

BUILDING AN UNDERSTANDING OF INTERNATIONAL
SERVICE LEARNING IN LIBRARIANSHIP

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From the very beginning, library education has been a mixture of theory and practice. Dewey required apprenticeships to be part of the first library school at the University of Chicago as a method to indoctrinate new professional. Today, acculturation is incorporated into the professional education through a large variety of experiential learning techniques, including internships, practicum, field work, and service learning projects, all of which are designed to develop some level of professional skills within an information organization. But, what is done for understanding library culture? It is said that one cannot truly recognize the extent of one's own cultural assumptions, until they have experienced another. This study followed a group of LIS graduate students that took that next step – going to Russia.

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by

Christine Walczyk

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CHAPTER 1

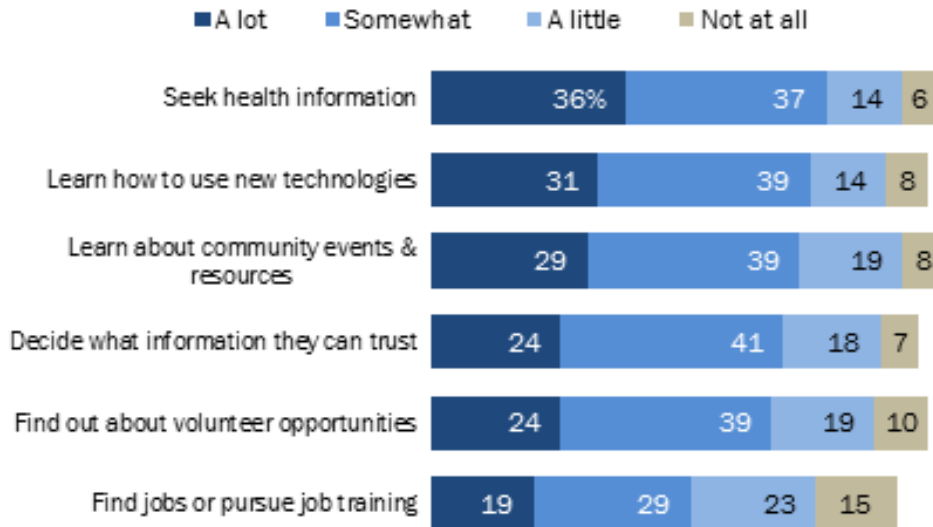
INTRODUCTION

Experience has impact. When we experience something new or different, a reaction occurs. It may be positive; it may be negative, but either way, an impression is formed. In the world of education, we hope that this impression will provide for a teachable moment, that students will take something away from the experience that will affect how they interact within the world. In fact, one of the foremost thinkers on modern education believed that it is the quality of the experience which effects whether that teachable moment comes to pass. “The effect of an experience is not borne on its face...(w)holly independent of desire or intent, every experience lives on in further experiences” (Dewey, 1939/1997, p. 27). Thus, a quality learning experience must be provided for a student to benefit from a teachable moment that lends itself to causing change in a person and develop their future in a particular direction. It is the role of the educator to identify, craft, and provide the opportunity for a quality experience. In the following study, the examined quality experience is an understanding of libraries professionally, holistically, and globally, developing “library cultural competency.” This chapter provides an explanation of the problem, the importance of the proposed study, a multi-faceted purpose statement, and concludes with a plan for the further development of this dissertation.

Through serendipital circumstances, I had a chance to study librarianship in an international context (Appendix F). This resulted in observing many differences in how libraries, librarians, and patrons interact. In the U.S., according to a 2015 report from PEW Research (Figure 1), people came to libraries to learn, use computers, look for jobs, figure out where to go for what, expand their horizons, and find information they can trust.

People Think Libraries can be Helpful in Learning and Information Sharing Activities

% of those ages 16+ on how helpful the library can be in different roles



Source: Pew Research Center survey March 17-April 12, 2015. N=2,004 Americans ages 16 and older

PEW RESEARCH CENTER

Figure 1. Why people use libraries.

It is the job of LIS educators and professionals to ensure that new librarians are ready to assist all patrons. However, people from all over the world make their homes in the U.S. and not all patrons are familiar with how our library system works. Global library experiences provide a learning laboratory for students, helping prepare them for today's jobs, the face of which continues to change. U.S. library schools teach the theoretical and practical of the existing system. However, ours is not the only system. Libraries in different countries operate differently. I experienced this in my previous travels and again firsthand in Russia.

In Russia, all adults above university-age have library access. Those in a university are afforded entrée to the large libraries, such as the Lenin Library in Moscow. These facilities are

designed as large study rooms with external storage for the massive collection of volumes. A student orders a book and then can wait up to two hours for it to be retrieved. Once volumes are in the hands of the student, they may not leave the building. Once done for the day, they turn the books in, which may be placed on individual reserve for that student for up to two weeks. Children have access to children's libraries that allow for self-selection of books not allowed to circulate, as well as to story times and some children's programming.

For the author, attempting to use these different library systems required assistance, even as a professional librarian. Until U.S. librarians see their profession as an international patron from the other side of the desk, they may not understand the extent of culture shock and assistance these patrons need to use U.S. libraries. Imagine patrons from Russia with their closed stacks may not recognize the process of physically selecting their own book or that, once selected, believe that the library will hold their items for them. This could be confusing for the patron and the librarian may have no concept of why. The library staff does not understand librarianship could be practiced any other way than how the American Library Association (ALA) accredited education they received prescribes. This scenario sets up not just a hurdle to providing services to diverse populations, but shows that library staff need to consider the purpose of libraries outside of the box.

Additionally, in the era of a completely online library and information science program, librarians who graduate without live professional interactions or hands-on, real-world experience. Those who complete a practicum, field experience, or service learning effort, typically do so locally, not internationally. As a result, students may not have the opportunity to experience societal or cultural challenges that illustrate the depth and breadth of librarianship's influence. By learning about library services in other countries, students can see beyond what

they are taught in a U.S. library school and then think about creative ways to meet the needs of patrons. These professionals may start to see how patrons from other countries interact with their home country's libraries differently and begin to challenge their assumptions and look to the needs of our growing diverse patron base.

This challenge and call to expanding library students' views of librarianship arises also from the fact that the face of U.S. librarianship is changing. This transformation is two-fold: the tasks of library themselves and the needs and expectations of patrons. What used to be a profession focused on creating rules to treat everyone the same and provide equal access to information, the profession is now evolving into one of making information accessible to all. This means that, instead of being a sideline observer with no opinion, librarians should customize the information to the needs of the patrons. Librarians cannot assume that everyone knows how a library works or that patrons of any age know how items are organized; even directional signs may be misunderstood. Many concepts taught in U.S. are not universal, despite how they are presented. Additionally, no longer are librarians catering to the needs of a predominantly white, Western-European descent, English-speaking constituency. The American Library Association (ALA), the main accrediting body for LIS schools, challenged librarians in 2007 to expand their core competencies to include an understanding of diversity. This originated from a discrepancy in diversity as identified by the ALA in the cultural makeup of librarians compared with patrons. "The U.S. is projected to become a majority-minority nation for the first time in 2043. While the non-Hispanic white population will remain the largest single group, no group will make up a majority" (U.S. Census Bureau, 2012). A recent ALA membership demographics study by comparison showed the field to be 89.3% white (ALA, 2011). So, not

only is diversity needed in the ranks of libraries, but also an understanding of how to meet the needs of diverse patron groups.

A movement to meet this challenge has begun. For example, Mestre (2010) conducted a study of LIS students and the impact diversity training had on their cultural competency. The author's initial supposition was that LIS graduates starting their first job should have learned everything they need to know to address the needs of a diverse workplace and patron base. However, as of 2010, she found that little had been done to assist students achieving professional cultural competency. The study participants, all active librarians, did not feel they had adequate training from their university program in this area, nor are recent graduates entering the workforce with these skills. The study found that much cultural diversity knowledge comes from on the job experiences. Librarians should not have to learn by trial-and-error how to interact with patrons respectfully, adjust their communication styles, or understand and accommodate differing worldviews, at the expense of the patron's information seeking process. If United States librarians are seen as hostile, confused, or uncooperative by the growing population of culturally diverse library users, then patrons will stop seeking their assistance. Herein lies the beginnings of what this dissertation addressed; that is, finding a way to support new librarians learning cultural competency at the moment of having offended or been unsuccessful at helping a patron.

A tier 1 university in northern Texas, too, has taken up the challenge. Every year for the past ten, the College of Information has presented an opportunity for its LIS graduate students to work on a project at an international school library. Much planning takes place in the preceding year. The experience is positioned within the three weeks between the spring and summer semesters to afford for maximum participation by all types of librarians (school, academic, public, special, and information professionals). Additionally, by keeping the travel portion short

cost can be kept low for participants as well. The professor coordinates with the study abroad office, the graduate school, and the department to assist students with scholarship for partial reimbursement. More importantly, the professor works with the host library to define the project which will make up the courses. Not all experiences are the same and none have ever been exactly what was understood before arriving at the host location. In addition to the academics and service logistics, the professor is responsible for arranging lodging, in country transport, and developing a plan for cultural enrichment. This includes local color, museums, tours, shopping adventures, and historic sites. Again the variety of the cultural activities depend on the experience location and availability of staff and funds to accompany the participants. Russia posed a number of unique situations at all levels of planning. The details of this specific trip are outlined in chapter 3, including an itinerary and the initial cultural and educational opportunities established for the students.

This dissertation study was an evolution of previous understandings about how taking LIS students out of the country to participate in the world of international librarianship through this program affects them. In a previous study, the focus was solely on observing whether western bias or cultural competency was mitigated or developed through international experiences. This study expanded to examine the professional skills, professional culture, and global view of libraries that a quality experience in an international library could provide students.

To provide a quality experience, several key pieces were identified. First, this was an international experience and students were sequestered in a foreign country for the duration. By studying comparative librarianship firsthand, library students began to understand the challenges that patrons from diverse cultures may experience. Additionally, the study sought to introduce

these students to different world views of librarianship, while deepening their commitment to providing services to ALL patrons. Both aspects have been proposed as vital to making a well-prepared library sciences graduate to meet the challenges of today's changing patron base.

Second, this was a service-learning experience. Students actively cooperated with the host staff to achieve results on a project designed to benefit the host library as well as provide for a university credit-bearing learning experience for them. Third, this was a circumscribed experience and students were in country for no more than three weeks. Additionally, the group functioned as a cohort – spending working hours together, maintaining common lodging arrangements, and participating in coordinated evening and weekend activities.

Last, this study helps us understand the benefits to such an experience and to see whether duplication of such an experience can provide similar results in library cultural competency. As a result, it provides evidence of the support that professional development provides, especially when including an international experience as part of the curriculum, which the LIS education field can use to transform its programs of study. If even a nominal benefit increasing participants' cultural awareness is evident, it may open the door for the way to prepare our future colleagues for working with an expanding diverse patron base in the process.

Purpose Statement

The study sought to understand how the service-learning aspect of an international study abroad experience affects LIS students. The research investigated whether being sequestered in an international service learning experience deepened library science student's knowledge of their profession. Supporting subtopic questions were included to provide an understanding of the central topic of inquiry were:

- How does experiencing another culture affect LIS students?
- How does studying librarianship in another country affect LIS students?

- How does participating in a library focused service learning opportunity affect LIS students' knowledge of their profession?
- How does being immersed for three weeks in a foreign culture with other LIS students and LIS professionals affect knowledge of librarianship?
- Where are this experience and previous ones convergent or divergent and why?

Overview of Dissertation

The remainder of this dissertation develops the complete story of this study. As part of contextualizing and arguing the need for the study, chapter 2 provides definitions and surveys the literature on two topic areas: service learning and its subset, international service learning, as well as cultural competence and its corollary, library cultural competence. This also includes a historical look at each topic, including key works. The chapter then looks at how the field of library and information science has dealt with each. Additionally, each section uses field-specific literature correlated with commentary on international experiences. From these topics, specific term definitions are solidified for theories and employed guiding models.

The third chapter presents the methods used in this study. It explains the qualitative nature of the study and ethical research in keeping with university institutional review board requirements. This section also introduces the participant information instruments used for data collection: pre-experience surveys, experience challenge questions, post-experience interviews. It also presents the additional rich texts to be used as contextual and corroborating documents: researcher observation notes, course syllabi, and instructor recap thoughts. The processes used to compile the data, the use of the constant comparative coding process, and triangulation, the method used to establish credibility are explained. Finally, as this dissertation is founded on a pilot study, it describes additions, changes, or tweaks made to the original instruments and any expected impacts as well as the sample selection process.

The fourth and fifth chapters discuss the results and findings, respectively, that emerged from the research and contextualizes them with the initial research questions, and where appropriate, past research. It also includes a description of the participants and their expectations prior to the experience. Those themes where the majority of participants expressed similar reactions are highlighted with example quotes and any outliers are noted. General statements regarding suggestions for the future of the program are summarized. Finally, a synthesis of the results focuses on the original topics of inquiry for further discussion, including pilot data where it corroborates findings.

At the end of the dissertation, a conclusion chapter is included that offers the researcher's perspective of the findings in the previous chapter and implications they suggest not only for this particular program but also for other ISL experiences within the field. Suggestions for future areas of research are presented. Lastly, appendices include all materials used with the participants to ensure transparency.

CHAPTER 2

RELATED LITERATURE

Critical hermeneutics, a research method that is fully introduced in the next chapter, involves understanding a phenomenon through a critical lens. A critical lens involves looking at the political, social, economic, cultural, and historical impacts on an event or text. A critical lens is typically seen within critical theory. Critical theory examines the inequalities of society and culture in an effort to cause change (Carspecken, 1996; Creswell, 1998; Miller & Salkind, 2002). Critical research, according to Kilgore, “illuminates power relationships between individuals and groups of individuals, enabling the researcher and participants to critique commonly-held values and assumptions” (as cited in Willis, 2007, p. 82). This study examined an international service learning experience through the critical lens of library culture. Applying a critical lens let us look at a library from the political, social, and cultural systems of the country in which it was embedded and used it as a catalyst to prompt reflexive deliberation on how U.S. library structures and systems can positively change as corroborated by the research findings from this study. In this chapter, two sets of literature relevant to the proposed study are examined. The first is *service learning/international service learning* and second are taken to examine the components of what is known as *library cultural competency* as part of making the argument that a critical qualitative study is needed to more fully understand the educational role of international service learning experiences.

Service Learning

Service learning is a form of experiential learning. Learning through experience is an entire branch of instructional methodology or pedagogy. Service learning is one of these. Bringle and Hatcher (1996) put forth the founding idea that “service learning is a credit-bearing

educational experience in which students participate in an organized service activity that meets identified community needs” (p. 222). According to Eastmond (2010), it involves the incorporation of “socially worthwhile projects rather than assignments that have no practical value other than providing *practice*” (p. 2) into the curriculum. To understand service learning, one must first explore its origins – experiential learning and what components that make it unique from other experiential learning pedagogy, before introducing the pedagogy of international service learning (ISL).

Origins of Service Learning

Service learning as a discrete concept is relatively new and even newer in the library and information science field. However, it stands as the latest iteration of a long line of experiential learning pedagogies. The concept of learning through experiences was initially introduced as a radical departure from traditional education. Dewey (1997) extolled the virtues of education based on experience. He believed that, although education should be based on experiences, not every experience was educational. To be educational, the experience must move the student towards additional experiences that promote growth. To that end, Dewey put forth that it is the educator’s role, as the mature participant in the educational process, to be ever forward looking to identify and provide opportunities for such experiences.

Since Dewey’s time, several authors have investigated experience as the primary factor that helps us retain what we learn (Senge, 1990; Borg & Stranahan, 2002; McClean, 2006; Knowles, 1998). This retention comes from the process of resolving conflicts between opposing concepts of dealing with the world (Kolb, 1984). Learning in this fashion breaks into four main concepts: concrete experience, reflective observation, abstract conceptualization, and active experimentation. All of these together provide the “experience” in experiential learning.

Another viewpoint put forward by Hawtreay (2007) focused on student's role in the experiential learning process. She conducted a survey of economics student asking the impact of different learning activities on developing knowledge, examination preparation, and stimulating curiosity. She showed in the results that experiential learning techniques make the student a stakeholder in their own educational process by giving them opportunities to apply learned concepts and work through their implementation in a live situation. Hawtreay concluded that it is the act of personal involvement in the learning process that makes experiential learning have lasting effects.

Similarly, Carver (1997) explained how to be a stakeholder in one's education through his conceptual framework – the ABCs of student experience (Figure 2).

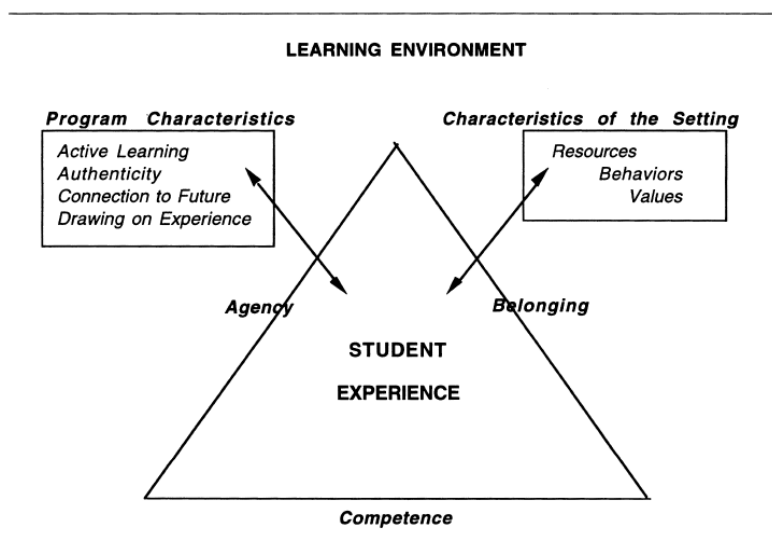


Figure 2. Carver's conceptual framework for experiential education.

She posited that experiential learning encourages agency, belonging, and competence in a learner. *Agency* is the act of becoming responsible for one's own growth, developing awareness, acceptance and power. *Belonging* is incorporation, induction, integration process through which learners find a sense of place and meaning within their community. Finally, experiential learning provides competence through skills development, knowledge generation, and an exhibited

applicability of concepts. Carver's model provided four key factors for a successful program: "authenticity, active learning, drawing on student experience, and connecting lessons to the future" (p. 147).

Experiential learning was a foundational component during the formal birth of library education. Melville Dewey, a pioneer in the field of library education, incorporated this philosophy of learning through experience in the first library schools (Wiegand, 1996). Dewey believed in the cultivation of "library spirit" in new professionals. His lectures focused on the principles that have since been institutionalized within the American Library Association's (ALA) Code of Ethics. At the heart of the education for librarian, Dewey believed that the intangibles of the field were learned through apprenticeship. It was this apprenticeship that addressed the experiential learning necessary to allow an "individual to refine their vocational practice in the workplace and to acquire wider knowledge about the concepts and theories underpinning that practice" (Fuller & Unwin, 2012, p.8).

Experiential learning has spawned a number of subcategories, such as the apprenticeships required by Dewey. Today, the field includes experiences through apprenticeships, internships, field work, practicum, volunteerism, community service, and service learning. Each has a varying degree of connection to a classroom. Some experiences such as apprenticeship, internship, and co-op all seek to provide real-world education but are detached from any formalized instruction. Other experiences, including fieldwork and practicum, provide for academic guidance from a faculty advisor. The last category is intricately tied to service projects and includes volunteerism, community service, and service learning.

Components of Service Learning

Service learning, a subcategory of experiential learning, has some unique aspects that set it apart from the other pedagogy. Service learning experiences are designed to provide mutual benefit (Hall-Ellis & Grealy, 2012) for all parties involved. Anderson, Swick, and Yff (2001) explained several of these benefits. For example, from the student's perspective, students are afforded an opportunity to assist with planning and implementing the service project. Meanwhile, they are also required to participate in reflection assignments designed to assist them in incorporating their experiences into their coursework. At the community partner level, the organization typically completes a strategic project with the assistance of a high quality workforce. Unlike philanthropic efforts, the project is designed to address a specific need of the organization's choice. Finally the university positions themselves within the community as an active member willing to give back.

Unlike other experiential learning options, service learning stands out because it is integrated into a credit-bearing course (Coleman, 1989). The nature of academic learning that is made possible through service learning was investigated by Eyler and Giles (1999). The authors conducted a quantitative study of 1,100 students who had participated in service learning experiences. The variables examined were academic learning, citizenship, critical thinking and problem solving, transformation, and engagement, curiosity, and reflection. A positive correlation was found between service learning and academic learning. Students reported an increased understanding and ability to apply course content.

A study of 12 years of data of program alumni by Canfield, Low, and Hovestadt (2009) went further and confirmed that a service learning project can help develop cultural competency in participants if it is structured to immerse them in a culture other than their own, regardless of

the physical location or medium of presentation. Having written on service learning in many different fields, Zlotkowski (2001) also shared research findings related to the implications of service learning in the academy. He stated that “because well-designed service learning activities naturally and effectively lead to a deeper understanding of the learning process even while they provide an opportunity to create larger units of curricular coherence, they can simultaneously address the challenges of facilitating deep learning and of overcoming piecemeal implementation of reform” (p. 58). Since its inception, thousands of studies have been conducted and millions of students have participated in such experiences.

International Service Learning

International service learning is a subset of service learning. Theories are put forth in this section that are used to study ISL, the outcomes that international service learning has been shown to impact, the mitigating variables present when using service learning, some examples of ISL within the field of library and information science, and, finally, suggestions for developing a successful service learning experience. Service learning takes on an international context by the inclusion of study abroad and international education components. This adds two spheres of influence to the existing model. International service learning (ISL) is defined in this context as

a structured academic experience in another country in which students (a) participate in an organized service activity that addresses identified community needs; (b) learn from direct interaction and cross-cultural dialog with others; and (c) reflect on the experience in such a way as to gain further understanding of course content, a deeper understanding of global and intercultural issues, a broader appreciation of the host country and the discipline, and an enhanced sense of their own responsibilities as citizens, locally and globally. (Bringle & Hatcher, 2011, p. 19)

In the second part of the definition, learning incorporates the benefits of international education. As such, research has indicated that ISL can allow “instructors to

1. teach students an appreciation for the challenges faced by people in societies other than their own and an understanding of the complex systems and structures from which these challenges arise;
2. lead students in developing effective strategies for addressing those challenges in appropriate, respectful, and constructive ways;
3. foster in students an understanding of the meaning and value of responsible global citizenship;
4. and provide students with skills that will give them a competitive advantage in the global marketplace.” (Smith-Paríolá & Gòkè-Paríolá, 2006, p. 75)

This interaction between service learning and the international perspective is shown in Figure 3.

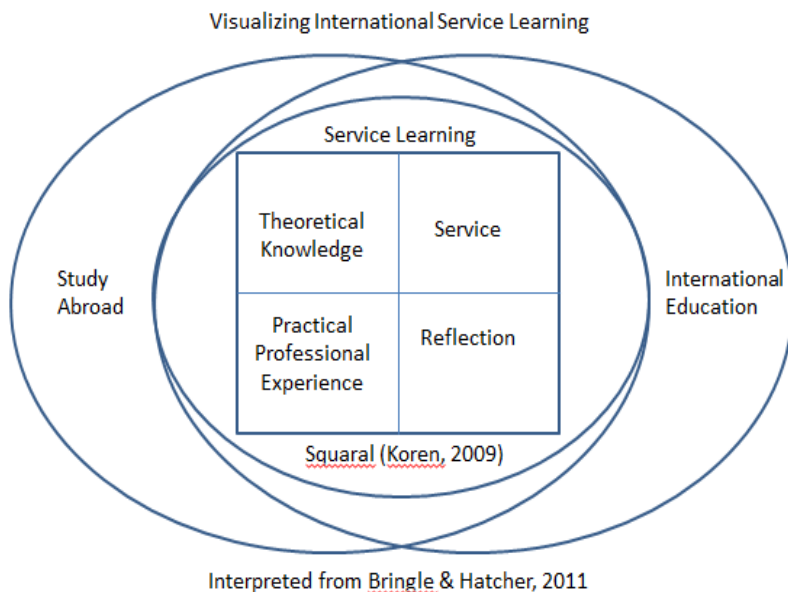


Figure 3. International service learning: The intersection of service learning, study abroad, and international education.

This depiction combines the model developed by Koren (2009) to show the dimensions of effective service learning: knowledge, service, practical professional experience, and reflection, placing it within the characterization provided by Bringle & Hatcher (2011). With this model in mind, a vision of international service learning experience may also be drawn.

Theories and ISL

Several theories have been put forth to study the nature, benefits, and outcomes of service learning which includes international service learning. Three are: contact theory, intensity factors, transformative learning theory. Having been described as the magic that comes from life abroad (Engle & Engle, 2002), Allport (1954) suggested that prejudice may be alleviated through contact with Others. Others are defined in sociology as those that do not share the habits, such as language, sense of property, sense of self, or mores, of one's social group (Mead, Section 20). Engle and Engle's purported magic has since expanded beyond the single concept of addressing prejudice. The impact of interacting with Others has been proposed to affect linguistic development, dealing with and sensitizing to cultural concerns, deeper connection to course materials, and providing a forum for personal growth in the face of adversity and reassessing one's world view and locus of control. Adler (1975) believed that contact was just one step in the path of developing one's cultural awareness. His transitional theory suggested that a participant moves through the stages of contact, disintegration, reintegration, autonomy, and independence. However, Pettigrew (1998) showed that it was not the Others that provided this magic; instead, it is four specific conditions a student experienced:

- Equal group status (external, inter-group)
- Common goals (internal, intra-group)
- Inter-group cooperation (sub-groups)
- Support of authorities, law, or custom (group interactions must be sanctioned)

Another way to examine international service learning is through the lens of intensity factors. Intensity factors theory is useful because it provides a host of factors (Table 1) that, depending on the degree to which a student experiences them, can affect a participant's attitudes regarding the success of an experience.

Table 1

Intensity Factors

Cultural Difference	extent of cultural difference between the student and the host country
Language	the linguistic ability of the student
Expectations	expectations of an easy cultural experience, physical/personal attributes that make the student obviously different from the host culture, being afforded a lack or ingratiating level of attention, and the student's ability to control situations that may arise during their experience
Ethnocentricity	how strongly either the student or the host reveres their country
Coping Skills	whether the student has contact with others from their own culture, any coping skills previously acquired on other intercultural experiences

(Pusch & Merrill, 2007, p. 312-314)

By being out of one's normal environment and required to interact with another, students should change due to a reaction to stress or anxiety (Meirzow, 1991). The key to transformation is being involved in an experience that challenges the individual to rethink their perceptions of how the world functions. One lens to understand this idea through it Transformative Learning Theory, which was first connected to the field of service learning by Taylor (1994).

Transformative learning, using the concept of perspective transformation, was linked to service learning by Eyler and Giles (1999). The authors explained that "transformational learning occurs when individuals confront disorienting dilemmas; perspective transformation becomes possible when this dilemma raises questions about fundamental assumptions" (p. 141). In their study, students experienced challenges to stereotypes, personal values, and experienced life from viewpoint of the Other that they were able to convert into a new understanding of social issues.

Studies

International service learning, as pedagogy, is employed in many locations, within different fields, and to investigate a broad range of topics. Two major associations have taken on the cause. The first was Campus Compact, "a national coalition of more than 1,100 college and

university presidents—representing some six million students—who are committed to fulfilling the civic purposes of higher education” (Campus Compact, 2013, “Who We Are”). The second is the National Service Learning Clearinghouse, which “supports the service-learning community in higher education, kindergarten through grade twelve, community-based organizations, tribal programs, and all others interested in strengthening schools and communities using service-learning” (NSLC, 2013, “About-NSCL”). In addition to providing faculty and student resources on engaging in service learning, Campus Compact (<http://www.compact.org>) highlights universities with seven different international service learning opportunities from Nicaragua, Costa Rica, Haiti, Bolivia, and Mexico to Bosnia, Tibet, Japan, and South Africa and focusing on clinical medicine, education, reading and mentoring, social justice, non-violence, and rebuilding communities. The National Service Learning Clearinghouse (<http://www.servicelearning.org>) provides resources for examining service learning from faculty, community and student perspectives. This study focused on student perspectives, impacts, and benefits.

Student-focused learning studies, drawn from the EBSCO, Taylor and Francis Online, JSTOR, and ERIC databases for international service, indicated 60 items published within the past year in peer-reviewed journals, a strong sign of how important this area has grown in recent years.

Students have been engaged in international service learning experiences at all ends of the globe, Southeast Asia, Rwanda, Peru, Czech Republic, Mexico, and beyond. These recent studies have been conducted in health, nursing, higher education, human resources, theology, political science, and business disciplines. Many areas of personal growth (Table 2) have been examined as a result of students participating in international service learning opportunities. Other studies employed an emergent approach and focused on broad questions of whether ISL really impacted

students (Le, Raven, & Chen, 2013) and what “meaning” students made out of their experience (Jones, Rowan-Kenyon, Niehaus, Skendall, & Ireland, 2013).

Table 2

Research on Personal Growth and International Service Learning

leadership development	(Pless, Maak & Stahl, 2012)
power and partnerships	(Sharpe & Dear, 2013)
cultural competency	(Green, Comer, Elliott, & Neubrandner, 2011; Foster, 2011; Adom-Boateng, 2009)
Professionalism	(Motley & Sturgill, 2013; Dharamsi, 2004; Soto-Rojas, Escoffié-Ramírez, Pérez-Ferrera, Guido, Mantilla-Rodriguez, & Martinez-Mier, 2012)
Transformation	(Wei-Wen Chang, Cheng-Hui Lucy Chen, Yu-Fu Huang & Yu-Hsi Yuan, 2012; Kiely, 2004; Bamber , 2011)
emotional and cultural intelligence	(Crowne, 2013)
professional skills	(Johnson, Johnson, & Shaney, 2008; Bamber, 2011)

Although termed “international” service learning, some studies have addressed projects in a home country that were conducted within a different culture, either socio-economic or ethnicity. In an ethnographic study of education students in the UK, using the framework of ISL, Bamber and Hankin (2011) looked that the transformational properties of a “local” experience. Using the six areas of transformation, political, moral, intellectual, cultural, personal, and spiritual identified by Kiely (2004), they were able to show that a “local” experience in a different subculture can indeed be a catalyst for challenging students’ “personal values and stereotypes” (Bamber & Hankin, 2011, p. 202). Other “local” experiences have been conducted on Native American reservations, foreign soil within the U.S. In social work, Bolea (2012) presented the idea that through learning the historical context of Native Americans, students could be better prepared to engage their community. As a result of their experiences and reflections, students reported increased cultural competence, critical thinking skills, and self-

awareness. In addition to these effects, students completing a service learning project on the Lakota and Dakota reservations experienced transformation when they were confronted with a new view on the “history of the Indians and the degree to which American society is rooted in Indian practices” (Pusch & Merrill, 2007, p. 33).

However, in the past ten years, few studies have addressed the development of professional skills. ISL was employed to develop tacit knowledge of engineering at several remote sites in Peru. Developed to resemble the Engineers Without Borders™ program, 28 students participated in service learning projects to build latrines, solar panels, and other engineering feats (Johnson, Johnson, & Shaney, 2008). Through this qualitative study that included reflection journals, nightly group project conversations, and final reports, students identified several areas of learning that were unique to the ISL experience: technical communication, understanding cultural issues, the positive aspects of teams, “ingenuity,” “leadership, coping, personal growth,” as well as the “value of international travel” (p. 84).

International Service Learning in LIS Programs

Service learning has been adopted as an option for providing practical experience within the field of library and information science; however, there are few accounts and even fewer studies outlined in the literature relating to international service learning experiences. Although most of its offerings are locally situated, the University of Michigan’s School of Information incorporates international service learning into a few of its offerings. For example, in 2007, students traveled to and worked with the University of Fort Hare, in Alice, South Africa to help them “manage, preserve, and provide access to its cultural assets” (Frost, 2009, p. 130).

Nazarova (2007) surveyed 211 library and information science program alumni from the University of Illinois Urbana-Champaign whom had participated in a service learning experience

course. He found six areas that these students valued most in their service learning experience: communication leadership, leadership, teamwork, technology skills, the ability to work with community organizations and members, and how they think about LIS professions. One course included in this study was an experience where students had worked with schools in São Tomé e Príncipe, an island country off the coast of Western Africa, to establish computer labs and networking infrastructure at nine locations. In a related study by Montague, Wolske, and Larkee (2009), one participant provided her perspective of this project. The challenges were great, ranging from the physical (i.e. limited electrical supply), to logistical (i.e. reaching the sites), and cramped classroom conditions, to cultural, not having a common language and adjusting to the pace of life on the island. As a result, she explained that “I know that without my service learning experience, my career would have looked very different. I feel prepared for work and life and intend to continue looking for ways to foster positive community change” (p. 44). It is this form of self-report that makes up the bulk of the current research in LIS on international service learning.

Suggestions for Success

International service learning, especially at the graduate level, is typically conducted through short-term experiences. “Short-term experiences do not always have the full desired impact, because students are not away from home long enough to absorb and process information about the new location and its cultures” (Cushner & Karim, 2003 as cited in Ryan, 2010, p. 308). Since not all studies show positive results, the literature is peppered with many suggestions for increasing the effectiveness of ISL programs. The overwhelming majority call for more reflection activities to be included in the program (Bacon, 2002; Hanvey, 1979; Whalley, 1995). Reflection activities can include any method by which the student is prompted

to review and process their experience, such as speaking with mentors, providing country informants at the host location, and personal journals (Bacon, 2002). Another suggestion is to increase the amount of pre-experience orientation provided (Medina-Lopez-Portillo, 2004; La Brack, 1993). Specific topics suggested to be covered were: values of the host culture, socio-economics differences, host country politics (Medina-Lopez-Portillo, 2004; Ryan, 2010) and a general setting of expectations (La Brack, 1993). Finally, Ryan's (2010) findings encouraged that the experience be specifically geared to provide practice in professional tasks and behaviors.

ISL: Conclusion

International service learning as a subset of experiential learning, has been shown to produce a multitude of learning and personal outcomes. Everything from emotional regulation, critical thinking, and a greater satisfaction with life (Savicki, Cooley, & Donnelly, 2008) and an increased interest in international affairs of the host country (Carlson, Burn, Useem, Yachimowicz, 1990) to a better understanding of course materials, enjoying learning, liking service, professional development, gaining skills, experience, and confidence in one's abilities (Isaacson & Saperstien, 2005). Within the LIS field, ISL provided the foundations for socialization, professional networking with future colleagues, resume building, and a competitive edge for obtaining one's first professional position (Hall-Ellis & Grealy, 2012). As such, participating in an experiential learning project that provides a service to the community while also being firmly ensconced within a credit-bearing course is a win-win situation for effective learning.

Culture

Culture has been viewed as varying systems: cognitive, structural, and symbolic (Kessing, 1974). Each of these systems establishes a different viewpoint from which to define

culture. Each one has purpose for this discussion. As a cognitive viewpoint, culture takes on linguistic attributes. Information regarding how the world works is mapped out so that people understand how to operate within it. This process of mapping the information is the cognitive culture for that people. Structural culture is derived from examining the social constructs of a people. It examines the power relationships within a people and how they interact as a result. Finally, symbolic culture, the main focus of this study, examines on the shared meaning a group of people maintain.

Within the symbolic viewpoint, Schein (1990, 1996) positioned culture as a set of shared beliefs and ways of being borne out of experiences and their resulting successful coping and growth strategies of a certain group of people. These strategies were then brought forward to the subsequent generations as *just the way we do things*. Similarly, according to Shih and Allen (2007), “culture, directly or indirectly (but indubitably), influences how individuals and groups think, act and respond within organizations” (p. 92). Within libraries and library schools, culture and lack of diversity is a great concern. Gulati (2010) points to deficits in cultural diversity in areas of staffing, recruitment and retention of permanent staff; recruitment, hiring, and retention of student staff; recruiting students and faculty to library schools; developing library collections; and providing library services.

Library Culture

In addition to traditional conceptions of cultural diversity, librarians experience their own culture. In the context of this dissertation, library culture refers to the professional culture of being within the field. Notably,

Libraries have a strong culture that is embedded in practices and policies...Libraries place a high priority on constructive interpersonal relationships and conflicts are often avoided. Employees are expected to conform and be supportive and constructive when

dealing with others. New employees who violate the cultural norms may never be accepted within the organization. (Sannwald, 2000 as cited in Chapman, 2009, p. 128)

Libraries, as a collective and as a profession, exhibit several shared traits, although each individual library will maintain its own organizational culture. One lasting example of these shared traits comes from outside the U.S. in Ranganathan's (1957) *Five Laws of Library Science*. Although it originally addressed "books," today's interpretation broadens the concept to all informational artifacts a library might hold. He put forth this concise view of library culture: "Books are for use. Books are for all. Every reader his book. Every book its reader. Save the time of the reader. A library is a growing organism" (p. 9). These laws embody the spirit of information should be shared and our profession needs to be ready to adapt to provide it to our customers in the way that makes it most effective to them. These foundational concepts have been institutionalized within the codes and guidelines of the American Library Association (ALA) and its many working partners, such as the International Federation of Library Associations (IFLA).

The symbolic nature of library culture is also present in the Library Bill of Rights (BOR) (ALA, 1996), the ALA's Code of Ethics (COE) (ALA, 2008), and IFLA Code of Ethics for Librarians and other Information Workers (IFLA CODE) (IFLA, 2012). In these documents, library culture is shown to include a commitment to the "enlightenment of all people" (BOR), providing a non-partisan view of current information (BOR), "free expression and free access to ideas" (BOR, COE, IFLA CODE), equal treatment of all customers (BOR, IFLA CODE), work with co-workers in a collaborative manner while always exhibiting respect and fairness (IFLA CODE, COE), and do not allow our personal interests to affect our neutrality in providing quality service (COE, IFLA CODE).

However, even these shared traits are in flux. Gomez (2000) challenged the concept of providing equal and neutral access to all. He contended that quality “library service does not depend on (the person providing the service) being a member of the target ethnic-minority community, adhering to conventional operating policies and business practices, or (even) being a librarian” (p. 39). Librarians and libraries are called to provide unique and customized solutions to library service by suggesting that

many of our operating policies and business practices are based on a system of support structures and organizational relationships that cater to the greatest common denominator, often making it very hard to meet the unique needs of the ethnic-minority communities. (pp. 40-41)

It is not just our patron base that is driving this evolving nature of library culture. Instead,

The information profession has undergone changed regularly and at a high level due to the ongoing development of information technology, advancement of information management, and the ever-changing learning behaviors and needs of users. (Tanloet, 2011, p. 123)

As a result, the profession has sought to enumerate its core competencies. Core competencies are described as those skills and attributes which lead someone to succeed in their environment (Spencer & Spencer, 1993; Boyatzis, 1982; Armstrong, 2006; Parry, 1996). Key items included for librarians include user satisfaction (Mcneil & Giesecke, 2001) and an understanding of others (Chat-uthai, 2008), as well as flexibility (Abels, Jones, Latham, Magnoni, & Gard, 2003) and global thinking (Mcneil & Giesecke, 2001).

The shared beliefs and core competencies of library culture have been categorized into three categories: material, institutional, and spiritual (Sheng, 2005). Material culture refers to how a library portrays itself and communicates its rules and processes to the public. Institutional culture, as exhibited by ALA’s Code of Ethics V-VIII, focuses on the people who staff the library. It addresses how the collective reacts to special situations and the accepted norms of behavior in routine transactions. Lastly, “spiritual culture of libraries [as exhibited by ALA’s Bill

of Rights III-V] is the standard of value and basic idea which guides staffs, such as thought of operating libraries, core value, management mode and method, image, ethics, and work style” (Sheng & Sun, 2007, p. 37).

Cultural Competency

Cultural competency has been a subject of study in many different fields. In the education field, cultural competency is based on how functional one is in situations involving other cultural contexts (Cross, Bazron, Dennis, & Issacs, 1989; Wehling, 2008; Paz, 2008). Similarly, the American College Health Association (2011) maintained that “cultural competency refers to the capacity for an individual, an organization, or an institution to respond to the unique needs of populations whose cultures are different from that which might be referred to as dominant” (p. 436). For this dissertation, I will look at cultural competency as a means by which a non-librarian achieves functionality and in fact full integration into the new culture, also described as *acculturation*.

Each profession has its own social norms, ethics, key tenets, and competencies. Becoming part of a profession, such as librarianship, requires the development of professional cultural competency through a process of acculturation. As early as 1919, the concept of acculturation was acknowledged and studied, with Riley (1918) stating that, “acculturation comprehends those phenomena which result when groups of individuals having different cultures come into continuous first-hand contact, with subsequent changes in the original cultural patterns of either or both groups” (p. 545). Thus, acculturation is the process of integrating with a culture other than the one of your origins. This integration can have many steps. According to Sherlock and Morris (1969), professional socialization is a collection of institutional processes—selection, sequestration, didactic instruction, apprenticeship instruction, sanctioning, certification, and

sponsorship (p. 29). In the field of U.S. librarianship, obtaining an accredited Master's degree addresses a number of these items. Unfortunately, most librarians do not experience the full depth of the acculturation process until they experience their first post-graduate position. This is when they experience the differences between being a paraprofessional or a highly involved volunteer. It is through experience that librarians learn the inherent level of stewardship and obligation to uphold the shared beliefs of our culture.

Structured Acculturation

Academic libraries and school libraries especially, purport a structured process of acculturation early in one's career because these positions are situated within another institution. Librarians in these areas must come to their position with the professional culture firmly ingrained so they can then begin the process of learning the culture of their governing institution. To fully prepare students to join the profession one day, the indoctrination process must come from their graduate program. An international service learning experience, as illustrated earlier, within the LIS curriculum may serve as a playground to address many points of Sherlock and Morris's process of professional socialization as well as provide a challenging cultural context. To date, unfortunately,

[C]ultural competency has rarely blessed our professional practice or even penetrated our professional consciousness...[because] librarians seldom learn the language, collect the literatures, or understand in any deep way the beliefs, traditions, morals and mores, lifestyles, or aspirations and expectations of the minority cultures in their midst. I reach out to hand them only our culture and heritage, rather than receiving and learning about theirs and respectfully adding them to our collections and personal service. (Berry, 1999, p. 112)

A pioneer in this space, Montiel-Overall (2009, 2010) addressed cultural competency within the LIS profession. After an exhaustive compilation of the literature outside the field, she presented a cultural competency model for LIS professionals who show the need for personal development in three areas: cognitive, interpersonal, and environmental to truly achieve cultural competence.

To achieve cognitive cultural competence an individual must show signs of “cultural self-awareness, cultural self-examination, ability to identify underlying cultural assumptions, cultural knowledge, shared cultural knowledge, insights into cultural differences, and sensitivity to cultural differences” (Overall, 2009, p. 191). When interacting with others, an individual they must show signs of cultural appreciation, emotional connections, (an) ethic of caring, authentic caring, (a) desire to know others' culture, (engaging in) personal and cultural interaction, communication, participation with culture groups through community based learning (i.e. service learning).

Finally, an individual must experience and understand a culture's setting, resources/assets (e.g. language), transportation, home mobility, sense of security, family housing and conditions (e.g. occupancy, lighting, noise, comfort). The interaction of these three areas, she posited, is what makes for a fully competent LIS professional. She further argued that “greater understanding of cultural issues will result in increased library use” (Overall, 2009, p. 176).

Library Cultural Competency

When examining the gap in the literature, Plater (2004) identified three potential areas for further development: cognitive and intellectual learning, skills acquisition and development, and identity development. These areas, when looking at in the LIS field, are the framework for a net concept, library cultural competency. The concept of library cultural competency makes its debut in this dissertation. A working definition for library cultural competency is achieving a global perspective towards librarianship while learning the proficiencies necessary to be a professional librarian. This definition suggests that library culture can also be learned through cultural competency. Library cultural competency is more than understanding our professional tenets or having enough language familiarity to interact with diverse populations. As Mestre's (2010)

study from earlier points out, it affects all aspects of being a librarian, including providing service to diverse populations, maintaining a cultural and language awareness and sensitivity internally and externally, and an understanding how culture affects library use. Being culturally competent within the library profession starts with interacting with patrons but is so much more. It goes beyond being culturally sensitive and aware. It is about truly integrating the worldview of others into all aspects of the profession. Within the Public Affairs discipline, a case has been made for international experiences, even short-term ones, to fully prepare students for the complexities of facing a career engaged in culturally diverse settings. Ryan (2010) uncovered the need for face-to-face experiences, despite multicultural and internationally aware courses already in the LIS curriculum, to challenge U.S. educated students to re-examine their own culture and cultural norms. It is not until she is out of the country that Ryan claimed, “a student realizes that his or her home culture is not neutral or universal [and] alternative forms of organizing, managing, and mediating conflict become rational options, and colleagues with different perspectives become more important sources of information” (p. 310).

Socialization, indoctrination, and acculturation of librarians typically occur once they have graduated their LIS program. There are many avenues after library school for professionals to learn the professional tenets of the field. These include participation in New Member’s Roundtables within state and national associations, participation in the ALA’s Emergent Leaders program, webinars dealing with challenging patrons and other topics, on-the-job multicultural training for working with diverse populations. However, even if a recent graduate availed him or herself of all these opportunities, there remains a hole in their knowledge; namely, global library culture.

As mentioned in the first chapter, U.S. libraries and their patron base are increasingly heterogeneous. On a global scale, many concepts taught within the ALA-accredited curricula in United States are not applicable. Libraries are organized differently in different countries. Closed stacks are not an antiquated idea; rather, they are real and vibrant in many countries. The lending library, although common to most K-12 students in the U.S., is unheard of in most of Eastern Europe. Other countries have addressed library space needs in other exotic ways. The Presidential Library of Russia in St. Petersburg is paperless. Its collection is electronic and the physical structure allows patrons to read and browse books “through page and two-dimensional view not to mention the chance to turn the pages. The technologies of three-dimensional modeling make it possible to create the virtual book images that can be viewed at different angles” (Yeltsin Presidential Library, 2015, About section, para. 15). As a result, librarians can no longer assume that all patrons know how a US library works. Librarians cannot assume patrons of any age know how items are organized or that directional signs will be understood. The concept of professional library cultural competency in this study has been created to help librarians understand and respond to those needs.

It is proposed in this study that through learning how other countries provide library services that students can see beyond what they are taught in library school; they can begin to think about creative ways to meet the needs of patrons; and it is through seeing how patrons in other countries interact with the libraries in their home countries that librarians here can understand the assumptions and needs of our growing diverse patron base.

Previous Studies on this Program

Finally, two studies were conducted on the particular program that serves as the setting addressed in the next chapter. In 2010, a study examining the effects of cultural competency, as

described in Overall's model previously, on LIS graduate students engaged in an international service learning experience was conducted (Walczyk & Schultz-Jones, 2010). Results of that study found that although some increase in cultural competency was achieved in the interpersonal area, students exhibited a strong sense of library cultural competency. Through working with an international school library in Kyiv, Ukraine, these students developed not only a holistic set of professional skills, but also a new appreciation of libraries and library culture. In 2012, Baron and Schultz-Jones conducted a constructivist mixed-methods study, one that looks at knowledge and meaning creation through experiences (Piaget, 1967), on a group of students that went to Russia. They reported on student perspectives of the international service learning environment from ten dimensions: reflection, faculty support, involvement, investigation, task orientation, cooperation, equity, satisfaction, friction, and cohesion (Baron & Schultz-Jones, 2012, p. 11).

Reflection, faculty support, and friction were statistically significant for this student population: "Reflection (t-stat = 2.22, t-crit 2.10, $\alpha = 0.05$), Faculty Support (t-stat = -4.23, t-crit 2.10, $\alpha = 0.05$), and Friction (t-stat = 3.02, t-crit 2.10, $\alpha = 0.05$)" (p. 11). Interestingly, none of these dimensions were present as themes in the 2010 study and present an opportunity for learning more about what transpired on the 2012 experience. They suggest that qualitative data "may provide researchers with broader perspectives not captured through the relatively limited responses offered by survey instruments" (p. 12). Using international service learning has the potential to view librarianship from a holistic point of view and understand exactly what students do experience in the development of library cultural competency.

Chapter Conclusion

Library cultural competency is a nascent concept. The literature suggests that international service learning in other fields can provide access to cultural awareness, self-awareness, professional skills, and an appreciation for one's own place in the world. Perhaps by challenging library and information science students to experience their profession from within an international context, they too can experience these growth opportunities. In an effort to provide a deeper understanding of such an experience from the perspective of the participants, a qualitative methodology is outlined in the next chapter. The variances in the experiences students reported provide an opportunity to look beyond the objective viewpoint of quantitative analysis and address the students in a communicative manner. The methodology provided in the next chapter, as well as the remainder of this dissertation, examines at the value or benefit experienced by these students from their own eyes. By engaging the students in conversation through qualitative research, one can hope to understand the essence of their experience.

CHAPTER 3

METHODS

Conversation is an interaction between a researcher and her subject, with a purpose mutual understanding. Understanding is the result of examining the gap between a two individual's worldviews, which allows for reassessing and/or adjusting one's original view. We can only truly understand through the lens of our life's experiences, what Husserl called the *lebenswelt*, or lifeworld (Habermas, 1987). The lifeworld is the space in which humans have immediate experience. It is constituted by the physical and mental space surroundings that encompass a communicative act; it can also be a moment of interchange between two actors. During such an interchange, Gadamer (2004/1960) asserted, we cannot separate our own experiences, biases and prejudices from the development of understanding. Rather, humans understand another person through these internalized experiences, biases, prejudices otherwise known as cultural norms in the process of interpretation. Understanding includes perceiving the reasons why something is done or said and the two are comprehended simultaneously (Habermas, 1981).

The Theory and Process of Hermeneutics

Hermeneutics are a qualitative method of understanding the embedded meaning within a body of text (or conversation). "Interpretation is hermeneutic" (Carspecken, 1996, p. 102) and is central to the research endeavor undertaken in this study. Information or data interpretation of comes from reassembling the meaning of a communicative act by piecing together semantic, syntax, tone of voice, gestures, and body language to form an idea. This reassembling, also known as meaning reconstruction (Carspecken, 1996), is a by-product of the hermeneutic circle, a concept originally expressed by Gadamer (1976). The hermeneutic circle, made more

accessible by Carspecken (1996), is the process of developing an impression of meaning from an act using one's cultural understandings/norms; then, comparing this initial meaning explicitly to one's delineated norms. If a difference exists, we look for evidence to view the act as part of a separate set of norms held by the actor/participant and then integrate this new meaning into how an actor can be understood.

The new understanding produced through this process is then used to adjust one's own understanding of cultural norms. Caputo (1987) framed it this way,

If intentional acts and their correlative objects are not isolable, atomic data, that is because they are always bound about by what Husserl calls a 'horizon structure.' The perceptual object, indeed the intentional object generally, is bound about by a ring of horizons which provides it with an inherently contextual meaning (p. 40).

Every meeting of one's cultural norms while trying to understand another's actions that provides a meaning horizon. It is this meeting, negotiation of meaning, and consent of validity by the two actors that leads to Gadamer's "fusion of horizons," which for him, was the ultimate process for developing understanding.

LIS and Hermeneutic Research

As a research method, the hermeneutic process is an attempt to make sense of the world and to generate meaning from it. To approach the research within from a hermeneutical framework is a large departure from existing research within the field of library and information science (LIS). Until Benediktsson (1989) provided a foundational review of hermeneutics and its ability to serve as a qualitative paradigm for LIS research, hermeneutics, as a philosophy and a methodology, were not considered in LIS. This seminal work within the field provided an examination of how the different schools of hermeneutical thought: hermeneutical theory, hermeneutical philosophy, critical hermeneutics, and phenomenological hermeneutics could influence LIS research. Since the publication of this article, only 1% of the 7,197 LIS

dissertations published have incorporated any mention of hermeneutics, making this an under-utilized lens for research in the field.

During the hermeneutic process, the researcher places herself within the imagined lifeworld of another, becoming a virtual participant in his situation, in order to develop multiple possible meanings for a communication or action. Understanding the intended meaning takes place naturally or holistically. Intuitively, we select among them and respond from them. This selection process is presented through language. Hermeneutics looks at the language selected to derive the “best” meaning. Within this study, hermeneutic interpretation is presented through a critical lens.

One means to critically analyze language is the pragmatic horizon analysis, a tool of critical ethnography (Carspecken, 1996). It provides a process to examine perceived meanings, set against the background from which originally expressed the ideas expressed originally emerged; namely, that of the study participants. Phillips and Brown (1993) articulated their use of a horizon analysis to show the underlying perceptions of a company by looking at the text of its marketing campaign materials. The current study looked at the perceptions of an international service learning experience in library and information science by looking at the text of its participants’ communications and reflections. The primary document, a thick record containing multiple forms of collected data from the lived experiences of the participants (Thompson, 2001), was examined for this study. It is a collection of transcribed post-experience interviews conducted with participants in a 2012 ISL experience at the Anglo-American Schools’ libraries in Moscow and St. Petersburg. Each participant provided a 45 to 60-minute interview with the researcher taking place two months after returning from the event. These interviews were conducted in person and on the telephone. Each interview was digitally recorded and then

transcribed word for word. The primary document was situated within its own horizon through a presentation of its supporting documents including pre-experience expectation surveys, transcriptions of orientation online chats, and reflection documents, including assigned thought challenge questions and photo journals which participants completed during the event. The eleven challenge questions (Appendix D) were posed to the students at different points in their three-week stay to encourage reflection on particular moments.

Research Methods

The literature reviewed here indicated that international service learning experiences are correlated with positive impacts on lives of participants. However, each individual experience creates a unique set of outcomes and these outcomes are typically presented in using qualitative research outcomes. Such qualitative analysis, as described by Creswell (2013), is typically conducted in a natural setting, employs the research as its key instrument of analysis, allows for multiple sources of data to be reviewed, uses inductive reasoning in building a case and deductive reasoning to arrive at final conclusions and is focused on providing a meaning of participants' experience (pp. 185-186). Also, qualitative methods are specifically useful for "discovery-oriented analysis of verbal text" (Rennie, 2012, p. 385), such as proposed in this study. This study aimed interpret and explain the lived experiences of students and understand the value graduate LIS students feel they received from participating in an international service learning (ISL) experience in an international school library.

Critical Hermeneutics

This method (Roberge, 2011) was used to gain an understanding of the participants' perceived value of this specific experience. According to Gadamer (1960/2004, 1976) and Ricoeur (1981), hermeneutics premises that texts are ambiguous and it is only when they are

interpreted within their appropriate context that they have meaning and can thus provide us an understanding of what was originally intended. Critical hermeneutics aims to “marr[y] the focus of understanding in context with critical ideology” (Willis, 2007, p. 302). Faye explained that critical ideology exhibits a “perspective concerned with empowering human beings to transcend the constraints place on them by race, class, or gender” (as cited in Creswell, 2013, p.65). By employing a critical ideology, this study sought to address the cultural, power, and economic conditions that affected how value was constructed through an international service learning experience to Russian school libraries.

Program

This study was set within an ongoing program to provide LIS graduate students experience within an international school library. Although some similarities exist from year to year, each year is unique in the planning necessary to provide for a quality experience. Through contacts made in previous years, the professor was invited to bring the 2012 participants in the program to work on a project in Moscow and St. Petersburg, Russia. The experience was timed in late May so that students would be able to interact with the library patrons and staff during the school year. Preparation for the project began in June/July 2011 and the completed in July 2012.

Academics

The project was conducted within the construct of two graduate level courses within the Library and Information Sciences Department at the University of North Texas. The first class, a seminar on providing services to special population, required participating in online discussions prior to the international component, reading select materials to become familiar with multicultural concepts and international school libraries, and interacting with the host school’s library team to see how service delivery was implemented in an international school context. The

second class was a study in managing library automation projects. Students discussed “appropriate options and assist(ed) with an automation system for each school library. The project involve(d) organizing the school library, completing the migration of all bibliographic records and patron information, adding new resources to the OPAC, and providing training to the school librarian and teachers” (SLIS5750 Syllabus, “Project Overview”). The program had two parts: an online course instance and a three-week in-country service learning experience which provided the experiential opportunity. Online chats were conducted before the in-country experience to provide an orientation and introduction to the program, course expectations, and the host library. Both classes culminated in students writing a final paper outlining their experience.

Program Staff

In addition to the participants, myself and four (4) faculty and staff accompanied the students to Russia. Although other faculty and staff were present, the main professor shouldered all of the responsibility for the participants and managed their ongoing concerns (Table 3). Not only was she the focus for the group, but also she was regularly pulled into meetings with the host library staff to address their evolving expectations throughout the visit.

While in Russia, I also served several roles. First was a participant-observer role where I captured my own experiences for later analysis. Second was a mentor and subject-matter expert for the classroom collection team. Third, I played an active role in completing the objectives of the service learning project.

Table 3

Main Professor Responsibilities

Task	Time Frame
Mentor	Throughout trip
Arbiter	Throughout trip
Leader	Throughout trip
Instructor	Online chat 1 through end of course
Project plan for Moscow	Arranged before departure, continually changing onsite
Project plan for St. Petersburg	Continually changing
Managing scope of project	Ongoing, hourly at times
Scholarships	Coordinated with Department and Study Abroad
Travel Insurance	Coordinated with Study Abroad
Moscow Hotel	Arranged before Chat 1
St. Petersburg Hotel	Arranged before Chat 1
Transportation from Airport to Hotel	Arranged before departure
Train from Moscow to St. Petersburg	Arranged before departure; purchased onsite
Transportation from Hotel to Airport	Arranged before departure
Group Dinner (Moscow)	Arranged onsite, assistance from Host
Group Dinner (St. Petersburg)	Arranged onsite
Roommate Assignments	Arranged before Chat 1, revised onsite due to incompatibility
Moscow evening activities	Publicize and encourage participants to engage, accompany group
Kremlin Tour	Arranged before departure, assistance from Host
Guiding group to all weekend sightseeing venues	Onsite
Tickets to Hermitage	Arranged before departure, purchased onsite

Program Timeline

There are three facets to the program, pre-experience, in country, and post-experience. Most of the pre-experience activities were completed by the main professor as seen in Table Y above. The professor had secured lodging for the group in Moscow at the Aerostar Hotel, a business traveler hotel in the convention center district, and at the Nevsky Breeze in St. Petersburg, a small tourist boutique hotel near the cultural center. Students were paired by age for roommate assignments and by experience for their work assignments. Participant involved began with the four online chats conducted in late March, April, and just weeks before departure.

While in-country, participants were observed in multiple locations (Table 4) including the Anglo-American School (AAS) in Moscow especially the libraries, various cultural and tourist outings in Moscow, the Anglo-American School (AAS) in St. Petersburg especially the libraries, and various cultural and tourist outings in St. Petersburg. AAS Moscow was a large K-12 International School. AAS St. Petersburg was a medium-sized K-12 International School. Both provided English-language IB-focused education. “AAS receives substantial support from the three founding embassies [American, British, and Canadian] and maintains its essential character as a non-profit educational institution serving the expatriate diplomatic and business communities in Moscow and St. Petersburg” (AAS Strategic Plan, 2010, p. 4). Each of these schools maintained an active library where the students studied and worked. The libraries at AAS Moscow and St. Petersburg housed “approximately 70,000 items, including books, magazines, newspapers, audiobooks, CDs, DVDs, and e-books” at the time of this study. Together they “offer(ed) one of the largest English-language collections in Russia” (AAS, para. 1).

Table 4

Program Timeline

Time Frame	Task	Resources
<i>Pre-experience</i>		
June / July 2011	Establish Project Location	Main Professor, Host Librarian
Fall 2011	Begin Project Definition	Main Professor, Host Librarian
	Coordinate with Department for student/project/staff funding	Main Professor
	Coordinate with Study Abroad Office for funding and course establishment	Main Professor
December 2011	Announce Project	Main Professor
January 2012	Participant Submissions	Student Participants
	Participant Selection	Main Professor
January / February 2012	Course Shell Setup	Main Professor, Department
	Lodging	Main Professor
	In country Travel Arrangements	Main Professor
	Flight Arrangements	All Participants
	Obtain Visas	All Participants
	Planning Cultural Visits	Main Professor
March 2012	Online Chat 1	All Participants
April 2012	Online Chat 2 & 3	All Participants
May 9, 2012	Online Chat 4	All Participants, Host Librarian
May 14, 2012	Travel to Moscow	All Participants
May 14	IRB Approved	Researcher
<i>In Country</i>		
May 15 @ Breakfast	Pre-Experience Survey	Researcher, Student Participants
May 15	Orientation @ School	All Participants

(table continues)

Table 4 (*continued*).

May 15-18	7:30a-5:30p: Project Implementation Evening: Sightseeing	All Participants, Host Librarian
May 19-20	Visit Red Square, Church of Our Savior, River Cruise, Pushkin Art Museum	Student Participants, Main Professor, Host Librarian
May 21-25	7:30a-5:30p: Project Implementation Evening: Sightseeing	All Participants, Host Librarian
May 26-27	Visit St. Basil's Basilica, Lenin's Tomb, Kremlin, State Jewels, Open air Flea Market	All Participants, Host Librarian
May 28	7:30a-5:30p: Project Implementation Evening: Sightseeing	All Participants, Host Librarian
May 29	AM: Project Presentation PM: Google Moscow and RUSLA Exchange Evening: Group Dinner	All Participants, Host Administration, Host Librarian All Participants, Host Librarian All Participants, Host Librarian
May 30	AM: Train Travel to St. Petersburg PM: Time on Own Visit to AAS St. Petersburg	All Participants, Host Librarian All Participants, Host Librarian Main Professor, Host Librarian, Researcher
June 1	AM: Visit to Presidential Library and RUSLA Exchange PM: Work at AAS St. Petersburg	Student Participants, Main Professor, Host Librarian All Participants, Host Librarian
June 2	AM: Hermitage Museum PM: Time on Own	All Participants
June 3	Day: Time on Own Evening: Group Dinner	All Participants, Host Librarian All Participants, Host Librarian
June 4	Travel Home	All Participants

(table continues)

Table 4 (*continued*).

<i>Post-Experience</i>		
June 4	Arrive Home	All Participants
July 3	Assignments Due (Final Reports, Photo Journal, Challenge Questions)	Student Participants
July 6	Course Ends / Grades Released	Student Participants, Main Professor
July 10 – August 26	Interviews	Student Participants, Researcher

Each weekday for the first two weeks participants were bused to the Anglo-American School (AAS) in Moscow. The libraries were located on the fourth floor and participants were housed in a large classroom located between the two libraries. Each morning, upon settling in, the professor conducted a session on the day’s topic and agenda. After which, participants would break into their assigned work groups. Initially the group was told that five groups would be required for the project: space planning, cataloging, classroom collections, IT, and policy. As with all prior programs the scope evolved during the project when face to face meetings between the professor and host librarians. Depending on an individual’s assignment, she may spend the day in one of the two libraries or in the classroom. Lunch was provided by AAS Moscow. Their hospitality grew to included snacks, generous amounts of bottled water, and even the use of their laundry machines. Near the end of the day the professor would reconvene the group to conduct a daily wrap-up. Unexpected, the first day, the host librarians announced that he had arranged for school faculty to chaperon evening events for the group. So after a bus ride back to the hotel and eating, participants went to the street market, a chamber music concert, a river cruise, a visit to Moscow University, and a special invitation to the National Public Library for Science and Technology. On off nights, some participants explored Red Square, the local neighborhood, or made their way to the grocery. Others spent their time in the hotel talking and using the internet

access. Initially the outings seemed mandatory but as the time progressed more participants started staying at the hotel. The first weekend the group explored the city together and visited the Church of Our Savior, a famous Russian orthodox “cathedral”, and the Pushkin Museum. The second weekend the group took in Red Square, including St. Basil’s Basilica and Lenin’s Tomb, and the Kremlin complex, including several churches and the Armory, home of the state jewels and Faberge eggs. Additionally they experienced shopping at the open air flea market.

As a result of their visit to the SciTech Library, the group was invited to Google Moscow for a cultural exchange with the Russian School Library Association (RUSLA). On their last day in Moscow, the group toured the Google Moscow site and attended several presentations given by both program staff and Russian librarians. Their time in Moscow concluded with a group dinner at a Georgian restaurant to provide a taste of authentic Russian culture.

During the two weeks in Moscow, continual adjustments were made to the plan for St. Petersburg. Before leaving the U.S., the expectation was a site visit with portions of the group visiting on different days to help evaluate their situation. This plan remained in flux as participants made their way to St. Petersburg. Participants were up early the morning after the Georgian restaurant to make their way to the train station. The group took the high speed rail to St. Petersburg. Upon arriving, they made their way to a tour bus which took them to the Nevsky Breeze hotel. Participants spent the afternoon on their own while the leadership visited the AAS St. Petersburg to nail down the plan for the week.

On their first full day in St. Petersburg, participants attended another cultural exchange with RUSLA, this time at the Boris Yeltsin Presidential Library. Participants were treated to a grand tour of the facility and presentations by Russian librarians. The group then proceeded to AAS St. Petersburg on foot and enjoyed lunch upon arrival. Program leadership met with the

local administration to learn the final plan for their visit. The entire group spent the afternoon in an assembly line of cataloging and organizing the collection. This change of plan surprised everyone including the professor who attempted to balance the host library's needs and requests with the expectations previously established with the group.

The remaining two days in St. Petersburg were spent in tourist endeavors. Day one the entire group met at the Hermitage Museum to collect their two day passes. After which the group dispersed. Some spend many hours in the museum. Others visited St. Isaac's Cathedral and Colonnade, the Peter and Paul Fortress, the Church of Our Savior of Spilled Blood, the markets, the Vodka Museum, and walked the river area. The final evening of the program, the group had a closing dinner. The next morning the group left for the airport and travelled home. In the following four weeks each submitted their challenge questions, their photo journals, and their final paper online. As for the professor, work had already begun on the following year's program, as the AAS libraries had proposed another group returning to implement some of the suggestions made by the 2012 cohort.

Population

This study employed a convenience sample of the students participating in the Study Abroad Program to Russia in the spring of 2012. Participants self-selected the experience based on their interest in travelling to Russia, in learning about the field of librarianship, needing a summer class, and wanting to learn about library automation and/or services to special populations. No external demographic or other experience prerequisites were imposed on participants. The final population (n=19) studied was the students who successfully completed all portions of the study: initial survey and follow-up interviews. Participant demographics for

this study were seventeen (17) female vs. two (2) male, age range from 18 to 50+, sixteen (16) were graduate students, two (2) were undergraduate students, and one was an active professional.

Data Sources, Collection, and Analysis

Multiple documents were compiled to create a thick record of the experience. This thick record, developed in the spirit of thick description as presented by Thompson (2001), served as the central context for coming to understand the dense collection of data. According to Denzin, thick description has four characteristics: (1) It gives the context of an act; (2) it states the intentions and meaning that organize the action; (3) it traces the evolution and development of the act; (4) it presents the action as a text that can then be interpreted” (as cited in Thompson, 2001, p. 66). The main text consisted of post-experience interviews (Appendix E) of 45 minutes to an hour each. The interviews allowed a first-hand account of the participants lived experiences (McCracken, 1998; Fontana & Frey, 1998; Strauss & Corbin, 1990; Bates, 2004) while it was fresh in their minds. The supplementary texts include pre-experience surveys (Appendix C), to gauge their ideas of librarianship and their concerns, expectations, and thoughts about visiting Russia before engaging; participant-observer notes (Kawulich, 2005) (Appendix G), to provide a memory of the daily events and the researchers mind frame; thoughts from the faculty member in charge (Appendix F), to provide access to the main professors mindset; challenge questions (Appendix D), completed by the participants in-country as a means of reflecting on their experience real-time; and the syllabi (Appendix A), for course context.

A thirty question survey addressed students’ prior travel experience, prior library experience, expectations of libraries in Russia, expectations of visiting Russia, and basic demographics and was administered to the group prior to their first day at the AAS library. During their trip and the remainder of their ten-week course, students were asked specific

challenge questions to capture their real-time experiences. A month after returning from Russia, students were interviewed. Phone and/or in-person semi-structured interviews were conducted. Semi-structured interviews, “allow(ed) the investigator to probe, to clarify, and to create new questions based on what has already been heard” (Westbrook, 1994, p. 244) and allowed for the capturing of additional commentary. Similar initial survey and the final interview protocols were used to explore cultural competency in a 2010 ISL experience to Kyiv. Adjustments were made to the original instruments merely to focus on the study’s location of Russia.

Nvivo™ was used for the coding and the subsequent queries. Transcripts were uploaded to Nvivo™ to begin the qualitative analysis. I created an attribute sheet as data points for analysis. Originating from the pre-experience survey, the set established seven potential independent variables: age group, point in program, time in profession, time spent outside the US, type of LIS work experience, having worked with people from another country, and area of specialty. All of the attributes were multimodal making them viable variables, except area of specialty which broke down into eight possible groupings spreading the data too thin and was thereby discarded. A series of queries were built to examine participants by themes, participants by codes, each attribute by themes, and each attribute by codes. Query results were exported to Microsoft Excel™ for analysis. Spreadsheets depicting means for each attribute (independent variable) and theme (dependent variable) pair, each attribute/code pair, and “Top five” pie charts for each provided an initial view of the data.

Structure of the Analysis

Within critical hermeneutics, an interpretation of the text is created to derive a truer understanding of some phenomenon (Baranov, 2012; Roberge, 2011). The phenomenon studied here is value. Value, what one sees as “good, bad, right or wrong” (Carspecken, 1996, p. 76), is

variable. What is valuable to one is not necessarily to another. Value according to Galileo was described as, “you cannot teach a man anything; you can only help him to discover it in himself.” The aim of this study was to understand the recurrent themes of discovery experienced by the group. In previous studies on service learning (local and international), many different discoveries have been presented. An exemplary list is provided here (Table 5) and categorized into four groups: internal factors, factors involving others, professional factors, and cultural factors.

Table 5

Examples of Value Discoveries

Internal Factors	
Adaptability	(Cushner, 2007; Brzozowski, Homenda, & Roy, 2012; Motley & Sturgill, 2013)
Compassion	(Foster, 2011)
Compromise	(Motley & Sturgill, 2013)
Empathy	(Cushner, 2007)
Empowerment	(Bell, 2007; Cushner, 2007)
Flexibility	(Brzozowski, Homenda, & Roy, 2012; Motley & Sturgill, 2013),
Managing adversity	(Motley & Sturgill, 2013; Brzozowski, Homenda, & Roy, 2012; Cushner, 2007)
Self-assurance	(Motley & Sturgill, 2013; Brzozowski, Homenda, & Roy, 2012)
Self-awareness	(Gaster, 2011; Cushner, 2007)
Factors Involving Others	
Being able to see things from another’s perspective	(Greenfield, Davis, & Fedor, 2012; Motley & Sturgill, 2013; Gaster, 2011; Cushner, 2007).
Professional Factors	
Specific job skills	(Bell, 2007; Brzozowski, Homenda, & Roy, 2012; Motley & Sturgill, 2013; Navarova, 2007)
Specialized subject matter	(Gaster, 2011; Adom-Boateng, 2009; Greenfield, Davis, & Fedor, 2012)

(table continues)

Table 5 (*continued*).

Increased comprehension and applicability of course materials	(Bell, 2007; Gaster, 2011; Brzozowski, Homenda, & Roy, 2012)
A re-examining of career aspirations	(Motley & Sturgill, 2013)
Cultural Factors	
Cultural awareness and sensitivity	(Adom-Boateng, 2009; Cushner, 2007; Greenfield, Davis, & Fedor, 2012; Malewski & Phillion, 2009; Foster, 2011)
A re-examining of one's political, social, national views	(Foster, 2011; Gaster, 2011; Cushner, 2007; Malewski & Phillion, 2009)

In this study, all discovered phenomenon were examined as containing value, despite the individual participants' judgments as to the positive or negative natures of these discoveries.

Horizon Analysis

Phillips and Nelson (1993) outlined a critical hermeneutical approach, known as a horizon analysis, which will be adapted for this study. A horizon analysis examines a text using three dimensions, the temporal axis, the paradigmatic axis, and validity claims. According to Carspecken (1996), the temporal axis allows the researcher to place the text within the prior experiences of the participants and their shared expectations of future ones (p. 106); the paradigmatic axis looks at the “similarities, complementaries, contrast, opposition, hierarchical inclusion, and inference” of acts (p. 106); and validity claims are subjective, objective, and normative-evaluative statements which can be analyzed by their type and whether they are emphasized or de-emphasized in importance (p. 110). Phillips and Brown (1993) used horizon analysis to develop an understanding of organizational culture through the examination of a company's ad campaign. They were able to interpret perceived communication of organizational values through three phases: the social-historical moment (contextualization), the formal moment (traditional data analysis), and the interpretive-re-interpretive moment (understanding). These three phases provided the structure for the data analysis in this study.

The Socio-historical Moment

The *socio-historical moment*, presented later in Phase 1, was an attempt to place the participants to be interviewed within their own particular social-historical context. This allowed an examination of what biases, prejudices, pre-understandings, worldviews, and experiences the text was created amidst. Its primary purpose in this study was to specifically identify the demographic make-up, prior international experiences and expectations for all involved in the program. The social-historical moment incorporated three aspects of the study: *intentional, referential, and contextual*.

The Intentional and Referential Aspects

This is part of the temporal axis, was the view of what the participants were expecting to bring to and gain from the experience. The expectations were found in the pre-experience surveys and reflective pieces written by the participants during their experience. Additionally, it showed the overall intention of the experience itself from the perspective of the professor involved taken from a transcript of a conversation and through transcribed recordings of the orientation chats held prior to departure. The *referential aspect* dictated that all pre-experience information was reviewed to look for participants' implied worldview. I looked to explain what the world of the participants looked like, culturally and professionally, before they embarked upon the adventure.

The Contextual Aspect

This was created from the physical and social perspectives. The physical perspective, the scene of the ISL experience, was constructed from the ISL course descriptions (Appendix D), the recruitment flyer (Appendix D), information on the host location's website, and my own personal reflections (Appendix F). The social aspect addressed all resources available

to the participants, in preparation and during the experience. Resources in this context included all tangible as well as informational items such as orientation chat sessions and suggested course readings, available to the participants that could affect their ability to be interviewed. The social aspect also included all resources which affected the researcher's ability to receive the text, such as the researcher's role during the experience and any prior personal knowledge of ISL experience participation (Appendix F). As a result of looking at these different dimensions, this first horizon analysis presents a case study of the participants and their expectations, the experience's landscape including the professor's expectations (Appendix E), and the researcher's viewpoint on this specific ISL experience.

The Formal Moment

The second moment or presented in Phase 2's summary and coding sections and encompassed the paradigmatic axis, is the one most familiar to most readers. In critical hermeneutics, the formal moment can include any formal method of analysis (Phillips & Brown, 1993). The key is that it be an appropriate method for the text to be considered. Having a collection of interviews as the main text, the formal method used was the *constant-comparative method* (Glaser, 1965; Dye, Schatz, Rosenberg, & Coleman, 2000; Westbrook, 1994). Generally, this method entails a sort of pattern analysis of the interviews through identifying common concepts known as coding (Moustakas, 1994; Patton, 2002; Fereday & Muir-Cochrane, 2006), creating a consistent list, and then looking at all documents to apply this list.

Coding

Coding is part of the formal moment. Tesch (as cited in Creswell 2013) provided a detailed process for coding that was adapted for this study:

- read all documents and take notes on anything that arises

- pick a sample document and do a detailed review of it, looking for “underlying meanings” that appear
- repeat the process with the rest of the documents
- compile all the meanings
- “cluster together similar topics”
- take the resultant topics and re-review the documents to see if any new topics are found
- create broad words or categories to explain your topics and collapse like categories where possible
- create a final list or “codebook”
- reorganize the initial data in your documents by categories; begin your analysis, recoding as needed (p. 198)

I developed a code book through continuous review of the interviews previously summarized.

The code book was given to another colleague for their coding. Once completed, the merged code book of over 60 codes (Appendix G) was reviewed by the advisor for feedback. Guidance was provided to develop overarching themes that would contain at least two of the existing codes. A final code book collapsed the codes into twelve (12) themes (Appendix G).

The themes derived were: Unexpected events or situations, Suggestions for Improvement, Skills and Education Levels, Reactions to Specific Libraries, Professional Competency, Personal Growth, Overall Experience, Library Cultural Competency, Judgments, Expectations, Cultural Competency, and Comparisons. To see an initial picture of the data, I looked at the top five themes (Table 6) and top five codes (Table 7) by source and instance. These codes and themes are used for analysis in the following chapter.

Table 6

Codebook Themes by Source and Instance: Top Themes

	By Source		By Instance
Overall Experience	16	Comparisons	345
Judgments	16	Judgments	313
Cultural Competency	16	Professional Competencies	312

(table continues)

Table 6 (*continued*).

Comparisons	16	Overall Experience	292
Suggestions	15	Cultural Competency	270
Skills & Education Levels	15		
Reaction to Specific Libraries	15		
Library Cultural Competency	15		
Expectations	15		

Table 7

Codebook Codes by Source and Instance: Top Codes

	By Source		By Instance
Overall Experience / Perceived Value	16	Professional Competencies / Professional Insights	127
Judgments / AAS Moscow	16	Cultural Competency / Awareness	115
Cultural Competency / Differences	16	Skills & Education / Library staff	92
Cultural Competency / Awareness	16	Comparisons / AAS Library to US School Library	92
Comparisons / AAS Library to US School Library	16	Judgments / AAS Moscow	83

Quotes and associated codes. Additionally, a category for quotes or noteworthy statements was collected (Table 8), allowing each coder to tag passages which felt indicative to a particular student's experience. These quotes fell within eight (8) themes encompassing 21 codes.

Table 8

Quotes and Noteworthy Statements: Top five Quoted Codes

	Selected
Overall Experience / Benefits of Trip	13
Overall Experience / Perceived Value	10
Professional Competencies / Professional Insights	10
Cultural Competency / Awareness	9

(*table continues*)

Table 8 (*continued*).

Library Cultural Competency / Awareness	3
Professional Competencies / Lessons Actually Learned	3

Reliability and validity of codes. Since, constant-comparative method was designed “to guarantee that two analysts working independently with the same data will achieve the same results,” it also required a degree of validity and reliability. This validity in coding, accuracy in the selection of codes (Creswell, 2013), was addressed through triangulation. Triangulation is the process of looking for these topics within secondary and related sources for confirmation of their existence (Creswell, 1998; 2013; Maxwell, 1998). Reliability, the ability to show consistency (Creswell, 2013), of the coding was addressed through inter-coder agreement. This inter-coder agreement was achieved in this study by having two, separate researchers code the post-experience interviews and a third validated their process through a review of their findings. Additionally, once the final themes were determined, the third party reviewed them for logic and consistency. These resulting themes served as the basis for the last piece of the methodological process, the interpretation/reinterpretation moment. To judge the similarity of the two coders derived codes and themes, I used the Landis and Koch’s (1977) scale of for interpreting Cohen’s Kappa coefficient (Figure 4). The two observers exhibited a .93 level of reliability of at least slight agreement. This allowed the research to feel confident that the codebook was valid.

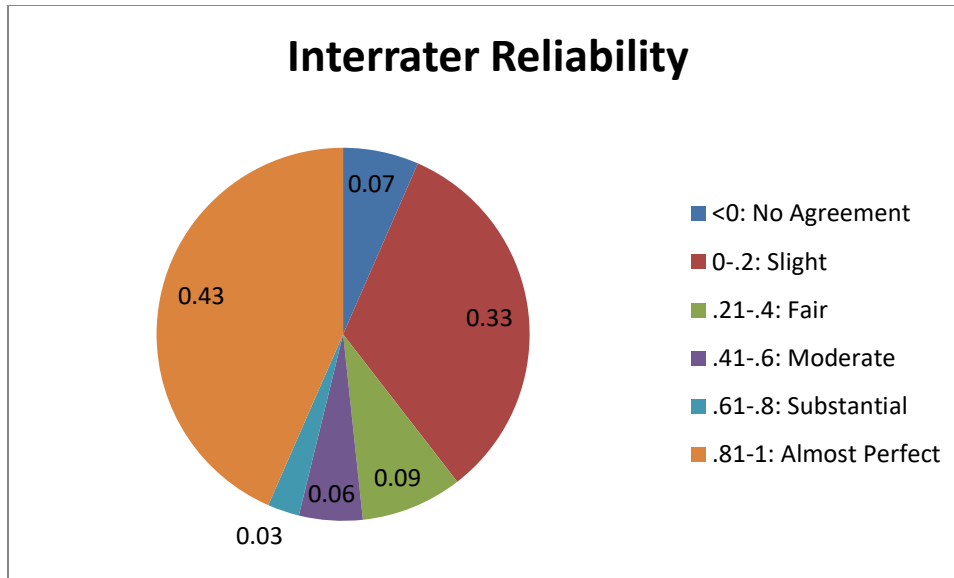


Figure 4. Interrater reliability using Landis and Koch scale.

The Interpretative/Re-interpretative Moment

Phase 3, the interpretative/re-interpretative moment, is presented in chapter 4. The overarching goal of this moment was one of construction. Critical hermeneutics follows in the footsteps of other qualitative methods as it “always proceeds in uncertainty” (Phillips & Brown, 1993). This uncertainty exists because there is no beginning problem and thus no problem to be solved. This moment is

an ongoing process of interpretation. Ideas and understandings develop at various points in the process and are then tested and shaped as the two moments of analysis proceed. The final synthesis is therefore not a result of the application of a certain set of steps, but rather the product of an intelligent researcher's working within the framework of his or her interests and skills. The value of the synthesis produced is therefore primarily determined by the creativity and skill of the individual researcher, not by the correct application of a particular method. The researcher must develop an interpretation of the text and its role in the context of the organization and justify this interpretation using the results of the previous two moments. (Phillips & Brown, 1993)

As explained by Phillips and Brown (1993), the interpreter herself functioned as the instrument in this moment and derived several validity claims. Each of these validity claims provided a new avenue of analysis (Carspecken, 1996, p. 113). The interpreter used these claims to view and

provide commentary on themes that arose as well as those that might have but did not. Individual portions of the text are re-examined for specific examples of value or benefit. These examples are added to the collection of themes to provide a collective understanding of the ISL experience that appears in the final chapter.

The remainder of this dissertation describes the story of the 2012 International Service Learning experience as reported by its participants. It provides an understanding of the event itself, the experience of the participants and a delineation of all discoveries encountered and derived value. As put forth by Petruzzi (2008), "we are not 'measuring' writing as scientists; rather, we are humanists analyzing the thinking and reasoning – equally hermeneutic and rhetorical performances – of other human beings" (p. 239). The study concludes with a statement of the understanding I achieved through the process including those areas remaining to still be understood. Such an understanding of U.S. LIS students as they explore international librarianship in Russia is the purpose of employing critical hermeneutics.

CHAPTER 4

DATA ANALYSIS/FINDINGS

Phase 1: Initial Worldview

Setting the Socio-historical Context - A Little US - Russian History

At the end of World War II, the world was polarized between beliefs and the governmental and economic systems of the USSR (Soviet Russia) and the US. These two countries invested substantial resources to spreading their ideological, political, and economic views around the globe. Communism, to the Americans then, was seen as bleak and oppressive with little art or creativity, and certainly no religion.

During this time period, many American people lived in fear of subversion by communists or nuclear war with the Russians. Both countries started stock piling nuclear weapons to guard themselves against the other. At the same time, nuclear fall-out shelters were dug. Children were taught what to do in case of an attack – bomb drills were as common as today’s fire drills. The media (TV, films, books) and the music industry even focused on this (Ford Library, n.d., America’s Cold War Culture section). The US news showed tanks and military parades in Red Square.

However, life changed at the end of the 1980s when the Berlin Wall fell and in 1991 when a freely elected president came to power in the USSR (today’s Russia). For the older participants, they grew up with the collective memory of the Cold War era which saw today’s Russia as the USSR, a highly militarized state which was ominous, out to destroy freedom’s they held dear and a country to be feared. At the time of this study, the participants under the age of 30 had never lived in this world, they may have had preconceived ideas of Russia.

Socio-historical Context of the Study

The initial worldview was constructed through a compositing of the participants, the instructor, and the researcher's environments. The instructor was informally interviewed after the experience. Questions encompassed her thoughts going into the project and those following. Comments in Appendix F illustrate the instructor's expectations and worldviews of conducting this program. An overview of the researcher's expectations and worldview is also available in Appendix G. However, the focus of locus throughout this dissertation was the participants' environment. Participants' worldview was influenced by a number of factors including, but not limited to the marketing materials in Appendix A, were provided to students to interest them in signing up for the program and their existing knowledge of Russia and libraries. Additionally, all of the participants were given the opportunity to attend four different online sessions (detailed accounts available in Appendix B) prior to the trip during which information necessary for planning, safety, and expectations setting were provided. One such session also included the host librarian from the AAS Moscow library to address specific concerns and detailed logistics. To summarize these sessions, students were given an itinerary, discussed travel logistics, and provided with some basic background on the two schools they would be engaged. Roommate assignments, proper methods for conducting one's self while representing the university, and the rule of three (three people at all times out in public so that one may go for help and the injured party would have someone to keep them company) were made clear. Finally, general travel, packing, and money tips were also provided.

Participants

These were selected using a convenience method. All of the participants in the cohort going on the experience (n=19). Their level of participation varied as only some completed all

data points, including the pre-experience survey, *in-situ* challenge questions, post-experience interview, and final paper reviewing the experience. Before the students began their international service experience, each was asked to complete the aforementioned pre-experience survey. This survey was designed to build a profile of each participant and to establish their initial worldview, focusing on thoughts of going to Russia, libraries in general, and the library at the host international school. Participant profiles and their expectations provided throughout the remainder of this section.

Tammy is an over 40-year-old female. She had lived in Florida, Europe, Alaska, and Texas and was completing her first year in the LIS program with an area specialization of school libraries. She came to the program with no prior professional LIS experience but had spent 30 years in schools as a teacher and interacting with school and academic libraries. Not only had she had traveled internationally before to Mexico, St. Kitts, England, Germany, and 16 countries in Europe, but also she had lived in both England and Germany. She did have prior experience working with people from other countries but not in a library or reference setting. This experience was her first professional international trip. Her biggest hope for visiting Russia was to buy a *balalaika* (a Russian string instrument) for her daughter. Professionally, she expected to gain a better understanding of the library profession. Personally, she hoped to learn more about another culture.

Cindy was a female in her 20s originally from Pakistan. At the time of the experience, she was in her last semester of the program, needing only two classes to graduate with a specialization in Health Informatics. Her background was as an anthropology undergraduate who had worked internal sales at a publishing company. Although she had no prior professional LIS experience, she had held an internship at a Children's Medical Center library. Her prior travel

experience included living in London and Pakistan. She had not spent time at a reference desk with international patrons but had worked with patient family from different countries during her internship. This trip to Russia was her first professional experience internationally. When asked, she expressed concerns for being able to afford the trip as well as being anxious about a huge language barrier since she did not know Russian. Personally, she expected to see many sights, make new friends, and have an incredible experience. Professionally, she hoped to gain some work experience to add to her resume and hopefully end up with a job as a result.

Jane, a 20 something female from Texas focusing on cataloging and metadata, was in her last semester of the program. She had been a volunteer and participated in library internships at a special library and in a public school. Jane had been involved with libraries for over eight years. Her international travel experience consisted of a trip to Ireland and she had not worked with anyone from another country either as a co-worker or as a patron. She did not express any concerns or explicit hopes in visiting Russia. As for the service learning experience, Jane expected to gain an understanding of automation systems and different aspects of librarianship, internationally, culturally, and professionally. She did expect to broaden her horizons culturally and find a willingness to be open-minded about different cultures.

Jill, one of youngest in the cohort, was in her very first semester of the program, having just graduated with her Bachelors. She had spent six years volunteering at her local library in the children's department before starting the program. Her work experience did not engage her with international patrons. Jill's travel experience extended as far as a trip to France. On this, her first professional international experience, she expressed a number of concerns and hopes for visiting Russia. She was worried about not understanding the language and coping with the unknown. She was excited about the experience, the work, and the opportunity to see a new country. Her

goals for the experience personally was coming to understand a new culture and professionally was gaining valuable skills for future professional work and opportunities for scholarships.

Ann was the youngest of the group and an undergraduate from Texas. Her interest in libraries had come from being a school library volunteer. Thus far, she had traveled to Mexico and had no other experience interacting with people from other countries. She was forthcoming with her hopes and fears for the upcoming travel to Russia. She was worried about getting lost. Her main hope was to gain some experience in a real library and learn about librarianship outside the Anglo-American centric system. Her expectations were to expand beyond her current cultural viewpoint both professionally and personally.

Troy, one of the only two men in the cohort, was over 40 and considered Texas his current home. His first area of expertise was in the law. His main exposure to the library profession came from the program. During the course of his program, of which he was in his last semester, he gained experience in archives and museums. His experience interacting with people from other countries was through his travels to Venice, Poland, and Berlin. His main concern for visiting Russia was being careful and return without incident. “When I learned (the trip) was Russia, I paused for a while, to think do I really want to do this. Because of the distance, and I just didn’t...it had no particular allure to me.” Despite this hesitation, he expected that the experience would provide an opportunity to see and do new things as well as provide a professional avenue to gain hands-on experience organizing a library.

Carrie had completed the LIS program within the past year and was a full-time children’s librarian at a public library. In her 30s, Carrie had been in the profession seven years working directly with youth services. In this position, she had worked with many new immigrants from China, Vietnam, India, and Mexico. Her own travels had taken her to Germany,

France, Mexico, Austria, Venice, and Peru. In Peru, she had been part of a previous year's experience of international service learning. For this trip, she had a few concerns: contracting food poisoning, adjusting to the cultural difference, and having no understanding of the language. She had several expectations for expanding herself – gain a well-rounded view of the world and its inhabitants, explore Russian Art & Architecture, develop some understanding of the Cyrillic alphabet, make friends, and have a break from work. Professionally, she was interested in experiencing another library and developing a group of professional contacts.

Our second male in the cohort was **Glen**. Glen, a Texan in his 30s, was a fresh graduate of the LIS program and a beginning PhD student. His main areas of interest were space planning, policy, and social network analysis. Although his professional experience was in retail, he had familiarity with school and public libraries through his coursework. His travel experiences included Costa Rica, Canada, Venice, the Ukraine, and Peru. He had worked with international coworkers but also had been part of two previous international service learning experiences in the Ukraine and Peru. He expected this experience to be similar culturally to the Ukraine, but possibly different professionally due to the school's affluence. Glen shared no concerns and looked forward to additional exposure to the Eastern European culture. Professionally, he hoped to expand his experience working with non-American schools and educators while developing some skill in conducting surveys.

Meg was new to the program and librarianship. A woman over 40 living in Texas, she came to this experience in her first year of the program and only just started volunteering in libraries. Although unsure of her area of focus, she did express an interest in book processing. Her prior travel experiences took her to the UK, France, Italy, Spain, and Mexico. She had no prior experience working with others or serving patrons from other countries. While she worried

about not being able to communicate with others due to her lack of Russian, she hoped to learn about a new culture as well as gain library experience in an international setting.

The state of Montana was represented by **Sherry**, a woman over 40. Shelly was proud to state she was in her last semester of the program and had focused generally as well as working on her digital content management certificate. She was employed for the past six years as a library assistant in a county city library with a previous background in social work. Her personal travel experience is limited to the UK. However, as her library is near one of the National Parks, she has interacted with international patrons regularly at the circulation desk. Similar to other participants, Shelly expressed a concern for the language barrier. Personally, she was looking forward to learning about the Russian people and culture while professionally developing a deeper sense of cultural awareness.

Nancy, a female over 40, came to the experience from Wisconsin. She was in her final semester of the program and had focused on special libraries. Nancy brought a wealth of knowledge with her. Her prior work experience included working in a library at the Department of Health, serving as a school librarian, and running her own bookstore. Her travel history included Spain, Italy, France, the Czech Republic, Canada, and Mexico. Although her library experience did not include contact with people from other countries, she did work with tourists at her bookstore. Although Nancy did not express any concerns for the experience, she did share that she was expecting to experience a new culture and learn from other professionals in a new library setting.

As a woman in her 30s, **Lynn** came to the experience with two semesters left in her program. Prior to settling in Texas, she has also lived in California and Hawaii. She did not have a specific area of concentration program but brought 10 years of experience as a Middle School

teacher to the group. She had travelled to Europe before this experience and had worked with students from other countries as an ESL instructor. Lynn had some particular ideas about what she would find in Russia. She believed that most would be poor, strict, and unfriendly. Her hopes and expectations were as specific. Lynn hoped to gain more experience working with people from another country and to make contacts leading to possible international employment.

Kim, a 20 something Texan, was within two semesters of graduating. Her general focus was supported by four years of working in circulation at a public library. Her travel experiences were notable including Norway, Abu Dhabi, Venezuela, and spending a semester in Ireland. Kim not only worked with international coworkers, but also supported international patrons. She shared that the hardest part of those experiences were in communicating library policies. Her concerns for visiting Russia were twofold, having things stolen and not being able to communicate. Kim provided detailed expectation for personal and professional growth. She hoped to form social ties with fellow students, see how foreign libraries operate, sightsee, learn what the school librarian felt about Russia, and gain library experience to add to her resume.

Julie was born in El Salvador. In her 20s, she was in her last semester of the program with a focus of digital content management. She had spent five years working in public libraries. Aside from the US, the other international country she had experienced was Mexico. Her stated expectations were laconic, growth and enhancing her resume.

Laura was relatively new to the program. Just two semesters in, this 20 something was pursuing a general knowledge path while working in circulation at a public library. Her main international experience was a mission trip to Nicaragua where she interacted with many internationals. This experience did not cause any concerns for her, but she had some

expectations. Laura was looking for a greater understanding of Russian culture and insight into their information use while gaining practical experience setting up library automation systems.

Mary was an over 40 female participant from Idaho in her last semester. Her focus was information science, as her background was information technology, systems administration, and web design. This trip was her first off the continent having seen Mexico and Canada previously. She interacted with international customer doing help desk support. She hoped for experience and understanding of a different culture.

Perhaps our eldest participant, **Helen** was in her last semester of the program. Her first career was in education. She taught special education, as well as Texas and American history to middle school students. Her library experience extended to working in the school library during summer school and participating in the Albania iteration of this experience. Helen was quite well travelled having visited Italy, Switzerland, England, Albania, Canada, China, Mexico, and Scandinavia. She had worked with people from other countries during the Albania trip, as well as special education students from Mexico and Africa. Her expectations for this experience were to see Russia and its people and gain work experience within a library setting.

As a female in her 30s, **Angie** came to the experience having never travelled outside the U.S. previously. Participating in the program was her last semester required for her degree. Her work experience focused on providing adult reference services as a library assistant for nine years at a public library in south Texas. Her main hopes both personally and professionally were to obtain a better job opportunity.

Denise, a female in her 20s, chose not to complete the initial survey. Thus, we do not know her mindset prior to the experience.

Existing Beliefs about Libraries

The survey progressed into questions about libraries in general. The initial query was regarding physical design of a library. Answers to this question were grouped into four different common ideas: 1.) a welcoming and accepting atmosphere, 2.) being physically accommodating both in ADA and material retrieval concerns, 3.) having been designed around the patron's needs, and 4.) specific suggestions for layout. Carrie provided this excellent reply encompassing many of the layout suggestions provided by the rest of the group, saying that the

21st century library is less about book storage and more about (being a) community center and technology; children's, teen, & adult areas (should be) physically separated; room for adult and youth programming; Wi-Fi; plenty of study rooms; and room for library employees to work with and way from the public.

Lynn's response did not provide the same vision for libraries. A library should have "nice even stacks of books and other items. Very little room for tables, except for computers. No space for socializing."

Perceptions of library standards. From a policy view, participants were asked to provide their understanding of library standards. Participants expressed four main concepts. The first was that libraries should follow standards set out by ALA in documents, such as the Bill of Rights and the Code of Ethics while also implementing their own local standards. Second, they both noted privacy and the freedom to pursue one's own information needs are crucial. Third, they believed that collections should be open access with all patrons being served equally. Lastly, they expressed that librarians need to respect both personal professional and ethical standards.

Access, assistance, and the role of librarians. The topic of access to collections, availability of librarian assistance, and typical librarian duties comprised the next three questions. When sharing their thoughts on providing access to the collection both in person or online, most expressed a requirement for easy and open access to materials remotely. Specific

ways of providing access to patrons were enumerated including e-books, audiobooks, online catalog, databases, interlibrary loan service, chat reference services, and a bookmobile in rural areas.

Regarding access to the librarian, participants said they expected a number of things from librarians in Russia. Kim mentioned that in her experience sometimes people are intimidated by the librarian, either through their demeanor or the physical arrangement of the desk they sit at. Julie also felt that a librarian should be available all the hours the library is open, provide assistance online as well as in-person, be willing to help all patrons and again, be approachable without environmental barriers or demeanor issues. While maintaining this demeanor, participants also expressed the duties a general librarian should perform. The duties with the most consensus were reference, research, and patron assistance, and bibliographic instruction, which included evaluation of information, technology usage, library usage, and library behavior. Further, they stated that collection development, curriculum support is also within this purview, encouraging literacy, technical services tasks and shelf management, programming, acquisitions, community outreach, and professional development.

Expectations for library technology. Participants were asked about the technology which should be available in any library and specifically about Internet connectivity. Participants responded in two different ways to the question of what technology should be available in the library. The first manner was to provide examples of items/services that should be available to patrons. Items identified by more than one person were computers, fax machine, color scanners, Internet access, disability access and equipment, and online databases. Other suggestions were copiers, printers, business software (MS Office), webcams, graphic design software, CD/DVDs, streaming music/video, video gaming, e-Readers/iPads, document cameras/Smart boards, and an

ILS. The second approach suggested by participants was to provide a more general statement for determining the answer to the question, such as: “depends on the library,” “as needed to support the curriculum,” “as much as possible”/feasible, “anything we can make available in the library would be good,” and a reminder that all technology needs to be kept up to date, not just the hardware but the software, access speeds, and the librarians’ own knowledge of the technology provided. When asked to focus on Internet connectivity in libraries, one student responded that it “depends on (the) school. The more advanced the society, school, patrons, the more that (Internet connectivity) is needed.” Looking at the rest of the comments it was clear that most of the participants were emphatic that free, fast, reliable and unblocked Internet access be provided by libraries. Additionally, two participants specified the need for public machines connected to the Internet. Finally, three participants advocated limiting or filtering access for children/students.

Although comments are provided from all participants in the next phase, when significant duplication existed, the study results highlighted five participants who were identified as having a “typical” experience, including Sherry, Troy, Angie, Nancy, and Jill. The extremes of experiences were also represented. Three additional participants were selected because they had the worst experiences (Mary and Cindy) and the best experience (Lynn).

Phase 2: Experiences in Russia

Participants’ resulting worldview was derived from one primary source, post-experience interviews, and two supporting sources, participant answers to challenge questions, and instructor and researcher notes. In this section, a detailed analysis of the post-experience interviews is presented. Instructor and researcher notes are provided in Appendices E & F respectively. Data analysis of the participants resulting worldviews is broken into two sections. First, the text was reviewed according to participant attributes and the story is told through the

derived codes and themes from chapter 3. Second, the text is viewed at the level of individual participants' experiences, retelling the story in their own words. Both steps combined to create the understandings learned from the experience in the interpretive/re-interpretive moment presented in chapter 5.

Part 1 – Attribute Summaries

Age Groups

Graduate student ages within the department varied widely as some choose librarianship as their first career, some as a subsequent option, or still others return to school to increase their earning potential within the field. Thus, the first attribute examined was age group.

Participants were broken into those under 20, those between 20 and 30, those between 30 and 40, and those over 40. The mean response was then charted in comparison to the themes (Figure 5).

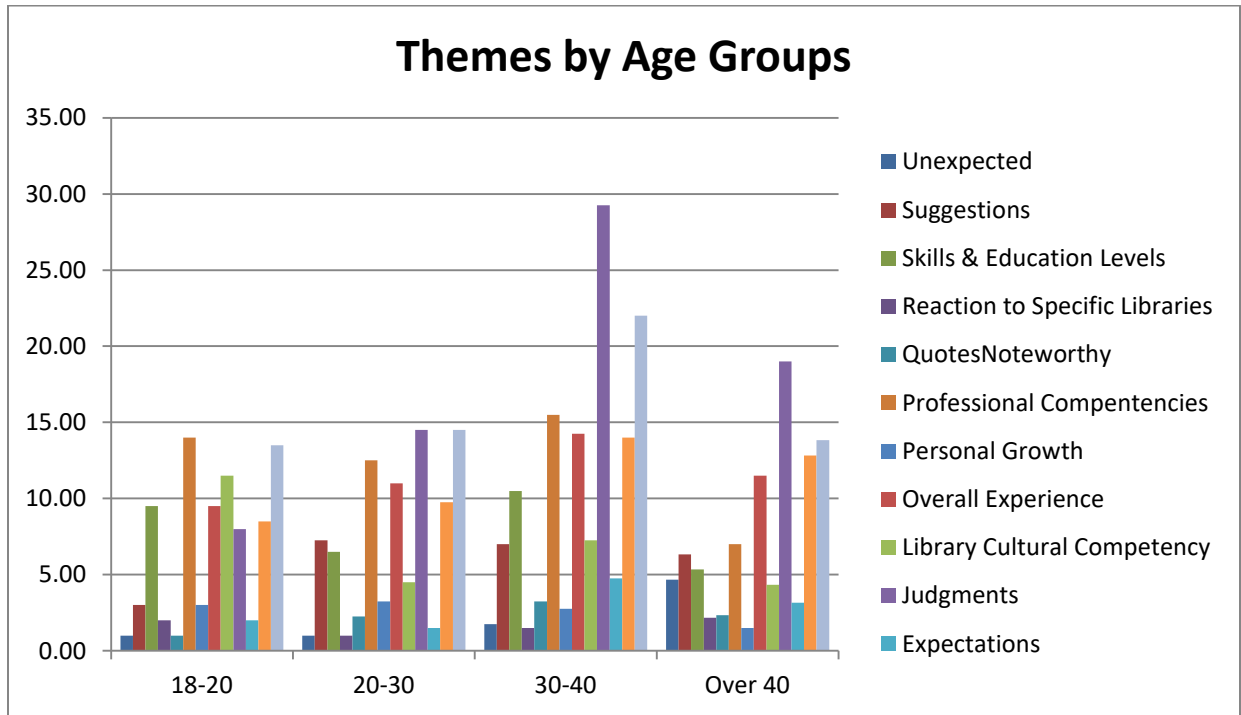


Figure 5. Themes by age groups.

Across all age groups, four themes consistently appeared in the top five. These included professional competency, which encompassed professional insights learned, technical and soft skills learned, and realizations of the essence of librarianship; comparisons between libraries, countries, and peoples; comments on the overall experience including perceived value, disappointments, challenges, communication, benefits, and whether an alternative experience would have been effective; and cultural competency, a focus on participants awareness, expectations, and identified differences of a foreign culture. Other themes found in the top five included Judgments, Library Cultural Competency, and Skills & Education Levels. Although they presented in differing order, Professional Competency, Comparisons, and Overall experience were the top three themes for both the 18-20 and the 20-30 age groups. Within the 30-40 age group, Comparisons, Judgments, and Professional Competency were most frequent. Within the 40+ age group, Judgments, Cultural Competency, and Comparison were most frequent.

When specific codes were examined across age groups, the 18-20 age group and the 20-30 age group both remarked on four most frequently: professional insights, lessons they actually learned, the AAS library staff's skills and education, and comparing the AAS libraries to US school libraries. The two groups only differed in that the younger group exhibited Library Cultural Awareness and the slightly older group focused on Cultural Awareness. Jill provided a great explanation of what she learned professionally from the experience as a young participant.

I definitely learned there was a wide range of different types of librarianship, different types of librarians themselves. I guess for myself, being one of the younger people in the groups, I learned a lot from those people who were returning to school and returning to get their masters in library science. That gave me a different perspective on the dedication and type of education for people who were returning to school in pursuit of a goal they really wanted to achieve to become a better librarian in some cases or just to really try something new. There were librarians who worked in different fields of course. So I did learn a little bit about working in the medical field, in a school library, or a

public library. Just beyond those types of librarians/librarianship, there were also people who were I guess you could say, were focused on the technology aspect or the information aspect of librarianship. So I got to learn a little bit about them, about their story and how they got to be where they are today. It was definitely at first a little bit of a daunting experience, being surrounded by so many librarians all at once, but over the course I did feel familiar and at home with my group and just really enjoyed learning from all of them.

Ann also told how working in a different library culture affected her: “I wouldn’t say changed, maybe expanded a little. I kind of have a better view of exactly what it takes to work in a library. I definitely feel better about it.”

Although the 30-40 age group (Figure 6) also looked at professional insights, the AAS library staff’s skills and education and their own cultural awareness like the 20-30 age group, they also focused on judgments of the AAS Moscow’s Library, such as a number of comments from Angie: It’s very up-to-date. It was definitely small. They did ok with what they had. In the HS, I thought it was pretty good space. With what they had I thought they had a good flow. It was really cool that in the HS they had the DVD’s where family could check out. This group also made a significant number of comparisons between Moscow and St. Petersburg as cities. Glen thought that:

St. Petersburg however, had more of the older artistic, Austria Hungarian, Parisian, Prussian influence to it. That was the thing that I took away from there. It seemed like a much more international city than Moscow did.

Carrie agreed that the two cities had very different personalities.

They (the cities) were within the same country but definitely had different feels like Dallas and New York or something. The people dressed differently too. We noticed it instantly. People were more fashion plate in Moscow and then in St. Petersburg people would dress more casually.

Although reaching the same conclusion, Lynn reflected on the personal differences she encountered.

It was just a lot easier to navigate for me especially because of the signage and that people spoke other languages. People seemed friendlier in St. Petersburg too. They wanted to learn, they wanted to practice their English or learn about the US.

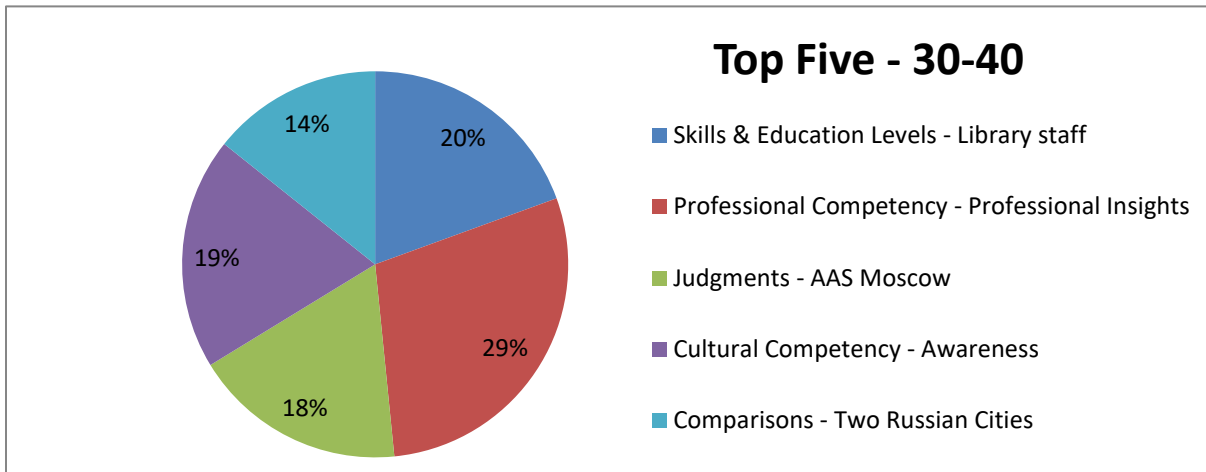


Figure 6. Top five codes in the 30-40 age group.

However, it was Angie that provided a reason for many of these differences when she said, “Moscow is definitely busier than St. Petersburg but that could be due to population.” Being one of the Cold War survivor groups, it was not surprising to see this focus on cultural judgments and comparisons. Nor was it surprising to see that the 40+ age group (Figure 7) strongly explored cultural awareness and differences, as well as AAS’s library staff’s skills and education levels, comparing the AAS libraries and US school libraries, and sharing professional insights.

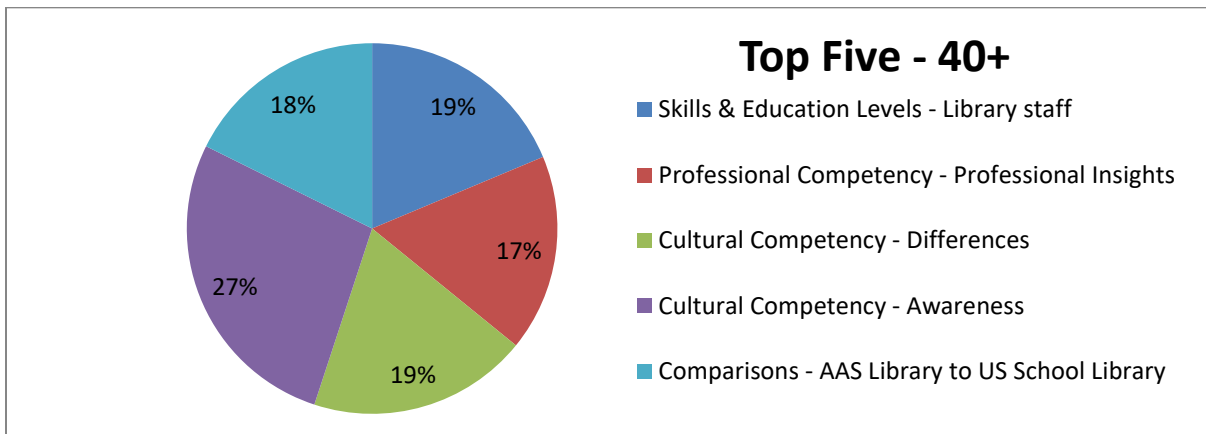


Figure 7. Top five codes in the 40+ age group.

Another data point for analysis for age groups was uniqueness of experience. Each age group was examined to determine whether any particular theme or code was only expressed by that group or was not present. For the 40+ age group, personal growth in the areas of sensitivity and helpfulness were unique. The 30-40 age group were the only ones that expressed specific expectations of Russian Libraries such as the Science & Technology Library and the Presidential Library as well as compared the AAS libraries to other International School libraries. The 20-30 age group did not experience any unique experiences and were the only group to have no judgments of churches and librarianship or expectations of the Russian people and the program itself. Lastly, although the 18-20 age group experienced the highest observation of library cultural competency, they did not experience or observe any unique phenomenon at the code/micro level. It is best said that their experience was most unique in what they did not comment on. They expressed no expectations of what the AAS libraries or the Russian food would be like. They made no extraneous suggestions or explored personal growth at an assertiveness or confidence level. Also, they were the only age group to reserve judgment on Russian special libraries, the political or military presence, the library staff or their accommodations. These absences of commentary could be accounted for by not being old enough to have experiences to compare to this trip or career experience.

Point in Program

Data points for the “Point in Program” attribute were collapsed into four categories, those who had not yet completed two semesters – Just Starting, those who were at the midpoint in their program – Two Semesters, those within one semester of graduating – Nearing Graduation, and those who had already completed the program – Post Program. Across all of the categories, three themes were within their respective top five lists (Figure 8): Professional Competencies, Overall

Experience, and Comparison. Other themes which occurred with high frequency were Skills & Education Levels, Library Cultural Competency, Judgments, and Cultural Competency.

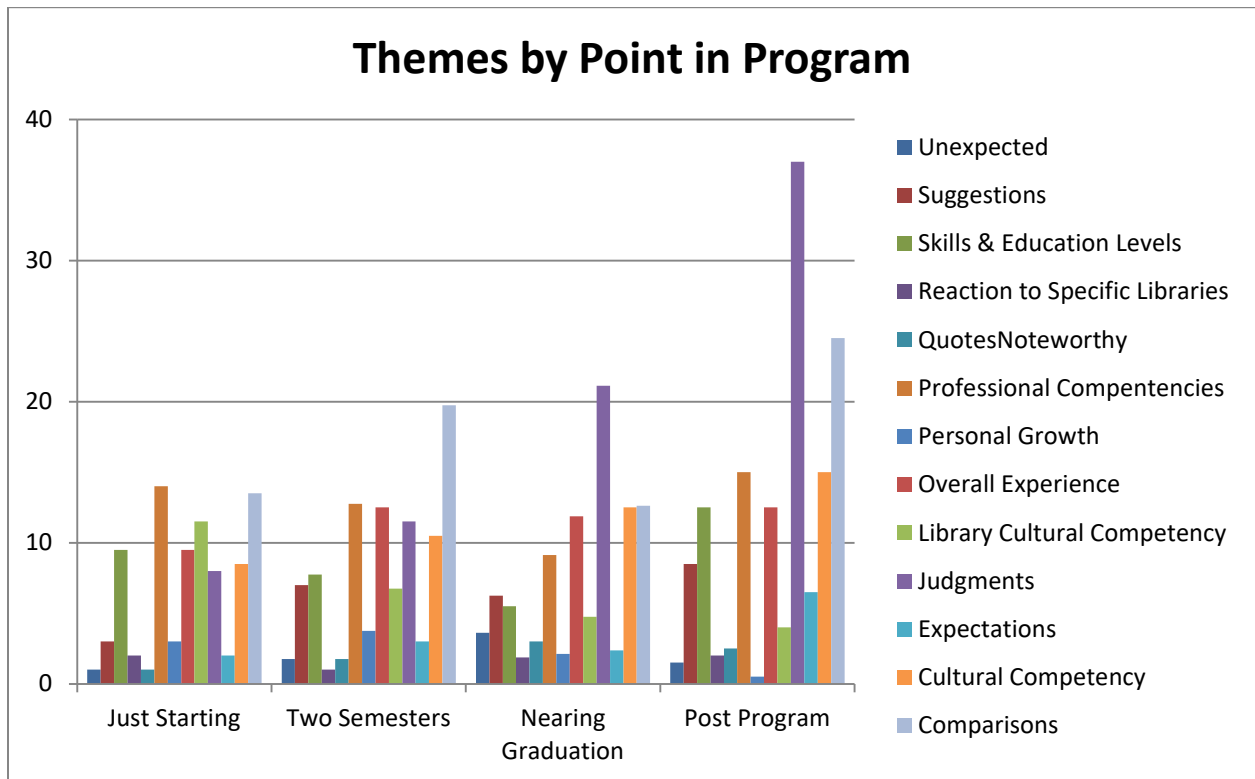


Figure 8. Themes by point in the program.

In fact, the one theme all of the groups observed in their top three was Comparisons. All groups except those nearing graduation also expressed comments related to professional competency in their top three. Those just starting and those who had completed the program focused on skills and education levels. Lastly, those just starting their program were unique in two ways. They did not express judgments and were the only group to recognize or exhibit growth in library cultural competency. This phenomenon was also seen in the youngest age group. This lends more credence to the idea proposed in the first attribute that judgments are developed through experiences; those with the least experience are more apt to develop library cultural competency.

When looking within the themes, there were two codes which all of the groups addressed the professional insights gained through the program and seeing something of interest in the skill and education level of the AAS library staff. The next few paragraphs will look at each individual group's top five codes and how their experience was similar or unique to other groups. For the group just starting their LIS degree (Figure 9), their experience appeared to be focused on learning about the profession.

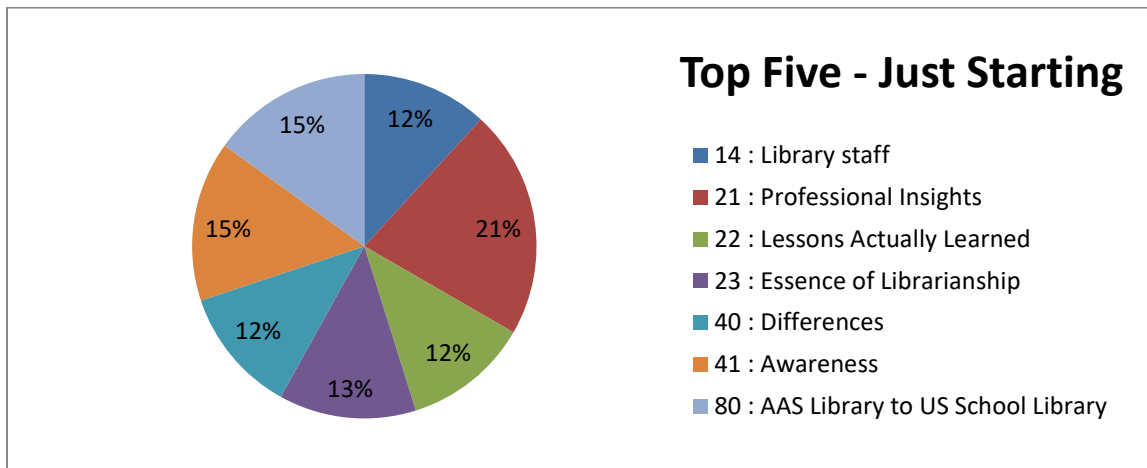


Figure 9. Top five codes in point in the program's just starting group.

These participants expressed comments which indicated a level of professional competency through professional insights, seeing the essence of librarianship, and describing professional lessons they actually learned. Other areas of professional growth were in exhibiting a level of library cultural competency through an increased awareness and identification of differences. Some of these differences were also expressed through their comments comparing the AAS libraries to US school libraries and exploring the skills and education levels of the AAS library staff. This group was the only one to experience library cultural competency in the forms of awareness and differences and to have revelations regarding the essence of librarianship.

The comments shared by the two semesters complete group (Figure 10) focused on comparing the AAS libraries and US school libraries as well as the two different Russian cities

they visited and identifying professional competencies through professional insights and sharing professional lessons they learned. These participants were the only ones to make explicit comparisons between Moscow and St. Petersburg.

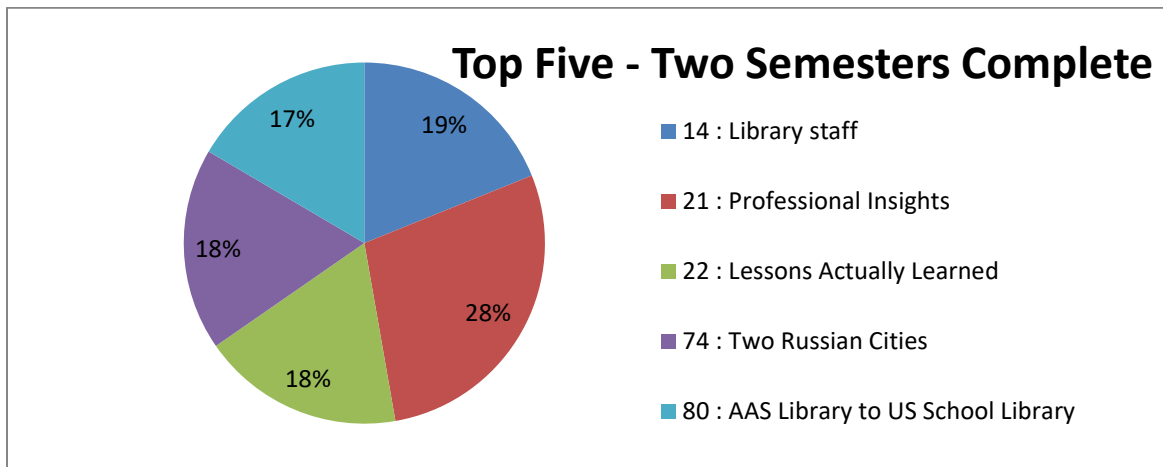


Figure 10. Top five codes in point in the program’s two semesters complete group.

Tammy and Lynn commented on the people, environment, and their comfort in each city.

Tammy - I found the people of Moscow not to be overly warm and friendly, except occasionally the people in their 20s especially guys that knew a little English were a lot friendlier. Everybody else pretty much stuck to themselves. The people at the hotel were definitely not in Moscow. However when you go to over to St. Petersburg where they have to live on hospitality they were much more nice and friendly and warm.

Lynn - It was just a lot easier to navigate for me especially because of the signage and that people spoke other languages. People seemed friendlier in St. Petersburg too. They wanted to learn, they wanted to practice their English or learn about the US.

Other participants did share their experiences in both cities but it was only within this group that participants provided a comparative analysis of Moscow having a more solemn feel versus St. Petersburg tourism attitude.

Comments from the ten participants nearing graduation presented a more varied experience (Figure 11). This group of participants developed their cultural competency through increased awareness and observing cultural differences. They made comparisons between the

AAS libraries and US school libraries. They noticed the skills and education levels of the AAS library staff and expressed judgments about the AAS library in Moscow.

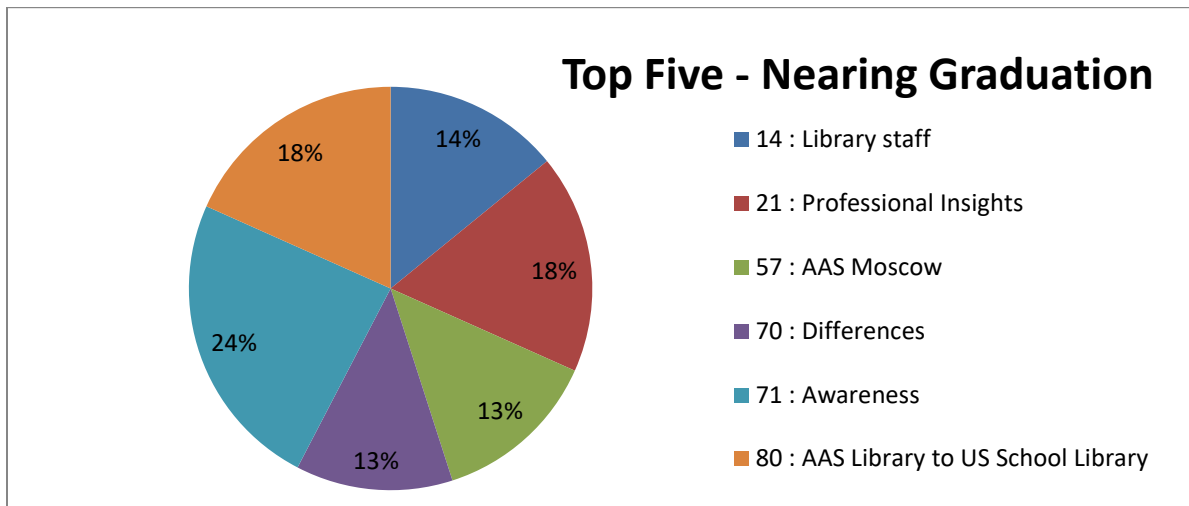


Figure 11. Top five codes in point in the program’s nearing graduation group.

This was the only group that focused on the cultural differences. Cultural differences were noted in food, religion, customer service, and how people interacted with each other as well as tourists. Troy found the differences in Russian religious life most different:

I’d never been in an orthodox service before, even Greek. The whole concept of the iconostas and the heavenly door and all the special people, the priest and the celebrants, are behind that door and everyone else is outside the door and they only come out every once in a while to say what they want to say to you. There’s this real feeling of the special people with the power and common folks.

Once again, Mary focused on social standards:

The fact that you can’t find a laundry mat on every corner was kind of perturbing. They obviously don’t clean like we do. Very different standards in cleanliness I guess, I noticed when people sat by me, the Russians always smelled like cigarettes and booze and it was like yick.

Nancy felt the difference in her sleep schedule with this comment, “Even though I had read about the white nights it was still such a shock to adjust to it being light.” Julie found food to be her difference indicator:

Everything was very fresh. In Moscow they seemed very health conscious by measuring the grams per entrée. It just seemed like they ate a lot of vegetables too so it seemed like they were very health conscious.

Perhaps this focus on cultural differences surfaced because these participants were further in their studies than the first three groups and they had more time to focus on the country/location of the experience.

Only two participants, Carrie and Glen, had completed their LIS degree at the time of the experience. When they spoke about their experience, five different items were of highest recurrence (Figure 12): their judgments about the AAS Moscow's library, their professional insights gained, a further developed cultural awareness, acknowledgement of the skills and education level of the AAS library staff, and their suggestions for improvement for the AAS libraries. It was unique that this group did not make any comparisons between the AAS libraries and US school libraries within their top five categories. This could have been an artifact of the small nature of this group and neither participant having worked in school libraries previously.

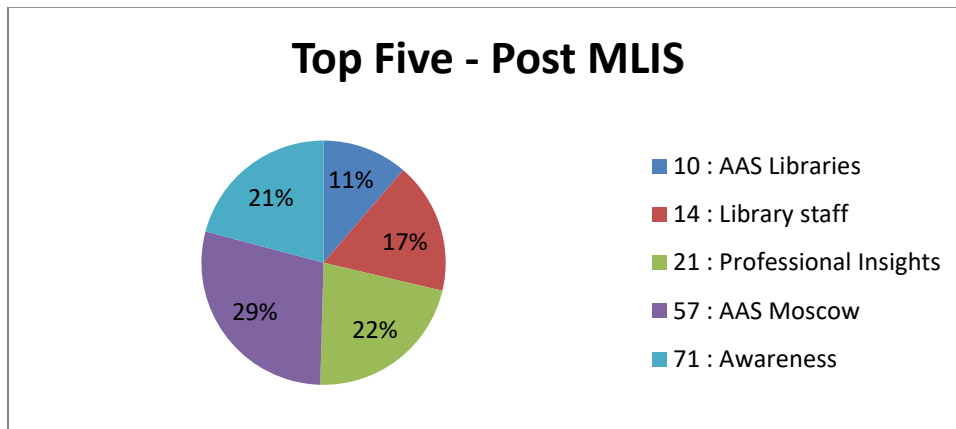


Figure 12. Top five codes in point in the program's post MLIS group.

Although, Carrie and Glen did have many judgments for the AAS Moscow library like other groups, they were the only ones to provide a balancing amount of suggestions for improvement in their top five observations. Their suggestions focused on redesigning the

libraries' physical space, making policy changes, and increasing staff and programs. Carrie shared these thoughts on process:

“I would create a weeding schedule.”

“They had a system where you could only check out the books depending on how old you are or what grade level you're at. The three-four year old, I don't remember the rule was, in my opinion; let them check out what they want to check out.”

“I might create more open space too.”

“If it is a community library, then they need people from the community working there just so that they can have some buy-in.”

There is a good probability that so many suggestions were generated because this group included the only degreed active librarian on the trip.

Worked with People from Another Country (Co-Worker or Patron)

The next attribute identified in the coding was working with people from other countries. This attribute includes those that had worked with international co-workers as those who had served international patrons. Group 1 included participants that had worked with and served people from other countries. Group 2 included participants that worked with international co-workers but did not interact with international patrons. Group 3 participants had not worked with international co-workers nor had they interacted with international patrons. Finally, Group 4 only had experience serving patrons from another country. Looking at these groups from the perspective of the 12 themes (Figure 13), two data points were obvious. First, those who had worked with others commented more on all themes. This suggested that prior experience with different cultures encourages participants to speak up about new experiences. Second, there were large differences between those that had worked with international co-workers and those that had not, specifically when it came to comparisons, judgments, professional competencies, the overall experience, and developing cultural competency.

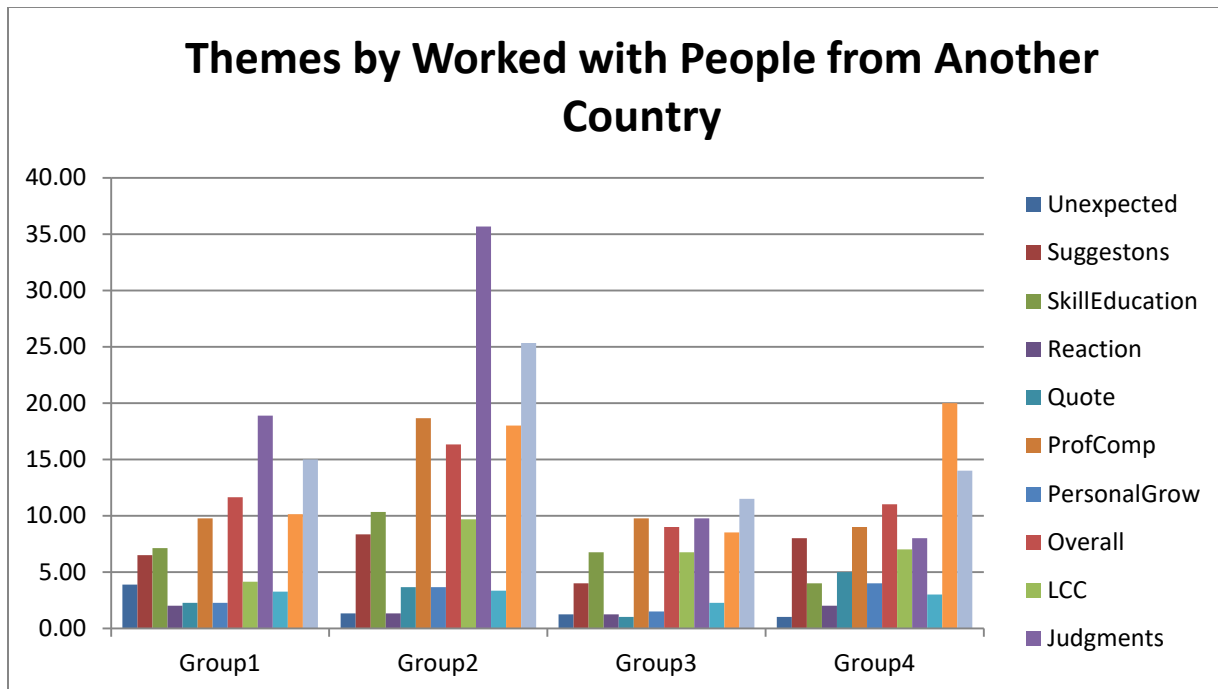


Figure 13. Themes by worked with people from another country.

Unfortunately, there were no pertinent comments from participants to shed light on this difference. However, this difference between these two attributes may be accounted for by the level of personal interaction participants had with those from other countries. At the level of co-worker, a participant would have had to routinely adapt to variances in worldviews. At the level of providing services to patrons, this adaption would be momentary if present at all. This indicated that routine exposure to cultural difference may make participants more critical in their observations of their environment.

Each group was then looked at separately. When examining Group 1 (Figure 14), it was clear their focus was on developing their professional competency and expressing insights gained, noticing differences in AAS libraries when compared to US school libraries, reviewing the skills and education level of AAS library staff, and becoming aware of Russian culture and its differences.

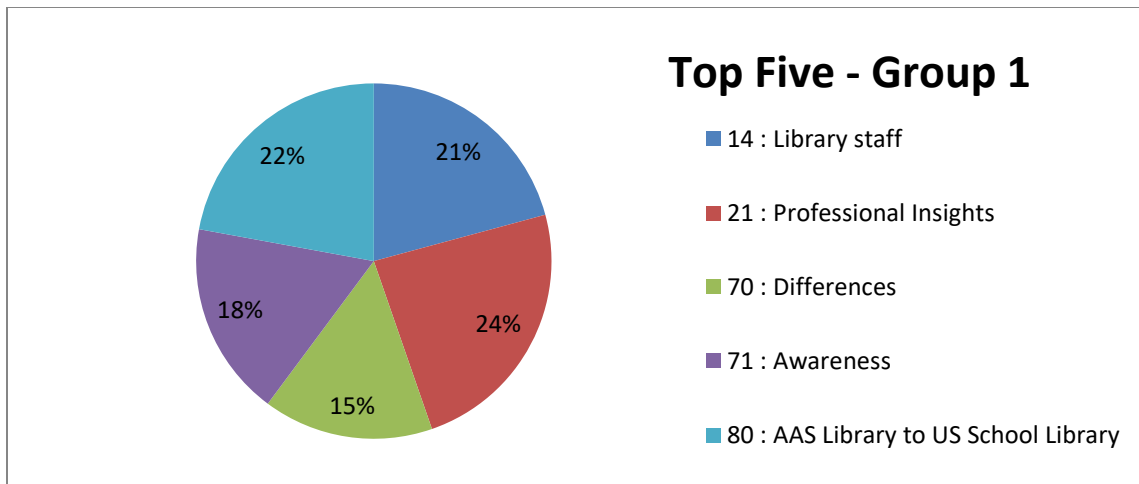


Figure 14. Top five codes in worked with people from another country's Group 1.

Interestingly, across all groups' coded responses, this group was the only one to make comparisons of the AAS libraries and other international school libraries, as well as AAS libraries to non-school US libraries. Once again, prior international experience may be at play. Glen, who had been on a prior ISL trip, found that "the (library) in St. Petersburg at the school was more of what I expected. More similar to Kyiv. In terms of I guess of the quality of the collection the organization of the collection the amount of processing that need to be done with the collection." Additionally, Carrie, our active librarian, compared the AAS libraries to a public library: "...You could walk out into the 4th floor of the Frisco [Texas] library and that's what (AAS Moscow) was like. There (were) open access stations, printing, all of it right there for use by patrons." Their prior experiences gave them a basis of comparison.

Within Group 2, their top five most commented codes (Figure 15) included professional insights gained, a sense of cultural awareness, judgments about the AAS Moscow library, the skill and education level of AAS library staff, and their perceived value of the entire experience. These codes were all educational experience related.

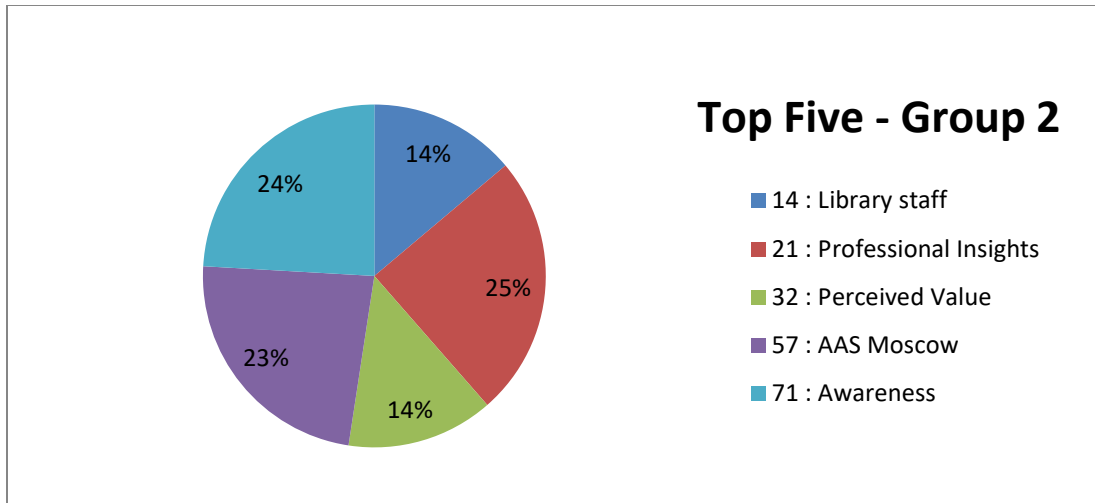


Figure 15. Top five codes in worked with people from another country's Group 2.

Perhaps this set of participants joined the trip more focused on the service learning experience than the awe of an international destination. If so, then it would not be surprising that the data showed Group 2, unlike all other groups, expressed having no expectations of visiting Russia.

Group 3 did not stand out from the other groups in any specific manner. Their top five interview responses related to the codes of professional insights, comparisons between AAS libraries and US school libraries, cultural awareness, professional lessons they actually learned, and the skill and education of the AAS library staff. However, Group 4, those that had served international patrons but not worked with people from other countries, showed many variances from the other groups. First, their top five was widely disbursed over eight codes (Figure 16). The largest area experienced by Group 4 was cultural awareness. Perhaps this group was looking for tips on how to provide better service to their patrons at home. Sherry was excited by just this idea. She shared that “I actually had an experience (when I got home) where I had someone who was Ukrainian and I just had to try to communicate and help him so he could communicate with his friends and family back home.” Second, they did not provide commentary on 13 codes that those that had any work related experience with those from other countries felt

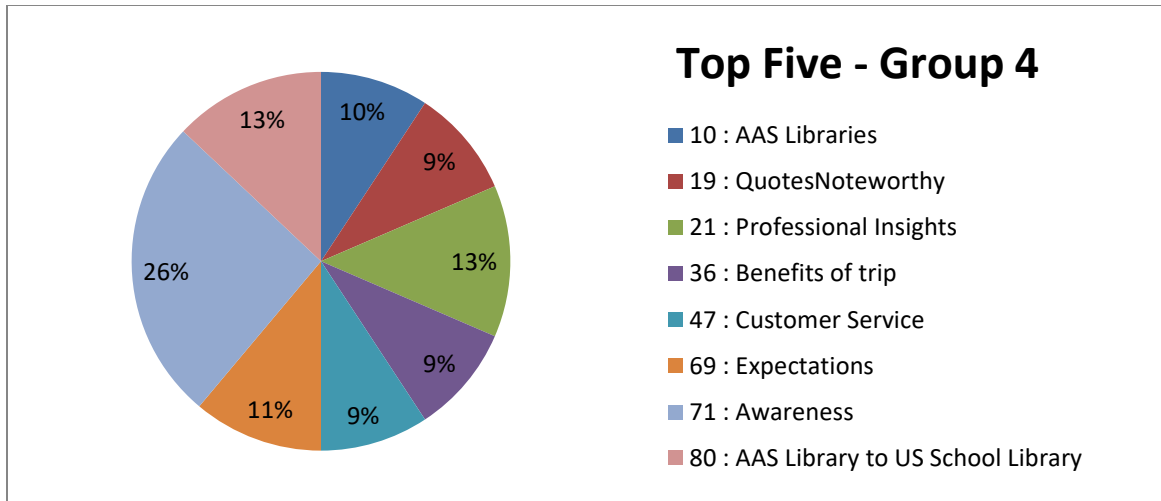


Figure 16. Top five codes in worked with people from another country's Group 4.

were worth mentioning. Third, they did, however, experience personal growth, sensitivity and helpfulness, on two levels unmentioned by the other groups. Specifically, Angie learned that:

Main thing, not specific at all... patience, working with different people from different cultures, being sensitive to that. How you speak, try not to use a lot of slang, they may not understand it. Sometimes you have to be careful about how you gesture. If you do or don't look someone in the eyes, should you try to make eye contact. It's so interested in helping them. Letting them know that they're not wasting your time, that you're there to work it out and try to figure out what they're needing.

This personal growth came from experiencing what it was like to be unable to communicate in Russia and needing assistance themselves.

Time in Profession

The next attribute investigated was how long participants had been within the LIS profession. Four groups were found, those that had not previously been in the profession, those that had one to five years in the LIS profession, those that had six to ten years, and finally those that had been in the LIS profession for more than 10 years. When looking at the themes in this study (Figure 17), all groups provided the most commentary regarding the overall experience, their judgments of the experience, cultural competency development, and comparisons worthy of

note. The only variance was that the participants with no prior experience in the LIS field seemed to also focus on the skills and education levels of all they encountered.

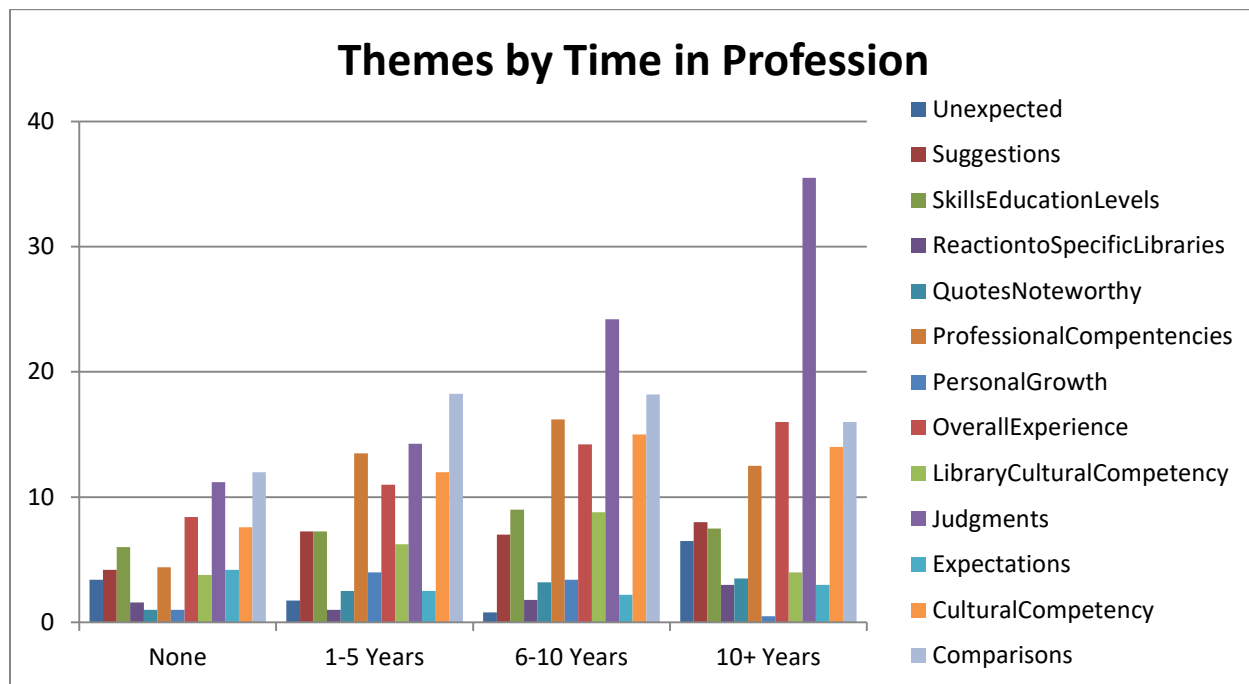


Figure 17. Themes by time in profession.

Even though the groups were similar at the theme level, when looking across all groups at the code level, several differences were seen. Each group focused on different aspects of each of the themes. The group with no prior experience, possibly having no basis for professional comparison, made more observations about the Russian people. Our mid-career group, those with six to ten years' experience, were the only ones that commented on their personal growth in the areas of sensitivity and helpfulness to others. Another anomaly between groups arose in those areas that they did not mention. The group with six to ten years of experience shared most of their commentary with all three of the other groups, except judgments of the program. It is probable that the mid-career participants were so engaged with the project itself that they did not feel it necessary to pass judgment on the overall program. Lastly, the “no prior experience” group showed the most difference by not expressing any expectations of the Russian people or

judgments on the AAS libraries, their accommodations, and the special Russian libraries they visited. This group appeared to be the *tabula rasa*, just soaking in the entire experience.

All four groups were examined individually from a level of their top five codes. Participants in the first group, those having no prior LIS experience (Figure 18), focused on the skills and education level of library staff, cultural awareness, comparisons between AAS libraries and US school libraries, judgments of the Russian people, and cultural differences. Most notably this group focused significantly (39%) on factors of cultural competency within their top five codes.

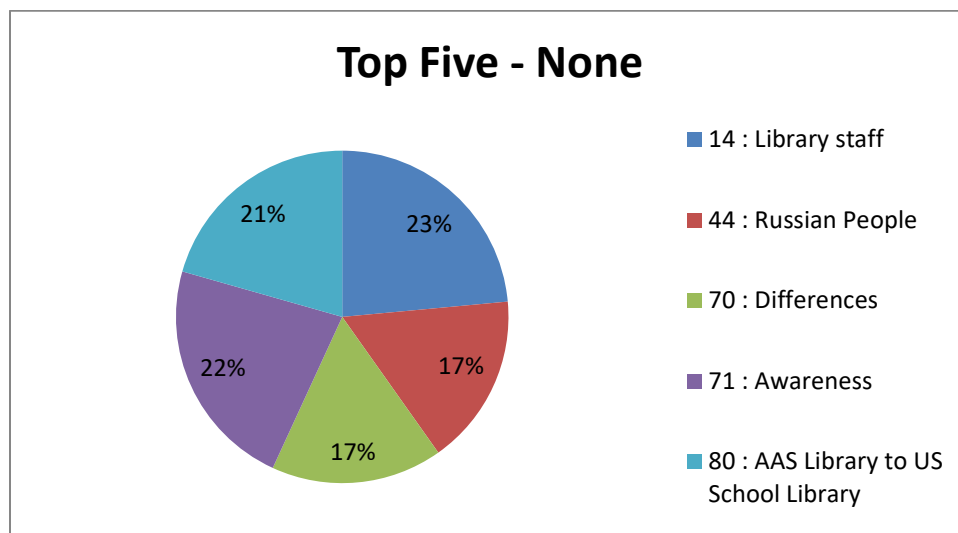


Figure 18. Top five codes in time in profession's none group.

Those participants who had one to five years of experience three of their top five observations were library staff's skill and education levels, comparing the city of St. Petersburg to Moscow, and the AAS school libraries to US school libraries. However, they seemed most taken with developing their professional competency (Figure 19). They were struck by their professional insights and complemented them with tangible professional lessons learned. Together, early career participants expressed comments on professional competency in over 50% of their top five codes.

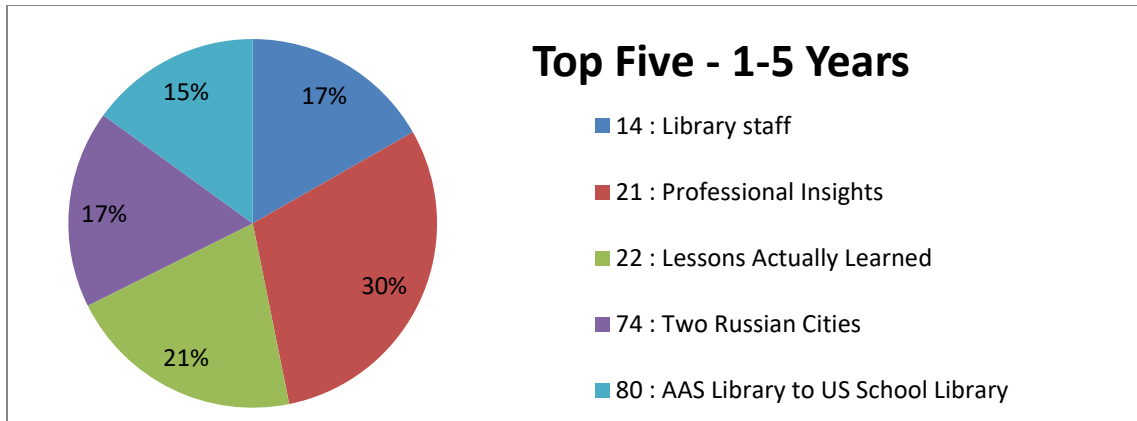


Figure 19. Top five codes in time in profession's 1-5 years group.

Some learned about the profession itself. For example, Lynn learned that “Basically the nuts and bolts of what runs a library are pretty much universal. To me it’s about the type of resources that are available that made them different.” Whereas Kim, she saw that “Not all libraries, not all the librarians, not all people are like you and not everything happens the same way.” Others connected the need for planning and analysis to the process of completing typical library tasks. Julie realized that “to be able to create an analysis of your system... you really have to be able to analyze your patrons and their needs and how this information is going to be presented to them because it’s so vital.” At the same time, Laura felt she “learned about the library culture and about the space planning. We learned some theories on how to bring the library into the future. What patrons might need, a needs assessment thing.”

Still others gained new insights into working with people. Laura and Kim developed a new level of flexibility. When dealing with the administration, Laura saw that “You have to be flexible in the library because most libraries are never in control of their own space so they always have to go along with whoever is making those decisions. We can try to change their minds but ultimately we have no control over the library at all actually.” Kim was surprised to find the extent to which flexibility ruled a librarian’s life.

What I think I learned, especially for big projects such as like changing the layout of a library, how much other staff, school staff, and how much your crew really needs to really cut through red tape to get a project moving or start something. I worked some place where you have to go through all these layers of finance, and have to get the city manager to ok things. But I never really thought about this is a big part of what a librarian has to do as far as planning. You don't really think about it.

Whereas for Lynn, working with others meant learning how to work as a team. She realized that age does not equate to qualifications. During this experience, Lynn found that “you can't just say I'm going to go to this person because they're older and therefore they have more experiences”. She learned first-hand that “You might be working with a 25 year old that's been working in that library as a paraprofessional since they were 18 and they are going to know stuff that you know nothing about”. But regardless of age and experience levels, Lynn's strongest lesson about teamwork came from watching another team's troubles. “I saw groups that did not function as well and they were able to still go a good job but it always makes me wonder how much better of a job they could have done if they would have put all of the personal crap aside and concentrated on putting #1 getting the task done”. Last, Laura pointed out from working with other librarians that “It's important to create the library culture, not just for the staff, but we have to share it. We have to share the value that we offer.” For this group, being sequestered with other librarians for three weeks provided the catalyst for professional competency.

Similarly, professional insights made the top five codes for participants employed within the field for six – ten years and those for over ten years. The mid-career participants expressed only 30% about professional insights with the remainder comprised of cultural awareness, the skills and education level of the library staff, specific judgments of the Moscow AAS library, and their perceived value of the overall experience. Those with more than 10 years' experience presented a more balanced approach with only 20% insights and other responses falling within cultural differences, noticing unexpected items, acknowledging the skill and education levels of

the library staff and comparing the AAS school libraries with US school libraries. Consequently, it appeared an international service learning experience provides the most professional development for participants in their early and mid-career years.

Prior International Experiences

As can be seen in the graph below (Figure 20), the basic curve for the groups, travelled and lived outside the US, seemed to hold across themes. The most obvious anomalies were in the group who had not left the US. Amongst other variances, this group exhibited the most pronounced development of library cultural competency, provided the greatest judgments, talked about their overall experience and developed professional competency.

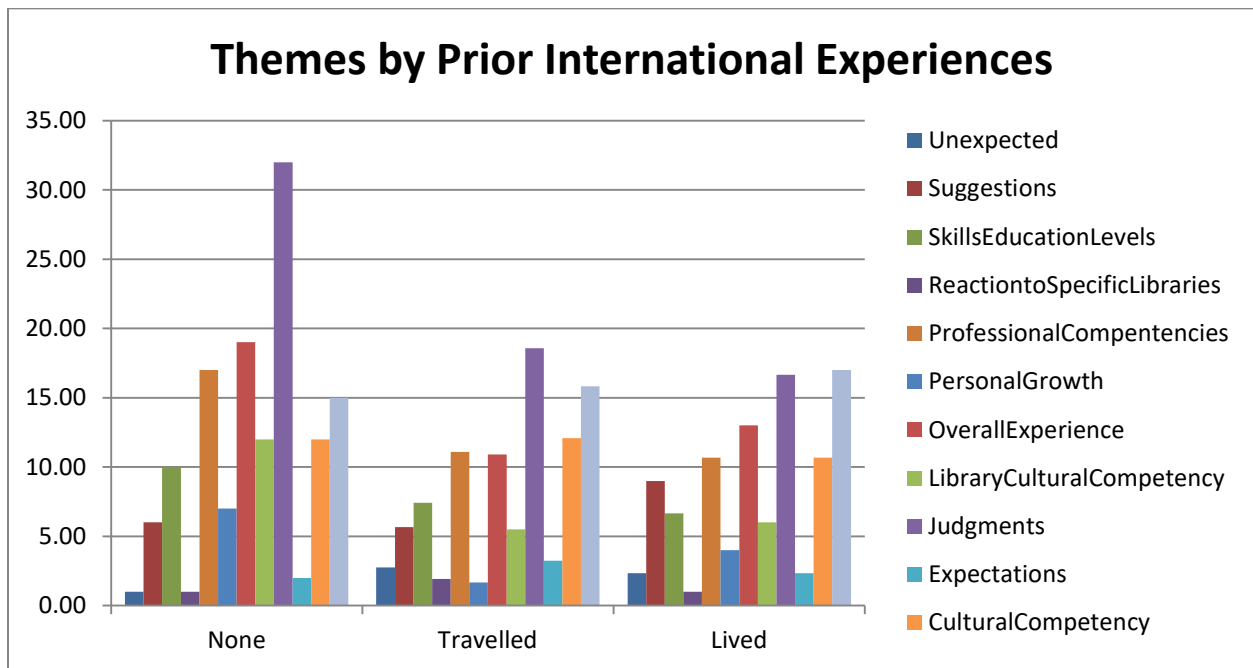


Figure 20. Themes by prior international experiences.

As library cultural competency is the combination of cultural and professional competency development, it was not surprising to see the related spikes. However, this group was actually a group of one, Angie. Thus, the difference suggested may be simply more of an outlier than an indicator and was disregarded for the code level analysis.

Additionally, when looking at all codes versus the two groups, a couple of items stood out. Those that had previously travelled outside of the US remarked on seven (7) codes which the other two groups did not: personal growth in sensitivity and helpfulness, judgments of church/religion and other participants, expectations of special libraries and the Russian food, as well as comparing the AAS school libraries to other international school libraries. Those that had lived outside the US commented on all of the codes with the exception of making judgments of the special libraries and expressing expectations of the Russian people.

Participants who had travelled outside the US expressed many of the same types of comments as their counterparts who had lived outside the US (Figure 21). The largest part of the travelled group’s top five codes recognized were in the areas of increasing their professional competency through insights and developing or deepening their cultural awareness.

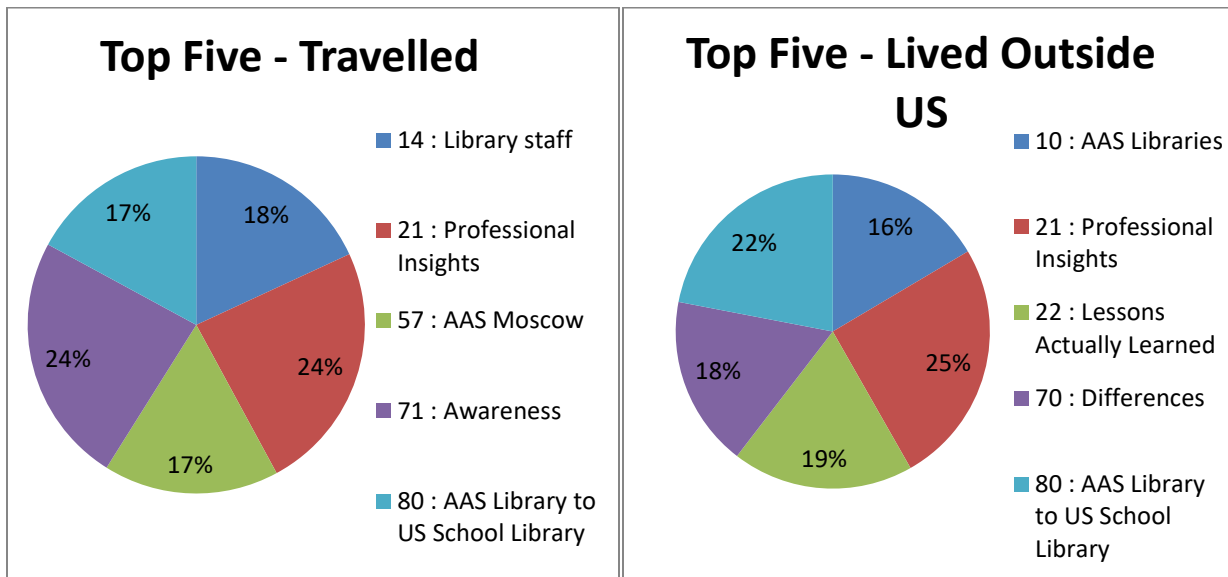


Figure 21. Top five codes in prior international experience’s travelled vs lived outside US.

However, while those participants that had lived outside the US did focus on professional insights, their second concentration was on comparing AAS libraries to US school libraries. Since this last group had already lived in an immersion environment with its built-in feeling of

powerlessness, it was possible that they were less inclined to address cultural variation and more comfortable discussing library variations.

Type of LIS Work Experience

Students begin the degree program with varying types of work experience. Some never worked within the profession. Others spent years as a library volunteer. Still others have had paid experience ranging from clerk to library assistant. The next attribute that was used to look at the interview data (Figure 22) was “Type of LIS Work Experience.”

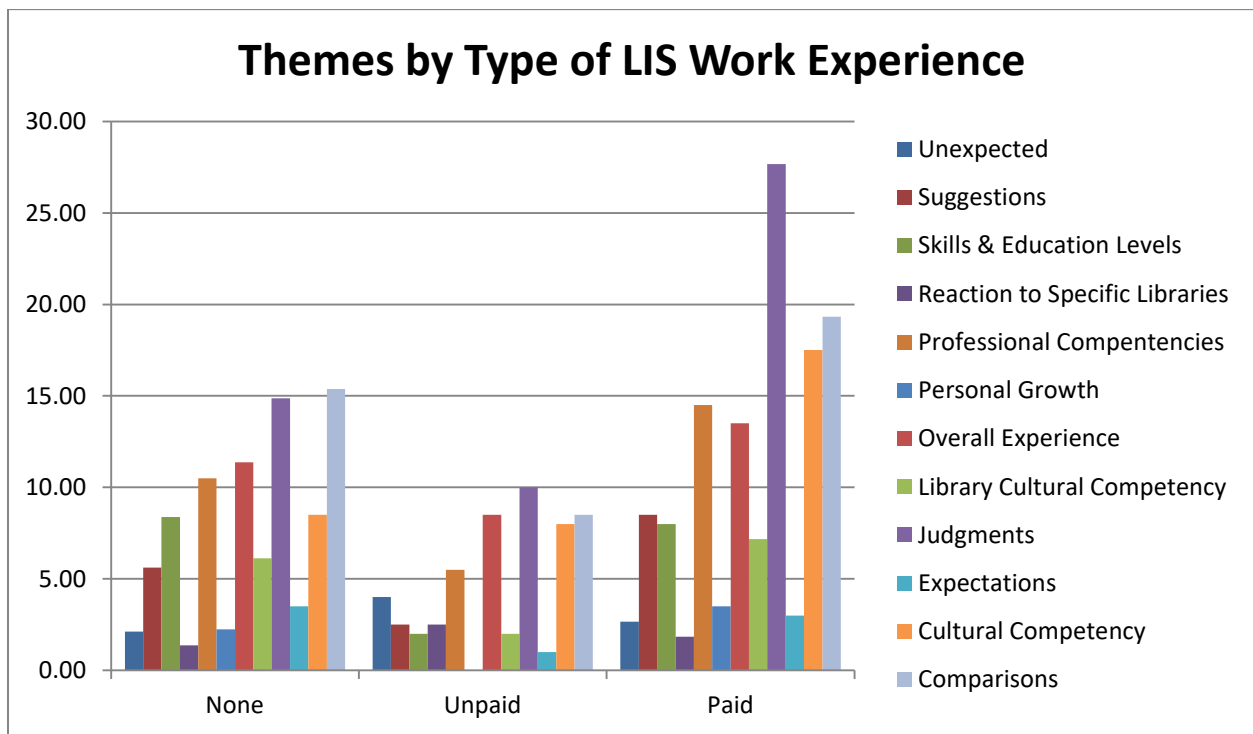


Figure 22. Themes by type of LIS work experience.

At the theme level, Group 2 (Unpaid) showed less engagement overall through the interviews. None of their utterances addressed personal growth. Additionally, they made fewer comparisons between items and events on the trip and home as well as having much less to say about specific libraries they visited. As the “underclass” of librarianship, perhaps their lack of power with libraries conditioned them to keep silent on potentially contentious issues.

These themes were broken down further into codes. Groups were reviewed for unique qualities – only group mentioning or not mentioning a specific topic. Additionally, each group was examined to determine the top five areas they focused on. Group 1 (None) was the only group to express expectations of the special libraries in Russia and compare the AAS libraries to other international school libraries. Group 3 (Paid) was the only one to share their growth in their professional competency through sensitivity and helpfulness. Those participants that had worked in the LIS field in unpaid positions (Group 2) had little to say on many codes, most notably within the suggestions, expectations, professional competency, and comparison themes. Again, it was probably that this lack of input from Group 2 reflected feelings of powerlessness and fear to speak out.

Those that had no experience in the field (Group 1) referred the most to professional insights, skill and education levels of the AAS library staff, comparisons of the AAS libraries and US school libraries, and identifying cultural awareness and differences within their post-experience interviews (Figure 24). This group was the only one that appeared to grow in the area of cultural awareness. The other two groups did not have cultural awareness within their top five observations.

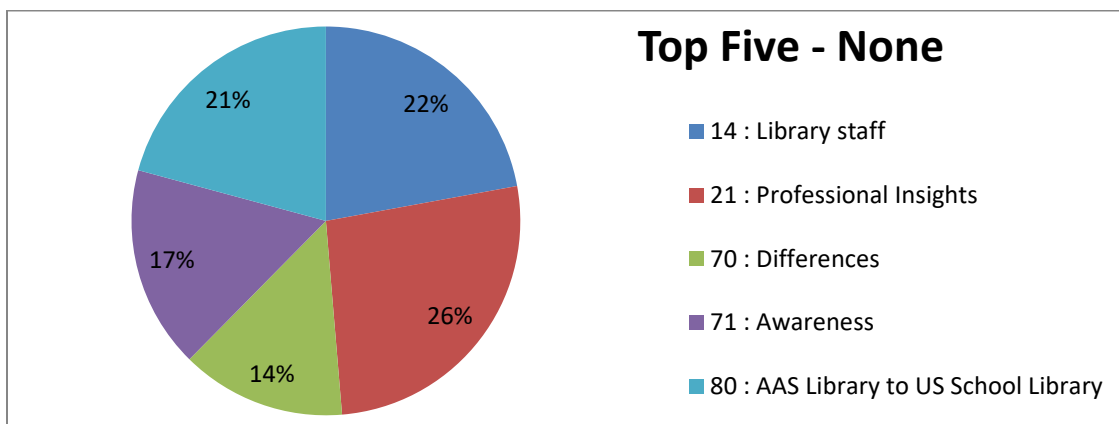


Figure 23. Top five codes in type of LIS work experience’s none group.

Only three participants were in the unpaid group. Their utterances were so diverse that they encompassed eight (8) codes (Figure 24). Half of these eight codes were not present in the top five rankings of the other two groups. Four codes (overall benefits of the trip, comparisons of US cities to one or both of the Russian cities as well as the AAS libraries to US school libraries, and professional insights) tied for fifth place. Three others rounded out the top four (judgments of the Russian people, professional lessons learned, and overall communication).

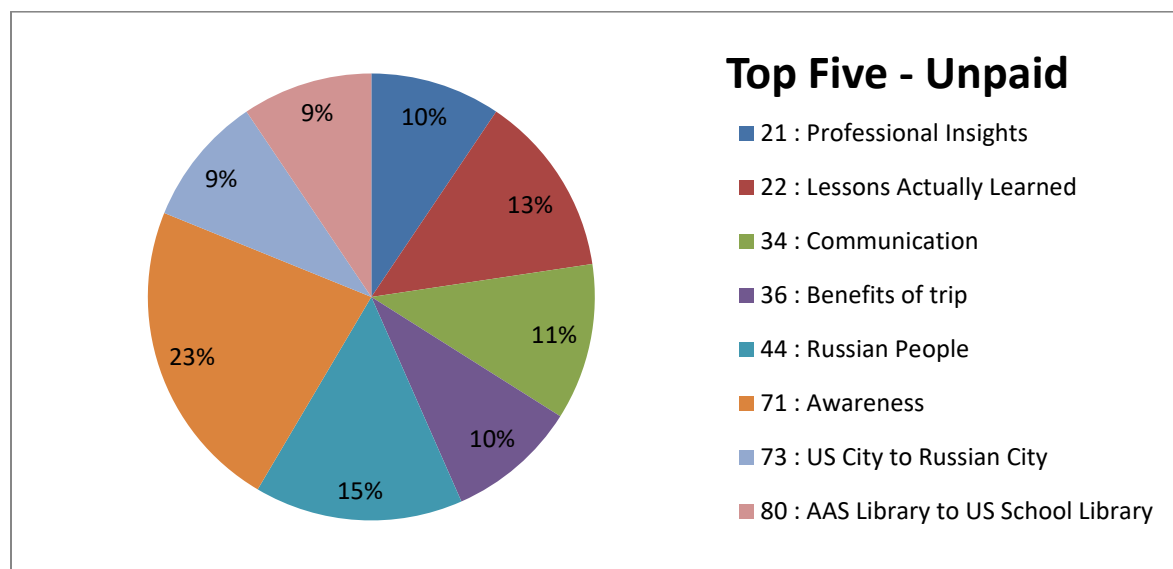


Figure 24. Top five codes in type of LIS work experience’s unpaid group.

Cultural awareness was the largest area and claimed 23% in this collection of comments. As unpaid workers, it may have been safest to speak about their surroundings instead of the project itself. Helen provided many of these cultural observations ranging from personal interactions to the physical environment. She first addressed the reactions of Russians to a non-Russian speaker:

Sometimes people were kind of curt with you when they found out you couldn’t speak Russian and they were trying to convey a thought to you or not want you to go a certain way. They had to get a kind of loud when they had to direct you away from something.

Her next insight spoke to the expectations of Russians from tourists visiting attractions:

Some wanted to be paid, like the costume people right outside the gate in red square. When I took their picture from a distance, they tried to cover up and not get their picture taken in costume. They wanted to be paid to be with you.

Finally, Helen remarked on her surprise at the physical environment:

The Kremlin had those gold topped cathedrals and that kind of surprised me because ... I was thinking of one government building kind of walled off where the ministers are talking about the fate of their country and ours and the rest of the world. But it turned out that it was really a triangular area filled with several buildings including several cathedrals, the interim palace and the armory. There were one or two buildings that were government buildings but the rest was more historical.

The diversity in these codes may have been a result of their unpaid experience as initially suggested, but more likely due to only three people within the group.

Lastly, although the themes graph showed the paid group as most prolific in their commentary, participants did not comment on any unique codes. The codes most prevalent for the participants having prior paid LIS experience were cultural awareness, professional insights, expectations of the AAS Moscow's library, the AAS library staff, and comparisons between the AAS libraries and US school libraries. However, this focus on mostly work related codes may be contributed to their empowered status as paid employees.

Part 2 – Individual Summaries

Post-experience interviews collected perceptions from six areas as experienced by the participants: perceptions of Russia, impressions of the libraries, impressions of the patrons, impressions of librarians and library staff, knowledge gained about librarianship, and feedback for the program. These areas were the basis for looking at the different horizons within the experience. This section provides commentary from the participants and integration of the previously identified codes and themes. All participants were first time visitors to Russia. This first area follows their challenges, adjustments, and wonders that they experienced.

Perceptions of Russia: The Russian People

Participants shared their expectations of the Russian people before the trip. The general sentiment was the same, one of trepidation. Jill, under 20, said, “at first I didn’t know what to expect, this being a new country. I guess my perceptions before I went over there was that I didn’t think the Russians would be very friendly.” Julie, in her 20’s, said that “before I went there I read that they were really xenophobic but I didn’t really get that, not towards myself at least.” Kim, in her 20’s, was surprised: “I think they were warmer than I thought. I guess maybe I assumed that with a colder climate they wouldn’t be as friendly.” Lynn, in her 30’s, had a dimmer view: “I think everyone will be poor. I think people won’t be friendly. I think people will be strict.” Finally, Mary, over 40, shared that “everybody warned me that they wouldn’t be very nice. But I found that to be the opposite.” Unfortunately, the pre-experience surveys did not focus on participants’ worldview of Russia before the trip, thus, these utterances were collected from their post-experience interviews. Despite this limitation of the study, we are able to see that even though not all of these participants were not Cold War survivors, their initial concerns were consistent.

After their time in Russia, participants expressed a wide variety of perceptions. Tammy and Jane experienced a generational gap; younger Russians were friendly and older ones were not. Tammy noted that “I found the people of Moscow not to be overly warm and friendly, except occasionally the people in their 20s especially guys that knew a little English were a lot friendlier. Everybody else pretty much stuck to themselves.” Jane was especially conscious of the generational issue:

For some reason, the ones that were teenagers or the younger generation or my age 20’s. They seemed nicer. If you tried to talk to the older generation, looking at them, they’re not liking it. They don’t look like they could bend, when you try to talk to them, they don’t seem very responsive, like rude. When you try to talk to them, they’re kind of hard

to talk to them. It was the language barrier; they didn't speak English. Probably culture shock for me.

Perhaps this friendliness they experienced from the younger generation was a result of not growing up during the days of the Cold War. Whereas the interactions they had with older Russians might have been colored by living life in competition with Americans.

Tammy, Carrie, and Glen expressed a geographical difference; those in St. Petersburg were nice and those in Moscow were not. Tammy noted that,

The people at the hotel were definitely not in Moscow. However, when you go to over to St. Petersburg where they have to live on hospitality they were much more nice (sic) and friendly and warm.

Carrie supported this by saying,

And even between the people in Moscow and the people in St. Petersburg, they had, there was definitely a different air in Moscow. They seemed more cosmopolitan like in New York, more 'we don't really care if you're here or not, I'm just going to keep living my life' kind of thing. Definitely didn't seem as friendly as other places that I have been. Like around here, but like I said it could have been the language barrier, like if I could have said more, it would have been better communication, more friendly behavior. But when I did ask questions, it was the minimal response. They answered what they had to and normally, there was a piece of information that I didn't ask and thus it didn't get answered. And I would do something and I would come back and say, well what about this? And they would say oh yes, here's the rest of the answer that you need. That affected my travels several times.

Glen's experience contrasted with Carrie and Tammy when he stated that

The lady at the reception desk at the Nevsky Breeze (St. Petersburg) was extremely helpful in getting me to the ticket place in calling them and giving me a map and that sort of thing. That was a good experience.

Perhaps this difference can be explained by the different roles each city has played in Russia.

Moscow has been the seat of power since the Czars. St. Petersburg has been more of a cultural center.

Troy and Nancy focused on a particular economic sector, the service industry, as not friendly. Troy said that

We really didn't have much interaction with the people. The kind of interaction we had was really if you went to a restaurant or a store. So there wasn't really a lot of discussion. So I really saw them mainly either anonymously as a group like in the subway or in a restaurant. As far as the restaurant experience was concerned. They have a ways to go. I can't remember if anyone ever said thank you for coming or asked if we like the meal. Sometimes... they were hostile, they were basically indifferent. The people in general, my impression was they were kind of grim. You didn't see a lot of people laughing. So with the language and difference, there was a certain isolation. So I don't know... it would be unfair for me to comment too much on them. I would just say from a customer service stand point, a service economy, they have a lot to learn. My favorite story is that I went to one of the churches in St. Petersburg and I wanted one of the audio tours. I went up to the booth and all I had was a 1000 ruble note and she says 'nyet', no change. It was like 'Really, I mean, what's your purpose of being here'. It wasn't like I wanted to get it for free; I was willing to pay for it. They couldn't be bothered to go get changes. It was just little things like that.

Nancy noted what she perceived as hostility,

We discussed this a couple of times, this group of five people that hung out together. Something we found about the people of Russia, since it was a socialist country for so long, customer service is not really valued. That wasn't true at the hotel but it was at the restaurant. We found it not really hostile to us and that they were not really hospitable except for just a couple of times.

Participants recognized the current struggles being experienced by Russia's tourism industry with these comments. In fact, according to Maloletko, Kaurova, Kryukova, Pochinok, and Gladko (2015) who looked at the tourism industry in Russia from 2008-2012, they found many significant issues which might affect travelers including "low quality of service in all sectors of the tourism industry due to a lack of professional staff" (p. 26).

Lynn's view was somewhat different from Nancy and Troy. She felt that her interactions with Russians didn't change her perceptions, but instead, changed her.

When we were first in Moscow and when I was in Moscow, WOW these people are really not friendly because they don't smile they seem like they are always in a rush to get some place. I had kind of heard from a friend that not many people would speak English. So that made me shy to even to go up and ask somebody, even with gestures for even to ask for information. As I was there in Moscow longer a lot of my perceptions stayed that same but I think I changed, really more than they did. I didn't really see, people were still not smiling and still didn't speak English. I just felt that the longer I was in Moscow. I started to adjust to their culture...ok I'm in a hurry don't ask me questions ...and you learn how to crowd onto the metro, you learn how to help people line up for

things. You just learn little tiny things about how locals do things and you just unconsciously do those same things. Then it doesn't feel as weird.

Whereas a remaining majority found Russians to be either "normal" or truly friendly and helpful.

Ann felt differently about her experiences with the Russian people, saying "They seemed like normal, lovely people. I didn't speak Russian so I didn't really talk with them or anything. I don't know what I was expecting going into Russia but they seemed like normal to me." Julie also noted that "I want to say they weren't too different from the people here in America. It seemed there was a lot of diversity. I felt like they helped me a lot." Sherry especially particularly enjoyed the people there:

I actually really liked the people of Russia. I had a couple things with the cashiers with the money because they wanted the exact change. But I found some of them to be very nice, very helpful. I have had really good experiences. One was when we were going to the pharmacy and you got that one gentleman that took us physically to a pharmacy and showed it to us and translated for Bev. I remember at the Pushkin museum of art Cathy and I were trying to find the modern art and the security guide said she was trying to convey how to find the modern art and where was it. He realized we didn't speak Russian and he didn't really speak English and we just had to follow him all the way outside and with his gestures where to go. And even though we didn't speak Russian, we got it. And I thought they were friendly and in a big city. People are just going to be big city people anyways. They aren't going to be overly friendly when you're all strangers with 12-13million people. On the whole I thought they were great and I liked them. So minus the cashiers where I bumped heads for exact change and the hotel restaurant staff.

Laura also noted the language barrier, but felt that the people were nice.

Well, I couldn't talk to very many of them because I didn't speak and Russian and most of them didn't speak English. But the people I did meet, they were super nice, SUPER nice. I talked to one woman at the market in St. Petersburg and then I talked to some guy on the train in Moscow and both of them, I thought they were going to be mean but they were super nice. They didn't care that we were Americans.

Mary concurred with Laura, stating that

I thought everybody was really nice. They went out of their way to help us. I didn't have any complaints. Everybody warned me that they wouldn't be very nice. But I found that to be the opposite because I got my camera back and we got that guy to help us at the pharmacy. I had an excellent experience. I enjoyed the people in Russia.

Helen had a positive set of experiences and saw age perhaps coming into play,

The majority of people were not speaking English and some were... some seemed very friendly. I thought it was really nice that since I was older people would give me a seat. Not everybody gave me a seat but that is something even here in the states you have less people willing to give up a seat to an older person or a pregnant person. It seemed like the Russian we more caring in that area. Sometimes people were kind of curt with you when they found out you couldn't speak Russian and they were trying to convey a thought to you or not want you to go a certain way. They had to get a kind of loud when they had to direct you away from something. I wasn't mugged and I certainly was able to point to enough things to be able to eat in the country and get through the subway line for example, get my sandwich and my drink and get paid in rubles, so that was all available without even having an interpreter a lot of the time. You could do all of that and a lot of the people were friendly.

Angie: I thought that they were... I was under the impression that they would be protective and keep to themselves, but I found they were inviting, welcoming. A lot of the people that we met at the school but also in the presidential library, they were just so excited to share with us, look what I did. I thought they were really cute, really sweet. I thought overall everybody was like Texas, everybody was warm and inviting.

For these participants, it seemed that interacting with Russians was exactly what they needed to see that people can be as friendly, despite their differences.

Perceptions of Russia: Russian Customs and Culture

Several participants commented on their experiences with the Russian culture. Many comments mentioned Russians' pride in their national heritage and a surprise at the prevalence of church and religion in Russian society. Angie, in particular, found that national pride was strong.

I would say for culture, their history, it was very very interesting. I feel like we didn't get an in-depth look at it but just seeing Red Square, the Kremlin, the Hermitage and getting to see all the items and see all the things it has overcome over time and it's still standing from the 1600s. They seem to take great care of it, all their historic sites, the archives and the items/artifacts. I did see that they really do care about their past and where they come from.

Helen also noticed this from those who were from former USSR countries as well.

I think they're very proud of their Russian culture. If they're from a country, about like Estonia, that was part of Russia, and broken away, they're kind of glad to be broken away. They share their own customs and history and they really don't want to be associated with Russia anymore.

Troy, Carrie, Sherry, and Jill also saw this pride in Russian's religious practices. Several instances conveyed a deep respect for their beliefs, such as covering a woman's head with a scarf, crossing one's self as they passed a church, superstitions, and their displays of devotion to the Russian Orthodox religion. Troy and Carrie shared specific memories of their first times entering Russian churches. Troy mentioned that

Going to the church, I'd never been in an orthodox service before, even a Greek, and the whole concept of the iconostas and the heavenly door and all the special people, the priest and the celebrants, are behind that door and everyone else is outside the door and they only come out every once in a while to say what they want to say to you. So there's this real feeling of the special people with the power and common folks. It was also interesting, the whole church thing was kind of fascinating and how it's after three generations as soon as the Soviets left, the church is back now. It probably doesn't have the power that it had during the czar's time but they are certainly making their presence felt on a cultural and a religious level. I don't know how many people still believe. But it certainly has at least culturally significance for them which was one the real surprises for me was that the church has somehow been rebuilt and come back. I wasn't expecting to see that at all.

Carrie stated that

Going to the churches was neat, seeing the differences between Russian orthodox and churches around here. I hadn't seen people stand in the middle before like that and the chanting. The Christ our Savior church that first Sunday that we were there, that was an emotional experience for me personally, hearing the priest chant and the hearing the people sing the chorus. I thought is that a CD and then I realized no it wasn't a CD it was actual people singing around you. It was really beautiful. It was an interesting mix of Christ the Savior where the women were covering their heads because that's what you're supposed to do in that particular church and then there are women cutting through the square in their Daisy Duke kind of stuff, hot pants, and tight tight shirts and they do the sign before they walk through the square. A very interesting mix.

Participants were surprised to encounter both the number of churches and the vibrant religious community that survived Soviet rule. Cold War Russia had been believed to be an atheist country.

Social customs also stood out. Participants remarked on everything from interpersonal behavior, social norms on the metro, the shopping game, and personal hygiene. They also

mentioned public drunkenness, homelessness, and pet treatment. Several specifically remarked on the treatment of “babushkas;” the elderly, grandmother-type women. Troy for example said:

It was interesting the way they treat the babushkas, because they really cut them a lot of slack. For a country where if you’re standing in line they think of nothing of going to the front and cutting in front of you, it’s a contrast from when you’re sitting on a train and a babushka gets on and several people will stand up and off their seat. So there’s kind of an interesting tension or contrast there.

Treatment of babushkas was not the only norm observed on the metro. When riding on the metro, Carrie noted an “interesting thing that when you sit down, the people who are standing don’t put their butt in your face, they turn towards you. Everyone faces towards the doors.”

Additionally, no one except our group appeared to talk on the metro. Lynn observed the demeanor of the regular passengers.

It seemed to me that Russia has a lot of readers. Every time I was out and about I saw people reading on e-readers on their cell phones. I didn’t see a lot of people making eye contact so besides the not smiling it wasn’t even like they were looking up. Even people you could tell knew each other didn’t seem to talk with each other, at least loudly and boisterous like Americans tend to do, like we did when we were all together. That did make us stick out when we all happened to be in one subway car. Everyone was looking at us as if wow you guys are loud.

Although an important observation, the study is limited because I did not inquire further to see if the participant had any thoughts on why Russians might behave this way on the metro.

Participants also found that in the open air markets, Russians took pride in bargaining and salesmanship. As noted in a study on bargaining at U.S. garage sales, Russians were strong bargainers and typically did so to “reduce their potential losses from being cheated” and build trust (Herrmann, 2003, p. 247). Tammy remarked that bargaining was treated as a game. She learned that respect was derived from it and vendors became friendlier and nicer once you played along and shared that “in one case there was a lady, a jewelry lady, that gave us all kinds of gifts after we bargained her down really far. That was an interesting cultural experience.” This sense

of bargaining for goods appeared to flow into the world of entertainment as well. Helen pointed out how performers in public spaces also played the role of salesmen.

Some wanted to be paid, like the costume people right outside the gate in red square. When I took their picture from a distance, they tried to cover up and not get their picture taken in costume. They wanted to be paid to be with you. But like the Spiderman guy at Red Square, he was willing to chat and well... that one fellow in the outfit with you was willing to make a deal. He was very very friendly....

These two approaches to selling were a cultural variance to socio-economic norms held by participants. Lynn characterized the main difference in selling practices as remnants of Russia's history of economic communism, an economic policy which had the effect of massive food and product supply shortages for the common man (Caplan, 2008).

As far as their culture, I can kind of see parts of communism still there. When I was in elementary school, I had a teacher that went to Moscow during Soviet times. She talked to us about shopping at GUM and there was no selection. If you wanted a thing of soap, there was one kind of soap. And you had to pray that the one kind of soap that there would be enough for you when you went shopping that day. Other than when we went to the markets, I kind of noticed the same thing. There were lots of different things available but as far as numbers of things it was really small. Maybe there would be 2-3 kinds of dish soap where in the US there are whole shelves of different brands, scents, strengths, all these different factors. I'm thinking that's part of communism where they maybe now just starting to develop a consumer culture than what they used to have.

Despite these examples of Russian pride, Mary, our participant who had the worst experience, did not see it in Russians personal care and shared some of her assumptions.

The fact that you can't find a laundry mat on every corner was kind of perturbing. They obviously don't clean like we do. Very different standards in cleanliness I guess. I noticed when people sat by me, the Russians always smelled like cigarettes and booze and it was like 'yick.'

Finally, Nancy addressed her thoughts on how Russians appeared to cope with social problems.

I found it very interesting that there were no open container laws that people throughout the day were walking around or sitting in public areas drinking alcohol. Even in Wyoming we don't see that very often, typically it's just in bars or on the 4th of July they open up the streets and let people drink alcohol during the parade or in the park. But I never saw the next day and typically people were real good about the garbage, putting it next to the garbage cans if they were filled up. But the next morning it was all cleaned up.

The streets were swept. I thought it was very clean for a city of 9 million or 11 million people. I was quite impressed of the cleanliness.

Speaking about the homeless, Nancy noted that

I didn't see a whole lot of homeless people and if I did I didn't recognize them as such. I did notice in the subway stations a couple of them there were elderly women selling things to raise money. And someone mentioned that if you notice the lilac bushes up to their height all of the branches had been snipped off and were being sold in the public metro areas. One incident in the metro it was in the morning and there was a person that was, either homeless or drunk, I don't know, but they were stretched out across several benches and I know that our group, the few of us that were there, we skipped back away from them. I did notice the look of disgusted the locals were giving to that person so I think maybe some of the same issues that we deal with.

She mentioned that people were good to their animals,

As far as taking care of pets, I didn't see a lot of dogs. The ones I saw looked healthy and with owners and were out walking with their owners enjoying the park. Only one time did I see a dog that I saw was elderly and sick. It was on its own, I didn't know if it had been left in the metro and was on its last days. I'm a dog person so it broke my heart and when we came back from wherever we had been and got back to that metro stop. I told the group that I can't walk through the park because if that dog is there and dead, I will lose it. So we skirted the park and the next day my roommate told me that she had walked through the park and the dog was up and he was fine. Obviously the dog was with someone and I didn't see them. It says something about a culture that actually does take care of its pets.

Lastly, participants shared their cultural experience through remarks on fine art, architecture, and cuisine. Laura enjoyed the ballet, while Carrie learned about Russia through its art. Carrie said she

was particularly interested in the art of Russia, because I didn't have... especially during the communist period, I didn't have an idea what it was like. What the art movement was there. So when we got to St. Petersburg and we got to go to the Russian state museum, it was neat to see, ah yea, there was. Because in the United States, it's not very well represented in my opinion. So it was neat to see that in the 1800s this is what the Russian art looks like and then in the 1900s and then during the communist period when there was the iron curtain, it was neat to see that there was art there. Even though it was very secular. It's interesting too because you have your idea of what people are like based on the politics of the country and the economy, but people are just people there. So there's remnants of their history but that doesn't necessarily define who they are just like the remnants of our history have brought us to where we are now but doesn't say that I am who I am because of my ancestors, that kind of thing.

For Julie, architecture spoke loudest. She said, “It was a very colorful culture and they definitely do like to blend the old with the new. Remember when we went to that market, right next to it there was the hotel and the metro right next to it. It seems like they mix the modern with the old Russia.” Russia was a mosaic of new and old architecture with women in high heels and latest clothing trends striding along over the cobblestones of years past, showing the clash of the country trying to move forward.

The last facet of cultural experience explicitly addressed in the interviews was the food in Russia. Reaction to the food was positive for 69% of the participants including exclamations of “oh my god amazing!” from Angie and “everything I ate was good” said Laura. Overall, they were surprised by the ease of getting their dietary requirements met and eating healthy. In fact, there were a couple of vegetarians on the trip and the amount of options available were sufficient even for them. Sherry said,

For me it was a little more difficult because of my dietary restrictions. But the stuff that I found I was able to do good. The Georgian restaurant, what I could eat of it, was great. In St. Petersburg though we found some kebab places and I could get veggie kebabs. At times I would just get some bread and ate that every once in a while at night. I did that more in Moscow than St. Petersburg. I thought the food was fine.

Nancy shared her experience with helping out one of her vegan classmates.

This person that was a vegan, I don’t think she ever had a situation where she went without food. As a matter of fact, in St. Petersburg we ate at a Chinese restaurant where the food was listed in Russian and the waitress didn’t speak English but one of the people at the table wanted to know what one of the dishes, she went and found someone that spoke English and brought them back to translate and told us that it was squid. She was just very concerned that might not be something that the person wanted. I thought the meals were fantastic. I thought the meals that the instructors choose were good and the meals we found on our own were good. One of the guys in our group that we hung out with, he was very cognizant that one of the people was vegan and he went and searched out a couple restaurants for her. When we went to a restaurant in Moscow, he always made sure that there was something that she could eat. We did well. A couple times we went to two or three restaurants before we found something but they were so closely situated that that wasn’t an issue. Beyond dietary restrictions, participants commented on the availability of healthy foods.

Kim felt that “There was a good variety of food. Also I guess any of the baked goods that we ate seemed to have a lot less sugar and that’s good, so they weren’t as sweet as we were used to in the US.” Julie appreciated the food quality saying,

They really seemed to put an emphasis on making good food, much like in Paris, dinner was close to two hours just because of prep time. Everything was very fresh. In Moscow they seemed very health conscious by measuring the grams per entrée. It just seemed like they ate a lot of vegetables too so it seemed like they were very health conscious.

Helen explained that this focus on real/fresh foods held true at the schools as well.

And when we were at the school, I thought the meals we had there was such a variety. There was the salad bar and really a better lunch than the kids get in the public schools here in the US that I’ve seen. They did have pizza for example. They also had meat and veg and potatoes and much more variety than you get in a regular public school lunch. So I thought those were great. I wouldn’t mind having that lunch every day.

Even without being able to speak or read the language, they were able to point to items and were generally pleased with the results.

Some specific treats included when Jill tried the fresh salmon,

I remember one in particular that I really enjoyed was that on our last evening group meal together at the Bazaar restaurant. I ordered the salmon. Now I had heard of course that fishing is really big in Russia so I wanted to try the fish there. And of course I chose the salmon and it was delicious. I still think about it.

Laura was surprised by her reactions to the local cuisine. “I ate borsht. I ate their pickled vegetables. I ate pickled herring and I didn’t die so that was good. What else did I do, culturally, honey cakes. Russian culture, honey cakes, done. That says it all – honeycakes”. Helen raved about the fruit teas. Carrie was surprised by the ice cream. “... (I)ce cream is a big player there. I wasn’t expecting ice cream to be as big there.” The last night in Moscow, the group went to a Georgian restaurant and overwhelmingly enjoyed the khachapuri (Georgian Feast Bread). Ann said, “that Georgian place that we went, it was so good. I was so happy. I didn’t even know what it was but I was like ‘it was so good.’”

For those that did not enjoy the dining options, the main complaints were the blandness of the Russian diet. Ann felt that “the food was surprisingly bland. The food was good but...I’d have chicken and potatoes and rice and it was completely normal food for me, but the Russians don’t eat a lot of flavor.” Troy agreed, “I think by and large their cuisine is pretty one note. All the vegetables are pickled and it just old after a while.” Mary was unhappy that “They eat everything warm.” Kim was baffled by the occurrence of particular foods. She remarked on “the presence of cucumbers at really odd times. I wasn’t thinking ‘hey I want cucumbers for breakfast’ or obviously cold cuts in the morning.” The greatest concern for Lynn was not the blandness but the expense of the Russian diet. She believed that “there is no way I could gain weight in Russia because I couldn’t afford to eat the amount of food it would take to eat in Russia”. Despite these challenges, everyone was able to eat and continue their experience as tourists.

Perceptions of Russia: Being a Tourist

Participants were asked about their thoughts on being a tourist in Russia, including their reactions to the accommodations. The most common challenge expressed by participants was not having a familiarity with the language and in particular the Cyrillic alphabet. Specifically, in Moscow, few people spoke English and all signage was in Cyrillic. Carrie explained that the challenge was “Not only not knowing the language but also the script was completely different, Cyrillic alphabet too so that made travel and just going places a little more difficult than I was used to.” Jane and Julie had similar experiences, as did Tammy who said,

the difficult thing about being a tourist in Russia which I managed to get around eventually was the Cyrillic writing, not the language so much but the writing. Once we all started to figure it out, how to decipher the letters it was much easier. They don’t really, at least in Moscow; they don’t really go far out of their way in Moscow. When you get to St. Petersburg though, they start putting things in at least English writing and that helps out a lot. Yet in twenty years they haven’t gone very far out of their way for

their tourists in Moscow, I don't think. They still have to figure out how to, I don't think they really care about tourists in Moscow, where they really do in St. Petersburg, because that's their living.

Noted Jane, "There was culture shock and the language barrier. That was hard because if you needed something not a lot of Russian knew English. I felt out of place for a couple days trying to get used to the surroundings and environment." Julie offered that

It was really the language that got me. In Moscow not a whole lot of things were in English, not even in the metro. But I felt like I adjusted very quickly compared to the other students. Sometimes I felt really unsure of myself because we didn't know the area. So I did ask the locals a few times how to get to where we were going.

Communicating, for some, required pointing at things.

Helen: I enjoyed being a tourist. I had people stop me especially when I had my little scarf on, I think they thought I was a Russian. They would ask me some question in Russian and I would say "no speaka Russian". They would seem kind of surprised and go off. Like I said, you could communicate through pointing and they were receptive to that. There were some English menus in the restaurants and some waiters that could take it in English. And I like said, I got us all the way through the subway, when neither one of us could understand each other as far as speaking. So I thought the experience was real good.

Although a few participants adjusted quickly, Carrie expressed one common view that participants had a constant awareness that they were seen as outsiders.

I know I, we stood out because people would stare at us. I don't know if it was because we were a herd or because if there was something different about our demeanor or where our eyes were looking. But I know we definitely stood out as a group because when we would ride the subway, people would look at us or at me, I never really felt like I was... I felt like I looked like them, but I felt like they knew I was an outsider. Or I could just be me pushing my perceptions out on them and they could have just been looking around and just happened to look at me.

Unfortunately, some viewed Moscow as not being a tourist-friendly city and there were tourist traps everywhere. Adding to this feeling, as Kim explains below, was a noticeable police or military presence demonstrated by metal detectors encountered at the Kremlin and Red Square and security forces stationed in public spaces with rifles.

I guess I wasn't expecting like the second time we went to red square when we were going to see the Kremlin, that there would be metal detectors. I guess at museums here in the US they don't have metal detectors. At least the presence of law enforcement or the military or police, they seemed to like to show the public their presence and that they were there. I guess that might seem like they were more controlling, so that I don't think that much effect on me as a tourist, it didn't scare me or anything. There a lot more coat checks and stuff like that and I wasn't used to that. But with the colder climate, there were a lot more people carrying their coats around and possibly make it easier to steal stuff.

Finally, the population lacked ethnic diversity and unexpectedly felt very European. As a result, Ann and Sherry felt a disconnect with how they felt and what their surroundings said they should feel. Ann said,

Once again I didn't know the language so I felt like an idiot, like a dumb tourist that didn't know anything. Going in I didn't know what to expect of Russia, but it was fun and the people were pretty nice. I just couldn't understand their culture could feel so European and white, there was something wrong around that.

Sherry's disconnection was evident when she said,

I think as Americans we really take it for granted that we expect people to understand English when we're in another country. So that makes me a little bit more aware when I'm here to be more sensitive to people who do not have a grasp of the English language. That was one thing I found.

Despite these challenges, most students overcame these hurdles and enjoyed themselves. Several positive moments were noted by participants. For example, Jill noted

I really enjoyed visiting the Red Square in Moscow and seeing not only the outside of St. Basil's but also the inside. Also visiting the Kremlin and getting to go inside the Kremlin was really awesome. And in St. Petersburg I enjoyed going to the presidential library not just for a tour but for being able to go in and listen to all the presentations from all our distance colleagues to learn about their perspectives. And of course I really love museums, so visiting the Hermitage was also really cool. Those were some highlights as myself as a tourist.

Nancy described what she enjoyed,

I appreciated the fact that many of the sites were open without charge to people. I think that's a holdover from the socialist days. I truly enjoyed that. There are not many countries that I've been in that you can just go into these big parks and walking around without having to pay some kind of admission fee. I found that to be very nice. On the other hand, paying to get into churches was different than what I had experienced in other

countries. Typically it's vice versa, you don't pay to get into the churches and cathedrals but you do pay to get into the other sites. And it was just the opposite in Russia, all the churches and cathedrals charged and many of the sites did not.

Additionally, Lynn commented on how easy it was to get around using the metro in Moscow and Nancy thought it was great having everything within walking distance in St. Petersburg.

Most participants also reported a positive experience with their accommodations. Sixty-three percent liked the Moscow hotel and 69% liked the hotel in St. Petersburg. To Lynn, the Moscow hotel felt "like an American-style hotel" and the "perfect business hotel." Jill felt the front desk staff was willing to answer all kinds of questions pleasantly. Angie specifically shared one example:

I really thought the hotel in Moscow, the Aerostar was very nice. They spoke English which helped you; you could ask questions without looking in a book to try to tell them. The funny thing was I tried to tell them remote control or remote and they had no idea what I was talking about which was kind of funny. I thought "oh my god, he doesn't understand a thing." And I had to do the clicker movement with my thumb and hand... and then they were like 'oh we can replace that for you' because had lost ours at one point. So it was nice that they spoke English and then you realize you had to watch some of the slang because some of those words they may never have heard of in their lives. It was very funny.

Whereas the Moscow hotel provided a number of amenities including a money exchange machine, thick blackout curtains, and a lot of space to sit, the St. Petersburg hotel, Tammy and Lynn noted, "was nicer than Moscow." Lending to this experience was its location and as Jill said, "We could walk anywhere from it!" and the hotel also had free Internet and a small refrigerator in the rooms, all hotel staff were nice. There were newer, more comfortable rooms, and a "beautiful view" and Kim compared of the two hotels.

The Aerostar (Moscow) was a lot bigger. It had more amenities. I don't know that we, everybody, that we used all of the sauna, or pool, or work-out room even though I had intentions of doing. They offered a better breakfast. As for comfort, I would say the bed and bathrooms, I liked them almost equally. The hotel in St. Petersburg could have used some better curtains especially at night, I had a mask to sleep in but I know some people were complaining it didn't block out the light very much. But definitely the Aerostar seemed to be a pricier place and the restaurant being so expensive.

Each of the hotels provided different features which were attractive to different participants. Being a tourist in Russia was a unique experience for the group. Laura explained the key thing that made Russia a comfortable tourist location when she said, “The Russians didn’t seem to mind. They knew we were tourist and they tried to help you a little bit. I thought it was great. I’ll definitely go again.” Although trepidation about visiting Russia was real for some of the participants, this section showed that participants learned a lot about Russian culture and customs, while enjoying themselves.

Impressions of Libraries Visited

Participants interacted with four libraries. These were the

- Russian National Public Library for Science and Technology
- Boris Yeltsin Presidential Library in St. Petersburg
- Anglo-American School of Moscow’s library
- Anglo-American School of St. Petersburg’s library

The two Russian libraries were examined first and then the school libraries were addressed in significant detail.

Impressions: Russian Libraries

Participants visited two Russian libraries, the Russian National Public Library for Science and Technology and the Boris Yeltsin Presidential Library in St. Petersburg. Each library had a different goal and a distinct feel. The Russian National Public Library for Science and Technology, according to their website, was described as:

- a comprehensive collection of scientific and technical publications in natural and applied sciences, technology, and economics
- the state depository of Russian and foreign Sci-Tech publications
- the federal center of information and telecommunication technologies, which provides access to foreign and Russian resources on the Internet
- a scientific, methodological, and training center
- the developer of IRBIS, library automated system, which has become very popular in Russia and the CIS (about 1500 libraries)
- the holder of the Russian Union Catalog of Sci-Tech publications

- a publishing house
- an international center of professional library and information cooperation (NPLS&T Russia, 2011, General Information section)

However, participants described this library generally as in vast need of renovation. It had leaky HVAC units, having to go through a lot of security to only see a conference room, with no tour of the physical premises. The main frustration was not getting to see behind the scenes or where the patrons would use retrieved materials. The presentation focused on the librarians talking about their technology and records management. Despite this, participants had some positive library impressions. Nancy “liked the fact that it was this old building, walking up the steps that were worn away with years and years of use, just going into that room and having them talk about their digital projects and ... more about cataloging. They were very engaged and very professional.” Sherry thought “it was interesting to hear about their policies, what they’re doing and everything.” Finally, Carrie gave an account of her entire visit, saying

We went to the National Sci/Tech Library. It’s closed stacks from what I understand; so, we didn’t really get to see the reading room area if there is one or the place where the patrons use the materials inside the library. But it’s a neat institution. There was a talk from the administration there. It was neat to hear how different it was. Most of the public libraries were under the ministry and they had this one outlier over here underneath a different ministry so it made me think about the bureaucracy involved. Then I thought about this massive country and all these different libraries that they’re trying to organize. Here we have our regional library associations, where you kind of have school librarians that can meet, public librarians that can meet and special libraries. Even here we don’t all work together. It’s more like a web. But the science library was neat. It would have been neat to see the stacks but it wasn’t a big deal since it wasn’t what we were there for.

Unfortunately most of the other participants found the experience lacking both in the library itself and the presentation provided. Tammy remarked that “we all expected to see more than just a conference room and with the amount of security we went through it would have been nice to see a bit more.” Regarding the physical state of the building, Laura and Mary were the most vocal. Laura noted

The science library was terrible. I thought we were going to go get to see a library not to get a lecture. I was really disappointed because I wanted to see a library and I didn't understand the lecture that they were giving me because it was in Russian and there was water dripping on my arm the whole time.

Mary was disappointed, saying

I thought it was a dump. But I understand that they're moving so it wasn't so bad. If they're moving I don't see it's a big deal. I can understand why they let go in disarray. The a/c dripped on me the whole time so that wasn't any fun.

However, the main disappointment appeared to be not being able to see how the library functioned. Julie described this best:

We went to a public library, it was supposed to be a public library but there was a guard outside who had to check your paperwork before you could go in and not just anybody could get a card. It was mainly just students that could even though it was a public library for their idea of public access was very different too. I didn't really get to see they interacted with their public/their patrons.

This was echoed by several of the other students and Jane said, "They had the talk about and we didn't actually get to see the bookshelves or anything like that." Jill commented that "we were given a small tour and had a question and answer session with the head of collection. I was a little disappointed that we didn't see physical books, but I understand that they were under construction." Nancy felt "disappointed that we weren't offered the opportunity to tour at least one floor or one section of it." Kim "didn't get to see much at all of the Sci/Tech library. I was interested to see how that was laid out but we just spoke to a couple of people who worked there." Glen, also expressed this appointment but gave a possible explanation for the situation. "In the technological library, I kind of expected closed stacks. We didn't get to see much of the collection but I was impressed with how big the collection was from what they told us and the breadth of the collection."

Participants left the National Public Library of Science and Technology generally disappointed and offered a few salient points. Even though it was a "public library" not everyone

was admitted and not all residents were allowed borrowing privileges. Concerns for security were more important than the physical environment for the collection. Lastly, Russian librarians would rather talk about their accomplishments than show their operations.

In contrast, the Boris Yeltsin Presidential Library amazed the participants. Many described it as very different from their assumptions of a presidential library. Nancy's reaction was typical:

The Boris Yeltsin library was great to tour it. It was somewhat surprising that it was not quite our perspective a library. It was a presidential library (that) in the fact doesn't have artifacts and memorabilia of a past president. It is a digitization project meant for a national library. ... I don't even think a James Bond movie could come up with something that is that wonderful. I was quite impressed. It's quite an eye-opening experience to think we are not the top dogs in technology.

The library caused so much dissonance to participants that many remarked on it. "The presidential library was really a surprise because it didn't really have any books in it. ... Everybody thinks that is what a library still is. It was definitely 21st century, not arcane or old," said Angie. Carrie explained that "(it) wasn't really a library either. It was, if it was in the US, more of an archive or digital archive center or that kind of thing. It was neat though to see the different interpretations of the libraries." Helen remarked on the resources. "I was surprised about the Boris Yeltsin Library that there were basically no books that it was an all-electronic library. Apparently the Boris Yeltsin links all of the Russian libraries together and has eBooks. They had only about 12 books there lying on those tables where they had the exhibits, but that was a surprise." Glen made the difference more explicit and he

was kind of intrigued by the fact that it wasn't necessarily Yeltsin's papers. It's not like the libraries here. You go to the Nixon library and Nixon's papers are there. Johnson's library you get Johnson's papers. Reagan same thing, Bush same thing. It seemed more of an archive than a library, more of a meeting space and a conference space.

Participants encountered a new world in library technology at the Presidential Library. They were truly challenged in their expectations of libraries with this visit. Mary said, "they could

have locked me in there and I would have happily stayed. It was an IT person's dream. I wanted them to put me on the design team." Lynn said she

questioned (herself) if this was really a library or if it was just a conference hall. It seemed that it was setup really well for international conferences. They had the technology and it was incredible and they could do simultaneous translation which was great. There were monitors so that you could get close up shots of the people presenting.

Sherry found also that it

was really interesting because not only did we learn about what they were doing in the library world out there in Russia which was totally amazing to me, but we actually got to have somewhat of a tour. I really appreciated getting to see how their access to information for people using the library. I thought it was really interesting, that floating book (Figure 25) they had. It was digitalized so that you could turn the page digitally and then look at it all around the whole entire thing.

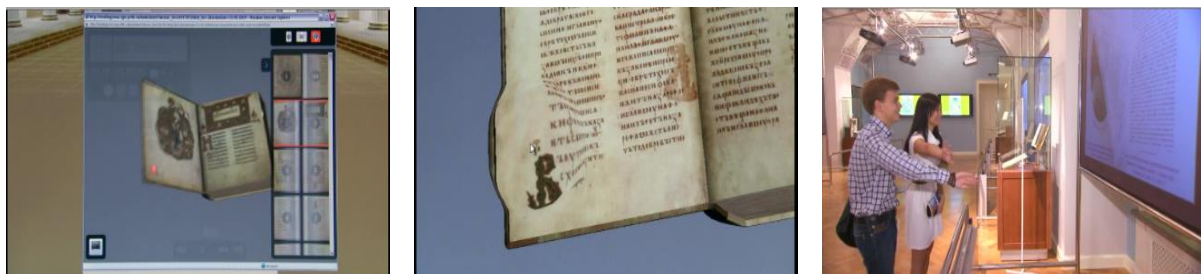


Figure 25. Floating/3D book.

From Julie's perspective the library

was so grand but I was like where's the books? I guess it was just called the presidential library. It was all digital for the presidential library. They did provide access to the public but again you had to have certain things to be granted access. They had the 3D book (Figure 25) where you could turn the book around on your computer. It was very neat and different. But the library seemed like more a museum than a library. More of a meeting place, but it was a very beautiful building.

Jill shared the main learning element in visiting the presidential library.

It was actually, a little bit shocking because it wasn't just your normal library that you think of with shelves and shelves of books, but it was more a library of technologies and advancements for the community and bringing together like our different library colleagues and professionals to give conference there. I really just enjoyed that new take of what I thought a library was.

Anglo-American Schools of Moscow and St. Petersburg: Expectations

Before seeing the school libraries, participants expressed their expectations of them through the pre-experience survey. Some aspects the participants agreed on. They imagined that the school library in Russia would be large, with one area for the younger children and one for the older children. On the whole, Helen suggested it would be a “helpful, friendly place” and “clean and well-maintained” from Angie’s perspective. Overwhelmingly, participants predicted the layout of the library in Russia as a “traditional school library setting,” as Jane described, with a reference desk, shelves, desks, and chairs. Ann believed it would be “well stocked.”

With other aspects, the group was split. Kim and Glen felt it would be “well-funded” as it serves the primary school library for the US, UK, and Canadian embassies, whereas Tammy believed it would reflect the nature of the current political climate. Although all seemed to believe computers would be present, how plentiful was in debate. Meg, Nancy, and Lynn speculated that there would be a computer area with lots of computers and Tammy believed it would have relatively few computers. Jill, Sherry, and Nancy believed it would have an “open” layout whereas Troy believed it might be “crowded or disorganized.” Carrie and Sherry speculated that the library would have different sections for different items, either reading, homework, fiction, or non-fiction collections. Lynn and Kim expected “very modern” libraries while Mary projected that the library would be “empty” or “not on par with the US.”

Participants also expressed three different ways they expected usage would be different. The first way reflected the amount of usage. Six participants believed that usage would be strong or high. Lynn said that “I imagine that the library will be well used because it will be a place for the school community to access foreign language materials.” Four students thought there would be moderate to average usage, whereas only one responded that it would be minimal. The second

way was type of usage. Those activities participants believed would happen at the library included school projects, reading, class visits, check outs, database usage, research, and library assistance. The last way was attitudes towards usage. Glen believed that the library patrons would be enthusiastic in their usage.

Overall, many participants expected there would be little difference when comparing the host library to a US school library. Those that granted there would be a minor difference believed it would be in regards to language – both the one used and as a collection focus area. Others expressed wonder about the availability of wireless Internet, priorities and protocols, national library policy, historical/cultural expectations, the classification system used, having open/closed stacks, as well as the quantity and types of resources available. One comment explicitly proposed that “Russian libraries may cater to certain populations (whereas) US libraries (are) more helpful to general populations.”

Anglo-American Schools of Moscow and St. Petersburg: Initial Impressions

Participants faced their predictions as they worked at two different campuses of the Anglo-American Schools in Russia. Participants reviewed each of these libraries from the perspectives of layout, collection, technology, patrons, library staff, and a general comparison to US school libraries. The participants found these libraries had many of the same policies and systems in place as an US school’s library. Carrie, who worked in a public library, expressed that they “were more like American libraries in Russia.” The libraries appeared to function much as a school library in the US. The catalog system was Destiny. Students had access to computers, databases, DVDs, electronic books, e-readers, as well as traditional media. This similarity allowed participants to see the libraries with more of a critical eye and provided feedback on what worked and what challenges the libraries and librarians faced.

Initial impressions: AAS Moscow. Jill explained that “they did divide the library into two. One for upper level and there was the library for middle/elementary.” Initial reactions were enthusiastic, positive responses.

Troy: “That was a lot nicer facility than I had expected. The collection in Moscow was a lot larger and in a lot better shape than I had anticipated.”

Lynn: “I also noticed that they had a pretty foreign language section especially in the elementary library. They had materials in many different languages many more than I would have thought of on the face.”

Tammy: “Fantastic!” “I wish I could have sent my kids to that school.”

Angie: “Beautiful!”

Troy: “It was like a high dollar private school in Dallas.”

Nancy: “The support for the library was amazing.”

Glen: “I was surprised with the Moscow library. How similar it was... I haven’t been in a HS library in forever, but comparing to public or academic libraries here. It didn’t seem the least bit different.”

The libraries were located on the fourth floor and Troy “learned that historically when they drew up the plans for the school, they forgot to put a place for the library”. To construct it, several classrooms were combined to make two libraries on different corners of the 4th floor. Several participants expressed concerns with the resulting layout. Both libraries, the elementary and the high school, were small and in need of room to expansion. Carrie, Kim, Julie, and Mary remarked on the high school library having a slanted roof, which was one factor that made furniture placement difficult. Another challenge this layout had was noted by Julie.

Normally, all the libraries in schools that I have been in were this very nice open square and the way the books are arranged around that square. There was a backdoor at the

library and the bookcases were in the way. You couldn't see the kids; you couldn't see who was coming or going through that back door. That was really awkward.

Despite the layout challenges of the upper level library, Jill felt that they

had a large selection of books and it was just larger in size (than the elementary). The upper level also had separate rooms off to the side where students could go in and maybe have a study session or a quiet place to work. (The library) wasn't just for the school; it's also for the community. It did have more of an adult section and they also have little areas for reading, kind of like reading nooks for people to come in and use.

This made for a conducive space for the entire community.

The elementary library tried to create separate spaces for the collection, group work, and story time. Sherry liked some of these spaces, "they had the little space chairs with the bean bags and stuffed animals. I liked how they really portrayed one world, captured faces of people from different countries all holding hands in the elementary. They had the computers all in the one spot and then separate areas for each." Unfortunately, it lacked the physical room to adequately accommodate all of them. Angie felt that "it was definitely small. They had outgrown their space by a long shot." In spite of this, the librarian had worked hard to provide book displays but according to Carrie,

their decoration was a little much with the puppets everywhere, like no table top could be left uncovered. I know that I've learned when you put books out to be seen, they check out better. So it makes sense to let the kids see the front page of books and see the cover because they're going to check out more if they can see that rather than the spine label, but having every flat piece of space in the library covered isn't necessarily a good thing. It kind of makes it look cluttered.

Most of the participants were impressed by the school library in Moscow. "For the libraries at the Anglo-American School of Moscow and St. Petersburg there was no limit to their financial support so we were able to suggest procedures that smaller libraries might not be able to support," said Laura. However, it may have been exactly this organization and affluence that contributed to participants not having as rich of an experience as they wanted.

Initial impressions: AAS St. Petersburg. Unfortunately, the consensus regarding the St. Petersburg library was not as favorable. Participants believed that it needed a more work; specifically, Mary felt “it was a real disorganized mess” and not well designed. Further, the quality of the collection and the amount of processing outstanding were subpar, and overall it was very small with a lot of problems and “the librarian there was nice enough but obviously wasn’t an educated librarian. So she was somewhat grateful for everything we did, but she didn’t really know what she was doing either.”

Mary and Nancy also expressed concern about the layout of the libraries. Nancy said, it was tough “having these two different libraries on two different floors with one librarian running back and forth and sometimes a paraprofessional filling in the time at the other location.” Mary “didn’t care for them being on two different floors. There’s a lot of running up and down. And the bottom one didn’t have anything in it so I wasn’t really worried about it. I just thought that the libraries seemed to be an afterthought.”

The staff member attempted to decorate the elementary library, but participants commented that the high school library looked more like a conference room with little thought to study or relaxation spaces for the students. Sherry said,

The walls were blank. Even if they are stuck in those little rooms, they could have more things in there to make it more user friendly including not just a table but lounge or bean bag chairs, put stuff up on the walls and do not leave it blank and make it look like a jail cell.

However, at least two participants felt that it was because of these issues that the St. Petersburg library met their expectations. Glen compared the library to his previous international experiences and determined that

The (library) in St. Petersburg at the school was more of what I expected. In terms of I guess of the quality of the collection the organization of the collection the amount of processing that need to be done with the collection [...] St. Petersburg was kind of what I had anticipated going into the whole project.

“The library in St. Petersburg was much more like I had expected going in,” Troy said, “something that was, had some assets, some collection but needed organization badly.”

Anglo-American Schools of Moscow and St. Petersburg: Collections

When the participants looked at the collections for the two locations, much of the same disconnect surfaced. When describing the Moscow libraries, Lynn exclaimed, “I thought the collection was amazing.” Others used the words “awesome,” “pretty up to date,” “enticing,” and “phenomenal.” Particularly, several were amazed at the quality and availability of sub-collections. Sherry and Julie mentioned the graphic novels. Whereas Carrie mentioned the depth of the world languages collection. At the same time, Lynn showed appreciation for the library’s professional development reading room and Carrie, Lynn and Angie found the travel collection to be extensive. However, it was the items for the local adult ex-patriate community such as contemporary DVDs, books, magazines, and newspapers that solicited the highest amount of praise. The Moscow collection “function(ed) as a public library for the greater English speaking community” according to Lynn. It was best described by Sherry as one that had “a variety that could encourage lifelong reading.” The only concern being the need for weeding the sciences, as expressed by Carrie and Kim.

By contrast, although the collection provided the essentials to support the curriculum at the St. Petersburg’s school, the remainder of the collection suffered from the younger sibling syndrome. Kim commented that “obviously they were getting a lot of books from Moscow. It seemed like they were getting a lot of hand-me downs. I don’t know if that’s necessarily what they needed.” Sherry’s comment provided the best example of what participants felt:

It kind of seemed hit and miss. I didn’t seem like a complete collection, especially not for students. They could have a little more popular series too. It didn’t seem like what they had really encouraged reading for pleasure, reading for fun, and creating readers for life.

With school libraries, it's not just about having school and doing research for school but also to provide a place where can learn to read for pleasure.

Participants posited two reasons for their disappointment with the collection. The first was presented by Troy was that "it's just so startup. The books need to be organized and the collection needs to be expanded." Even though, the school had just moved into a larger building, the library did not have enough space for a decent collection. Second, it was proposed that it did not receive the same significant budget that Moscow was allotted. Sherry had the impression from the pre-experience chats that "it (was) a private school with a large budget." But according to Kim, "the (St. Petersburg) school was a lot smaller and had fewer students and probably a smaller budget. Especially with sharing one librarian, it seemed hard."

Anglo-American Schools of Moscow and St. Petersburg: Technology

When asked about their expectations of technology availability and integration at the library prior to visiting the school libraries in Russia, responses were divided. Half expected the technology levels to be similar if not slightly higher than a US school library, because they visited a private school with a large budget, including items such as an online catalog (OPAC), e-books, and databases. Glen, who has participated in previous programs, believed that this library would have more advanced technology than other sites. Kim said, "We went into expecting (technology availability) to be similar or high just because of the resources that they had. They had a healthy budget and that a lot of the kids were tech savvy." A couple of students expressed no awareness of what they were walking into with Kim specifically citing a dichotomy of possibilities. "I think technology will either be readily available OR hardly present because many of the student have their own computers/laptops or e-readers." The remaining group believed that although technology may be present, it would be less available than at a US school library and may be as minimal as computers with Internet access.

Both of these possibilities provided true once the participants visited two campuses, Moscow and St. Petersburg. The impressions of Moscow’s technology were overall positive.

Mary: “The one in Moscow was really nicely setup.”

Nancy: “Very few libraries I have been to have a setup as nice as that.”

Helen: “We came to a pretty wealthy (library). I think they probably had the latest technology.”

Sherry: “They have the cream of the crop. I was really impressed.”

Lynn: “(Availability of technology was) very very very high. I cannot use the word VERY enough.”

Troy: “Moscow, again, that was top of the line. There are a lot of schools in the states that would have liked to have that setup.”

Participants’ comments focused on overall technology resources available, the amount of network security encountered, Internet and wireless access, and the students’ level of technical competency. Participants observed a wide collection of resources (Table 9) beyond computers and Internet access that were available in Moscow.

Table 9

Technology Resources

iPads for tutoring	Jane, Nancy
Multilingual keyboards	Jill, Sherry
e-Books	Carrie, Julie
Databases	Carrie, Sherry, Lynn
Print stations	Carrie, Glen
ELMOs	Angie
DVDs	Angie

(table continues)

Table 9 (*continued*).

Laptops for check-out	Carrie, Kim, Mary, Angie
Flat-screen monitors (for information signage)	Julie, Laura
Website	Carrie, Angie

Glen even compared it to his local public library with its open access stations and printing capabilities. Nancy also expressed appreciation for their on-site tech support:

I was quite impressed with the tour and the comments by the IT departments. They took quite a bit of time getting the IT group, the tour of the facilities, the services, what's being done, what has been done, what will be done. It was quite comprehensive. I think they are probably primo. It says something for an IT department when the youngest person has been there three years and everyone else has longevity. I think that says a lot about a group. And they were all young and energetic and happy and one day they got a new iPad when we were touring and the next day we were outside, Mary and I were walking we saw them with the iPad trying to fly some robo-helicopter. And they were all just typical IT guys entertaining.

Also, participants also remarked on the students' technological competency. Kim felt that "a lot of the kids were tech savvy." Lynn, who has worked as a teacher, explained that "the kids at AAS (were) much more knowledge savvy than kids I have dealt with in the US." The students were "doing their projects on the computer and presentations" observed Angie.

Finally, only Tammy seemed to express disappointment in Moscow's technology:

I think state side we have more than Robert had even though his was adequate. And with the country itself there's a lot of blocks. To just check it out, I tried to order a book on amazon while I was over there and it said you couldn't do that. I could order it just fine but I had to come back to the US to have it show up on my kindle.

The only comments regarding the St. Petersburg's library's technology were that they saw very little and what they did see was it was low-key compared to Moscow. Additionally, it was in St. Petersburg that participants ran into the most network security. Although they appreciated Internet being available all over the school, the firewall being was locked down and there were many rules to Internet access for visitors.

As shown, the comparison between the two campuses was stark. Moscow had greater resources and organization. St. Petersburg wanted for everything. Again, by going to Moscow, what Mary said, “I think that we got spoiled and we probably didn’t gain as much knowledge as we could have,” may actually have been a larger factor than the project team realized.

Anglo-American Schools of Moscow and St. Petersburg: Patrons

When considering the patrons before going to Russia, participants expected that library patrons would be predominantly students with some library services also being provided to parents, school staff, and the general public. Most believe that these patrons would be international (non-Russian) from many countries, including US ex-patriots and the children of diplomats. Participants provided a number of descriptors for what traits they expected patrons to have:

- students
- bright
- worldly
- affluent
- privileged
- well-educated
- multilingual
- friendly
- curious
- less than expressive but excited about the library
- technologically savvy
- well-rounded.

From direct observation, participants learned that students, teachers, and some adults visited the AAS libraries. Little was said about the teachers, except these comment from Angie, “Teachers were definitely using it. I would say patrons were very involved.” As far as adult patrons, there was one incident of note. Apparently a parent wanted to buy the book from the library and the staff managed to tactfully inform her that this was not how libraries worked. only Carrie mentioned the incident between library staff and a mom. “It was all positive besides that one

kind of not real negative thing about the woman that wanted to keep the book.” Participants did make a significant number of observations about the student patrons which included areas ranging from their competency, interactions with staff, and confidence using resources. Nancy shared

I never saw any issues that you might expect... What I saw was a good interaction between the librarian and the patron. There was always just "Hi. How are you? Here are my books. Here are the books I want to check out". There always seemed to be an interaction between the patrons and the staff. There didn't seem to be just a kid slapping the book down on the counter, getting it stamped, and leaving the library. There was none of that. I think they had a good relationship with their patrons. And I think the patrons show that with their interactions.

Likewise, Mary commented that

In Moscow I saw a lot of patrons just hanging out in the library, using the facilities, and playing on their laptops. They were polite but I think that's just their general culture at the school to be polite. I was thoroughly surprised when they (library staff) told us that they don't have any drug or alcohol problems in their students. That was surprising. So maybe those children are cream of the crop and have nice manners.

The focus of comments about elementary and high school students did vary however.

As participants watched elementary students in the library, most comments were about the students' level of interaction. Jane saw that “they liked the story time, getting their books, and checking them out.” Laura caught them using some of the tools the librarian had put in place for the students to interact with the library such as “a cool system of a yardstick to mark their spot so they could reshel the books themselves which I thought was awesome instead of putting them aside and (the librarian) having to reshel them all herself. I mean they loved it. They (also) had their little book passport things for stamps.” Jill saw that “in the lower library, which were younger kids, they tended to interact more and ask more questions. Also, they just talked a little bit more, and not only about the library, but also about the classes they were in or teachers they had. So it seemed more of a friendship with the librarians.” Perhaps this was a result of what Tammy observed “in the elementary, they seem(ed) to have a lot of confidence in what they are

doing, which (meant) they are being taught well.” Finally, Carrie and Angie both commented on the enthusiasm the elementary students brought to their library experiences. Carrie said,

The elementary school kids were all excited about the books, the puppets and the story time. They (were) excited to see, read the story. They liked to explore the collection. At times they got a little bit loud I guess because they were shushed.

Angie also noted,

I would say they really enjoyed it. I would say that the little kids of course they’re kind of herded in, they loved story time though were always excited, sometimes overly excited they wanted to talk and not listen. But that’s an age thing. Always, I even saw kids help other kids find a book “I’ve read that and it’s great!”. And be really excited about the item that they were checking out or the subject that they were to read about.

In addition, Glen said that high school students, “seemed to show ownership. I didn’t see anyone who was kind of sulking around or nervous or looked like they didn’t need to be there. Everyone who was there just seemed to naturally go about their business. They seemed relaxed and in their element.” These students did not interact with the staff as much and viewed the library differently than their younger counterparts. Two recurring sentiments about the students were how they used the library’s resources (Table 10) and how they used the library’s space (Table 11).

Table 10

Patron Usage of the Library - Resources

Participant	Resources
Jill	They didn’t really tend to interact with the librarians as much as the students in the lower level library. This could be from experience, already knowing what they wanted in material or resources... The upper level library had of course a larger area, in some instances a larger collection of certain materials, such as maybe DVDs or other resources that students felt comfortable going in and using.

(table continues)

Table 10 (*continued*).

Lynn	the kids in the secondary library, most of the kids knew to go to the computer, pull up the catalog and they were able to manipulate the catalog like nothing I'd ever seen. Better than many adults that I've seen. They were able to look at the screen and could figure out what they knew and use what they knew to figure out what they didn't know. They were able to pretty quickly determine key words that would be most helpful in helping them find the information that they were looking for. It wouldn't have surprised me if these kids could do advanced searches with Boolean and truncation in their searches. I wish the students that I work with would be able to search with good vocabulary. My students their website of choice is Wikipedia. If it's not on Wikipedia then it doesn't exist. I tell them don't use Wikipedia for research.
Angie	Definitely always asking questions though, looking for something, putting something on hold.

Table 11

Patron Usage of the Library - Space

Participant	Space
Jill	just coming in and using the library for a place to study or a place to maybe hang out with friends or others.
Ann	I remember seeing a lot of kids studying. ... It seemed like a well-used space. Even if they weren't there looking around or checking things out, they were using the couches to read books and study and things like that.
Carrie	the teens were typical teens in that they wanted to use the computers, they wanted to study at the tables kind of loud, the library is a place where you hang out and be yourself.
Laura	The older high-schoolers used the library more as a place to get together. They really weren't attacking the books as much as the younger kids. They were there to talk and not have to be in the lunch room or wherever they were supposed to be. They could go to the library and chill instead of the cafeteria or something..
Angie	With the older kids, I would say they like it as a social space. They get their items, their books, but they really like it because of what it offers, the space, the quiet, or get online or go in a corner with their homework and get it done. Or just sit and talk for a little bit.

Anglo-American Schools of Moscow and St. Petersburg: Library Staff

In the pre-experience survey, participants were asked to describe the staff they might encounter. Among participants, minimum expectations of the education and experience levels of AAS library staff ranged from high school, bachelors or more, to “top notch” or “highly educated” (expressed as masters or more). Other participants believed the requirements would be the same as for US school librarians and that those requirements would vary by the staff member’s position.

Library staff: Moscow. Assisting students in Moscow was a collection of two librarians, Robert and Jennifer, and several library assistants. When asked, participants did not appear to have a consistent understanding of the educational level held by staff members. Most believed that the two librarians had a Masters in Library and Information Science and teaching experience. As for the paraprofessionals, most felt that they all had at least a Bachelor's degree in something. Regardless of education level, overall participants expressed that all of the staff were not only "very knowledgeable with their job but also with interacting with patrons, welcoming and available to answer questions, adaptable, knew their systems and environment." Several observations were made regarding our hosts, Robert and Jennifer, in particular.

Carrie had several comments about the AAS library staff. When talking about the staff as a whole, she said "it was good to see that the same kind of customer service thing happens there as it does here." She felt that Robert underestimates his work. "He would be like "this little thing? It's not really that great" and then he gives you this document of his work plan from the previous year and it's wonderful. He's excellent at conveying his strategic plan in a sense just for himself and his goals and what he wants to do in the next year." Also, "at one point I asked to talk to teachers and student and Robert was like 'they won't have anything good to say.' That is Robert and he was self-deprecating...but in the hallways I would say hi to students and what do you think of the library and they were like it's good and no one had anything negative to say." Carrie saw a difference in personalities between Robert and Jennifer. Where Robert was more welcoming and humble, "Jennifer was much more reserved and more watchful as to what we were up to." Her style focused on retaining control and Carrie

saw a little bit of her interacting with kids, but it was much more strict or structured with her view of how kids should act in a library. But it can't be chaotic at the elementary age if you don't keep the order so it makes sense...I thought her tone was a little bit harsh at

times, but I understand if you're around that many kids all day long, your patience can wear thin perhaps, but that's just a little thing.

Beyond her demeanor, Jennifer appeared to be successful at her job.

I saw Jennifer do a story time and it just happened to be after I had just done the story time presentation. So it was neat to see her doing the voices and stuff that I had talked about...it was neat to see what she had learned in library school and through her experiences was the same thing I was bringing to the table.

Several others echoed Carrie's observations:

Laura: "Jennifer was super nice. She was always great with the kids and Robert was trying to be everybody's buddy. They were not like the librarians where I work where they shush me every five seconds for laughing. My voice carries but they were going with the flow. They were trying to be super helpful and very relaxed with (patrons)."

"Robert's trying to sell his library; he was doing a really great job with the TVs and trying to get movies and stuff. In the part when I've been to the library, that hasn't been the case for most school libraries. They haven't tried to create that culture like he was trying to do."

"Robert has really had a high level and knows what he's doing. He's trying to create a culture there that will help all libraries in the future because the kids that go there are going to learn how to value the library."

Nancy: "(The library staff members) were engaged; they were friendly; and they were welcoming. They were everything you would hope librarians would be. Their customer service skills were excellent. I thought they were very good libraries. Very very good librarians."

"I thought they worked well with the students. They presented the information on their levels. They did not talk down to them."

Angie: "I would say they're very versatile because you have to be able to work with different ages, different ethnicities and be able to answer the questions and get some items they're requesting and trying to looking for. I know that I saw Robert go from talking to a 10-year-old to a 45 year old and was able to talk to that age group appropriately."

Jane: "Jennifer showed good search methods and children's literacy skills."

Glen: "I thought Robert and Jennifer did a good job in terms of merchandising and making materials accessible."

Kim: "As far as being organized, organizational skills, Jennifer she already had a curriculum of the coming year of what the teachers planned to teach in the fall and so that could help her think about what she needed to do with them for the upcoming school year. So I thought that was really good."

Overall, participants exhibited a high level of admiration for the work that the AAS Moscow librarians did. They were pleased at the level of service and attention the librarians provided to their patrons.

Library staff: St. Petersburg. The library staff in St. Petersburg highlighted the differences between professionally trained librarians and other library staff. According to Lynn,

I think what distinguished the librarians vs. the library staff was just where to go to get information. I think if library staff would have known where to go they were all capable of explaining to the students in a way they could understand. It's just a question of they didn't know where to go. They are not aware of the vast resources that are out there besides books.

Overall, library staff at both locations were not very technical and needed some additional automation and cataloging skills. This seemed particularly true at the AAS St. Petersburg library. Participants repeated mentioned her lack of previous library knowledge. In fact, Sherry said that

I know that the librarian at St. Petersburg, she was the librarian because she was the wife of somebody there. That's not how you choose a librarian. She was nice and everything, but is that really how you're going to choose someone to take care of a collection? She had no library experience what so ever.

Tammy internalized this difference by expressing that she now "understands why they are making all of us get masters; that there was a big difference, even in her self-confidence." These differences showed up in skill level and professional ability several times between Robert/Jennifer and the woman in St. Petersburg.

Anglo-American Schools of Moscow and St. Petersburg: Compared to US School Libraries

Lastly, participants were asked to compare the AAS libraries to a US school library. The resounding answer said best by Lynn was that "those libraries were just like walking into any school library that I've ever been to in the US." Many of the processes similar for Glen as he said "cataloging was cataloging; circulation was circulation." 71% of the participants felt that the AAS student patrons reflected US students directly.

There were three areas that participants did express difference were: technology, budget, and the population served. Participants focused on the budget available to the AAS librarians. According to Sherry, “we just don’t get that kind of funding. You have to fight for every dollar here.” The budget appeared to support a variety of resources and programs. Carrie, who works in public libraries, said,

they had more money than I expected so they had good materials and even materials beyond books. They had their story time extenders like big books and they had their puppets and they had great technology. They had a print release station which was really nice. A lot of schools around here don’t have that.

When comparing the populations served, Jane observed that “in the US it seems like there’s not a whole lot of (patrons) taking advantage of what’s in the library”. Whereas it seemed that the AAS libraries were revered as English speaking havens. They served a grateful ex-pat community as libraries providing materials for more than just the students. Carrie felt “they were more like a public library. They get things for the entire community rather than just the students and that’s unique.” These libraries served English speaking adults unable to use the Russian libraries, families of the student population, and had programs for three year olds.

Anglo-American Schools of Moscow and St. Petersburg: Constructive Conclusions

Finally, participants were given an opportunity to provide compliments and constructive criticism for the AAS libraries. At the Moscow library, the main suggestions for improvement revolved around space and layout. Participants expressed a hope that the school would look into allotting more physical space for the library. Jill remembered that

they were talking about expanding. I actually agree that would be a good option, just because they were a multi-type library not just for the school but also for the community. They needed more room for collections, more room for materials, and also just more room to help with the computers.

Angie went a little bit farther providing some explicit ideas.

In Moscow the elementary needed to expand. They needed their own meeting room for a multipurpose room with computers in it where they could do presentations, whether for classes, admin, or faculty. Study rooms, they were my main, number one thing. Study rooms for the older kids or just study rooms for everyone to use. Study rooms for teachers to do testing for kids with special needs, a quiet space kids can use for an hour or two...Maybe more plugs for kids to plug up their laptops or iPads or phones that they are using. Then of course the elementary school needed at least one more room of space to move the computer stuff back a little and just breathing for all the items they have.

The only technology suggestion in Moscow was to investigate a change in the catalog system which would allow the libraries to check-in books from the other locations.

Suggestions for the St. Petersburg libraries were more basic in nature. The recurring concerns were that they needed more materials and that it needed to be more inviting. Troy said that “It looks like a startup. The books need to be organized, the collection expanded and there is a lack of technology.” Sherry had a stronger opinion,

Anything they did would be an improvement. Because that, to me, was more of a storage room not really a library. ... The walls were blank. Even if they are stuck in those little rooms, they could have more things in there to make it more user friendly. It could include not just a table but lounge or bean bag chairs, put stuff up on the walls, and not leave it blank and make it look like a jail cell.

To various degrees, all of the participants expressed the need for changes with the St. Petersburg library these two areas.

Constructive support: Both libraries. Several conclusions offered addressed both libraries. Participants mentioned favorably existing signage, book displays, and the careful customization of the libraries’ website. Other specifics were praised such as when Jill, Troy, Glen, and Kim liked having different spaces for the lower level and Carrie noted upper level grades not using lexiles to categorize students, and creating an environment that inviting enough for students to hang out afterschool as noted by Kim, Julie, Angie.

Participants also provided a few suggestions that focused on policies and procedures. For instance, participants were mixed on their thoughts about the catalog system used. Some felt that

it was excellent and in need of only a few adjustments. Others said did not meet the needs of the libraries at all. Regardless, there were several suggested work flow processes to be changed that their system should accommodate. Many of these suggestions were expanded upon by Carrie.

I would create a weeding schedule. ... It's the librarian's job to do the evaluating and only offer information that should be used, that's the most current, the most accurate, and written by the correct authority. ... Also, they had like a system where you could only check out the books depending on how old you are or what grade level you're at. The 3-4-year-old, I don't remember the rule was, in my opinion; let them check out what they want to check out. That's probably the public library rather than the school library in me, but if you're going to encourage reading, you encourage reading. You don't make them pick one book... Maybe, I don't know how often they work with the PTO but definitely having more of a volunteer presence. (Robert) said that with the culture there it wasn't a glamorous thing but I would definitely encourage it just for the community's sake. If it is a community library, then they need people from the community working there just so that they can have some buy-in.

Lynn suggested "in a perfect world, I would want all of the classroom readers/texts in a central location. I would want teachers to have to be able to come to the library staff to check it out so there would be accountability of who has what. So at any moment in time we know who has what and what there is so that we are not duplicating orders year after year." Finally, Kim felt the catalog system might be adjusted to allow the check-in/out of materials from all collections despite physical location.

Constructive conclusions: Library staff. The last group of suggestions participants made were constructive things that would help the library staff accomplish these tasks and changes. Participant comments broke down into two categories, training and support. Tammy, Jane, Sherry, and Lynn all agreed that library staff would benefit from additional education, in the forms of database training, internal professional development with presentations between staff members and to instructors, and access to online training such as webinars and workshops. Three keys areas of support were identified. First, Ann, Glen, Laura and Angie commented that additional labor was needed. Angie believed Jennifer was in the greatest need whereas Laura

believed it was the person in St. Petersburg. In either case, Angie felt that the biggest help would be “more people to either volunteer unpaid or paid staff members to come in and provide assistance.” Second, the librarians needed support from within the schools. Laura observed that Robert was

creating the library culture and I think what he needs is the administrators at the school, or the board or whoever they are, to get the library culture themselves. They need to get it because the poor librarians say ‘we need this’ or ‘the library is good for this’ and it is going to go unheard. If the administrators take it up, they could go to the teachers, and then they could go to the students. It’s got to be more than one person. I know he is working really hard to get more than one person on his bandwagon. If just the principal would just jump on it with him and go, I think it would make his like a whole lot easier.

Third, participants felt that international librarianship could be isolating. Carrie suggested interaction with other librarians through conferences and exchanges would allow these librarians to “have the opportunity to get energized about what they do and feel community.” Overall, participants believed that training and support would make the lives of the AAS library staff much easier.

Impressions of the Overall Experience

The third part of the interviews encouraged the participants to move from looking externally and their surroundings to looking internally at the group experience, their role in it, and any personal growth as a result of it. Each participant self-evaluated what they learned during the program with the interviewer. They reflected on what they learned from the international library staff and their fellow participants and about how they would provide library services in an international setting and interact with patrons/colleagues from other countries. Additional observations were provided regarding any changes in perspective they noticed.

Overall experience: Group work. The participants spent two weeks at the Anglo-American School in Moscow. During this time, they were broken into five teams to investigate different aspects of the library’s operations. Participants had been forewarned in their online

chats that their work days at the school were going to be intense. Not only was each participant to work actively within their group, they would be given opportunity to work with other groups to see what each team was addressing. To aid with team expectations, each group had an assigned support person and performed somewhat independently. The whole group successfully completed its defined goals: perform an analysis of the AAS libraries. Individual groups had their own challenges during the course of the week.

Group work: Policy team - The policy team's member had a broad range of experience. Cindy said, "I have not worked in a library, and aside from visiting them frequently and an amazing practicum experience, I have not experience with them as a career;" on the other hand, Carrie had worked as a professional librarian for several years. Their task was to compile all of the policies regarding the operations of the library and with such a wide range of experience, the team spent a lot of time talking about what their project was and exactly it should encompass. It was through this constant conversation Cindy found an understanding of "what it takes to access a library's needs, as well as its users, and what it takes to run it from the technology side of it to whether drinks without lids are permitted inside the library walls." Tammy, also relatively new to the field, felt that the mixed experience levels strengthened their group. Each person was given the opportunity to do something a little out of their comfort zone. Tammy was pleased when given the opportunity to present the final policy document to the group.

Group work: Space planning team - According to Angie, initially "the space planning team objectives were to make plans for a remodeled space, setup interim services, and delivery services around campus." However, similar to the experience of the other teams, what was initially understood did not transpire. Troy provided an interpretation for how this confusion developed. "I believe that this was due, in part, to the cooperation, or lack thereof, on the part of

the two different school administrations as well as the two school librarians involved.” The ending work project this team produced was two options for library relocation or expansion with justifications as to how they would benefit the school as a whole. This change of mindset affected all of the team. As a result, Laura felt she learned was how “the pressure of working with a team to finish a project on a short timeline. I learned how it affects me and what I can do to not let this get in the way of finishing the task.” The space planning team completed not only their task, and their change in focus allowed them to help other teams, such as cataloging and classroom collections.

Group work: Cataloging team - Denise, Kim, and Jane comprised the cataloging team. This team accomplished an immense amount of work while also experiencing its own level of confusion. According to Kim, “the cataloging team did not have one leader for the project.” Although she felt that was confusing at first, “the lack of a leader worked to our advantage in the end.” Denise had another perspective. She not only believed they had a group leader, but also “I found the team leader greatly contributed to the success of the work we did as a group.” Jane’s main concern had been with communication within the group as “it seemed like one individual working on one thing by themselves instead of all members working together on all projects.”

This confusion went beyond group membership. Troy, a member from another group, heard about the changing nature of the cataloging team’s goals. He said, “through our conversations with Robert, we learned that while the entire catalog needed to be reviewed and revised, due to time constraints we would have to focus our resources on a particular area of the collection.” The team worked with the elementary librarian to identify what part of the collection posed the highest need for clean-up.

Once the team was clear of their objectives, they created documentation for the other participants to assist with the project as well as for the librarians on-site. Other participants were involved in completing this team's task. The cataloging team created documentation, however, not all participants were familiar with cataloging. Jane felt that "the guidelines kind of helped in a way except for those who are really new to cataloging." So being available to answer questions was important. One of those new to cataloging was Cindy. She felt that "finding something in a catalog is something I've always taken for granted; the work it takes to create a good record is quite a feat." Unfortunately, this team also encountered the challenge of location. Initially, all of their work had been scheduled to take place at the computers within the elementary library.

However, Kim lamented that

an unscheduled class interrupted one of our slots, and Jennifer decided to let us take out books back to the classroom without checking them out. I preferred working in the lab because the books were close at hand. Also, I found it easier to help students with cataloging questions. It was more distracting in the project headquarters classroom where multiple things could be going on.

All of these processes, identifying records, creating documentation, and helping others complete the task, provided a depth of learning for the cataloging team. Denise explained that

when creating the procedures, there were many decisions made and we had to justify them and explain why we had made those decisions. Learning what we had to do and then explaining it to others served to be a great way to fully grasp what cataloging is all about.

The cataloging project successfully addressed the subject headings of over 2000 science records (500-599).

Group work: Classroom collection team - This team was responsible for the barcoding and cataloging of those items housed in classroom. This group did see its share of challenges. Only one of the participants on this team had prior experience cataloging. Jill, feeling less than confident, believed "that some additional preparations and possibly initial training before the trip

could have increased the knowledge and capabilities of the students prior to the project.” Helen’s focus was on having insufficient time. She lamented that “there was not enough time to instruct students, teachers, or librarians on the system” and that “there is still more to do.”

In addition to time and training, there were organizational hurdles which lent to not completing the project. It took the group a couple of days to iron out their workflow. This lack of organization was felt by those outside the group that were additional assistants. Laura, a participant from another group, mentioned that scheduling would have significantly helped this group’s efficiency. In fact, she “(knew) the teachers were not exactly happy to see us come through their classes.” Mary, another participant from another group, also expressed her challenges with assisting this team, but felt that “because I was just helping out, I didn’t feel that I had much of a voice in the process and resorted to getting the job done.” Feeling this confusion themselves, the classroom catalog team altered their process to barcode everything first before cataloging which they felt lent to a much smoother process. Cindy, from the policy team, felt that “the teachers didn’t always look at us in a favorable light. There were a few times when they weren’t aware of what we were doing or they were expecting us at all.” Additionally, Ann pointed out that this “miscommunication or a lack of communication entirely led to many rooms being left alone.” The vast amount of these unaddressed rooms housed world language collections which most of the group, mentioned as a frustration. This sentiment was noted by Lynn that since these resources were in other languages, “we often ran into periods where we couldn’t proceed any further.” Despite all of these comments, Lynn captured the group’s sense of pride with their accomplishment by remarking “we entered over 8,000 resources.”

This group, with the assistance of other groups, was able to achieve amazing results. However, the enormity of this group’s task left them unable to participate in other groups. Each

of the team members expressed some level of disappointment as a result. The big loss was expressed by Jill, “several students did not get a change to work within each group and I did not have the opportunity to connect with everyone on the project.” Whereas being isolated in a foreign country was part of the design of the entire experience, being isolated within the work may have been an unintended consequence, at least for the classroom collection team.

Group work: IT team - Of all of the teams, the IT team appeared the struggle the most. The IT team was charged with reviewing the existing IT infrastructure at the AAS Moscow library. At the outset, most of the team members expressed the frustration and disappointment. Nancy’s comment, “at the Anglo-American School (AAS) in Moscow, the project was completed prior to our arrival by the previous librarian and IT staff,” was echoed by Julie and Sherry. Mary was more explicit in her thoughts:

...there was little for our team to do. ... As far as actually getting to do hands on work, we didn’t get the opportunity. To me that was a disappointment. I really wanted to get to work in the ‘trenches with them.

Thus what was left for the team to do was learn what had been put in place. The team broke up the work and scheduled interviews with the appropriate people at the school. The interviews were compiled, edited and presented to the policy team. Sherry mentioned that the group had some personality difficulties. It was her suggestion that for future project each team be assigned “a group leader from the start and (take) about ten minutes to get to know everyone in the group such as backgrounds and interests.” Mary addressed this same theme regarding the work in St. Petersburg: “... one of the biggest things I saw was the lack of leadership. We got instructions on what needed to be done but no direction on who was doing what.” Overall Sherry did feel that “the experience gained from hands-on work is some of the most valuable work experience.”

Unlike Sherry, Mary, and Julie, Nancy did not actually address how the project went. She spoke about how a project should be designed; but, her lack of addressing the question, in the

face of her teammates' commentary, has been interpreted to reinforce the frustration and disappointment expressed by others in the group.

Overall experience: Lessons learned. Many lessons were learned about librarianship during this experience in Russia. Having spent the two weeks working in the Moscow school, participants came away with an expanded understanding about what it takes to be a librarian. Some lessons came from interacting with the AAS staff and were about librarianship in general whereas others were specifically about international librarianship.

Lessons learned: From AAS staff - Participants lessons about librarianship from interacting with the AAS staff seemed to address a gap some felt in their Master's program. By coming on this experience, Glen saw that "the theoretical procedure of 'this is how we do it' that we learn in library school is not necessarily how we do it in the real world." Additionally, Glen explained that:

Librarianship is kind of a mercenary job, in that you have a million things you need to do and you only have so much time to do it. So you have to kind of have to pick and choose what to do by what's important right then. And that may change in a month, two month, and three months.

Tammy seconded this sentiment by sharing her surprise at the amount of work school librarians performed. "School librarians are underappreciated, unpaid, and overworked. (Also), librarianship is not just helping people, reader's advisory, and maintaining the collection; it's cutting through red tape to make projects go all of the behind the scenes." Jane focused on the amount of coordinating librarians conducted. They "have to collaborate with other departments, teachers, staff, administrators to get the job done and interact with the patrons to find out how they use the library." Even Carrie, the active librarian, remarked that "organization just doesn't happen by itself" and how "training and experience is very important when you are developing a

library.” Ann gained “a better view of exactly what it takes to work in a library.” Jill expressed her new view of librarianship as a result of the experience this way:

It definitely helped me to see the variety of the library profession and also helped me understand a different culture, specifically in this case Russian culture and different customs. In a way that helped me understand patrons more to know that they do have different cultural beliefs and different customs.

Finally, Julie learned that you “have to mold self to environment, be flexible because you're constantly changing gears.” She summarized these new perceptions by her and her colleagues with her revelation that “our business isn't really books, it's information - information and the way it's being retrieved now.” Many of the participants had not worked behind the scenes at a library before. This opportunity allowed them a glimpse into the everyday world of a librarian.

On a personal level, these experiences with AAS library staff seemed to stimulate participant’s reflection on their role within the profession. To Lynn it was a moment or reassurance.

Before I went on this trip I didn’t really know... I thought that I liked libraries and I’m going to have this degree and what am I going to do with it. Basically this trip cemented an idea and gave me an idea for a whole new possible career path where I can really take multiple things that I love and earn a living with it. I don’t think there are very many people in their life who can say that about their jobs, unfortunately. But I think because I’ve had this experience that I know what I want to do that’s going to make me very happy professionally for a long time to come.

For Kim, Laura, and Angie, it was a new found excitement for their future career. Kim excitement came from the idea of interesting work and couldn’t decide if it was

the traveling aspect or the different culture, or the different environment. But the experience and everything we took in, it made me more interested and excited about finally working in a library or finally getting a professional job. I do not think necessarily that every job is going to be like in Russia or be the same sort of challenge, but I think it makes me anticipate new experiences and looking forward to doing different things a lot more.

Laura’s enthusiasm was realizing that change can happen within libraries.

My library here, most librarians are older, they're not willing to embrace the stuff that (Robert)'s embracing and I think that's important to stay current and survive. We have to embrace the things. If (Robert) needed TVs to do that, my library wouldn't do that, he took the leap to be a little more flashy to get people in. Sure, we don't want to do the whole 'make it pretty and then not offer the services' , but we have to do both. We want (patrons) to come, so whatever we have to do to get them is important.

Seeing that she was now part of a larger world community gave Angie a vibrant perspective for her nascent career.

It definitely broadened my scope of what a librarian can be, where they can be, and what their background can be. It just confirms that I'm glad I did this. I'm glad I'm in the profession I chose. There's likeminded people like me. We were all experiencing the same excitement to work with the collection. (We) listened to the Russian people at the different conferences and how excited they were about how they were able to increase literacy or attendance, how many items had been checked out. (The librarians) were so excited to talk about it and they were so excited to meet us. So it was very encouraging. 'Alright! I am in a community; we're all in this together. We're all going for the same goals', and it was very affirming that I'm in the right place.

These personal realizations are the core of library cultural competency. Not only did the participants learn more about librarianship but they developed some awareness so to their space within it.

This awareness deepened for some of the participants. Several, prior to this experience, did not know international librarianship was a career path option. As a result, working with the AAS staff stirred many insights about alternate career paths for librarians and what it might take to pursue them. Jill

learned that there is a larger variety of positions available - international librarian, working at a presidential library, and working with technology. Being a librarian isn't just about library science skill but also working and adapting to a different environment, a different community, whether that is internationally or locally. Libraries are really based and focused on their patrons and who they are serving.

Where Lynn felt that this transition would be easy because "what it takes to run a library is universal, only the types of resources change," others saw a cultural difference in international libraries that they would need to address. Ann "never had considered working internationally

before. I would have to bring my US library culture of openness with me. I didn't know there are different library cultures." Sherry believed that to address the differences in different countries "you would need to be well trained in librarianship to provide the best service possible." These observations by participants begin to acknowledge the concept of differing library cultures. Perhaps, with a solid foundation or competency in library culture, these students may be successful anywhere.

Lessons learned: From other participants - Insights about the profession also occurred as a result of working with other library graduate students. By interacting with fellow participants, participants learned that communication, organization, adapting to multiple personalities, and professionalism were crucial to successfully complete a project with a diverse group of librarians. Several participants expressed the importance of learning to work as a team and to put personal issues aside. When reflecting on the range of personalities and traits that librarians have, Sherry felt that

personalities don't always get along but you still have to make it work. You still have to get through a project. You can learn from each other also. It's not just my way or the highway. Everybody has something that they need to input and should because you learn from others too. Librarianship isn't just something that happens in a vacuum. You know in order to work with people that's all part of it is teamwork.

Tammy realized that "matching people to their abilities is important in teamwork. When dealing with different personalities, you have to be patient." In addition to patience, Jill and Angie expressed a new level of respect for their colleagues. Jill "gained a different perspective on dedication. It takes a lot to go back to school later in life and get your Master's degree." Angie learned that "everybody's experience is valid and is something that you can learn from." Despite the variety of personalities, the teams were able to come together through their professionalism.

This professionalism was strong in some participants and allowed for an enjoyable group project. For example, Lynn learned that professionalism could be fun.

We were able to have fun but we didn't get off on weird random tangents that would be embarrassed about if someone had walked in on us. But it was clear that we were all having a good time while we were performing our task. That was my definition of professionalism. You get the job done but you can have fun doing it. If you have to choose between the two, work comes first. ... It surprised me that I learned so much about professionalism from people that were 10 years younger than me or even more than 10 years younger than me. That was the other big thing that I learned was that I can learn from anybody and that's important because you're not always going to know all the answers.

However, Carrie saw differing levels of dedication, work ethics, and temperaments. She could tell those that had "chosen this field because they have a certain amount of passion about it."

Unfortunately, not all were like that. She felt that some worked hard and some had "no real interest in learning, kind of doing this more as a vacation." She was saddened to see some "falling asleep during conferences." Regardless of these individual levels of professionalism, all participants were able to provide some ideas for improving US libraries as a result of their work in Russia.

Overall experience: Changes to implement at home. To address a level of professional growth as a result of the experience, participants were asked what improvements they observed which would serve US libraries as a whole and in their own delivery of services. Over a third of the participants agreed with Carrie and did not believe that any changes would need to be made because "there are certain core values that transcend geography especially in a school library setting...(and although) our libraries may be different but it's all about meeting the needs of our users." However, others expressed several aspects that could be changed to enhance their current processes and thinking.

A major suggestion to enhance the patron experience was to focus on communication and interaction. Jane felt that "being willing to be able to talk or communicate (with patrons) even though there's a language barrier would help (her) to be able to adapt to different cultures."

Laura focused on making sure that all different patrons groups were assisted. She found at the school that they served parents and the ex-pat community. This meant

you had to do a lot with communicating. You had to get the word out explaining the services you offer to the people that will come. If you just have flyers to everybody then the people who are going to need it aren't going to get that information. The people who speak Russian aren't going to use your library. I mean they can't. If they get the information to the people who can use, they will use it.

Interactions needed to cross the language barrier in Russia and participants found a need for that in the US as well.

Several participants felt that an increased cultural awareness would help them be successful in their own libraries. Kim experienced this awareness as a need to “learn to be flexible. (She) learned that it's good to be really observant. It's important to figure out how your perceptions differ, your perception of the need versus the need, and to be willing to learn new things or to do things in a different way.” Glen cautioned about keeping cultural awareness present when cataloging that “things don't necessarily translate. Local understanding of the concepts can be vastly different. ... (And) Just because you know something is a certain way doesn't mean that your users are going to think of it in the same way.” Jill turned this cultural awareness inward and found that

it really helped me to kind of broaden my expectation of serving the community and providing information. I guess it helped me to think about information, in my own library, and to help me be more diversified in how it helps the community. I guess even looking at it in a way that it respects people's different customs and different cultures. That could also be helping to look at my information in a different way and the different services that could come from the information that my library provides to my community.

Next, in order to make one's collection more accessible and attractive to international patrons, Jane and Ann shared their thoughts. Jane felt that in addition to expanding her knowledge of information sources that she needed to increase her comfort level in talking to someone with different language skills. Ann found that “in a school library like that, we struggled with the

world languages.” She felt that it would be important to “provid(e) a collection that is culturally diverse and has a lot of different narratives. ... Helping cater to everyone’s needs is very important and as is learning what those needs are.” Sherry found this idea to true, firsthand.

By the time the interviews were conducted, Sherry had already had an opportunity to put these ideas into practice. She was excited to share that experience.

Right after I got back there was a gentleman that came in that really couldn’t speak a lick of English, but I did find out he was from the Ukraine. He was trying to write but in the school over there they had the keyboards with the Latin alphabet like a regular keyboard and they had the Cyrillic alphabet. We don’t have any with Cyrillic; we only have our ABCs on there. So he needed to type in Russian. So I did a Google search where he could use a keyboard on the screen that would match so that he could type in Russian.

I actually had an experience where I had someone who was Ukrainian and I just had to try to communicate and help him so he could communicate with his friends and family back home. So it is different. What you’re mainly trying to do is to cut down, limit the barriers, and help them be able to communicate the best they can and find the information that they need.

Overall, participants seemed to believe that keeping the patron base in mind when providing service, creating records, or presenting programs was essential to helping diverse populations.

While wrapping up each interview, participants were asked three questions to help identify perceived value from the trip: would they recommend the experience to others, could they have learned everything they did by another mechanism, and if they had any additional feedback regarding the program. Almost unanimously, participants agreed that they would recommend the experience to other graduate students.

Overall experience: Recommending to potential participants. Participants were asked unconsciously to quantify the value of the program through the question of whether they would recommend the experience to other graduate students and librarians in the field. Amongst the reasons given to encourage graduate students were cultural awareness, personal growth, and career placement/professional development. Taken all together those reasons, meet the tenets of

library cultural competency. Sherry came to the experience having been told by friends and family that Russia was a mean and unfriendly place. But, after the experience, Sherry said

I wouldn't have traded it for the world! I'm glad I went and I'm glad I can report back that Russia was amazing. If anyone ever got a chance, they should go and do that. Those others (friends/family of participant) were just plain wrong about their perceptions, like Russian people are just mean or that kind of thing. It's not true. You guys are wrong! I would recommend it to anybody and I would do it again in a heartbeat. You just can't teach something like that in a classroom.

For Jill and Laura, their emphasis for potential participants was one of development of self. Jill shared that "working overseas in an international library, is really (an experience that) can never be replaced. It's very valuable not just in a working sense and different work experience, but expanding myself, personally, not just as a working student but also as an individual." Whereas Laura put it simply: "where else to do you get to travel with people like-minded to yourself, who understand you, what you're trying to study, and what you're hoping to accomplish in an experience like this." Last, Kim and Lynn each presented a vision for the future for the program which tied to career placement and/or professional development. Kim envisioned that the program could be conducted at different types of libraries.

I think that the trip, as a learning environment by itself, should be suggested or implemented in more places. I think a lot more people could benefit. I can imagine more settings not just schools that could benefit from trips like this. I think there could be other libraries, maybe public libraries are better funded but not necessarily depending on the country they may not be. I think there can be other types of trips. People can be very creative and do a lot of good for other libraries in the world.

Lynn's thought was more sweeping and yet closer to home.

If I was the chair of the library school at UNT, I would almost make this a requirement for anybody. That they had to do a semester in a different country because you gain so many skills that you can't really gain any other way. The reason I say that is I think that experiences like this help you to find your center within the program. I don't think very many people come into the Masters program knowing exactly what kind of librarian they want to be. With this experience you get to try so many different things in a relatively short period of time and it can help you to focus sooner on what you want to do versus someone who is 1 semester away from graduating and struggling to find their home within librarianship.

When the focus was shifted to active librarians, nearly half also agreed that they would recommend it. Most believed it would address the need of librarians to see how others tackle the same day to day problems in a library. The only negative presented was one of logistics: time constraints, funding, and difficulty showing relevance to their current job.

When considering other ways they could have gained the information learned through this program - international school librarianship, policy creation, systems, catalog maintenance, collection development, and space planning - participants posited several potential methods. The ideas included reading other's experiences, interviewing professionals who had those experiences (potentially by Skype), webinars, guest speakers, read articles, write papers, take classes in the particular skills learned while also taking a class on international librarianship and how libraries function in different countries. Despite this list of alternatives, all participants included this recurring theme from Laura, "you can't just read it in a book." Jill felt productivity came from being able to be physically present and active in the location.

There is only so much you can read or can learn in your own local setting. But to really go over to a place and actually physically use and physically work with library systems, library staff, in the library itself internationally, I think that is the best way to familiarize yourself and learn about it. I don't really know how else you could learn about it so productively.

Nancy emphasized that by being in situ, every moment ended up being a learning opportunity.

I don't think I could have experienced in any other way. I was just an amazing experience. It was so much more than I anticipated. I loved every minute and every day of it. Even in a situation when we had a tense situation in our group when our group seemed to disintegrate and unravel at one point. I mean it was still a learning experience, even that.

Similarly, Julie shared that knowing "why" choices are made comes from seeing a process or culture first hand.

I guess you do it online, but it wouldn't have been the same. Not actually going to it seeing the culture for yourself, seeing the country, the language, and the people. You would have never gotten that kind of experience in a classroom setting, strictly here in the

US. You have to understand what they're trying to do and why they're trying to do it. You have to be placed within that environment too.

Participants extolled the virtues of the experience being not just service learning but specifically an international service learning experience.

Program Feedback

Lastly, participants offered all manner of feedback for the program ranging from choosing participants and choosing a venue to the functioning of the project in situ and the project leadership. Currently, each semester the call of participants is announced and those that can afford the trip and are willing to enroll in two summer classes define the experience co-hort. Participants had some additional thoughts for the selection process. When choosing participants, Carrie felt that students should

have a good attitude about what they're going to see here. Because they're not going to be in the US, the accommodations might not be 4 stars which is completely acceptable. The school is going to do what they can for you, but that doesn't mean that you're going to have free reign, carte-blanche to do whatever you want.

In fact, the instructor has an established policy regarding a group of three, making sure that if someone was injured, one team member could go for help while another could stay with the injured person. Mary felt strongly that participants should be able to adhere to this policy. "(One participant) needed to stay with the group. The three of us found her numerous times wandering around by herself and we told her that she needed to stay with us. If you have that kind of attitude, you probably shouldn't be on the trip." She felt it was a drain on the other participants.

A lot of planning goes into choosing a venue and arranging all of the logistics to take a group of graduate students overseas. The instructor, typically, coordinates all arrangements long distance with the help of the host contact. As such, each semester's venue is selected sight unseen. This makes each experience a unique situation. In Moscow, as participants have

previously said, the libraries were well funded and organized. Although this might be cause for relief for the typical tourist, Jill expressed the challenge it presented for this group.

I think we could have learned a lot more like the people who went to Peru. I know they had to deal with a lot of issues that we didn't even consider being in Russia being as comfortable as we were. We had it easy in comparison to other international trips. I think it would have been very enriching had our experience had been like that because we would have to start from the ground up. We didn't even get to see really limiting factors like other international trips have.

The only possible solution for this would be for the instructor to visually inspect the venue a year ahead. Unfortunately, even in that case, the projects tend to evolve right until the participants arrive.

Program feedback: Functioning of the project. Through the course of the trip, there were several instances where different people were frustrated. In this part of the survey, participants were encouraged to express their thought on what might have made those hurdles smoother or other activities they would have liked to have done. Most provided constructive feedback, such as Ann, who said, "I kind of wish we had seen a public library to see how the public library was in Russia. I would have liked to see what the regular people have to use instead of the presidential or a private school." Likewise, Carrie provided a reassuring comment about the various presentations that participants attended.

I don't know how other people felt about the presentations, because I heard a lot of negative about how other people felt about the presentations. But I actually got quite a bit. I enjoy going to presentations and conferences so that was probably one of the more interesting parts for me. Because I was hearing other professional librarians in Russia and hearing about what they're dealing with and their thoughts on things and that was very nice for me.

Tammy provided her concerns about the St. Petersburg of the project along with a more neutral comment regarding planning.

And then St. Petersburg, the school seemed ok but the library seemed it needed a whole lot more work and we all did a lot more work than any of us thought we would do. It was almost enough to throw us out of the profession I think. Considering a lot of it had to do

with, it wasn't the professor's fault but it was never clear what we were going to do. So one moment we were told we weren't going to do anything in St. Petersburg except relax and tour and the next minute it was the death march over to the school and then working like crazy people for a whole day. That needed to be improved or changed up a bit...I think the planning was difficult...because when you go into a totally unknown factor with unknown people you do the best you can.

Lastly, Mary addressed her frustrations regarding the breakdown of coursework, communication, and her expectations for project leadership. She experienced some inequity in the work groups.

I thought that the actual work it wasn't a very diplomatic. I was on the IT team. I felt I didn't get to do as much as some of the other people did. Their IT system was awesome and they had a great staff. So I would have liked to have gotten to have a few days working with the staff because my interest isn't in cataloging. So to me that was just something to do. I felt that in many cases, I was just filling time in the class. Once we realized that the IT didn't need help with now, it was like 'now what are we going to do'.

At the same time, she also believed that there should have been more direction to the assignments.

I think there should have been more leadership. I realize that we're adults but it was a class. We should have had some direction from the instructors, some leadership, some organization. It was like "here, here's what's going on... go!"

When working with others, Mary felt a more direct approach would have been helpful.

I think there were some issues that should have been nipped in the bud. That same goes for your team partners. Instead of letting it fester, you should just lay it out on the table and get done with it. ... And when it came to the groups, there should have been more leadership. Some "sit down, shut up, let's do the job" and I think that would have been a little bit more help. Maybe not leadership but assertiveness.

Mary concluded by suggesting that towards the end of the trip, the instructors were most likely tired of the group and at their wits end. It was the only rational she could devise to counter her thoughts on the lack of organization while visiting the St. Petersburg school.

Mary's experience, however, was not the norm. Considering the participant group was nineteen members, to only have one strong outlier on an international trip with everyone out of their comfort zone, the overall program review provided by participants was encouraging. The

majority of the participants not only enjoyed themselves but also saw enough value either personally or professionally to recommend it to future groups.

In this chapter, the interviews were examined first by establishing relationships between participant attributes and themes/codes. Then, the study data was presented by comparing pre-experience perceptions of participants and their answers to their post-experience interviews. Both levels of analysis aimed at providing a narrative of the lived experience of these participants. In the following chapter the prior worldviews and resulting worldviews will be compared to derive findings for and present the interpretive-re-interpretive moment for this experience.

CHAPTER 5

DISCUSSION

In chapter 4, I delineated and examined the initial worldviews, the resulting worldviews of the participants, and provided some interpretations. Additionally, I provided these same worldviews of the professor (Appendix E), as well as myself (Appendix F), to provide supplemental support. This chapter presents the interpretive/re-interpretive moment, the final moment in the horizon analysis, which is similar to findings in other methodologies. The original five questions posed in chapter 1 are addressed and meaning is created thus completing the final moment. The themes resident within those five questions are also addressed. The chapter concludes by presenting any additional findings, as well as the limitations of the finding presented.

Question 1: How does Experiencing Another Culture Affect LIS Students?

Before the experience, participants held a limited view of what to expect from their time in Russia. Most were focused on concerns of survival, language, food, security, and cultural mores. These feelings subsided after some time in Russia as Nancy noted:

I was surprised that the age group was between 19 and 67 was all interested in going to Russia and being a part of this program. I just, it was actually heartwarming that there are so many people that even didn't feel as comfortable in the beginning that they were still able to become part of a group and provide their skills and knowledge to the rest of the group.

Angie went from having never travelled to being excited about future opportunities to do so. In fact, she said, "I really want to share Moscow with (my husband) and go somewhere else. I actually had a dream about going somewhere. I went somewhere else, so obviously I want to do that. I want to get out there and see something different. It was just amazing." For Cindy, born in Pakistan, it was like going home.

On the drive from the airport to the Aerostar hotel, I was amazed by how the scenes reminded me of Karachi. The cities may not have much in common politically but certain things were the same. It was the same vibe. Strange writing on colorful billboards and on the mismatched assortment of shops. The hodgepodge vehicles, delivery trucks, and cars, all that were parked every which way. Crazy drivers that seemed to have their own rules that are completely unfamiliar to us. The green that slowly faded to the concrete urban areas that were the outer parts of the city. I remember seeing similar sights and feeling a similar feeling in the pit of my belly. A strange combination of intrigue, excitement, anxiety, nausea and curiosity.

Sherry was able to combat the fears of her friends and peers.

...a lot of people, I got to say, were weird about me going to Russia. There was some weird thing where you know 'you have to be careful and don't make sudden moves'. And there's this certain misconception that Russia was a certain way and it made me a little nervous. But then I go over and find that well it's not. I think it straightens out people's perceptions about other countries. We live in a bubble where we think it is really so bad elsewhere and that's not necessarily the case. Every place has problems but in order to understand, it's good to understand other countries and other cultures it's good to break down some of these barriers. It's ridiculous. Ya, (sic) you wouldn't believe, I had one guy tell me 'be careful, you might wake up in a bathtub without a kidney'. And I think this just erases some of these negative perceptions.

Even Troy, who grew up in the Cold War era, changed his mind about whether Russia was a place that others should visit. "(Initially) it had no particular allure to me. That said, I'm glad I went because I saw things and learned things I otherwise wouldn't." Each of these experiences were a direct result of personal observations and visiting another country. None would have developed *in situ*, taking a class on international librarianship at a Texas university.

More specifically, participants experienced a broadening of both their understanding of Russia. First, participants found interacting with the people and navigating the language barrier were much easier than expected. Kim, who expressed "fear about not being able to communicate with others or getting lost because alphabet is foreign" in her pre-experience survey, found that:

It didn't really feel like a foreign place except for a language different and obviously an alphabet difference. Once we were there for less than a week, it felt like a normal environment. I had expected to feel like a fish out of water because I couldn't read everything and communicate, but we were traveling all together and we could rely on each other to help each other.

Likewise, even Tammy, a woman in her 40s, overcame her concerns about communication. She shared that:

The difficult thing about being a tourist in Russia which I managed to get around eventually was the Cyrillic writing, not the language so much but the writing. Once we all started to figure it out, how to decipher the letters, it was much easier.

Second, participants expressed surprise when their personal Russian stereotypes were confronted or confirmed. Nancy noted that “travel opens your eyes to the fact that no matter what you think we are not the center of the universe as the US. Other countries have issues. Other countries are proud of their country. They’re proud of their accomplishments. They don’t all want to be us.”

Troy, unexpectedly, found this pride in their spiritual life too.

It was also interesting, the whole church thing was kind of fascinating, how after 3 generations as soon as the soviets left, the church is back now. It probably doesn’t have the power that it had during the Czar’s time but they are certainly making their presence felt on a cultural and a religious level. I don’t know how many people still believe. But it certainly has at least cultural significance for them which was one the real surprises for me was that the church has somehow been rebuilt and come back. I wasn’t expecting to see that at all.

Having never seen displays at US art museums, Carrie happily countered the idea that art did not exist in Russia during the Cold War.

... in the United States, it’s not very well represented in my opinion. It could just be that the art museums I’ve been I haven’t said “ah yes, this is Russian art and this is what it looks like.” So it was neat to see that in the 1800s this is what the Russian art looks like and then in the 1900s and then during the communist period when there was the iron curtain, it was neat to see that there was art there.

Seeing all these differences even led Mary, our participant with the worst experience, to say, “I think one thing I learned was that Russia was not as backwards as people think it is. It’s pretty sophisticated. I think they’re more technologically right up there with any other nation.”

However, not everything was different than participant’s expectations. Kim felt the control of the state and law enforcement through the presence of the state police/military milling about in public areas and metal detectors at Red Square, while Nancy remarked on the lack of “open

container laws (and) that people throughout the day were walking around or sitting in public areas drinking alcohol.” Going on this experience allowed participants to see Russia in its own light not through an ingrained American worldview. Overall, participants found they were able to enjoy the culture despite their initial survival concerns.

Question 2: How does Studying Librarianship in Another Country Affect LIS Students?

Although not necessarily an artifact of location, being surrounded by all of the aspects of running a library and making a direct contribution to its functioning seemed to have a significant impact on the participants. Younger participants, Jill and Ann, realized that librarianship was a worldwide convocation. More experienced participants were affected by seeing that different countries do things differently. For example, Julie shared that:

We went to a public library... it was supposed to be a public library but there was a guard outside who had to check your paperwork before you could go in and not just anybody could get a card. It was mainly just students that could even though it was a public library for their idea of public access was very different too.

Through these library visitations and presentations by local librarians, participants learned that local libraries in Russia maintained a great deal of security, a closed stacks system, and a limited definition of whom the “public” was that could use the libraries. It may have been the historical restrictive nature of Russia which explains how these libraries evolved.

However, participants also visited the presidential library which, being relatively new, was at the other end of the spectrum. Not only was it not the US definition of a presidential library, Glen felt “It seemed more of an archive than a library, more of a meeting space and a conference space.” This high level of library technology was unexpected to find in Russia. Jill expressed that it

was actually, a little bit shocking because it wasn’t just your normal library that you think of with shelves and shelves of books, but it was more a library of technologies and advancements for the community and bringing together like our different library

colleagues and professionals to give conference there. I really just enjoyed that new take of what I thought a library was.

Participants learned first-hand how international school libraries run and experienced the impact that international school librarians make to their communities. A eye-opening lesson for participants was that not only did the libraries for AAS Moscow and St. Petersburg serve their school population but their immediate ex-pat community. As a result, the international school libraries felt like an English-speaking haven for many of the participants. Nancy explained that there were “a lot of similarities I think probably since a lot of the librarians are either British or from the US.” But no matter where the librarians come from, Robert and Melanie, the two librarians at AAS Moscow, demonstrated three key attributes of an international school librarian. First, one has to be well-trained to thrive. Jane saw that “It’s not just about a library science skill but also working and adapting to a different environment, a different community, whether that be internationally or locally. Because libraries are really based and focused on their patrons and so they are serving.” Sherry learned about the isolation of international librarianship and “that it’s very important to be well trained in librarianship in order to provide the best service possible.” Second, an international librarian must be patient and flexible but travelling can be rewarding. Angie, our participant that had never travelled internationally before saw that:

It can be a real adventure. You can experience a lot of different things from culture to personalities. To be patient, I think that’s the number one thing. Not just from them but that you just have to be able to be flexible for whatever comes at you – and difficult patrons, happy patrons, problems with the catalog, problems with books on the shelf, even maintenance from the people to the items, patience, always wearing a smile, being able to be ready for anything that life changes, things change immediately and being able to adapt to those. ... You don’t have to just stay in America as a librarian if you really do want to travel if you really do want to experience something else, if you want to experience another culture, you really can go into that culture and it can be really rewarding.

Third, one has to be ready to do it all to serve the community well. Kim, Glen, and Julie saw the librarians work hard at this each day. Kim had not expected that a school librarian’s job would be

so varied. She learned that “the job is really varied, especially in a school where they don’t have a lot of other staff members. Like processing the materials and cataloging, they kind of do a lot of that themselves.” Glen found that librarians had to adapt their academic understanding of librarianship to serve their community.

What you learn is not always what you need to know. The theoretical procedural of this is how we do it that we learn in library school is not necessarily how we do it in the real world. And that’s true of any field of endeavor. There’s the way it’s supposed to be done and then the way it IS done.

Julie understood this level of adaption as flexibility. She said:

You definitely have to be able to mold yourself and be flexible especially with the environment being different. And part of librarianship is that, to be flexible and be able to mold yourself into whatever environment you’re thrown into. We’re constantly changing gears.

Finally, Tammy came to this conclusion about libraries in Russia, “there’s a lot of factors we don’t have in the states like the politics. I mean we have some but we don’t have the blocks. The same kind they have in different countries. Every country is different.” It was these politics and historical barriers that led Glen, a recent graduate and prior experience participant, to provide our summary answer to Question 2. Studying librarianship in another country illustrated that US concepts do not always translate and in another country it may be necessary to come up with new methods of providing service effectively. Just as every country has its own bureaucracies, policies, and procedures, so does every library.

Question 3: How does Participating in a Library Focused Service Learning Opportunity
Affect LIS Students’ Knowledge of their Profession?

Participants expected to gain valuable work experience, develop some cultural awareness, and make contacts as a result of the experience. Their comments illuminated the many areas this experience touched their understanding of the profession. First, as mentioned in the data analysis, participants had not seen a school library serve those outside of the immediate school

community, teachers, staff, and students. Several remarked on the inclusion of the greater ex-pat adult community as part of the service community, which seemed to challenge their world-view of the typical school library.

Second, the old adage “money is power” was alive and well in Moscow. Nancy said,

I was amazed. It was more than I expected. It was just, I knew that this was a fairly well to do school just by the budget that (Robert) had mentioned on one of our chats. Just the facility itself, having a chef on campus, the facilities itself was top notch, the staff was so engaged.

Over half of the participants were as surprised as Nancy to see that an international school library could be just as modern, if not more so, as a US school library. Budgetary comments ranged. Carrie felt that their collection reflected a hardy materials budget and was surprised that they “even had materials beyond books”. As far as technology availability, Mary said “I think that they have nicer systems over there than we have here but then again the school has a lot of money so that makes a lot of difference”. The one place Nancy expected to find budget shortfalls was in staffing levels, but she did not even see that challenge affecting them. It was unclear as to whether these comments came from a worldview of Russia being historically impoverished or the worldview of low library funding levels in the US as described by Tammy.

[...] especially in the state of Texas where they think they don't need librarians, they are absolutely out of their minds. There's a reason we go through all of this. I think they would completely fall apart if they didn't have somebody who at least knew what they were doing AND had help. I know in our district they took away the assistants for all of the elementary librarians and no elementary librarian can get a substitute, they have to close the library.

Third, their experience allowed them to see all the tasks/processes necessary to make a library function and realized a number of key points. Hands-on learning in a library is different than the classroom. Ann expressed the relief of finally being taught “how” to be a librarian. “I kind of have a better view of exactly what it takes to work in a library. I definitely feel better about it. ...It was kind of like they taught it to us.” This experience gave the participants a microcosm of

the real world to learn and practice in. School librarianship was described by Tammy as “a whole lot more work and you really need to have enough staff to cover it.” In fact, for her, “It was almost enough to make me decide ‘I don’t know if I want to be in a school library. I think I’d want to be some other kind’. Underappreciated, unpaid, and overworked.” The work level also gave Jill a new respect for her colleagues.

I learned a lot from those people who were returning to school and returning to get their masters in library science. That gave me a different perspective on the dedication and type of education for people who were returning to school in pursuit of a goal they really wanted to achieve to become a better librarian in some cases or just to really try something new.

Last, participants learned how important communication and team construction, placing the right personalities and skills sets together, can be to a successful project. Carrie explained,

(Participants are) coming from all different walks of life, different perceptions of what a study abroad should be. It’s the same thing. I’ve been on two of these now and there’s different personalities. That’s what it’s like and you have to get along. It’s like in the real world, even if you don’t agree with what they’re doing you play nice or communicate this isn’t right or that kind of thing.

Sherry agreed that “personalities don’t always get along but you still have to make it work. You still have to get through a project. Also that you learn from each other also. It’s not just my way or the highway.”

By having all of these different personalities at play, Lynn saw that

there were so many individual skills I didn’t know before I went on this trip. I wouldn’t be any means say I’m an expert but I know a little bit about each and that just I kept saying on the trip sometimes you have to have experiences in order to learn what you don’t already know. It needs to be cemented in your head.

But it was Angie that reminds us the whole purpose behind taking a group on such an experience. “We all had different passions; we all had different interests and reason that got us to be librarians. But everybody’s experience is valid and everybody’s experience is something that you can learn from.” This sentiment tied together the last point about learning to get along.

Seeing a unique library purpose, challenging library culture beliefs, hands-on experience, and getting along were the major lessons participants learned from a library-centric service learning opportunity.

Question 4: How does Being Immersed for Three Weeks in a Foreign Culture with Other LIS Students and LIS Professionals Affect Knowledge of Librarianship?

By spending three weeks engaged with other librarians and library students, participants confirmed a number of expectations. They saw that being available and approachable, providing patron assistance and curriculum support, and having a set of developed policies and processes helped make the library run smoothly. Additionally, because of the length of the project, Jane had time to learn this lesson, “in order to see what the problems are within a library, you have to dig deeper, you have to go to different areas to find the problem. Even though you ask in interviews of the librarians themselves, you also have to do an additional research investigation.” The project length and the intensity of being unable to go home provided the next lessons. Working with their teammates, participants found that everyone has something to contribute. Additionally, Lynn found that even dreaded tasks such as cataloging and professionalism can be fun with the right mix.

I learned that to get the silly thing out of the way that cataloging and entering multiple books can actually be a lot of fun. I had done something similar before but all by myself and I got so tired so quickly. But I think we did so much so quickly and it was because we made it fun for each other. From my other group mates, I definitely learned about professionalism. We were able to have fun but we didn't get off on weird random tangents that would be embarrassed about if someone had walked in on us. But it was clear that we were all having a good time while we were performing our task. That was my definition of professionalism. You get the job done but you can have fun doing it. If you have to choose between the two, work comes first.

Lastly, several participants realized that librarianship and the skills needed are universal that merely the available resources change. In effect, for Lynn, all librarians are trying to do the same

thing only with different resources, reflecting the culture of their patron base. Mary made this simpler:

If you work in a library it seemed pretty universal, what we were studying over here and what they were integrating over there. I don't know if that's because that we were studying or because that's how they do it over there. I mean cataloging is cataloging.

Simultaneously, she made one counter point, working internationally it would be important to keep in mind that librarians may have less access to physical resources and thus to provide a high level of service, one must really know their Internet resources.

Question 5: Where are this Experience and Previous Ones Convergent or Divergent and Why?

Three of the participants, three of the faculty-staff, and I had participated in a previous experience. All of them agreed there was something substantially different about this trip than prior ones. While not all of them provided recorded input on this particular question, particular findings can be suggested. One of the big differences all experienced was the affluence of the current setting. Going into prior experiences, the participants, instructor, and researcher had encountered project settings which lacked for funds, manpower, and/or organizational structures. Another difference was the focus of the participants. The instructor and the research both commented that it appeared the group that went to Russia were more motivated to apply for cultural reasons than educational ones. Although, a policy document was successfully created, the service learning aspect of the trip seemed secondary. Lastly, faculty-staff participation played a larger impact in the leadership of the experience. On previous experiences, participants had evenings to themselves and weekends were for sightseeing. This trip program faculty and the host librarian provided evening opportunities for participants to explore Moscow and St. Petersburg. Perhaps it was this continual structure that added to the dependence of participants on the staff for leadership.

Questions through Themes

Thirteen themes emerged in the process of this study. When examining these themes, three of them specifically aligned with the five research questions. Cultural competency was found in questions one and four. Library cultural competency appeared in two, three, and four. Personal growth spanned questions one through four. Thus, these themes were specifically reviewed to see what findings could be derived for each attribute.

Themes: Cultural Competency

Cultural competency factors were 12% of the comments made by participants. While looking at cultural competency development in participants, several similarities came to light. First, Carrie, Sherry, Lynn, and Angie, who had served patrons from another country, exhibited a higher sense of cultural competency on all three aspects, awareness, expectations, and differences. Second, those who had completed their degree, Carrie and Glen, and coincidentally, had also been on a service learning trip before, consistently voiced a heightened cultural competency in all three aspects, awareness, expectations, and differences. Third, the 30-40 age group, Carrie, Glen, Lynn, and Angie, exhibited the highest level of cultural competency within all three aspects, awareness, expectations, and differences. It was interesting to see that most of these participants showed up in at least two of these categories. Seemingly, Carrie may have been the most culturally observant participant, with Glen, Lynn, and Angie in second billing. Once again, it may have been the previous interactions with other cultures that attuned these participants to reporting cultural competency concepts.

Then, looking at distribution curve patterns, three unique situations appeared. Participant groups for the attribute of type of work experience each displayed a similar curve (Figure 26).

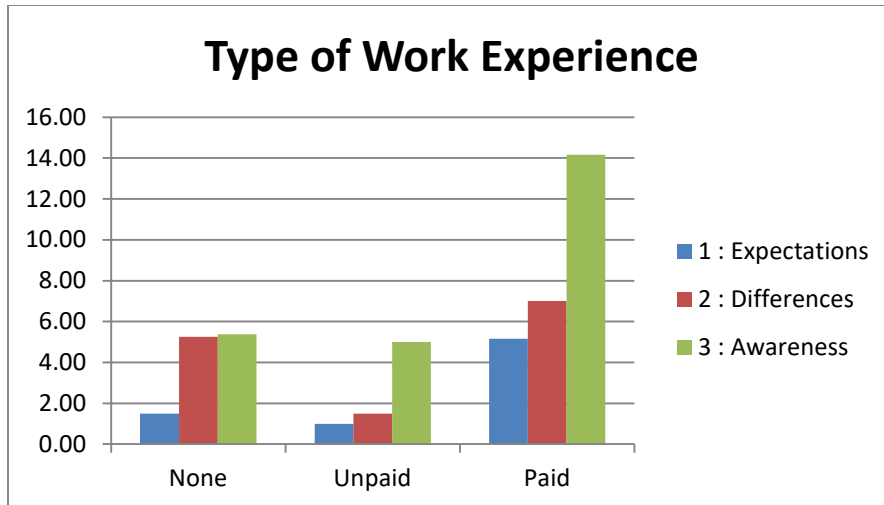


Figure 26. Cultural competency by type of work experience.

Participants, regardless of group, exhibited low expectations of the culture, a higher level of observed cultural differences, and raised cultural awareness as the largest factor.

However, when it came to looking at how long participants had been working within the LIS field, each group was different in their cultural expectations, cultural differences, and cultural awareness levels (Figure 27).

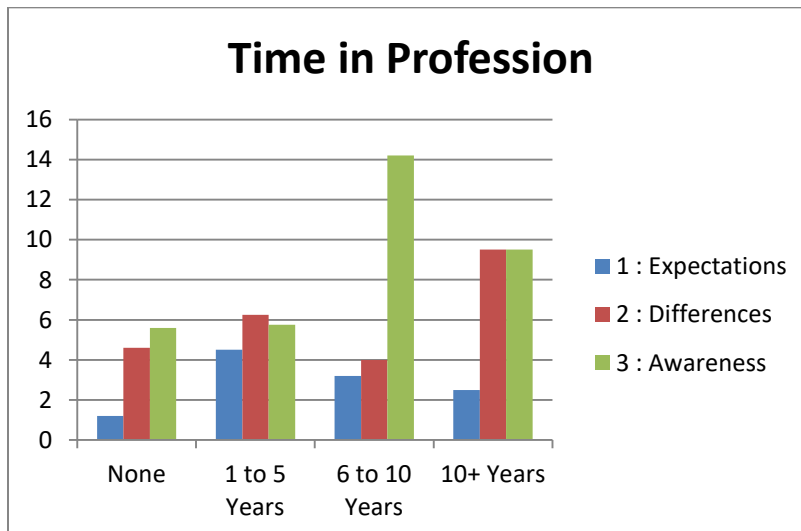


Figure 27. Cultural competency by time in profession.

Nancy and Mary, who had been in the field longest, experienced a cultural awareness and dissonance at that the same levels. Whereas, Jill, Jane, Carrie, Sherry, and Angie, the six-10 years within the profession group, were the most dominant participants to experience cultural awareness. These two observations showed that participants with more time within the profession were able to concentrate more on developing cultural awareness than their colleagues.

Finally, participants varied greatly in the cultural competency development when viewed from the amount of time they had spent outside the US. (Figure 28). Angie, the only participant to have not previously travelled outside the US, exhibited the highest level of awareness.

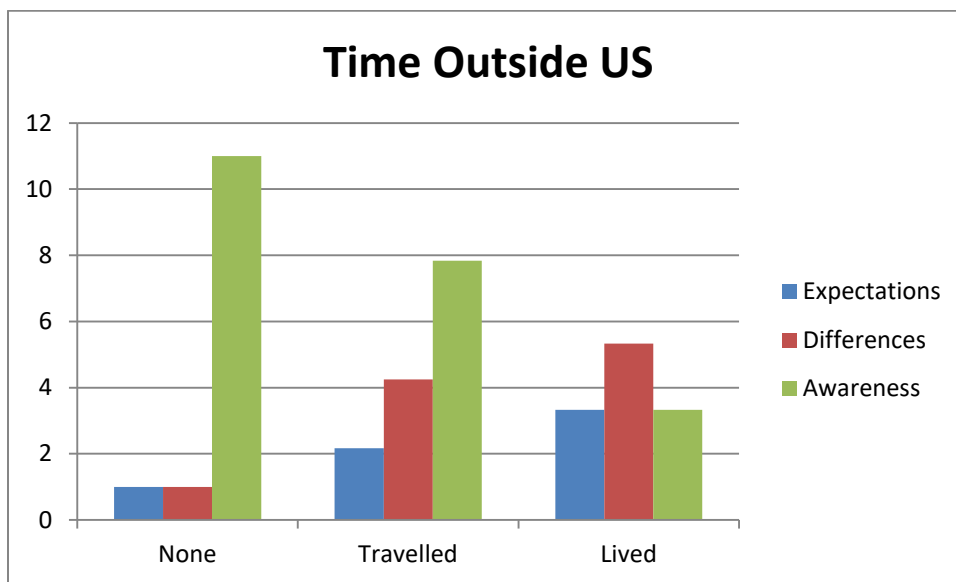


Figure 28. Cultural competency by time outside US.

Those with time living abroad, Tammy, Kim, Cindy, and Julie, were most focused on cultural differences they experienced. Having experienced the differences in country politics and economies, these participants had more life experience to compare to their time in Russia.

Themes: Library Cultural Competency

The second theme present within the research questions was library cultural competency, the development of library specific cultural and professional competencies through interacting

with different library settings. As a nascent concept, I had hoped it would be strongly represented in the findings. Unfortunately, only 6% of observations made by participants in the post-experience interviews were related.

Even so, this theme produced some interesting results. Depending on the attribute examined, participants reported experiencing different aspects of library cultural competency. Within interactions with people from other countries, all groups reported awareness, expectations, and differences in library culture. The participants that worked with people and served patrons from another country, Lynn, Angie, and Carrie, exhibited the highest instances of library cultural competency, which suggested that having already encountered general cultural competency adjustments in their lives, they could focus on library culture. However, the remaining attributes varied considerably.

Two groups at different points of their program experienced high levels of differing library cultural competency aspects. Those participants within their last semester of the program exhibited the highest amount of library cultural awareness of all four groups. In fact, all groups, except those halfway through their program, made observations regarding library cultural awareness. Whereas those halfway through the program, focused more on the differences in library cultures.

Interestingly, those with no time in the profession and those with less than six years in the profession (Figure 29) had a similar experience with library cultural competency. Likewise those with six-10 years of experience and those with more than 10 years of experience had a similar distribution of experiences. When comparing the two however, the group with less experience tended to focus on library cultural differences whereas those with more experience were able to share their observations of library cultural awareness.

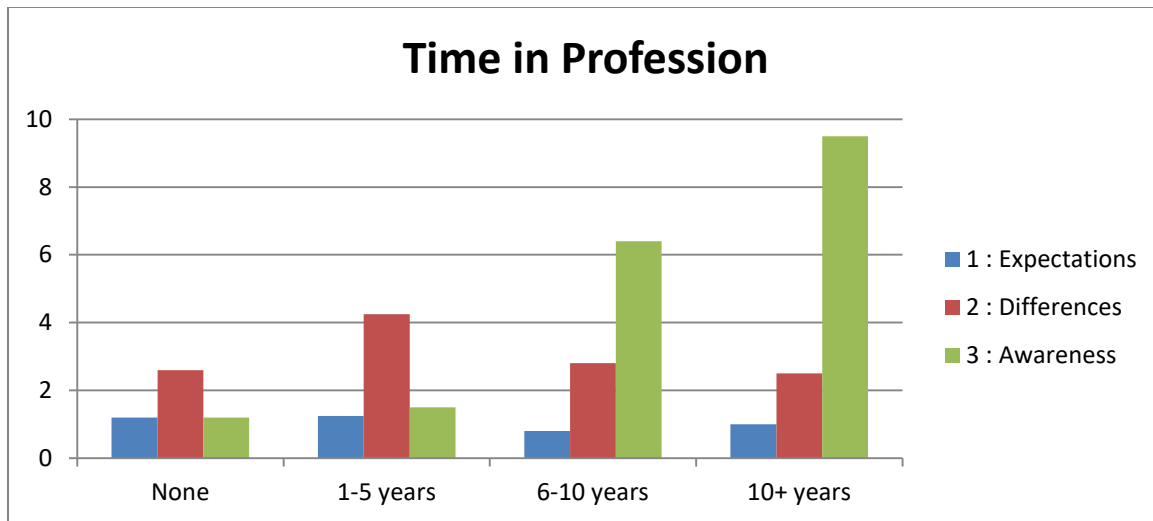


Figure 29. Library cultural competency by time in profession.

The remaining two attributes of note, type of work experience and time spent outside the US (Figure 30), had at least one group which reported no comments on at least one of the three variables, expectation, differences or awareness.

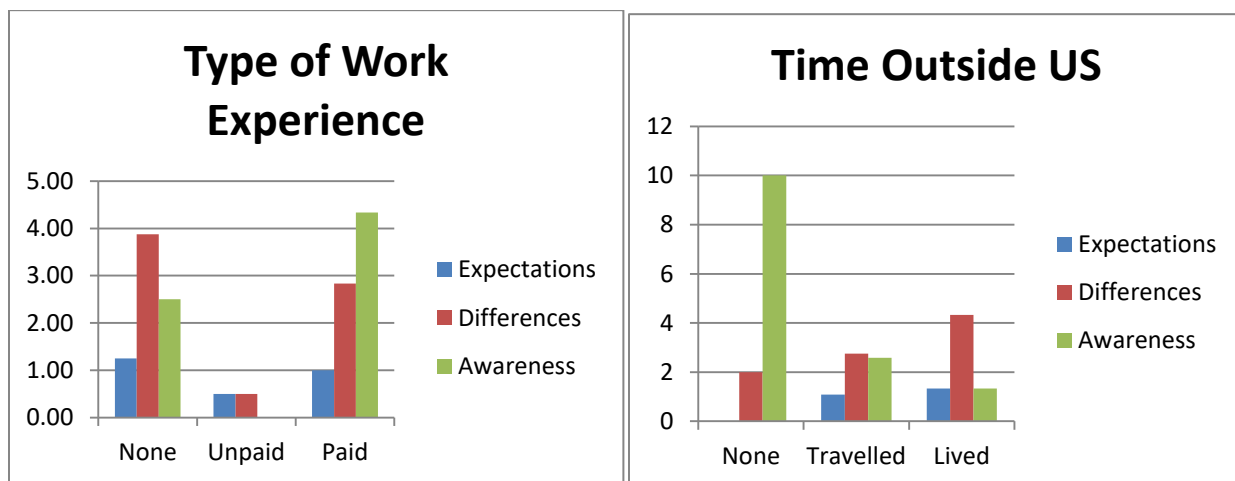


Figure 30. Library cultural competency by type of work experience and time outside US.

Those with unpaid work experience expressed very little library cultural expectations and difference and no acknowledgement of library cultural awareness. At the same time, those that had not previously been outside the US exhibited high levels of library cultural awareness but expressed no expectations. There were no obvious reasons why library cultural competency

would make such a low showing in participants' experiences. Perhaps this was influenced by some of the limitations presented at the end of this chapter.

Themes: Personal Growth

The last theme relating to the initial research questions addressed personal growth of the participants. Carrying only 2% of all commentary, not all attributes provided interesting results. Those that did, however, appeared to be most directly related to prior experiences in life and in work.

Eleven participants with prior experience working with people from another country all mentioned developing self-awareness and a greater level of assertiveness or confidence. Jane, Jill, Ann, and Troy, who had no experience in a work setting with people from another country, did not. Instead, perhaps in reaction to their powerlessness to control cross-cultural interactions, they learned that flexibility was the key to working well with others. Flexibility, unsurprisingly, also showed up most frequently amongst the younger participants, those under 30. As for those participants 30-40, Angie, Lynn, Carrie, and Glen, not only did they express the most personal growth factors in the cohort, but they felt that their perspective of the profession was impacted most.

The last attribute examined in relation to personal growth was type of work experience (Figure 31). Those having worked in paid positions experienced growth across the spectrum. However, those with unpaid experience only, Jane and Helen, did not claim any personal growth. Once again, a power differential may be at play for those with unpaid experience. They may have focused on their professional growth during this service learning experience to make the transition to paid opportunities.

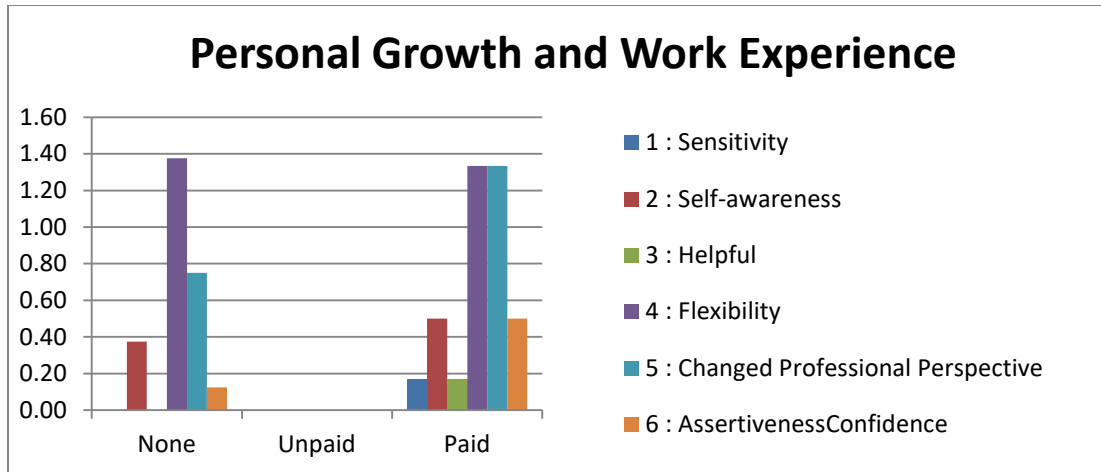


Figure 31. Cultural competency by time outside US.

Additional Interpretations

Participant Worldviews

This study was hermeneutic to allow exploration of the worldviews of the participants as they changed, developed, and grew. As a result, there were other findings fitting that description that are important to mention. First, I had hoped that participants would receive both cultural and educational benefits from this experience. Tammy confirmed this by saying that the trip “was a whole lot more learning than just a group tourist experience.” Jane mirrored this sentiment by explaining that “there’s so much you can learn from it, going to a different country. Not just experiencing the different culture but also experiencing the different ways of how they do their libraries.”

Second, many comments from participants illustrated they were firmly rooted in their ALA-centric view of librarianship from having used US libraries and being enrolled in a US LIS program. Nancy’s very telling response exemplified this ALA-centric view of librarianship. “Same standards should be maintained *around the world* (emphasis added): privacy, access to materials, (and a) lack of perceived prejudice.” Having these standards were a positive to the project at points. To their credit, participants used these standards to craft an excellent policy

document that the host believed could be acted upon. Additionally, they started inventory of classroom collections and initiated the catalog record clean-up project. Denise, a member of the cataloging team, felt that “hands-on experience showed importance of cataloging theory previously learned.” Participants strongly appreciated this opportunity to act as experts.

Value

In the first chapter, I introduced the concept of value. Throughout this study, many ideas were captured to show inferentially the value of the experience. However, overwhelmingly, participants also expressed the value of this experience directly. These comments came amidst the challenges and issues they personally experienced.

This value took a number of different flavors. Tammy expressed the value of this specific project in that “you’ve helped somebody. You were useful.” Jill presented a broader value by sharing that “working overseas in an international library is really (an experience that) can never be replaced. It’s very valuable not just in a working sense and different work experience, but just expanding myself, personally, not just as a working student but also as an individual.” Lynn felt so strongly she had a message for the school’s dean:

If I was the chair of the library school at UNT, I would almost make this a requirement for anybody. That they had to do a semester in a different country because you gain so many skills that you can’t really gain any other way. The reason I say that is I think that experiences like this help you to find your center within the program. I don’t think very many people come into the Master’s program knowing exactly what kind of librarian they want to be. With this experience you get to try so many different things in a relatively short period of time and it can help you to focus sooner on what you want to do versus someone who is one semester away from graduating and struggling to find their home within librarianship.

Most of the remaining value statements addressed helping others or experiencing an expansion of libraries’ place in the world, and thus their own. Angie said, “it was very encouraging.

‘Alright! I am in a community; we’re all in this together. We’re all going for the same goals,’ and it was very affirming that I’m in the right place.” Kim realized that “not everybody, not all

libraries, not all the librarians, not all people are like you and not everything happens the same way. I don't really think you can put a price on that honestly." Lastly, Nancy said, "I believe that travel opens your eyes to the fact that no matter what you think we are not the center of the universe as the US. Other countries have issues. Other countries are proud of their country. They're proud of their accomplishments. They don't all want to be us."

As with everything in life, there is always room for improvement in education. The participants provided some suggestions for improvement and thoughts for designing future projects. The most common request made from participants was to have gotten to see a functioning Russian library. They were interested in seeing the stacks and learning about the processes and policies of running Russian libraries first hand. Although many explained that they did get to go to one library, they were dismayed by being engaged in a lecture with uncomfortable environmental factors (constructions, A/C leakage, etc.) and "not provided with a tour of the library." One participant expressed it this way, "The library (sci/tech) in Moscow that was kind of disappointing. I think we all expected to see more than just a conference room and with the amount of security we went through it would have been nice to see a bit more."

Suggestions for Communication

According to Tammy, "The biggest problem in the whole thing was communication." Participants continually remarked on communication issues at different levels: within the host organization, between the host and program leadership, between the program leadership and program participants and amongst program participants. Specific examples were provided by participants. Carrie sensed there was an internal communication issue at the host location from the start. She pointed out the uneasiness by the host librarians as a result of the team's presence.

You could tell they were both kind of intimidated, but when anybody comes into your library, you're like, wait a second, this is MY library, and that was definitely more of a

feel for that with (Jennifer) and (Robert), but (Robert) was the one that invited us. (Jennifer) was much more reserved and more watchful as to what we were up to. I could see that it is somewhat threatening for lots of people to be coming to your library and saying this is how you should be doing things, if that's how you want to perceive it.

The next issue arose within the project team members. Nancy shared her feelings about significant personality and philosophical differences in one project team. "Even when we had a tense situation in our group when our group seemed to disintegrate and unravel at one point. I mean it was still a learning experience, even that." Although, Mary was in the troubled group, she mainly focused on other communication hurdles within the UNT classroom, in Moscow and at St. Petersburg.

(Moscow) I think there should have been more leadership. I realize that we're adults but it was a class. We should have had some direction from the instructors, some leadership, some organization. It was like "here, here's what's going on... go!"

(St. Petersburg) I think all hell broke loose and the instructors only gave us minimum of instruction and when we had to figure out our own niche. I prefer a more structured environment I think.

These structural communications were mentioned at the project level too.

Members of the space planning group, Glen, Troy, Angie, and Laura, mentioned their difficulties adjusting to the project scope changes. They had expected that AAS Moscow would be relocating its library but upon their arrival the plan no longer included a physical redesign.

Tammy also mentioned the lack of an advance plan for interactions with the St. Petersburg school.

It wasn't the professor's fault but it was never clear what we were going to do. So one moment we were told we weren't going to do anything in St. Petersburg except relax and tour and the next minute it was the death march over to the school and then working like crazy people for a whole day.

At some point or other, every participant mentioned communication as an issue.

Disappointments

Beyond communication challenges, several disappointments were commented upon by both the participants and the program leadership. The largest leadership's perspective was that students seemed to focus on the international piece more than the service piece of the experience. This was substantiated by the students each time they expressed being more interested in being tourists than getting something out of the coursework. For example, Julie felt that "we were working all the time" and Mary expressed her boredom with the continual stream of churches and museums when activities were planned. The instructor and researcher noticed that students fell asleep in cross-cultural exchange activities.

Participants expressed consternation at not being more involved in a hands-on project in Moscow and not feeling needed because of the level of affluence of the school. Also, most participants had hoped they would be able to learn multiple skills. However, unfortunately, Lynn remarked that she "would have liked more time to cross-train." The technology group, especially Mary, felt that they did not have much to do in the way of technology. "I thought that the actual work it wasn't very diplomatic. I was on the IT team. I felt I didn't get to do as much as some of the other people did." Finally, Ann shared that "I kind of wish we had seen a public library to see how the public library was in Russia. I would have liked to see what the regular people have to use instead of the presidential or a private school."

Limitations

There were several incidents that occurred during the experience that may have played a part in obscuring some of the findings in this study. The initial limitation was the construction of the pre-experience survey. Although it did examine the backgrounds of participants, it did not

address their perceptions of Russia. This made comparing the initial worldview of participants to their changed state, on this topic, nearly impossible.

Another limitation resided in the role I played during data collection. I was a full participant within the project itself and may have been too involved or not removed enough from the project for unbiased observations. Additionally, I suffered from jet lag the initial weekend of the experience and may have missed some crucial observation time with the participants.

The next limitation involved the host location. Although apparently typical for this program, as mentioned in the instructor's prior worldview, the hosts kept changing their expectations of what they hoped the project would accomplish. It is possible that this fluid nature contributed to the participants' ability to focus intently on the project at hand.

Group dynamics contributed to the next limitation. Overall the group appeared to depend heavily on the faculty and staff for direction both in the classroom and for leisure activities. At the other end of the spectrum, during a few of the touring events, students were noted to have wandered off thus causing distraction and consternation for those having to wait. These dependent and deviant behaviors may have contributed to the challenges expressed by the instructor.

Finally, there was an environmental factor. One of the hotels exhibited contrary ideas of customer service than the participants were expecting. Female companions were welcome to entertain bar customers. At the same time, participants were removed from the restaurant/lounge area because they were using the Wi-Fi in a large group. Several participants mentioned that this colored their views of their stay in Moscow.

Despite these limitations, the study does meet its intended purpose. It was meant to provide a snapshot of how LIS graduate students might evolve during their participation. This study was never intended to be generalized to a larger population or other international service learning experiences. The last chapter provides suggestions for further study of the topic as well as future international service learning experiences hosted by UNT.

CHAPTER 6

CONCLUSION

This study was just the beginning of the story. I began the study with the expectation that students would have their worldview's challenged. It originated from personal experience as a result of international librarianship and service learning. David Lynch (2008), a business reference librarian who recounted his own adventures in working internationally, explained the worldview eloquently in the *Journal of Business and Finance Librarianship*.

Many people cannot begin to even try to see something from a perspective other than the one constructed by their upbringing. As a young adult, I always thought I was progressive and open-minded, but I realized abroad that I typically limited my understanding of an issue to a rather narrow American perspective. Far too often, Americans have little respect for perspectives that do not already match their own, almost as if they are not worthy, or even a real point of view that someone is experiencing. (p. 425)

To capture how students evolve beyond this perspective, this hermeneutic study set out to report the lived experience of the participants. Through the course of the data analysis, it has established the pre-experience worldview of the participants, instructor and myself. It has also collected the stories from after the experience to provide for a point of comparison. I illustrated this comparison through a horizon analysis. In this final chapter, I present some implications for this program and others like it, their continued need to exist, and suggestions for improvement for future projects are presented. The paper concludes with suggestions for additional directions of study. These include new aspects to consider, different methods for data collection and, as this work was meant to capture a particular moment in time, various time-lapse studies.

It is my belief that integrating an experience, such as the one studied in this dissertation, into the education of professional librarians can only make them well-rounded, more attuned to diversity issues, and raise their consciousness of the different aspects involved in

librarianship. While the participants expressed having received some value from this experience, there are a number of implications from the study that this or any department seeking to improve their ISL program may be interested in considering.

Pre-experience Implications

Taking the recommendations chronologically, the first area to be address is the pre-experience time period. The implications for this time period break into two categories: participant selection/preparation and project planning. First, the makeup of the cohort is everything. In general, those with less world and work experience benefited most in expanding their cultural and library culture competency as well as personal growth and finding their place within the profession. Concurrently, those with more experience were able to see their trip in a critical light, making comparisons between home and abroad to bring back to their careers. Having a group of participants that are excited about both the adventure of foreign travel and the chance to learn about international librarianship while affecting change (service learning) will create a successful experience for all involved.

The current program was structured to afford the opportunity to all who applied which may stem from the requirement from the Study Abroad office to have a minimum of 10 participants to approve the courses. However, there are several reasons to implement some form of participant selection process. In order for the courses to provide a successful international service learning experience, the host and the participants must benefit. By selecting participants that would be engaged in the course work, had a wide variety of skills, and an appreciation for different cultures, the course would be most productive. From the study, I was able to construct a participant profile which reflected the most engaged students on this trip and may provide a baseline for future projects. The profile shows those participants (Table 12) that

provided the most commentary in the areas of judgements, cultural competency, professional competency, library cultural competency, personal growth, and comparisons.

Table 12

Attributes of the Participants with the Most Commentary

	Judgments	Cultural Competency	Professional Competency	Library Cultural Competency	Personal Growth	Comparisons
Time Outside Program	Travelled	Travelled	Travelled	Lived	Lived	Lived
Point in Program	Nearing Graduation	Nearing Graduation	2 semesters in	Just Starting	2 semesters in	2 semesters in
Age Group	30-40	30-40	30-40	18-20	20-30	30-40
Time in the Profession	10+ years	6-10 years	6-10 years	6-10 years	1-5 years	1-10 years
Type of Previous Library Work Experience	Paid	Paid	Paid	Paid	Paid	Paid
Worked with People or Served Patrons from Other Countries	Works & Served	Served, not Worked	Worked & Served	Worked & Served	Served, not worked	Worked & Served

These critically engaged participants:

- Had travelled internationally
- Were early in their MLIS, having not completed more than 3 semesters
- Had previous paid library work experience
- Had worked with people from other countries and served international patrons
- Were between 30-40 years old, and
- Had been in the profession for 6-10 years.

Older participants and those further in their program were more engaged in cultural opportunities. They tended to be more alert during lectures and focused on the work of the experience. Additionally, adjusting to cultural differences appeared easier for those who had extensively traveled or lived abroad which afforded them the ability for focus more on the

service aspect. Although others did benefit, i.e. younger participants, both in age and in their length of time in the program, gaining an understanding of self and the culture of libraries, they may be less likely to benefit from future experiences. As such, it is recommended that instructors keep in mind that these participants may need extra mentoring and motivation when they arrive onsite.

Next, more preparation of the cohort is recommended. Currently, the two courses are held over the summer semester with the three week trip placed between the spring and summer semesters to afford the maximum participation. The program provides several online meetings or chat in the weeks leading up to departure before the courses officially open. Mainly, they are focused on trip logistics, tips for travel, and an introduction to the host. Little time is available to prepare students on skills they may need onsite for the project or study of the country's customs or culture. On this particular experience, students were going to a country that not only spoke little English, used a non-Roman alphabet, and had a long adversarial history with the US. Several participants expressed initial concern for communication, getting lost, and their personal safety. As the data showed, those with cultural context, having worked with those from other countries and having lived abroad, were able to focus on professional growth while enjoying the cultural experience. It is proposed to include some cultural study of the country and its customs prior to departure to eliminate or address concerns ahead of time and allow students to focus on the service aspects of the experience while in country. This pre-experience course time may also allow for participants to establish project expectations and develop a working relationship with their work group before travel. Several of our participants were most interested in the tourism aspect of the trip and when they encountered having to put in a full work day and sometimes an extra-long work day during the week, they were disgruntled. Preparing students for the amount

of effort expected while on the project and providing specific example assignments to each work group before they have to work together in an unfamiliar setting would make the experience smoother. The last participant preparation suggestion is regarding connectivity. Although it is mentioned in the online chats, participants should be made aware that by going on this experience, there is no guarantee for reliable internet access. Their days will be filled with work at the host school, their weekends with tourism, and possibly their evenings. As a result, participants will have less access to friends and family and may experience some internet withdrawal. All of these suggestions and recommendations imply the need for this particular program to open the semester prior to the experience with the travel piece concluding their course enrollments. Finally, many of these suggestions rely on the adequate conveyance of program details. It might be appropriate to devise a mini-contract between the professor and the participant reiterating all of these ideas, including an outline of a typical day and expectations for participation both at the school and after hours.

Implications for project planning also were evident from the data. UNT's program is unique in that each year a team visits a different location and the project performed directly relates to that site's needs. Other international service learning programs have an established host site to which they send students to each year. As such, all of the programs to date at UNT have been different, even those that returned to the same host location. Having a clear understanding of what the host is expecting, what the facility looks like and needs, and how far everything is from each other goes a long way towards planning an experience. While hotels, transportation, and touring logistics can be decided from a far, planning the service learning piece can be more challenging. Instructors work to acquire as much information as possible from the host before departure but a solid plan really only evolves once the team is at the school. This challenges the

instructors to troubleshoot issues and redesign their project while also trying to be of support to a group of students in unfamiliar surroundings. The primary suggestion here is to have an advanced scout go to the location before the trip. This would allow for travel/environmental factors to be settled and for a face-to-face discussion of the scope of the project. Although the scope may still change once the entire cohort is onsite, the chance of the host maintaining its originally agreed to ideas is higher and may reduce the amount of complete restructuring.

Implications while In-situ

This study offered a few implications for the time in-country. The first was a need to have additional staff. Currently, the Study Abroad office sets an instructor/student ratio at 10:1. For your typical study abroad trip which does not include a service learning component that may work well. However, with a service learning experience, a detailed hands-on project with multiple work teams is being conducted during the work week as well as the cultural and tourism activities on the weekends and in the evenings. On this experience, the professor became the focal point for the entire cohort keeping her on-call 24/7 during the experience. Several instances led to this. First, during the work week, each work group needs a leader. Sometimes there is an obvious one – a student with a particular skill set can fill that role. However, when this does not pan out, the instructor has to fill more of that role, and in this case, for multiple groups. This left moments when something not covered, either communication with the institution, or being available as the group mentor. Second, during the non-work time, participants find themselves leaning on the professor as they cope with cultural differences, navigate sightseeing excursions, and resolve travel related or personal issues. Even with more than one UNT staff member on this trip, students tended to look towards the professor as the “everything” person affording the professor very little personal downtime to recharge for the next day’s events.

Having multiple staff members on the experience is only part of the resolution. The staff members present have to be specifically positioned as “interchangeable”. Participants must know that all issues can be addressed to anyone on the team. This can be instilled in two ways: at the school, by ensuring each work group has its own dedicated leader and alternating responsibility between staff for the daily wrap-up meetings and, in the evenings, by setting up an explicit alternating on-call schedule. This affords the professor an opportunity to refresh occasionally, prepare for the course instruction the following day, and to always be available to the host for issue resolution.

The use of evening time on this trip provided the next set of implications for future projects. During the online chats, participants had been told that there may be a few outings in the evenings but that generally it would be their free time to explore. However, once they arrived at the school in Moscow, participants learned that the host had graciously organized various faculty members to guide evening opportunities to sightsee. Initially, participants felt obligated to attend all of the functions. For the more social, this was an excellent offering. For those more of an introverted nature, having spent all day with the entire group and then to also spend each evening was a struggle. This situation organically righted itself after the first week as the large group dispersed into smaller ones. Unfortunately, these smaller groups did not use the time in the spirit it was intended – individual sightseeing. Instead, participants spent many of their evening hours on the internet, preferring to connect with those at home than have a new experience. It is not known whether this was a generational difference from prior years or whether it was reflective of the hotel’s location.

Several recommendations are offered to address balancing participation and personal time. First, participation in the experience can be encouraged through dedicated time to complete

daily reflection assignments, allowing participants to process their experience from the day before. Second, each year's project could create some social media presence. This would allow for participants to share what they have been doing and seeing with those at home while also allowing for the creation of something for the group. Third, when possible, a regular time access to email/skype/social media should be provided as part of the work day, to allow participants the freedom to take part in evening activities. Fourth, if funding permits, hotel locations should be close to the cultural or city center. In St. Petersburg and in other previous trips, the hotel's location allowed for easy walking access to food, sights, and relaxed exploration in the evenings. Moscow's hotel, although relatively close to the metro line, was located in the convention/business district and offered little in the immediate area.

Post Experience Implications

The courses completed several weeks after participants returned home. In the interim, participants wrote their final reports, submitted their photo journals, and optionally shared their pictures with the group. No follow-up conversation or post-mortem sessions are normally held. As a result of this study and the amount of information and feedback derived from participants through the post-experience interviews, it may be a practice to add to the program. By having a final online chat, participants and the professor would be provided a time to share what they have integrated into their world upon returning home as well as share ideas and suggestions for the next project.

Further Research

A recurring theme that arose during the course of this study was that the experiential outcome "depends on the make-up of the participant group," which provides fertile ground for further study. If this study were to be replicated, at least one attribute should be included, team

assignment. Each project contains a series of work teams and including that attribute may lend some additional insight into the cohort's lived experience. It could be compared within and across groups. Also the age attribute could be further expanded to look for cross-generational differences in participation levels. Another method would be to include quantitative measures solicit an overall satisfaction level of the experience (work, sightseeing, interactions with host, host staff, host students, host patrons, and locals) as well as excitement levels of participation pre/post. Other possible areas of study within this domain to still be explored are multiple-year comparison of groups as well as a long-term effects project reengaging prior participants. Finally, several standardized instruments, such as the Cultural Competence Assessment tool (CCA) which examines cultural awareness and sensitivity and cultural competence behavior (Green, Comer, Elliot, & Neubrandner, 2008), could be employed to quantifiably assess cultural awareness.

Beyond replication of this study, it provokes several possible paths of research within the field of LIS specifically, but also within service learning as a whole. Some of these are derived directly from these results whereas others are theoretical concerns or comparative analyses. For example, how does American librarianship LIS education bias one's services? What are the tenets of American librarianship? What is the philosophy of librarianship in different countries? How does the US philosophy of librarianship bias or influence providing services to patrons of different cultures? At what point does comfort with a foreign culture happen? What is cultural competency? Each of which may be the foundation for projects such as a comparative analysis of National Libraries, such as the Library of Congress, National Library of South Africa, and the Lenin Library or conducting a similar experience within the US to see if the same amount of cultural competency is experienced.

Overall, this international service learning experience provided many key points for learning both from the students' viewpoint and the designing of the experience. It has successfully provided valuable insight into increasing the impact of subsequent projects. Although not generalizable to all international service experiences, this study has made it clear that each experience is indeed unique. When looking at the experience as a whole and the various viewpoints of participant, professor, and researcher, it is clear that the make-up of the participant group plays a significant impact in what is actually gained from an international service learning experience. With this particular group, participants were less interested in the educational aspect of the project and more interested in the travel/tourist aspects. As a result, library cultural competence was not the primary outcome of this project as initially suggested. However, participants did show increased cultural competence, personal and professional growth as a result of their international service learning experience in Russia.

APPENDIX A
MARKETING MATERIALS

These were the items available to students prior to their enrollment in the program.

RECRUITMENT FLYER



UNT LIS Study Abroad



2 Courses and a Trip to **Russia**: Apply now for May 2012!



On-site, in Russia: May 14 – June 04, 2012
Summer 8WK semester, May 14 - July 06, 2012

Join us to optimize a library automation system in the cities of Moscow and St. Petersburg, Russia!! This is a wonderful opportunity for LIS students to experience planning, managing, implementing, and assessing a sustainable automation system in a fully contained setting. Applicants from all library disciplines are welcome. Minimum 10 students required.

Professors: Dr. Barb Schultz-Jones and Toby Faber

COST: UNT tuition for 6 credit hours, airfare, passport, program fee to cover accommodation and local transport, optional tours.

- Study Abroad Scholarships: up to \$900 towards the program fee (TBA)

COURSES:

1. SLIS 5750 Managing Library Automation Projects
2. SLIS 5680 Seminar in Information Resources and Services for Special Clienteles

PREREQUISITES: Consent of school (we're looking for technical expertise, catalogers, and willing participants!)

APPLY NOW BY EMAILING AN EXPRESSION OF INTEREST:

1. To Dr. Schultz-Jones at Barbara.Schultz-Jones@unt.edu
2. Include a list of courses taken or in progress, with intended courses for fall 11 and spring 2012.

QUESTIONS: email Toby Faber: Toby.Faber@unt.edu or Dr. SJ at Barbara.Schultz-Jones@unt.edu

Process and tentative schedule:

1. Students and courses confirmed by December 1, 2011
2. January – we book our flights and students start the payment schedule for the program fees.
3. Online course opens in January so we can discuss the trip details and start organizing the project.
4. May 13, 2011 we fly to Helsinki, Finland and then on to Moscow.
5. May 15 - 18, visit the school for project orientation and implementation.
6. May 19 and May 20 – tour Moscow and surrounding area.
7. May 21-25 and May 28-May 29, project implementation at International School.
8. May 30, train to St. Petersburg.
9. May 31 – June 1, visit International School St. Petersburg and tour the Hermitage.
10. June 02, we fly or take the train to Helsinki for the final weekend.
11. June 04, fly home. Final report due July 3rd, 2011.

COURSE DESCRIPTIONS

SLIS 5680 Seminar in Information Resources and Services for Special Clienteles.

3 hours. Study abroad section with online component. Intensive study of resources and services in selected special clientele and classes of users. Problems in client specialization. In 2012 this class will travel to Moscow, Russia.

SLIS 5750 Managing Library Automation Projects.

3 hours. Study abroad section with online component. Managing Library Automation Projects. Planning, acquisition, development and installation of computer-based systems in libraries of all types and sizes, oriented around activities necessary for effective library automation projects. Project planning; project approval and start-up; and planning and management of product and service procurement, development of system components, and system installation and maintenance. In 2012 this class will travel to Moscow, Russia.

SYLLABUS

UNIVERSITY OF NORTH TEXAS
College of Information
Department of Library and Information Sciences
Course Syllabus SLIS 5750 Managing Library Automation Projects
SUMMER 2012
Delivered via Blackboard Vista and Field Experience

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Note: All course materials are copyright 2008 by Barbara Schultz-Jones

Course Description UNT Graduate Catalog /Managing Library Automation Projects. Planning, acquisition, development and installation of computer-based systems in libraries of all types and sizes, oriented around activities necessary for effective library automation projects. Project planning; project approval and start-up; and planning and

management of product and service procurement, development of system components, and system installation and maintenance./ Prerequisite(s): Consent of school.

Syllabus Revisions

This syllabus is subject to revision during the semester at the instructor's discretion. The syllabus does not represent a contract between the instructor and the student.

Code of Conduct for UNT Study Abroad

***A. Safety and Security.** * The safety and security of university students and faculty participating in programs outside the United States is a primary consideration in the planning and conduct of study abroad programs. While the Study Abroad Center (SAC) is responsible for collecting general information on safety and security issues related to locations, travel and logistics of study abroad programs, participants are equally responsible for taking appropriate safety and security measures. These measures include, but are not limited to, personally researching the international threat level and safety and security concerns in the host country; attending all study abroad orientation sessions; and taking appropriate personal safety precautions en route to and upon arrival in the host country.

B. Travel and Laws. The university student travel policy applies to all travel en route to and while in the host country. All participants in the study abroad program are responsible for following the student travel policy as well as all traffic safety and other laws of the host country. Faculty, staff and students are personally responsible for sanctions imposed by the host country for violations of its laws and all legal costs incurred as a result of the violation(s).

***C. International Health and Accident Insurance.** * All participants in a University of North Texas study abroad program must have approved international health and accident insurance that includes coverage for emergency evacuation and repatriation of remains.

***D. Code of Conduct.** * University students must abide by the guidelines set down by the faculty leaders in reference to what is expected of them while studying abroad. Faculty leaders may set guidelines intended to impact the academic integrity as well as safety and security as they deem necessary. Violation of these guidelines can result in repatriation, loss of academic credit and other penalties as assessed by the Center for Student Rights and Responsibilities.

Code of Conduct for all LIS study abroad courses

University students are expected to demonstrate respectful and responsible conduct throughout their study abroad experience. We expect everyone to display conservative and courteous behavior and attire. We are acting as representatives of the UNT COI, the University of North Texas, and the United States. Appropriate conduct and attire is compulsory. Displaying respect and consideration for a culturally diverse work and travel environment is mandatory. Violation of these guidelines can result in a failing grade and dismissal from the course.

Accommodation of Students with Disabilities

If you have a disability and require accommodation under the terms of the federal Americans with Disabilities Act (ADA), you must present a written accommodation request to the instructor by the end of the first week of the course. You should submit a request even if it is

possible that accommodation may not be necessary later in the semester. You should register with the UNT Office of Disability Accommodation (ODA; <http://www.unt.edu/oda/> or 940-565-4323), which provides many kinds of support services. Procedures are explained in the Disability Accommodation Policy in the UNT Policy Manual (http://www.unt.edu/policy/UNT_Policy/volume3/18_1_14.html)

Course Goals and Objectives

GOAL: Prepare students for roles as knowledgeable and competent automation library systems project planners, implementers and assessors.

Course Objectives:

Upon completion of this course, students should be:

- 1) Familiar with the basic concepts and components of automated library systems.
- 2) Able to identify the resources and services needed for automated library systems.
- 3) Able to identify and address the automation needs of the library users and staff.
- 4) Able to plan, manage, and implement a sustainable integrated library system automation project.
- 5) Able to assess the integrity of an operational automation system and address shortfalls.
- 6) Able to assess the effectiveness of an automation library systems project.

Course materials support

Readings, research support and periodical articles are available from the UNT Libraries.

Writing Style and Guidelines for Submitting Assignments

1. All assignments are posted as attachments in a discussion forum.
2. Use MSword processing for all papers submitted for this course. No other file formats are acceptable.
3. Use APA style manual, available in the bookstore or online. Graduate papers should be submitted in Arial 10 point font with 1" margins.
4. Electronic submission of assignments is required. Begin the file name with your last name and do not use spaces, such as *JonesFinalPaper**.doc*. *Post your final paper as an attachment in the assignment dropbox (icon in lefthand menu).*

Texts

Schultz-Jones, B. (2006). /An automation primer for school library media centers and small libraries./ Worthington, OH: Linworth Books.

Brodart. (2000). /Guide to book care and repair. PDF available on homepage: [Bookrepairmanual.pdf/](#)

Recommended Reading

Lantis, J. S. & DuPlaga, J. (2010). /The global classroom: An essential guide to study abroad./ Boulder, CO: Paradigm Publishers. ISBN: 978-1-59451-677-1

Williamson, W. (2008). /Study abroad 101./ Charleston, IL: Agapy LLC. ISBN: 978-0-9721328-4-8

Project Overview

We have been invited by the Anglo-American School of Moscow <<http://www.aas.ru/>>, Russia to assess and optimize library automation and assist with the introduction of an automation system to the school in St. Petersburg, Russia. We will discuss appropriate options and assist with an automation system for each school library. The project involves organizing the school library, completing the migration of all bibliographic records and patron information, adding new resources to the OPAC, and providing training to the school librarian and teachers.

Requirements and Grading

It is expected that students will follow all online lectures and prepare for discussion and the field experience by reading the suggested texts and periodical literature, and previewing the automation system software. Students are required to use E-mail and discussion postings to correspond with the instructor and other students.

1. *System preparation*

Students will access a demonstration version of the Destiny software system.

Assignment: Students will work in teams (Cataloging, Circulation, Technical and Policy) to complete 7 automation assignments that address system selection, users, testing, operability, record enhancement, etc.

Due Friday, May 25th, 2012

10% of grade.

Assignment: Students will work in teams of 2 or 3 to assess specific functions in the automated library system. A review of documentation may result in the need for written quick reference guides for system users to operate the automated library system. The documentation will be submitted as an attachment to a discussion posting so all class members can review the instructions and provide feedback for potential revisions. The documentation will include:

*** screen shots**

*** process steps**

*** examples where required**

*** First draft due Thursday, May 24th, Final edition due: Monday, May 28, 2012***

20% of grade.

Any revisions will be made before the field experience and finalized on location.

2. *Field experience*

Students work in a school library that will be used as a case study. On location the students will verify the catalog records through examination of the books and resources, correcting MARC 21 records according to bibliographic standards. Students will also participate in the preparation of the collection on location through classification, weeding, book repair, shelflist analysis, barcoding, and labeling. Students will participate in the assessment of the automated library system installation, training of staff, and evaluation of the project.

50% of grade.

Students will complete a peer assessment of individual contributions to the team process using the Project Team Evaluation form, linked on the homepage. Hardcopies of the form will be supplied during the field experience and collected on *Thursday, May 31st, 2012*.

10% of grade.

3. *Final evaluation*

Students will individually demonstrate an understanding of the project process in a 500 to 1,000 word written paper that:

- * identifies individual learnings
- * discusses the project process, including
 - o project management
 - o project steps
- * identifies what worked, what didn't work and why
- * identifies what could be done differently

Due midnight of Sunday, July 1st, 2012. The final evaluation paper MUST be submitted to ensure a grade for the course.

10% of grade.

/Assignments turned in late will have points deducted in proportion to the time delayed, normally 5% per day./

Course Modules

Unit 1 - Introduction to automated library systems

- * Automation system concepts
- * Automation system components
- * Goals of the automated library system: benefits and disadvantages
- * Schultz-Jones: Chapters 1, 2, and 3.

Unit 2 - Automation project stakeholders and users

- * Project Planning
- * Project Definition
- * Needs Assessment
- * System Implementation
- * Schultz-Jones: Chapters 6, 7, and 8.

Schachter, Debbie (2004). Managing your library's technology projects.

<../5750Auto/SchachterD_ManageLibTechProjs_2004.pdf> /Information Outlook, 8/(12), 10-12.

Unit 3 - Testing

- * System modules
- * Test data

* Schultz-Jones: Chapter 9.

Integrated Library Systems Reports: <http://www.ilsr.com/>

Unit 4 - System Implementation

- * Preparing the collection
- * Retrospective conversion
- * Migration

* Schultz-Jones: Chapter 10.

Young, Terence E. (2002). The weakest link: Library catalogs
<../5750Auto/YoungT_WeakestLink_2002.pdf>. /The Book Report, 20/(4), 6-14.

Unit 5 - Ongoing Operations

* Circulation

* Cataloging

* Maintenance

* Backup

* Training staff and users

* Schultz-Jones: Chapter 11.

OCLC Bibliographic Formats and Standards

<<http://www.oclc.org/bibformats/default.htm>>

Library of Congress: MARC 21 Concise Format for Bibliographic Data

<<http://www.loc.gov/marc/bibliographic/>>

Doering, W. (2000). Managing the transition to a new library catalog: Tips for smooth sailing <../5750Auto/DoeringW_SailingTips_2000.pdf>./Computers in Libraries, 20/(7), 20-24.

Unit 6 - Reports

* Managing system operations

* Demonstrating student achievement

* Schultz-Jones: Chapter 12.

Unit 7 - Data Cleanup tools and evaluation of an automated library system implementation

* Assessing system effectiveness

* Assessing project process

* Schultz-Jones: Chapter 12.

RECOMMENDED FUTURE REFERENCE: BOOKS

Allan, B. (2004). /Project management: Tools and techniques for today's ILS professional./ London: Facet Publishing.

Byrne, Deborah. (1998). /MARC manual : Understanding and using MARC records/. Englewood, CO.: Libraries Unlimited.

Fountain, Joanna F. (1996). /Subject headings for school and public libraries : An LCSH/Sears companion./ Englewood, CO: Libraries Unlimited.

Intner, S. & Weihs, J. (2007). /Standard cataloging for school and public libraries/. Westport, CT: Libraries Unlimited.

Olson, Nancy. B. (1998). /Cataloging of audiovisual materials: A manual based on AACR2./ DeKalb, IL: Minnesota Scholarly Press.

RECOMMENDED FUTURE REFERENCE: JOURNAL ARTICLES

Barry, Jeff (2000). Automated system marketplace 2000: Delivering the personalized library. /Library Journal/ /125 (April 1)/, 49-60.

_____ (2001). Automated system marketplace 2001: Closing in on content. /Library Journal/ /126 (April 1)/, 46-52.

- Breeding, M. (2005). Gradual evolution. /Library Journal, 130/(6), 42-47.
- Hart, Amy (2001). Integrated library systems for school libraries: The next generation. /The Book Report/ (20)1, 45-50.
- Minkel, W. (2003). A smarter system: Automation software is better than ever and it even encourages sharing. /School Library Journal,/ /49/(11), 48-51.
- Pace, A. K. (2004). Dismantling integrated library systems. /Library Journal,/ /12/(2), 34-36.
- Salter, A. A. (2003). Vendor/product profiles. /Library Technology Reports,/ /39/(3), 48-54.
- Simpson, Carol (1999). Migration -- not just for ducks. /The Book Report/ 17(5), 34-36.
- Simpson, Carol (1999). Migration -- a moving experience. /The Book Report/ 18(1), 49-51.
- Turvey, Michelle R. (2000). Being MARC savvy. /Knowledge Quest/ (28)4, 24-26.
- Waller, N. (2003). The model RFP. /Library Technology Reports,/ /39/(4), 20-31.

APPENDIX B
PRE-EXPERIENCE ONLINE CHATS

Chats with Instructor and Host Manager

Details were provided to the students before they travelled to Russia that may have influenced the participants' expectations and worldview of the program. One participant provided justification for a survey answers she gave about the host library, explaining that it was influenced by the online chats held before the trip and reviewing the library's website. To provide additional detail about the impact of these chats, the following composite summary of the four online dialogues function as part of the rich-text for analysis.

To prepare students for the experience, these chats were conducted the two months prior to departure. During each chat, the instructor, Amanda, covered a wide variety of topics: program history, the current project's details, daily schedule, lodging/transportation/meals, tips for packing, and money considerations. She also explained that the program had taken students to Thailand, Albania, the Ukraine, and Peru and that "each time is different." This experience was described as hard work that Moscow had two libraries in their school. To help mitigate any issues in technology availability, students were asked to bring their own laptops if possible and assured that they would have wireless Internet access capability and a dedicated workspace. Participants were also reminded that while traveling abroad, they were not only representing their university but also their country. Amanda spoke of cultural concerns, especially the current political climate. President Putin had been sworn in again in 2012 and subsequently, there was a large protest of his inauguration, two weeks prior to the experience. The US, in addition to expressing its growing concerns of Russia challenging the sovereignty of the Ukraine, criticized the treatment of protestors. Whether in response to this or his stated response of needing to focus on domestic issues, Putin announced he would not be attending the G8 summit scheduled for the end of May. As a result, students were cautioned to keep their political comments to themselves.

Culturally and environmentally, they were prepared to expect that most people smoked cigarettes and that the temperatures would be in the 70s. She emphasized that the university takes cultural sensitivity seriously and would not tolerate any behavioral difficulties. To illustrate, participants were told that they had indeed sent someone home for their lack of cultural sensitivity on a previous trip. Resulting from knowledge gained on prior trips, participants were asked to make sure they had the emergency numbers for the school and the host. Students were asked not to explore on their own and to abide by the rule of three, which was a safety measure devised to ensure that if someone was injured that there would be not only be someone to get help, but someone to stay with the injured person. This would be especially crucial on this trip as the ability to communicate in English outside of the classroom was limited.

The project particulars were also discussed in these chats. First, participants would receive two scholarships to help offset program costs, one from the UNT Study Abroad office and one from the College of Information. The program fee would include entrance to the Kremlin and Hermitage, as well as the high-speed train to St. Petersburg. Second, the experience encompassed working nine days at the Moscow school with two weekends touring Moscow and three days in St. Petersburg. The instructor warned that participants the work schedule would be high energy and demanding, including a possibility of running over an hour each day to accommodate the work load. Participants were also told by the instructor that “this is a service learning experience. Expect that it will be heavy on both the service and learning and we want you to benefit from both.” Additionally, the instructor passed along the message from the Host Librarian, Kevin, that “I want participants to walk away with some real world experience and a feeling that they made a difference.” Amanda shared that she was encouraged that Kevin wanted

the group to be as involved as possible and was happy to be working with us. He was excited and had dedicated a space for us to work.

Last, the hands-on experience was described as encompassing two LIS courses: *Automation & Policies* and *Procedures*. To successfully address the work, the instructor explained that the group would be divided into five teams: policies, space planning, technology, classroom collections/textbooks, and cataloging. Each team was comprised of four students and one support member. Students were assigned to their team based on course history and experience. No one was expected to be an absolute expert and, although each would be assigned to a specific team, each was expected to have an opportunity to learn different aspects of the project. The policies team was responsible for updating and creating procedures for changes that may be made including a remodeling project, two self-checkouts, space planning, and scheduled delivery service from the basement. The space planning team was responsible for designing changes to be made and directing the group in their implementation. For example, in Kyiv, this team had split the library into two entities, redesigned each, and moved stacks, computers, and furniture. Participants on the technology team were responsible for simulating the installation of an ILS and reviewing the existing technology available. When dealing with the classroom collections and textbooks, this team was to barcode these collections and the bookroom, thus preparing all books not housed within the library for inventory. Finally the cataloging team was charged with working on data clean-up. Records needed to be standardized as they were described as “a fright” and having “sad” subject headings. This clean-up was instrumental for running an inventory. Additionally, there would be two doctoral students on the trip doing some research and had surveys and interviews for the participants. The instructor impressed upon participants that “It is important that we learn from your experience as you learn how to figure

out all of these tasks and hopefully build some good skill sets.” At the same time, she prepared the participants that “Whatever we carve out as the project, we will not be able to complete – we can certainly equip everyone to carry on after us” and your efforts “will make a difference!”

Preparing the schedule. The typical daily schedule in Moscow was presented. Starting the morning after arriving, work days would be 8 a.m. to 5 p.m. The day would begin with roughly an hour or two of organizational time and a mini-lecture. Then participants would break into their project groups for most of the day working on team assignments. Students were expected also to compile a photo journal using Blurb.com, which is an online site to create online books, to capture their stream of consciousness experience within the country and within the project. Time and computer access would be afforded for students to contact home during the day. At the end of each day, groups would report out on the day’s progress.

Upon completing the project in Moscow, the group would take the train to St. Petersburg. Participants were told that plans for working with the school in St. Petersburg had not been finalized. The school was described as small and lacking room to house all 24 participants. Whatever could be done in Moscow remotely to prepare for working with that school would be. Thus, in comparison to Moscow, the instructor was not anticipating that the teams would be working flat out. It was not expected that all participants would go to the school each day.

A number of outings were preplanned. Students would have an opportunity to see the Kremlin and the Hermitage. The Russian School Library Association (RuSL) had arranged for an academic exchange with the group while visiting the Google Center in Moscow and the Presidential Library in St. Petersburg. The host and various teachers had signed up to take small groups out in the evenings. Additional sightseeing ideas were solicited from the group, such as

shopping, visiting Lenin’s tomb, touring the Lenin library, visiting Borodino, the last battle site of Napoleon’s March, going to Red Square, and stopping at the Vodka Distillery/Museum in St. Petersburg.

The third chat was special as the host was able to join the group online to talk about the project and answer specific questions from participants. Participants asked several questions of the host about the library.

Table Appendix I.

Questions asked by students

Question	Answer
How many books in Moscow?	70,000
At school, do students just drop into the library or do classes schedule times for group trips?	Elementary – schedule time for checkout but doesn’t include lessons Teachers – do book for library lessons Teachers/students – do drop in
What is the collections & admin budget?	\$140K -- Yes, we get some input, pretty much everything we want.
Does it include databases and e-books?	Yes. We have a lot of eReaders.
Where do you get materials from?	Amazon UK
How much interaction will we have with the kids?	You’ll see how they operate in library.
Is there a dress code?	No.
Will we spend time working on the reference desk?	Desk time is a possibility.
What are some of your circulation policies?	No fines, do place holds, have lots of foreign language collections.
How much of the student population is international?	Majority of the students are. There is a cap on Russian students to keep it international. The school is the school of choice for the

Are there academic admission requirements?

Embassies of Canada, the UK, and the US,
with a waiting list of 500 students.

There are mainly just placement tests for Spec
ED and provide a lot of ESL support.

Question

Answer

What is the student population?

13,000

Are there any programs, such as story times?

Yes. However, they discontinued the
afterschool/weekend story time program.

What classification scheme do you use?

DEWEY!

APPENDIX C
PRE-EXPERIENCE SURVEY

Assessing the Cultural Competence Developed in Library Students through a Study Abroad
Experience

The overall study is being conducted to understand how experiencing libraries and librarianship in an international setting changes ones cultural competency of libraries. As part of this dissertation research study, you are being asked to share your reflections on the study abroad experience you are about to participate in. This information will be used to look at how an in-country experience influences your perceptions of yourself, librarianship, and providing library services to multi-cultural patrons.

Participant Name _____

Background

Where are you from?

How far along are you in the LIS program?

What is your area of specialty?

Do you have prior professional library services experience?

What is your prior professional background?

What types of librarianship have you been involved with?

How long have you been in the library/information science profession?

International Experiences

Have you traveled outside of the United States? If so, where and how long?

Have you lived outside of the United States?

Have you ever been on a Professional international trip? (cultural exchange, work exchange, international conference)

Have you spent time on a reference desk helping international patrons?

Have you worked with people from another country? If so, in what capacity?

Purpose

Do you have any existing ideas, hopes, worries, concerns, or fears about being in Russia?

What do you expect to get out of this experience personally?

What do you expect to get out of this experience professionally?

Perceptions of Libraries and Librarians

Please share your thoughts on the following topics:

- How a library should be physically designed
- Standards that libraries/librarians should adhere to
- Access to the collection – in person, online
- Access to the librarian
- Duties a school (or general) librarian should perform
- Internet connectivity in libraries
- Technology availability in libraries

Perceptions of Libraries, Librarians, and Patrons in Russia

What do you think the library will be like?

What do you think the physical layout will be like?

Are there any differences you expect between Russian libraries and US libraries?

What do you think the technology availability/integration will be like?

What level of education do you expect from the library staff?

Who do you think the patrons will be?

What do you think the patrons will be like?

What level of usage do you expect from the patrons?

APPENDIX D
CHALLENGE QUESTIONS

1. Identify something that reminds you of home.
2. Identify the point at which you feel comfortable in Moscow, and things have become familiar.
3. Identify your favorite site/thing/experience so far.
4. Identify the 7 sisters of Moscow.
5. What is the irony of Red Square?
6. What, if anything, felt familiar about St. Petersburg?
7. What differences did you notice about St. Petersburg, versus Moscow?
8. Was the Presidential Library in St. Petersburg "presidential"? Why or why not?
9. What have you experienced that was most out of your comfort zone?
10. When you have needed information in unfamiliar surroundings, what has been your first instinct for finding it?

Did this source change over the time we were in Russia?

11. What was the activity/event that you participated in AND ENJOYED that you wouldn't normally enjoy? Why do you think that was?

APPENDIX E
POST-EXPERIENCE INTERVIEW

Perceptions of Russia

Please share your thoughts on the following topics:

- the people
- their customs and culture
- the cities visited
- being a tourist
- the hotel
- the food

Observations of Libraries, Librarians, and Patrons in Russia

What were the libraries like?

Were there any differences specific differences you experienced between the libraries and your understanding of US libraries?

What was their level of technology availability/integration?

Describe the physical layout of the libraries.

What changes would you make/did you make to the libraries visited?

What did you think of the collection?

Perceptions of Librarians in Russia

What was the level of education of the library staff?

Describe how library staff interacted with patrons.

Describe a situation where the library staff's approach was different than what you would have done.

What were the factors behind their decision?

How did the librarians appear in their interactions with patrons?

What did you think of the librarian's knowledge/skill levels?

What might help the librarians at the library you worked?

Perceptions of Patrons in Russia

Describe how patrons interacted with their library.

How does this reflect your experience or knowledge of patron interaction in the US?

Perceptions of Librarianship

What did you learn from the international library staff about librarianship?

What did you learn from your teammates about librarianship?

What did you learn about providing library and information services in an international setting?

What did you learn from this experience that expect to integrate into the way you provide Information Services?

Has this experience changed your perceptions of libraries, patrons, librarians, or the profession as a whole? If so, how?

Closing Questions

How else could you have received the knowledge about international librarianship or providing library and information services that you gained through this experience?

Would you recommend an international experience to others in the library school?

In the profession?

Why would you encourage them to do so?

Is there anything else you would like to share about the experience?

APPENDIX F
PROFESSOR'S WORLDVIEW

INITIAL

The following are excerpts of comments made by the professor illustrating her expectations and worldview in conducting this program.

When asked about the origin of the program, she explained that the whole program grew out of personal and professional contacts.

- “It’s a small network but it’s a pretty powerful one in terms of interest. I think that the idea the we’re willing to come in and do really anything that they need is a big motivator for the schools to sponsor us and we don’t ask for payment. We only ask for lunch.”
- “It was started with two very clear objectives. One was to provide a total library experience, because you’re in a small library. A school library is a small library and a school librarians does everything. ... The other one was to provide a cultural experience that would enlighten students to not only appreciate difference cultures but to think about how the different cultures need different library services.”

On previous projects, students paid attention to how the host library was different from libraries in the US. She felt participants “asked questions, listened, and integrated that into their repertoire of what is librarianship and what it was like.”

In response to prompting on why run a service learning experience instead of a typical study abroad program:

- “In a lot of study abroad experiences, it does not have to include service learning at all. ... They are specifically there as observers and doing it in a cultural context. ... Many have a little mini-infrastructure setup to receive and guide them which lends a different sour of a platform of comfort because they have this established relationship

where they go. ... We are trying to provide a service in exchange for an opportunity to learn how the library works.”

- “I’m a very strong believer in constructivism and experiential learning. I think we create learning through the experiences that we allow ourselves to be involved in, that we go out and seek for ourselves. That therefore means if you are less inclined to do that, then you need someone to mentor you and encourage you and guide you. If you are more inclined to do that, you need less in the way of hands-on.”
- “My hope is that even though the project varies, they gain a sense of how interrelated the different aspects of librarianship are. ... And my hope is that by doing the project and taking the course in this smaller environment that students gain some skill sets around that kind of understanding. ... but also that they develop some skills in some really practical skills in how to communicate with each other and across all the different kinds of boundaries that we have profession. That they have to work as a team and, librarians, I think, don’t typically get those kinds of opportunity. They get a change to put themselves out there in ways they might not have done of tried at home. ... What I hope for them personally is that they gain a sense of cultural awe and wonder that we are all so different and yet all so much the same.”

Overall she wanted to encourage critical and reflective thinking. “I imagine people are going to think about what they are experiencing, think about what they’re doing and be introspective. I hope they almost do that out of body experience where you watch yourself going through stuff and think, well isn’t that interesting.”

RESULTING

“That group in Moscow was very limited in that type of motivation. They were very happy to just sit and not really do a whole lot.”

“The other thing that I found that was very disappointing was coming back in the evening and they were just sitting on their laptops. And I didn’t know if that was because they really missed home and wanted to be on facebook or emailing or if they were working on things like the focus questions (which they obviously weren’t) or if where the hotel was located didn’t encourage them to get out and walk around.”

“But one of their major findings that they received a lack of faculty support. I was kind of taken back by that because I actually thought I put more into the teaching. ... I tried to keep on that trajectory of increasing that contact and whatever.”

“Geez? Really? I mean so much was done for this group in the organizing for the evenings and the weekends and the problem solving stuff. I just thought wow! What more could we have done?”

“But these guys I think had an expectation. The Kiev group I think were a lot more independent, individually. And a lot better at teaming up with each other and seeing if anyone wanted to go somewhere and do something. There was a different level of enthusiasms there.”

“So when you think about faculty support, you have to look at who are these students in the first place. It may not be that you’re providing an inadequate level of support for all of them. It’s very individual. There’s going to be a continuum there where some are going to need an extraordinary amount and some not at all. But I think it hinges on their motivation. Why are they going in the first place? If they only wanted to go so that they could see the sites and say they’d been to Moscow. Then whatever we do during the school day doesn’t matter for beans. I think

that with kiev, we did have a high percentage of people that were as interested in learning the library stuff as they were about learning the cultural stuff.”

“We have to do a bit more on the assessment side up front so that maybe we can figure out who we’ve got and why they’re coming. Maybe we need to talk about that a little bit more and see if that doesn’t make some kind of a difference. Of course you get a different group, you’re going to have different results anyway, even if you don’t alter your teaching style or the social style or cultural piece. It’s an interesting challenge. I think maybe that that’s what we learn from it. What we bring to it is as important as what we experience.”

“As librarians, particularly school librarians, one of the models we’re trying to establish to prove our value is that guided inquiry model. That means that the instructor./librarian is inserting herself in appropriate points in identifying teachable moments and introduce those opportunities for reflection. To think about why it isn’t going as well as you wanted it to. Why is it going so well and how does that feel? To acknowledge the cognitive and affective aspects of whatever you’re doing, so that it’s not just a task but an understanding of the process so that you start to think about what learning is all about.”

“In Moscow we were able to get into other libraries, the SCi&Tech library and hear about how they plan and do things and then we had the interchange with the other school librarians. And no we didn’t see one but we got the opportunity to talk to them . most of the people were asleep for all of that. That was the professional side that they didn’t get. I mean they were tickled about the Google center, in that it was the GOOGLE center and they could have their picture taken with the word google. But beyond that in terms of how is google interacting with the Russian society, industries, the libraries... nobody had any questions like that. And that’s where they kind of epiphany or wow factor starts to develop, but you have to be even interested.”

“What are their motivations for seeking this kind of experience? And we tried to get some idea of that when they apply, when they express interest, but... they’re not always forthcoming. It’s just so... people will tell you what they think you want to hear. So I don’t know. Maybe we’ve just been so lucky that we’ve had such great groups so that to have last year’s experience is just so hard to make sense of it.”

When asked to reflect on the group’s demeanor, the instructor shared disappointment in their levels of motivation for learning and service.

- I’m inclined to think that so much depends on the students...who they are and why they come on these trips. Unfortunately, I think for a percent of them, a significant percent, want to come because it is an adventure, exciting to see a new place with a group of people that will offer you some security and take the worry of organizing everything away from you and not so much that this will be a great learning opportunity in a professional sense...The group in Moscow was very limited in that type of motivation.
- “I think the piece that they really missed was the whole service learning piece and I don’t think that was our fault. I wonder whether they came into the experience with the thought of it being more of a traditional study abroad experience.”
- “It was the professional side that they didn’t get...Nobody had any questions about Google’s interaction with Russian society, industries or libraries (when at the Google Center) and that’s where the epiphany or wow factor starts to develop, but you have to be interested.”
- “I didn’t see that kind of exploration (asking questions and trying to integrate their experience of what librarianship is) going on.”

- “I’m not sure that I can say confidentially that we met (the two objectives) this last time for the majority, sadly.”

She also hypothesized on ways to mitigate these hurdles in the future.

- “The assessment of who these students are ahead of time may be more important than we really thought of before.”
- “I think maybe what we learn from it is what we bring to it is as important as what we experience.”

APPENDIX G
RESEARCHERS WORLD-VIEW

INITIAL

Before entering the PhD program, I had the opportunity to participate in the Guadalajara Book Fair. My main task was to collect information for developing a Spanish language collection at the University of Arkansas-Little Rock. In addition to this, I gained both professional knowledge and cultural knowledge of how the world of librarianship operates in another country. The first few days the fair was only open to professional. I interacted with publishers and librarians from many countries. I learned librarians attend these fairs yearly to be able to purchase their Spanish collections in person because 1) many of the publishers in that culture produce very limited runs of books, 2) to considerably reduce the cost of delivery, 3) to learn what is new in the acquisition process, and 4) to establish an acquisitions plan with foreign publishers.

The enlightening moment of the trip came on the 1st day that the public were allowed at the fair. There were lines outside and crowds inside that equated to popular music concerts I had attended. It was then that my literary/library cultural assumptions of Mexico were challenged. In the US, I had experienced challenges with getting the Hispanic populations to read and into the library. My world view was that they just didn't or weren't interested in reading. This moment was truly culture shock. Thousands of people from all walks of life were vying for their chance to buy the latest books. Several seasoned librarians explained to me that in Mexico and many other Latin American countries reading was a large piece of their culture. However, their libraries were not like ours. Libraries did not lend books. Patrons requested materials and then were required to review them while at the library. In order to have a book at home or recreationally, they had to buy it. Sometimes, this was possible at the library. So, my library cultural awareness from that trip was an understanding that different cultures may have a passion

for reading but not come to the library because in their home country, libraries were a very different experience.

A couple years later, as a manager of continuing education and consulting at a southern state library, I became familiar with issues public libraries and librarians faced with the changed demographics of patrons. As one of my employees became involved in ROSA (Reaching Our Spanish-speaking Audiences, an initiative from OCLC Webjunction), I learned that there was more to serving patrons from another culture than language skills and collection development. These two experiences planted a seed that there may be a need for cultural competency not only to interact with patrons but to function fully within the library profession.

My “teachable” moment came through a trip to South Africa. It was through that trip that my eyes were opened to how librarianship was practiced and what “library” meant to others outside of the US. I had never thought to think of my profession past what I learned during my LIS program and what I had experienced in my resulting work life. Granted that in and of itself is significant. I learned about providing service. I learned a philosophy of “information wants to be free”. I learned a passion for ensuring that everyone has equal access to information. I learned that information was the great equalizer. I learned toleration for other people’s beliefs, an ability to defend the rights of others to have those opinions, and to provide assistance to others even when I didn’t agree with their goals for having the information. I learned the balance between the need for secure computer networks, the desire of parents to protect their children, and the right of adults to privacy. I never realized until that trip that these lessons were not universal or at least not universally practiced. It wasn’t until I stepped outside of what I knew that I learned there was so much more to learn.

This learning experience transpired in 2009. I was invited to participate in a LIS professional delegation to South Africa through the People-to-People (P2P) program. P2P, originally founded by the Eisenhower administration to provide international good-will, provides for ambassadorial trips to other countries to expand one's world view and encourage growth in becoming a global citizen. This particular trip took a delegation of 40+ librarians, including me, to Johannesburg, Cape Town, and Pretoria, South Africa. During this trip, the group visited a community library, a public library, University libraries, the township library of Soweto where Desmond Tutu and Nelson Mandela studied, and the National Library of South Africa. Time was also provided for touring and an afternoon of professional exchange with host librarians. The experience itself made an impact on my understanding of the world and specifically librarianship. However, there was an additional confluence of events that I believe turned that experience into a transformative one.

The same semester that I went on this trip, I was enrolled in a qualitative analysis course. We were given an assignment to conduct a sample study. It occurred to me that I had no idea whether libraries in other countries functioned the same way they do in the US. So, I chose to study how librarians from the US would react to seeing librarianship in another country. In this small scale qualitative study, I sought to "first learn what biases western librarians have, as the researcher is a member of that group as well; second, to learn whether these biases are uniform across the US and types of librarian, and third, whether they can be mitigated through international exposure" (Walczyk & Schultz-Jones, 2010). Through an observer-participant perspective during the experience and conducting interviews with three participants upon completion of the trip, I noticed six recurring items: influences affecting the trip, items better than expected, items surprisingly not all that different, departures from US practice, personal /

professional stereotypes, and changes in attitude or behavior of the participant. Lasting realizations from that experience were multidimensional. For some of my participants, they saw how counter to ALA's stance, not everyone serving as a librarian had to have a Masters degree. They marveled at the National Librarian extolling a sense of pride and support for his direct reports to participate in professional organizations at the local and international level – as opposed to the constant struggle at home to prove their worth. They commented on the novel idea of using cell phones as a means of routine information delivery. The demographics of the library user surprised some – 20-40 year olds everywhere. It revitalized their belief in the ability to be effective and provide a real impact in everything librarians touch. On a personal level, it had never occurred to me that a whole segment of a population would be excluded from the right to use or even have a library. I saw firsthand how revered the access to a library was. I was amazed at the commitment of the catalogers at the National Library to provide records and access to all materials in 11 languages to meet the need for an educated populace. I saw the haven provided by libraries for those needing sanctuary from daily life. I could see a spirit of independence and equality in the eyes of the children in the libraries. I learned that libraries could spring from community centers as opposed to the current trend in the US of turning libraries into a 3rd space. I saw all of my “universal truths” about libraries challenged and gained a new sense of dedication to providing equal access to all. It was my own experience on that trip plus studying the experiences of others that sparked my interest into researching how viewing international librarianship has the potential to affect US librarians.

My interest in studying librarians' reactions to international librarianship was provided a more formal opportunity for research in 2010. As a result of the South Africa trip, I believed that it was being exposed to another culture that caused such a profound shift in my world-view. I

applied for and was awarded a student/faculty grant to conduct “An Assessment of Cultural Competence Factors in Relation to a Study Abroad Experience with Library and Information Science Students”. The research was based on Montiel Overall’s Cultural Competencies Model which illustrated the three factors, cognitive, interpersonal, and environmental, which make up cultural competency. This model was one of the few that had been explicitly applied to the LIS profession. The study’s research question was whether this model, which had previously only been employed to study seasoned librarians, could be used to also develop cultural competency in LIS students. The setting for the study was an international school library in Kyiv, Ukraine.

Students enrolled in two 10-week courses, one in Automation and the other in Special Collections, spent three of those weeks engaged in a library redesign project at the QIS Library in Kyiv. As part of their working experience, students were broken into five teams and provided consultancy services as well as physical labor for collection development, cataloging, technology issues, space planning and library policy development. During their evening and weekend hours, students participated in coordinated sight-seeing, exploring downtown Kyiv with other participants, and a group excursion to Lvov, a city on the border of Poland.

Within 3 weeks time, working together with the host library staff, the participants transformed the library space from a basement that someone decided to place a library in, to an inviting learning, reading, and social space. Host staff members were trained in copy cataloging, running collection development repost, and several facets of their relatively new library catalog system. Policies were developed and codified. A faculty survey regarding the library, its effectiveness, and suggestions for enhancement was conducted. The majority of textbooks were barcoded and entered into the system for the 1st time. An overwhelming sense of pride, accomplishment, and gratitude from the host prevailed.

This qualitative study's methods included collecting pre-experience surveys, in-situ observations of the researcher and participants, and post-experience semi-structured interviews. Initially, participants were surveyed regarding their previous experience within librarianship and in travelling internationally, their expectations for participating in the experience, their existing perceptions of libraries and librarianship, and their expectations of the library they would be visiting, the library staff they would be engaged with, and the patrons they would see. The surveys were analyzed and provided a baseline for comparison. The in-situ observations captured real-time impressions and reactions to working within a library in another country/culture to serve as supporting data. Upon participants' return to the US, they provided for phone interviews addressing their perceptions of libraries, librarians/library staff, and patrons in the Ukraine. The final interviews were coded, analyzed, and presented 15 themes. These resulting themes were evaluated in the light of Montiel Overall's Model and the three domains of cultural competency. This study found that 46% of all development for this cohort resided in the interpersonal domain. It seemed that growth stemmed from the intense interaction with others, both in the host country and within the cohort. Additionally, the content area most affected was overall "librarianship assumptions" – a self-reflection of what the participants has previously known about librarianship in light of what they had seen in the Ukraine. This last piece of information was an unforeseen outcome. It appeared that going to a foreign country to work on a library project could affect LIS student's professional acculturation and development.

RESULTING

Reactions to the Host School

- I am amazed by how great the AAS Moscow library was.
- As for Russia, the site was more impressive than any US school library I've ever heard of. It already had all its systems and structures in place and had 2 great librarians (one lower house and one for the upper students). When we arrived we learned that what they really were looking for was a complete review of where they currently stood and recommendations as to where they should be going. The school administration was wanting to do away with everything and go e-books and didn't really understand what the value was of a library. So our teams did an analytical review of their respective areas and compiled a detail report linking it to the mission statement and strategic plan for the school as a whole.

Reactions to the Lenin Library/Russian librarianship.

- We have entered and there are security guards at the front gate. I had to get a pass and let go of my backpack at the front door. Technically I'm not supposed to take pictures in here but I just came up to a big huge marble staircase and oh my god the card catalog! Oh my god the card catalog! Wow!
- Some of the biggest differences... I've never seen a completely closed stacks library before. There is nothing, absolutely nothing that you are allowed to take out of that building. The word "borrow" means something completely different in that library than I've ever thought of before. I've never thought of "borrow" to mean you can take it over there to that desk and look at it. That just kind of hit me very odd.
- ... it felt like people weren't allowed to get to the books and everything was being controlled. The other side of it for me was the reverence and the want for protecting the materials ... (I)

was there was thinking about myself as a patron and not being able to take the books home, about having to go the library and sit there for hours and hours on end, about having to go back day after day after day to look at the books, about waiting for hours for books to be pulled off the shelves and about not knowing whether or not the books would even come back off the shelves until a pile showed up. All the security was interesting as was the enormity of the card catalog and trying to understand the numbering system.

- It's (the library's) just massive, the great study hall with the busts of the Lenin and all of the intellectual minds looking down on you was phenomenal. It had a sense of "you are here to study and this is a place of intellect" and that "this is what this institution is for and that has purpose".
- There were vacuum tubes and the dumbbell carts for bringing the books back and getting the messages to the actual other building where the books are stored in another building, the book depository building. So the big huge library is not really... it's just where the people go. It's not where the books are. The books are stored in another building and when they get the message, they are pulled and they are wheeled on carts through tunnels from one building to another and then put on dumbbell carts and brought upstairs through them. They are then called by card number of the patron's card and given their stack. But it's just amazing. It reminded me of the system in South Africa in the new national library except they had the pneumatic tubes system which was quite a bit update as that was a brand new building.
- All the desks were manned but there were only maybe 2 of the reference desks or information desks that were unmanned at any one time. At least for us, everyone was very helpful. I only saw one instance of a reference person talking to another Russian where it

seemed as if they were being bothered. So the stories I'd heard of people being treated poorly did not hold true.

- Here are your cards. (Oh my god – me). These are the spine labels. if there are any older cards they look much more like this... (But what does that mean? – me) I have no idea. I think unless you go to library science or if you get a special tour they will explain to you but regular people are not supposed to know what this means. you're just supposed to copy this on your request sheet and you would hand it to them. (so you would put that where? – me) Not here. You go, take separate sheets and when you're requesting this you're supposed to put all of this code, the author, and title, when it was published and where. so you would have take your stack of papers. we do also have some books in English and german but most of the foreign language is in the back further down. There's also the electronic catalog but I'm sure they're still in the process of updating. this is one of the forms. you would put your card number, date, the code number. This is for one book. you would have to fill out a form for each book. so this is where the attendants are supposed to sit and that is why everyone is standing around.

Reactions to the Participants.

- I talked with someone on the Metro this morning and asked him what was the farthest out of his comfort zone. He said it was the first time they came down to the metro. It was just you had no clue where you were going. It was so dark and foreboding. Also going to the restaurants on Friday where instead of a maître d' that welcomed you there was a guard at the door. You pushed a button and he came to you and asked if you had a reservation. He had to say "yes we have a reservation made by" someone and the guard said "yes I know her, you

may come in". It was all very controlled. It was just very... It wasn't mean. It was just all very solemn. It was very Russian, what you would think of as Russian.

- I also asked someone what was the farthest thing out of her comfort zone. For her it was definitely the food. The food was what was out of her comfort zone. Just the certain things that you would eat and the things you wouldn't eat here. She just couldn't get beyond certain things.
- Someone jokingly made the comment about the Cyrillic alphabet about how wouldn't it just be easier for all of them to just learn our alphabet. It wouldn't take that much for them to just learn a few of our letters because it's almost ours anyway. You just have to change the C to an S and the pi to a p and it would be much easier for them to do then for us to do.
- I was hoping to see if going on the experience would deepen students cultural competency. What I found out was that it really didn't but what that particular cohort experienced was a deepening of LIS professional competency from being with other professionals for 3 weeks in effective isolation working in a library (isolation due to being completely out of not only their own element but their own country's way of "doing" librarianship).
- What I found in this study was "it depends".... it depends on the interest and dedication of the students to the project itself and not "site seeing".
- They don't seem to get how different real Russian libraries are from US libraries, but they didn't see what I saw at the Lenin library.

Personal limitations.

- I had physical challenges with stairs and jet lag.
- I felt that when people go out in big groups, there are people who know how to go out in big groups and people who don't know how to go out in big groups. There are people who are

good about making sure that everyone in the group is still there and then there are people who run off and don't.

APPENDIX H
THEMES/CODES

Unexpected

Positive

Neutral

Negative

Suggestions

Program

Other Participants

Other

AAS Library Staff

AAS Libraries

Skills & Education Levels

Student Patrons

Parent Patrons

Library staff

Reaction to Specific Libraries

Science Technology Library

Presidential Library

Lenin Library

Professional Competencies

Professional Insights

Lessons Actually Learned

Essence of Librarianship

Personal Growth

Sensitivity

Self-awareness

Helpful

Flexibility

Changed Professional Perspective

AssertivenessConfidence

Overall Experience

Perceived Value

Disappointments

Communication

Challenges of trip

Benefits of trip

Alternative methods of learning the

same material

Library Cultural Competency

Expectations

Differences

Awareness

Judgments

Special Libraries

Russian People

Russia

PoliticsMilitaryState Presence

Customer Service

ChurchReligion

Program

Other Participants

Other

Library Staff

Librarianship

Food

Accommodations

AAS St Pete

AAS Moscow

AAS Libraries

Expectations

Special Libraries

Russian People

Russia

Program

Other Participants

Other

Food

AAS Libraries

Cultural Competency

Expectations

Differences

Awareness

Comparisons

US City to Russian City

Two Russian Cities

Two AAS Library Branches

Russian Libraries to US Libraries

Russian City to Intl City

AAS to Other International Schools

AAS Students to US Patrons

AAS Library to US School Library

AAS Library to US Library (Not

School)

APPENDIX I

ATTRIBUTES (ALL TREATED AS NOMINAL SCALE AND SERVED AS INDEPENDENT
VARIABLES)

Age Group

Group 1=18 to 20

Group 2=20 to 30

Group 3=30 to 40

Group 4=40+

Time in Profession

Group 0=None

Group 1=1 to 5 Years

Group 2=6 to 10 Years

Group 3=10+ Years

Type of LIS Work Experience

Group 1=None

Group 2=Unpaid

Group 3=Paid

Point in Program

Group 0=Less than 1 semester
complete

Group 1=1 semester complete

Group 2=2 semesters complete

Group 3=3 semesters complete

Group 4=Graduating

Group 5=Post MLIS

Prior International Experience

Group 1=Neither Traveled or Lived

Group 2=Traveled Only

Group 3=Lived

Working with People from Other

Countries

Group 1=Work Yes, Serve No

Group 2=Work Yes, Serve Yes

Group 3=Work No, Serve No

Group 4=Work No, Serve Yes

LIS Area of Specialty

Group 0 = Unknown

Group 1 = School

Group 2 = Technical Services

Group 3= General

Group 4 = Youth Services

Group 5 = PhD studies

Group 6 = DCM

Group 7 = Special Libraries

Group 8 = IT

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