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FACULTY CAN HELP STUDENTS TO LEARN BY PARTNERING WITH LIBRARIANS

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Introduction

In my years of experience as East Asian Studies Librarian, I have noticed that East Asian faculty members often don't require students to use East Asian materials in writing papers or in language-learning assignments. Granted, materials in East Asian languages may not be the main resources for students with limited knowledge of East Asian languages, but use of East Asian materials will still achieve educational goals. I would like to suggest two examples where faculty members can help students to learn by partnering with librarians.

First, the faculty can require that students use library materials in East Asia languages in research papers, and to work with East Asian librarian for research consultation. The East Asian librarians not only can help to locate relevant materials and passages that will be useful to the students, but also can help students to learn scholarly journals from East Asia and what primary and secondary sources are available for undergraduate research. This process will reinforce students' language skills and open their eyes to the worldwide nature of scholarship. It will be especially valuable for students writing interdisciplinary papers. Second, I believe that faculty can require students to use East Asian materials for language-learning assignments. Even a small assignment requiring use of an East Asian dictionary or encyclopedia will help to achieve educational goals.

I believe that these two things, if implemented on a regular basis by most faculty members of East Asian Studies, will help students gain library and research skills and also help the students move beyond surface learning merely to meet course requirements to becoming an individual lifelong learner.

Practices of Partnership in the Past

Riedling said that the amount of information we are exposed to has developed beyond imagination, but our capacity to learn has not grown [6]. Thus, it is crucial that students need to learn not only how to research, but also critical thinking. Since the 1990s, many academic institutions have recognized the importance of students becoming independent lifelong learners and have studied options to teach critical thinking which is the core of information literacy. Although there appears to be consensus on the necessity for information literacy, there is little concurrence on concrete steps to achieve it [5]. I believe the East Asian faculty can achieve the goal of teaching information literacy and library research skill by partnering with an East Asian Librarian in course-integrated instruction. Some campuses have welcomed the idea. For example, at the University of California, Indiana University [2], University of Melbourne, Australian National University, and the State University of New York-Albany, the librarian and faculty have collaborated to implement an information literacy program. The faculty and librarian shared a few hours of specific subject classes to teach bibliographic instruction and the concept of information literacy. After the class, faculty also handed out students with assignment to use library's resources.

Results of such partnering have not been widely studied, but at the University of California–Davis, where I also serve on the general reference desk for Humanities & Social Sciences, the librarians have heard positive comments from students and faculty, and have experienced increasing requests for research consultation services. Feldman and Sciammarella's report on Werking interviews at Lawrence University also pointed out that faculty generally agreed that it might be a good idea if the librarians and faculty work together to educate the students about the range of resources in the library that are relevant for their class assignments [1]. In addition, Haipeng Li reported that course-integrated instruction involving

close collaboration between librarians and faculty has proven to be effective and to have the most impact on students' learning.[3]

Using East Asian Materials in Writing Paper Assignments

Take the example of a paper assignment from the Department of Sociology. The paper topic is "Marital power between husband and wife in China." We know this topic is not merely a social issue in the Department of Sociology; rather, it requires an interdisciplinary approach including economic, education, psychology, history, and women's studies, from primary and secondary resources to draw conclusions on the condition of conjugal power in marriage. The faculty can write the assignment so that students are instructed to use library materials in English and Chinese and work with librarian for research consultation in English as well as in Chinese.

In the beginning, the faculty member may require students to use library resources to compile a bibliography for this topic that will include books, journal articles, and newspaper articles. Most students will need a librarian's help. The librarian will instruct the student on how to find resources for their topic in different formats, how to locate the resources, and how to compile the bibliography. In addition to books, students will be introduced to electronic databases for journal articles, such as Social Science Citation Index, Family and Society Studies Worldwide, Gender Watch, PsycInfo, ERIC (Educational Resources Information Center), Historical Abstracts, and Bibliography of Asian Studies. Then, the faculty member may further require students to compile another list including scholarly journal articles with abstracts. Most students do not know how to recognize what is authoritative and what is unreliable information. This is a great opportunity for students to learn from librarians.

At the same time, faculty may also require students to find some Chinese resources for the same topic. Because the resources are in Chinese and can be searched in Chinese only, students will have to work with the East Asian Librarian and translate their topic words into Chinese words first. This is an opportunity for students to use a Chinese dictionary, encyclopedia, and other reference tools in the East Asian Collection. In this example, students may translate the topic words as "夫妻權力關係" for searching. Students will find books in Chinese and Online articles from Chinese databases.

For example, students may find some books that are related to this topic, such as, *角色期望的錯位:婚姻冲突与两性关系* 张李玺 [Marital conflict in dual-earner families in Beijing by Lixi Zhang]. And students will also find some online journal articles from the Taiwan Electronic Periodical Services, such as "雙薪家庭中階級與夫妻權力關係之探討 [The Class Exhibition in Dual-Earner Families], which includes both Chinese and English abstracts. With the English abstract, students can easily grasp the content of the article.

In addition, students may find some similar or different views of this topic from Chinese scholars rather than Western scholars. Those can be very interesting to students also. Furthermore, if the students' topic concentrates on the perspective of literary writers, students can be introduced to Chinese primary resource from major works of famous authors such as Ding Ling 丁玲 (*我的生平與創作*) and Lin Yu-tang 林語堂 (*京華煙雲*), etc..

Students may also be introduced to English translations for a quicker understanding of Chinese culture during the time periods covered by their topics. For example, *Rice Bowl Women: Writings by and about the Women of China and Japan*, edited with an introduction and notes by Dorothy Blair Shimer has over a thousand years of stories and memoirs that reflected the changing status and on-going struggle of women in the Orient. In addition, *One Half of the Sky: Selections from Contemporary Women Writers of China*, translated by Robert and Angela Knox, could be very interesting for the students' research also. By working through this process, students not only learn to identify the proper resources with the help of an East Asian librarian, but they also expand their views to see the wider nature of scholarship.

Moreover, studies have also found that students often experience difficulty when asked to conduct college-level work without a defined focus on research and writing [4]; thus, many subject bibliographers,

including the East Asian Librarians, offer a research consultation service to upper class students and postgraduate students. For the interdisciplinary studies, such as East Asian Studies, librarians can help students to do better research, and students can take advantage of librarian's expertise and learn to become an information literate person. However, without faculty's efforts to partner with librarians and to cultivate skills through classroom practice, students may not use the library's rich resources nor take the opportunity to learn from librarians.

Example of Using East Asian Materials in Languages Learning

Although materials in East Asian languages may not be the main resources for students with limited knowledge of East Asian languages, their use will still help to achieve educational goals. For example, the Japanese words "Nambanjin 南蛮人" means Southern barbarians, a term formerly applied to the Portuguese, Spanish, Dutch, and other foreign nations because they invariably approached Japan from the south. Another example: the Chinese words, "zou ma kan hua 走馬看花" generally are used to describe a superficial understanding through cursory observation. If the students do not know some of the background of the words, they could wrongly interpret "Nambanjin" to mean Asians from the south of Japan and not Europeans. And if the students do not know "zou ma kan hua" is an idiom, they cannot figure out the meaning of this phrase either. Thus, if a faculty member would give students a list of Chinese or Japanese words and assign them to search for the meaning of words in Chinese/English or Japanese/English dictionaries and encyclopedias, students must learn to use the East Asian collection. Furthermore, the visual materials from reference tool books might be very helpful to second language learners also.

Again, many major works of East Asian literature that are translated into English can be very helpful to language learning classes. Faculty may assign students to read those works in English and ask students to write a short essay in an East Asian language in response. For example, many popular works by famous Chinese writers have been translated into English, such as *Rickshaw Boy* 洋車夫 by Lao She, or *Midnight* 子夜 by Mao Dun, or *Han-Ye* 寒夜 by Ba Jin. These works can add interesting points to entice student's learning of an unfamiliar language.

We understand that to be fluent in a foreign language, we not only have to learn to speak and write, but also have to understand the cultural background of the language. By looking through the library's collection in East Asian languages and general collections, students will have a chance to gain some knowledge of subject resources in the library, an eye-opening experience.

In Conclusion

Riedling said, "No education is adequate today unless it helps students to increase their ability to deal with the vastness of information and becoming an independent lifelong learner [6]." I believe that the instructional partnership between librarians and faculty is the ideal approach in helping student to increase their learning ability. Moreover, with faculty's efforts to partner with librarians and to cultivate skills through classroom practice, students find an avenue to use library's rich resources and take the opportunity to learn from librarians. As a result, the students will learn to become skillful researchers and move beyond surface learning merely to meet course requirements to become an individual lifelong learner.

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