year, why don't I see what I can do?"

This came on the heels of figuring out, "okay, these are the broader things going on at my institution." I am starting to understand- these are the people who have a say or some institutional clout and these are the initiatives that are important. I am trying to figure out ways to align my instructional technology or my E-learning work with that.

As I said, our focus is building capacity across our group of librarians so everybody can do work in these areas rather than one person doing this kind of work for each different discipline. At this point as I entered my third year, into my third and fourth and maybe even my fifth year in this position, I used the time to try new things. As I was going through them, I would reflect on how this is going for me, how is this going for my colleagues, and evaluating. Is

this effective? Are we seeing any movement? Am I seeing the kinds of results that I would want to see?

Often the answer was no, but then self-assessing. What is it that I could be doing better or different? What has worked? What are the things about this that have worked? How can I use that and tweak it and replicate it in maybe a different context?

At this point I started to do intensive intentional professional development for my colleagues in instructional technology and in instruction and instructional design as a whole. In the first couple years in my role I did informal technology updates like “tech tips” which were disconnected. It was more of “here are some tools that you could think about” rather than “you may have this need in your instruction” or “you work with a faculty member who has a need, and we can talk about how we address that.”

I do not think I could have taken a different approach. When I talk about the ‘experience but not the right kind,’ I think when I first came in, the other librarians I worked with were: “oh, she can just tell us about new tools.” That was what they were looking for. I think I could have come in and said, “let's talk about pedagogy, let's talk about what kind of assessment needs we have, let's do some backward design.”

If I had thrown some terms out like that, they would have been put off because, what do I know? I've not worked here, I do not know this place, I do not know how to work with higher education students. I have only worked with high schoolers. Yes, they are the same they are just older. It was similar to one student I saw in K-12 and then the next year in my academic library. I found not that much of a difference.

By this point I was able to do more intentional learning communities, communities of practice, and more sustained ongoing professional learning for our group. That forced people to

think about: how they were teaching, the concepts they were teaching, and the ideas that were important in their different disciplines or in instruction.

This also was around the time that the ACRL framework came out so that was a good opportunity for me to figure out. Ok, the framework was challenging for a lot of people in my group. I didn't have quite as much of a problem wrapping my head around it or adapting it, but it allowed me an entry point to build more intentional instructional technology learning opportunities for my colleagues.

At the same time as I was doing some of this, I was also going through PhD coursework. I think the act of being a student in classes- I thrive in more formal educational experiences. I like to go and have a group of people that I talk things out with. I like to have assigned readings. I did. I do not want to go back there, I will tell you that, but I felt like that helped me to continue to learn and evolve. I could reflect in my practice and evaluate how I was approaching my own learning opportunities that I developed for my colleagues. I was self-assessing what was going well or what wasn't working and figuring out ways to move forward.

The combination of transition in leadership, the ACRL framework, being more comfortable in my role at my institution, allowed me to take risks. I was intentional about thinking after a session- even if it was not formal, not taking notes- but thinking, "okay what went well, what did not go well, what do I need to do different, how do I need to pivot or change this, or even sometimes reset my expectations?"

Chapter 3 of my story was where I got some traction and I was able to do more meaningful work in my own instructional technology practice in terms of positioning our organization a little bit better or developing more intentional relationships with others across our institution to get into E-learning or online learning environments.

Also, I was building a baseline competency across my colleagues, so I could say, “okay well we have talked about this, we have talked about how this course management system works. We have played with this, so you should be able to do this.” or “how would you apply this to this other scenario?”

I do not know if that last part makes sense, but I think this was the point in my work as an instructional technology librarian where my work- my own personally driven academic study- and the sort of broader professional events combined to allow me to feel more comfortable to take risks and learn from those and keep moving forward and keep growing as a professional.

Leaning in and leading

“Leaning in,” I know that is an overused phrase. We had this transition as I mentioned towards the beginning of my chapter three timeline. That was in about 2014. We had over a year of an interim situation that was about a year and a half, before we had a new dean come in.

At the end of that interim period I found out I was pregnant. At that point I thought “I don't have time to care about all these politics in my department. I'm too tired.” I was also a large pregnant person, so I felt that gave me some literal weight in my unit. It was like, “we don't want to mess with (librarian 2) because she's going to be an angry pregnant lady.”

I had colleagues who said to me, “I like pregnant (librarian 2)” because I thought, “I don't care, this does not matter.”

I was no nonsense. I do not know why, but that was going on in my head at the time. We had a new dean and I felt the person was coming in when I had already established myself, so I didn't feel I had to prove anything to this person as I did when I started. I thought, “okay, I know what I'm doing now. I know my colleagues. I know this environment. I know the lay of the land here. This person is new so I can show them what I've been working on.”

I felt very confident in what I had been doing with my repertoire of work that I had established both within my institution and in the profession. I felt more secure. I feel, at that time, I was able to- not 'throw my weight around', because I feel that has a negative connotation- like I was abusing some sort of power. I was able to find my own voice and assert myself as a leader in instruction at my institution- more so than just with instructional technology.

That was because technology and instruction was so important- is so important. Our teaching and technology, instructional technology at my institution is in mesh. There is not a way to separate them. For discipline faculty or our librarians, if they are not comfortable with some of our tools and the basic level keeps getting higher, I think they are feeling left behind.

I had stayed on the cutting edge and I stayed up to date and I continued to explore and reflect and evaluate. I was able to stake a claim in being a leader with our instruction in our library. We are teaching library. We are focused on instruction. That allowed me to have a broader voice within my group of colleagues.

The new dean who we hired was not focused on instruction. That was not where his interests were. As such, I had a lot of flexibility. He was a difficult person for a lot of people to work for as he wanted things when he wanted them. If you did not deliver them, there were often unfair consequences. He did not feel that way about teaching. He did not feel that way about instruction, so I benefited from that.

I thought, "Oh I can keep doing my job. I can keep going about my business." At the same time, I was building relationships and gaining a reputation on my broader campus. I was getting to know people across departments in different service roles related to teaching and learning.

We have a Center for Excellence in Teaching and Learning on my campus. They have two faculty members who are fellows every year, who get a release from their department for a chunk of time and do professional learning for the campus at large. I had one of those positions, and all of these things enabled me to feel more secure and lean into this idea that I could be a leader in instruction by using my instructional technology and my E-learning knowledge, to advance teaching more within my unit.

I had also, at this time, taught a credit-bearing class online. I felt that helped me to lean into teaching because I could sit at the table with the faculty members from across the institution and say, “oh yes, this is how I did grading, this is how I structured group assignments online, this is how I got people to do peer to peer feedback.”

At my library, we have one credit bearing course that we teach every semester and people can rotate in and out of teaching. That allowed me to have another level of instruction and instructional technology knowledge and within my unit but also more generally on my campus, I could have a leading voice.

I was trying innovative things. I was co-teaching with somebody, and we were working some different kinds of activities with this online class. We were structuring it in a more engaged format, rather than just like readings, discussion forum, quiz. We were trying to make it meaningful in ways that other sections of that course had not been. What we were doing was innovative compared to a lot of other faculty across our campus and so it made my position as a leader within my library and within my institution in teaching and learning.

I think it solidified that and the other things that were going on in my personal life where I thought, “I don't have time for some of these shenanigans with our leadership.” You know we

got this new person, and everyone thought, “okay maybe this is going to be good,” and very quickly within a semester it changed to “oh no, this is bad.”

Those encouraged me to stake my claim and say, “yes I can be a leader in this area along with many other people, but I have an important voice and I have relevant experience. I have useful knowledge that I think can benefit my colleagues but also my colleagues across the institution as well.”

Looking ahead to challenges and opportunities

There is probably a chapter in between four and five or maybe four is a little bit more than I explained. We had a dean who left as a surprise. As I said, it was not a great situation, but he announced that he was leaving and retiring. We had another interim period during which I stepped up and served in an administrative role.

That put a hold on me. We have four roles within our library faculty group that serve as department heads. We are very flat. We do not report to anybody, other than our administrator, who is our dean with some oversight by the associate dean. We have people who coordinate different areas and so we have always had a coordinator of library instruction. The person who has done it now for many years was burned out and ready to move on.

They asked me last year around this time to take on that role as the coordinator of instruction. There were some challenging interpersonal dynamics around that because of some actions that were not the most professional in terms of other people deciding that this was going to be their new role. It just made things awkward because it was the dean's job to decide this. He asked me to take this position on.

In terms of leading, this was a new frontier of leadership for me, and it was more formal. It would involve coordinating our broader library instruction program which I see as needing to

get more into instructional technology, blended learning, E-learning, whatever you want to call it. I thought this before.

I will get to the challenges and opportunities in a minute because I think they are one in the same. I put that on hold for a year. We have a new dean coming in again. This will be my fifth dean in eight years or nine years. I have had two interims I have had two full-time people and now we are on number three. My colleague's comment that "deans come and go, we stay" has proved true. I said that to newer colleagues since I have seen it play out.

We have a new dean coming in starting in July. She is someone with a very strong instruction background, a strong instructional technology interest, and E-learning background. She is invested in other campuses where she has worked in online learning or enabling her faculty library faculty to develop online learning opportunities.

I put that position on hold for this year but again transitions are happening, and I am going to be taking that role on in the fall- in August. August 15th is my first official day to take that on. As I look ahead part of me is excited, part of me is dreading some of the administrative tasks that I will be doing.

What I am looking ahead to is the combination of challenges and opportunities because of what is going on in the world right now, because of the Covid-19 pandemic. This has upended our institution- how we are doing instruction, how faculty across disciplines has to teach and reach students.

I think it presents a tremendous number of challenges because there are huge ramifications for us in a financial sense. I am sure that we are going to have funding cuts, layoffs, and furloughs. In many instances the library is fortunate when those type of things happen because we have so many costs associated with our resources. Sometimes those are

things we can scale back first before we start cutting people. I know there will be many challenges down the road for our whole organization. We will not be excluded from those.

At the same time, I feel that I am coming into this role at the right time. One of the challenges I had in the last couple of years is I have taken on more leadership informally or in more formal ways. My instructional technology work has been bumped down lower on my to-do list. There are always things that took higher precedent than developing meaningful online learning resources for the liaison areas in which I work.

Now this is a perfect time to do that. I am a behind the eight ball but now, more than ever, if I can get some stuff ready to go for the fall semester, that would be very helpful and useful. That would allow me to connect with people I have not connected with and support students and faculty.

Regardless of the role that I have been in, I am comfortable with technology. For example, when we thought, “oh no, we have to switch immediately to virtual meetings,” people thought “what's going to happen?”

I said, “oh well let's use Google Hangouts. We have Google Hangouts in our calendars. It's not a perfect tool. It's not the best tool, but it can work.”

We had a whole series of job interviews and our campus has WebEx. We are one of the few who don't have Zoom but probably we will be on Zoom soon I'm guessing. People were saying, “We don't know how to use WebEx.”

I am comfortable with WebEx. I did dissertation interviews through WebEx. I have done a lot of them. Even then, I'm trying to facilitate- it's not instructional technology- but just the comfort level with using different technologies for connecting or for teaching or learning purposes. I have tried to stay up to date on what our campus is doing. I found informal

opportunities, I think some more formal, partnerships developing e-learning resources or developing instructional technology- sort of modules or courses.

I think in the last couple of years that has been more informal. I look ahead to the challenge- the uncertain, unclear, rocky and turbulent future in the next three months, six months, twelve months. I have to think of the challenges as opportunities. People are overwhelmed. In my work realm and in the role that I am going to be taking on, I am in a good spot to help our organization, our library, and our teaching instruction program with the library transition into a greater online presence.

I will be in a more formal role that is coordinating this service rather than someone who is leading from -we teach in leadership- they say, “you lead from where you stand.” If you are a teacher in a K-12 building and anybody can be a leader- an instructional leader. I have been doing that, but this coordination responsibility will make it more formal. With some of my colleagues, it gives me and what I have to say, more weight.

If I advocate more instructional technology based or E-learning kinds of supports or solutions, I will be in this more formal role coupled with what is going on; this is a good time, and these are good factors in terms of making a change.

I mentioned that we are having a new dean come in and I think that can be both a challenge and an opportunity for me. When our last permanent dean came, I was like “whatever.” With this person, she has more of a focus in instruction and she has more of an instructional background. She does a lot of professional service and high-level leadership capacities related to teaching and learning; I am a bit more nervous.

I am trying to not be anxious and think about “I have to do the right things” or “I have to toe the right lines” or “I have to show her I'm capable” or that “I'm competent.”

I have to because everyone in my organization will be jockeying for a bit of the inside track or a connection. People, at least at first when there's a new administrator, want to know “okay, what can I get from this situation? What kinds of benefits or what kind of relationship do I want to establish?”

I have been thinking about that and I am trying to view that new relationship as one that would be an opportunity for personal growth for me- learning from someone who is a real leader in this area but also professional.

I am sure there is more in the way of challenges and opportunities that are in my future but that is what I can think of now.

Experience but not the right kind analysis

Librarian 2 provides an orientation that precedes her story in the first paragraph of this chapter. She describes her previous experience, and then emphasizes that this experience was not viewed by her peers and administrators as the “right kind” for the instructional technology librarian position. This complication is stated in the title of her first chapter. She also describes her coworkers as doubting her ability as a librarian and states they saw her prior experience as “relevant” but not transferable” (librarian 2, personal communication, April 28, 2020).

Librarian 2 evaluates her previous experience in positive terms and describes the dismissive attitude towards her during the first six months to one year of employment. This need to prove herself, change herself, or grow into the position is a repeated theme in future chapters of her narrative.

Librarian 2 resolves the complication of her coworkers having doubts about her ability by stressing that she did have both sufficient librarian experience and some instructional technology

experience from her K-12 background. She ends her chapter with a Coda meta-comment to her narrative. She states she titled her chapter with the intent to frame her entire story.

Themes

The first three steps of transformation learning were present. These were: a disorienting dilemma, self-examination, and a sense of alienation. The dilemma was the prior experience that is seen as relevant but not transferable. The self-examination was the self-talk expressing an assessment of prior skills and a search for self-confidence. The sense of alienation was related through the distant and hostile reactions from her new coworkers. These are in line with Mezirow's prediction in which a new career or a career transition can show evidence of transformational learning.

Steps leading to Transformational Learning (* = present 3/10)

1. Disorienting dilemma *
2. Self-examination *
3. Sense of alienation *
4. Relating discontent to others
5. Explaining options of new behavior
6. Building confidence in new ways
7. Planning a course of action
8. Knowledge to implement plans
9. Experimenting with new roles
10. Reintegration (Mezirow, 1997).

TPACK

Evidence of the intersection of technical knowledge and content knowledge were present. This was expressed both in the librarian's self-assessment of prior experience and new coworkers' questioning of her expected skillset.

Universal design

No themes of universal design were evident.

Figuring out what matter analysis

Librarian 2 provided an overview of her second chapter with the statement: "it was challenging to go from places where I was the only librarian to a setting with many librarians in many...there was a little bit of a culture shift" (librarian 2, personal communication, April 28, 2020).

She also began to describe the central complication of this chapter as a lack of direction and having trouble "figuring out matters" as her second chapter is named. This problem was solved in some ways through successful dialogue with colleagues and becoming familiar with other areas of her institution. In looking back, she evaluated her confusion and difficulty with her job identity as lacking clarity and rapport with her supervising deans. This was, in part, due to the transitory nature of the dean position at her institution. She comes to accept this and reaches a resolution in a conversation with her colleague who states, "Deans come and go, we stay. The library faculty stays." (librarian 2, personal communication, April 28, 2020). As a coda, she realizes that her lack of mentoring was detrimental, and she resolves to improve the introductory experience for future new librarians.

Themes

In this chapter, the disorienting dilemma, self-examination, sense of alienation, relating discontent to others, explaining options of new behaviors and confidence in new ways are present. The narrator describes the lack of direction and mentoring as her dilemma. She proceeds to self-examine her new role looking for where her skills work best. She maintains a sense of alienation from her dean in this chapter- as opposed to her colleagues in the first chapter.

She relates her discontent to her colleagues leading to the quote about deans above. This dialogue shows a new social dynamic from the earlier chapter as well. She feels accepted as faculty when compared to an outsider group-the dean. She sees options for new behavior in her role and builds confidence as a member of the institution by engaging in committee and projects.

Steps leading to Transformational Learning (* = present 6/10)

1. Disorienting dilemma *
2. Self-examination *
3. Sense of alienation *
4. Relating discontent to others *
5. Explaining options of new behavior *
6. Building confidence in new ways *
7. Planning a course of action
8. Knowledge to implement plans
9. Experimenting with new roles
10. Reintegration (Mezirow, 1997).

TPACK

No themes of TPACK were evident.

Universal design

No themes of universal design were evident.

Reflecting, evaluating and self-assessing analysis

Librarian 2 provided an overview of this chapter when she referred to administrative transitions in her previous employment, and how she was able to be productive during those times. She planned to do the same in her current position as an instructional technology librarian. In doing so, she set the stage or provided a prologue for the main complication. Her goal in this chapter was to align her technology skills with larger goals in her library, or institutional goals.

She stated a self-awareness of her skills. She also questioned her limitations throughout. She did this through self-talk and self-questioning. In this way, she worked to build her self-confidence. In one self-talk exchange, she mentioned helping the same student at the high school level and later at the university:

I've not worked here. I don't know this place. I don't know how to work with Higher Ed students. I've only worked with high schoolers. Yeah, they're the same they're just a little bit older. It was like one student I saw one year in k-12 and then I saw them the next year in my academic library, so not that much of a difference I found at least (librarian 2, personal communication, April 28, 2020).

This self-assessment leads to an evaluation of her goals. She gives herself favorable results in clear accomplishments such as providing professional development to her colleagues through ACRL goals. She also completes PhD coursework. Overall the sense of accomplishment was greater in this chapter than the previous two chapters.

Themes

Librarian 2 referred back to the disorienting dilemma of transitional leadership, but also presented a new dilemma. This new dilemma was the alignment of her technology skills with larger institutional and departmental goals. She engaged in a self-assessment of her progress to this point. She explained options for new behaviors. These included developing a “baseline competency” with technology for her colleagues, building relationships across the institution, and pursuing a PhD program for her personal development. All of these built her confidence. All of these also required planning to implement. Librarian 2 explained these plans in one instance after an ACRL session: “Okay, what went well, what didn't go well, what do I need to do differently, how do I need to pivot or change this...” (librarian 2, personal communication, April 28, 2020).

She also mentioned the risks in experimenting with her new role as an instructional librarian. “...the combination of, transition in leadership, the ACRL framework, being more comfortable in my role at my institution, allowed me to take risks” (librarian 2, personal communication, April 28, 2020).

Steps leading to Transformational Learning (* = present 7/10)

1. Disorienting dilemma *
2. Self-examination *
3. Sense of alienation
4. Relating discontent to others
5. Explaining options of new behavior *
6. Building confidence in new ways *
7. Planning a course of action *

8. Knowledge to implement plans *
9. Experimenting with new roles *
10. Reintegration (Mezirow, 1997).

TPACK

Themes of TPACK were evident in her goal of increasing the technology knowledge among librarians to add to their pedagogical and content knowledge. She also engaged in increasing her own pedagogical and andragogical knowledge through both her PhD program and building professional development for her colleagues.

Universal design

Themes of universal design were not present.

Leaning in and leading analysis

Librarian 2 explained that this chapter was her gaining and using her weight in a literal and metaphorical sense. Three central points to this chapter were her pregnancy, her sense of confidence in influencing her new dean, and her new position as a faculty member for her institution's Center for Excellence in Teaching and Learning. Her main complications were utilizing the new dean and using her new confidence and experience in other venues at her institution. These were opportunities that drove her into defining her role and identity.

She also stressed the importance of establishing herself as a leader. She sought to use her opportunities to create change both in her library on at the institution. This change was centered on teaching others to use instructional technology and pedagogy in courses as well as changing the courses themselves to make better use of instructional technology. She came to the conclusion that to implement change, she needed to be the leader versus only trying to fit underneath leadership. She summed this up at the end of this chapter by saying,

I don't have time for some of these shenanigans with our leadership... Yes, I can be a leader in this area along with many other people, but I have an important voice and I have relevant experience. I have useful knowledge that I think can benefit my colleagues but also my colleagues across the institution as well (librarian 2, personal communication, April 28, 2020).

Themes

At this point in her career narrative, Librarian 2 expressed a clear course of action. She sought a relationship with her new dean, she expanded upon teaching professional development in the area to instructional technology to other faculty, and she began teaching a one credit course. She expressed the knowledge to implement these plans when she referred to co-teaching and creating meaningful online learning such as “structured group assignments online”.

By the end of this chapter, she expanded her work identity and began to experiment with new roles as a teacher to both students and other faculty. She was also a new faculty member of the center for teaching and learning. In her personal life, she was also becoming a new mother.

Steps leading to Transformational Learning (* = present 3/10)

1. Disorienting dilemma
2. Self-examination
3. Sense of alienation
4. Relating discontent to others
5. Explaining options of new behavior
6. Building confidence in new ways
7. Planning a course of action *
8. Knowledge to implement plans *

9. Experimenting with new roles *
10. Reintegration (Mezirow, 1997).

TPACK

Librarian 2 outlined several clear TPACK themes in this chapter. She recounted her role as a provider of technology knowledge. She tied this to both pedagogical and content knowledge as a co-teacher and also in the redesign of the one-credit course she taught on her own. She explained how she steps into the role of a technology leader at her institution. She expressed the need to improve teaching with technology and fulfilled this need. She stated that there is a feeling of “being left behind” unless faculty improve their technology skills and also that, “our teaching and technology, instructional technology at my institution is in mesh. There is not a way to separate them” (librarian 2, personal communication, April 28, 2020).

Universal design

No universal design themes were evident.

Looking ahead to challenges and opportunities analysis

In the beginning of this chapter, Librarian 2 provides a one sentence overview, “we had sort of another interim period during which I have stepped up and served in an administrative role.” (librarian 2, personal communication, April 28, 2020).

She then described the setting and complications of the chapter. The setting was her new position as coordinator of library instruction with another new dean. The complications were technology and administrative challenges. These complications were described as a “to-do list” including technology integration such as Web-Ex and Google Hangouts, and communicating with and coordinating library personnel.

Her biggest fear and challenge were the unknown impact of the Covid-19 virus on her institution. She rationalized that she would be successful due to her technology experience and her decade of institutional experience. Her new position, her new dean and the full disruptive impact of the virus were all near future or very recent events. As such, she did not have an evaluation or resolution of these challenges. She focused on her more formal role as a source of strength as she ends her narrative: “So as I look ahead to the challenge- the very uncertain, very unclear, probably very rocky, very turbulent future in the next three months, six months, twelve months, I have to think of the challenges as opportunities” (librarian 2, personal communication, April 28, 2020).

Themes

In this chapter, Librarian 2 begins to reintegrate her informal leadership role at her institution into her position as an instructional technology librarian. She has accepted and defined her identity through dialogue and interaction with faculty and students both within her library and across her institution. She has gained confidence in her relationship with her previous deans and looks forward with anxiety but more expectations to another new dean. She expresses this change in her view in her narrative, “...We’re having a new dean come in and I think that can be both a challenge and an opportunity for me. I think when our last permanent dean came, I was just like ‘whatever’” (librarian 2, personal communication, April 28, 2020).

In this final chapter, Librarian 2 found herself with several dilemmas to resolve in the future. These were her new role, the new dean, and the current disruptive virus. The steps to transformational learning were fulfilled as she accepted and was comfortable in her formal role as an instructional technology librarian. However, she began the process of finding her professional identity again- this time as a coordinator of library instruction. She already began

her self-examination of leadership skills as she looked to her informal experience and wondered if it would be sufficient in the formal leadership role. As a coordinator, she might also find a sense of alienation, and relate this discontent to others, but that is in the future.

Steps leading to Transformational Learning (* = present 3/10)

1. Disorienting dilemma *
2. Self-examination *
3. Sense of alienation
4. Relating discontent to others
5. Explaining options of new behavior
6. Building confidence in new ways
7. Planning a course of action
8. Knowledge to implement plans
9. Experimenting with new roles
10. Reintegration * (Mezirow, 1997).

TPACK

Librarian 2 mentioned the use of Web-Ex and Google Hangouts as tools in the instruction and administrative processes of the library. These were evidence of technology skills tied to pedagogy. She emphasized her desire to build more instructional technology support to library teaching. This tied technology knowledge to library content knowledge.

Universal design

No universal design themes were evident.

Chapter 6: Librarian 3 Narrative

Librarian 3 was employed at a large public research university on the west coast of the United States. This narrative transcript is edited for clarity and was collected on May 12, 2020.

Novice

My first chapter would be “Novice.” That chapter of my life was all about the excitement of being a librarian, having a first professional job, and also anxiety and excitement that comes with it and everything that you want it to be. You want it to be the best and you want to follow directions. You want to make sure that you have that idea- where I would go home and dream about my work and my job.

It’s funny, people say, “you work here during the daytime, right? Why do you need to dream about it at night?” I say, “well I have dreams about answering a question at the reference desk and not being able to.” I think to myself, “hey that's wrong.”

I would go in my dream and start thinking about how I could answer different. I called that a novice stage because you are just bombarded, and you are thrown into the fire. You sink or rise above it. You also have so much fun but at the same time you are learning, and you are absorbing so much that time goes by so fast. The first five or six years of being in that position- the time just went by so fast. I thought “Oh my gosh I am here already.”

I would not tell people I thought I was going to be at this position when I was first hired. I was not hired as a technology librarian. It was just reference and I thought, “Okay five years at

this institution and I will go somewhere else and I am sure I can do many things like that. I just need to have experience and my foot in the door. I can then go anywhere else.”

But then I liked the institution. I liked the workplace. I liked the students. I liked the people that I work with. Time just went by so fast. By the time I realize it, I am halfway- and I am thinking, “Oh my gosh I'm getting my tenure next year.” That is when it hits you and that is what you are saying. I spent almost six years at this institution- doing the things that I love to do, and I am going up for tenure. The first chapter was just that introduction and being able to enjoy yourself and having that excitement so you're just a novice.

Adaptation / exploration

My second chapter is called “adaptation/exploration” because after I had tenure, I started to come out my silo. When you realize that, “Hey I work at a bigger institution than just the library, I work at a university.”

Even though the last six something years I went to different places and did different things, I was so focused on the job. Now you can open up and smell the roses around you, and realize that there are so many different services, so many units, and so many people. You can go to different committees.

You begin to realize that there are certain committees that you enjoy, and there are certain committees that you would never ever want to get on. So that is the adaptation/exploration because you find out: What is going wrong around you? How you can fit yourself in? How do you find a place in the university? Not just in the library, but in the university. That is why I called it adaptation and exploration because now that you have tenure and promotion out of the way you can kind of say, “Okay, I'm liking this, let me look around, what do I want to do...”

Commitment and identity

Chapter 3 is commitment and identity. Chapter 3 is the most important to me and my continuous career because after you get to know what is going on in campus, you get to learn about what you like, what your skills are, how you can fit yourself into that place that you want to be.

You start to develop your strengths and your identity and what you want to be known as. It was around this time that I realized that I was good at technology. I like new things, emerging things especially during this time when it was web 2.0. That was so much in and a lot of the older faculty librarians were like,

“What is this? I do not know how to do this. I do not know how to do that.”

And I say, “This is what it does, this is where it goes.”

And they are like, “Oh, how do I solve this problem? How do I come up with new ways of teaching? How do I use this technology?”

It was easy for me because I love all these different things.

It was good to share that and to show that. That is when I started talking to my dean and said, “You know, I love being a reference librarian. I love being an instructional librarian, but I would love to explore this more in terms of how technology can work into the library.”

As an instructional librarian who is actually working at the reference desk, I love working at the reference desk and being able to have that one-on-one connection with students. I would love to create tutorials and modules that I can put into a blackboard, that I can put into canvas, that I can give to faculty so that students can look at it first before we talk about it.

That is the stage when you develop your identity. You realize that you can do so much with skills that you have and how you can fit into the university and change your job and change, to a point, where you enjoy it. It is not just a job anymore, but something that you enjoy.

I titled “commitment and identity” for chapter three because that is when I realized that my enjoyment of my job can go hand in hand to make my life richer and better. I love coming to work every day now. It is not just the students anymore. It is more I want to try something new. That is the time when I started working a lot with the learning objects, with the modules, looking into the LMS (learning management system) and reaching out to faculty.

I would say, “You know the library is more than just you come into the library. We can come out to you. We can offer 24/7 chat. We can offer virtual reference.” We have been doing that, but nobody was able to communicate that out to the faculty and to students. That was during that time and I think it was a good time for me to make that move and make that adjustment.

My dean said, “yes, this is something you want to do. Go for it. Let's look at your responsibilities, and how we can make that happen. It's all because of the interest and commitment that you want to do something with your strengths and your knowledge. You saw a need and you want to fill it.”

Continuous learner

Chapter four is “continuous learner” because I think all of us who are in the academic field are continuous learners. We feel like it is never enough. There are so many new things to learn every day, every time. If you're working with technology, that is ten times more.

When we were doing the LMS, and we were doing the tutorials, we thought that was it. That was the technology. Then apps came in and then we started developing games and game

theories. It is always about being able to try new things. That is what made the position for me. That is what kept it fun, and why I have been working on it for the last 10 years in this position.

I have been in the library field for 20-something years already. It seems a long time, but it is because of continuous learning, and curiosity, and adaptation that you are able to see new things coming in. You want to develop something, to meet it, or you see a need and you want to meet it. That is the identity that I have.

It is not about the troubleshooting in terms of, “why this doesn't work?” or why doesn't this work?” It is more from the user side. “I would love to do this. How can I get it to work? What technology do I need? What skills do I need so I can get this to work and put it out there?”

It is the user technology side I am interested in. It is not the other techie side- I leave that up to library systems and library computer geeks. I just want to use it, because I have so many things that I want to be able to do with it so that students can learn from it.

Being a continuous learner is chapter four for me and that's what I am in right now. I still enjoy my job; I still enjoy what I do. Technology is just changing so fast now that we're on virtual learning. I'm like, “Oh this is no problem. We've done this.”

People say, “well, let us create this little snippet, just give it to faculty and they can just put it right into their LMS.”

We have done that before, so it is not something new. Zoom meeting- we have done virtual reference chat, so this is just adding an image to it. It is almost the same thing. Zoom is just adding an image to it. We just cannot be in our pajamas anymore- but that is what it is.

To me, that is how I take the job and that is how I take that identity. It is about adaptations, about enjoying it, and looking for things that can make life easier for students and

making learning more fun and engaging. That is where a lot of my games and puzzles come in that I am also involved in.

Novice and adaptation /exploration analysis

In the first two chapters of her narrative, Librarian 3 gave a prologue to her instructional librarian career. She named her first chapter as novice, since this is as she saw herself. She explains her passion for her role at her first professional career as a reference librarian before transitioning to become an instructional technology librarian. She held the faculty position of reference librarian from 1993 until 2013. Her focus was on service and in her words, “you want it to be the best and you want to follow directions.” This was a theme that would be repeated in her narrative. This was also a general orientation for her overall narrative.

In her second chapter, librarian 3 explained the title of “adaptation/exploration.” She stated that, “I started to come out my silo. When you realize that, ‘Hey I work at a bigger institution than just the library, I work at a university’” (Librarian 3, personal communication, May 12, 2020). She further stated her complicating factors as questions: “What's going wrong around you? How you can fit yourself in? How do you find a place in the university?” (Librarian 3, personal communication, May 12, 2020).

Librarian 3 resolved these issues through exploring committees and branching out to find other ways to be involved in services at her institution. “...you can kind of open up and smell the roses around you and realize that there are so many different services and so many units around and so many people” (Librarian 3, personal communication, May 12, 2020). By the end of Chapter 6.2, Librarian 3 stated that after achieving tenure, she can explore a new career in her unit.

Themes

Librarian 3 expressed some disorientation, self-examination, and a mild sense of alienation in this section of her narrative. She expressed disorientation through her dreams and fears about performing poorly with reference questions. She also questioned her place at the university during her first years as a new librarian. She wondered “how can fit yourself in?” This implied that she has some initial sense of alienation.

Steps leading to Transformational Learning (* = present 3/10)

1. Disorienting dilemma *
2. Self-examination*
3. Sense of alienation*
4. Relating discontent to others
5. Explaining options of new behavior
6. Building confidence in new ways
7. Planning a course of action
8. Knowledge to implement plans
9. Experimenting with new roles
10. Reintegration (Mezirow,1997).

TPACK

There were no themes of TPACK evident in these chapters

Universal design

Universal design themes were not evident.

Commitment and identity analysis

In commitment and identity, librarian 3 developed both her commitment to a career at the institution and her identity as a technology focused librarian. In the previous section, she did not yet have this commitment. She stated in her first chapter, “Okay five years at this institution and I’ll go somewhere else and I’m sure that I can do so many things like that. I just need to have that experience and have my foot in the door. Then I can go anywhere else” (Librarian 3, personal communication, May 12, 2020).

Post-tenure, librarian 3 looked to provide more than reference service to students. She began to provide technology training to students and faculty and building learning objects for both groups as well. Again librarian 3 focused on the service she provides as a key part of her identity. She found an enjoyment in this activity that was not present in the first half of her librarian career. “It’s just not a job anymore, but something that you enjoy.” (Librarian 3, personal communication, May 12, 2020).

This change was the main focus, or complication of this chapter. Her dean was supportive of her change from reference librarian to a technology-focused librarian. The dean allowed her to research a new job title. They both researched position titles at other university libraries. They agreed on the title Instructional Technology Librarian. This was a significant symbol as librarian 3 establishes her own title. With this title, she established her new professional identity.

Themes

Librarian 3 provides evidence of latter steps towards transformation learning. After attaining tenure, librarian 3 builds confidence in her technology skills. She also describes her course of action in developing instructional technology with both students and other faculty. She

states, “I started working a lot with the learning objects, with the modules, looking into the LMS and reaching out to faculty” (Librarian 3, personal communication, May 12, 2020).

She demonstrates knowledge to implement her new role. When other faculty members ask her instructional technology-related questions she is able to answer them. “it was just kind of easy for me because I love all these different things. It was good to share that and to show that” (Librarian 3, personal communication, May 12, 2020). When she begins experimenting with this new role, her dean is supportive and suggests the new official title change.

Steps leading to Transformational Learning (* = present 4/10)

1. Disorienting dilemma
2. Self-examination
3. Sense of alienation
4. Relating discontent to others
5. Explaining options of new behavior
6. Building confidence in new ways*
7. Planning a course of action*
8. Knowledge to implement plans*
9. Experimenting with new roles *
10. Reintegration (Mezirow,1997)

TPACK

Themes of TPACK were present. Librarian 3 has confidence in her pedagogical and content knowledge (reference skills), and also gains technology skill. She also helps faculty increase their technology skills as related to instruction.

Universal design

Universal design themes were not evident.

Continuous learner analysis

Librarian 3 began with an explanation of the title of the chapter, continuous learner. She emphasized that this is a common trait with others “in the academic field.” She framed this intellectual curiosity through the act of learning new instructional technologies. The main complication in this chapter was the process of learning new technologies and how this related to her career. She distinguished between the troubleshooting aspects of technology and her interest: pedagogical applications. As evidence, she mentioned developing games with game theory, “the user side,” and stated, “I just want to use it, because I have so many things that I want to be able to do with it so that the students can learn from it” (librarian 3, personal communication, May 12, 2020).

She completed this chapter by emphasizing the comfort in her role and her abilities. As evidence of such, she stated, “Technology is just changing so fast now that we're on virtual learning. I'm like, ‘Oh this is no problem.’ We have done this” (librarian 3, personal communication, May 12, 2020).

She has integrated her new role as instructional technology librarian into her existing identity. This new identity is defined through adaptation and service towards the needs of others. In her words, “It is about adaptations, about enjoying it, and looking for things that can make life easier for students and making learning more fun and engaging” (librarian 3, personal communication, May 12, 2020).

Themes

In this chapter, Librarian 3 described the final steps towards transformation learning: experimenting with her new role and reintegration. She mentioned experimenting with several instructional technologies by brand name. In particular she expressed enjoyment in developing games and puzzles for students and helping faculty with modules for their courses in the learning management system. Further, she integrated her new instructional technology skills with her previous love for service towards students and faculty. She expressed this love of service in her previous position as a reference librarian.

Steps leading to Transformational Learning (* = present 2/10)

1. Disorienting dilemma
2. Self-examination
3. Sense of alienation
4. Relating discontent to others
5. Explaining options of new behavior
6. Building confidence in new ways
7. Planning a course of action
8. Knowledge to implement plans
9. Experimenting with new roles *
10. Reintegration* (Mezirow,1997).

TPACK

Librarian 3 mentioned both her own technology skill in conjunction with game theory. She also mentioned helping other faculty work with technology as tied to the learning process.

She distinguished her preference for instructional technology as tied to pedagogical theory as opposed to troubleshooting instructional technology as a tool.

Universal Design

Universal design themes were not evident.

Chapter 7: Discussion

In this research, I explored a primary wonderment: In what ways do blended librarians construct their identity? I discovered that I, librarian 1, constructed my identity through the objects I created. I discovered librarian 2 constructed her identity through the work relationships she developed as a blended librarian. These relationships were with coworkers and supervising administrators- including several deans. I discovered librarian 3 constructed her identity through the service she provided to students at her university.

I explored a second wonderment: In what ways do themes of Transformational Learning, Universal Instructional Design and TPACK, manifest in the identity of blended librarians? In doing so, I found Transformational Learning themes throughout identity construction. I experienced all steps towards transformational learning throughout my narrative. This is due to my limited three years as a blended librarian and the accelerated identity development in my narrative. Librarian 2 and 3 had longer careers from 2012 to the present and related early steps towards transformational learning earlier in their narrative, mid-range steps in their middle chapters, and final steps in their final narrative.

TPACK is present in all 3 narratives, though not predominant. As blended librarians, all three participants related using content knowledge, technology knowledge and pedagogical knowledge both in conjunction with their respective colleagues and in their own growth and identity formation. I found UID is present only in my narrative which focused on learning object creation.

I explored another wonderment: In what ways do a blended librarian's constructed learning objects or work products reflect their identity? I found that learning objects are not a theme in identity construction except for myself, librarian 1. I constructed identity through constructed learning objects, in large part due to my background as an instructional technologist.

Independent Themes

Prior to becoming blended librarians, each librarian had a different origin, or prologue, to their narrative. Librarian 1 was an active instructional technologist, who had just graduated from library school. Librarian 2 had librarian experience in a high school setting, but not extensive instructional technology experience. Librarian 3 had year of experience as a traditional academic librarian at her university and informal experience with instructional technology. These origins played their own role in shaping how each librarian defined their identity.

In the narrative, each librarian established and defined their identity as a blended or instructional technology librarian through a central theme. These central themes were unique to each librarian. Several factors were also present in the development of each librarian's identity. These factors affected each librarian as they developed their identity. These factors included but were not limited to interactions with others, work products created by librarians, perceived job function, actual job function, and institutional activity. Each librarian processed these factors through each librarian's central theme to define their identity.

Librarian 1

In my case, I defined my identity through the theme of learning objects I created. I reacted to various incidents in my career with a desire to create change through instructional technology. I sought and achieved a sense of accomplishment and purpose through the items I

created. I used my learning objects to outline my narrative. I did this by naming my chapters after the learning objects.

I also used learning objects as a response to workplace conflict. For example, after a workplace argument with racial undertones I write, “In response, I decided to include a diverse representation of both staff and librarians whenever possible in creating training videos and exercises. I was unsure if this would open dialog between the groups, but I thought it was worth the effort.”

I found success and measured improvement in my career through the technology I used. Likewise, I acknowledge obstacles and mistakes in my career through the learning objects I created. For example, I write, “I employed this technique for both artistic and budgetary reasons. The budget affected most all the instructional objects I created. I have a strong memory of this during my first weeks as a part time instructional technologist for the USF library.”

In my narrative, I reflected on producing learning objects as a way to develop relationships and provide a service to my student, my peers and my institution. I write, “I found this theme of connection through workplace tutorial creation repeated in my interactions with faculty, staff, and students.”

While I developed relationships and worked on committees, these were ancillary to the main point of my narrative. My central identity was to create tangible learning objects. This was how I came to see myself. This is how I defined my identity as a blended librarian. I was a creator.

Librarian 2

Librarian 2 defined her identity through the relationships she navigated with other faculty and her deans. She engaged in constant self-assessment and self-questioning. She viewed herself through the lens of comments from other faculty and her deans. She developed confidence through relationships. The central theme of her narrative was relationship interactions.

These relationships sparked a search for self-identity. In response to criticism or praise, librarian 2 further defined her role as an instructional technology librarian. In her narrative, she focuses on networking with others and finding out what she can do to further the goals of her colleagues, administrators, and her institution. As evidence, she states,

I think the dean at the time helped me with some of that, at least initially. Mostly it was through I felt shamed I felt very inadequate and so that was a big motivator for me to be like “oh okay, I need to refocus and I need to figure out what matters to my administrators but also what matters to my colleagues and what matters to my institution. (librarian 2, personal communication, April 28, 2020).

Librarian 2 faced several of the same challenges and events I faced. Both she and I experienced job expectations from her assistant dean that conflicted with the dean’s expectations. Both she and I experienced isolation as the only blended librarian. Both she and I faced confusion from other colleagues regarding our expertise with instructional technology. Whereas I focused on creating learning objects in response to these events, librarian 2 focused on creating and navigating relationships at work. She used these to both identify herself and to grow. She states,

So, I don't feel like I got a lot of mentoring, I don't feel like I got a lot of direction while that person was leading in our organization. That was something that, as I thought about what mattered to me, not necessarily just in my instructional technology role, but my role as a colleague of other people (librarian 2, personal communication, April 28, 2020).

Librarian 2 created her identity as an instructional librarian through these relationships. She was a social navigator.

Librarian 3

Librarian 3 defined her identity through the service she provided. She felt confident after a decade as a reference librarian. After she attained tenure, she transitioned to an instructional technology librarian. She maintained her primary interest in serving the students of her institution. She added instructional technology skills to her reference librarian skillset. In her narrative, she expressed a mid-career interest in technology, but maintained her primary early career interest in serving students. She states, “As an instructional librarian who is actually working at the reference desk- I love working at the reference desk and being able to have that one-on-one connection with students” (librarian 3, personal communication, May 12, 2020).

In chapter 4 of her narrative, she reiterates her interest in technology skills to improve her service towards students.

It's the user technology side I'm interested in. It is not the other techie side- that I'll leave it up to library systems and library computer geeks. I just want to use it, because I have so

many things that I want to be able to do with it so that the students can learn from it. (librarian 3, personal communication, May 12, 2020).

In the final words of her narrative, she is clear about her identity as a student service focused instructional librarian.

To me, that's how I take the job and that's how I take that identity. It is about adaptations, about enjoying it, and looking for things that can make life easier for students and making learning more fun and engaging. That's where a lot of my games and puzzles that comes in that I'm also involved in. (librarian 3, personal communication, May 12, 2020).

Related themes: Transformational Learning Theory

I found that steps towards transformational learning were evident in chapters of all three narratives. In the Librarian 2 and 3 narratives, these steps were a clear linear progression. This progression followed step one (the initial disorienting dilemma) through to step ten (reintegration). This fits Mezirow's theory as it applies to adult learning in a new career or a significant career change. My narrative had steps of transformational learning, though the progression is not clear.

I had a short three-year career as a blended librarian. Librarians 2 and 3 had longer careers of nine years. This difference may have had some effect on a clear progression in my narrative. I may have experienced the steps in a compressed sense due to my short career.

Related Themes: TPACK and universal design

All three librarians expressed significant themes of TPACK in their narratives. TPACK is the model of an educator's knowledge in three intersecting areas: subject matter or content

knowledge, teaching or pedagogical knowledge, and technological knowledge. All three librarians gave specific evidence of technological knowledge tied to pedagogical knowledge in their narratives. In my narrative, I gave an account of my errors in all three knowledge areas: “The SFX/”Find it at USF” instructional video was a case of poor planning on the instructional design and pedagogy (instructional technologist) side and over planning on the subject matter expert (librarian) side...”

I also explain later growth in two knowledge areas: “In the third SFX instructional video, published four months later, I demonstrate growth in pedagogy in explaining the steps of the interface. I also demonstrate growth in technical skills through video editing and choice of on-screen prompts.:

In one example, librarian 2 explains how she worked to improve her colleagues’ technology skills tied to their existing pedagogical skills,

At this point I would say I started to do more intensive intentional professional development for my colleagues in instructional technology in E-learning and in instruction and instructional design even more broadly.

Also (I was) building sort of a baseline competency across my colleagues, so I could say, “okay well we've talked about this, we've talked about how this course management system works. We've played with this, so you basically- you should be able to do this.” or “how would you apply this to this other scenario?” (librarian 2, personal communication, April 28, 2020).

Librarian 2 also related confidence in her technology skills as she tied them to pedagogy and content knowledge at her institution,

...because technology and instruction were so important- is so important. Our teaching and technology, instructional technology at my institution is in mesh. There is not a way to separate them. For people, like their discipline faculty or our librarians, if you're not comfortable with some of our tools and the basic level keeps getting higher and higher, I think people are feeling that they're left behind. Because I had sort of stayed on the cutting edge I guess, not, but I just stayed up to date and I continued to explore and reflect and evaluate. I was able to stake a claim in being a leader more broadly in our instruction in our library. (librarian 3, personal communication, May 12, 2020).

In her narrative Librarian 3 explained, "...a lot of the older faculty librarians were like...'Oh, how do I solve this problem? How do I come up with new ways of teaching? How do I use this technology?' So, it was just kind of easy for me because I love all these different things" (librarian 3, personal communication, May 12, 2020).

She also tied prior librarian content knowledge to new technological knowledge in her statement, "Zoom meeting- we've done virtual reference chat, so this is just adding an image to it. It's almost the same thing. Zoom is just adding an image to it." (librarian 3, personal communication, May 12, 2020).

Universal design themes were not a significant finding in this study. I gave evidence of universal design themes in my narrative but librarian 2 and librarian 3 gave no evidence in their narratives. My narrative focused on the creation of learning objects as my central theme.

Universal design can be a component of learning object design. Since librarians 2 and 3 did not focus on their learning objects in their narrative, they did not mention universal design as a theme in their narratives.

Study Complications

I experienced no major complications in conducting this study. I encountered several minor difficulties. These were direct results of the global COVID-19 pandemic. The pandemic occurred during collection of both librarian 2 and librarian 3 narratives. Due to the increase in online learning and parallel increased workload of blended librarians at their respective institutions, I contact several librarians who agreed to participate and later cancelled their commitment to provide a narrative. Each cited the pandemic related reasons such as increased or expanded job demands and difficulties working from home with family obligations. As a result of the pandemic, the two librarians both provided their narratives from home via Zoom videoconferencing. Due to the nature of their positions as instructional technology librarians, both librarians had full schedules as they aided their respective institutions in transitioning to all-online formats. This delayed collection of narrative by several weeks.

In researching this study during the Covid-19 pandemic, I captured a moment in time during which the participants shared the effect of the pandemic on their work lives. Due to the pandemic, Librarian 3 also had a minor child in the room at the time she gave her narrative. This may have shortened her narrative or provided some distraction while she gave her narrative to me.

Future Studies

Instructional technology as a skillset for faculty is a growing concern for educational institutions. This is most evident in the emergency move to online classes during the 2020

worldwide pandemic. Instructional technology librarians embody a merger of traditional pedagogy and content knowledge with a new knowledge instructional technology. These blended librarians may be a model for leaders of educational institutions who seek to hire faculty with technology skills or train existing faculty. As such, future researchers should conduct studies into blended librarians or other faculty positions tied to instructional technology. As stated earlier, research into higher education administration decisions may be impacted by this study. Higher education administrators may seek to define new positions of blended faculty positions. The positions may grow in number and may require stronger role identification. Through understanding the ways blended librarian construct identities, higher education administrators may be better informed in recruiting, hiring, and developing faculty in these new positions.

Conclusion

All three librarians in this study were hired in 2012 or 2013. We were the first to hold these positions at our respective universities. These universities are in the U.S. southeast, the U.S. upper Midwest and the U.S. west coast. As such, we formed our professional identities under similar factors, beginning at the same time but in separate distinct areas. Each librarian formed their identities as reactions to these factors with an individual and unique sense of purpose in their career.

The blended librarians in this study each explain their identity development through a single individualized central theme. However, each individual librarian also experienced a similar sequence of events during their career as outlined in the steps towards transformational learning. The central theme in the development of my identity was that of a learning object creator. The central theme in the development of librarian 2's identity was that of a relationship navigator. The central theme in the development of librarian 3's identity was that of a provider to

students. In these ways all three librarians came to identify themselves as blended librarians or instructional technology librarians. With this action, the librarians brought clarity and purpose to themselves and the position at each of their respective universities.

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