Librarians as Teachers: Reframing Our Professional Development

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L2L: Library Staff Learning to Support Learners Learning
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)
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
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
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.
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

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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

- Personal and Professional Digital Capacity
- Professional Knowledge and Skills
- Professional Identity, Values, and Development
- Professional Communication and Dialogue
## Typology of Professional Development Activities

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

A Reflecting on current knowledge and experience

B Reflecting to self-evaluate based on evidence

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

D Reflecting to identify, plan and prioritise future learning

Assessment/Certification

Documentation/Assessment

Taking stock/Identification

Identification/Documentation

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

- Authenticity
- Collaboration
- Inclusivity
- Learner-centredness
- Scholarship
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.
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
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