Chapter Proposal Submission Deadline: 25ᵗʰ January, 2019

Final Full Chapters Due: April 1, 2019

Target Book Release: April 2, 2020

Book Title: ADVANCES IN LIBRARY PRACTICES IN HIGHER EDUCATION: INTERNATIONAL PERSPECTIVES IN HIGHER EDUCATION

Submissions should be submitted electronically to:
https://www.hetl.org/emerald-library-practices-education-submission-form/

Tentative Volume Titles (topic areas):

Note: The series editors expect to receive enough chapter proposals across the range of subtopics in Library Practices in Higher Education to publish more than one volume. At present, the editors are looking at three potential volumes.

1. Advances in Library Practices in Higher Education: International Perspectives on Improving Student Engagement (e.g., library-based learner/learning-centered pedagogies, creating engaging classroom experiences using library resources, library as an extension of the classroom, integrating library resources into the curriculum, etc.

2. Advances in Library Practices in Higher Education: International Perspectives on Designing Effective Library Learning Spaces (e.g., personalized library learning spaces, flexible library learning environments, electronic and virtual library learning spaces, designing effective online library experiences, etc.

3. Advances in Library Practices in Higher Education: International Perspectives on Improving Campus-Community Engagement (e.g., university libraries as a community resource, community engagement and outreach, campus-community partnerships, international joint research partnerships using library resources, library resources for service learning, civic engagement, public service, citizenship development, and community engagement programs for improving lifelong learning, health, education/literacy, economic, environmental, and human development.

An edited volume by

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This book series is entitled:

Innovations in Higher Education Teaching and Learning.

Series editor, Patrick Blessinger. Associate Series Editor, Enakshi Sengupta.

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Keywords: Knowledge Society, Information technology, Curation, Preservation, Resources, Open access journals, Free Knowledge bases, Partnership, Self-Learning

Introduction

The traditional learning methods are no longer sufficient and it has given way to a rapidly changing information and knowledge society (Castells, 1996). Transformation in society has shaped transformation in the field of higher education and academicians seeking to create a knowledge-based economy have developed a new approach. As an integral part of the university, the academic library is undergoing a profound change.

Library today is not just a place of stocking books but it is gradually unfolding as the research library (Wilkin 2015). The core function of the library is not limited to preserving record but providing an access to the records and even creating cultural records. Apart from curation and preservation, libraries are engaged in research and publication and managing spaces devoted to users and collections (Wilkin 2015). Grafstein (2002) pointed out that with the growth of information technology the traditional user of a library is now interested in information literacy and the expanding variety of information formats which is accessible beyond the geographic boundaries of the library.

Technology has changed the role of academic librarian's instructional activities and their daily performance of issuing and cataloguing books. They need to be proficient in pedagogy, curricular, digital environment and information and communication technology. They need to build a good relationship with the faculty to create an effective information literacy-learning environment (Bridgland & Whitehead, 2004).

Academic libraries are moving away from their traditional roles and are strategically evolving to support students' all-round success and an institutional resource. Library values and benefits must be effectively communicated to those in the institutional hierarchy and to those who compete to receive funds and grants from outside the realms of academia as well as to the larger community. Librarians are now performing as co-instructors and aligning the institutions mission and goals by developing electronic resources for those who find buying books an expensive proposition and for those who rely on distance mode of education. Library resources also help in enhancing learning goals such as critical thinking. Stakeholders in the field of higher education is trying to determine how effectively library can be used to create student-learning engagement.

This volume will explore case studies and empirical evidence to highlight how contemporary libraries can improve instructional design and enhance research and teaching. The chapters in this book volume will discuss partnership and collaborations with stakeholders in the academic world and their work with those inside and outside the university to influence student learning and success outcomes.

Goal

The world is witnessing unprecedented changes with the rise of social inequality, immigration and globalization. There is a need for information driven society with a focus to shape the future generation. Traditional roles of higher education are giving way to academic partnership, research, open resources and accessibility of higher education. Libraries are playing a key role to serve as a gateway to information and to promote intellectual discovery among students. Universities are trying to find out as to how library administrators and staffs can effectively communicate their contributions to student outcomes to institutional stakeholders. University libraries are trying to expand the body of knowledge and to improve the condition of human life through free inquiry, research and publications.

This volume will talk about the shift from printed form of knowledge dissemination to that of digital. How libraries are preparing themselves to adapt to such changes and finding efficient and effective ways of managing printed material and at the same time integrating information technology and library science into all aspects of the library to encourage and enhance teaching and learning. The chapters will talk about the emergence, development and proliferation of information literacy instruction and other initiatives managed by the librarians (Warnken, 2004)

This series intends to explore, through a set of case studies and other empirical research, the relevant issues is library science partnerships and strategies initiated with other stakeholders in this field. This series will discuss the different theoretical frameworks and models utilized, the benefits gained, and the challenges encountered. The information will benefit educators, decision-makers, policymakers as well as leaders in higher education, practitioners, think tanks and educational institutions.

Possible topic areas:

- Value creation and library
- Communicating the effectiveness of library
- Assessment and quality control
- Impact on students' success
- Partnership with stakeholders
- Enhancing teaching and learning
- Bibliographical instruction
- Incorporating ICT
- Transformation of traditional roles
- Open access and journals
- New accreditation standards
- Supporting the curricula
- Integrated learner centered education

The above topic areas can also be grouped under the following categories (taxonomy):

- •   Policies, programs, and practices
- •   Research
- •   Curriculum and pedagogical changes
- •   Information technology and alignment
- •   Partnership

Audience

This volume will benefit anyone involved directly in the following categories:

- Academic libraries
- Teaching (Graduate Level)
- Teaching (Post Graduate Level)
- Student (Graduate Level)
- Student (Post Graduate Level)
- Practitioners:
  - Independent researchers
  - Think tanks and scholars

Chapter Proposal Submissions

Researchers and practitioners are invited to submit on or before January 25th, 2019 a one (1) page chapter proposal that explains how the proposal fits into the book's goals and scope.

Tentative Important Dates

- Acceptance Notices Sent: February 20th ,2019
- Volume One Complete Chapters Due to Editors: April 1, 2019
- Volume One Peer Reviews Due to Editors: May 15, 2019

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