

Enhancing Teaching and Learning in Irish Academic Libraries: Stories of Professional Artistry

Edited By
Ann Cleary, Dr Philip Cohen and Dr Mary Delaney

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Preface

Reflect, Connect, Perform: Reframing Teacher Development for Inclusive Library Learning

Professor Sheila Corral
University of Pittsburgh

In 2016, three enterprising librarians seized the opportunity to collaborate through their libraries in a nationally funded program of work that enabled their staff to experiment with new approaches to personal, professional, and organization development, and to redefine their roles and goals in the changing educational arena. L2L – Library Staff Learning to Support Learners Learning – is a groundbreaking endeavour that has transformed the professional lives of librarians and library assistants in Irish academic libraries and given new meaning and direction to their educational work and goals. L2L has real potential to revitalize the library teaching and learning community globally and catalyze similar transformations in other countries; the stories and insights shared in this book and companion website represent the first step in that process.

Narrated and crafted by project participants as candid accounts and honest reflections of their own educational journeys as library teachers and learning facilitators, the chapters and vignettes presented here will help fellow library workers around the world take a fresh look at their practice and the whole process of teacher development in libraries and encourage them to approach their own professional learning with renewed commitment and creativity. Projects in the UK and other countries have explored the professional development of librarians as teachers and contributed to our understanding of the forces driving and inhibiting the changes many of us want to see come to fruition. Yet despite advances on several fronts library workers continue to be frustrated in their efforts to accomplish their vision of the teaching library. Challenges have come from within and outside the library; access to resources, availability of courses, attitudes of colleagues, and ambiguity around roles have all been cited as barriers to professional development.

The L2L experience shows how library staff can overcome these and other challenges. The key to success is the *National Professional Development Framework for All Staff Who Teach in Higher Education*, a tool that is available on the web for anyone interested to access and use. Launched in 2016 in Dublin, Ireland, by the National Forum for the Enhancement of Teaching and Learning in Higher Education, the PD Framework (also known as the PDF) is captured in a ten-page document that sets out five domains for professional development, supported by a typology of professional development activities and learning, a cyclical model of evidence-based reflection and planning, and articulation of five core values underpinning the framework. The L2L consortium of three Irish academic libraries was funded to field test and evaluate the utility and quality of this new framework as a professional development tool for library staff.

Other frameworks supporting the professional development of teachers exist, but this Irish framework has several distinctive, unique qualities that make it an exceptionally good fit for the library community. First and foremost, it is truly inclusive, explicitly designed to support the professional development of *all staff* – not just academics, and not just professionals – who teach or facilitate learning in higher education, thus including in one single framework everyone on campus who interacts with learners from senior professors to library shelvers. Secondly, it is appositely holistic: most professional development/competency frameworks focus on professional knowledge and skills, and some also cover professional ethics and values. This framework goes well beyond those areas and in addition includes as domains in their own right:

- the ‘*Self*’ in teaching and learning, including the personal values, perspectives and emotions that individuals bring to their teaching and learning facilitation;
- professional/disciplinary *identity*, values and development, including the development of *critical reflection* skills and the Scholarship of Teaching and Learning (SoTL);
- personal and professional *digital capacity* in teaching and learning, again promoting a holistic socio-technical perspective on the use of information, communication, collaboration and education technologies and tools.

Additional features that speak directly to the needs of the academic

library community at this particular juncture include the welcome emphasis on informal and collaborative learning in the workplace, promoting professional development as a *process*, not an event; and the complementary emphasis and explanatory guidance on reflective, evidence-based practice – which has often been promoted by professional organizations in our own and other fields, but typically with minimal advice on what it means to reflect, to do reflection, or be reflective (Corrall, 2017).

However, to understand fully the importance and significance of the approach, design, and methods of the Irish PDF for librarianship and information work worldwide, and also to appreciate properly the relevance and timeliness of the L2L project, we need first to review the current position of libraries in the higher education teaching and learning landscape. This foreword is intended to set the context for the stories that follow, and enable readers from different backgrounds to connect the Irish experience with key themes from research and practice in other countries. Our survey provides a necessary perspective for understanding why inclusivity, identity, informal learning, and reflective practice must be seen as central building blocks for advancing the development of teaching and learning in libraries.

Academic libraries have always played an important part in supporting the educational mission of their parent institutions and their instructional role has become increasingly prominent in university and college library mission statements, with commitments to support the curriculum, teach information skills, and facilitate lifelong learning featuring strongly in statements from both teaching-oriented and research-intensive institutions (Aldrich, 2007; Bangert, 1997). Showing learners how to find and handle books and other documents has been part of library work for more than a century, but during the past three decades the vision of the “teaching library” and “teaching librarian” has gained new momentum as the teaching role of academic libraries has been extended, developed and diversified in tandem with advances in technology, shifts in pedagogy, and expansion of higher education (ACRL, 2017; Ariew, 2014; Palmer, 2011). We have seen changes in the content or subject-matter taught (the “what” of teaching), in the modes and forms of instruction (the “how”), and in the people performing the role (the “who”).

The scope of library educational interventions has evolved from narrow library-oriented training through broader information-related education (including copyright, information fluency, and metaliteracy), to wider contemporary concerns such as academic and digital literacies, maker spaces and digital humanities labs, bibliometrics and research data management (ACRL, 2013; Cox, Gadd, Petersohn & Sbaffi, 2017; Cox, Kennan, Lyon & Pinfield, 2017; Horava, 2010; Sproles & Detmering, 2016). Methods of facilitating learning have also evolved, and now include screencasts, online tutorials, LibGuides, courseware, social media, flipped classrooms and digital games as examples of online and blended learning facilitation, in addition to face-to-face methods such as library orientation tours, printed handouts, “one-shot” lectures and demonstrations, hands-on laboratories, individual and group instruction, course-embedded sessions, credit and non-credit courses, essay-writing workshops, and a scholarly communication board game for researchers (Broussard, 2012; Julien, Gross & Latham, 2018; McGuinness, 2009; Morrison & Secker, 2018).

Information education is more extensive and more pervasive than ever before, integrated and embedded in library activities and library staff interactions with learners and researchers in physical and digital spaces. Interactions between library staff (as teachers/learning facilitators) and students or researchers (as learners) are central and critical to the learning experience; and such interactions can take place within a classroom, across a circulation or reference desk, face-to-face and online, or be embodied in printed or electronic resources serving as learning materials (Elmborg, 2002; Walter, 2008; Webb & Powis, 2009). The library teaching workforce has also grown to reflect the central and foundational role of formal and informal information education in the contemporary academic library. Information literacy education has traditionally been part of the job of reference, subject or liaison librarians, but today many academic libraries have established positions for highly specialized practitioners for whom instruction is a primary, full-time responsibility, and who often lead, coordinate or work with other staff expected to contribute to teaching and the facilitation of learning for varying amounts of time along with activities in areas such as academic liaison, reference, public services, and scholarly communication; and these other staff who make up the enlarged academic library teaching workforce today increasingly include paraprofessionals, library

technicians and library assistants, as well as librarians (Julien et al., 2018; Julien, Tan & Merillat, 2013).

A decade ago, Jo Webb and Chris Powis (2009, p. 29) noted that “teaching and supporting learning are now core activities for many library and information services staff, irrespective of the sector in which they work”, asserting that “skills in enhancing learning are a vital part of our professional role”, and arguing that “training for pedagogical development must include not only development for information skills teaching in formal education but also informal interaction through, for example, roving support in a library”. Ten years on the teaching function of the library has become more diffuse and inclusive, with growing acknowledgement that all frontline staff and many backroom workers have a significant role to play in facilitating learning, whether through formal teaching and training or informal guidance and invisible support. At the same time, the teaching role of librarians has become more specialized and professionalized, with job advertisements evidencing rising demand for librarians as teachers, growing diversity in the teaching-oriented positions announced, and “a substantial increase in job expectations, especially in regard to the level and amount of expertise required”, emphasizing both pedagogical know-how and experience with emergent technologies (Sproles & Detmering, 2016, p. 26).

Yet, the teaching role of librarians is not universally accepted; its reality and legitimacy have often been challenged, from within the profession as well as by others. Forty years ago, Pauline Wilson famously asserted that the whole notion of librarians as teachers was “an organization fiction”, a misnomer for the instructional work done by librarians (which she described as “informing” rather than teaching) that was actually harming our professional identity and status. In the same year, Ray Lester criticized the pedantry and rigidity of the (American) Association of College and Research Libraries (ACRL) Objectives for Bibliographic Instruction and dismissed the growing library user education movement as “misconceived” and “quite inappropriate”, arguing that it was not the librarian’s job “*formally* to teach users how to use the library and search for information”, which should be the responsibility of subject teachers, though he accepted “one-to-one *informal* user education within the library as and when necessary” (Lester, 1979, p. 369).

The debate surrounding the librarian as teacher continues, with literature confirming the vision of the teaching library is “a project of identity as well as pedagogy” (Austin & Bhandol, 2013, p. 20), and revealing a spectrum of responses among librarians about their teaching responsibilities, from enthusiasm and enjoyment to reluctance and resistance, even resentment about choosing to be a librarian and then having to become a teacher (Bewick & Corral, 2010; Davis, 2007; Julien & Genuis, 2011; Kemp, 2006). In the US, the debate is complicated by the related but different question of faculty status for librarians (Kemp, 2006; Wilson, 1979). The perceptions held by librarians of their teaching role are a crucial concern: are they “real” teachers, the same kind of teachers as academics? Alternatively, is their work a different type of teaching, such as learning support, or training? (Wheeler & McKinney, 2015). Librarians who view their job at the reference desk as supplying answers, rather than asking questions, may not recognize their encounters as “teachable moments”, and students may then leave such transactions better informed, but with poorer learning outcomes than could be achieved by adopting constructivist student-centred pedagogies at the reference desk (Elmborg, 2002).

The impact of technology on teaching and learning is another complicating factor affecting pedagogy in the library and the academy. Four decades ago, Wilson (1979, p. 157) suggested that “development and use of instructional technology may lead to a redefinition of teaching”, citing a report differentiating *teaching* from *informing*, and linking the latter with computer-assisted instruction and multimedia. Others have viewed the shift towards student-centred pedagogies, resource-based e-learning and online education as bringing the role of teacher closer to the librarian, practically and conceptually. Khanova’s (2013, pp. 36, 38) discussion of “becoming a virtual professor” equates the emerging role of online teachers, who “refer students to original sources of information for active, independent learning” with that of a “digital librarian”, whose task is to evaluate and select resources, such as “scholarly and news articles, blog posts on relevant topics, government documents, video recordings and assorted interactive tools”.

In 2004 (p. 373), Steve Bell and John Shank proposed the concept of the “blended librarian”, who combines “the traditional skill set of

librarianship with the information technologist's hardware/software skills, and the instructional or educational designer's ability to apply technology appropriately in the teaching-learning process", flagging the need for librarians to embrace the skillsets of both instructional designers/educational developers and instructional/learning technologists, as virtual learning environments, blended or hybrid courses, and online education become more central to higher education. Matthew Koehler and Punya Mishra (2009, p. 66) confirm the need to give more thought to the integration of technology and pedagogy in teacher education, introducing the construct of "technological pedagogical content knowledge", articulated in their TPACK framework, which illustrates the complex interactions among three bodies of knowledge – content (subject matter) knowledge, pedagogical (teaching and learning) knowledge, and information technology knowledge – which then give rise to more specialized kinds of knowledge, namely pedagogical content knowledge (disciplinary pedagogies), technological content knowledge (discipline-specific technologies), technological pedagogical knowledge (educational technologies), and finally technology, pedagogy and content knowledge, "an emergent form of knowledge that goes beyond all three "core" components".

Teacher development, a concept that includes both *attitudinal* development and *functional* development (Evans, 2002), is the big issue threatening the educational goals of academic librarians. Studies of librarians with teaching responsibilities continually report that new entrants to the field feel unprepared – or at least underprepared – for their teaching roles (Julien & Genuis, 2011; McGuinness, 2011; Sproles, Johnson & Farison, 2008; Walter, 2008). In the USA, both academics and practitioners have consistently criticized professional education programs for inadequate provision of pedagogical content and insufficient emphasis on the teaching and learning role of information professionals in their core curriculum; nearly all programs accredited by the American Library Association now offer at least one specialist course on instruction, but generally as an elective rather than a requirement for graduation (Dettefsen, 2012; Saunders, 2015; Sproles, Johnson & Farison, 2008; Westbrook & Fabian, 2010), reinforcing the earlier argument that "pedagogy is no longer an area of "specialization" in librarianship" and "graduate programs must incorporate a vision of librarian as teacher" in all types of libraries (Albrecht & Baron, 2002, p. 75).

UK practitioners similarly want improved coverage of pedagogy in pre-service education, while also recognizing the practicalities of teaching have to be learned on the job experientially as continuing development in the workplace (Bewick & Corrall, 2010; Inskip, 2017). A key point here is that teacher education for librarians is not just about pedagogical (and technological) knowledge and skills, but must include the development of teacher identity and self-image, and the ability to engage in reflective practice to support continuing professional development, as noted by Scott Walter (2008, p. 60) in his seminal study of professional identity of librarians as teachers:

“Reflection on teacher identity as part of preservice teacher education may also help students to develop the habits of personal reflection that contribute to their development as critical and reflective practitioners”.

Other research confirms that in practice the majority of teaching librarians look to sources other than library/information schools for their teacher education and training, notably professional development offerings at their own institutions, such as workshops provided by centres for learning and teaching (Hook, Bracke, Greenfield & Mills, 2003; Hoseth, 2009) and/or events organized by special interest groups of professional associations, such as the week-long immersion programs delivered regularly since 1999 by ACRL, a division of the American Library Association (Blakesley & Baron, 2002; Martin & Davis, 2012). Additional strategies used include one-day courses, certificated programs, conference participation, peer observation, and self-directed development via online communities, education blogs, teaching textbooks and MOOCs (Bewick & Corrall, 2010; Becher & Klipfel, 2014; Inskip, 2017; Webb & Powis, 2009).

Teaching librarians are thus participating in professional development events and programs designed specifically for librarians, but also taking part in local and external programs for teachers (in higher education and other settings) and engaging in individual and collaborative learning activities and processes that cut across the library/information and education/pedagogy communities. However, as the concept of the teaching library has matured and expanded, and the responsibilities and practices of teaching librarians and other library learning support practitioners have become accepted and established, we can see a shift

of interest from participation in formal education and training to engagement in informal *in situ* learning as a continuing process of personal and professional development. A related trend here is the resurgence of interest in reflective practice in the library teaching community, with several practitioners sharing their experiences with colleagues through articles (Burgoyne & Chuppa-Cornell, 2018; Goodsett, 2014; Pullman, 2018; Tomkins, 2009) and books (Booth, 2011; Reale, 2017). Librarians are also using reflection to engage with critical pedagogy, action research, and and SoTL (Doherty, 2008; Jacobs, 2008; McNiff & Hays, 2017; Mitchell & Mitchell, 2015; Otto, 2014).

Individual and collaborative teacher development is also being supported by competency frameworks produced by professional bodies, such as the ACRL (2007, 2017) proficiencies for instruction librarians or the UK Higher Education Academy (HEA) Professional Standards Framework (HEA, 2011). Webb and Powis (2009) advocate use of the latter rather than a library-specific tool in the absence of any reference to teaching in the professional knowledge specified by the (UK) Chartered Institute of Library and Information Professionals (CILIP, 2004), beyond listing “training and mentoring” among the generic skills needed by practitioners; the CILIP (2013) Professional Knowledge and Skills Base now includes teaching and training skills in the professional expertise section, but the competency requirement is not properly elaborated. In 2017, ACRL replaced its list of 69 skills in 12 categories with a simpler less prescriptive model presenting a wider more holistic conception of the educational activities of academic librarians as seven potential *Roles* (Advocate, Coordinator, Instructional designer, Lifelong learner, Leader, Teacher, and Teaching partner) and identifying *strengths* (rather than skills) needed for each role, deliberately adopting the term *teaching librarian* “because it is deemed broader and more participatory than instruction” (ACRL, 2017, p. 364).

Despite their claims, none of the examples described or others reviewed in the context of this project offer the holistic perspective on professional development for teaching and learning support that the Irish PDF provides, nor do they promote the advancement of an inclusive and diverse teaching and learning workforce to the same extent. They also fail to deal adequately with professional identity, and give insufficient

attention to either reflective practice or digital technologies. In contrast, the Irish PDF provides clear, concise and complete coverage of the areas repeatedly highlighted by library and information practitioners. The stories that make up this inspiring volume furnish hard evidence of its practical utility and professional quality as a framework for the future development of *all* staff who teach and facilitate learning in libraries and other campus units, including the paraprofessionals, library technicians, library assistants and other workers who are increasingly important to our information literacy education programs, and the chapters here include a powerful example of one library assistant using the Framework during and following the L2L project to plan and make her journey from assistant to technician to conference presenter and published author.

As a librarian born in Ireland whose career as information specialist, library manager, service director, professional educator, and academic researcher has taken her to many different parts of the world, I am proud to have been involved as international advisor to this seminal work in my native land, and I urge readers to study the material presented here and use the outputs from L2L to enhance teaching and learning practices in their own communities.

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As a student it makes a difference to me to know that the Library staff I meet are also learning and developing. I feel that they therefore know what it is like to be up all night writing an essay and that they can understand the pressures and the needs students have when they go to the Library for help. I also think that it is great to know that Library staff are committed to their development to support students and that they could use the Professional Development Framework to make sure that they are up to date with technologies and knowledge so that student learning is continuously improved. Just as our coursework content continuously progresses it is good to know that Library staff are doing the same too to keep abreast of developments.

Maria Maguire DkIT Student Union President (2018/9)

As Student Union President of Institute of Technology, Carlow, I feel that the role that the library plays in the student experience is crucial to their success. The library is a house of hope, achievement and a venue for hard work, study and collaboration. In essence the library, its staff and online resources are the key to the high academic performance of students. Increasingly the role of the library has moved from the expertise of the disseminating of knowledge to learning how to adapt and move with the furiously fast-paced world of technology and its way of teaching.

There is perhaps no other area of an institute that has such a high level of footfall and interaction than the library. Over the past couple of decades, our student population has become large and diverse. The idea of a single experience or set of expectations has no meaning. Higher education in this country is no longer dominated by 18 to 21-year-olds living in their college towns, studying full time, attending classes, enjoying a social life. Now, large numbers of students work long hours in paid jobs, study off-campus or in the workplace, are international students whose first language is not English, learn in flexible ways that involve networked technologies as well as face to face teaching. Their experiences extend from the college environments. Hence their expectations are as varied as their experiences.

I feel that libraries perform a new, more dynamic role in the knowledge society and as the individual is affected by the library, in the same way, the individual can also influence the library.

Richard Morrell, Students' Union President, Institute of Technology Carlow (2018/9)

The L2L Story

Dr. Philip Cohen

Dr. Mary Delaney

Affiliation

Dr. Philip Cohen

President

Library Association of Ireland

Dr. Mary Delaney

Head of Library & Information Services

Institute of Technology Carlow

Abstract

In 2016, the National Forum for the Enhancement of Teaching and Learning in Higher Education produced a Professional Development Framework for all staff who teach in Higher Education. Over a two-year period, three Libraries i.e. Dundalk Institute of Technology (lead), Institute of Technology Carlow and Dublin Institute of Technology (since January 1st 2019 DIT is part of Technological University Dublin) reviewed this Professional Development Framework. This chapter presents an overview of the project and sets the scene for the reflections that follow in the book.

Introduction

Human beings have and continue to draw on stories as a way to share and to understand who we are, who we have been and who we are becoming (Huber, Caine, Huber, & Steeves, 2013, p. 214)

Stories help us to understand, to share meaning and to build a collective experience and identity. The chapters in this book present a collection of reflections and stories. In capturing them, we present the story of a project from three Irish academic libraries. *Library Staff Learning to Support Learners Learning* (L2L) was a two-year Irish academic library project funded by the National Forum for the Enhancement of Teaching and Learning in Higher Education (National Forum). The National

Forum is Ireland's advisory body for teaching and learning in Irish Higher Education. It works in partnership with representative bodies, policy partners and the wider student, academic and professional services communities, to enhance teaching and learning for real impact on the learning experiences and outcomes of students. In 2016, it produced Ireland's first National Professional Development Framework for all Staff Who Teach in Higher Education, or PDF (National Forum for the Enhancement of Teaching & Learning, 2016). Supporting the enhancement and transformation agenda, the National Forum called for funding applications from those interested in reviewing the PDF. Based on this call, three Irish Higher Education libraries came together and were successful in their application to review the framework through a library lens. The L2L project (l2l.ie) involved staff from the libraries of Dundalk Institute of Technology (lead partner), Institute of Technology Carlow and Dublin Institute of Technology (since January 1st 2019 DIT is part of Technological University Dublin). This book presents reflections and stories from staff on the project team and from others associated with L2L.

The book explores how this project presented opportunities for the three libraries to come together to review the PDF and considers how it informs our practice and continuing professional development activities. As library staff, we are part of a wider complex Higher Education environment. We carry out a range of activities both collaborating in and supporting teaching, learning and research. Through a collection of stories or chapters and shorter 'cameo' pieces, L2L captured reflections. The cameos capture brief reflections and observations from library staff who were involved with the project and from others who were interested in the project. The chapters are reflections from those who engaged directly with the PDF throughout the lifetime of the project and their reflections describe how the PDF not only changed their practice but will also continue to change library practice in the years to come. The chapters and cameos explore themes that arose from our project and may be read independently or collectively as one narrative. They vary in their approach and they capture a snapshot moment in time. Each chapter tells its own story and interprets the PDF in its own distinct and unique way. This is evident in how each chapter raises different and at times contrasting viewpoints and acknowledges the framework in different ways.

A variety of questions arose throughout the project. These include what is the role of library staff in Higher Education, how does library practice evolve over the course of a library career, what is the role of library staff as teachers, how do we as library staff engage with our learners, how do libraries capture their impact and value and how is library practice evolving in a digital environment? These questions came from a range of library staff, some of whom have been working in libraries for a long time; others who are at earlier stages in their career. All are working in different roles with differing responsibilities. By considering these questions and using the PDF to find answers, this book presents insights and advice for other library staff also considering similar issues. By combining cameos and stories in this book, L2L presents a shared experience, a collective account and a unified approach to our professional development, our purpose and our identity.

Professional Development Framework (PDF)

The five Domains of the PDF are (1) The Self (2) Professional Identity, Values and Development (3) Professional Communications and Dialogue (4) Professional Knowledge and Skills (5) Personal and Professional Digital Capacity. The PDF acknowledges that everyone is at different starting points in their professional development and that it means different things to different individuals. It acknowledges that professional development can occur in numerous ways, including those that are collaborative non-accredited e.g. conversations, networking discussion forums, as well as unstructured non-accredited e.g. reading, writing articles, following social media.

The PDF is clear about its values: Inclusivity, Authenticity, Scholarship, Learner-Centredness and Collaboration. These values underpin the five Domains of the framework. Its inclusivity and its approach to values and philosophy, while also acknowledging the importance of specific skills and skills based approaches, are something that the project team felt were unique and distinctive. In our experience, professional development regularly focuses on skills acquisition but the opportunity to consider all aspects contained in the PDF was something that the team appreciated. Furthermore, the PDF intends to support ongoing engagement rather than once-off interventions or a single exploration of its themes. It means to be a life-long career tool. By its very nature, therefore, the framework focuses on the big picture.

Process

Throughout the first year of the project, the project fully explored the PDF, and the focus was on acquiring skills to engage meaningfully in reflective practice, action research and academic writing. This was achieved through seminars and workshops facilitated by experienced practitioners, as well as through peer-assisted learning and individual study. With the successful acquisition of the necessary skills and an increase in self-confidence more generally, the second year saw the project hosting an increased number of seminars focused on different areas of the framework. These seminars were open to the wider academic library community and featured a mix of contributions from external speakers, members of the project team and others – all sharing experiences and learning from each other. Seminar topics included the importance of professional development, a review of professional identity, library staff as ‘third space’ professionals, informal learning spaces, the student experience of libraries, publishing tips for library staff and effective mentoring.

Reflections

How do we see ourselves? Are we primarily library staff with roles unique to libraries? Do we identify as teachers? Are we both? Library staff spend increasing amounts of time supporting teaching, learning and research – both formally and informally. Although feeling welcome in this environment, many staff regularly report they do not see themselves as teachers and feel they are imposters in the process. This was a significant point of debate and considered thoroughly throughout the project. The literature acknowledges terms such as ‘para academic roles’, ‘hybrid librarians’, and ‘blended professionals’ to flag the broad span of academic library work (Corrall, 2010). Indeed, the L2L project was initially titled *Librarians Learning to Support Learners Learning* and changed over time to *Library Staff Learning to Support Learners Learning*, to recognise the valuable work of everyone working in libraries and not just the traditionally qualified librarian.

Work by Celia Whitchurch (2006, 2008) reveals other professional services staff similarly question their role, identity, status and boundaries. Her work highlights the concept of the ‘third space’ professional generally in Higher Education. She remarks that due to expansion and diversification in Higher Education “boundaries are being

breached between, for instance, functional areas, professional and academic activity, and internal and external constituencies” (Whitchurch, 2008, p.1). This has created a third space, a space in which partnerships are now occurring, “partnership with academic colleagues and the multiple constituencies with whom institutions interact” (Whitchurch, 2008, p.1). She discusses emerging spaces and cross boundary roles. The inclusive nature of the PDF and the excitement about the cross boundary roles played by library staff provided great opportunity for L2L participants to reflect on library practice and in doing so to consider the wider Higher Education environment in which libraries operate.

Without doubt, the project was both challenging and rewarding for the participants. Its collaborative nature facilitated valuable exchanges of experience between similar but different institutions, as well as imposing a formal scheduled structure that ensured active engagement. Participants learnt much about the pedagogical process and useful skills to assist teaching and learning (their own and that of others). They also acquired a better understanding of informal learning, its value and the vital role played by all library staff in its delivery.

Although those taking part may have had some prior awareness of action research and reflective practice, the formal L2L sessions delivered during the first 12 months introduced many new concepts and approaches which were essential for the success of the project as a whole and which will be used for years to come. Finally, the self-confidence of many of the team members increased as they gained greater legitimacy and parity of esteem from academic colleagues who viewed their work in a new light. As one of the current authors noted:

The impact of L2L has been enormous. [It] has really helped to change perceptions - amongst library staff themselves and perceptions amongst academic colleagues . . .

I have worked in libraries for 38 years and I am Head of Library Services. I have always seen myself apart from the academic process. Ironically, as I come to the end of my career, it has taken this project to make me recognise that I am a full participant in the academic process and that library staff and libraries are not in a

supporting role but are central to the pedagogical process. I think that has come specifically from participation in this project (Cohen, n.d.).

Outputs

The clearest output from L2L, of course, is this book. The fact that each of the authors felt they had something of value to record, then had the confidence to both write and publish it, is testimony itself to the success of the project.

Equally significant, is the dedicated website (l2l.ie). This hosts a wealth of resources such as videos, reusable learning objects and lists of readings that relate to various themes within the PDF and are intended to support individuals' skill acquisition and their learning more generally. Sustainability is assured beyond the life of the project by each of the three-partner institutions' commitment to maintaining and updating the website into the future.

Other outputs include the seminars referred to above and presentations at professional conferences. A less tangible output has been the formation of an informal Community of Practice including members of the project team and others. Together, this Community of Practice is working towards a greater understanding of the many different approaches to professional development and the techniques available to maximise their benefits. Additionally, this Community of Practice is raising awareness throughout the sector about the importance, not only of professional development, but also about the importance of supporting and recognising it.

In addition, an accredited professional development module for library staff who support learning (to be taught by library staff themselves) is under active consideration and discussions are taking place with the Library Association of Ireland aimed at enhancing formal recognition of professional development through Digital Badges and other means.

Conclusion

In October 2018, the National Forum published its own findings from the initial implementation of the PDF. These findings mirrored closely those of the L2L project:

- The positive impact of the professional development process on individual participants
- The transformative potential on teaching and learning practice of engaging with the PDF
- Individuals who engage with the PDF can gain confidence in their teaching
- The PDF can build strong, inclusive learning communities across all professional identities
- The PDF can be effective across a wide range of professional identities of those who teach in higher education
- The shared understanding of different types of professional development, the values that underpin the PDF and the domains that give it structure can work in practice

(National Forum for the Enhancement of Teaching & Learning, 2018, p. 3).

The National Forum concluded its report with a number of recommendations. They included the need to do the following:

- Elicit support from senior managers for personal and professional development
- Provide time and space for individuals to engage in CPD [Continuing Professional Development] activities
- Seek to accredit CPD within formal programmes of study or professional body awards
- Showcase CPD achievements as part of overall institutional achievements

(National Forum for the Enhancement of Teaching & Learning, 2018, p. 21).

This book captures reflections from contributors on the shared collective experience from the L2L project. That experience would endorse the National Forum recommendations. Indeed, such recommendations are essential in any organisation aiming to inculcate a culture of ongoing personal and professional development amongst its members. Without them, such an aim will be impossible to achieve.

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Making the shoe fit: how relevant is the Professional Development Framework to library staff?

Jamie Ward

Affiliation

Jamie Ward

Systems Librarian

Dundalk Institute of Technology

Abstract

This is a reflection on the National Forum's Professional Development Framework's suitability as a professional development tool for library staff. The framework's language and approach is examined against the experience and personal reality of someone who worked in an academic library and was heavily involved in developing and delivering information literacy classes over 16 years. The conclusion of this piece is that the framework may work well for some parts of library staff's professional development, if we fully embrace its inclusive idea of what teaching is and refuse to allow our profession to be re-cast as occasional teachers.

Introduction

This is a personal reflection on the National Forum's Professional Development Framework (PDF) from the perspective of a librarian who has worked in academic libraries for over 16 years and been involved in the development and delivery of Information Literacy instruction for most of that time. The L2L project is also the first time that I have engaged with continuous professional development on any formal basis and to this end I am very grateful for the opportunity that this project afforded me. This reflection piece is a critique of one of the major concerns I have about the PDF, and also an exploration of how we may be able to adapt it to fit the needs of library staff who teach. To accomplish this I believe we must meet head-on the significant challenges of our professional identity as librarians. These challenges not only come from without in the form of ICT developments, but also

emerge from within through the re-alignment of library staff roles, values and duties that require the profession to define what we mean by teaching and learning facilitation within the library context. The PDF is very timely for the library profession as we take stock of what it means to be librarians who teach and to be guided as we have always been by the needs of our users in this increasingly fractured 'information landscape' (Lloyd, 2017). Specifically, I will be examining if this particular professional development framework fits the needs of the multi-functional librarian profession and examine if the implicit definition of teaching within the PDF accords with what libraries do and our understanding of facilitating learning.

The PDF aims to provide guidance for the professional development of individuals who teach in higher education. It is intended for *all staff* who teach and includes a broader definition of teaching as facilitating student learning: "Teach' used in this document is inclusive of all the activities involving teaching and the facilitation of student learning. The term incorporates the principles of student engagement in the learning process." This is the definition (in a footnote of the introduction to the PDF) that allowed library staff an opportunity to engage with this framework, as we certainly view ourselves as facilitators of student learning. But when I examined the framework closer I began to see that the terminology and intent of its language focused on what may be considered a particular idea of formalised teaching, and this causes problems for me in my multi-functional role in academic librarianship. Perhaps more saliently a misreading of the action of one of libraries' functions as in the verb teach translated into the noun pedagogy as put forward in one of the PDF's aims: "...develop the pedagogy of individual disciplines" (National Forum for the Enhancement of Teaching & Learning, 2016,, p.1) requires the library sector to approach the instruction of our users in a particular *teacherly* way. Pedagogy is "the art, science, or profession of teaching", which is related to but still not our librarian profession.

Many library staff cannot afford a singular focus on pedagogy. The "facilitation of learning" in librarianship means more than pedagogy; it involves the curation, description and provision of access to information that had traditionally been our central roles. It is true that the emergence of more formal teaching classes or instructional duties to aid library

users in the use of information has evolved as one of the central roles that library staff fulfil – but it is not, nor can it be, our sole function. The evolution of bibliographic instruction into a more formal teaching role has been acknowledged by the developments in Information Literacy (IL) principally in academic libraries. Indeed a higher level of engagement with pedagogy can be witnessed in the more recent concepts of IL as an ‘education reform movement’ (ACRL, 2016). This concept of IL as an ‘education reform movement’ can be interpreted as an expression in librarianship of the need to be disruptive of any pre-conceived ideas of what we do as library staff being aligned with the more formal teaching practices. But even within the community of information theorists, and perhaps even more so within library professionals, there is no single accepted definition of what it is that we teach in IL. It is also important to remember for any professional development activities that we may engage in as library staff, that we are not primarily a teaching department; we are an information department that also teaches.

That being said, the PDF affords librarians an opportunity to engage with professional development in a systematic and accessible way, which is a real novelty for many in the library community. Having the concepts and tools to undertake professional development is something that is also the goal of CILIP’s Professional Knowledge and Skill Base (PKSB), but unlike the PDF the PKSB embraces “the broad range of skills that are required by workers across the library, information and knowledge profession” (CILIP, n.d., p.3), and does not focus on pedagogy. The PDF concentration on facilitation of learning may resonate with many librarians who believe in the idea of a profession dedicated to interactions with users. I would advocate putting users and our interaction with users at the heart of our profession, but I am also cognisant that without the collection of skills that the PKSB outlines we actually offer users very little except theories of information in these teaching moments. So perhaps it is not a case of accepting one or the other of the PKSB or the PDF; rather that there is something in both frameworks that we as library staff who also teach can use for our own development. The practical skills we as library staff use in our everyday role of information specialists, and our working knowledge of our client groups, informs and guides what and how we instruct our users. And users’ needs in an academic context were for IL interventions to help

them with their own chosen course of study, and not a prescribed IL curriculum divorced from their immediate needs. If IL should be curriculum based, then it should be student focused and appropriate to the various stages of the student learning trajectory. Also, if we accept that Information Literacy theory is a type of Meta theory (as many do), then having mastered IL concepts in relation to their studies, users/students can then transfer these skills into their future careers. We have to believe that if they become discerning users of information in one context then those facilities will not desert them in future.

Becoming more attuned to our students' actual needs and connecting with the academic process that they were involved with actually requires academic library staff to themselves become involved with academia and processes of research. This involvement with the research process helps form my identity as someone who is part of the academic process, not simply that I teach some classes every year. This aligns with the PDF's Domain 3 Professional Communication and Dialogue in Teaching and Learning: "Development of academic and other forms of writing and enquiry skills to enhance both one's own and students' learning" (National Forum for the Enhancement of Teaching & Learning, 2016,, p. 5). I also accept that in regards to the more formal teaching and development of class room interactions I became more aware of and used pedagogical techniques and thinking. So for me it became a case of not one without the other, but one skillset being complemented and augmented by another. That is why I see my teaching role as something akin to our professional lecturers in the practical sciences who were first practicing professional architects, lawyers or doctors etc. before becoming teachers. The pure study of pedagogy here is getting the cart before the horse in some respects. The PDF respects this in Domain 4 where it "...emphasises the importance of both disciplinary knowledge and disciplinary approaches to teaching (disciplinary pedagogies)" (National Forum for the Enhancement of Teaching & Learning, 2016,, p. 6).

Standardisation and a teaching philosophy

Professional identity is one of the PDF's key areas of interest. That is why the emphasis on teaching becomes so important when contemplating using this professional development tool. A professional's identity is usually defined by an adherence to quality; whereas

organisations and administrators are “usually seen as promoting profitability at the expense of profession-defined quality” (Hekman, Steensma, Bigley & Hereford, 2009, p. 1326).

Profitability in the academic sense can be read as reputational value. So wanting to identify as a teacher, I feel, is another manifestation of the professional angst that has assailed the library profession. This identity anxiety is almost built into our professional description because we are fulfilling so many differing roles and we must evolve with the ever changing information environment to remain relevant. Having a common professional development framework for library staff that is focused on teaching (in the sense of formal classroom instruction), is simply not workable in an environment where we as teaching librarians may only teach in front of a few dozen classes per academic year. We are not contracted as teachers, nor are we expected to produce and mark exam papers, so identifying as teachers is more about acknowledgment of what we do as a teaching or learning facilitation role amongst our peers and for our own personal esteem. But if we concentrate on the students’ needs and are confident enough in our provision of these learning moments, then what people choose to call me professionally is a moot point (personally speaking). Not all librarians feel they are teachers in any formal sense and simply saying that we all have a role as facilitating learning is only bending the definition of our roles to accommodate an existing framework. And I would argue that the facilitation of learning for library professionals would be wise to avoid the managerial and administrative quagmires that are besetting the modern teaching environment.

Even within the community of library staff who do a lot of formal teaching, there is no single accepted definition of what it is that we teach. There have been efforts to standardise a curriculum for Information Literacy (IL) in academic libraries (most recently by the ACRL), but universal adoption and methods of delivery of the IL learning outcome has been patchy across the sector. This may be because IL, in academic libraries, cannot be a disembodied discrete set of skills divorced from the actual modules and courses of the students and staff that these libraries exist for. IL has sought to accommodate the variation in courses and student types within our Higher Education (HE) institutions. This fluidity of approach is essential for different HE institutions; and indeed, even

within particular institutions, different approaches to IL exist for different departments. This is because of the very nature of what it is that we are teaching. We are not teaching something called information; rather we are attempting to impart an understanding of how to become proficient in the information environment in which the student has chosen to study. Efforts to identify larger learning outcomes at a macro level, e.g. creating an information literate citizen and all that entails, is almost impossibly difficult because by and large libraries are not perceived as teaching departments with a specific curriculum that is recognised within the structure of student awards system, i.e. typically no modular credits are awarded for attendance at Library facilitated IL sessions. At its best IL is a meta-competency (Lloyd, 2006) or a set of skills that assists students to become proficient subject-specialist scholars. For many in the library community this non-formal structure is not only sufficient but also vital to ground IL in subject domains. But even within the various interpretations of IL it should be possible to use the PDF as a template for professional development – right? Only if we define teaching as learning facilitation, I believe, and also put in place professional development (PD) for other aspects of our professional roles.

Managerialism manifest in the PD framework

One of the duties of advising the use of such a standardised framework is to interpret its intentions. For a profession encumbered by various attempts at evaluation, both our value within the academic process and of our contribution to learning, it is important to remain critical of the purpose of any standardised framework. “Librarianship is not defined by how we do things - a functional view - but why we do things - a worldview” (Lankes, 2011, p. 137). One of the traditional strengths of libraries is to provide a neutral environment for patrons so that learning occurs at their own pace. The temporal nature of being a student (meeting modular timelines) means that library staff needed to be more structured in their classroom interventions for students. Measuring the impact of this has always been a major issue. Formal teaching as I have discussed is only one aspect of facilitating learning within libraries and we must be mindful not to allow the adoption of pedagogical frameworks for this one aspect of our duties to mechanise our other values out of existence. Formally I accept that IL classes should be evaluated and assessed – to improve content for the students – but this should not be an open invitation to impose metrics of a nascent managerial culture in

education onto our modus operandi. One of the main components of 'managerialism' is: "...the close monitoring of employee performance and the encouragement of self-monitoring through the widespread use of performance indicators, rankings, league tables and performance management" (Lynch, 2014). At worst the PDF could become a tool for the management of teaching staff translated badly into a tool for self-evaluation of a completely different profession.

The PDF in Domain 2 (National Forum for the Enhancement of Teaching & Learning, 2016, p. 5) describes a "...commitment to reflective and evidence-based practice and citizenship (contributing to the institution/society's ethical and civic purpose)" and talks of "Development and monitoring of an evidence-based, reflective professional development learning plan for their context". If the ethical and civic purpose is neo-liberal in essence then the monitoring of evidence-based professional development could be viewed as managerialism's way of controlling staff.

Given its alignment with neoliberal values, managerialism also implicitly endorses a concept of the citizen that is market-led. All forms of education, for example, but especially higher education, are defined in terms of human capital acquisition. The purpose of education is increasingly limited to developing the neo-liberal citizen, the competitive economic actor and cosmopolitan worker built around a calculating, entrepreneurial and detached self. A narcissistic actuarialism is encouraged and new educational subjectivities are created. Education itself becomes a way of managing market risks in a highly de-regulated world. The concept of working in or for the public service (or the community and voluntary sectors) is diminished (Lynch, 2014).

The facilitation of learning is about more than evaluating effectiveness or even accuracy of the information we provide, it is about matching the right information with the particular people we are dealing with. That is why we are at the heart of meaning making for students, because we interpret and empathise with people and their information needs. To successfully do this we need to maintain the neutral, non-judgmental space for students and staff, and make spaces and information fit people, not the other way around.

Librarians try to provide information in a neutral, non-judgmental way purely for the reward of assisting someone. This is key. When we do our job, users perceive us as helping them altruistically. Giving assistance with 'no strings attached' in an information environment involves empathy. We do what we do because we believe in helping people, love knowledge, and want to bring them together. No matter how things change, people will always need to trust someone and feel that they are being cared about.

“The framework provides guidance for the professional development (PD) of individuals and gives direction to other stakeholders (e.g. institutions, higher education networks, educational/academic developers, policy makers and student body representatives) for planning, developing and engaging in professional development activities” (National Forum for the Enhancement of Teaching & Learning, 2016., p. 1) Here we see that the framework is intended for academic developers and policy makers of our institutions, to formulate strategies of PD for their teaching staff, which seems fine, except that we as librarians also have other “stuff” to do that may not be defined as teaching by the institution and therefore our other roles may become denigrated. Another of the PDF’s aims (National Forum for the Enhancement of Teaching & Learning, 2016, p. 1) is to: “Assist staff to reflect on, plan and contribute to the evidence-based enhancement and transformation of their teaching and learning approaches.” This evidence based approach is further defined: “‘Evidence-based’ refers to any concept or strategy that is derived from or informed by trustworthy evidence - most commonly, educational research or metrics of school, teacher, and student performance”. The metrics here presumably measure learning outcomes of teaching interventions, that for libraries may not in the first instance be as tangible as other lecturers’ class content and also in the most common delivery platform (‘one shot’ classes) may not be measurable at all. If we align ourselves with a mechanised framework of pedagogical development we may lose the trust of our users, and more worryingly we may be frozen out of the meaning making process, that involves trust and empathy between people in a dialogical process.

Even if we overlook the issues around formal IL sessions/classes and say that we are using teachers in its broadest sense (facilitation of

learning), we must preserve those very particular library learning moments, like reference queries, and remember that patrons are often looking for more than exactness in information need (if such a thing exists). “Particularly in academic libraries, where often reference questions are not of a strictly factual nature, users’ satisfaction with the service may depend as much or more on librarians’ attitudes and behaviour than on whether or not the librarian answered the question successfully” (Jardine, 1995, p. 478). How do we measure giving people what they or we did not expect at the outset of the intervention i.e. making meaning with them in that learning instant?

Intentionality

We must examine the intentionality of the language used in the PDF. What is the PDF about and how are we as academic librarians to interpret a PD framework that is for people who teach (and the term teach is included 94 times in the PDF)? Although we have always been part of the pedagogical conversation, we in academic libraries deal with “interrelationship between the individual and the text” (Bruce et al., 2017, p. 13), there is a multiplicity of roles that almost don’t allow for a singular progression pathway for our profession. Among other tasks we deal with something called information in that we “...acquire; organize and give access; preserve and conserve; assist library users; instruct library users; administer and manage the library and its personnel, services, and programs” (Gorman, 2000, pp. 11-14). All of these tasks can be construed as facilitating learning in the broader sense, but handling, managing and interpreting information environments for users can involve quite a different set of skills that are not included within a PD framework focused on pedagogy.

This is best explained when we look at the typology of Professional Development Activities of the PDF. Most of what we “teach” falls within the Non-Accredited typology, albeit at the Structured Non-accredited (non-formal) end of the scale, i.e. “Non-formal learning is always organised, structured and engaged in consciously. There may be a learning objective but there is no judgement or evaluation” (National Forum for the Enhancement of Teaching & Learning, 2016,, p. 2). We as professionals then look at the PDF for our own development and recognise the value of non-accredited (non-formal) learning. Indeed incidentally there is evidence that most of what was counted as

professional development for librarians heretofore was non-accredited but collaborative, informal/non-formal, and driven by the internal drives of the individuals in the profession. A new managerial culture may not value this (it cannot be tabulated and presented as a linear professional progression), but it was the norm, and evolved with the expectations of our users in their changing information environment.

So what are the intentions of the PDF? The language of the framework conveys its intentions and an awareness of the language being used is vital before undertaking any involvement with a professional development framework. I see language and the meaning of language not in formal truth-conditional accounts of meaning as espoused by philosophers such as like Gottlob Frege (Mai, 2013), Bertrand Russell (1905), Peter Strawson (1950); rather, Wittgenstein's (1953, p.43) account of language gives a satisfactory account of the probabilistic character of what listeners infer from what is spoken or written: "For a large class of cases-though not for all-in which we employ the word 'meaning' it can be explained thus: the meaning of a word is its use in the language". Using words like teach implies that we are professionals involved in formal teaching as understood by the discourse community of teachers. We are not and therefore setting the term 'teach' front-and-center actually detracts from what it is we do more often, i.e. deal with information. Even when we are interacting with users or facilitating learning for users, this is done more often than not in informal instructional encounters rather than scheduled in-class teaching.

Wittgenstein's ideas on meaning and language have a philosophical purpose in so far as they clarify our ways of thinking and stop us being muddled by our misunderstandings of language: "Philosophy is a battle against the bewitchment of our intelligence by means of language" (Wittgenstein, 1953, p. 109); "following Wittgenstein's exhortation not to think but to look, we will not reason a priori about a role such statements ought to play; rather we will find out what circumstances actually license such assertions and what role this license actually plays" (Kripke, 1982, p. 86). But what does the language of teaching in the PDF actually mean and is it relevant to what libraries understand as facilitating learning: "what circumstances actually license such assertions and what role this license actually plays?" If we are to understand the PDF as something primarily meant for teachers and emerging from within the professional

concerns and circumstances of teaching then the language and meaning of the verb to teach, or its licence, is framed by a pedagogical discourse community, rather than an information science community. Teachers in formal settings such as Higher Education establishments are ‘those who are employed, as their main role, to teach others in a formal education context’. I, as a librarian, am not employed as my main role to teach in a formal educational context.

There is a probabilistic character of the term ‘teaching’ within the PDF that philosophers like Grice (1969) sought to explain about conversations, i.e. listeners often draw inference from the words based on what would “more than likely be the case” in the particular case of the utterance (Schiffer, 1982). One of the central aims or intentions of the PDF is to “Enhance and develop the pedagogy of individual disciplines for relevance and authenticity and enable learning from other disciplines” (National Forum for the Enhancement of Teaching & Learning, 2016., p. 1). The probabilistic character of pedagogy and teaching is expanded in the footnotes (p. 1): “‘Teach’ used here in this document is inclusive of all the activities involved in the teaching and the facilitation of student learning. The term incorporates the principles of student engagement in the learning process.” However, I have already argued that we, as library staff, also value the non-formal and non-structured aspects of learning and should not readily transpose evaluative techniques from formal pedagogy to our profession. Indeed reflective practice, which is a powerful tool of the teaching profession, can be subverted in the wrong contexts. How do we ensure that library staff – who have little actual teaching in practice to reflect upon – will not subvert reflective practice into a destructive fulmination on some quasi-political or intra-institutional turf wars of their administrative roles that they do more of?

Grice subsequently added his notion of ‘Implicatures’ to intentional based meaning in which he attempted to write the listener’s participation back into his theory. Implicatures are based on a listener’s assumption that the speaker is following certain conversational maxims and cooperative principles. The *implicature* (in Gricean terms), of the PDF use of ‘teach’ is interpreted from the community that devised it, namely the teaching community and that the ‘facilitation of student learning’ is similar to formal teaching within a classroom and the formal examination

processes that higher level teachers are subject to. After all we are within the formal setting of a higher education establishment, so it is safe to assume that the PDF's use of the word 'teaching' is from this perspective. As for library users, they may not want formal interventions from their librarians, and survey after survey of user-satisfaction often stress the "attitude, behaviour, interest, and enthusiasm" (Jardine, 1995, p. 477) of the librarian they are interacting with and the value users place on non-mediated quiet places to interact with texts and increasingly multimedia platforms of learning. Indeed one of the values of traditional librarianship was to remain as neutral as possible between the learners and the texts, and at the same time provide as much as is possible for discoverability of texts by seekers after knowledge.

Some of the confusion in translating teaching and information science is the misinterpretation of information itself: We suggest that focusing on the concept of information may have misdirected our field, and that closer attention to concepts such as signs, texts, and knowledge may provide more satisfactory conceptual frameworks for the kind of problems that IS [Information Science] is trying to answer. When we use the term *information* in IS, we should always keep in mind that information is what is informative for a given person. What is informative depends on the interpretative needs and skills of the individual (although these are often shared with members of a discourse community). (Capurro & Hjørland, 2003, p. 350).

In many ways the stuff of what we teach in IL is anti-teaching: "ultimately, information literacy is a subversive activity which challenges received notions of the construction, communication and exchange of information and knowledge" (Walton, 2017 p. 137). IL deconstructs what is information and suggests that what is informative is contingent on what the learner/library user's actual needs are at that moment. So even within formal teaching environments like IL classes we may not be best served in looking at suggested elements within this framework of "Evaluation of teaching and impact on student learning, based on self/peer review/ peer observation, student feedback and/or other

evidence” (National Forum for the Enhancement of Teaching & Learning, 2016., p. 5). What we can demonstrate and what we embody in our library work is this interpretative openness of information, not to be bounded by the more summative and evaluative aspects of pedagogy that is implied in the framework. Information is nothing to teach, we cannot teach it, we can only convey the process involved in what perhaps makes it relevant to the student’s discourse community. That is, we are involved in a dialogic meaning making process, between learners, their contexts and texts, and we can only say we contribute to this meaning-making process rather than insisting that users’ learning is attributable to our interventions.

Conclusion

As I indicated at the start of this critique, I believe that the PDF for all staff who teach in Irish higher education does in parts offer a development framework for aspects of our profession; but only if we as a profession and as individual library staff who teach fully understand what it is that we are teaching. I believe that this framework will resonate more with library staff who do quite a lot of formal classroom teaching and if and when we become fully embedded into student’s curriculum. But again we must keep an eye on why we are teaching and the way we teach to maintain our inclusive and non-judgmental roles for all our users. Other professional development tools such as CILIP’s Professional Knowledge and Skill Base (PKSB) may be required also to address more practical aspects of information professionals’ development, but having a number of different options to work with is important for a profession as diverse as ours.

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Being introduced to an initiative like L2L so early on in my Library career has changed my perceptions of my professional and personal development. I embraced the supporting "learners learning" element of the project and deeply considered the teaching - formal and informal - that I do on a day-to-day basis as part of my Library Assistant role. Consequently, I enrolled in and completed the Certificate of Learning and Teaching run in DkIT by the Centre of Excellence in Teaching and Learning. I was the first member of library staff to enrol in the course. It was challenging of course, to fit the material and make it relevant to the teaching I do in the library. However, it afforded me the opportunity to reflect on my role and to appreciate how it is changing and evolving. As a result of the course I now have a qualification in teaching in Higher Education. This all started with an introductory chat about L2L, its premise and goals and I am excited by future prospects due to being involved in such a Project. I feel I am better equipped now in assisting students, insofar as I am conscious of providing student-centred, quality information and instruction.

Niamh Hammel, Library Assistant, Dundalk Institute of Technology

To me libraries are one of the most essential institutions that we have - vital for equality, inclusion, citizenship and democracy. Libraries cater for all human beings, irrespective of age, gender, sexual orientation, religion, financial status or race. Our job as librarians is to ensure access to high quality resources and to educate people on how to find and evaluate information. We also help preserve all human artefacts, which is an area we share with museums and galleries.

Continuing professional development matters immensely. Librarians are highly qualified professionals, but in a field as fast changing as ours, we need to keep expanding our knowledge, learn new tools and share new insights. Without constant updating, we would not be giving our users the best service we can provide. In a time when libraries have become one of the few organisations that people trust, we have legal, moral and ethical obligations to be informed about new technological and political developments.

The L2L professional development scheme helps librarians who work in Higher Education institutions by allowing them to network and update themselves on the latest research and best practice in teaching. For me as a solo librarian, this is a great way of comparing my own teaching approaches with what my colleagues in bigger libraries are doing. The scheme adds a structure to my own learning, be it formal, non-formal or informal. In time, this community of practice will hopefully expand to all librarians.

Dr Eva Hornung, Librarian, County Dublin Education Training Board (CDETB) Curriculum Development Unit

For me the benefits of the PDF were most visible in the structure it gives to the process of recognising and recording your professional development. I found, as did most of our group, the typologies of learning in the framework document to be stimulating. It's easy to focus only on formal accredited learning. This does not reflect the actual learning and growth of a professional. The social nature of learning is also put more to the fore in these typologies and that certainly dovetailed with the process of meeting to discuss and record professional development.

I felt we could have focused even more on the types of learning. We tend to think of it too much as new learning rather than deepening learning and the processes of mentoring and teaching in a professional context. Ideally we should also seek to become leaders in our field.

Placing professional development explicitly in the context of reflective practice opens out the concept to allow, in fact demand, a critical reflection on the field, on the profession and its social, historical, political contexts. We were concerned that this may not always fit in an open, audience facing portfolio, but we also found crafting our thoughts for public consumption was in itself worthwhile, even if it may blunt some criticisms.

We await with interest the response from higher education management.

Robert McKenna, Head of Library Services, Griffith College, Dublin

L2L is a great example of people with different areas of expertise sharing their knowledge and passion with others. I've found that each workshop and meeting has been a teaching moment for me personally. It's also a fantastic way to meet people who have a similar enthusiasm for their profession.

When I spoke at a session I got feedback which was constructive and encouraging, and I appreciated the interest everyone showed. And there is always someone who hits just that right note with me, someone who verbalises my thoughts on a subject in a way that I wouldn't have been able to: it's said that for every question asked there are people who are relieved it was asked – likewise, there will be a speaker who talks about what a lot of us were wondering about!

The inclusivity in L2L is slowly developing: I think there should be more Library Assistants involved in the project so that there's a variety of speakers and attendees. I believe this would help stop the talks becoming exclusive and would begin to be inclusive. The openness for talk, debate, questions, and learning is something that is growing with time: this, I believe, stems from the fact that L2L is for everyone who is involved in libraries.

Mary Walsh, Library Assistant, City Campus, Technological University Dublin

Connecting Librarians: The HECA Library Group Pilot of the Professional Development Framework

Marie O’Neill, Robert Alfis, Jane Buggle, Robert McKenna, Audrey Geraghty, Mary Buckley, Justin Smyth, Dimphe Ní Bhraonain, David Hughes, Trevor Haugh

Affiliation

Marie O’Neill, Head of Enhancement, CCT College, Dublin

Robert Alfis, Research Librarian, Dublin Business School

Jane Buggle, Deputy Librarian, Dublin Business School

Robert McKenna, Head of Library Services, Griffith College

Audrey Geraghty, Head of Library Services, Hibernia College

Mary Buckley, Head of Library Services, National College of Ireland

Justin Smyth, Head of Library Services at CCT College, Dublin

Dimphe Ní Bhraonain, Deputy Librarian, Griffith College.

David Hughes, Systems Librarian, Dublin Business School

Trevor Haugh, Information Skills Librarian, Dublin Business School

Abstract

The Higher Education Colleges Association (HECA) represents the interests of fifteen private higher education institutions in the Republic of Ireland. Its Committees include a Teaching and Learning Committee and a Library Committee (also known as the HECA Library Group). The Library Committee was invited by the National Forum for the Enhancement of Teaching and Learning to pilot the Forum’s *Professional Development Framework for all Those Who Teach in Higher Education* to test its suitability for librarians. This chapter reports on the six-month pilot of the Framework, using feedback collected from two focus groups conducted in June 2017 at the close of the pilot and in April 2018. A significant finding is that use of the Framework has made private college librarians feel more connected to, and less “siloe’d” from, other professionals in the higher education sector. The chapter explores the implications of this feedback for private college librarians, and

librarians generally, in terms of their professional identity, professional practice and professional development.

Introduction

In 2016, the National Forum for the Enhancement of Teaching and Learning published the *National Professional Development Framework for All Staff who Teach in Higher Education* (PDF) (National Forum for the Enhancement of Teaching and Learning, 2016). The publication describes the values that underpin the Framework as comprising “inclusivity, authenticity, scholarship, learner-centeredness and collaboration” (National Forum for the Enhancement of Teaching and Learning, 2016, p.1). The Framework is particularly forward thinking in terms of its focus on inclusivity and it is in this spirit that the publication goes on to assert, ‘the approach is inclusive to all who teach in this sector, i.e. academic staff, education technologists/developers, teaching assistants, librarians’ (National Forum for the Enhancement of Teaching and Learning, 2016, p. 6). The Framework “strongly supports the development and recognition of communities of practice that enhance professional learning in local, disciplinary or cross-disciplinary contexts” (National Forum for the Enhancement of Teaching and Learning, 2016, p. 10). The Framework encourages the pursuit and evidencing of professional development activity and comprises five professional development domains which are:

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

The Framework also encourages the undertaking and evidencing of professional development activity via a **Typology of Professional Development Activities**. See Table 1. (National Forum for the Enhancement of Teaching and Learning, 2016, p. 2)

Table 1: Typology of Professional Development Activities

Non-Accredited			4. Accredited (formal) ⁴
1. Collaborative Non-accredited (informal) ⁴	2. Unstructured Non-accredited (non-formal) ⁴	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

Table 1 Types of Learning in the PDF

Reproduced from the *National Professional Development Framework for all staff who teach in higher education* by kind permission of the National Forum.

Background

The Higher Education Colleges Association (HECA) represents the interests of fifteen private higher education institutions in the Republic of Ireland and comprises a number of Committees including a Teaching and Learning Committee and a Library Committee. The Association organises an Annual Conference on various higher education topics including quality assurance, education and the law and demographic trends.

In 2017, the HECA Library Group was invited by the National Forum to complete a six month pilot of the PDF to test its suitability for librarians. Pilot member libraries comprised the libraries of Dublin Business School, Griffith College, National College of Ireland, CCT College, Hibernia College and IBAT. The Pilot was coordinated by Marie O'Neill, Head of Enhancement at CCT College (formerly Librarian at the Library of Dublin Business School). The National Forum appointed Anne Mangan as Pilot Mentor. Anne has an extensive background in academic management. She is Programme Director at the Institute of Physical Therapy and Applied Science.

Upon successful completion of the pilot, the HECA Librarians began liaising with the three Higher Education libraries leading the project entitled, *L2L: Library Staff Learning to Support Learners Learning*, namely Dundalk Institute of Technology, Institute of Technology Carlow and Dublin Institute of Technology. The goal of L2L is to explore the Professional Development Framework to:

Enhance the current PD practice of librarians in HE. This research will involve key stakeholders such as library staff, academic colleagues, students, professional associations, academic providers of Library and Information Science education and colleagues from our respective Centres for Teaching and Learning. All findings and ensuing recommendations will be publicly shared with wider bodies such as professional associations, educational providers and to colleagues across the HE sector, including Consortium of National and University Libraries (CONUL) to extend the benefits. (L2L, 2016)

Literature Review

Librarian Collaboration

The body of literature on the effectiveness of librarian collaboration with other staff members in the higher education environment is extensive, although it pertains almost exclusively to the librarian relationship with faculty and the challenges and opportunities that this relationship presents. Kotter's 1999 seminal study on improving the librarian/faculty relationship is referenced in many of these studies. Kotter asserts that "the improvement of relations between librarians and classroom faculty is a key to the continuing viability of academic libraries and librarianship" (Kotter, 1999, p. 294).

A number of literature and systematic reviews provide an overview of the literature on the librarian/faculty relationship from a variety of perspectives: commitment and trust between both professional groups (Phelps & Campbell, 2011); librarians and academics collaborating in the context of information literacy delivery (Mounce, 2010); the librarian/faculty relationship within the context of a collaborative framework informed by the "multi-faceted meanings and dimensions of

collaboration” (Pham & Tanner, 2015, p. 1) and the disconnect between both librarians and faculty (Anthony, 2010). Anthony (2010, p. 83) asserts that at the heart of the librarian/faculty disconnect is the perception that librarianship is still perceived to be “merely a service-orientated profession”. He states further that: “Many library professionals report feeling conflicted between their aspirations and perceived faculty attitudes towards their work” (Anthony, 2010, p. 80). The recently published book, *Collaboration and the Academic Library* (2018), edited by Jeremy Atkinson, incorporates an extensive review of the literature on academic libraries and collaboration. The review includes articles on embedded librarianship; information literacy and research support initiatives and their positive contribution to the librarian/faculty relationship.

Several studies also explore silos within the library profession itself in terms of the rigidity and the separateness of library roles (Kowalski, 2017) or via a ‘silo mentality’ where “librarians are deeply immersed in our specialized niche within the information profession and fail to notice the broader implications of trends in other types of libraries” (August Associates, 2017). These studies are particularly relevant to private college librarians who until recent years may have felt less connected to the wider academic library sector.

Shared Values/Skillset with Faculty

Within the context of this particular study on the PDF, articles on the librarian/faculty relationship which are of most relevance focus on promoting greater understanding and visibility of the librarian skillset and values. Meulemans and Carr (2013, pp. 83-84) suggest that marketing services to faculty is not sufficient and that to build more meaningful relationships with faculty, librarians need to communicate their professional values and policies as well as write teaching philosophies that encapsulate information literacy goals and approaches. This is echoed in the aforementioned study by Pham and Tanner, who propose the utilisation of the Trust Commitment Theory of Relationship Marketing where the focus is taken off the product that libraries promote and placed on promoting “shared values” with teaching faculty. (2015, p.10). Hicks suggests that “Librarians used both services and the library as-place as discursive anchors for their identities” (2016, p. 624) and that professional development to improve advocacy skills is regularly

pursued, “although professional development itself was not something that librarians wrote or spoke about advocating for” (2016, p. 636).

Pham and Tanner use the theoretical lens of structuration theory to explore the librarian/faculty relationship in an Australian university library context. They refer to a ‘power asymmetry’ (Pham & Tanner, 2015, p. 8) in the university environment setting between different professional groups. They conclude with a set of recommendations on how librarians and faculty can work more effectively which includes recognition of different and complementary skillsets as well as a focus on continuous improvement of current practice. The authors also highlight the benefits of a strong librarian/faculty relationship including the production of stronger student academic outcomes; the embedding of information literacy and research skills into the curriculum and the facilitation of “the transition from traditional teaching methods in universities, tackling the challenges posed by dramatic changes in the learning paradigm, modes of delivery, diversity of students and the expansion of resources” (Pham & Tanner, 2015, p. 16).

Haugh and Saragossi (2017, p. 290) think that it is critical for librarians to share their research output and to this end a Colloquium Series was organised at Stony Brook University. They assert that: “For many years, librarians have struggled to be perceived as equals amongst teaching and learning faculty. The Colloquium Series provides a venue for library research to be shared with the campus community”.

They also state that the “Colloquium Series lends itself to professional development opportunities for faculty” (Haugh & Saragossi, 2017, p. 290).

The focus on the promotion of Librarians’ values and skillsets as a means to forging stronger professional links with faculty is interesting in the context of the PDF and its ability to capture and showcase the skillset and professional development activity of librarians. The PDF offers potential, therefore, for librarians to build stronger relationships with a broader range of library professionals as well as other professionals in the higher education environment and this hypothesis is the central consideration in the study undertaken by the HECA Library Group.

Professional Development Frameworks

There is a paucity of studies in the library literature on overarching national professional development frameworks for higher education that also reference librarians in the manner of the PDF. Additionally, studies on professional development standards and frameworks in the library literature are library specific (BIALL, 2016; CILIP, n.d.).

A small number of studies explore the benefits of inter-professional professional development activities between librarians and other teaching personnel, usually in the context of information literacy. The 2012 study by Montiel-Overall and Hernández describes workshops which were conducted to improve teacher and librarian collaboration in relation to the integration of library and academic programme content. The initiative, conducted in the second level as opposed to third level educational environment, is powerful, however, in relation to the outcomes that it produced. Attendees at the workshop included librarians from six elementary schools, and third-grade and fourth-grade teachers. There was also a control group that did not attend the workshops. The authors found that collaborative professional development initiatives like the one described significantly changed teachers' perceptions about working with school librarians to such an extent that the control group felt at a disadvantage in the execution of their duties (Meulemans & Carr, 2013, p. 17).

Sputore et al. (2015, p. 10) also describe two workshops conducted at the University of Western Australia by the Library and the Education Portfolio in relation to curriculum design and also the Library and the Office of Research Enterprise in relation to a research audit. The authors suggest that "Entering into collaborations or partnerships with other campus units is one way in which academic libraries can provide new opportunities for staff workplace learning, in the context of real-world priorities and deadlines, and with minimal cost to the organisation," (Sputore et al., 2015, pp. 10).

The PDF's applicability to a wide variety of higher education professionals offers huge potential for librarians to engage in inter-professional professional development activities to promote enhanced understanding of respective skillsets.

The Blended Librarian

University library schools are responding to the emergence of increasingly blended roles in libraries by broadening library programme content to include subjects that are not exclusively the preserve of library schools whilst also offering more specialised, technical modules. Corral (2010, p. 576) outlines the work by the Information School at Sheffield University in this manner stating that “Hybridity and blending is evident in the strategies, structures, services, systems, spaces, skills and staff of academic libraries and related service departments in tertiary education”. Delaney and Bates (2015, p. 32) are also strong proponents of the embedded librarian approach stating, “It is not enough for libraries to support learning and teaching but they must truly foster learning and research as well and be partners in these areas”. They also refer to the importance of continuing professional development, advocating the acquisition of teaching qualifications “to build-up skills and confidence in teaching.” (Delaney & Bates, 2015, p. 36).

Shore (2012, p. 196), in a study on hybrid organisations, refers to the “isolation of faculty in disciplinary silos” and the “protection of turf in the library silo”. Shore advocates for “thoughtful disruption and reconstitution of professional ranks, a mixing of people with different skills but with a shared purpose of pursuing an academic mission”. (Shore, 2012, p. 201).

The potential of the PDF to mix professionals with different skillsets, in possession of a shared academic mission, is considerable.

Strategic Partnerships

A number of studies advocate that the relationship between faculty and librarians must also be strengthened at a strategic level. Eldridge, Fraser, Simmonds, and Smyth (2016, p. 165), in a study on the Library of the University of Nottingham, describe how partnerships between the library and the wider academic community are being nurtured in this fashion stating that “Rather than managing day-to-day liaison about collections and services, our focus is on relationships with key stakeholders in Schools and Faculties, such as Heads of School, School Managers, and Academic Directors.”

Cox, (2018) advocates that librarians brand themselves “as partners with researchers, shifting away from traditional roles of service or

support” (Cox, 2018, p. 17) and he concludes by stating that:

New approaches to learning and research necessitate different roles for libraries if they are to be relevant to the institutional mission. Some common threads have emerged to drive new positioning. Foremost is the emphasis on partnerships across campus, recognising that more can be achieved together and that isolation risks marginalisation.

IFLA's Guidelines for Continuing Professional Development: Principles and Best Practices (2016) states that: “Every practitioner is part of a learning ecosystem ... All members of the ecosystem have a role to play in improving access to quality professional development”. The PDF may also offer potential for academic librarians to engage more extensively with members of the wider learning ecosystem to improve access to collaborative professional development activities ultimately creating the building blocks of more strategic partnerships between librarians and educational personnel at all levels.

Methodology

Pilot Structure

The HECA Library Group undertook a six-month pilot of the PDF. The pilot participants comprised ten library staff members: a systems librarian, two deputy librarians (one of whom also has responsibility for Learner Supports), six Head of Library Services and a Teaching Librarian. They represented Dublin Business School, Griffith College, National College of Ireland, Hibernia College, CCT College and IBAT (IBAT is no longer a member of HECA).

Dr Roisin Donnelly of the National Forum and Anne Mangan, Expert Mentor for the Pilot, conducted introductory sessions on the PDF for all pilot groups which outlined the principles of the PDF. They also provided instruction on how the domains and typologies within the PDF could be mapped to professional development activity. Anne Mangan set up an initial workshop in which the HECA Library Group was asked to collectively reflect upon the teaching aspect of their roles.

Subsequent workshops specific to the HECA Library Group were

organised by the Pilot Coordinator, (Marie O' Neill), focusing on the establishment of individual e-portfolios using Wordpress. The use of WordPress was deemed to be beneficial as it is free, easy to use and ownership is retained by the individual as opposed to the institution should a pilot member change job in the future, thereby, thereby facilitating on-going maintenance of their e-portfolio.

Robert McKenna, Librarian at Griffith College, was pivotal in informing the Group on how to establish an e-portfolio using WordPress, by virtue of his experience as a lecturer on the MA in Training and Education at Griffith College, producing a video which was disseminated via YouTube. He also provided information on various reflective practice frameworks, specifically DIEP, which the Group adopted for consistency and efficacy in relation to e-portfolio entries. The DIEP framework (Describe; Interpret; Evaluate; Plan) enabled pilot members to record professional development activity in terms of knowledge acquired and benefits obtained institutionally and personally.

Dimphne Ní Braonain, Deputy Librarian Griffith College, Robert McKenna and Audrey Geraghty, Librarian from Hibernia College, also attended a workshop by Jennifer Moon, Reflective Practitioner, on which Audrey presented to the Group. Pilot members were given the latitude to adopt an individual look visually to their e-portfolio choosing from WordPress templates. The HECA Library Group decided to make their portfolios public to highlight the skillset of HECA librarians. The Pilot Coordinator posted updates to the National Forum's online platform on the progress of the pilot which other pilot groups could access.

Ann Mangan, Expert Mentor, requested that members from other pilot groups join the workshops that the HECA Library Group were conducting to avail of knowledge on how to set up an e-portfolio, reflect on professional development activity and map professional development activity to the domains and typologies of the PDF. This was a particularly beneficial development for the librarian group in terms of forging stronger connections with a variety of educational personnel from across the sector.

Focus Groups

As part of the pilot process, the HECA Library Group conducted two focus groups: one at the close of the pilot in June 2017 and another in April 2018. Questions to inform the first focus group were provided by the National Forum and were deployed across all pilot groups.

Questions for the second focus group were drafted by the Pilot Coordinator. Focus group data was transcribed and coded.

The adoption of a qualitative approach to this study is beneficial in terms of providing deeper insight into the experiences of pilot members. Denzin and Lincoln (2005, p. 3) state that “qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them”. Litosseliti (2003, p. 16) asserts that focus groups are particularly insightful as a research methodological tool as they “can provide insight on multiple and different views and on the dynamics within a group context”. Although common themes emerged from the HECA Librarian feedback there were some interesting variations from individuals which provided additional insight.

Limitations to the methodological approach adopted pertain to the sample size. The findings are informed by the two focus groups comprising the same ten librarians. This limitation was brought about by the pilot criteria which capped pilot group participation at ten members. The small sample group is compensated for by the range of pilot members across a broad range of HECA Colleges with a variety of library services catering to a diverse range of academic disciplines.

Results

The feedback emanating from the first focus group pertained predominately to the structure and organisation of the pilot and the interpretation of the PDF’s domains and typologies. This feedback is less pertinent in the context of the current study. Feedback towards the end of this initial focus group provided more relevant data pertaining to reflective practice, the identity of librarians and librarians’ sense of connectedness to the wider library profession and educational community. This latter segment of insightful feedback informed the questions for the later focus group where these themes were explored in greater detail. Excluding the feedback pertaining to the organisation and execution of the pilot, there were five major themes to emerge from both focus groups:

- Flexibility and Inclusivity of the PDF

HECA Librarians felt that the PDF enabled them to effectively capture and evidence their professional activity. One Librarian felt that the PDF

did not capture the full range of tasks that librarians undertake. Two librarians felt that librarians should have had greater input into the construction and design of the PDF and pilot from the outset. Comments from focus group participants included:

It was like it had been specifically made for librarians. It seemed natural. It was flexible and inclusive and easily interpreted. The inclusive aspect of the PDF was obvious from the outset.

Librarians are referenced early on in the PDF document.

The PDF was helpful in being able to recognise additional areas for professional development particularly in relation to the teaching aspects of the librarian role.

A lot of librarian roles are hybrid roles, overlapping with IT, teaching, research etc. The PDF was highly effective in capturing the activities of a modern day blended librarian.

•The Importance of Reflection

The majority of HECA Librarians enjoyed the reflective practice element of the PDF pilot, advocating for the inclusion of reflective practice training in postgraduate library programmes. The HECA Library Group felt that resources and materials to develop the proficiency of PDF users in terms of reflective practice would help with the future implementation and adoption of the Framework.

•Librarian Isolation from the Wider Academic Community/Library Silos

The majority of HECA Librarians stated that at various points of their careers, they have felt isolated from the wider academic community, though not necessarily within their own academic institution. This feeling of isolation has lessened considerably in recent years due to the increasingly technological landscape of the higher education environment in which librarians play a key role. Private college librarians can also feel “siloesd” from the wider library community. Leveraging the success of the HECA Librarians’ pilot of the PDF, use of the PDF,, as well as more extensive engagement with internal institutional teaching and learning committees, were all all seen as effective means to reducing this sense of isolation. Comments included:

Librarians are not as integrated and central as they should be. It is getting better as librarians have embraced the digital landscape. This has helped us to connect more effectively to the wider academic community.

I don't feel that I am siloed in my work. I think that this tag in relation to librarianship is tiresome. We can also hold ourselves back. Librarians need to advocate more strongly than we do for our skillset. Library education programmes need to educate future librarians on how to advocate.

The PDF pilot jelled us together as a group and we got the best out of the PDF. We need to build on our identity as private college librarians using the HECA Library brand.

We can use the success of the HECA Library Group's pilot experience to promote HECA librarian involvement in more national projects of this nature from the outset. The HECA Library Group should also advocate for funding for involvement in national projects.

•The PDF and Connectedness

Participation in the pilot of the PDF itself created a sense of connectedness. HECA Librarians were the most vocal on this particular theme. HECA Librarians conducted workshops on creating e-portfolios with faculty from other pilot groups. Participation in the Pilots Day conducted by the National Forum also fostered this feeling. The HECA Library Group felt that the PDF therefore showed promise in connecting disparate educational staff from across the sector. Comments included: *Interaction with public sector librarians via the L2L project has also promoted a greater sense of connectedness with the wider library sector. The PDF encouraged peer dialogue and support.*

The construction of the PDF itself: the domains, typologies etc. instantly made me feel more plugged into the wider educational environment.

Encouraging all HECA Library staff regardless of grade to record their CPD activity on a communal blog is in itself a breaking down of silos between professional and non-professional library personnel.

Reflecting on certain tasks motivated me to collaborate more with the wider academic community in relation to information literacy, digital capacity skills, research and information literacy.

The PDF gave me a bit more of a voice in terms of dealing with other colleagues. I felt that I had more authority. I also initiated more collaborative projects within my institution.

•The PDF's Impact on Librarian Identity

The PDF pilot forced HECA librarians to think about their identity as a group and as individuals. Positive findings that emerged were that private college librarians see themselves as librarians first and foremost and do not identify as a separate professional strand within the library sector. HECA librarians are also confident about their identity as librarians. Joint use of the PDF was useful in bonding HECA Librarians together under the umbrella of the HECA Library Group which is seen as important by focus group participants as a means for promoting the activities of librarians in this sector. Use of the PDF highlighted the teaching role of librarians which can be expanded upon. Comments included:

My identity as a librarian is well set and founded. It did however make me realise how much teaching and learning I and other librarians do on a daily basis.

I don't feel that I have a separate identity as a private college librarian. My awareness of our identity as a HECA Library Group member strengthened via use of the PDF. That's as far as I go in relation to identifying as a private college librarian. The HECA Library Group is empowering in terms of assisting private college libraries but it is not useful to identify individually as a private college librarian.

I liked the focus on the self in the PDF. It forced me to reflect on professional development activity that benefited me personally as well as professionally.

Sometimes librarians are not as esteemed as their academic colleagues. I feel that the PDF enhanced my standing in the wider educational sector but also within the institution that I work in.

The PDF has the potential to showcase to the wider educational community on a national scale the contributions that librarians make to pivotal developments such as research, the open access movement and teaching.

Discussion

Initial pilot findings suggest that the PDF effectively captures and evidences the professional development activity of academic librarians. It also empowers and connects academic librarians. The connectedness that HECA Librarians felt after completion of the pilot with academics and the wider library sector reinforces the disconnect that can still exist

between librarians and faculty (Anthony, 2010) as well as the siloed mentality that can pervade the library profession (August Associates, 2017).

The PDF would also appear to facilitate recommendations by Meulemans and Carr (2013, pp. 83-84) that librarians need to communicate their professional values and policies as well as Pham and Tanner's call for librarians to communicate "shared values" with teaching faculty (2015, p. 10). The HECA Librarian study augments the literature on the professional development activity of academic library staff by illustrating the power of a flexible professional development framework for educators to evidence the professional development activity of academic librarians, as well as to breakdown silos both within and beyond the library profession within the higher education setting. By virtue of the organisation of the PDF pilot which incorporated a built-in focus group study and a cap on the number of participants (ten), this study has been exploratory, identifying themes that warrant further investigation on a wider scale.

A number of hypotheses emerge from the analysis of focus group feedback in this study which could be explored further, particularly as more librarians utilise the PDF, such as those librarians who are involved in the L2L project. The execution of a survey with academic librarians who have used the PDF could test the validity of these hypotheses on a national scale. The findings of this subsequent quantitative study could be triangulated against the library literature and the focus group data emanating from this study to expand and inform the theory pertaining to the professional development of librarians, particularly in an area where there is a dearth of literature in relation to library participation in national professional development frameworks in higher education. These hypotheses are:

H1: That the PDF is an effective tool for capturing, reflecting upon and evidencing the professional development activity of academic library staff.

H2: That use of the PDF promotes a greater sense of connectedness between academic librarians and the wider library and educational community.

H3: That reflective practice facilitates effective use of the PDF by academic librarians.

H4: That the PDF empowers librarians to recognise, develop and enhance their teaching capabilities.

O’Cathain, Murphy, & Nicholl, 2010, suggest that mixed methods results give more confidence in relation to research findings. The confidence of a future mixed methods study could be used to help promote the PDF to the wider academic library community nationally in relation to its adoption.

Conclusion

The PDF shows considerable promise as a tool for academic librarians to capture and evidence their professional development and to connect more effectively with the wider academic and library community. A key consideration at the close of the HECA Library Group’s pilot of the PDF was a desire to continue to use the PDF. Jane Buggle, Deputy Librarian at Dublin Business School, suggests that the Library Association of Ireland could champion the PDF. She also suggests that use of the PDF could underpin applications for Associateship and Fellowship of the LAI and that the PDF be taught at library school level so that library graduates are already familiar with the Framework at the outset of their careers. Mary Buckley, Librarian at National College of Ireland, suggests that the HECA librarians keep a communal blog of professional development which is mapped to the PDF and that we obtain a HECA librarian presence on the steering committees of national projects such as the PDF. Justin Smyth, Librarian at CCT College Dublin, suggests that librarians stand up in their own right and lead the promotion of frameworks like this within our sector. The enthusiasm amongst the HECA Library Group for the PDF is a testament to the National Forum’s vision for an inclusive framework. The success of the pilot in uniting private college librarians under the HECA Library Group as well as galvanising their desire for more strategic involvement in nationally funded projects within the higher education sector is perhaps the best indicator of the power of frameworks like the PDF and the vision of the National Forum that constructed it.

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Everywhere there is change, just look around you. Everything is changing and fast. This is particularly evident in relation to academic libraries. Undoubtedly, there has been significant change in terms of library access and usage. Yes, we can all sit at our desks and access an interminable amount of scholarly information. However, one fact remains and that is accessing information is only the beginning of ongoing learning. Evaluating information and using it effectively are possibly the most important skills that students can learn in order to be autonomous thinkers and writers. These cognitive skills are complex and need to be nurtured and promoted. And this is our central thesis. The biggest change in terms of academic libraries in the last decade is actually in the professionals that work there.

The fact that librarians roles have expanded in the face of so much change is not surprising. The third level landscape has fundamentally shifted and increasingly diverse cohorts of students, including the net generation, necessitate new ways of thinking and working. Moreover, the library as a place of learning has changed insofar as it no longer has to be a warehouse of books. Instead new possibilities exist in this place or space in terms of intellectual stimulation and learning. How best to support students in this redefined space is a question that librarians and academics are currently grappling with.

Here in Dundalk Institute of Technology, academics and librarians routinely work in collaborative ways to promote learning. The partnership approach, while challenging, has had a positive impact not only on the culture of the organisation but more importantly on everyday teaching and learning practices. For example, information literacy skills are now embedded in every curriculum and feedback (a collaborative initiative) is part of the induction programme for first years.

Brid Delahunt, Lecturer, Dundalk Institute of Technology

Librarians, sometimes unconsciously, participate in professional development activities many times a day. Using contemporary social media is an easy way to find or share details of events, courses available, books and articles recommended or reviewed, that are of interest to you. Whether you intend to or not, playing an active part in a social network relevant to your role helps to build your online profile and contribute to the debate in your professional area. Subconsciously, you are ensuring your own ongoing continuous learning and creating a useful record of your own development through these online interactions.

All of what we share professionally on social networks should aim to enhance and support our own learning and that of our immediate colleagues and the profession at large. Making time for social networking for professional development is something we need to be proactive about. When you find that 30 minutes in your week that works for you in your demanding schedule, use it wisely. Tell the world your views on the professional issues you've read or heard about. Inform yourself, and become part of the story. Emerge from the long grass and share your expertise and insights, and, in so doing, empower those around you to engage more fully in meaningful and very powerful professional development.

Michelle Breen, Head of Information Services, Glucksman Library, University of Limerick

On the Move: Building a Professional Development Plan That Defies Limits

Bri Turner

Affiliation

Bri Turner, formerly employed at Dundalk Institute of Technology.

Abstract

The author, a former L2L Project Team Member, set out to use the National Professional Development Framework for All Staff Who Teach in Higher Education to develop sustainable and focused professional development (PD) goals that could be adapted with ease to support professional mobility in the constantly evolving library sector. This chapter examines the experiences, methods, and results generated as the author explored a PD framework built for staff and faculty involved in teaching in higher education in Ireland while changing contexts, countries, and roles within the library field. Topics addressed include: the challenges of codifying a broad range of skills and tasks after working in public, school, and academic libraries; the process and impacts of building an e-Portfolio with few models to draw on; the development of scaffolding to support revision of professional development goals as roles change and grow; and unexpected challenges encountered in pursuit of professional progress.

Introduction

Libraries are a challenging career playground. Oftentimes, the roles we inhabit require us to perform a vast array of different functions, sometimes within moments of one another. For librarians and support staff within libraries, roles can grow and change in unpredictable ways. As a result, the ever-increasing demand for staff to engage with and demonstrate continuing professional development (CPD) can be overwhelming. Which area of skills and tools required to meet and exceed the expectations of our positions are we intended to focus on, exactly? How do we best quantify professional development (PD)? How can we establish PD plans that support us through transitions? Finally, how can we distill the breadth of our abilities into a meaningful and coherent explanation?

When the Library Staff Learning to Support Learners' Learning (L2L) project was first conceptualized in 2016, these were some of the questions that arose in initial discussions. As the team first approached the National Professional Development Framework for All Staff Who Teach in Higher Education (2016), we envisioned it as a tool to help guide us in the exploration and development of one facet of our work: teaching and learning. Although most staff in any library can expect some amount of instruction or teaching time, the extent to which these activities make up an individual's duties vary greatly between types of libraries, individual institutions, and countries.

In Ireland, I was a Library Assistant IV at Dundalk Institute of Technology. Like many library assistants, my responsibilities varied from day to day and encompassed a broad swathe of the work that needed to be done in an academic library, from circulation to community engagement efforts to teaching information literacy classes. It was here that I began my journey on the L2L project. From conducting preliminary research to assisting with drafting of the project proposal to initial brainstorming, I was invested and engaged with the project from its inception. Through early-stage surveys, meetings, conversations, we began to collect data, experiences and ideas about the labyrinthine nuances of the role that libraries and the people who work within them play in higher education. It became apparent that anxieties about being so bold as to identify with the role of "teacher" were abundant. As a team, we hypothesised that this could be attributed to the fact that for many of us, teaching and instruction is only a small component of the work we perform. In light of this, I saw a grand opportunity to seek out professional development in a way that targeted multiple facets of work with a common goal that virtually all library staff could agree upon: to "assist in the quality enhancement and assurance of the student learning experience" (National Forum for the Enhancement of Teaching and Learning in Higher Education, 2016, p. 2). The further I read, the more the terminology became secondary to the essence of the Framework, and a natural alignment surfaced. Libraries around the world have embraced models that put their users at the centre, and it made sense that PD planning for staff should acknowledge this.

When I was preparing to return to my native Canada from Ireland in 2017, I was unsure as to what my next position would be. As a library

technician, which is to say the bearer of a two-year Library Information Technology diploma, I needed to reconcile the limitations of my qualification with my professional aspirations. As a result, while on the project I saw the benefit in mapping the structures put forth by the Framework to other aspects of the work I was doing as well as work I had done previously. I strived to create a personal PD plan that focused on broad areas of development and could be easily tailored to new roles and responsibilities. As a library support staffer (i.e. any position outside that of a professional librarian) in the unenviable position of needing a new job, I also saw the need to consolidate, expand, and translate the breadth and depth of my experience into a manageable package. For these purposes, the Framework was a perfect fit. As a library technician lacking specialisation in one type of library or position versus another, developing a cohesive professional development strategy to support shifting roles and environments became essential. It provided the flexibility and focus to reflect on what I wanted to gain from professional development and plan accordingly, even though I might not be a) someone who teaches, or b) in higher education, for much longer.

Following the move, I spent the bulk of an academic year as the sole employee of a junior high library. School library roles in Canada typically involve sole responsibility for all work necessary for the function of the library while simultaneously often requiring minimal qualifications relative to other libraries. Such positions typically offer preference to candidates with a Library Information Technology diploma, but it is rarely required. I have since moved on to a position at the University of Lethbridge where I hold the title Library Operations Specialist III. My position is as yet to be fully defined, as it was created to meet several needs within the library, though the title is applied to positions that fill a range of roles in both the technical and service-based functions of the library. These positions require a combination of a two-year Library and Information Technology diploma from an accredited institution as well as a bachelor's degree in any field, though equivalent experience and education may be considered.

Background Context

Areas and levels of library service provided by public, academic, school, and special libraries have diverged significantly over the course of the past few decades. Despite differences between how each group of

library staff and the environment they operate in address the needs of their patron bases, however mandates overlap substantially between these spheres. Ultimately, access to information is the lynchpin which connects them.

In recent decades, as physical collections shrink and digital ones become vast beyond imagination, one of the most intriguing roles is the provision of guidance in navigating this new information climate. While formalised information literacy (IL) and bibliographic instruction have traditionally been the responsibility of accredited librarians, shifts in demand and necessity have blurred lines into what the roles and responsibilities of support staff versus librarians have become. While the degree to which this exists varies between institutions and countries, the work of virtually all staff in the modern library involves some degree of teaching. Whether formal or informal, one-on-one or classroom, with students, colleagues, or member of the public, most of us will be tasked with some kind of instruction in the course of our work.

In spite of this, teaching remains a critically under-addressed skill for library staff who do not explicitly specialise in it. Professional development funding seems to forever be shrinking while the demand for demonstrable investment in PD is growing. As a result, in many institutions, these scarce resources are often allocated principally to staff on the upper levels of the organisation. With that said, insufficient data gathering on the topic means that “it is difficult to establish a clear picture of who, in libraries, gets precisely what” (Neigel, 2017 p.4).

Exacerbating the situation is that “many [library assistants] don’t see themselves in a library career - only a library job. They have expressed that they just want to do their job, collect their pay, and go home” (Gillen, 1995, p.8). It is telling that this sentiment, published more than two decades ago, is still echoed in many of our institutions today. One can hardly expect an individual who feels this way about their job to fight for professional development support. As Gillen (1995, p. 8) further explains, “that job ...is changing, requiring them to develop new skills. More often than not, those skills are developed, not by formalized library staff development programs, but by repeating the tasks of the job.” This is a trend that has continued to gather momentum in the library spheres of both Ireland and Canada, with no signs of stopping.

It is worth noting that while library staff often commit the duration of their working years to their institutions, increased numbers in staffing are seldom seen. As a result, opportunities are often few and far between and the job hunt can feel a lot like a game of musical chairs. Consequently, the sharing of ideas and knowledge risks becoming a closed system fed by top tier staff and administrators rather than the individuals who support them.

This is problematic, as “work is no longer about managing physical collections. Work is about intellectual capacity, emotional engagement, and thought” (Neigel, 2017 p.3). Neigel continues that when scanning job postings, it becomes evident that principal demands for library workers prominently feature “skills that call upon immaterial work including communications, conflict resolution, assignment of work, outreach, and creating and collaborating.” (2017, p.3). As so-called ‘soft’ skills, the development of these areas is largely left to individuals to acquire by any means necessary and without tangible recognition. Despite these conditions, libraries and their staff have seem keen to translate professional development funds into the development of hard skills, particularly tech-oriented ones, in an effort to provide evidence of their learning in a competitive field. Finding a means to quantify and evidence soft skills is infinitely trickier, especially for library support staff.

In light of these realities, much of the onus is placed on the staff themselves-particularly those seeking promotion or new employment - to pursue opportunities for enhancement and track growth independently.

In response to the growing marketization of education, the expanding precariousness of work, and heightening pressures on the individual, emphasis on professional development for library workers must be considered within the context of complex changes to our social and economic world. (Neigel, 2017 p.6)

In my own case, any PD initiatives I undertake to reflect variations between library settings, countries, and roles. This cornucopia of challenges directly shaped my approach to the Framework.

Approach

Considerations

My foremost concern was acknowledging the unique blend of responsibilities and duties that characterised my work. As a result, I needed to interpret the Framework in a way that would support all areas of my work equally.

The next consideration was how much of my time, in work and my personal life, I could reasonably devote to a PD plan. Naturally, variance in the amount of time allocated by employers for focused professional development would impact this, so it would be imperative that I develop a strategy to seek out opportunities for growth that would fit neatly into the scope of my existing work. As for any maintenance-type tasks and development not explicitly related to my job, I assumed a time commitment averaging one hour per week.

Goal Setting

My initial approach to the Framework was to comb through the document in pursuit of a concrete set of professional goals with multiple pathways to achievement. It needed to be a document that homed in on my broad professional goals while building in enough inherent flexibility that I could quickly and easily revise it in response to changes in my role.

Process:

1. In March 2017, I began working through the 5 Domains of the Framework by setting a professional goal based on each element. For each goal set, I subsequently attached a plan to achieve it. Some of these were more general; a lot of the goals I set could be answered with a continued commitment to existing work. Some had short term plans; others long term.
2. From my goals, I isolated several of the key areas of focus. I completed the list in May 2017.
3. When I began a new position in August 2017, I revisited my original goals and revised them. I also attached an update on my progress to each goal.
4. In January 2018, I completed another revision and progress update, with a commitment to fulfill this cycle at minimum every six months.

Example:

3.1: Development of academic and other forms of writing and enquiry skills to enhance both one's own and students' learning, i.e. academic communication (journal articles, report writing, policy/procedures); general professional communication skills (email, social media), technical communication skills (curriculum/module descriptions, exam/assessment instructions, reports and proposals). (National Forum for the Enhancement of Teaching and Learning in Higher Education, 2016, p. 5)

Goal: I want to begin continually contributing to the academic and informal conversations surrounding librarianship, information literacy, and teaching from the perspective of library professionals.

Plan: I will attend training on the academic writing process to give myself the confidence and scaffolding to move forward with my ideas. I will aspire to produce at least one piece of writing or conference presentation per year. I will also start blogging informally about library topics that interest me.

Progress:

I attended training on academic writing in June 2017. I have been accepted to present sessions at conferences in May 2018 and September 2018. Furthermore, I have strived to update my blog approximately once per month. Though I have fallen short some months, I am determined to recommit to this goal.

My approach encouraged me to seek out opportunities in my day-to-day work. As one example, my goals for element 1.4: Awareness of the extent to which personal philosophy aligns with current institutional, national and international context and associated values, (National Forum for the Enhancement of Teaching and Learning in Higher Education, 2016, p.4) encouraged me to develop a Library Strategic Plan to align with institutional goals where none had ever been created prior to my appointment.

Workshops

One of the largest benefits of my involvement in the L2L project was

through the series of workshops which granted some foundational skills in areas like reflective practice, academic writing, and teaching philosophies. Again, my personal aim was devoted to the development of strategies and habits that would be cross-compatible across roles. One of these approaches to sustainable habits was through commitment to blogging about library topics. As an avenue to both reflect on my work and share ideas, it touched on multiple elements of my professional goals. Additionally, it is a tool that can always be outfitted to match whatever work I happen to be doing.

e-Portfolio

Perhaps the most tangible of my post-L2L outcomes, establishing an e-Portfolio has been of tremendous benefit. The primary challenge was codifying areas of work to build connections between environments and duties. I tackled this by putting together a web space via WordPress where an extended version of my CV, my professional goals, samples of writing and design, my blog, reference letters, training and conference experience, and education could all be held together in one environment. This dramatically simplified the process of CV writing and offered a valuable supplement for potential employers.

Teaching

Following the completion of an L2L-facilitated workshop with Professor Sheila Corral on crafting teaching philosophy statements, I constructed a model (Fig 1) to illustrate my own perception of the teacher/learner relationship.

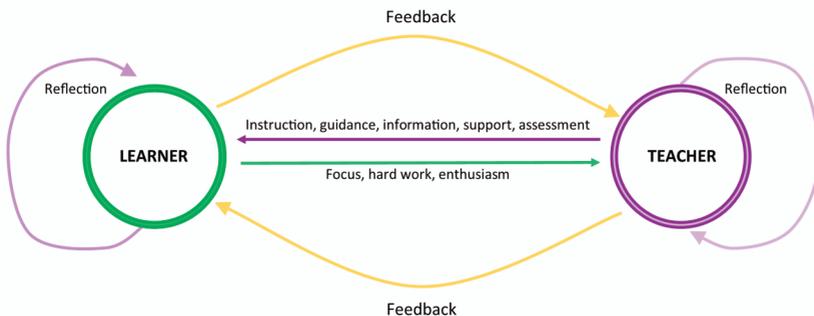


Fig 1 Personal Model of Teacher/Learner Relationship

I used this model as the platform for planning and adapting my own goals and strategies in the realm of teaching.

Result

Conferences

The combination of skills acquired from L2L and commitment to learning and the dissemination of ideas through goal setting has been especially impactful. I have since presented on an original technique for information literacy instruction design at the Alberta Association of Library Technicians (AALT) Conference in May 2018 (Turner, 2018a) and the Yellowhead Regional Library (YRL) Conference in September 2018 (Turner, 2018b).

Following the YRL conference, I was approached by an instructor at Palomar College in San Marcos, California, and asked to be a guest speaker for their Library Information Technology programme. During my live video presentation in October 2018, I spoke about professional development for support staff in libraries, the impact of L2L in my career development, information literacy instruction, and diversity and representation in libraries.

e-Portfolio

I have submitted my CV with a link to the e-Portfolio for several employment competitions since its initial development. As BlogSpot provides metrics, I have been able to see the web traffic increase following such submissions, and deem my results very positive. I estimate a 50% increase in requests for interview following the cultivation of the space, although it would be very difficult to determine how much of that is explicitly due to the site itself.

Interestingly, of the several employers who contacted me after I had submitted a CV, two admitted that they had only briefly skimmed two or three pages. Both of these further divulged that despite this, the existence of the e-Portfolio positively influenced their decision to contact me for interview.

Teaching

With permission from the administrators at the junior high school, I was able to construct the aforementioned original approach to IL design, first

conceptualised during my work on L2L. I built, tested, and evaluated two modules on information literacy topics for a teenaged audience. In doing so, I was able to engage with several elements of my Framework goals. I received positive feedback from the teaching staff at the school who expressed intent to continue using the resources although I am no longer employed there.

Confidence and Vision for Career Future

Although it was something I had considered previously, my work on the project has left me determined to pursue a master's degree in the subject of library and information science. By exploring my goals, dreams and the limitations of my position as a library support staff member through my work on the L2L project, I have been inspired to create a long term plan for my formally accredited education.

The confidence instilled in me through the workshops and indeed the work of the project itself has been profoundly impactful. More than ever, I feel confident of my competence in all areas of my work and motivated to keep reaching further.

Conclusion

The Framework has a flexibility that makes it ideal for someone in a position where teaching is a component rather than the majority of their responsibilities. The Framework provides a pathway through which to examine current practices, marry a complicated array of skills, reflect on the nature of the work we do and the environments we do it in, and plan for ongoing development. By embarking on this pathway, I was able to cultivate a PD plan with longevity beyond a single employer, job, or context. Indeed, this process has also noticeably enhanced not just my work and satisfaction but my marketability as an employee.

The power of L2L lies in its ability to interpret the Framework for library contexts and, in doing so, forge pathways to a more sustainable professional development approach for library staff. This is not only in reference to higher education, but the greater community of academic, public, school, and special libraries, where focused and comprehensive direction for professional development is often hard to find.

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It seems that the Personal Development Framework is offered as a value free instrument of self-reflection. I would suggest, that the Framework has an underlying if understated philosophical stance. It would seem to me that this is premised on a positivist view of knowledge. This means that knowledge is viewed as objective, real and in some way corresponds to a definitive reality. Furthermore, it would seem that there is a resistance to recalibrate the framework to accommodate concerns of librarians about the terminology used. I would understand this resistance to enable an estimation of the value of the Framework as a reflective instrument. For this purpose the instrument requires stability.

The Framework can be viewed as a faceted lens that provides the possibility of considering Personal Development from an integrated and holistic perspective. This does not militate against the use of individual facets or Domains being used separately. In this short reflection I will consider only the first Domain and its value as an instrument of reflection. Clearly, added value could be harnessed by the composite lens offered by integrating all Domains within reflection.

These reservations aside, I do appreciate the value of the first Domain and the opportunity to consider and develop a personal teaching philosophy. For me this also involved the development of a personal philosophy of academic librarianship. The opportunity to do so represents a site of agency to present a counter narrative to the stamp of positivism within the Framework. So while the underlying aspects permeate the Framework this does not necessarily restrict the development of a counter narrative. Indeed it could be argued that this abrasive provides critical traction to challenge the positivist perspective supposed in the Framework.

Dr Brendan Devlin, College Librarian Sciences and Health, City Campus, Technological University Dublin

As a librarian who started in the profession over 35 years ago and worked outside of higher education for a long time, I came late to acknowledging teaching as part of my professional identity. My initial involvement in the delivery of Information Literacy classes was very much as a reluctant teacher. Without a foundation in teaching and learning theory and practice I had not given much thought to developing a teaching philosophy or reflecting specifically on all the “teachable moments” we experience in the wide range of interactions we have with students and researchers. Like most of my colleagues, I was basically learning by doing.

L2L has given me the opportunity to work with the PDF, to reflect on the teaching and learning elements of my role. Undertaking a formal programme of study is not something I envisage doing at this stage of my career, so the collaborative and unstructured development activities highlighted by the PDF are ideal for me. I have developed a deeper appreciation of just how important in my learning in my learning are everyday discussions with colleagues, both in the Library and across the campus. Reflecting on my knowledge and experience is prompting me to develop new perspectives on my role in student learning. This has led me to participate in structured activities specifically around teaching and learning that I may not have considered relevant in the past.

Lorna O Connor, Deputy Librarian, DkIT

The Impact of the Professional Development Framework on DIT's Information Literacy Programme

Allison Kavanagh

Affiliation

Allison Kavanagh

Head of Library Services

City Campus

Technological University Dublin

Abstract

This chapter presents a case study of the influence engaging with the Professional Development Framework (PDF) has had on the Information Literacy (IL) programme in a Library of the Dublin Institute of Technology (DIT), since 1/1/2019 the City Campus of Technological University Dublin. The PDF was developed by the National Forum for the Enhancement of Teaching and Learning in Higher Education.

For over a decade (2008-2018), a team of DIT library staff has used a 'menu' of one-hour classes to deliver its IL programme in a standardised way. Participation by some team members in L2L (Librarians Learning to Support Learners Learning) led to the whole team engaging in a review of the IL programme through the lens of the PDF.

Following some contextual information, the chapter outlines the mapping of the review of the IL programme to each of the five Domains of the PDF and the resulting modifications. It describes the professional development needs that arose from the proposed changes to the IL programme, the measures that were implemented to address those needs and the revised IL programme that has been introduced. Finally, the chapter summarises observations and feedback on the impact engagement with the PDF has had on the IL programme in this library.

Introduction

In 2016, Institute of Technology, Carlow (ITC), Dublin Institute of Technology (DIT) and Dundalk Institute of Technology (DkIT) submitted a joint bid for the L2L Project for the L2L project to Ireland's National

Forum for the Enhancement of Teaching and Learning in Higher Education (National Forum). This project – across the three institutions – aims to use the National Professional Development Framework for All Staff Who Teach in Higher Education (PDF) (National Forum for the Enhancement of Teaching and Learning in Higher Education, 2016) as a model to help library staff further develop their continuing professional development (CPD). This chapter is a case study of the use of the PDF in one of DIT’s libraries to help further grow the teaching skills of library staff and the influence that engagement with L2L and the PDF has had on their teaching practice and teaching philosophy.

Background

DIT is one of the Ireland’s largest education providers, accounting for 9% of all higher education students. DIT has begun a phased consolidation of its six main campuses into a single new campus located in the Grangegorman area of Dublin’s city centre. Alongside this, working with partner institutions IT Blanchardstown and IT Tallaght, DIT aims to develop Ireland’s first Technological University.

DIT Library Services comprises six libraries and a Central Services Unit. Aungier Street is the largest of the current campuses, serving the College of Business and the Schools of Law and of Media from the College of Arts & Tourism: a community of approximately 6,000 students in addition to academic staff, researchers and professional services staff. Information literacy can be defined as “the set of integrated abilities, encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning” (Association of College & Research Libraries, 2015). Both formal and informal teaching of information literacy takes place in academic libraries.

In 2007, DIT Library Services’ Senior Management Team agreed Library Services should have a standardised approach to formal teaching of information literacy across its (then) seven libraries located on seven campuses. I was seconded to develop a ‘menu’ of information literacy classes that could be used as a template for all information literacy classes taught by library staff throughout DIT. I developed 11 one-hour classes covering a range of topics from effective searching of library

databases to current awareness for research students. This was adopted in the 2007/08 academic year to varying degrees across the seven libraries, with DIT's Aungier Street library embracing it most fully. Following the adoption of the menu as a basis for all formal IL teaching in Aungier Street library, the number of embedded information literacy modules in that campus on which librarians taught expanded from two in 2006/07 to six in 2007/08. For the purposes of this chapter, an embedded information literacy module consists of several (three or four) sessions delivered as part of a 15-week academic module or course. The IL learning outcomes are aligned and assessed with those of the academic module.

As a result of the adoption and promotion of the menu approach to IL teaching, four academic staff members and librarians together selected the appropriate classes to meet the desired learning outcomes for specific academic programmes and modules. These were: BSc Accounting & Finance, BSc Management and Law, BSc Marketing, BSc Product Design, BA Media Arts and BA Photography. The librarians directly assessed the information literacy component in the BSc Marketing and BSc Product Design programmes. The number of embedded information literacy modules expanded to 10 in 2008/09 but reduced to a low of two in 2014/15 due to a number of factors including changes in staffing and constraints on filling vacancies.

Now, in 2018, I lead the team of 14 library staff in DIT's Aungier Street library in all aspects of service delivery. While all library staff engage in informal teaching, a smaller team is engaged in formal teaching. This team comprises two Assistant Librarians who teach students at all levels from Level 6 (Higher Certificate) to Level 10 (PhD), and two Library Assistants - also qualified librarians - who facilitate library induction classes to Level 6 (Higher Certificate), 7 (Ordinary Bachelor degree) and 8 (Honours Bachelor degree) students.

The four members of the teaching team take a standardised approach to their teaching: The 'menu' approach to IL developed in 2007 has continued to form the basis of all formal teaching in DIT's Aungier Street library in the intervening 11 years, with some modifications during that time to the programme content. As has been the case since the inception of the information literacy programme, the students'

achievement of the learning outcomes is assessed either by the academic staff members or, in some instances, directly by the librarians. In March 2017, together with one of Aungier Street library's two teaching librarians, I joined the L2L project team. The team originally comprised 14 library staff members (professional and para-professional) from the three participating institutions. Against this background, this case study now outlines how the information literacy programme in DIT's Aungier Street library was structured and delivered prior to the L2L project, and how engagement with the PDF led the teaching librarians to reflect on their teaching practice and change the programme.

Case Study

Pre PDF Model

Since the 2007/08 academic year, all formal teaching of information literacy in DIT's Aungier Street library has been based on a 'menu' of 11 one-hour information literacy classes, developed in summer 2007. The original menu offered the following classes, each of which could be offered independently of each other:

- Finding Books
- Finding Journal Articles
- Developing a Search Strategy and Using it in a Library Database
- Specialised Databases (e.g. Legal Databases)
- The Internet and Evaluating Information
- Plagiarism and Referencing and Citing
- Introduction to Endnote
- Intermediate Endnote
- Advanced Endnote
- Current Awareness
- Citation Searching and using Journal Citation Reports

The menu outlined the learning outcomes of each class and included a brief content description, suggested lesson plans and worksheets. This menu, with some modifications, formed the basis of the information literacy programme in DIT's Aungier Street library subsequently, even as the composition of the teaching team has changed.

The National Professional Development Framework for All Staff Who Teach in Higher Education (PDF)

The PDF aims to empower staff to engage in personal and professional development, and to encourage staff to engage with peers to support their CPD activities. It also aims to help staff to “reflect on, plan and contribute to the evidence-based enhancement and transformation of their teaching and learning approaches” and to “contribute to the quality assurance and enhancement of the student learning experience” (National Forum for the Enhancement of Teaching & Learning, 2016, p.1). Further, the PDF can be used by teams as well as individuals for team-based professional development (p. 1).

I agreed with the two teaching librarians that we would together examine the teaching practice in Aungier Street library, as based on the menu of information literacy classes, through the lens of the PDF. We would then decide whether any modifications were required and identify any related professional development needs. Having made any modifications we considered to be in line with the PDF we would reflect on those changes to the library’s teaching practice.

We began by mapping the review of the menu of information literacy classes against each of the domains of the PDF:

Domain 1: Personal Development: the Self in Teaching and Learning

Domain 2: Professional Identity, Values and Development in Teaching and Learning

Domain 3: Professional Communication and Dialogue in Teaching and Learning

Domain 4: Professional Knowledge and Skills in Teaching and Learning

Domain 5: Personal and Professional Digital Capacity in Teaching and Learning

Domain 1: Personal Development: the Self in Teaching and Learning

Domain 1 is, by its nature, a very personal domain. Colleagues working side-by-side can have very different characteristics that motivate and challenge their teaching depending on their career stage, their prior

experience, and their skills and qualifications in teaching and learning. The two teaching librarians and I have completed accredited teaching and learning modules and programmes but have differing levels of experience. One of the teaching librarians described experiencing 'imposter syndrome', a lack of confidence and a hesitancy to identify as 'a teacher'. The other, who has more experience of teaching and more qualifications in teaching and learning, was confident in his role as a teacher. These differences in prior learning were acknowledged and reflected on, as was the positive contribution that each makes to the library's formal teaching activities. We identified different professional development needs in this domain and made personalised plans to address those needs. For example, one colleague identified a workshop she wished to attend to help her to develop knowledge of pedagogical theories and their application to teaching and learning of information literacy. Meanwhile, I resolved to use the term 'teacher' or 'teaching librarian' more explicitly when talking to and about the role of these two librarians – both internally and at committee meetings outside Library Services.

Engaging with this Domain lead us to articulate our library's philosophy and approach to teaching. We found we share a student-centred approach to teaching and learning, as outlined in Biggs & Tang (2011). Biggs and Tang argue that theories of teaching and learning fall into three broad categories or levels and that a teacher's theory of teaching and learning tends to change over time.

Teachers at Level 1 adopt a "blame-the-student" approach, which attributes differences in student learning to inherent differences in students' ability, motivation, etc. This is a "totally unreflective" (Biggs & Tang, 2011, p. 18) theory of teaching and learning since it ascribes the success or failure of students to learn to whether or not they are "good students".

Teachers at Level 2 are more reflective, and consider student learning to be dependent on "what teachers do" (Biggs & Tang, 2011, p. 18), rather than what type of student they are teaching (as in Level 1). Biggs and Tang describe this approach as a "blame-the-teacher" approach, since deficits in student learning are attributed to a lack of certain competencies on the part of the teacher (p. 18).

Level 3, on the other hand, is a “student-centred” (Biggs & Tang, 2011, p. 20) theory of teaching and learning which focuses on “what the student does” (p. 20). Biggs and Tang say that teachers at Level 3 consider what teaching and learning activities need to take place in order for students to achieve the desired learning outcomes, and facilitate the students’ learning accordingly.

We agreed to review the IL programme to ensure it reflected our student-centred approach to teaching and learning. This included a review of the programme’s learning outcomes. We recognised that the existing information literacy module pre-dated the development of DIT’s Graduate Attributes (Dublin Institute of Technology, 2013):

Engaged: Global citizen; ethical; motivated self-starter; excellent communicator;

Enterprising: Innovator; leader; collaborative worker; entrepreneur;

Enquiry-based: Critical thinker; problem solver; creator of new knowledge; decision maker

Effective: Emotionally intelligent; active team players; strategic thinkers; resilient;

Expert in chosen subject discipline: Disciplinary knowledge; reflective practitioners; work-based/work-related learner; digitally literate.

We agreed we needed to re-write the learning outcomes for the information literacy module to ensure they reflected the Institute’s Graduate Attributes. I had been a member of DIT’s working group tasked with developing a toolkit to help teaching staff to integrate DIT’s Graduate Attributes into modules and programmes. I was able to draw on this experience, therefore, to re-write the learning outcomes of the revised information literacy module and to map those learning outcomes onto the Graduate Attributes.

Coupled with these developments was an increased focus on employability. In 2016/17 I led a collaboration between DIT Library Services and DIT’s Career Development Centre to jointly develop JobSpace (Dublin Institute of Technology, 2017), a website designed to bring together careers and library resources to help students to find jobs, work placements and volunteering opportunities and to increase their employability. This emphasis on employability also needed to be reflected in the revised information literacy module.

Actions Taken

Engaging with the PDF led to an articulation of our shared teaching philosophy, but also an identification of individual professional development needs. While accredited programmes of study could help to address these needs, the teaching librarians found the PDF's Typology of Professional Development Activities (National Forum for the Enhancement of Teaching & Learning in Higher Education, 2016, p. 2) helpful in its acknowledgement that non-accredited informal learning through conversations with colleagues, reading articles and self-study were equally valid forms of professional development.

Domain 2: Professional Identity, Values and Development in Teaching and Learning

Professional Identity

Reflecting on Domain 2 highlighted differences in perceptions of professional identity. I am no longer directly involved in teaching but would have considered myself a 'teacher' when I was. I had assumed that the two teaching librarians felt the same but realised that one was reluctant to self-identify as a 'teacher', feeling that what she did was not really 'teaching' and did not equate to what academic staff members do. While she identified professional development needs in this regard, the conversations we had as a team helped her to recognise her own expertise and to acknowledge the fact that she had previously completed an accredited module on online teaching and therefore did have a qualification in teaching and learning.

Values

A perceived increase in 'fake news' which coincided with the L2L project lead us to articulate our values with regard to helping library users to develop the necessary skills to critically evaluate information, whatever its source. We realised that, for a number of reasons, the focus of the library's IL module had drifted to being more about helping students to develop searching skills and to avoid plagiarism than on helping them develop the critical thinking skills needed to identify misinformation. We identified a need to learn about 'fake news' workshops and tools being offered by librarians internationally and to integrate those techniques into Aungier Street library's IL programme.

Engaging with Domain 2 of the PDF also highlighted the fact that if the library's teaching philosophy was truly student-centred we should seek student feedback on the library's information literacy programme. This had been the practice some years previously but had ceased. We now acknowledged the importance of student feedback and resolved to reintroduce it into the formal teaching practice in Aungier Street library. The teaching librarians identified a need for professional development in the area of developing an effective feedback form.

Actions Taken

Professional identity: Through participating in the L2L project, the librarian who was reluctant to self-identify as a 'teacher' began to identify more with her role in teaching and is now more comfortable with that description of her role. This evolved over time and for a number of reasons, including the PDF's acknowledgement of the fact that professional development activities can take many forms and that informal, non-accredited learning activities are valuable. Furthermore, reflecting on her role in teaching the IL programme lead her to recognise her skills and qualifications and to recognise herself as a teacher on an equal footing with her academic colleagues.

Values: The team's participation in the L2L project and engagement with the PDF coincided with DIT's 'All Aboard Week 2017', part of a national, weeklong series of events run jointly by the National Forum and Ireland's higher education institutions to build confidence in Ireland's digital skills for learning (All Aboard 2017, 2017).

Given the topicality of the theme of 'fake news' and its alignment with the library's teaching philosophy of helping students and library users to develop critical thinking skills, Library Services delivered two 'Be Your Own Factchecker' workshops during DIT's All Aboard Week 2017. Librarians have a long history of teaching library users to evaluate information sources. Following reflection on the PDF, however, the teaching librarians identified a need to upskill in order to make the class content more relevant to the challenges of handling and critiquing information in the 21st Century. To this end, the DIT All Aboard team embarked on a self-study programme whereby librarians and staff from the Learning Teaching and Technology Centre, with whom the event was co-hosted, jointly developed a bibliography of useful resources for

helping library users to identify 'fake news'. This helped the teaching librarians to develop the content for the 'Be Your Own Factchecker' workshops during All Aboard Week 2017 and subsequently to review and revise the content of classes on evaluating information.

Similar activities were engaged in to address the professional development needs that had been identified with regard to taking a student-centred approach to teaching. Specifically, the teaching librarians had identified a need to learn more about effective methods of seeking student feedback. Following collaborative discussions during which I shared with my colleagues information I had gleaned from my attendance at the CONUL National Conference 2016, it was agreed to introduce the use of a short, qualitative feedback form using the H-form layout described by Dalton (2016).

Thus, the professional development needs that were identified in relation to Domain 2 were met through collaborative and unstructured professional development activities, i.e. conversations with colleagues and reading articles.

Domain 3: Professional Communication and Dialogue in Teaching and Learning

For students to receive the maximum benefit in relation to the revised menu of information literacy classes we needed to market its relaunch to the academic staff members with whom the teaching librarians collaborate in their teaching of information literacy skills. This led to the identification of a need to develop marketing skills and graphic design skills by the team members.

We needed to be able to communicate effectively with academics - as partners - in order to design and deliver high quality information literacy modules that met the needs of their students. Library Services has long had representation on DIT's Learning, Teaching and Assessment Strategy Committee and each College Librarian is a member of a College Board. College Boards are sub-committees of Academic Council and review submissions of programme proposals, module amendments, and examination and assessment procedures and results. Despite representation on these and other sub-committees of Academic Council, however, it has proven difficult to achieve the embedding of IL

modules into the curriculum, beyond those modules and programmes coordinated by “academic champions” (McGuinness, 2007, p. 26) who are supportive of librarians’ role in teaching IL.

We believed that by revising the IL programme, using graphic design skills to present it in an eye-catching way and presenting it at Library Committee (a sub-committee of Academic Council) and the other relevant committees outlined above we could broaden its reach and hopefully achieve a greater embedding of IL into programmes and modules.

The development of Academic Writing Skills was also identified as a professional development need. I had published articles in peer reviewed journals and had presented at conferences and seminars, but wanted to do more. The teaching librarians had also presented at conferences and seminars but had not published articles.

Actions Taken

One of the teaching librarians had previously identified Canva (a web-based graphic design tool with free and subscription options) as a useful design tool. This had already been used by the library’s marketing and promotion team to design signs, posters and images for use in social media campaigns. She has taught her colleagues to use this tool and it was used to design a brochure to outline and promote the new IL programme. We hope to use a similar design on the library website which is due to be redesigned in the near future.

In relation to developing marketing skills, we engaged in further unstructured professional development activities in the form of reading articles and books. We found Ned Potter’s (2012) *The library marketing toolkit* to be particularly helpful.

Finally, we attended academic writing workshops organised by the L2L project, which supported us in the development of academic writing skills and assisted us in writing this book.

Domain 4: Professional Knowledge and Skills in Teaching and Learning

DIT requires all new members of academic staff to complete the

Postgraduate Certificate in Teaching & Learning, offered by the LTTC. A number of library staff have also completed Postgraduate Certificate, Diploma and Masters degree programmes offered by the LTTC. Prior to our engagement with the PDF, the Aungier Street library's teaching librarians and I had completed an accredited programme in Teaching & Learning. These ranged from five European Credit Transfer System (ECTS) programmes such as the accredited professional development programme in teaching and learning offered by DIT's LTTC and a programme in online learning offered by Dublin City University's Teaching Enhancement Unit, to a Postgraduate Diploma in Teaching and Learning and a Postgraduate Diploma in E-Learning, both offered by DIT's LTTC.

As a result of this prior formal learning, active learning techniques have formed part of the formal teaching activities at Aungier Street library for many years. Blended learning techniques have also been introduced. In 2015 we applied for and were granted funding by the Technological University for Dublin's (TU4D) First Year Experience project, designed to pilot ideas that support the redesign of the Technological University for Dublin's first year curriculum. We developed 'LibraryLearning', a digital library information pack for first year students and piloted it on three academic programmes: BSc Marketing, BA Journalism and BA Journalism with a Language. The pilot was extended to all first year students taking embedded IL modules in 2017/18 (eight first year modules) but was not, prior to our participation in the L2L project, recognised formally as being part of the IL programme.

Engagement with this Domain lead us to conclude that the learning outcomes and descriptors of the menu of information literacy classes needed to be updated to reflect the introduction of blended learning techniques into the IL programme.

Actions Taken

We enhanced our skills in writing learning outcomes by studying DIT LTTC's *Guide to Writing Learning Outcomes* (Bowe & Fitzmaurice, n.d.). I also shared with the teaching librarians the experience I had gained as a member of DIT's Graduate Attributes Toolkit working group to assist us in mapping the revised IL module's learning outcomes against DIT's graduate attributes.

Domain 5: Personal and Professional Digital Capacity in Teaching and Learning

Prior to the L2L project teaching librarians had already integrated a range of technologies into their formal teaching practice. These included

- Blackboard, DIT's Virtual Learning Environment, to disseminate slides and notes for the BSc in Marketing's embedded information literacy module (librarians do not have access within Blackboard to the other eight programmes on which they teach embedded information literacy modules).
- Mailchimp, an email marketing service that supports the design and sending of targeted emails and collates information in relation to user engagement and interaction with the email content. Mailchimp was used to develop the digital information pack for first year students, as outlined under Domain 4 above.
- Google Forms, a free tool which allows the creation of surveys and quizzes. This was used for formative and summative assessment. Formative assessment is defined by Cannon and Newble (2000, p. 166) as an assessment which is "for the benefit of the students in terms of guiding their further study". O'Neill and McMahon (2005, p. 31) argue that including more formative assessment in a course allows the teacher to "provide a focus for the student by highlighting their learning gaps and areas that they can develop". Summative assessment, on the other hand, "is used to grade students at the end of a course or to accredit at the end of a programme" (Biggs & Tang, 2011, p. 196).
- Socrative, an online student response system, available via website and an app, which allows teachers to engage and assess students in real time. The library's induction team (the two teaching librarians and two Library Assistants) introduced the use of Socrative into their induction sessions in 2016/17.

Following engagement with the PDF, the teaching librarians reflected on their use of the above technologies. They realised that, other than Mailchimp, for which funding had been received from the TU4D First Year Experience Project, they had not documented their use of these technologies or formally reflected on how effective they were in helping students to achieve the desired learning outcomes.

When engaging with the PDF, the teaching librarians felt that they had a professional development need with regard to learning about the full range of features available in Socrative, and learning how to use those features more effectively. They also wished to identify other digital tools that could help to support the library's learning and teaching activities.

Actions Taken

Following a review of the use of Socrative in library induction sessions, the teaching librarians engaged in self-study in the use of the application system. Having conducted a detailed review of its features, they recommended that the library subscribe to the 'professional' version, Socrative Pro. In 2017/18 the teaching librarians expanded the use of this tool to all nine of the embedded information literacy modules that they teach.

To help her to identify additional digital tools to further enhance the library's teaching and learning activities, one of the teaching librarians attended a workshop in March 2018 on *Effective Use of Technology to Support Teaching & Learning*, organised by CONUL's Training & Development group. She has already confirmed that integrating some of the technologies she learned about at this workshop into her teaching could help students to achieve the desired learning outcomes. She will choose one of these technologies, integrate it into her teaching and reflect on the impact of that change. Furthermore, following her attendance at this event she has supported her colleagues' development of skills in using digital tools through collaborative discussions with them.

Post PDF Model: The Revised IL Programme

There have been a number of positive outcomes to the initiative. The most striking aspect is the fact that the PDF has encouraged us to be more reflective about what we do. While we previously reflected at the end of each programme and academic year on what had or had not worked well, we had not generally documented this reflective process. Secondly, as a result of the professional development activities described above, the revised IL module reflects a greater emphasis on critical thinking than on simply 'finding information'. The blended learning environment in which information literacy teaching and learning takes place is also considered as is the relevance of the information literacy module to the development of graduate attributes and to employability.

Engaging with the PDF has meant a more explicit recognition of our student-centred teaching philosophy and of our values of helping students to develop critical thinking skills: essential skills for their role as citizens as well as their academic life. The 'Evaluating Information and Thinking Critically' session is now part of all the embedded information literacy modules that the teaching librarians deliver as part of academic programmes in the College of Business. We hope to expand this to other colleges too.

We also incorporated a description of our blended learning approach, examples of the embedded information literacy modules and a description of the JobSpace website into the revised IL module:

Library & Research Tutorials: Supporting Your Teaching & Learning

- Library Induction
- Finding Books on Your Reading List
- Introduction to Academic Resources
- Journal Articles: what they are and how to find them
- Finding Market Research and Company Reports
- Core Legal Skills
- Evaluating Information and Thinking Critically
- Avoiding Plagiarism: Referencing and Citing
- Reference Management Tools
- Embedded Modules - examples
- Library Learning
- Research Support
- JobSpace and Employability

(The complete revised IL module is available at <https://bit.ly/2Gk8GOY>.)

Following engagement with the PDF and the subsequent modification of the information literacy programme, the number of IL modules which the teaching librarians now directly assess has increased. In 2016/17, prior to participation in the L2L project, Aungier Street library's teaching librarians directly assessed the embedded IL component of one academic programme. Following the review and revision of the IL programme through the lens of the PDF in 2017/18, this increased to five academic programmes.

Feedback

We sought feedback from our academic colleagues regarding whether or not they considered the revised IL module had had an impact on student performance.

One lecturer commented:

“I can say with certainty that the students who participated and attended your literacy sessions in the library showed a higher degree of competency and understanding in the areas of academic referencing and data base (sic) research skills than those students who did not attend these sessions.”

While another provided the following ‘before and after’ feedback:

Before

Students were not aware of the resources available to them through the library. They tend to think in terms of books rather than the diverse range of materials available to them. Students were limited in their understanding of what a journal actually is. Little understanding of how to access the library online. Limited competence in referencing and/or understanding of why and how to do so.

After

An improved effort with referencing and a wider set of resources cited in their projects.

In some cases students did not take on board the literacy sessions but this was usually correlated with general performance and attendance.

I think there is considerable opportunity to build online courses for the students that must be completed for credit.

Both a horizontal and vertical integration on programmes and not just modules would be beneficial.

Both of these lecturers’ comments indicate a positive opinion of the information literacy module and its influence on students’ behaviour. It is unfortunate, however, that neither lecturer mention any perceptible difference in the students’ ability to critique information. Perhaps this is too much to expect from a single one-hour class, or perhaps we need

to continue to reflect on and modify the content of our 'Evaluating Information and Thinking Critically' session.

Reflection

Engaging with the PDF lead us to reflect on the teaching team's practice in a more structured and critical way than the usual informal reflections we had engaged in heretofore. We acknowledged our philosophy of using a student-centred approach to our teaching and learning activities and resolved to re-introduce student feedback to reflect this. We also explicitly strove to move from focusing on teaching searching skills (e.g. 'how to use the library's databases') to considering how to help students to develop critical thinking skills.

The fact that our engagement with the PDF coincided with the worldwide focus on 'fake news' further encouraged this shift in focus, as did the teaching librarians' development of a fake news workshop for DIT's All Aboard Week during 2017.

I observed that engaging with the PDF helped the teaching librarians to reflect on where they considered themselves to have professional development needs and allowed them to address those needs in a focussed way. For example, having determined that one of the changes they would like to introduce into their teaching practice was to use 'flipped classroom' technique, they read articles in teaching and learning journals on this technique and then introduced it in the classroom. More generally, engaging with the PDF and thinking about why they teach and their own personal teaching philosophies seemed to re-energise and reinvigorate them as teachers.

Conclusion

We continue to integrate changes to the IL programme throughout the remainder of the 2017/18 academic year. We plan to use the revised IL programme for the duration of an entire academic year (i.e. 2018/19) and to review it using student, lecturer and teaching librarian feedback. In parallel, I will present the revised IL module at the next meeting of the College of Business's Library Committee to raise awareness of the changes in our IL programme and to promote the role of Library Services and its teaching librarians in helping students to develop information literacy and critical thinking skills.

It is currently being considered whether the revised IL programme developed for use in DIT's Aungier Street library is suitable for adoption across all six constituent libraries of DIT Library Services and, if so, whether the other teaching librarians would consider developing outlines of additional subject-specific sessions for inclusion in the revised IL module.

The revised IL module can also act as a tool to market Library Services' IL programme. The teaching librarians and I have therefore developed a marketing strategy to promote the programme via email, social media and the DIT Library Services website, which is soon to be redesigned. Finally, the teaching librarians continue to use the PDF to identify professional development needs and to address those needs. They and I will also shortly be integrating this process into the Performance Management and Development System.

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As a teaching librarian and Convenor of the Literacies Committee of the Library Association of Ireland, I got involved with the L2L project as I saw huge potential with the application of the National Professional Development Framework to the work of library professionals who teach.

The significance of the L2L project is that it provides an invaluable support mechanism and a guiding framework to facilitate and promote professional development for those library staff involved in teaching and learning. The project is vital in terms of enhancing pedagogical practices and knowledge and providing a role and identity platform for teaching librarians. I believe that L2L will have a transformative impact for professional librarians and an exploration of the '5 Domains' of the Framework will facilitate the development of a teaching philosophy for library staff who teach.

The project will also provide value in terms of improving knowledge, skills and competencies, change perceptions and provide advocacy for the distinctive role played by teaching librarians. L2L will foster collaborative partnerships with academic colleagues and will help to create a community of practice for library educators to share values, ideas and expertise.

I feel that the legacy of the L2L project will be the sustained impact of a professional development pathway for library staff who teach. This will be harnessed through the support of professional bodies such as the Library Association of Ireland and the National Forum for the Enhancement of Teaching and Learning in Higher Education and will lead to recognition, accreditation and a worthwhile outcome to the work of L2L. It was a privilege to be on the Steering Committee to provide support and guidance to this very valuable project.

Philip Russell, Deputy Librarian, Technological University Dublin (Tallaght Campus)

Professional development is vital in order for libraries and their staff to stay relevant and up-to-date in a rapidly changing landscape of new technologies, systems, policies and organisations. The work of library staff encompasses a wide range of tasks and skills such as teaching, marketing and advocacy, and with new and emerging topics and trends like research data management and open science, professional development helps us to better suit the changing needs of our users and institutions. Professional development can allow us to take a more proactive rather than reactive approach to change, looking to the future and then to ourselves and positioning us and our libraries to meet coming challenges.

By breaking down professional development into five domains, the National Forum for the Enhancement of Teaching and Learning's Professional Development Framework for all Staff that Teach in Higher Education provides guidance, helping to identify areas and skills to develop and build upon. One of the great benefits of the Professional Development Framework (PDF) is that it details typologies of professional development, including non-formal and informal development. By acknowledging professional development beyond courses, conferences and seminars, the PDF helps recognise the non- and informal forms of development, creating a more inclusive framework that suits the needs and personal preferences of all library staff at any stage of their career.

Robert Alfis, Research Librarian, Dublin Business School

Developing digital competencies: A reflection on how the Professional Development Framework can support the development of digital competencies for Library staff.

Brigid Carey

Affiliation

Brigid Carey

Liaison Librarian to the Faculty of Business and Humanities
Institute of Technology Carlow

Abstract

This chapter explores how the National Forum's Professional Development Framework (PDF) has challenged and informed my assumptions about continuing professional development, most specifically the arena of developing digital competencies. Offering a qualitative interpretation, I draw on my personal reflections and learning from participation in the L2L project using a reflective practice approach. This is based on my understanding and interpretation of the framework. Inherent in this analysis is an examination of how engaging with the framework and more specifically Domain 5: Personal and Professional Digital Capacity in Teaching and Learning, has allowed me to further develop my personal proficiency/knowledge in digital competencies thus supporting my role in Teaching and Learning.

Introduction

Following a brief literature review and background information about the National Forum and the L2L project, this chapter explores the following key areas:

- Challenges posed by rapid changes in technology and how these changes are reconceptualising the role of library staff who teach
- The digital skills and competencies required for LIS professionals in order to remain current and viable in an evolving education landscape

- The nature of the Professional Development Framework (PDF) and its role in supporting the acquisition of digital competencies – specifically looking at Domain 5.
- A personal reflection on how the framework has impacted my perceptions about professional development and the development of digital competencies

Literature Review

It is well documented in the literature that recent rapid technological developments have impacted on the full spectrum of library services and practices with the concept of the “digital library” or “hybrid library” becoming synonymous with this transformation (Chowdhury, 2002; Zhou, 2005, Nguyen & Chowdhury, 2013). All aspects of library services/practices including information literacy training, are being redefined to reflect these ever changing digital/technological developments. Exciting new roles are emerging for library staff that will have implications for the sort of digital competencies that will be required.

Ferrari (2012, pp. 3, 4) defines digital competencies as “the set of knowledge, skills, attitudes (thus including abilities, strategies, values and awareness) that are required when using ICT and digital media to perform tasks; solve problems; communicate; manage information; collaborate...” and “behave in an ethical and responsible way”. Digital competencies required by library staff include digital communication skills, as much of our current communication with our users is now digitally mediated (Cooper, 2014). From the way libraries communicate with their users, their role as teachers/educators, to the delivery of new services such as institutional repositories, new digital skills/competencies are required by library staff (Zhou, 2005; Choi & Rasmussen, 2009; Gregersen, 2013).

The concepts of the “blended librarian” (Bell & Shank, 2004; Shank & Bell, 2011) or the “embedded librarian” have gained traction in the literature (Dewey, 2004; Dugan, 2008; Edwards & Black, 2012; Freiburger & Kramer, 2009; Kesselman & Watstein, 2009; Shumaker & Talley, 2009; York & Vance, 2009). Blended librarianship emphasises

the additional digital skills now required by academic librarians and their ability to utilise technology in the teaching and learning process (Bell & Shank, 2004). Whereas, the benefits of adopting an “embedded approach” include increased collaboration between librarians and faculty (Dewey, 2004), meeting the needs of increasingly diverse cohorts of online users and increased promotion of information literacy programmes (Vassilakaki & Moniarou-Papconstantinou, 2015). The levels of embeddedness can be linked to three tiers of participation (Allen, 2017; Sylvain, Mofford & Rile, 2011; York & Vance, 2009):

- Level 1: simply providing contact information or links to the library webpages
- Level 2: creating online tools for specific tutorials or free-standing information literacy tutorials
- Level 3: collaborating with Faculty to create/design fully embedded library modules on courses which may involve assessment grading

Utilising the “blended” or “embedded” approach requires library staff to create and design online tutorials, reusable learning objects (RLOs) and other forms of online material to support the teaching process. This in turn, offers library staff exciting professional development opportunities to develop digital creative skills.

These concepts underline a thread in the literature that stresses the need for LIS professionals to develop their expertise and competencies in the use of new educational technologies in order to take a partnership role in the teaching and learning process (Biddiscombe, 2002; Chitty & McRostie, 2016; Corral, 2015; Corral & Keates, 2011; Farber, 1999; Law, 2011; Perez, 2013; Searle, Wolski, Simons & Richardson, 2015, Stripling, 2010). There is a real need for library staff to be able to articulate and authenticate a desire to be appreciated as real stakeholders in the Teaching and Learning process (Law, 2011). We need to be able to demonstrate to our respective institutions how we can add value to the Teaching and Learning process, so as to remain current and relevant. In determining the future direction and delivery of services, libraries need to work within their institutional strategic framework and as Law (2011, p 273) argues cultivate “a better

understanding of the value we add to the institutional mission". This identification process will aid us in mapping out the skills/competencies required by library staff. Developing digital skills in areas deemed to be of value in underpinning our teaching practice that are sustainable going forward is vital in revitalising and reimagining our services in this ever changing environment.

Technology now permeates the delivery of teaching and learning which is reflected in how the end user experiences and interacts with the delivery and teaching of courses. The growing proliferation of learning management systems (LMS) (also known as content management systems (CMS) or virtual learning environments (VLE)), online courses such as Massive Open Online Courses (MOOCs), and social media communication platforms such as Twitter and Facebook have impacted on how libraries deliver online "embedded" services as part of the teaching and learning process (Barnes, 2013; Becker, 2010; Shank & Bell, 2011).

Similarly, the advent of new digital technologies and advanced communication networks have impacted on the delivery of research services. Exciting new possibilities and areas of expertise have opened up for library staff in this area such as marketing and establishing Institutional Repositories, implementing access rights and preserving digital content (Cassella & Morando, 2012; ARL, 2009). There is now scope for LIS staff to take a leadership role in helping researchers and institutions manage/navigate an increasingly complicated digital research eco-system (Corrall, Kennan & Salo, 2013, Mallikarjun & Kumar, 2015). Research data management including maximising research impact, improving the visibility of research outputs, effectively communicating and promoting research are key areas where LIS staff can demonstrate value-adding expertise and knowledge, thus increasing their perceived "institutional" value.

It could be argued that becoming a proficient operator in an increasingly complex research/academic eco-system is now a core competency with new roles emerging for library staff. New roles identified for LIS staff emphasise the technological knowledge required with increasing emphasis on LIS staff as "technology specialists" or "technology integration leaders" (Hew & Brush, 2007).

Underlining the emergence of this new “digital space” for LIS staff is the fundamental need to develop a sophisticated awareness of various aspects of the nature of digital identity, data and information, and the ethical implications/digital ethos of this new digital landscape (Fogleman, Niedbala & Bedell, 2013; Fortier & Burkell, 2015; Greenland, 2013). In order to fully occupy the role of digital research experts, it is imperative that LIS staff continuously adapt their thinking to achieve this. Matarazzo and Pearlstein (2017, p 5) argue that adapting a “digital thought process” (as outlined by Meffert and Swaminathan, Digital@Scale: The Playbook You Need to Transform Your Company, 2017) presents new opportunities for sustainability, developing new digital skills and job enrichment. Adapting this “digital thought process” will facilitate strategic thinking about your skill set rather than letting yourself become defined by a job description.

Against this background, I would suggest that pertinent core areas of expertise now required by library staff who teach in this environment include:

- Actively engaging in delivering relevant and current Information Literacy instruction using relevant tools and technologies – the “blended” or “embedded” librarian concept
- Partnering effectively in the teaching and learning process through acquiring the necessary digital knowledge and skills to successfully navigate the research/academic environment
- Becoming partners in the management of research – essentially guiding our Faculties in the management of their research output, data management and digital identities
- Developing sophisticated digital communication skills – web authoring skills
- Developing an understanding and awareness of the nature of online identity, data and information and the ethical implications of this new digital landscape

Professional Development Frameworks

In light of these new emerging roles, how can library staff begin to develop a growth mind set to develop these new skills? Professional

development frameworks can be useful tools in providing a set of guidelines to pursue relevant CPD activities/practice. They also provide the opportunity to articulate the values of the “self” or a personal philosophy which will inform practice on a practical level. These frameworks can provide a blueprint for our personal and professional action in the world. In terms of developing digital capabilities, there are a number of higher education frameworks which describe the digital skills/competencies required by staff working in an academic environment. Examples include JISC’s (2015) Digital Capability Framework and the All Aboard National Digital Skills Framework for Irish Education (Dore, Geraghty & O’Riordan, 2015) which builds on existing digital skills frameworks.

Similarly, a number of LIS sectoral professional associations have issued competency statements/frameworks. These essentially outline the core competences of librarianship and the specialised knowledge now required by graduates in the field. A common thread running through these frameworks is the identification of technological knowledge and skills as a core competence. The American Library Association (ALA) for example, emphasises the necessity of possessing “the principles and techniques necessary to identify and analyse emerging technologies and innovations to implement relevant technological improvements” in its 2009 Core Competences of Librarianship. Similarly LITA’S Guide: Core Technology Competencies for Librarians and Library Staff (2009) outlines a method for identifying desirable core technology skills. In 2011, SCONUL updated its seven pillars of information literacy framework to incorporate and reflect the growing importance of digital literacies.

National Forum Professional Development Framework

The professional development framework that this chapter is concerned with is the Irish National Professional Development Framework (2016), for all staff who teach in Irish higher education. This framework was articulated by the National Forum for the Enhancement of Teaching and Learning in Higher Education. This inclusive framework provides guidance for the professional development (PD) of individuals and gives direction to other interested stakeholders such as respective institutions, for planning, developing and engaging in professional development activities (National Forum, 2016). What is interesting about this

framework is that it adopts an all-inclusive approach in terms of its adaptability for all staff involved in the teaching process, from academic staff to research staff to library staff. This approach is vital in developing a mind-set that library staff are valued as real stakeholders in the teaching and learning process.

The framework revolves around five domains, each subdivided into a number of elements. A key concept inherent within the framework is the idea of “the self” and how the personal identity can transform into the professional identity. This can be viewed as a transformational process that is constantly evolving and changing to reflect our changing views, values and emotions. The emphasis of the framework on the individual, is reflected by placing “the self” (Domain 1: Personal Development) at the centre of all PD activity. Each of the remaining four domains reflects various aspects of professional development such as Domain 2: Professional identity, values and development in Teaching and Learning or Domain 3: Professional Communication and Dialogue in Teaching and Learning. Domain 5 is concerned with developing personal and professional digital capacity in Teaching and Learning. This domain focuses on the development of digital capacity and the application of digital skills to professional practice and is underpinned by the National Digital Skills Framework for Education.

L2L Project

L2L is a project funded by the National Forum for Teaching and Learning in Ireland that aims to explore its Framework for Professional Development through the lens of library staff. Through this, the aim is to provide a sustainable structure to assist library staff when engaging with PD in an ever-evolving profession. L2L is a two year collaborative project based in Ireland led by Dundalk Institute of Technology (DkIT), Dublin Institute of Technology (DIT) and Institute of Technology Carlow (ITC).

The L2L project group has aimed to engage with the Framework on various levels ranging from the personal to the professional. A central question at the core of the project is the nature of a teacher librarian’s professional identity. Too often, library staff operate in an environmental vacuum of uncertainty and ambiguity in defining their role within an institution. The role of library staff in academic institutions has evolved

to include more teaching which for many who do not possess formal teaching training induces a certain level of teaching anxiety. Davis (2007) noted that for many teacher librarians feelings of anxiety were common. This raises the question of how adequately prepared we feel we are for teaching roles and how can the professional development framework help us to feel more assured in that teaching and learning space?

Some of the questions the project has considered include: Are we teachers or librarians or are we teacher-librarians? Do we populate the practitioner space or the academic space or a “third” space? (Whitchurch, 2008). Do we possess the self-assuredness and confidence to take ownership of a space and make it our own? If not, how do we develop this confidence and ability to craft our own identity and reconceptualise our role within our institutions?

In terms of developing our digital skills and competences, how do we craft our role within our “institutional” contexts so as to add value and currency?

My Background

In offering my reflections on how the framework has impacted my thinking around professional development and digital competencies, it is important to understand my educational background, the institutional context that I operate in and the stage of career that I am at. I am employed as an Assistant Librarian at the Institute of Technology Carlow (ITC), which is a progressive Institute of Technology in the south east of Ireland with a student population of approximately 8000 students (both full and part-time students). The ITC offers a broad range of courses ranging from Business and Humanities to Science and Engineering. The mission of ITC is to engage, learn, challenge and innovate, which is articulated through an educational environment and context where learners pursue studies in higher education and research up to doctoral level.

The role that I fulfil is as Liaison Librarian to the Faculty of Business and Humanities. This role encompasses the usual functions of the subject liaison librarian role such as providing Information Literacy training, liaising with business and humanities academics and students and the more daily transactional functions such as

collection development, cataloguing, classification, research/reference services and so on. I have been in this position since 2004, so I would consider myself to be a mid-career LIS professional. The ITC has grown considerably since 2004, with a greater number of courses, which has impacted my role in terms of having to extend my reach to include larger numbers of students. Due to the large number of students in the Faculty of Business and Humanities, a main focus of my role is the provision of information literacy training across the spectrum from first year students right up to researchers and doctoral students. I do and have always considered myself to be a “teacher-librarian”. My educational qualifications include a primary BA degree in English and History, a Higher Diploma in Library and Information Studies and a Higher Diploma in Education. The Higher Diploma in Education is a teacher training qualification. In 2012, I completed a Master’s in Business in the Institute of Technology Carlow.

Reflections on interacting with the framework

In the early stages of my career I did feel a certain anxiety about fulfilling the teaching aspect of my role. The feelings of anxiety amongst librarians about teaching that Davis (2007) has noted, is something that I feel is real and very tangible on the ground, especially for early career LIS staff. It is only with experience that I have grown comfortable in the role of teacher. Whilst I had the pedagogical teacher training foundation through my qualifications, I operated in a LIS profession vacuum of uncertainty and lack of confidence in our abilities and identity as teachers.

Prior to getting involved in the L2L project, I had no knowledge of the National Forum’s Professional Development Framework. Through the L2L project I have thoroughly engaged with the Framework in a way that has impacted on my ingrained thinking and challenged assumptions that I had never confronted fully in a personally constructive manner. It was enlightening to see the flexible and inclusive nature of the framework in terms of its aim to be interpreted and adapted for many different cohorts of teaching staff including library staff. It is important to the Irish LIS profession that efforts at a national level are being made to include and recognise the teaching role that library staff undertake on a daily

basis and align more within the broader academic context, which is the essence of what the L2L project is about. A certain amount of discussion within the project focused on the language used within the framework and the level of applicability and correlation there is to the LIS teaching arena.

A key question considered is whether we as teaching library staff need our own professional development framework reflective of our terminology and LIS context. My interpretation of the framework is that whilst some of the domain elements may not be as applicable to the teaching we undertake, it is important that we align ourselves as closely as possible within the wider academic sphere. This may involve a process of reconceptualising our role as teachers in order to move from the practitioner space into the teaching space. This is essential if we want to be recognised as fully fledged partners in the teaching and learning process.

On a macro level, I applaud the placing of “the self” at the heart of the framework. This personal development domain emphasises the unique set of personal values, emotions and perspectives that each individual brings to their teaching, even if we are not consciously aware of this. An incredibly useful exercise that I engaged in was articulating and formulating my own teaching philosophy statement. This concept is well documented in the educational literature (Alexander et al., 2012; Caukin & Brinthaupt, 2017; Hegarty & Silliman, 2016; Janelle, 2009) but again is something that is not pervasive amongst our profession. The drafting of this philosophy statement allowed me to consciously examine the values, assumptions and perspectives I bring to the classroom and how this impacts on the students I teach.

Articulating my core values of honesty, respect, partnership, integrity, relevancy and collaboration has rejuvenated my deep commitment to providing the best teaching experience possible for my students. It has reaffirmed my view of the teaching process as a reciprocal one where I can continuously learn as well. The reflective exercise of formulating and articulating a personal teaching philosophy statement is extremely liberating in the sense of attempting to understand our personal action in the world. This

development of a growth mind-set is important in understanding personal context but also how we fit into our institutional context. It is very much a transformational process where my personal identity will shape and inform my professional identity. An interesting process going forward for the ITC Library is the articulation of a library teaching philosophy, which will be informed by relevant personal teaching philosophies; again an extension of the process of the personal identity shaping the professional identity.

Drafting a philosophy statement has also allowed me to evaluate how I contribute to institutional strategic goals and mission. It has afforded me the opportunity to understand the important role I play in helping students develop critical thinking/information literacy skills, which feeds into the institutional strategic goal of students attaining a set of desirable graduate attributes. A stated goal in the Institute of Technology Carlow's Strategic Plan 2014-2018 is the "optimisation of the learner experience to support the development of graduate attributes that meet the needs of learners and of modern society". (Institute of Technology Carlow's Strategic Plan 2014-2018, p.13).

This ambition will be achieved through promoting research-informed innovative learning that enhances learner engagement and achievement and by supporting excellence in learning and teaching through staff development. A particular focus of this element is on increasing staff participation in continuous professional development programmes. Undoubtedly, the continuing professional development ethos running through the framework is a crucial support to all staff who teach as it essentially provides a roadmap to assess CPD needs through exploration of its five domains. Through my engagement with the different Domains, I am much more aware of my CPD needs going forward and realise the importance of revisiting my teaching philosophy statement as various junctures due to its evolutionary nature.

Digital Capacity (Domain 5)

In engaging with Domain 5: Personal and Professional Digital Capacity in Teaching and Learning it was useful to extend the reach of my

teaching philosophy statement through the formulation of a digital philosophy statement (see Appendix). This Domain emphasises the importance of personal and professional digital capacity and the application of digital skills and knowledge to professional practice, and assumes a holistic approach based on the National Digital Skills Framework for Education (All Aboard, 2015, another project funded by the National Forum) in terms of developing personal confidence in digital skills/competences.

To truly engage with Domain 5, I felt it was imperative to chart my digital progress to date by analysing my own evidence and experience, thus allowing me to create my own individual digital roadmap in terms of future CPD needs; in effect, to undertake a personal needs analysis and use this as a tool to take ownership of my digital development in a sustainable manner. This approach of encouraging individuals to recognise the importance of self-evaluation informed by data and evidence is supported by the Framework.

This drafting of a digital philosophy statement was useful in cultivating the “digital thought process” advocated by Matarazzo and Pearlstein (2017, p. 5). The aim of this statement as an extension of my broader teaching philosophy statement is twofold:

- Provide reflection on my perceptions and understanding of digital competencies and their place in my role as a teacher librarian
- Endeavour to map my current level of digital competencies against Domain 5 of the PDF and more specifically the All Aboard Digital Skills Metro Map (All Aboard, 2015; Dore, Geraghty & O’Riordan, 2015), which underpins Domain 5.

My perceptions and understanding of digital competencies

Undoubtedly, my role as a teacher librarian has been impacted and continues to be impacted by the relentless onslaught of new technological innovations and developments. In the early stages of my career, it was entirely sufficient to have a good level of IT skills in various software programmes such as the Microsoft suite. These one

dimensional “ICT skills” were adequate in supporting my teaching in various ways such as compiling a Powerpoint presentation to the production of paper Library guides etc. Technological innovations within the educational context have provided additional opportunities for the ITC Carlow Library to extend the reach of our services. For example, the Blackboard LMS environment has provided an additional library space to extend our reach to students and provide an online communication platform to support our teaching role within the Institute.

Through my interaction with the Professional Development Framework, I now understand that my perception and understanding of the digital skills arena has evolved to incorporate a wider appreciation of their importance. Moving from possessing one dimensional “ICT skills” I have endeavoured to develop digital competencies which reflect as Ferrari (2012) states a set of knowledge, skills, abilities, strategies and awareness that is required when using ICT an digital media to perform tasks, solve problems, communicate, manage information, collaborate, create and share. As a LIS professional working in an academic library, there is a constant evolution of our library services in response to technological and student/societal needs.

This constant digital evolution of library services is a key driver in determining the digital competencies personally required to deliver these new types of services. The process of attaining professional and personal digital proficiency is very much a reciprocal one, with the acquisition of personal digital competencies influencing the application of these skills and knowledge to professional practice.

Mapping my digital competencies

In cultivating the “digital thought process” to analyse my current level of digital competencies and my future professional development needs, I found it useful to map my personal digital capacity as influenced by ITC Library’s professional digital capacity (see Figure 1 below):

Professional Capacity		Personal Capacity
<p><u>Element 5.1: Teach and Learn</u> ITC Library displays high awareness in some of the areas identified under this element such as referencing, avoiding plagiarism, producing content, classroom techniques.</p>		<p>My teaching requires a high awareness and knowledge of key areas such as referencing, avoiding plagiarism, referencing software etc. Through my interaction with project work, would have an awareness of digital badges, changing classroom techniques etc.</p>
<p><u>Element 5.2: Tools & Technologies</u> ITC Library utilises varied tools and technologies to support personal learning, teaching and scholarship. Some of these tools include online databases, e-book platforms, mobile technologies (library website available as mobile version), search engines, federated search engine tool (EDS), proposed institutional repository, data storage.</p>		<p>My teaching involves the demonstration of various tools and technologies which have allowed me to develop a good knowledge of relevant databases, jargon, online navigation, various digital platforms such as our e-book and federated search engine platform.</p>
<p><u>Element 5.3: Communication & Collaboration</u> ITC Library has harnessed the application of technologies for effective communication with our students, staff and local and national communities. The use of email, various social media platforms such as Twitter and Facebook and the use of the LMS system (Blackboard) have allowed us to communicate and enhance collaboration with our learning communities.</p>		<p>The use of social media platforms has increased my proficiency in web authoring skills (email, social media). My increased use of LMS to disseminate library guides/ relevant information.</p>

Professional Capacity		Personal Capacity
<p><u>Element 5.4: Create & Innovate</u> Digital capacity has also been developed through the creation of RLOs (Reusable Learning Objects) to cater to our Lifelong Learning and Defence Forces student cohorts. Working through a national Digital Champions project (http://www.digitalchampions.ie/), the Library team involved created a digital toolkit designed to enhance the digital learning experience of Defence Force students when finding, using and managing information during their academic studies.</p>		<p>My involvement in this project has developed my ability to create digital learning tools using software such as Articulate, screencasting (Screencast-o-Matic) animation tools such as Powtoon and blog.</p>
<p><u>Element 5.5: Find and Use</u> Through our Information Literacy training, ITC Library incorporates elements of this strand including search techniques, critical evaluation, keyword searching, sources, search engines, citations, publication types, scholarship, both in the classroom and through our digital toolkit.</p>		<p>These are regular elements of my teaching practice in the classroom and through my creation of digital learning tools such as RLOs.</p>
<p><u>Element 5.6: Identity & Well-Being</u> Interacting with Element 5.4 has stimulated our thinking and consideration of our stake-holders wellbeing and the complex nature of online identity, ethical considerations of online data and information, privacy concerns (especially with the advent of GDPR) and the correct use of sharing and using digital images.</p>		<p>Stimulated my thinking about my own digital footprint in terms of how I use social media platforms, email and other communication tools and the ethical implications involved.</p>

Figure 1: Professional digital capacity impacting personal digital capacity based on the various elements of Domain 5

This mapping exercise provides a comprehensive snapshot of where I am now in terms of acquiring that digital set of knowledge, skills, abilities and awareness that Ferrari (2012) refers to. Element 5.4: Create and

Innovate can be related to the “blended” or “embedded librarian” concept discussed earlier. According to Allen (2017) and York and Vance’s (2009) analysis, ITC Library is currently placed at the Level 2 tier of embedded participation. This level is concerned with creating online tools for specific tutorials or free-standing information literacy tutorials. The next logical step would be to move to the Level 3 tier of participation or adopting a more “blended approach”. This tier is concerned with collaboration with Faculty to create/design fully embedded modules on courses which may involve assessment grading. Overall, I have a sense that I score more highly in certain elements such as Element 5.5: Find and Use than I do on others. This may be reflective of the LIS teaching space that I occupy, which merits a more natural fit for certain elements. It may also be reflective of the current digital capacity of the ITC Library service and how my set of skills feed into this.

Future CPD needs

Undoubtedly, in a personal capacity this critical analysis highlights certain digital deficit areas. Whilst I have developed a certain level of digital capacity, it is imperative that I continuously cultivate these skills further. In particular, further upskilling is required around Elements 5.4: Create and Innovate and 5.6: Identity and Wellbeing due to the constantly evolving nature of these areas. A future consideration could be the pursuit of digital badges relevant to these areas.

Conclusion

My interaction with the PD framework has challenged and modified my thinking as regards the acquisition of digital competencies. The articulation of a digital philosophy statement has evolved my “mind-set” to incorporate a “digital thought process”. This has facilitated a shift towards thinking that is more conducive to incorporating strategic thinking, thus allowing my thinking to focus on my current/future CPD needs and how my role supports the institutional mission of the Institute of Technology Carlow. The PDF can support me in this through the provision of a roadmap that I can benchmark against.

My interaction with the PDF has also created awareness of how my personal digital capacity is very much influenced by my environmental digital capacity. Concepts that have emerged in the literature review such as the “embedded” or “blended” librarian approach are very much coming to the fore within my local library environment. Undoubtedly, the

adoption of these concepts will impact on the digital skills that I need to deliver on these. Similarly, engagement with the PDF has created awareness around digital library issues, such as the nature of online identity, data and information, and the ethical implications of this new and constantly evolving digital landscape.

Ongoing engagement with the PDF will undoubtedly assist me in continuing to develop my skill set in response to my institutional needs. Questions which the PDF will continue to highlight for me are how my institution can support me in the pursuit of my future CPD needs and how can the LIS sector support LIS professionals going forward?

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Appendix to chapter

Digital Philosophy Statement

Aim:

As a teacher librarian, the aim of this digital philosophy statement is an attempt to articulate and recognise how new technological developments have impacted/are impacting my teaching. It is imperative for me to respond to these ever changing dynamics so as to provide a positive, progressive learning experience for my students. The overriding aim of this statement is to clarify and plan for my CPD digital needs going forward.

Beliefs:

I believe that adapting/developing new digital capacities into my teaching practice will provide currency and relevancy in the delivery of my teaching thus improving the learning experience for my students. I believe the development of my digital competencies will enable me to design and create digital subject support material that will act as a scaffold for my classroom teaching.

A core tenet of my overall teaching philosophy is actively involving students in the process of learning and knowledge construction. I believe it is crucial that I endeavour to develop my digital competencies to support this approach and accommodate emerging student digital literacies.

Values:

- Relevancy - The core values that inform and underline my development of digital capabilities include relevancy and currency. I strive to provide a fresh teaching and learning experience for my students that is reflective of new technologies.
- Extended reach - I value and recognise the opportunities that new

technological developments offer me in extending my sphere of influence to more diverse student cohorts such as Distance Learners through the utilisation of varied platforms and online spaces such as the LMS online environment.

- Collaboration – I place a high value on collaboration with my academic peers in providing appropriate digital subject support such as the design and creation of relevant RLOs, online training tutorials etc.
- Reflection – my ability to reflectively examine my development of digital capacities is key in determining the use and effectiveness of these in delivering and supporting my teaching.
- Ethical awareness – I respect and understand the ethical implications of the digital arena including privacy issues/data protection, the online sharing of information and my digital footprint/identity.

Goals:

- To develop my personal confidence in the application of digital skills and knowledge to my professional teaching practice.
- To incorporate digital thinking into my mind-set.
- To take control of my digital learning and development in a manner that is sustainable and achievable.
- To personally reflect on my perceptions and understanding of digital competencies and their place in my role as a teacher librarian.
- To improve the learning experience for my students through the integration of new teaching technologies.
- To develop more effective communication skills utilising new technologies.
- To evaluate any feedback from my students so as to improve the learner experience.
- To chart my digital progress to date through analysing my evidence and experience (evidence-based approach) – Map my

current level of digital competencies against Domain 5 of the National Forum's Professional Development Framework and the All Aboard Digital Skills metro map.

- To undertake a digital needs personal analysis – identify my digital deficits and my continuing professional needs (CPD) going forward? – create a personal digital roadmap.
- Evaluate this digital roadmap on a regular basis so as to reflect its fluidity and constantly changing dynamics.
- To develop an awareness of how my personal digital capacity is influenced by ITC Library's professional digital capacity.

The articulation of these values and goals will provide the pathway for me to develop personal and professional digital capacity in the undertaking of my professional practice.

Libraries play a vital role in our ever-evolving information climate. The ever-increasing pace at which society is confronted with a constant onslaught of information has left educational systems, cultural institutions, and individuals themselves in the lurch without the requisite skills and tools. Libraries are uniquely equipped to play a facilitative role in the acquisition and development of the information literacy skills that have become essential in this new, digital era; we are largely building on a foundation of the skills and services that libraries were already providing. Additionally, we are often less encumbered by the bureaucratic processes that characterize massive systemic overhauls in that we can introduce new programs, initiatives, and technologies to our arsenal with relative ease.

By extension, the staff members of a library are its most precious asset. To develop and maintain the skills necessary to be effective facilitators, educators, and creators, ongoing professional development must be a priority. For professional development itself to be effective, it must recognize the continuous evolution of roles, responsibilities, and abilities characteristic of many library positions.

For me, the National Professional Development Framework for All Staff Who Teach in Higher Education has proved to be a remarkably useful tool in cultivating professional development strategies that are unique to me. Further, its inbuilt flexibility has allowed me to adjust the means by which I intend to address each domain as my circumstances and contexts change without undermining my core values.

Bri Turner, formerly Library Assistant, Dundalk Institute of Technology

Libraries serve the informational, educational and recreational needs of their users through the provision of space, resources and services. The exact nature of that provision differs, of course, depending upon the specific context of each library but its quality in all libraries depends upon the quality of the skills and expertise of the staff responsible. That quality, in turn, depends upon the continuous professional development (CPD) of all library staff, whatever their individual function.

The Professional Development Framework (PDF) provides guidance and direction to inform CPD activities in higher education. It identifies the different types of activities and learning that constitute CPD. And the 5 'Domains' help to analyse and systematise the different elements to be considered when undertaking CPD. All of this is underpinned by reflective practice and by values that are very familiar to all libraries and library staff: inclusivity, authenticity, scholarship, learner-centredness and collaboration.

By engaging with the PDF, library staff benefit from a well-constructed and agreed schema they can use to not only assess and benchmark CPD needs (their own and those of others) but also to design and deliver CPD activities that address such needs. Furthermore, use of the PDF helps situate library staff on a par with other members of staff who teach, thereby legitimating the role and validating the CPD activities that follow.

In short, I consider it essential that all library staff practise CPD and those in higher education utilise the PDF to do so.

Dr Philip Cohen, President of the Library Association of Ireland (2018/9) and former Head of Library Services, DIT

The American Library Association identifies the core values of librarianship as: access, confidentiality/privacy, democracy, diversity, education and lifelong learning, intellectual freedom, the public good, preservation, professionalism, service and social responsibility. These wide reaching values have enormous societal value and impact. More specifically they inform the vision and mission of library services around the world and are executed in complex and rapidly changing economic, political, legislative and digital environments. To embody these values as librarians and to ensure that library strategies and services are fully aligned to the wide range of users that they serve, professional development is of critical importance. More practically professional development equips the librarian with the skills, knowledge and professional networks to manage a library service in an economic downturn or conversely when budgets are increased; to align the library's strategy to institutional strategy, to execute new ways of soliciting user feedback such as UX; to implement open source software and to offer research data management services to give just a handful of examples.

The National Forum for the Enhancement of Teaching and Learning's Professional Development Framework for all Staff that Teach in Higher Education is a powerful, transformative tool within the Irish higher education landscape as revealed by a number of pilots initiated by the Forum in which librarians also participated. The Framework is flexible and wide reaching, capturing the full gamut of professional development activity via domains such as the Self, Professional Knowledge and Skills, Professional and Personal Digital Capacity etc. The typology of professional development activity also captures informal professional development activity as well as formal. The HECA Librarians are continuing to maintain e-portfolios which are mapped to the Framework. More importantly the Framework as evidenced by the librarian pilot has huge potential to reduce academic silos across the higher education sector.

Marie O'Neill, Head of Enhancement, CCT College Dublin

Realising personal and professional development needs through redeveloping an Information Literacy programme: a reflection

Sarah-Anne Kennedy

Affiliation

Sarah-Anne Kennedy
College Librarian
City Campus
Technological University Dublin

Abstract

This chapter explores how, in my role as a librarian in the Aungier Street library branch of Dublin Institute of Technology (DIT), I identified my Continuing Professional Development (CPD) needs when re-developing an Information Literacy (IL) programme. By engaging with the *National Professional Development Framework for All Staff Who Teach in Higher Education* (PDF) personal and professional development needs were formally identified and documented. The CPD needs were identified through a review of our IL programme in the context of the PDF. Engaging with the PDF allowed me to identify and align my CPD needs against the five domains in the PDF covering personal development, professional identity, professional communication and dialogue, professional knowledge and skills, and personal and professional digital capacity all in relation to teaching and learning. A learning log was used to identify my CPD needs as they arose and to document the type of learning that was taking place while re-developing the IL programme. Engaging with the PDF has allowed me to reflect on my teaching practice and identify and document my CPD needs. By documenting my CPD needs I can identify my skills gap and respond accordingly. Engaging with the PDF and documenting my CPD needs also allowed me to recognise the value of the informal and formal teaching and self-directed learning that I engage in. Thus strengthening my self-image as a teacher, and allowing me to be confident in my teaching and in my interactions with academic peers when designing and delivering an IL programme.

Introduction

This chapter explores how, in my role as a librarian in the Aungier Street library branch of Dublin Institute of Technology (DIT), I identified my Continuing Professional Development (CPD) needs when re-developing an Information Literacy (IL) programme.

By engaging with the National Professional Development Framework for All Staff Who Teach in Higher Education (PDF) my personal and professional development needs were formally identified and documented. My CPD needs were identified through a review of our IL programme in the context of the PDF. The review, detailed by Kavanagh in her chapter 'The Impact of the Professional Development Framework on DIT's Information Literacy Programme', helped me identify the skills required to re-develop our IL programme to support the evolving learning and teaching needs of students and academic staff. Engaging with the PDF allowed me to identify and align my CPD needs against the five domains in the PDF:

Domain 1: Personal Development: The 'Self' in Teaching and Learning

Domain 2: Professional Identity, Values and Development in Teaching and Learning

Domain 3: Professional Communication and Dialogue in Teaching and Learning

Domain 4: Professional Knowledge and Skills in Teaching and Learning

Domain 5: Personal and Professional Digital Capacity in Teaching and Learning

Throughout the process I kept a learning log to document my CPD needs as they arose and to document the type of learning that was taking place while redeveloping the IL programme. Engaging with the PDF also allowed me to recognise the informal and formal teaching that I engage in and thus strengthen my self-image as a teacher. This chapter will explore how the domains in the PDF resonated with me in my role as a teaching librarian. The first part of the chapter covers values, types of learning, types of teaching, types of assessment, types of professional development, and types of reflection. The second part of the chapter discusses mapping the domains of the PDF to my CPD needs. My CPD needs are identified in relation to each domain of the PDF, or selected elements of the domain in the PDF.

Values

The PDF outlines the values that underpin the framework: 'inclusivity, authenticity, scholarship, learner-centeredness; and collaboration'. I attended a workshop with Professor Sheila Corral, on reflective practice and developing a teaching philosophy statement. By taking the PDF values into consideration I was able to ask myself questions about my role as a teacher, i.e. what type of teacher do I want to be? What skills do I need to be an effective teacher? How do I become a student-centered teacher? Do I want to offer a blended IL programme? By asking questions like this I was able to identify what I needed to do to ensure the IL programme I was developing was one that reflected the values of the PDF. "We must reflect on what effective practice looks like and we can evaluate whether we are rising to the challenge of best-serving our students and school communities" (Ballard, 2010, p.76).

Types of Learning

The PDF identifies four types of learning: 'new learning, consolidating learning, mentoring and leading'. In my role as a teaching librarian, I view my learning as cyclical and always evolving. I feel I engage in new learning constantly which is then consolidated against my previous knowledge. My previous teaching knowledge comes from both structured learning on an accredited course and unconscious learning on-the-job. I also learn from my peers both at formal workshops, seminars and conferences and my library colleagues on the IL team. I also engage in self-directed learning by engaging with scholarly literature from both the Library and Information Science (LIS) and Education disciplines. To gain a better understanding of the type of learner I am I completed the Honey and Mumford Learning Styles Questionnaire (Honey & Mumford, 1986, p.6).

My results, outlined in Table 1 below, indicates that I lean towards the pragmatist and activist learning styles. This matches my own idea of the type of learner I am. Therefore, I felt it was important to engage in reflective practice and to also engage with theory to maintain a balance.

Table 1: Honey & Mumford Learning Styles Questionnaire Results.

Learning Style	Description	My Score
Reflector Style	<p>Reflectors like to stand back to ponder experiences and observe them from many different perspectives. They collect data, both first hand and from others, and prefer to think about it thoroughly before coming to any conclusion. The thorough collection and analysis of data about experiences and events is what counts so they tend to postpone reaching definitive conclusions for as long as possible. Their philosophy is to be cautious. They are thoughtful people who like to consider all possible angles and implications before making a move. They prefer to take a back seat in meetings and discussions. They enjoy observing other people in action. They listen to others and get the drift of the discussion before making their own points. They tend to adopt a low profile and have a slightly distant, tolerant, unruffled air about them. When they act it is part of a wide picture which includes the past as well as the present and others' observations as well as their own. (Honey & Mumford, 1986, p.11)</p>	24.4%
Theorist Style	<p>Theorists adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step by step logical way. They assimilate disparate facts into coherent theories. They tend to be perfectionists who won't rest easy until things are tidy and fit into a rational scheme. They like to analyse and synthesise. They are keen on basic assumptions, principles, theories, models and systems thinking. Their philosophy prizes rationality and logic. They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous. Their approach to problems is consistently logical. This is their 'mental set' and they rigidly reject anything that doesn't fit with it. They prefer to maximise certainty and feel uncomfortable with subjective judgements, lateral thinking and anything flippant. (Honey & Mumford, 1986, p. 13).</p>	11%

Learning Style	Description	My Score
Pragmatist Style	Pragmatists are keen on trying out ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They like to get on with things and act quickly and confidently on ideas that attract them. They tend to be impatient with ruminating and open-ended discussions. They are essentially practical people who like making practical decisions and solving problems. Their philosophy is 'There is always a better way' and 'If it works it's good.' (Honey & Mumford, 1986, p. 14).	32.3%
Activist	Activists involve themselves fully and without bias in new experiences. They enjoy the here and now and are happy to be dominated by immediate experiences. They are open-minded, not sceptical, and this tends to make them enthusiastic about anything new. Their philosophy is: 'I'll try anything once.' They tend to act first and consider the consequences afterwards. They tackle problems by brainstorming. They tend to thrive on the challenge of new experiences but are bored with the implementation and longer term consolidation. (Honey & Mumford, 1986, p.10)	32.3%

Types of Teaching

I identify that I engage in two types of teaching. The first type of teaching is referred to in this chapter as formal teaching where I teach a group of students in the traditional classroom setting. This type of teaching is usually scheduled and occurs following a meeting with academic staff. The second type of teaching is referred to as informal teaching. This is the 1-2-1 consultations that occur with students either in person on campus or off-campus by phone or email. All this teaching occurs face-to-face except for the off-campus and online teaching. Another type of informal teaching that I deliver is in the form of online tutorials. These

are incorporated into online teaching to support distance and asynchronous learning. It is important to me to offer a blended learning opportunity to students. “Face-to-face teaching and learning between students and librarians, especially when supplemented by online engagement, significantly increases students’ development of information literacy skills. That serves as one foundation for the design of library pedagogy” (Otto, 2014, p. 82).

Types of Assessment

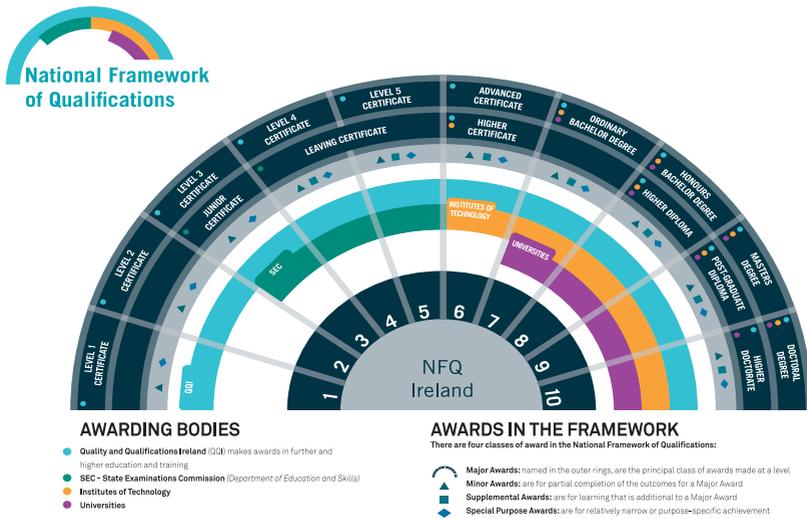
I am engaged in formal assessment of some of the students that I teach. Students who attend library classes as part of an embedded module are assessed by the librarians in Aungier Street. An embedded module would include a set of timetabled library classes. The content of the classes is taken from our IL programme and agreed in advance and in collaboration with academics. Assessment is developed in collaboration with academics and I assess the IL portion of their overall module. Assessment has taken the form of grading referencing and citation skills in an assignment, reflective blogs and online quizzes. Previous to my role as a librarian I had never engaged in any form of assessment so I had to develop knowledge and skills in this area within a short time frame. I gained my knowledge through peer-learning, self-directed learning by engaging with literature; and attending teaching and learning seminars and conferences. I was able to develop learning outcomes and types of assessment that are in line with my academic peers and DIT’s principles of assessment by familiarising myself with the DIT General Assessment Regulations. Developing my assessment knowledge and skills has allowed me to collaborate and partner with academics and contributes to identifying as a teacher.

Types of Professional Development

Previous to my role as a librarian I undertook an accredited LIS master’s degree. However, during this time I did not undertake a teaching module. It was an elective module at the time and I was unaware that teaching would become a central part of my role. Otto (2014, p.80) argues that, “librarians...need to rely more heavily on independent study and peer support because librarian’s professional training most likely did not offer substantial opportunities to develop pedagogical skills.” In 2011, I completed an accredited module in online teaching in Dublin City University (DCU) titled the Dublin Centre for Academic Development

(DCAD) Online Teaching Module. The module was offered by DCU in conjunction with the Dublin Region Higher Education Alliance (DRHEA) and was a 5 ECTS credit, level 9 professional development module. ECTS credits refer to a system of describing volumes of student work on higher education programmes across Europe called the European Credit Transfer System (ECTS). The system now represents one credit as being roughly equivalent to twenty (20) learning hours, or hours of student effort. So a module that is worth 5 credits would demand at least one hundred (100) hours learning effort on the part of the student. Modules may be small as in a 5 credit module, or very large as in a 30 credit module. A year's programme would generally be designed to involve 60 or 90 or 120 credits depending on whether it is full-time or part-time. The National Framework of Qualifications (NFQ) is a system of ten levels used to describe the Irish qualifications system (see Figure 1 below). The NFQ is based on standards of knowledge, skill and competence and incorporates awards made for all kinds of learning, wherever it is gained. A level 9 course or programme on the NFQ would be at Masters and/or Postgraduate Diploma level.

Figure 1: Irish National Framework of Qualifications (Quality and Qualifications Ireland (n.d.)).



For further Information consult: www.nfq.ie www.QQI.ie

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The module was delivered online with two face-to-face on campus meetings with DCU academics. "It is designed to equip those engaged in teaching in higher education with skills and competencies in online teaching while focusing on enhancing learning by harnessing the potentials of new and emerging technologies" (Teaching Enhancement Unit, n.d.). Barriers to engaging in further accredited professional development such as a teaching diploma are the lack of time and the financial commitment.

The majority of professional development that I engage in is non-accredited. This is in the form of workshops, seminars and conferences. A large part of my professional development is through peer-learning, independent study and self-directed learning. I feel it would be ideal to have the opportunities to engage in CPD in a format that fits in with my existing work schedule rather than me viewing it as an additional burden on my time. "Ultimately, it is not necessary that instruction librarians acquire teaching skills in library school, but instead that they have access to effective methods for acquiring these skills as they need them. (Westbrock & Fabian, as cited in Otto, 2014, p. 81)

Types of Reflection

I had engaged in reflective practice as a student but not as part of my professional practice. I attended a workshop on reflective practice delivered by Professor Sheila Corral which was hugely beneficial in getting me to think about the type of teacher I am or want to be. Engaging with scholarly literature on reflective writing was also hugely beneficial in helping me decide what kind of reflective writing I wanted to do. Engaging with the work of Dr. Jenny Moon also gave me practical skills on how to engage in reflective practice and writing. Learning about the different types of reflective writing helped inform my decision to keep a learning log. The learning log allowed me to formally document my CPD needs as they arose. This also helped me keep track of my learning and gave me signposts on where I needed to engage with the pedagogy behind the skill I was developing. "One of the strengths of a log is the cumulative and neutral, fact like record that is created. Over time, patterns appear." (Stevens & Cooper, 2009, p.141). Before engaging with the PDF I would have informally reflected on my teaching with my colleagues and on my own. After engaging with the PDF and developing my reflective practice skills I was able to see the value in

formally documenting my learning journey. “It’s a way of helping us make sense of our experiences, linking to theory and research, to help us develop our practice” (Williams, Woolliams & Spiro, 2012, p.7). I feel I have a roadmap on what skills are needed to develop an IL module and to identify as a teacher.

Mapping the Domains of the PDF

The PDF has allowed me to reflect on what was involved in redeveloping the IL module and my teaching skills and practices. I have reflected on the domains or elements below and outlined how they resonated with me. I have also identified the CPD needs in relation to each domain or element. There is some overlap between the domains.

Domain 1: Personal Development: The ‘Self’ in Teaching and Learning

This is the most personal of the domains. I feel that personal and professional development is intertwined. If I engage in professional development to enhance my teaching practice I will grow in confidence. Before engaging with the PDF I was reluctant to call myself a teacher. There are a number of reasons why I previously failed to identify as a teacher. I was aware that I engaged in formal teaching but due to my lack of formal education in this area, I did not always equate what I was doing with the teaching carried out by my academic peers. I did not naturally gravitate towards teaching. It was not a role I previously desired to engage in. A teaching module was available as an elective in library school but I did not take it as I did not feel it was an area I would pursue in employment. However, teaching IL is one of the responsibilities of my current role and something that I have realised is central to my role as an academic librarian. Additionally, I did not view my interactions with students at the library desk as teaching. The PDF highlighted the importance of informal teaching and allowed me to acknowledge that, “in providing services librarians are teaching” (Otto, 2014, p.77).

Due to the myriad of terms to describe what librarians do, from instructional to training, I realised I was reluctant to define what I did as teaching. Clyde (2005, p.426) highlights some of the broad terminology used to describe what librarians do - “library tours, library orientation, bibliographic instruction, library instruction, library research courses, user training, library skills instruction, user education, library customer

education, end user education, information skills instruction, “information literacy education, research instruction, information fluency.” This broad range of terminology has previously caused me to view what I do as different to that of my academic peers, as separate or other and therefore not teaching. MacDonald et al (2000, as cited in Davis, Lundstrom & Martin, 2011, p.693) assert that many librarians teach in a classroom setting, though we are not always considered teachers in the traditional sense.”

I permanently joined the IL team in 2015 and quickly had to acquire the relevant skills to deliver the high standard of teaching that was already established. I picked up all my teaching experience on the job through self-directed learning, peer-observation and support, on-the-job learning, attending workshops and seminars, and trial-and-error. Otto argues that, “librarians gain their teaching proficiencies while they’re working as librarians rather than in their formal professional education in library school.” When I first began teaching I suffered from imposter syndrome due to the reasons outlined above. However, by engaging in professional development in the form of workshops, seminars, conferences and self-directed learning and with the PDF I have gained confidence in my role as a teacher. Below I outline the CPD needs I identified as necessary to enable me to redevelop the IL programme and fully identify as a teacher. Each of the PDF’s five domains includes a number of elements. I selected the elements that particularly resonated with me.

CPD needs

Element 1.2 Reflection on prior learning and life experiences that contribute, or are barriers, to teaching, i.e. prior experience and knowledge: as a student, as a teacher, as a researcher and in life. I identified that I had a skills gap in relation to pedagogy so formal CPD is required. Recommended training options could include teaching modules offered by a Learning and Teaching Centre in my own institute or through library school. Areas where I feel I need background on pedagogy include:

Introduction to learning, teaching and assessment

Blended learning

Practical suggestions for a student -centered approach to teaching

Lecture design and interactive teaching

Learning theories

Lesson planning - learning, teaching and assessment methods

Classroom management

Student diversity

Microteaching (or snapshot/one shot teaching)

Embedding assessment in courses

Using technology to support assessment.

Effective group working (establishing, managing and coordinating student groups)

Element 1.4: Reflection on the impact of current working context on self:

In the past, I would have reflected on my teaching practice with my colleagues on the IL team in an informal manner. For this project, engaging with the PDF allowed me to document my reflections in a learning log thus making it easier for me to identify my CPD needs.

Engaging in workshops and scholarly literature on reflective practice enabled me to incorporate reflection into my professional development.

Domain 2: Professional Identity, Values and Development in Teaching and Learning

In my role as a teacher, I think there is a challenge in viewing myself as being on a par with academic peers when it comes to my professional identity. Davis, Lindstrom and Martin (2011, p.693) argue that, “another

reason some librarians may not identify themselves as teachers may be related to their job title or status at their campus.” In my Institute, we are not considered academic staff but rather professional support staff. This has most likely unconsciously affected how I view my role within the Institute.

I think there is also an issue with how our profession is viewed by some academics within the institute. Stereotypes of librarianship are present in some parts of the institute and colleagues are unaware of the teaching that takes place in the library. I feel this is partially related to our lack of outreach and communication in what we do. The profession as a whole needs to take some responsibility in how others view librarians. If we don't identify as teachers how will others? According to Atkins (as cited in Davis et al., 2011, p.693) “librarianship is devoid of a strong professional identity”. I have undertaken previous CPD in the form of an online teaching module. Previously I did not value this enough. I now realise I am qualified and experienced in this area and therefore should have confidence in my dealings with academic staff. In engaging in marketing and outreach through our marketing and promotional channels and also in my face-to-face meetings with academics I can promote myself as a teacher and increase the visibility and awareness of the teaching that I do.

CPD Needs

Element 2.2: Evaluation of teaching and impact on student learning based on self/peer review/peer observation, student feedback and/or other evidence:

The librarians involved in the delivery of Aungier Street library's IL programme do not currently receive formal feedback from students. This was practice in the past but was discontinued. We will reintroduce collecting formal feedback from participants. I engaged in informal professional development by engaging with online presentations from teaching and learning seminars/conferences on evaluating students and IL and creating impact. I also engaged with LIS literature in gathering feedback from students.

Element 2.4: Enactment of the values underpinning professional development and consideration of; respect for individuals and groups of diverse learners and staff; awareness of and promotion of ethical values and behaviour; promotion of participation of student learners; advancement and advocacy of discipline; sharing of resources; developing collegiality; identifying unconscious gender bias; commitment to reflective and evidence-based practice and citizenship (contributing to the institutions/society's ethical and civic purpose): While evaluation classes were always part of our IL programme they had been dropped from our embedded module. In response to global issues relating to fake news, it was felt that an evaluation class should be reinstated as part of our embedded module. It was also felt that the term 'evaluating information' alone would not resonate with students so the name of the class was changed to reflect this and give more explanation as to what the class was about. I had not taught an evaluation class since joining the IL team in 2013. I engaged with LIS literature on evaluation and critical thinking to develop a class. I also engaged with literature about what was being taught at second level in Ireland with regards to media, digital, and information literacy. This enabled me to have an insight into the previous knowledge of our first year undergraduates. I also attended teaching and learning seminars and conferences and engaged in peer-observation.

Domain 3: Professional Communication and Dialogue in Teaching and Learning

In developing this new IL module and in turn my teaching practice, engaging with a community of practice was invaluable. From collaborating with my colleagues and engaging in peer support to reading blogs, viewing peer slides on online teaching presentation repositories and engaging in dialogue with my LIS peers and academics I was able to engage in informal learning to both enhance my teaching practice and learn and implement new skills all the while ensuring I am meeting best practice.

I sit on local library committees within the Institute and then also on a national communications and outreach committee. This has broadened my knowledge in how to effectively communicate with my academic peers and my library peers. I have also gained knowledge in how to best

market and promote the redeveloped IL module and in turn, myself as a teacher.

CPD needs

Element 3.1: Commitment to ensuring excellence, clarity, coherence and precision in all forms of communication: Previously the IL classes were aligned with NFQ levels. However, it was felt that these did not fully illustrate the suitability of all classes for all levels of student, e.g. postgraduate. It was decided by the IL team to align the classes with the DIT Graduate Attributes. To do this I had to familiarise myself with the graduate attributes and map them against our IL classes.

This task broadened my knowledge as to what was happening at programme level across the Schools and attributes required by our Graduates. It also enabled me to familiarise myself with the language of my academic peers.

Element 3.4: Development of peer, group and team-working skills for the enhancement of teaching, learning and scholarship, e.g. curriculum team discussion, on-line forums/communities on teaching and learning, constructive peer review of teaching/research, team-teaching: Liaising with academic peers on a one-2-one basis and also through library committees required me to familiarise myself with their teaching methods, assessment methods and their pedagogical terminology. This was achieved through reading programme documents, module descriptors and assessment guidelines. We provide an open door policy to our academic peers where they can discuss IL integration in their classes. Arranging meetings with academics and being flexible to their needs and the those of their students has allowed us to embed our sessions across a number of programmes and widen our reach. I also engage wuth guides from the DIT Learning, Teaching and Technology Centre (LTTC). Engaging with LIS and Education literature was also essential.

Domain 4 : Professional Knowledge and Skills in Teaching and Learning

Personally, Domain 4 relates back to Domain 1. I feel that all my teaching knowledge and skills have been acquired informally through

non-accredited methods. This has led me to feel that I am not confident when it comes to defining myself as a teacher on a par with my academic peers. However, by engaging with the PDF I was able to acknowledge this deficit and also acknowledge the value of the knowledge and skills I have acquired through my previous CPD, teaching practice, learning through trial and error, peer learning, attending workshops, seminars and conferences and my self-directed learning. They have all contributed to a level of skill that allows me to view myself as a teacher. Digital tools were also incorporated into my teaching. This is expanded on under Domain 5.

CPD needs

All of Domain 4: This domain emphasises the importance of both disciplinary Knowledge and disciplinary approaches to teaching (disciplinary pedagogies), while also drawing on interdisciplinary experiences and approaches. It supports an active student role in the learning process, moving toward a partnership in the teaching and learning process, essential in the higher education environment.

It incorporates staff's capacity to design and implement innovative and creative teaching and learning approaches at different levels of curriculum. The importance of assessment and feedback is emphasised, in particular the move to a more learner-oriented and dialogic feedback approach for students and balance in the assessment if/for/as learning. The role of and staff's knowledge and contribution to teaching and learning policies, procedures and scholarship is also highlighted.

It was felt there was an overlap between the elements so the domain has been reflected on as a whole. While I feel my teaching practice is up to date and matches that of my LIS and academic peers, I feel there is a skills gap when it comes to my knowledge of the theory and pedagogy behind what I am doing. Attendance at workshops, seminars and conferences along with engaging with scholarly literature can support my learning.

However, I feel that engaging in accredited learning will give me the confidence I need when it comes to my teaching. Barriers to engaging with existing CPD opportunities such as a Teaching and Learning diploma have been time and financial commitment. Access to individual

or online accredited modules or digital badges could resolve this issue.

The format of some IL classes has changed. For some, we are retaining the face-to-face computer lab-based workshops. We are retaining our format of problem-based learning for these classes. We will use the flipped classroom technique for one class. For other classes, we are using a traditional lecture setting but incorporating video and some interactivity into the lecture with the use of audience response software. And finally, we are looking to move a class completely online in the form of an online tutorial. All classes on embedded modules now have credited assessment attached. The knowledge and skills acquired to develop the range of formats were via self-directed learning, attending workshops and seminars and peer learning.

Domain 5: Personal and Professional Digital Capacity in Teaching and Learning

There is a strong overlap here with Domain 4. Digital tools have become an essential part of our IL teaching. They allow us to deliver a blended programme in line with best practice and to suit student learning needs. They also allow us to engage students and promote interaction in class with students who otherwise may be too shy to participate in class. They also allow us to assess student learning and keep track of student engagement.

CPD Needs

All of Domain 5: This domain emphasises the importance of personal and professional digital capacity and the application of digital skills and knowledge to professional practice. The domain focuses on the development of personal confidence in digital skills to develop professional competence and the identification of opportunities for technology to support and enhance student learning. This domain is underpinned by the National Digital Skills Framework for Education. All elements of this domain resonated with me so I have explored it as a whole domain rather than dividing it into its elements. There is some overlap between this domain and Domain 4. Digital tools such as audience response software have been introduced into classes and also

used as part of assessment. I also needed to familiarise myself with the Institute's Virtual Learning Environment (VLE) or Course Management System (CMS). Other software utilised was a marketing tool to develop and deliver a digital library information pack Library Learning. This supports our IL programme and facilitates asynchronous learning. We have also incorporated video tutorials into our IL programme. Animation and video software was used to develop these. I acquired the knowledge of this software by engaging with the community of practice, attending workshops delivered by DIT's Learning Teaching and Technology Centre (LTTTC) and self-directed learning.

Conclusion

In my role as a librarian, teaching has become central to what I do. "Lack of preparation relating to teaching, confusion over professional identity, and non-traditional models of teaching may account for some of the differences among librarian's reasons for identifying themselves (or not) as teachers" (Davis et al., 2011, p. 694). Engaging with the PDF has given me the opportunity to look past these issues and develop the confidence to view myself as a teacher on a par with my academic peers. It has allowed me to acknowledge the important role that informal teaching plays in identifying as a teacher. Engaging with the PDF has allowed me to reflect on my teaching practice and identify and document my CPD needs. By documenting my CPD needs I can identify my skills gap and respond accordingly, in my case, to engage with theory and pedagogy. There are a number of opportunities for accredited professional development. However, there is a wider range of opportunities for non-accredited professional development. The PDF allowed me to realise the importance and value of this type of learning in my professional development. Non-accredited professional development that played a role in redeveloping the IL programme includes peer learning, attendance at workshops, seminars and conferences, engaging in a community of practice, self-directed learning and engaging with scholarly literature. Redeveloping an established IL programme has also allowed me to make it my own. I now have confidence in delivering this programme to students at all levels. I also have the confidence to liaise and partner with my academic peers to establish this IL programme at programme level across DIT.

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In my personal opinion the role of libraries should be to act as the 'standard bearer' for Library Users. That is to say, to be the exemplar or champion, the advocate of your organisation for the user base you support. The role of libraries should be to continually reinvent their roles(s) and purpose; Librarians do this all the time, without realising that is what we do – implementing new technologies; new work practices; devising reading and learning spaces.

Simply being there as an entity that users can visit is an important factor in and of itself – just come in when the library is open, this has more impact for users than I believe we may understand.

As a Librarian working in an academic environment my work is structured in the delivery of services to students, faculty and staff at third level. Increasingly the role of Librarian seems, in my experience to mitigate for students, to ensure that they get the service(s) and resource(s) that they need to successfully complete their courses. Particularly, as I work in a relatively small academic library, students seem to see the Library Service as a 1-Stop answering service – sometimes overwhelming however evidence I believe that the Role of Libraries remains relevant to its users.

My bottom line in the delivery of service(s) to users is to 'Say what you do – Do what you say'; an easy statement to make, however a challenging standard to deliver. I strive to do this in my work, however I am certain I do not always live up to the promise.

Mary Buckley, Librarian, National College of Ireland, October 2018

Considering “impact” in libraries: reflections on impact, outcomes and how we build these into library practice using the Professional Development Framework.

Rónán Lynch

Affiliation

Rónán Lynch

Liaison Librarian to the Faculty of Engineering
Institute of Technology Carlow

Abstract

This chapter explores the concept of impact from the perspective of the *National Professional Development Framework for all staff who teach in Higher Education* as well as from a library centric perspective. It explores library impact and its meaning for library staff involved in teaching. It examines the meaning of impact and the different levels of interpretation. It presents an overview of how impact is presented in the Professional Development Framework and also in the library literature. By doing this it proposes to help library staff better understand not only the concept of impact but also how the professional development framework can inform the concept of impact. In turn they can explore their impact in teaching.

Introduction

Impact is an ambiguous word. It has several different meanings and is therefore open to several different interpretations. We hear the word impact used regularly on our news headlines and nightly bulletins. It is a word that is associated with global warming, natural disasters and dramatic or destructive events, “at the point of impact”, “the explosives impacted”, “shattered on impact”, and the “site of impact”. Markless and Streatfield (2012, p. xv) describe the language relating to impact and performance as “overstuffed with complex terms that are often used inconsistently even within the same book”.

Impact can be positive or negative. It may result from an actual process or it may be something beyond our control with a range of factors and challenges both positive and negative affecting impact, from an institutional to individual level. It can have different meaning depending on your role in the Library and your values or point of view. It can also have different meaning depending on your Library's point of view "because institutional missions vary (Keeling et al. 2008, p. 86; Fraser, McClure and Leahy 2002, p. 512), the methods by which academic libraries contribute value vary as well" (Oakleaf, 2010, p. 30). Whether a library is research led, a charitable foundation, a public library, corporate or undergraduate focused and so on will determine its views on impact.

However, according to Markless and Streatfield (2012, p. 7) libraries are mistaken in continuing to solely seek impact influences using statistics alone as evidence as,

most library statistics still concentrate on monitoring the efficiency of the services currently being offered rather than their impact on users. Library managers usually do not have enough evidence of the impact of their current services to be able to tell how well they are doing, let alone having enough evidence to gauge whether a particular new service or intervention is likely to work.

Libraries demonstrating their impact differently has meant that there is an abundance of literature available on the topic. This may be a contributing factor to a feeling of confusion or that it is impossible, or at the very least "very difficult", or "challenging and problematic" (Broady-Preston & Lobo, 2011), for a library to demonstrate its impact – "Libraries feel increasing pressure to demonstrate their value" (Thorpe, Lukes, Bever, & He, 2016, p. 1). Many of the authors in the literature begin by outlining this sense of struggle (Oakleaf, 2010) and time consuming challenge (Bodycomb & Del Baglivo, 2012). However, they do go on to demonstrate how their case study or method overcomes this, replacing misconceptions with professional knowledge. While a library may see itself at the "heart of the institute", libraries do compete with other services and thus "In the competition for scarce resources, it becomes vital for libraries to show evidence of the impact and value of their services, preferably in quantified results" (Poll & Payne, 2006, p. 458).

Outcome is another word or turn of phrase used when describing impact. Again, outcome can be misleading and even presumptuous, a word full of intent. Learning outcomes is a familiar term to teaching librarians and used by other teaching professions in designing programme curriculum. Outcome when used by other professions such as the medical profession has completely different understanding and meaning. Urquhart and Turner (2016, p. 17) point out that there is “considerable confusion about the terms impact and outcome, depending on the sector in which people work”. In its definition, the Association of College and Research Libraries in its document *Academic Library Impact: Improving Practice and Essential Areas to Research* (Connaway, Harvey, Kitzie, & Mikitish, 2017), have settled on the principle of demonstrating “value”, as in to “demonstrate the Library’s value” as the all-encompassing preferred term to represent impact in all its derivations.

Choice of language and wording is proving to be a crucial key element in communicating impact. Library Managers and Senior Administrators must find a way to show how perceived value is communicated into actual value. Acknowledging that:

value is perceived value, by the user, and therefore subjective rather than objective. ...The impact research had to establish a link between the perceived values of the users and how these related to values that mattered to the senior management of the Trust (and funders) (Urquhart & Turner, 2016, p. 7).

The Professional Development Framework (PDF) and Impact

The Professional Development Framework refers to impact on a number of occasions. It advocates that as teachers we “allow for substantial engagement” and that our approaches should have “the highest impact on students”. Impact remains central to the five domains and the framework creates opportunity to consider and reflect on how the concept of reviewing, assessing, and evaluating impact is built into practice. Within the framework there are a number of references to impact. Due to the inclusive nature of the document, it considers impact in its broadest sense and it is not prescriptive in its approach. This framework aims to empower, encourage, enhance, assist and contribute to professional development. It recognises “*evidence based*

enhancement and transformation" (PDF p.1), encouraging staff to review their approaches and implicitly their impact. It acknowledges different types of learning and the range of learning activities taking place in all our daily lives. Particularly the framework "identifies and recognises four types of learning associated with any professional development learning activity" (PDF p. 2) which are listed as New Learning, Consolidating Learning, Mentoring and Leading. It considers how we can review the effectiveness of our practice across all these learning types.

More specifically throughout the framework's five Domains reference is made explicitly and implicitly to impact. Explicitly, in Domain 1, which focuses on the Self in Teaching and Learning, impact is a key element. Teaching staff are instructed to articulate "a personal philosophy of and approach to teaching" (PDF p.4) and to reflect on the "impact of current working context on self". In Domain 2, which emphasises the importance of identity and values, the importance of the development of the scholarship of teaching and learning and the importance of professional development, impact is also recognised as a key element. Domain 2 focuses on impacts on the learner. Element 2.2 tells us to evaluate our "teaching and impact on student learning, based on self/peer review/peer observation, student feedback and/or other evidence". The emphasis in Domain 3 is on professional communication skills and promotes the use of "excellent, clear and coherent communication skills required for the changing learning environment". This message is echoed elsewhere in library literature where Markless and Streatfield (2012) also focus greatly on language and the need to for us to be alert and aware with language and for our communications to be impactful. Domain 4 emphasises the importance of "both disciplinary knowledge and disciplinary approaches to teaching".

The spirit of the framework is to consider our practice and it offers guidance for the professional development of individuals and also guidance to the wider institution and networks on providing professional development activities. It is open to interpretation and is inclusive of everyone involved in student engagement and the learning process.

Reflections

As a Subject Librarian I have had a professional interest in library impact for some time. I am specifically interested in how the teaching of library

knowledge and skills impacts on the students I teach. As a result of my interest in exploring impact I was pleased to be involved in this project. In particular I was drawn to the Framework as a lens through which I could reflect on the concept of impact in my practice and explore the concept more widely. The framework is not prescriptive in its approach to the concept of impact. The framework is commendably inclusive and by extension it has taken the concept of impact and presented it in a broad sense. By doing this it has set the scene for me to build on this broad foundation and reflect on this concept with a library focus. Engagement with the framework has helped me develop in my professional understanding as a practitioner. I have experienced a variety of responses in my classroom. This could range from the jubilant and satisfying moments where you can literally see the “penny drop” to complete apathy and soul destroying boredom from the audience. This problem is not confined to library staff as many professions involved in teaching will attest to similar experience in their practice (Mann & Robinson, 2009; Tze, Daniels, & Klassen, 2016). While the professional development framework is not prescriptive in its approach to impact it provides avenues and opportunities through which to consider impact. One of these avenues came in the form of workshops on three key topics, i.e. Reflective Practice, Action Research and preparing a Teaching Philosophy.

Reflective Practice

A significant moment in my understanding of impact began with a reflective practice workshop delivered by Jenny Moon, Centre for Excellence in Media Practice, Bournemouth University, UK. Moon describes reflection as “a form of mental processing - like a form of thinking - that we may use to fulfil a purpose or to achieve some anticipated outcome”. (Jenny Moon *workshop on reflective practice* May 31, 2017) As I was introduced to the concepts and values of reflective practice, I was guided through exercises which led me to a deeper awareness of reflection. In one exercise, an account of an event relating to a general practitioner’s practice was presented to us in four different recollections. The first account began with hardly any reflection at all, followed by some, then a little more reflection, and finally the fourth which demonstrated a deeper level of reflective practice. Attendance at the workshop taught me to look at all my teaching activities. One of the recommendations from the workshop was to keep

a work diary to reflect on. I use this diary to record my teaching activities. It helps me discern why on reflection one library class appears successful and another isn't, helping me to recognise what works and what should not be repeated unless improved upon. I have learned that we don't learn from experience alone, but we actually learn from reflecting on our experiences. In my reflective diary I can read over my existing reflections, this helps me identify any patterns reoccurring over time.

Impact and Action Research

A further L2L Project workshop was delivered by Jean McNiff, Professor of Educational Research at York St John University, UK. McNiff describes action research as “a form of enquiry that enables practitioners in every job and every walk of life to investigate and evaluate their work” (McNiff & Whitehead, 2011, p. 7), and explains that “practitioners themselves investigate their practices” (McNiff & Whitehead, 2011, p. 8), as insiders and not outsiders. With action research we ask ourselves how we can improve upon our work practices. Why we do what we do? Action research tells me to ask myself, how can I improve? How can I hold myself accountable? Action research has helped me realise that my own practices can be considered best practice and my practitioner knowledge and experience (with reflection) has “validity” (McNiff & Whitehead, 2011), meaning that with action research I can find evidence from my own work practices and learn from reflecting on those experiences and not be bound by the evidence of others.

I have learned with reflection that, as library staff who teach, we can have impact on others and we can be impacted on. We might assume that all impact is planned or orchestrated, but this is not always the case. On occasion the expected impact or outcome can be unintended yet it can have very impactful consequences.

Personal teaching philosophy

Another L2L Project organised workshop I attended was delivered by Sheila Corral, Professor in the Department of Information Culture & Data Stewardship at the University of Pittsburgh. Corral describes a teaching philosophy statement as “a concise, compelling illustration of you as an instructor, a useful reflexive examination of your teaching, and a necessary component of many academic job applications” (University

of Pittsburgh Center for Teaching & Learning in Corral, 2017).

A combination of workshop activities, group discussions and prompts shaped the development of my personal teaching philosophy statement, as emphasised by Domain 1 of the framework, element 1.3 (PDF p.4) “Articulation of a personal philosophy of and approach to teaching”. While composing my personal teaching philosophy statement I was encouraged to articulate my approach to teaching. This has helped me to further reflect on my teaching goals and to reveal my focus, intentions and attitude to teaching and learning.

Activity 1 – asked me to articulate my beliefs about learning and teaching

Activity 2 – asked me to articulate my goals for learning

Activity 3 – asked me to articulate my style of teaching

Activity 4 – asked me to articulate my practices.

Prompts included statements/sentences to be completed such as:

- For me, learning occurs best when...
- As a result of working with me, my students develop...
- As a teacher, I prefer to be...
- Methods I often use include...

The resulting personal teaching philosophy statement is written in the first person and limited to 1000 words max.



Sir Edmund Hillary (left) and Tenzing Norgay (right). May, 1953.

Photo Source: Jamling Tenzing Norgay.

Image source: <http://www.tenzing-norgay-trekking.de/>

Author: Jamling Tenzing Norgay

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<https://creativecommons.org/licenses/by-sa/3.0/deed.en>

My teaching philosophy also includes the above photo of Edmund Hillary and Sherpa Tenzing Norgay. This iconic photo from the twentieth century, captures the successful first ascent of Mount Everest in 1953. I chose this photo for inclusion as it represents for me the relationship between the learner and the teacher or the climber and the Sherpa. Just as the learner is reliant on the teacher, the climber is heavily reliant on the Sherpa's vast knowledge, skill, intuition and experience to guide, resource and advise and at times even carry them up and back down the mountain safely and successfully, and repeat the process over and over again.

Conclusion

Library staff can choose for themselves what impact measurement approach or outcomes resonates with their own personal values or ideals or aligns best with overall institutional goals and mission. Whatever the outcome, according to Oakleaf (2010, p. 93), "the most important step is to start. Librarians who seek to create perfect value studies may be stymied, and likely let great be the enemy of good". Similarly, in the case of impact, attending more impact related CPD events and training would help librarians feel more informed about impact and more able to speak with authority on the subject within their institutions. This inquiry into impact may prove a practical and useful contribution to start them in their approach and their confident use of the framework. However, no matter the case we are advised to "use existing frameworks to point you in the right direction and give you some useful ideas. Don't follow them slavishly: consult them to see if they contain material that can be adapted to reflect what you want to achieve" (Markless & Streatfield, 2012, p. 95). In pursuance of our professional development, McNiff and Whitehead (2011, p. 257) would also ask us to avoid closure and absolute truths, "by closure we mean a situation in which you believe you have found the final answers...never believe that your knowledge is complete or there is no more to learn".

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Afterword

Ann Cleary

Affiliation

Ann Cleary

Librarian

Dundalk Institute of Technology

Dundalk

When we came together to create L2L I believe that we did so based on shared beliefs about the complex, evolving and ‘moral’ nature of our work as library staff who want to support the learning and growth of all our learners. Among its many interpretations ‘moral’ also means being virtuous, high minded, principled and decent. These concepts speak to the values of our profession. We felt that libraries and our work in them mattered and the world is a better place for having spaces for community, learning, curiosity, and creation that are neutral, non-judgmental and non-commercial. We in libraries, are witnesses to change every day as alluded to in the contributions here. Because of the evolving nature of life in our libraries less and less of what we do is predictable and more of it is emergent. More of our work is now ‘pathfinding’ rather than path-following.

This is challenging work and calls for approaches to development that invite inquiry, responsibility, growth, reflection, action, self-efficacy and confidence. We need to be drawn out from the internal world of libraries and to see ourselves in a wider context of the learning communities of our organisations. The Professional Development Framework for all Staff Who Teach in Higher Education (PDF) suggested itself as a possible model for a different approach to professional development and the needs of library staff in these new and emerging contexts. Over the past two years many of us, including the contributors to this work, have engaged with the framework through the lens of library staff. This publication is an aspect of that work and is a testament to the impact of the PDF on our practice, identity, aspirations and sense of who we are.

The chapters and many of the cameos included here present the journey of participants with the PDF and the exploration of what we as library

staff do, who we are and how we can develop our contribution. Through L2L we have had opportunities to discover our ground and the values and practices that matter to us as library staff and to articulate these in *Library and Teaching Philosophy Statements* and in *Values Statements*. Identity, exploration and engagement with the word and idea of 'teaching' has provided great opportunities for much reflection and unpicking of our assumptions (and those of others) about our work. It is clear from the work published in this book that the practice of on-going reflection invited by the PDF has had a substantial impact on our engagement and learning from day to day practice. All of this reflection and inquiry has happened within the framework of the PDF itself and has been supported by its values, encouragement to inquire and its invitation for on-going career long engagement. This is not to say that the PDF is a 'panacea' or that it will create 'perfection'. Some of the papers and cameos included here raise important questions that are long overdue about the power and 'swampy low lands' practice (NcNiff, 2006, p. 16-7 after Schon) and what is traditionally seen as valid knowledge and valid ground for inquiry. No one asks or expects the PDF to be explored uncritically and positioning it in wider social and political contexts is also further food for inquiry and engagement with our practice.

We chose to include the words 'professional artistry' in the title of this book because that seems close to the kind of practice presented and articulated in this book and what we sought when creating L2L. The term originates with Schon and can be taken to mean the possibility of creating different responses and actions from those prescribed by 'Technical Rationality' (Schon, 1991, p. 49). This is important because as mentioned above the nature of our work is increasingly in the emergent and unpredictable field. We do not know what a reader is looking for until we engage with them. We are working in multicultural communities. Values are not always shared. Situations can be 'messy'. Knowledge is not the same as information, and we often have to make choices between providers, platforms and service delivery options that are challenging to our values. Library staff are also increasingly active in the 'Third Space' (Whitchurch & Gordon, 2017) of their organisations where our work challenges traditional notions of teaching and learning, including those of colleagues operating in our own libraries. Such situations call for a different kind of knowing and of development

practice. The knowing and action generated by procedures and 'machine model' approaches to organisations do not suffice in these places. Rather as Schon says we need to bring other processes into the mix

Let us search, instead for an epistemology of practice implicit in the artistic, intuitive processes which some practitioners do bring to situations of uncertainty, instability, uniqueness, and value conflict (Schon, 1991, p. 49)

To me, the capacity to develop such a practice and response requires an approach to professional development that is open-ended, reflective, inquiry based and which enables us to question and unpick our assumptions, values, beliefs and approaches.

Such approaches wake us up to our experience and can also help us find our way through. When we include along with our professional knowledge, an understanding of Self, recognise that we are active agents generating knowledge and rediscovering practice, and engaging with others, we are creating a different kind of professional practice than the 'technical' one with which we are so familiar. My sense is that such practice cultivates confidence and self-efficacy and a surety about what we do, what we have to offer and that professional artistry, and the capacity to create and acknowledge our creative potential, can come into play from this discovered place. This is more eloquently articulated by Frost and Tichen (2009) who write:

Professional artistry is evident in those moments of highly effective or beautiful practice which, when witnessed, may seem inexplicable or even magical. It involves a complex blending of what the professional knows (in diverse ways), senses (in the here and now and in terms of possibilities) and is capable of. Although found in moments of action it has also to do with a professional's way of being (Titchen, 2009); it is embodied.

Library staff are not about the administration of learning, we are facilitators and co-creators, actively involved in discovering what is needed and what works. The more we embody this fully and knowingly the more our Libraries become alive to our context. If this sentiment resonates with you we invite you to get involved with L2L going forward. We welcome more involvement and use of the PDF and we would love

to hear and learn of your experience. At the time of writing we hope that Communities of Practice using the PDF emerge and we hope that you will join us there. While this book is a significant outcome from the L2L Project we also have a website (www.l2l.ie) which holds tools and guides we have developed and invites your engagement with us.

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Abbreviations

CILIP	Chartered Institute Library Information Professionals
CONUL	Consortium of National and University Libraries
DIT	Dublin Institute of Technology (Technological University Dublin since 1/1/2019)
DKIT	Dundalk Institute of Technology
ECTS	European Credit Transfer System
HECA	Higher Education Colleges Association
HE	Higher Education
HEI	Higher Education Institution
L2L	Library Staff Learning to Support Learners Learning
IL	Information Literacy
ITC	Institute of Technology Carlow
JISC	Joint Information Systems Committee
LAI	Library Association of Ireland
LITA	Library Information Technology Association
NFQ	National Framework of Qualifications
PD	Professional Development
PDF	Professional Development Framework
PKSB	Professional Skills Knowledge Base
SCONUL	Society of College, National and University Libraries
THEA	Technological Higher Education Association
TUD	Technological University Dublin

Biographies

Robert Alfis: Robert Alfis is the Research Librarian at Dublin Business School (DBS) library where he provides research support to faculty and manages eSource the DBS institutional repository. Robert is also co-secretary of the LAI Career Development Group, and secretary and editorial board member of DBS Business Review. He has a Masters in Library and Information Studies (MLIS) from University College Dublin and Bachelors of Science from the National University of Ireland Galway where he specialised in biochemistry. He previously worked as a library assistant at DBS as well as both National College of Ireland and Dundalk Institute of Technology.

Mary Buckley: Mary Buckley is Head Librarian, National College of Ireland (Norma Smurfit Library), and has over 30 years' experience of working in academic libraries. She is responsible for the strategic management of Library and Information services at NCI. Mary has specific responsibility for students studying online and is currently working on the development of a College Archive. Mary is the recent co-author of 'NCI Library Referencing Guide' (2018), 5th ed.

Jane Buggle: Jane Buggle is Deputy Librarian at the Dublin Business School. She is the Manager of the DBS Library Press, Managing Editor of the DBS Business Review and was formerly a Senior Editor on Studies in Arts and Humanities Journal. She was Co-Chair of the Committee which organised the inaugural IFLA SIG on Library Publishing Mid-Term Meeting in Dublin.

Brigid Carey: Brigid Carey currently works as the Liaison Librarian to the Faculty of Business and Humanities at the Institute of Technology, Carlow. In this role, she provides subject and learning support to the Faculty of Business and Humanities. Prior to this, she has worked in DIT Aungier Street and a variety of other library settings. Brigid's qualifications include a Master's in Business and Higher Diploma in Education. Her professional interests include continuing professional development for Business Librarian's and the application of new technologies in enriching the delivery of library services and information literacy.

Ann Cleary: Ann Cleary has been Librarian in Dundalk Institute of Technology since 1990. During that time she has also taken secondments to other roles outside the Library. She holds an M.LIS and an MSc in Personal and Organisational Development.

Dr Philip Cohen: Dr Philip Cohen has almost 40 years' experience working in higher education libraries, initially in the UK and then as Head of Library Services at Dublin Institute of Technology from 2004. He retired in 2018 to spend more time on his role as President of the Library Association of Ireland. Philip is a member of the Association's Professional Development and Professional Standards committees, with a particular interest in the education of library staff, as well as the importance of libraries in the education of others.

Professor Sheila Corral: Professor Sheila Corral has an extensive range of experience as a practicing Librarian and as an academic. Currently Professor at the University of Pittsburgh she has a huge range of academic interests including strategic aspects of information literacy development; information service structures; roles, competencies, and education of library, information, and knowledge workers. She is a writer and editor and publishes regularly.

Dr Mary Delaney: Dr. Mary Delaney is Head of Library and Information Services at Institute of Technology Carlow since 2014. Prior to taking up this role she worked in the Library at Maynooth University in a variety of posts most recently Senior Librarian for Learning, Teaching and Research Development. Mary is interested in how information literacy and libraries align with the teaching, learning and research strategies of their Institutions. She regularly speaks at conferences and has written on these topics.

Audrey Geraghty: Audrey Geraghty, College Librarian, Hibernia College is an experienced librarian who has worked in both public and private sector libraries. She has a BA degree in History and Politics and a Postgraduate Diploma in Library and Information Studies, both from UCD. She also completed an online Postgraduate Certificate from Robert Gordon University in 2012. Her interests include digitisation, online collection development, referencing and digital copyright. She has extensive experience in the development and provision of online

library resources within virtual learning environments. Audrey has presented overviews and demonstrations of the Hibernia College library resources at the Hibernia College Research Conference 2013, *Sharing Knowledge, the Role of Research in Teaching and Learning*; the Higher Education Colleges Association (HECA) Annual Conference in 2014; and at the DBS Annual Library Seminar in 2016. She was a participant in the National Forum for Teaching and Learning, CPD pilot project in 2017.

Trevor Haugh: Trevor Haugh is the Information Skills Librarian at Dublin Business School (DBS) library where he is responsible for information literacy strategy and delivery. Trevor is currently lecturing on the Master of Science (MSc) in Information and Library Management in DBS as part of Teaching Librarian module. He has a Masters in Library and Information Studies (MLIS) from University College Dublin and an Arts Degree from Dublin Business School. He has worked in Dublin Business School Library for the last nine years.

David Hughes: David Hughes is the Systems Librarian in DBS Library and has responsibility for the Library Management System, maintenance of the Library Website and access to electronic resources. David is also the library liaison with the IT department and also lectures on the Information Technology module of the DBS Information and Library Management MSc. Previous to this in DBS, David ran the Postgraduate Library. David has over 25 years' experience in the library and information sector, with previous roles including database content manager, bibliometrician, cataloguer, indexer, abstractor and project manager. David is currently the Hon Secretary of the Academic & Special Libraries section of the Library Association of Ireland.

Allison Kavanagh: At the time of writing, Allison Kavanagh was College Librarian of the now former Dublin Institute of Technology's (DIT) Aungier Street library. Allison joined DIT in 2004 having returned to Ireland from Stanford University's Graduate School of Business Library. She is interested in digital and information literacies and librarians' role as teachers. On 1 January 2019, having been successful in their joint application to become Ireland's first Technological University, Dublin Institute of Technology, Institute of Technology Blanchardstown and Institute of Technology Tallaght joined together to become Technological

University Dublin (TU Dublin).

Allison is currently Head of Library Services, TU Dublin - City Campus.

Sarah-Anne Kennedy: Sarah-Anne Kennedy holds a BA (Hons) from the National University of Ireland Maynooth (MU) in English and History and a Masters of Library and Information Science from University College Dublin (UCD). At the time of writing Sarah-Anne was Assistant Librarian of the former Dublin Institute of Technology's (DIT) Aungier Street Library. She has been with the institute since 2006 supporting the College of Business, the School of Media and the School of Law.

On 1 January 2019, having been successful in their joint application to become Ireland's first Technological University, Dublin Institute of Technology, Institute of Technology Blanchardstown and Institute of Technology Tallaght joined together to become Technological University Dublin (TU Dublin). Sarah-Anne is currently College Librarian, TU Dublin - Dublin City Campuses supporting the College of Business.

Rónán Lynch: Rónán Lynch is currently employed at the Institute of Technology Carlow as Liaison Librarian to the Faculty of Engineering. He has been in this role since 2005. During his career Rónán has mostly worked in the academic and research library sector. Prior to coming to Carlow, he has spent time employed at Institiúid Teangeolaíochta Éireann (ITÉ), UCD Library and DIT library Service. He has also spent a short time working at Diageo/Guinness library. Rónán's first introduction to library work began as work experience in the Library of NUI Maynooth. Rónán is interested in how libraries can work and partner with colleagues across our campus to best support all library users in reaching their end goal and how these skills are transferable into our everyday lives. He is particularly interested in library strategies in relation to student retention and helping all students to fulfil their best potential in a complex information landscape.

Robert McKenna: Rob McKenna (BCL, HDip.LIS) is Head Librarian of Griffith College and Programme Director for the proposed Certificate in Training and Education (online). Rob is a founding member for the International Conference for Engaging Pedagogy (ICEP); A HECA (Higher Education Colleges Association) Library Committee member; on the Advisory Panel for the journal Studies in Arts and Humanities. He has extensive experience across faculties in academic support,

digital literacies, and reflection and e-portfolios. His research interests include TEL, digital literacies, and alternative assessment.

Dimphne Ni Bhraonain: Dimphne is a Librarian with Griffith College Library for the past twelve years. She lectures on the LL.B. (Hons) degree programme for the full-time and blended programmes at Griffith College, teaching IT and research skills. In her role in the Library Dimphne provides research support to both academic staff and students, and teaches Digital Literacy through all levels. She manages the library's VLE presence and online databases, online learning materials and guides. As the manager of the college's institutional repository, *Griffith Online*, Dimphne promotes the visibility of the research output of Griffith College's students and faculty, supporting staff engagement and research profiles. She is currently undertaking a Masters in Library and Information Management, with an undergraduate in Journalism and Media Studies.

Marie O'Neill: Marie O'Neill is Head of Enhancement at CCT College (formerly Librarian at the Library of Dublin Business School). Her interests include library publishing and supporting and showcasing the professional development and research output of faculty; key aspects of her role at CCT. Marie also presents and publishes regularly on these topics. Marie is a founding member of the CCT Centre for Teaching and Learning and the College's *Excellence in Teaching Seminar Series*. She recently coordinated a pilot of the National Forum for the Enhancement of Teaching and Learning's Professional Development Framework for All Those Who Teach in Higher Education and was a keynote speaker on the Pilot at the Forum's National Pilots Day at the Mansion House, Dublin. Previously, Marie has held posts in the libraries of King's Inns, Dublin's Technological University, University College Dublin, the Welsh Office and Dublin Business School. She has postgraduate qualifications in library and information management from the School of Information and Communication Studies at University College Dublin and Northumbria University. Marie initiated the setting up of the MSc in Information and Library Management at Dublin Business School. She is a founding member of the DBS Library Press and of the peer reviewed journal DBS Business Review, of which she is an Editorial Board member. Marie is a member of the Council of the Library Association of Ireland; of the Academic and Special Libraries section of the Library

Association of Ireland and of the Library Committee of the Higher Education Colleges Association. She was Co-Chair of the Organising Committee of the Inaugural International Federation of Library Association's SIG on Library Publishing (Mid-Term Meeting) which was held in Dublin in 2019.

Justin Smyth: Justin Smyth is Head Librarian at CCT College, and has previously worked as a translator and language teacher. He has a Masters in Library and Information Studies from the School of Information and Communication Studies at University College Dublin. He is a member of the Library Committee of the Higher Education Colleges Association and has a digital badge for his completion of a pilot of the National Forum's Professional Development Framework for All Those Who Teach in Higher Education. Justin is a member of the Advisory board of the journal Studies in Arts and Humanities (sahjournal.com) and is the co-founder of the Dublin Salon, a public debating forum dedicated to free speech and unfettered inquiry. He is an Associate of the CCT Centre for Teaching and Learning.

Bri Turner: Bri Turner is a Library Information Technology graduate within a passion for information literacy and a boundless imagination. She has worked in public, school, and post-secondary library environments over the course of her career. The L2L project represents many of her most cherished professional accomplishments and experiences, and she looks forward to each new challenge and opportunity to learn going forward.

Jamie Ward: Jamie Ward is a systems librarian in Dundalk Institute of Technology Library. For most of his time in DkIT he has been responsible for the development and delivery of information literacy within the library. His research has been focused on academic librarian's role as educators in the life of students. He has written numerous papers, book chapters and articles and also presented at conferences principally on the subject of information literacy and associated technologies. He was also a member of various sector wide project teams, looking at areas such as Irish libraries response to information literacy (LAI Working group on IL), use of Big Data for education, technologies deployed within the IoT sector, transition modules for 3rd level entrants (T&L funded), and most recently he was seconded to the L2L project.

Appendices

Members of the L2L Project Team 2016-2018

Robert Alfis
Brigid Carey
Ann Cleary
Dr. Philip Cohen
Dr. Mary Delaney
Dr. Brendan Devlin
Niamh Hammel
Rebecca Jones
Allison Kavanagh
Sarah-Anne Kennedy
Ronán Lynch
Dr. Diana Mitchell
Lorna O'Connor
Jamie Ward

Members of the L2L Project Steering Group

Ann Cleary
Dr. Mary Delaney
Dr. Brendan Devlin
Jamie Ward
Christina McGuckian,
Angela Hannon
Dr. Moira Maguire.
Ashley O'Donoghue
Philip Russell
Brigid Carey
Dr. Claire McGuinness
Gina Noonan
Rónán Lynch
Dr. Jen Harvey
Professor Sheila Corrall
Dr. Philip Cohen

More about L2L

L2L was a two-year project (2016-2018) funded by the National Forum for the Enhancement of Teaching and Learning. It looked at the Professional Development Framework for all Staff who Teach in Higher Education (PDF) through the lens of library staff to see how it supported our professional development needs. It involved three Libraries from the Technological Higher Education sector in Ireland – namely Institute of Technology Carlow, Dundalk Institute of Technology and the Dublin Institute of Technology (now Technological University Dublin).

Facilitating learning is inherent to the work of Library staff. This happens formally when we teach and through all of our informal learning activities ranging from space curation to the parameters we add in our information retrieval applications. Although our institutions are constantly striving to support our professional development, the diversity of the roles we perform and our unique role as ‘third space professionals’ in library education means we are dealing with complex, evolving and complicated needs. We sought a Professional Development Framework that addressed these circumstances. While many approaches focus on development of library staff the PDF is the first to address library staff in a teaching role.

The PDF positions libraries and library staff in the wider environment of Teaching and Learning. It lets us explore our identity and our collaborative and complementary role to those employed as lecturers, researchers or in professional support roles. It helps us situate our practice in the broader educational context. The PDF invites practices of reflection and inquiry. These are qualities all staff need given our role and the on-going changes we meet. It prompts us to articulate our approaches and philosophies of library practice and teaching

The PDF lets us find ways we “belong to” and are part of academic and scholarly practices. Student experience and the impact of PD on students are central values in our explorations of the PDF. In this way the student is central to PD in novel ways. More of our experiences are captured at www.l2l.ie.

View the professional development framework for all staff who teach at <https://tinyurl.com/yakbod67>

Engaging with the Professional Development Framework as Library Staff

Our two year project gave us time to explore the PDF. But we do not see this as the end. We hope to cultivate Communities of Practice and Mentorship to support ongoing engagement with the PDF.

L2L therefore encourages and welcomes wider and deeper engagement with the PDF. Our website www.l2l.ie contains resources and tools that we have developed to help Library Staff engage with this PD framework. This includes videos, interviews and Guides.

We would love to hear how you find these and to learn about how you use the PDF. Please feel welcome to contact us and to contribute to the website. Full details are available at www.l2l.ie.

Contact us at:
librariansL2L@gmail.com
Website: www.l2l.ie
[Facebook.com/librariansL2L](https://www.facebook.com/librariansL2L)
[Twitter.com/librariansL2L](https://twitter.com/librariansL2L)



NATIONAL PROFESSIONAL DEVELOPMENT FRAMEWORK
FOR ALL STAFF WHO TEACH IN HIGHER EDUCATION



NATIONAL FORUM
FOR THE ENHANCEMENT OF TEACHING
AND LEARNING IN HIGHER EDUCATION

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National Forum for the Enhancement of Teaching and Learning in Higher Education
c/o 19 Dawson Street, Dublin 2, Ireland

T: +353 1 6090648

Email admin@teachingandlearning.ie

Web: www.teachingandlearning.ie

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Introduction and Aims

This document describes the newly articulated *National Professional Development Framework* for all staff who teach¹ in Irish higher education. The framework provides guidance for the professional development (PD) of individuals and gives direction to other stakeholders (e.g. institutions, higher education networks, educational/academic developers, policy makers and student body representatives) for planning, developing and engaging in professional development activities.

This PD framework aims to:

- Empower staff to create, discover and engage in meaningful personal and professional development in a variety of ways
- Encourage staff to engage in peer dialogue and support in their professional development activities
- Enhance and develop the pedagogy of individual disciplines² for relevance and authenticity and enable learning from other disciplines
- Assist staff to reflect on, plan and contribute to the evidence-based³ enhancement and transformation of their teaching and learning approaches
- Contribute to the quality assurance and enhancement of the student learning experience

The PD framework is flexible, inclusive and can be interpreted and adapted for: academic staff across disciplines; educational/learning technologists; educational/academic developers; research staff; library staff; support staff and students who teach others e.g., graduate teaching assistants and those who engage in peer assisted learning.

The importance of the local context within which teaching takes place is also fully recognised. This framework is designed to be interpreted in a way that reflects the local priorities within which each individual operates. Although the focus is on individual staff, the framework does not preclude its use by teams or groups of staff for group-based professional development.

The framework is underpinned by a number of identified values i.e. *inclusivity, authenticity, scholarship, learner-centredness and collaboration* (Appendix 1). These values act as a guide for individual staff, academic departments and institutions to recognise, inform, enhance and sustain professional development.

Typology of Professional Development Activities

The typology of the professional development opportunities incorporated in the framework includes activities which are non-accredited (including collaborative, unstructured and structured) and those which are accredited (Table 1).

1 'Teach' used in this document is inclusive of all the activities involved in the teaching and the facilitation of student learning. The term incorporates the principles of student engagement in the learning process.

2 Discipline is used in this framework to encompass the individual's discipline or subject, however it is also used to include other professional groups (i.e. educational developers, educational/learning technologists).

3 'Evidence-based' refers to any concept or strategy that is derived from or informed by trustworthy evidence—most commonly, educational research or metrics of school, teacher, and student performance.

Table 1: Typology of Professional Development Activities

Non-Accredited			4. Accredited (formal) ⁴
1. Collaborative Non-accredited (informal) ⁴	2. Unstructured Non-accredited (non-formal) ⁴	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

Types of Learning

Staff who teach develop their knowledge, skills and competencies in their teaching through a range of learning activities. Each learning activity can be described by different types of learning, singly or in combination. The framework identifies and recognises four types of learning associated with any professional development learning activity ('new learning', 'consolidating learning', 'mentoring' and 'leading').



Figure 1: Types of learning

4 Informal learning is defined as non-conscious learning, it is not measured against a construct, and there are no criteria for progression. There may be a learning objective but there is no judgement or evaluation.
 Non-formal learning is always organised, structured and engaged in consciously. There may be a learning objective but there is no judgement or evaluation.
 Formal learning is always organised, structured and engaged in consciously, it has clear learning objectives and is judged and evaluated for recognised credit.

The Domains of the Framework

The framework incorporates five overarching domains, each expanded through a series of elements. The uniqueness that each individual brings to their teaching is acknowledged by placing 'the self' (Domain 1: Personal Development) at the centre of all professional development activity (Figure 2).



Figure 2: The domains, underpinned by the framework's values.

The domains and their elements provide a framework to guide staff to review their current knowledge, skills and competencies, regardless of how, where or when these dimensions of professional learning have been developed. There is also a focus on supporting people to plan for their future professional development needs with these domains in mind. These can also be used by institutions nationally to support the provision of professional development opportunities for those who teach in higher education.

All five domains refer to the activities that staff engage in as part of their teaching (including assessment and feedback activity) and the impact that these have on their students' learning. The development of an individual's engagement with the scholarship of teaching and learning⁵ is an integral component of each domain.

5 In the context of the professional development framework, the scholarship of teaching and learning entails a process of enquiry where staff reflect on their own teaching practice, gather evidence of learning impact and share their experiences with peers and/or public, so they and others may learn from the findings.

Domain 1: Personal Development: The 'Self' in Teaching and Learning

Description

This domain emphasises the personal values, perspectives and emotions that individuals bring to their teaching, including self-awareness, confidence, life experience and the affective aspects associated with teaching. It makes transparent the importance of the personal values that underpin any human interaction, especially those needed for authentic, engaged teaching and how these values are impacted by the work context. In addition, this domain encourages the exploration of the positive and negative emotions and personal characteristics that impact on teaching, e.g. confidence, enthusiasm, commitment, anxiety and frustration. This domain plays an important role in helping staff to understand and declare their teaching philosophy and approach. It recognises the importance of personal wellbeing and the significant impact this has on individual teaching and learning roles.

Domain 1: Elements

- 1.1 Identification of and reflection on the key personal characteristics (values, perspectives and emotions) that motivate and challenge teaching, and their impact on student learning and the scholarship of teaching and learning.
- 1.2 Reflection on prior learning and life experiences that contribute, or are barriers, to teaching, i.e. prior experience and knowledge: as a student, as a teacher, as a researcher and in life.
- 1.3 Articulation of a personal philosophy of and approach to teaching.
- 1.4 Reflection on the impact of current working context on self.
- 1.5 Awareness of the extent to which personal philosophy aligns with or confronts current institutional, national and international context and associated values.

Domain 2: Professional Identity, Values and Development in Teaching and Learning

Description

This domain emphasises the importance of the development and self-evaluation of professional/disciplinary identity and its associated roles, responsibilities and action plans. It encourages staff to consider their professional and/or disciplinary identity in their context (for example, an academic staff member, an educational technologist, learning support staff who teach, etc.) at a particular point in time. This domain supports the development of staff's critical reflection skills and the evaluation of their teaching. In particular, it emphasises the importance of the development of the scholarship of teaching and learning. Some key professional values are identified. The importance of planning for professional development activities in institutional or other contexts is also highlighted as part of this domain.

Domain 2: Elements

- 2.1 Articulation of a professional/disciplinary identity, including current roles and responsibilities, and identification of unique features of current roles and responsibilities that potentially impact on teaching and learning practices, e.g. external examining, industry liaison, outreach activities, technological competence, information literacy development.
- 2.2 Evaluation of teaching and impact on student learning, based on self/peer review/peer observation, student feedback and/or other evidence.
- 2.3 Awareness of and contribution to the scholarship of teaching and learning, through sharing of practice, developing evidence-based approaches, research into, dissemination and/or application of research on teaching and learning.
- 2.4 Enactment of the values underpinning professional development and consideration of; respect for individuals and groups of diverse learners and staff; awareness of and promotion of ethical values and behaviour; promotion of participation of student learners; advancement and advocacy of discipline; sharing of resources; developing collegiality; identifying unconscious gender bias; commitment to reflective and evidence-based practice and citizenship (contributing to the institution/society's ethical and civic purpose).
- 2.5 Development and monitoring of an evidence-based, reflective professional development learning plan for their context.

Domain 3: Professional Communication and Dialogue in Teaching and Learning

Description

At the core of this domain is the importance of the excellent, clear and coherent communication skills required for the changing learning environment. It emphasises the key skills of written/verbal/visual communication, listening, dialogue and collaboration with others in the professional learning process. It recognises the importance of teaching and learning in a community to enhance student learning. The social dimension of professional learning is emphasised, and it recognises the role that communities of practice and networks play in supporting this locally, nationally and internationally; and within and across disciplines.

Domain 3: Elements

- 3.1 Commitment to ensuring excellence, clarity, coherence and precision in all forms of communication.
- 3.2 Development of academic and other forms of writing and enquiry skills to enhance both one's own and students' learning, i.e. academic writing (journal articles, written feedback on student assignments and performance, reports, policy/procedures); general professional communication skills (email, social media) and technical communication skills (curriculum/module descriptions, exam/assessment instructions, reports and proposals).

- 3.3 Development of engaging verbal and non-verbal communication (formal and informal) and listening skills required for different situations and environments (with/to students, with teams, across institutions, with peers and with media, industry and the public).
- 3.4 Development of peer, group and team-working skills for the enhancement of teaching, learning and scholarship, e.g. curriculum team discussion, on-line forums/communities on teaching and learning, constructive peer review of teaching/research, team-teaching.
- 3.5 Commitment to the development of communicative learning communities with peers/colleagues (disciplinary and interdisciplinary).
- 3.6 Exploration of and engagement in dialogue with international and national communities/partners to enhance teaching.

Domain 4: Professional Knowledge and Skills in Teaching and Learning

Description

This domain emphasises the importance of both disciplinary knowledge and disciplinary approaches to teaching (disciplinary pedagogies), while also drawing on inter-disciplinary experiences and approaches. It supports an active student role in the learning process, moving toward a partnership in the teaching and learning process, essential in the higher education environment. It incorporates staff's capacity to design and implement innovative and creative teaching and learning approaches at different levels of curriculum. The importance of assessment and feedback is emphasised, in particular the move to a more learner-oriented and dialogic feedback approach for students and balance in the assessment of *for/as* learning. The role of underpinning theories of learning and staff's knowledge and contribution to teaching and learning policies, procedures and scholarship is also highlighted.

Domain 4: Elements

- 4.1 Relevance and currency of disciplinary/subject knowledge, e.g. through research, literature searches, dialogue with peers, industry/placement experiences, industry projects, professional body memberships, etc.
- 4.2 Supportive of active student-centred approaches to learning that engage students and build towards students as partners in their learning.
- 4.3 Design and management of sessions, modules and/or curricula (programmes) appropriate to the learning environment.
- 4.4 Development and application of appropriate teaching and learning approaches and specialist skills from one's own discipline and other disciplines that support the development of students' knowledge, their skills of enquiry and other stated institutional/professional body graduate attributes (e.g. critical thinking, creative, entrepreneurial, responsible, collaborative, etc.).

- 4.5 Application of appropriately aligned assessment and learner-oriented feedback approaches from one's own discipline and, where relevant, from other disciplines.
- 4.6 Knowledge of and application of the theories of how students learn within and across disciplines, and a responsiveness to the needs of diverse cohorts of students.
- 4.7 Exploration and application of inclusive, innovative, enquiry-based, problem-based and creative approaches to student learning.
- 4.8 Knowledge of and contribution to relevant teaching and learning policies and procedures in local, national and international higher education contexts.

Domain 5: Personal and Professional Digital Capacity in Teaching and Learning

Description

This domain emphasises the importance of personal and professional digital capacity and the application of digital skills and knowledge to professional practice. The domain focuses on the development of personal confidence in digital skills to develop professional competence and the identification of opportunities for technology to support and enhance student learning. This domain is underpinned by the National Digital Skills Framework for Education.

Domain 5: Elements

- 5.1 Awareness of the key digital aspects and opportunities on the higher education landscape and adoption of an evidenced-based approach to the application of technology in the design of learning for students (Teach and Learn)
- 5.2 Application of educational and day-to-day tools and resources to support personal learning, teaching and scholarship (Tools and Technologies)
- 5.3 Application of technologies for effective communication and collaboration with student, professional and social communities (Communication and Collaboration)
- 5.4 Use of digital tools to create and develop new learning materials, embedding a range of media and interactive resources (Create and Innovate)
- 5.5 Application of digital search strategies, skills and knowledge of the issues around the sharing and copyrights of digital resources (Find and Use)
- 5.6 Consideration of personal and other's wellbeing and awareness of the nature of online identity, data and information, and privacy and protection in ways that are ethical and respectful (Identity & Wellbeing).

Evidence-based Reflection

At its core, the framework is underpinned by both a reflective and an evidence-based approach. Guided by its values, types of learning and the domains (listed), the framework assumes a cyclical, reflective process. The framework supports individuals in (a) reflecting on current knowledge and experience; (b) recognising the importance of self-evaluation informed by data and evidence; (c) identifying and developing a personal strategy for effective use of relevant evidence; (d) developing their own capacity to shape and plan their future learning (See Figure 3).

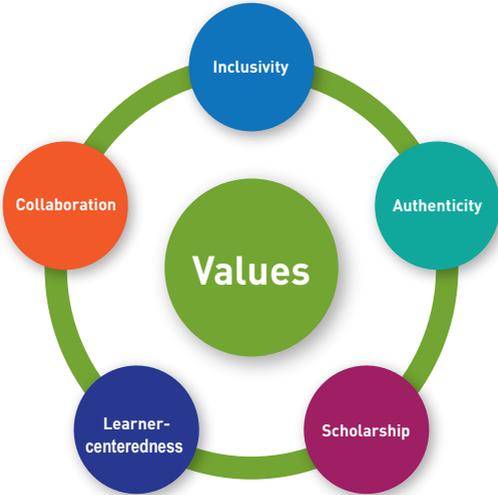


Figure 3: Cycle of Evidence-based Reflection and Planning for Individual Staff

This document has articulated a professional development framework that is relevant to all those who teach in Irish higher education. The framework brings together a range of disparate types of activity (many of which are already long-established in the sector) and offers a single, coherent structure against which individual professional development can be mapped.

For further information on the consultation process and the ongoing implementation of the professional development framework across the higher education sector please visit www.teachingandlearning.ie.

Appendix 1: The Values⁶ underpinning the Professional Development Framework



Values underpinning the framework

Inclusivity

The approach is inclusive to all who teach in this sector, i.e. academic staff, education technologists/ developers, teaching assistants, librarians who have a teaching role as part of their remit. It supports the large group of part-time teachers who are key contributors to the student learning experience and who may be linked with more than one institution. It should allow for flexible pathways for different staff specialisms and changing work contexts. It should be sensitive to changes in staff roles and responsibilities, including research, at all levels and stages of their careers.

Authenticity

Professional development should be authentic, in that it must allow for genuine and personally relevant engagement by participants. It should also be relevant to the individual within their discipline and to the institution(s) involved in their professional development. Approaches to teaching and learning in the discipline are recognised and valued (the discipline pedagogy). The academic department has a strong role to play in the enhancement and impact of meaningful personal and professional development of staff. The approach should allow for substantial and impactful engagement. It should be authentic and should be manageable in the time available.

⁶ These values emerged from the consultation process. Please see www.teachingandlearning.ie

Scholarship

The approach is evidence-based and encourages staff to be informed on, knowledgeable about, and have the capacity to contribute to the evidence base of their teaching. It encourages staff to link with established best practices in professional development while also fostering innovation on the basis of evidence. It emphasises the importance of teaching having an evidence base and supporting the scholarship of teaching and learning.

Learner-centredness

The approach supports both the staff member as a learner and the student as a learner, driven by their values, needs and motivations. It emphasises the importance of the 'self' in learning. Professional development should strongly align with an individual's teaching practice and attempt to be transformative of staff knowledge and skills. Reflective practice is a key lever for interrogating and transforming individual teaching practices over time and across contexts. An extension of this concept of (staff) learner-centredness was that of a student-centred approach to teaching. The approach should support innovative and creative teaching and learning, which aims to improve student engagement and empowerment in their learning. It should support teaching, learning and assessment approaches that have the highest impact on students.

Collaboration

Although focused around the individual staff learner, the approach aims to emphasise the social learning that is key to learning in the workplace context and supported by many learning theories. It should encourage staff peer dialogue and support the mentoring of other staff. Although the approach emphasises the role of individual institutions, it is important to build on existing inter-institutional activity for a more efficient and collaborative approach to professional development. The approach strongly supports the development and recognition of communities of practice that enhance professional learning in local, disciplinary or cross-disciplinary contexts.



National Forum for the Enhancement of Teaching and Learning
in Higher Education

c/o 19 Dawson Street

Dublin 2

T: +353 1 6090648

info@teachingandlearning.ie

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www.teachingandlearning.ie

