

Remote Research and Online Coursework: Complimentary Experiences Prove Valuable for Graduate Students

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ABSTRACT

Technology has enabled many collaborations across the globe, allowing people to work together in entirely new ways. Some industries have embraced remote interaction whether they are conducting day to day business or teaching courses online. Since 1999 library and information science programs have offered online distance learning courses and now entire graduate programs. With the increase in remote, interactive, and collaborative learning, more graduate students have had a chance for online graduate assistantships. In 2019 three MLIS graduate students located in different states began work on a remote research project on health and wellness headed by several professors also located in various states. Each are pursuing their degrees online and have not worked in a professional capacity in a library setting. This study summarizes the preliminary experiences these students encountered while managing remote course and grant work. The preliminary findings highlight challenges including: asynchronous correspondence, analyzing second hand collected data, finding adequate collaborative software, and synchronizing data coding. What the graduate students learned from this experience suggests that regardless of where students plan to work after graduation, they have transferable skills they can take away from graduate assistantships that compliment their coursework and offer invaluable field experience.

ALISE RESEARCH TAXONOMY TOPICS

education; online learning; research methods; public libraries

AUTHOR KEYWORDS

collaboration; technology; data collection; interpersonal communication; remote work; online learning