

Librarians as Teachers: Reframing Our Professional Development

Ann Cleary, Sheila Corrall & Mary Delaney

L2L: Library Staff Learning to Support Learners Learning



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Workshop Outline

- Introduction and orientation – workshop objectives and outline, overview of Professional Development Framework (15 minutes)
- Individual and group activity – reflection and discussion on use of the Framework by information literacy practitioners (30 minutes)
- Report back and plenary discussion – reactions to the framework, opportunities for personal and workplace use (10 minutes)
- Reflections and conclusions – feedback and follow-up (5 minutes)



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Workshop Objectives

- Share the key findings and insights gained from the L2L project: Library Staff Learning to Support Learners Learning
- Review professional development practice for teaching librarians in the context of the National Professional Development Framework for All Staff Who Teach in Higher Education
- Compare the practical utility of the PD Framework with other tools produced by professional bodies for librarians and teachers



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Other Professional Development Frameworks

- ❖ ACRL (2007) Standards for Proficiencies for Instruction Librarians and Coordinators
- ❖ HEA (2011) UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education
- ❖ CILIP (2013) Professional Knowledge and Skills Base (PKSB)
- ❖ ACRL (2017) Roles and Strengths of Teaching Librarians
- ❖ TPACK (2006-) Technological Pedagogical and Content Knowledge



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ACRL (2007) Standards for Proficiencies for Instruction Librarians and Coordinators

- Organized into 12 categories of proficiencies:
Administrative; Assessment and evaluation;
Communication; Curriculum knowledge;
Information literacy integration;
Instructional design; Leadership; Planning;
Presentation; Promotion; Subject expertise;
and Teaching.
- Lists 41 core proficiencies/skills for instruction librarians and 28 additional proficiencies for instruction coordinators

Standards for proficiencies for instruction librarians and coordinators

Approved by the ACRL Board, June 24, 2007

Prepared by the ACRL Instruction Section Proficiencies for Instruction Librarians Task Force

Introduction

As the role of instruction and information literacy continues to grow in the academic library, librarians are faced with a need to develop a more focused set of skills to teach effectively in library instruction programs. At the same time, many libraries struggle to offer meaningful training and professional development to improve instruction, especially without a set of established standards for what makes a good instructor. This document is intended to help instruction librarians define and gain the skills needed to be excellent teachers in library instruction programs and to foster collaborations necessary to create and improve information literacy programs.

In many academic libraries, instruction librarians also serve as coordinators of instructional services and as instructional leaders in their organization. In addition to proficiencies needed for librarians with teaching responsibilities are the skills required for instruction coordinators to manage programs. They also must operate effectively at all levels of the academic organization in order to implement broad-reaching curriculum-integrated information literacy programs.

Application of proficiencies in academic libraries

The Standards for Proficiencies for Instruction Librarians and Coordinators allows academic libraries to begin with a common definition for the scope of responsibilities for instruction librarians and coordinators of instruction programs. At a basic level, they can be used as standards to create professional development opportunities for librarians with teaching responsibilities in

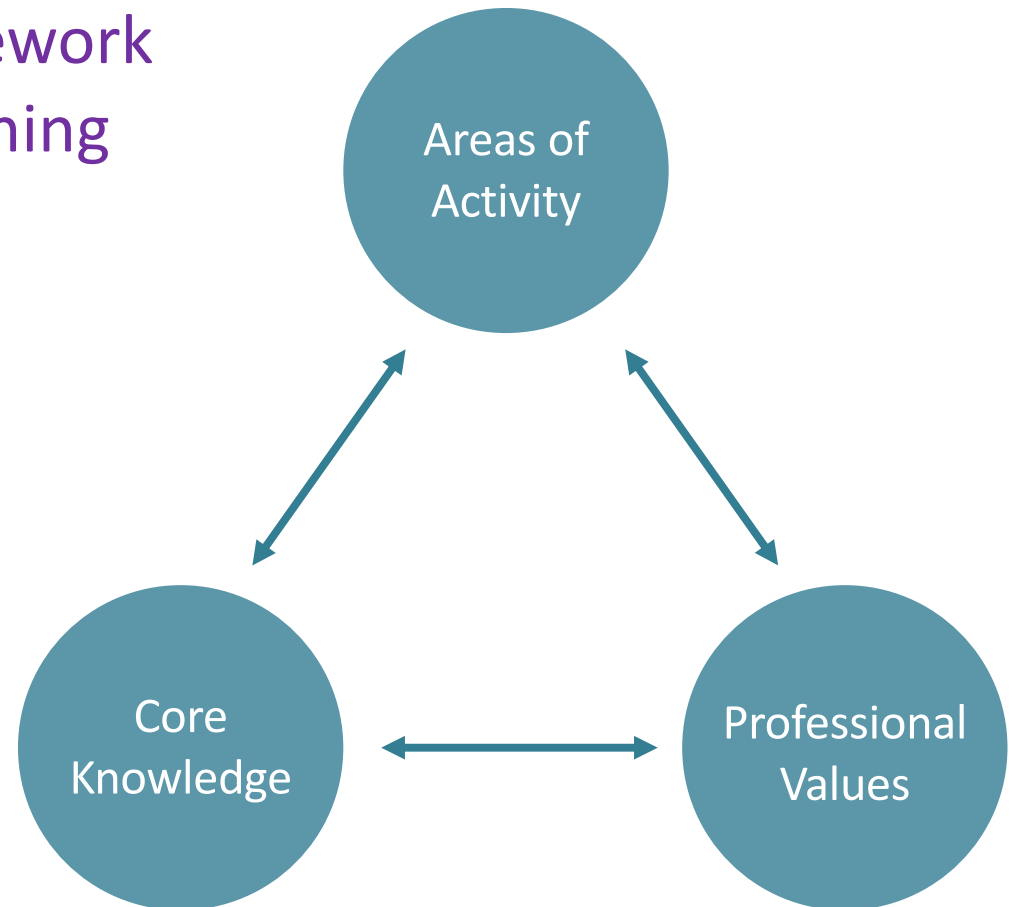
order to improve or expand their skills. They can also be used by administrators and coordinators of instructional services to define clearly responsibilities of these positions.

For this document, the term *instruction librarian* refers to any librarian with instructional responsibilities. However, some academic libraries have nonlibrarian professional staff who provide instructional services. These organizations may need to evaluate whether some or all of the proficiencies are appropriate for all staff who teach. In libraries where the organizational structure is team-based, the role of the instruction coordinator may be shared by multiple team members. In these situations, the instruction team should use the coordinator proficiencies to allocate areas of responsibility for managing programs and leading initiatives.

Whether identifying responsibilities of librarians who teach or coordinators who manage programs, each organization must decide to implement the proficiencies in a manner best suited for its own institution. These proficiencies are designed to fit a wide range of environments. However, emphasizing some criteria over others may be appropriate for individual libraries. The decision to emphasize criteria should be made after assessing the library instruction and information literacy needs of the institution and the current state of the instruction program. Before implementing these proficiencies, the entire library instruction staff should be consulted and given an opportunity to provide input. Rather than serving as inflexible criteria for evaluating instruction librarians and coordinators, these proficiencies will assist the librarians to improve instruction and programs. For example,

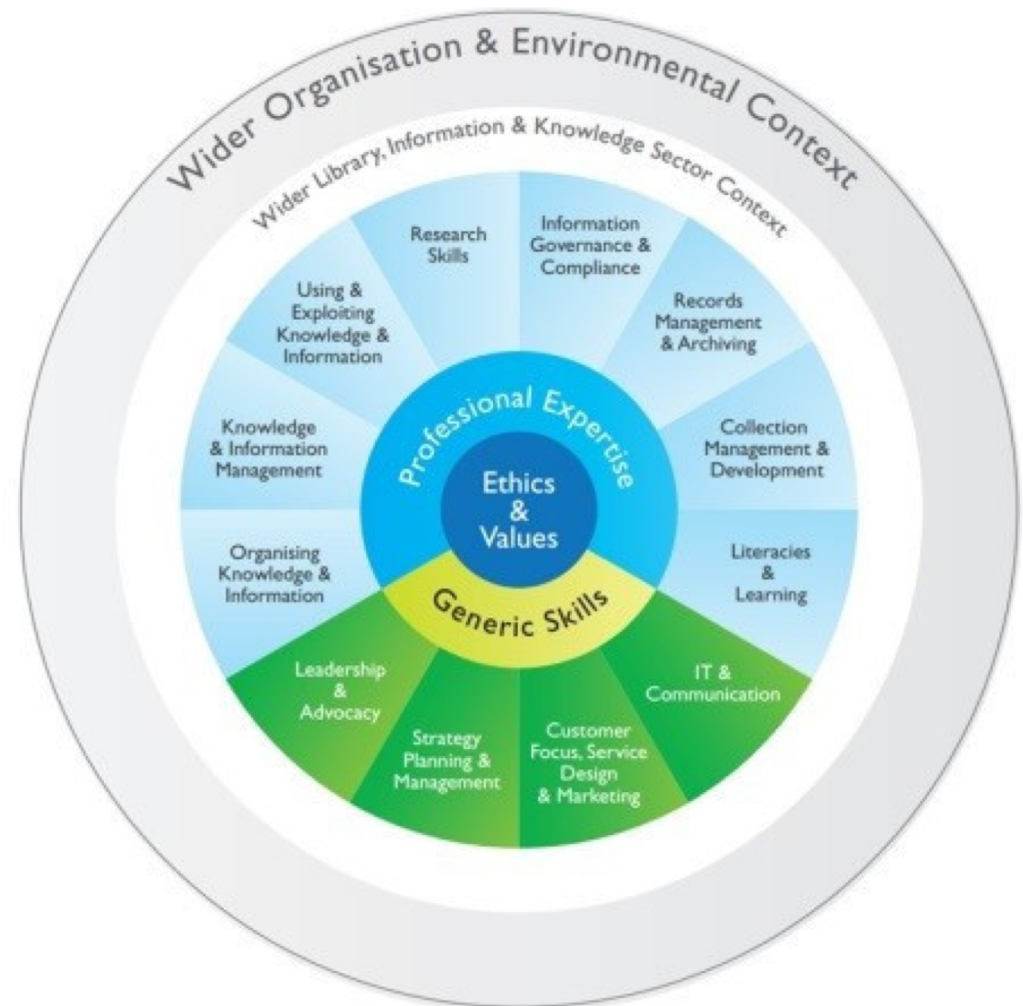
UK Professional Standards Framework for teaching and supporting learning in higher education (HEA, 2011)

- Defines five areas of activity, six areas of knowledge, and four values
- Describes four levels of understanding and accomplishments typical of different teaching and learning support roles and career stages and aligned to the four HEA Fellowship categories
- Includes library staff at level one, but other descriptors could also apply...



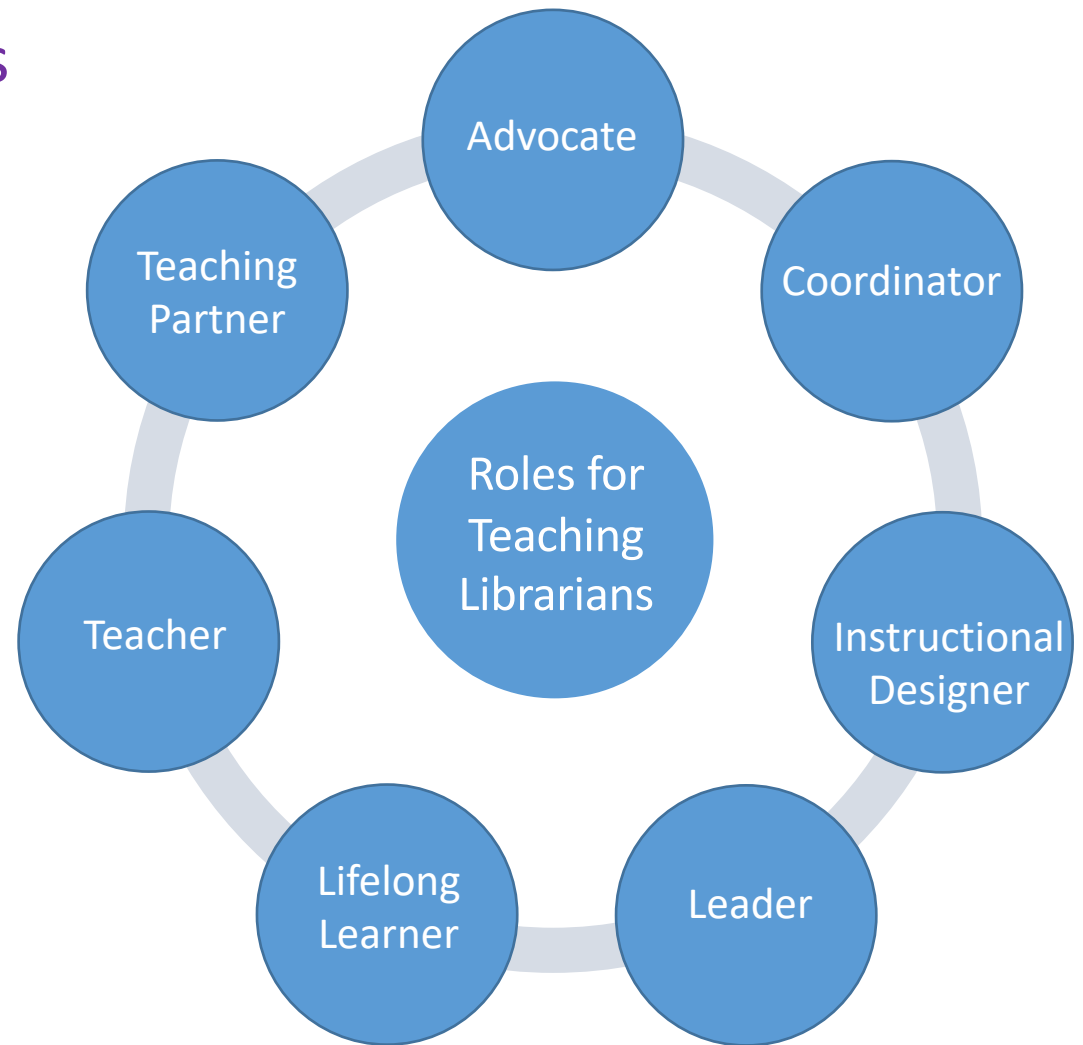
CILIP Professional Knowledge and Skills Base (PKSB)

- Literacies & Learning one of eight areas of professional expertise
- Specific areas include info literacy, digital literacy, frameworks and curricula for education and training, teaching and training skills, and virtual learning environments
- Limited treatment of teaching role, lacks depth and perspective



ACRL (2017) Roles and Strengths of Teaching Librarians

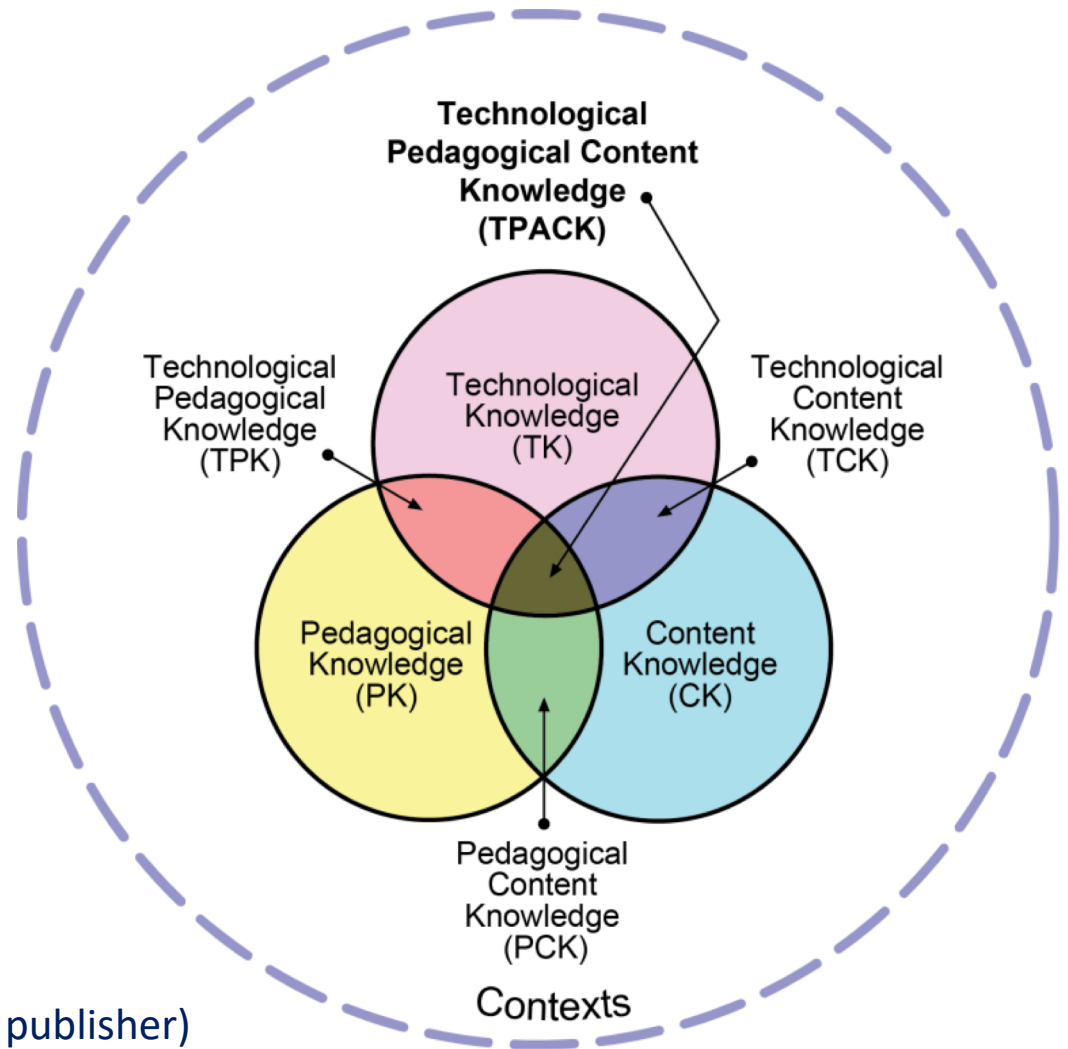
- Replaces a list of skills (proficiencies) with a conceptual model of roles
- Broadens scope from instruction to more inclusive *teaching* librarian
- Seven overlapping roles each linked with around six to eight strengths needed to thrive in the role
- Intended to support recruitment, goal setting/visioning, professional development and education



The TPACK Framework

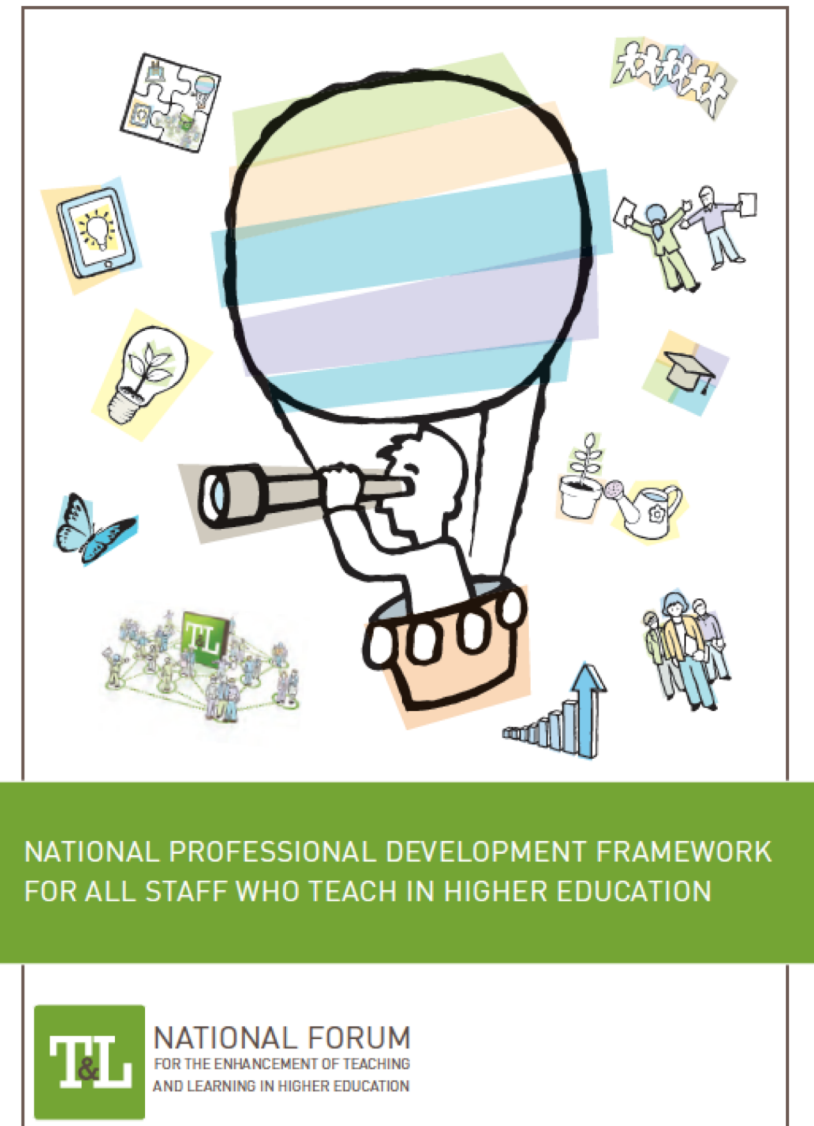
(Mishra & Koehler, 2006;
Koehler & Mishra, 2009)

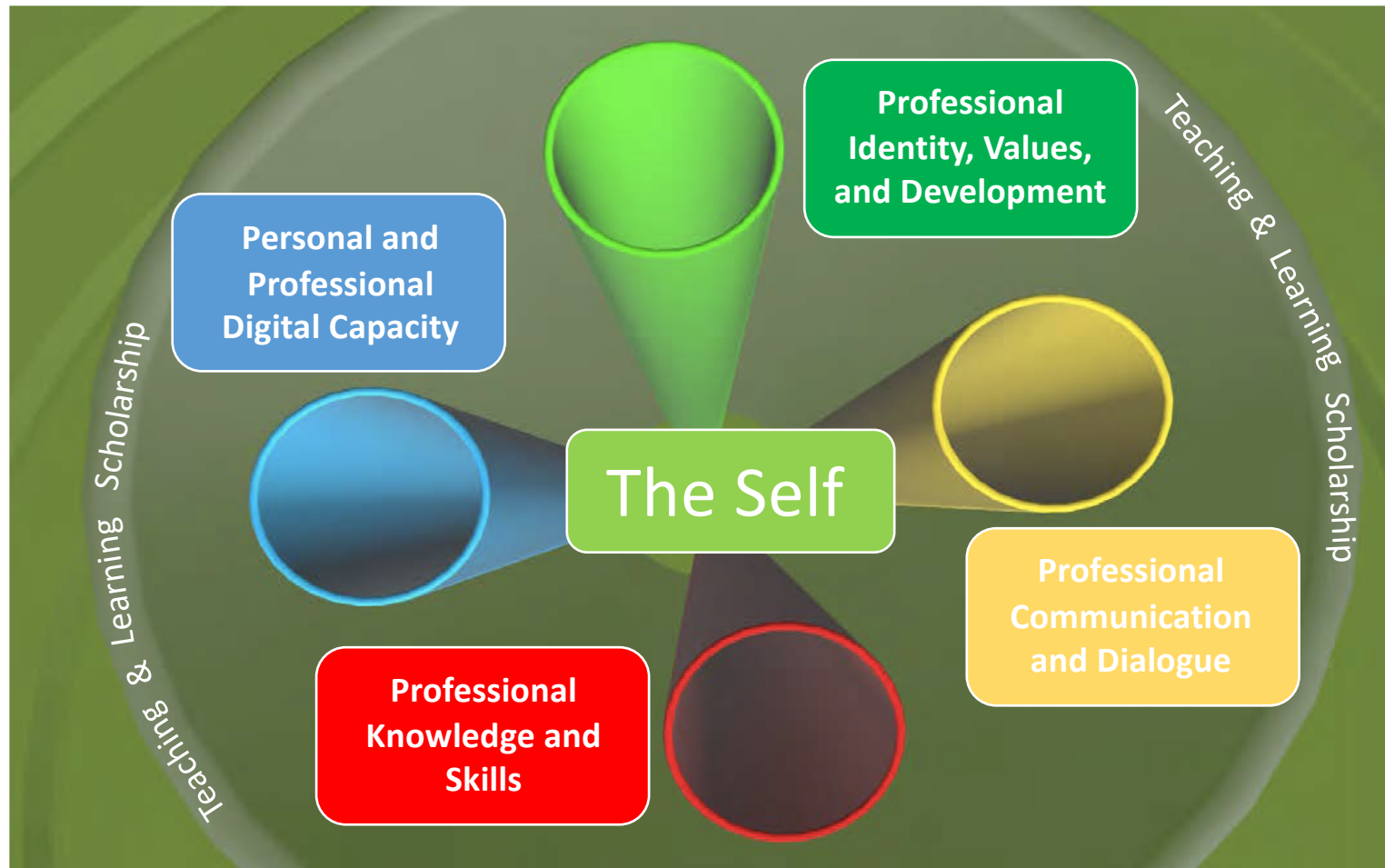
- Focus on the interplay of three primary forms of knowledge:
 - Content knowledge (CK)
 - Pedagogical knowledge (PK)
 - Technology knowledge (TK)
- Emphasis on kinds of knowledge at the intersections of TK, PK, and CK
- Holistic view of teaching knowledge, recognizes importance of context



National Professional Development Framework for All Staff Who Teach in Higher Education

- Launched 2016 by National Forum for the Enhancement of Teaching and Learning in HE
- Freely available on the web for anyone interested to access, download, and use
- Five domains (30 elements) for development, supported by typologies of PD activities and learning, a cycle of evidence-based reflection and planning, and five core professional values
- Tested and evaluated via two rounds of projects, e.g., L2L – three libraries, two years, EUR 150K, 35 events, 50 speakers, and 399 participants





The domains, underpinned by the framework's values

Typology of Professional Development Activities

| Non-Accredited | | | 4. Accredited (formal) |
|---|---|--|---|
| 1. Collaborative Non-accredited (informal) | 2. Unstructured Non-accredited (non-formal) | 3. Structured Non-accredited (non-formal) | |
| Learning from these activities comes from their collaborative nature. | These activities are independently led by the individual. Engagement is driven by the individual's needs/interests. Individuals source the material themselves. | Organised activities (by an institution, network or disciplinary membership body). They are typically facilitated and have identified learning objectives. | Accredited programmes of study (ECTS or similar credits). |
| Examples – Conversations with colleagues, peer networking, peer observations, online blogs/discussion forums. | Examples – Reading articles, following social media, self-study, watching video tutorials, keeping a reflective teaching journal/portfolio, preparing an article for publication. | Examples – Workshops, seminars, MOOCs, conferences, summer schools, structured collaborative projects. | Examples – Professional Certificate, Graduate Diploma, Masters, PhD, EdD in: Teaching and Learning, eLearning, Leadership in Education; Education Policy. |

Cycle of evidence-based reflection and planning

Assessment/Certification

D Reflecting to identify, plan and prioritise future learning

A Reflecting on current knowledge and experience

Taking stock/Identification

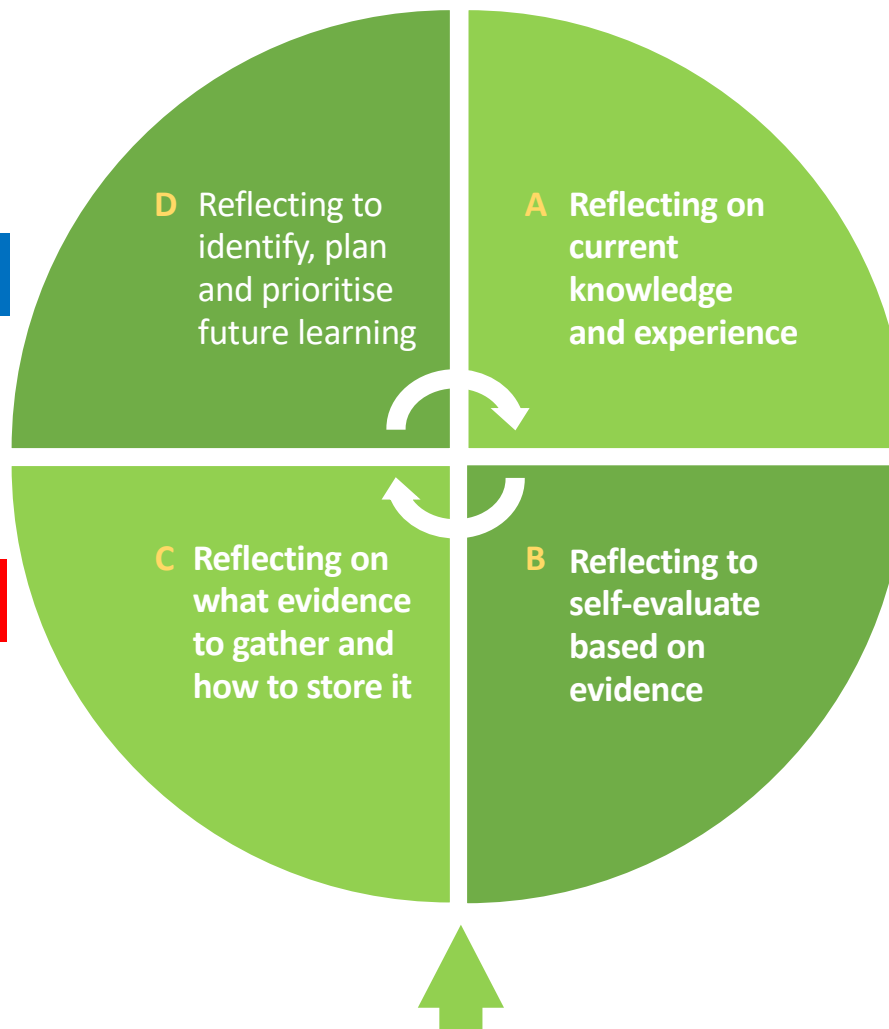
Documentation/Assessment

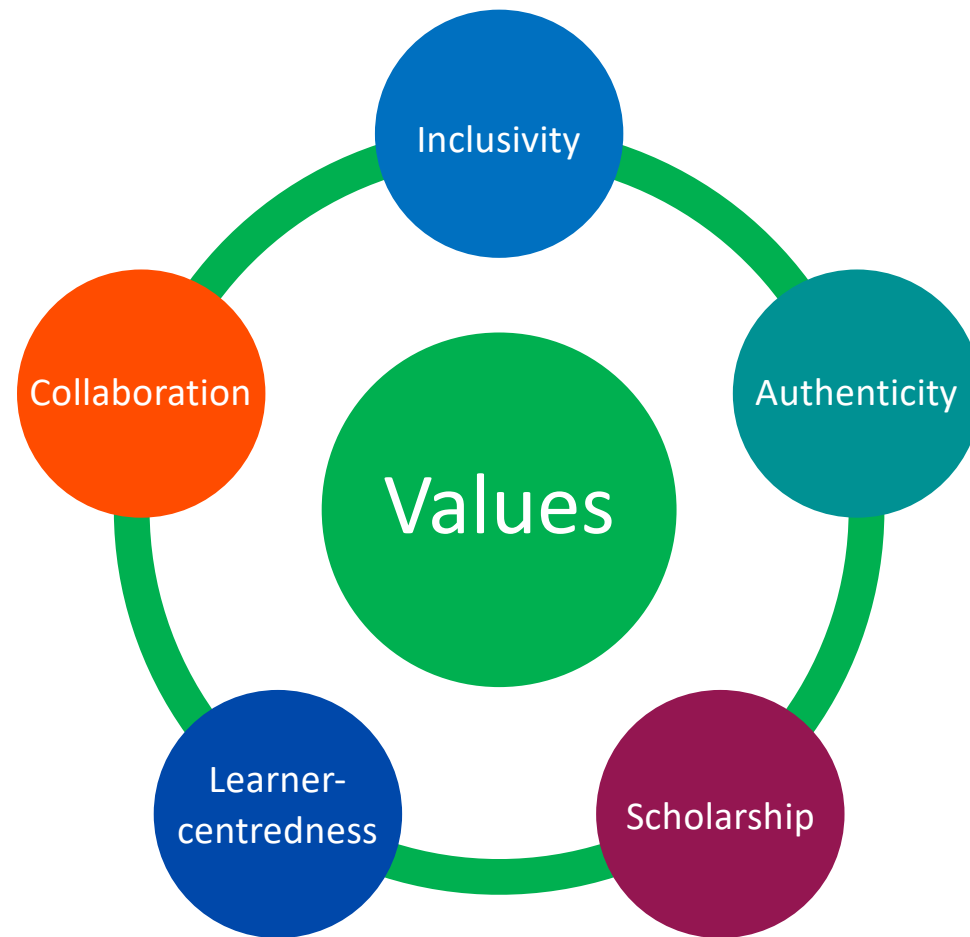
C Reflecting on what evidence to gather and how to store it

B Reflecting to self-evaluate based on evidence

Identification/Documentation

Underpinned by the PD framework's values: inclusivity, authenticity, scholarship, learner-centeredness and collaboration





Values underpinning the framework

The Professional Development Framework in Action

Case Examples from the L2L Community of Practice

- Four teaching librarians at DIT reviewed their **Information Literacy Programme** through the lens of the PDF – they mapped programmatic development to the five domains and also used the PDF to address professional development needs
- One teaching librarian at IT Carlow used Domain 5 of the PDF to challenge her assumptions and inform the development of digital competencies for her role – she reflected on areas of expertise required and drafted a **Digital Philosophy** to complement her teaching philosophy and cultivate a “digital thought process”
- A library assistant at DKIT used the PDF to set a sustainable focused goal for each domain to support **professional mobility** across countries, sectors, and roles – she developed plans for her goals and set up an **ePortfolio**, which helped her to build confidence, present at conferences, and continue to advance her career
- Several L2L participants used the PDF to explore their **professional identity** and articulate their relationships with learners as part of their **Teaching Philosophy**

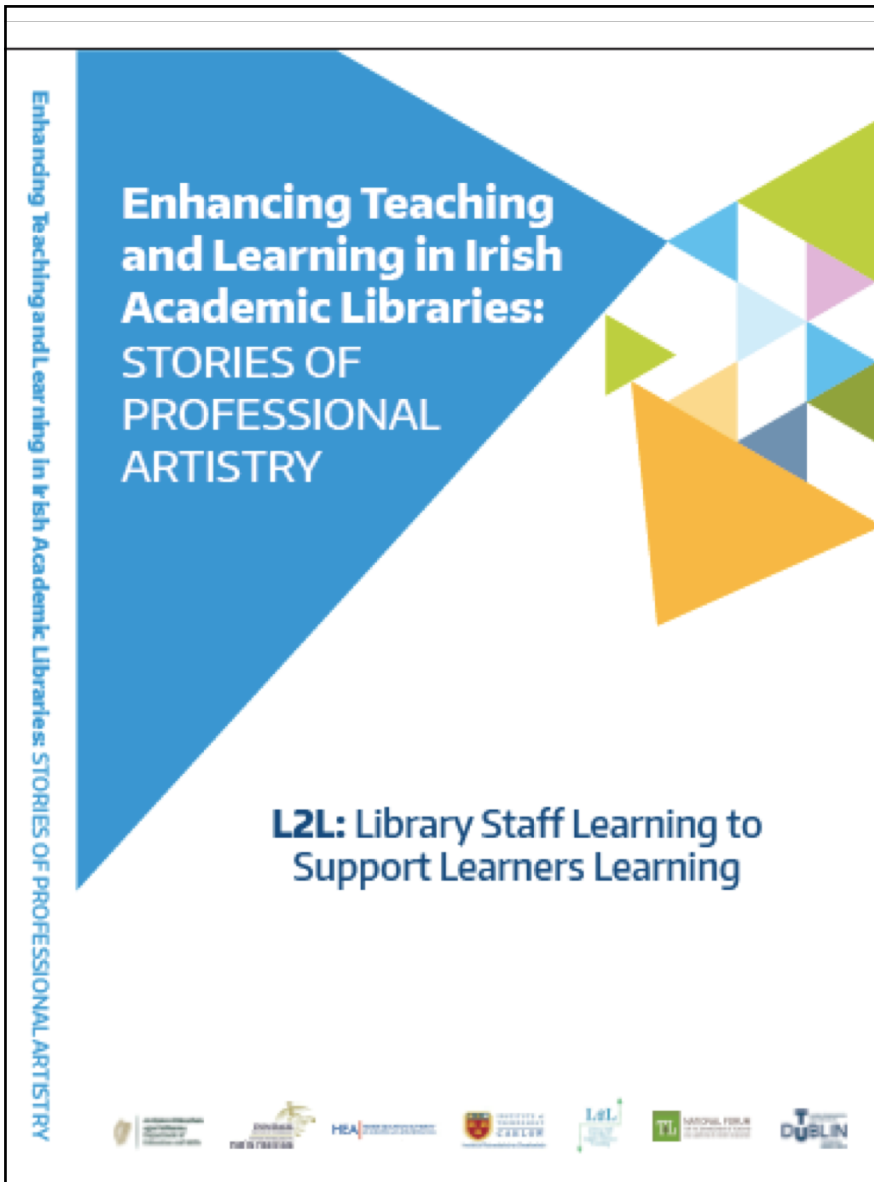
The Self – Professional Identity, Values and Development – Professional Communication and Dialogue – Professional Knowledge and Skills - Personal and Professional Digital Capacity

Individual Reflection and Group Discussion

Please review the material presented and consider our questions:

- How does the PDF fit your conception of your teaching/learning support role(s) and related professional development needs?
 - Does the PDF confirm, extend, or challenge your current self-perceptions?
- From your perspective, what advantages does the PD Framework have over comparable tools? Does it have any particular strengths as a tool for libraries?
 - What do you see as its disadvantages or weaknesses? What problems or issues do you anticipate using the PDF in a library context?
- What scope do you see for using the PDF personally and/or with colleagues?

Inclusivity – Authenticity – Scholarship – Learner-centredness – Collaboration



Thank You!

To learn more about the L2L project, and read full texts of our case studies, please visit our website and download our free book and other resources

<http://l2l.ie/publications-2/>



ACRL Standards for Proficiencies for Instruction Librarians and Coordinators

<https://tinyurl.com/ACRLproficiencies>

UK Professional Standards Framework for Teaching and Supporting Learning

<https://tinyurl.com/HEAstandards>

CILIP Professional Skills and Knowledge Base

<https://tinyurl.com/CILIPpksb>

ACRL Roles and Strengths of Teaching Librarians

<https://tinyurl.com/ACRLroles>

Technology, Pedagogy, and Content Knowledge (TPACK)

<https://tinyurl.com/TPACKframework>

National Professional Development Framework for All Staff Who Teach in HE

<https://tinyurl.com/NationalPDF>

Links to the
Frameworks
presented



Ann Cleary

Institute Librarian
Dundalk Institute of Technology

Email: ann.cleary@dkit.ie
Telephone: +353 (0)42 9370312
Twitter: @anncleary11



Mary Delaney

Head of Library & Information Services
Institute of Technology, Carlow

Email: mary.delaney@itcarlow.ie
Telephone: +353 (0)59 9175765





Sheila Corrall
Professor
University of Pittsburgh

Email: scorrall@pitt.edu
Telephone: +1 (412) 624-9317
<https://plu.mx/pitt/u/pitt-scorrall>



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Email: librariansl2l@gmail.com
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